

# **Caught'yas**

**for Sixth, Seventh, and Eighth Grade**

# **Sixth-Grade Caught'yas**

1. horribly hard middle school did not look much different from their elementary school which was nearby in their town of **tedious** florida (**NOTE: Use your state**). a big one-story brick building set **nestled** among large trees and a **verdant** lawn and a small city of white portables dotted the field behind the school like white lily pads in a green pond
2. look **shrilled** isabelle **ingenuous** in her high voice as she nervously twirled the purple plastic butterfly that was perched in her wild curly **auburn** hair. always upbeat isabelle was dressed in her knew outfit of purple shorts and bright green top
3. all the lights are on and there is a teacher gazing out the window of each classroom isabelle ingenuous continued. i wish we were going to marvelously magic magnet middle school instead of this old ordinary **insipid** one groaned william **waggish** whom was not his usual teasing cheerful self
4. yeah sighed sam **sagacious** who was usually reserved behind his horn-rimmed glasses i hear the teachers their are great. and yes i hear they dont give much homework either added olivia **otiose** who hated homework with a passion
5. well we don't have enough magic in us so we cant go to MMMMS **retorted** felicia **fey** whose **meager** magic always went **awry**. if i were better at magic i would be going there with all the neat teachers and cool classes but i failed the entry test when i accidentally gave ms vice principal a big juicy zit right between her eyes

6. at least you *have* some magic even if it always screws up isabelle ingenuous reminded her freind as she twirled the purple butterfly that perched in her **mane** of auburn hare and the rest of us cant even open a classroom **portal** she concluded
7. suddenly right in front of this **sextet** stood a tall man who was dressed all in black with a shiny, new, black hat perched on his slick black hair. he peered down at the group and boomed in a loud **monotone** voice welcome to horribly hard middle school
8. the frightening man then announced that he was the dean of the school and his name was dean **dread**. pauline **puerile commenced** to **snivel** (she was such a baby and felicia fey muttered a “cheer-up spell” but only succeeded in frizzing her friends hare
9. dean dread a disturbing figure in his **somber** suit and tie directed the group to go too the cafetorium a combination of cafeteria and auditorium. there the freinds found other sixth graders who they already new from elementary school
10. what a bizarre dean whispers sam sagacious *sotto voce* to william waggish. me and you wouldnt want to cross him or meet him in a dark alley
11. from what **mausoleum** did he crawl out sam murmured william waggish **surreptitiously** so no one else could here. hey william look at the other weird teachers standing against the wall whispered always observant sam sagacious as he **surveyed** the room

12. as sam **uttered** this last statement dean dread suddenly appeared and loomed menacingly over the two boys. **loquacious** ones eh you two come here the dean ordered. his voice had the flatness of a cockroach crunching under a shoe
13. dean dread put one huge ham sized hand on the back of each boy and **ushered** them to the front of the “cafetorium.” all the other new sixth graders of course **tittered** at the sight of william and sam being caught talking
14. quiet students says dean dread in a deadly tone of voice as he placed william waggish and the **mortified** sam sagacious in the second row next to jesse **jocose** another talker. when dean dread said this he nodded his head and teachers lined up in the aisles to **quell** the noise with **proximity** control
15. the new sixth graders squirmed in fear and became **distraught** as they got a closer look at their new teachers. only a few of them had genuine welcoming smiles on their faces and most were **garbed** in grey or black too.
16. among the teachers only a few didn't look too mean or too **formidable** they just didn't look like the friendly teachers the kids had had in elementary school and most of them dressed in **somber** clothes that looked like they were stiff and uncomfortable
17. olivia otiose who was more **perceptive** than most sixth graders but lazy when it came to work saw that one teacher's smile was genuine. this teacher wore a **blousy** white shirt and a long pink skirt and she had stuck a pink flower in her thick blonde **tresses**

18. felicia that must be the art teacher isabelle ingenuous dared to whisper to her freind felicia fey. dean dread and 2 teachers glared at the two girls that **quailed** under there gaze
19. all the teachers still stood in the aisles like **sentries** most of them **glowering** at the kids as if daring them to speak. the principal stood up on the stage and dean dread joined him their
20. children i am the schools principal the captain of your ship said the principle. my name is mr **punctilious** principal and this is dean dread who will **mete** out any discipline for misbehaving students he continued as he put a hand on the deans broad right shoulder
21. william waggish always playfully humorous choose that moment to **subvocalize** a limerick under his breath his favorite way to deal with tension. he entitled it the mean dean. several people heard its **utterance** and jesse jocose who set nearby snorted in laughter

There was an old dean from Salt Lick (Kentucky)  
Who made all the kids very sick.  
One look at his face  
And students would race,  
Well-aided by steps that were quick.

22. as william waggish **uttered** the last word of his limerick the teacher nearest him twitched and nodded his head. his eyelids fluttered his tongue protruded between his closed lips and **wisps** of smoke curled from his ears

23. jesse jocose pointed to that teacher with his one hand and held the other over his mouth to **muffle** his giggles. the other teachers turned and **glowered** at him as students **swiveled** theyre heads in the direction jesse pointed
24. only the teacher with the pink flower in her hair and the paint on her shirt smiled at the strange **phenomenon** of her eye-fluttering ear smoking tongue sticking out **colleague** and she somehow was different like a cool glacier breeze in a hot classroom
25. after that **incident** everyone quieted down turned his or her face towards the stage and **paid heed** to mr punctilious principal as he instructed students on where to go and what to do next. i hope me and my friends are in the same homeroom whispered isabelle ingenuous too her too freinds olivia otiose and pauline puerile
26. finally the assembly was over and teachers filed out directed the **striplings** to the homeroom lists on the walls of the sixth grade hall and then pointed the various classrooms out
27. the **intrepid** group who had begun their first day of school together found themselves in the same homeroom. there teacher was a very **stern** looking man mr math **martinet** who promptly announced that he was also their math teacher

28. he told the students too that he would tolerate no **shenanigans** and then he **confiscated** a headset from quincy **querulous** a student in the back of the room who made faces as his headset was taken opened his mouth as if to argue and then thought better of it. hey pauline thats the teacher who stuck his tongue out **articulated** felicia fey to her **puerile** friend who was silently crying

29. william waggish worried about pauline whispered another of his **inimitable** limericks this one about a **malevolent** math teacher entitled **wrathful** math and faint curls of smoke wisped from mr math martinets ears and his eyelids fluttered too

The nasty, male teacher of math  
Was utterly filled with such **wrath**.  
He yelled at the boys  
And **stifled** their joys.  
He took a malevolent path.

30. at this you could have heard a pin drop as the students mouths gaped open at their **peers** boldness and there teachers antics. the class waits for williams painful **demise** at the hands of their stern **uncompromising** teacher

31. nothing happened. absolutely nothing after fewer than three seconds mr math martinet **resumed** his announcements as if he neither had been interrupted or had wisps of smoke **emitting** from his ears

32. after he went over the school rules mr math martinet handed out a schedule and a map of the school to everyone. as soon as the students schedules were in theyre hands **pandemonium** broke out as everyone tried to see who was in their classes



33. the **intrepid** six compared notes and found that they shared some of the same classes math english and science. pauline isabelle jesse william and felicia had art with ms **amicable** artist and the other two had music with mr **melodious** music
34. the bell **pealed** signaling the end of homeroom. although the group were going to the same place pauline puerile got lost. things were not going good for her
35. first she became separated from her freinds and then she turned her map upside down and next the size of the eighth graders **daunted** her and finally she gets lost
36. as pauline puerile stood in the crowded hallway blubbering while others laughed and pointed fingers at her a kind **titanic** eighth grader took pity on her and pointed her in the right direction. meanwhile isabelle ingenuous and felicia fey found the girls bathroom but theyre were too many eighth graders for comfort in there so they left hurriedly
37. felicia and isabelle found their first class (which thankfully was only 10 steps further. before entering the classroom felicia fey who should have known better tried too fix her flyaway hair with a **petite** spell. as usual it backfired this time it turned her hair purple
38. at the same time william waggish finds a new friend jesse **jocose** the boy that had experienced the **wrath** of dean dread too. the too of them discovered there love for **jocular**ity and limericks

39. since like williams other friends they were headed for english class they composed an **appropriate** poem and entitled it awful teacher even though they had not yet **encountered** the teacher

An English teacher from Slade (Kentucky)  
Confused the verbs “lay” and “laid.”  
She did not know squat  
And was put on the spot,  
So she quit and didn’t get paid.

40. standing at her door there new english teacher ms grammar grouch heard the limerick. her eyes fluttered and she stuck out her tongue while curls of smoke wisped from her **proboscis** and rose to the ceiling
41. hey jesse look at that giggled william waggish pleased with their poetic efforts and their effect on the teachers. these teachers are **eerie**. maybe me and my friends are wrong and this year will be fun after all. and sam sagacious just makes a further notation in his pocket notebook
42. jesse jocose **queried** with a grin as they stepped into the room of the slightly smoking teacher i wonder what makes them do that. just then they spied felicia fey in her newly purpled hair
43. oh oh william I bet the teachers are not going to find *that* amusing said jesse jocose. ms grammar grouch *could* **differentiate** between the verbs “lay” and laid and much to the **consternation** of olivia otiose she loaded the class with a list of vocabulary words to learn

44. in addition ms grammar grouch did not permit any student to end a sentence with a preposition nor to split a verb. she was a true grammar grouch. she also was not very **amiable** and was going to send felicia fey to the dean with a **terse** note to call felicias parents about her coming to school with purple hair

45. wait, ms grouch i can fix it. its fixable **blurped** felicia as she muttered another spell which turned her hair back to its normal color but put a purple streak in ms grouchs **coiffure**. jesse jocose composed a limerick on the spot that he entitled my new friend felicia and sent it in a note to william waggish who whispered it to felicia who **tittered**

There was a young lady from Day (Florida)  
Whose nature was quirkily fey.  
She purpled her hair,  
But she didn't care  
And merrily did things her way.

46. at this **juncture** ms grammar grouch stuck out her tongue fluttered her eyelids and **emitted** smoke from her ears. she stopped teaching froze for fewer than 3 seconds mumbled that is unanswerable and then resumed her grammar lecture as if nothing had occurred

47. weirder and weirder **penned** william to jesse in another **furtive** note. i dont think i like that teacher very much said isabelle to her freinds as they exited the room at the peal of the bell and her and felicia dashed into the ladies room **micturated** quick washed their hands in the filthy sink and ran out to join their friends

48. i wonder if the science teacher will be any gooder. we already know what the math teacher is like said sam sagacious who liked the vocabulary lesson of ms grammar grouch but **loathed** the way the **latter** had wanted to send his friend to dean dread
49. well She couldn't be worser said felicia fey whos Narrow Escape had Scared them all farther. I hope She doesnt **perceive** that purple Streak in her hair until she gets Home
50. shes the one who deserved it **countered** felicias freinds william waggish and pauline puerile in **unison**. they shared a high five as william proceeded to happily recite another one of his **infamous** limericks this one entitled frigid english

Our grammar teacher is rigid.  
On English rules, she's quite frigid.  
She never splits verbs  
And teaches hard words,  
And errors make her quite **livid**.

51. nearby too teachers in unison flutter their eyelids stuck out theyre tongues between closed lips froze in place for less than 3 seconds and emitted wisps of smoke from there **nostrils**. sam sagacious noted the **anomalies** in there reactions

# Almost Midterm Caught'ya Test

## Directions for Part I:

Students, correct the following long Caught'ya. This test will show how carefully you listen when your teacher goes over the Caught'yas. You will lose two points per error, so **be very careful** and be sure to check your work when finished. Ask your teacher for meanings of words you do not know. This is not a vocabulary test. Follow your teacher's directions on how to do the test and read it again to yourself to help with punctuation.

**Hint:** There are five paragraphs. All periods are correct. Do not change any of them. Twice, the first quotation mark has been left in to help you. There are six spelling errors and one missing hyphen. Some words will need to be changed.

**bizarre** sam sagacious muttered to himself as he took notes. the rest of the day went pretty much the same. the teachers for the most part were **clad** in somber colors and they had no sense of humor. unfortunately in science class the freinds found there old **nemesis** orson **odious**. as they entered the room orson was "holding court in the back between many of the popular kids. ah guys look at the weird ones who just entered science class orson said **maliciously**. theres the witch that cant do a spell right the four eyed wise guy who knows it all the free spirit that even wears stupid plastic butterflies in her hair the crybaby the lazy one who never has her homework and the 2 that think there funny. what losers he stated and he chuckled too his audience and encouraged them to laugh. im sorry my parents made my buds and me late this morning and me

and my buds missed too of the "geeks getting caught by the dean **expounded** odious orson as he concluded his **verbal** attack. the intrepid 6 and jocose jesse heads down slunk into seats in the front of the room just as the science teacher entered and closed the door behind him. when the class saw their teacher silence **reigned** even from the back of the room where orsons gang sat.

## Directions for Part 2:

First, number the eleven sentences on your corrected copy of the test so you don't lose track of the numbers. Then, use your corrected version of the test to identify the types of sentences of each of the eleven sentences in this exam—simple, compound, complex, or compound/complex.

**Hint:** Four are simple. Two are compound. Four are complex. One is compound/complex.

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

7. \_\_\_\_\_

2. \_\_\_\_\_

8. \_\_\_\_\_

3. \_\_\_\_\_

9. \_\_\_\_\_

4. \_\_\_\_\_

10. \_\_\_\_\_

5. \_\_\_\_\_

11. \_\_\_\_\_

6. \_\_\_\_\_

12. \_\_\_\_\_

## Directions for Part 3:

First, invent an imaginary obnoxious person who joins your English class. Next, give that imaginary person a name. Then, think of two or three things (actions) that this odious person might do that would make class miserable for you and your classmates. Finally, write down your ideas.

Now, write an essay explaining why the things that this odious person does would disrupt the class and make life miserable for everyone.

52. i am ms **stern** science the teacher said in a **monotone** voice. i believe in a lot of hard tests **a plethora of** homework and **a dearth of** student talking in my class but i also expect students to do good
53. at this olivia otiose **slumped** in her desk in **woe**. oh no she whined as she sank farther into her seat and this year is starting out bad
54. ms stern science stared at olivia otiose with his bird like beady eyes and she said in a low **ominous** tone there will always be silence in this classroom when i **pontificate**. olivia otiose thought she heard a snicker from orson odious in the back but the teacher did not catch it
55. as the 7 friends left the room they tried to **elude** orson odious who knew all the tricks of making other students lives **wretched** without getting caught by the teachers himself. william waggish and his new friend jesse jocose **commenced** composing another limerick this one about the stern science teacher and they entitled it crude science

Our old science teacher is rude.  
She also is horribly crude.  
She picks at her nose;  
She sports ugly toes;  
And always is in a bad mood.

56. isabelle ingenuous and her friends laughed imagining their teachers **unsightly** toes. they forgot about the toad orson odious and all that he liked too do too make theyre lives miserable



57. by her desk near the **portal** of the room ms stern science stuck out her tongue smoked slightly from her **proboscis** fluttered her eyes like a blinking lizard and froze mid-step for less than 3 seconds. stranger and weirder murmured sam sagacious whom noticed these things
58. lunch is the usual **boisterous pandemonium** typical of a middle school lunchroom. a fight broke out among 2 girls over something a **rumor-monger** had reported that the other had **purportedly** said and both were suspended on the spot
59. dean dread called theyre parents from the lunchroom right in front of the girls **peers**. after that incident dean dread stood on the stage with his ham sized hands on his hips glaring **forebodingly** at the students as if he dared them to try anything else accept talking and eating
60. its amazing he lets us talk at all sam said william waggish to his **compatriot** at the table. he also composed another limerick for the occasion entitled it mean green dean and caused everyone at his table to hoot with laughter like a bunch of hyenas
- The dean of students is mean.  
His face in anger turns bright green.  
He maintains his right  
To stop any fight  
And suspend those who are obscene.
61. after a brief flutter of his eyelids and one wisp of smoke curling from his left ear dean dread turned to stare at their table with a **malevolent** expression on his **visage marred** only by his tongue that still stuck out between his **pursed** lips

62. art and music was the only relief for the rest of the week. in art, the teacher ms **amicable** artist smiled alot and promised the class that they would release butterflies on earth day and celebrate the event farther with an art project of there own choosing as good
63. pauline isabelle jesse william and felicia who had **opted** to take art were delighted. this teacher seems almost human girlfriend whispered isabelle to felicia who nodded in agreement
64. with only a small frown at isabelle ms amicable artist quietly moved by the 2 girls and **commenced** a lecture about the **Impressionist** artists. william waggish took out a pencil and a peace of paper and he composed another limerick entitled art

We have a bizarre art teacher  
Who **touts** painters like a preacher.  
Cassat and Van Go  
And Monet, now we know,  
Are the ones who really reach her.

65. ms amicable artist still lecturing and **periodically** showing pictures from a stack in her hand **ambled** over to william confiscated the paper swiftly **perused** its contents smiled and said you spelled van goghs name incorrectly william. its spelled g-o-g-h not go
66. nothing else happened accept that the pink **hued** flower in her **coiffure** fell onto williams desk as she nodded her head at him handed back williams paper and continued her **spiel** on the impressionists. william waggish corrected the spelling of the dutch painters name and paid **rapt** attention for the rest of the period

67. hey **mused** william waggish to himself maybe the limerick has to be said out loud for it to effect the teachers. i must tell sam as he would want to make a note
68. meanwhile in music mr **melodious** music tells his class all about band and he let the untried **neophyte** sixth graders choose there instruments. sam sagacious played the guitar at home but wanted to take up a gnu challenge
69. he chose the oboe an **arduous** instrument too learn to play. olivia otiose who had not signed up for any exploratory class and whom had been randomly assigned to band by the schools computer wanted the instrument that was the easiest to play
70. she wanted to play the triangle but was given a clarinet. bummer she said. if i have to learn to play this instrument i will be forced to carry this home every day and my mother will **compel** me to practice
71. that day the 6 friends jesse jocose took a bus to school **plodded** home piled with science and math homework. olivia otiose was not pleased so she did none of it and lied to her mother when her mother asked if she had ever been assigned any
72. olivia's lying about homework was nothing knew. months passed in a similar **invariable** manner

73. the 6 walked to school met up with their friend's who bussed to school suffered through classes' with their bizarre teacher's and tried to avoid orson odious and his popular pal's the **comely** petra **pulchritudinous** lovely alessandra **amorous** and handsome danny **dapper**. accept in art and music the nasty annoying teachers' gave tons of homework
74. while middle school is alway's a wierd place they new that something strange was **afoot** at horribly hard middle school. sam kept note's on the effect's that william's and jesses' **atrocious** but **hilarious** limerick's had on there teachers'
75. one of their best a wicked limerick about the social studies teacher ms grumpy geography **evoked** more than smoke from her ears and fluttering eyes. in addition to the teachers usual reactions to hearing one of their **infamous** verses ms grumpy geography repeated over and over in a **monotone** voice for more than too seconds but less than 3 you must read the book great geography. you must read the book great geography

There is a teacher from Noodle (Texas)  
 Whose hair looks like a French poodle.  
 She paints her nails green;  
 She taps on the screen;  
 Her face looks like pale apple strudel.  
**(Pronounce "apple" as one syllable.)**

76. as usual sam sagacious would take notes **apropos** of the incident but neither he or anyone else could draw any conclusions. there was just something different about there school but noone could put a finger on what its difference was

77. art continued to be awesome. band was challenging and even lazy **indolent** olivia otiose was getting into playing her clarinet good
78. then there was this **innovative** teacher who visited there english class from time to time to teach creative writing. her humor and enthusiastic inspired students to write good
79. usually **apathetic** olivia otiose wrote a personal narrative that won a prize. in addition william waggish even abandoned his favorite form of writing—the limerick and composed a **superlative** argumentative essay defending his position that school uniforms were an **noxious** idea
80. one day in science orson odious was particularly **insufferable**. his **taunts** provoke the usually cheerful jesse jocose to become **pugnacious** and swing at him in fury
81. orson **countered** with a blow too jesses **visage**. william jumped into the **fray** to support his freind and then ms stern science stepped into the act. you 3 **rascallions** she said in a loud voice go to the deans office immediately
82. isabelle take this note and go see that they arrive in the appropriate place and get a return note from the dean she concluded punching the call button to inform the office that dean dread had some customers. as the group walked to the deans office orson **goaded** and teased jesse william and isabelle

83. your nothing but unpopular little geeks he **jeered**. the 3 remain **quiescent** at this insult for they dared not **exacerbate** the situation
84. everyone **loathes** your stupid poems he continued they are written bad. now youve gone to far growled the usually **pacifistic** william waggish as he rushed in on his tormentor
85. as if they had **orchestrated** it beforehand the 3 friends jump on orson all at the same time. orson fell to the ground and jesse william and isabelle set on him and called him an **obstreperous** jerk. orson odious was shocked into silence
86. at that moment dean dread appeared suddenly like a huge swooping bat and **ushered** all four **miscreants** into his office. orson odious tried to blame the 3 for the entire incident but ms stern science had luckily seen him take a swing at jesse jocose
87. dean dread would call everyones parents to come get there **miscreants** and then he would suspend all 4 of them for 2 days. william waggish didn't even have time to compose a limerick appropriate for the occasion
88. when the suspension had ended and all were back in school things got gooder for a while. orson odious remained unusually **docile**. he did however start targeting a girl named beth **bibliophilic** who had read harry potter more than 4 times and whom always **secreted** a book on her knees under her desk

89. orson also picked on a boy named mark **meticulous** a perfectionist that always rewrote his papers many times. these 2 of course were not **elated** with this turn of events
90. they to be sure prefer it when orson odious had ignored them as if they werent there. weirdos that set on people dont **warrant** my attention orson **scoffed**
91. bullies that taunt my friends deserve to be expelled **retorted** isabelle ingenuous the free spirit who even dean dread did not **daunt**. then in art and music ms amicable artist and mr melodious music joined there classes too present a **mutual** art/music project **nurturing** and releasing butterflies
92. we have ordered youre kits and you will rise painted lady butterflies said ms amicable artist. painted lady butterflies are probably the most **widespread** butterfly **species** and are found all over the world she said
93. they particularly like living in mountain's and flowery meadow's and they love the following flower's aster cosmos' thistle and buttonbush. after we release the butterfly's on earth day art student's will paint an appropriate **habitat** with there butterfly in it she lectured and music students' will compose a short tune
94. each student will rise their own butterfly from an caterpillar which is the **larvae** to the **chrysalis** in which the caterpillar **metamorphosis** will occur and finally into a painted lady butterfly mr melodious music concluded

95. this will be **stupendous** felicia fey informed her pals. than in her **exhilaration** she accidentally waved her hands the wrong way enacting a spell and a white maggot **oozed** out of sams left ear
96. eewww thats gross felicia **shrilled** isabelle and pauline in unison. sam sagacious and the other boys collected the discusting maggot felicias spell had produced and admired its properties
97. they plotted to leave it on some unsuspecting teachers desk. which teacher deserved their present. they couldnt **concur**
98. it came out of my ear so i get to decide insisted an **adamant** sam the three girls almost **retched** in disgust but they quickly turned there thoughts too butterflies. oh you guys i cant wait until the caterpillars arrive said isabelle her face **animated** by the thought of raising a butterfly
99. then on a day that had been particularly **problematical** the group arrived in art and music and they breathed a sigh of relief. boy pauline this has been a **horrendous** day said isabelle ingenuous
100. pauline puerile just nods in agreement as she didnt trust herself not to cry. yeah orson odious forgot his truce and he insulted sam about his **spectacles** groaned jesse jocose. we must make up a limerick about him william he grined **puckishly**

A nasty young **stripling** from Toast (North Carolina)  
Was meaner and crueller than most.  
His **barbs** were so cruel  
That we hated school  
Where he made his nastiest boasts.



101. ms grammar grouch and mr math martinet whom were passing by the group just as jesse jocose recited his **doggerel** stoped dead in their tracks one foot raised as if to take another step. there eyelids fluttered wildly
102. there lips clamped shut but theyre tongues still **protruded** like pink taffy. wisps of smoke curled from there ears as they stood their unmoving
103. their they froze **manifesting** their bizarre behavior for less than 3 seconds. it wasnt a pretty sight they looked like ugly stone **gargoyles**
104. stranger and stranger murmured sam as he made a note in his **omnipresent** notebook. during the peculiar **interlude** william dared to gently touch mr math martinet on the tip of his large pinocchio like **proboscis**
105. the **latter** did not even notice. william waggish quickly withdrew before both teachers resumed walking as if nothing **untoward** had occurred
106. as william and jesse continued to **regale** the rest with their account of theyre horrendous day the crew sees a big box being delivered to the art room. caterpillars **bellowed** felicia fey in her loud voice
107. future butterflies **articulated** isabelle ingenuous with **awe** in her tone. as usual she wore a plastic **replica** of one in her auburn **tresses** and it bobed as she spoke

- 108.** the rest of the day past and the group remained **oblivious** to orsons verbal **barbs** and **jabs** their teachers love affair with homework and the usual battle to walk in the crowded halls with the bigger students. finally it was time for art and music
- 109.** ms amicable artist and mr melodious music stood in the front of the art room as their students **crammed** theirselves into a room made for many less bodies. a **massive** opened box set on the front table
- 110.** these are the caterpillars said ms amicable artist in a quite voice. the caterpillar to butterfly life cycle is **approximately** twenty one days so 3 weeks from now on earth day we will release butterflies
- 111.** she added first you will choose a partner. murmurs erupted from the students as they searched for partners. silence students you may choose partners after you recieve all the instructions ms amicable artist gently **reproached** the kids
- 112.** next each pear of you will recieve one of these cups she continued as mr melodious music held up several small covered cups in his hand. mr melodious music continued ms amicable artists **discourse**. each one of these he said indicating the covered cups contains 4 to 5 caterpillars
- 113.** because not all of the caterpillars will live each pear of students will have among 3 to 5 butterflies to release. the caterpillar cup has all the food the caterpillars need to **metamorphose**. finally keep the lid on the cup until the caterpillars form theyr **chrysalises** he warned the students

114. completing the chrysalis will only take about ten days he concluded. awesome **marveled** isabelle ingenuous whom adored butterflies
115. ms amicable artist resumed the lecture with a **caveat** handle your cups as little and as gently as possible so that you do not disturb the caterpillars. occasionally you may open the lid to peer inside carefully but **refrain** from touching the caterpillars it will stop them from changing
116. even though there were 60 6th graders in the overcrowded room, silence **reigned**. suddenly one student coughed and the **mesmerized** crowd resumed their usual **clamor**
117. i cant wait 3 weeks **puled** pauline puerile in a **petulant** tone. a boy named quincy **querulous** echoed paulines whine. why cant we speed up the things he asked **peevisly**
118. nature takes its own time **mollified** sam sagacious. nature did take its own time. in 3 weeks each pear of students opens their box revealing several chrysalises on the sides and little green balls on the bottom
119. eewww what are those little green balls asked pauline puerile who was totally grossed out. there caterpillar poop you dummy piped up quincy **querulous** who had actually done his homework and he liked to insult his **peers** almost as much as orson odious but wasn't as **adept** at it

# Passage to be read out loud to students

After the teachers sent Quincy Querulous out of the room for his **insensitive** remark, the rest of the class **warily** removed the small pieces of paper to which the chrysalis had **adhered**. They then taped them to the inside wall of one of the butterfly **abodes** that the art class had constructed. They also placed twigs inside the abode. Pauline Puerile, of course, dropped a chrysalis and cried with **consternation**.

In science, Orson Odious, who took P.E. instead of art or music, yanked the plastic butterfly from Isabelle's hair, put it in his **unruly**, uncombed mop, flapped his arms, and pretended to fly around the room like a butterfly to make fun of the students who were excited about the project. In reality, the **obnoxious** pest was jealous.

In art, each student drew a picture of his or her chrysalis, and in music, they played a **pastoral** piece with a **lilting** melody that gave the airy feeling of a butterfly in flight. Even Olivia Otiose practiced her part **assiduously** and played it beautifully. Everyone was anxious for the final metamorphosis to take place.

A little more than a week later, William Waggish arrived in art. To his amazement, he spied lovely Painted Lady butterflies in the butterfly **abode**. They clung to the side. Their wings looked as if they had been painted with black, brown, and orange paint with spots of white, red, and blue thrown in. They were lovely! They perched on the twigs and pumped their **frangible** wings to unfurl them.

“Oh, look, guys,” William Waggish gleefully **whooped** to his classmates, “the butterflies are emerging!”

As the class supplied the newly formed insects with food (sugar water), they impatiently waited for Earth Day which was two days **hence**, at the end of April.

120. finally earth day arrived. the entire sixth grade class orson odious included gathered around the butterfly houses that were on tables in the middle of the P.E. field. the weather was **balmy** and there was a slight breeze
121. orson odious pushed and pinched his way to the front of the crowd and ms amicable artist whom did not feel amicable towards **aggressive** bullies **banished** him farther back because dean dread was their
122. she then asked isabelle and william to come forward. pauline whined in disappointment and felicia danced in a circle of **vicarious** joy for her friends. too brown moths flew out of ms grammar grouchs hare
123. mr melodious music called upon sam sagacious and much to her surprise a **flabbergasted** olivia otiose. you sam are a talented and **diligent** student he said
124. orson odious made **noxious** faces from the last row of students. you olivia otiose have improved so much that i **deem** that you too deserve this honor mr melodious music stated as he beckoned with his finger for the too students too come up close too the butterfly **abodes**
125. then at a nod from the two teachers isabelle william sam and olivia **simultaneously** lifted the lid to a butterfly abode. as the crowd gasped ahhh in **unison** a fluttering cloud of brown black and orange **hues** rose from the boxes and **dispersed** in **diverse** directions

# Passage to be read out loud to students

Orson Odious tried to catch one to crush it; thankfully, he failed. As the cloud of butterflies rose into the air and **dispersed** with the breeze, the sixth-graders craned their necks to watch their departure. This had been a truly **prodigious** experience for the **majority** of the sixth-graders. Even Orson Odious was impressed although he did not admit it.

The last six weeks of school sped by with **alacrity**. The band concert went well, and although she earned her usual “Ds” and “Fs” in the majority of her classes, Olivia Otiose and her clarinet wowed the audience. Sam Sagacious aced all the exams with ease, and Isabelle Ingenuous earned all “As” and “Bs” except for a “C” in math, the **bane** of her existence (besides Orson Odious). Her drawing of her butterfly astounded all at the **annual** art show. William Waggish and his new friend, Jesse Jocose, continued to compose **outlandish** limericks. Felicia Fey only let fly a few **inappropriate** spells that had minor, **insignificant** results, usually involving Ms. Grammar Grouch. Pauline Puerile still cried when frustrated, but even she **ameliorated** her grades. Thus, their sixth-grade year drew to a close.

One gorgeous morning at the end of May, the sextet **strolled** to school. They were unusually early. (Olivia Otiose, who had spent the night at Isabelle’s house, actually was on time!) They reached the parking lot at the school just as the custodian, Mr. **Adept** Fixit, got out of his blue pick-up truck. Mr. Adept Fixit waved at the group of friends, grabbed a strange-looking tool from his truck, and **scurried** into the building. He had an **apprehensive** look on his face.

# Caught'ya Final Exam

## Directions for Part I:

Students, correct the following long Caught'ya. This test will show how carefully you listen when your teacher goes over Caught'yas. You will lose two points per error, so check your work. Ask your teacher for meanings of words if necessary. This is not a vocabulary test. Follow your teacher's directions, and read the test again to yourself to help with punctuation.

**Hint:** There are ten paragraphs. All periods are correct except one that needs to be changed to a question mark. Only change that one. There are spelling errors and three missing hyphens. Some words need to be changed.

the friends watched in amazement as mr adept fixit **bustled** from room to room with only 1 tool. as he exits each room the lights went on quickly and the blinds rose. from their **vantage** point on the sidewalk the freinds could see good the outlines of their teachers in the rooms. where did they come from asked sam. i see less than 3 cars in the parking lot and the teachers arent moving too. this is a mystery to be solved next year when we are in the seventh grade said william in a rare serious tone. yes william i **concur** said sam. their are neither enough time or enough clues and i only want to think about my summer and the book the mystery of the terrible teachers he agreed. yeah said isabelle as she nodded her head in **assent** and her plastic butterfly bobbed **in accord**. i dont like this whined pauline. everyone else heaved their shoulders in **exasperation**. was pauline going to grow up and was she ever going too stop her

sniveling. i think i will wear all black next year in the seventh grade announced felicia that had not produced a single successful spell the entire sixth grade year. the freinds except sam of course promptly forgot about their strange teachers and concentrate on the end of year activities and there summer plans. on the last day of school (after all the students had left all was silent except for muffled sounds from the art and music rooms and the clack of computer keys in the main office



### Directions for Part 2:

Use your corrected version to the test to identify the types of sentences of each of the fifteen sentences in this exam – simple, compound, complex, or compound/complex.

**Hint:** Seven of them are simple sentences. Three are compound. Three are complex, and two are compound/complex.

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

9. \_\_\_\_\_

2. \_\_\_\_\_

10. \_\_\_\_\_

3. \_\_\_\_\_

11. \_\_\_\_\_

4. \_\_\_\_\_

12. \_\_\_\_\_

5. \_\_\_\_\_

13. \_\_\_\_\_

6. \_\_\_\_\_

14. \_\_\_\_\_

7. \_\_\_\_\_

15. \_\_\_\_\_

8. \_\_\_\_\_

### Directions for Part 3:

As clearly as you can, write a paragraph or two explaining what you think is the answer to the mystery of Horribly Hard Middle School. Be sure to support your theory. Include a topic sentence and a concluding sentence for each paragraph. Use transitions and similes. Vary sentence structure. Most importantly, put passion and flair into your answer.

# **Seventh-Grade Caught'yas**

1. isabelle **ingenuous** always **animated** twirled in nervousness and a **excess** of energy. pauline **puerile** whined in a babyish manner about the **tardiness** of olivia **otiose** about having to return to horribly hard middle school for another year and about the homework the teachers loved to pile on her
2. another girl was **garbed** all in black. even her hair was dyed black. it was felicia **fey** who acted in a bizarre manner and whom was known for her spells that always went **awry**
3. felicia began to mutter words of a spell to encourage her friend olivia **otiose** to hurry. isabelle **ingenuous** put her hand over felicias mouth to stop her from **uttering** her spell and she warned her freind
4. you know it will backfire on you felicia warned isabelle ingenuous. you dont want to ruin youre new black hairdo or start the seventh grade with **putrid** purple streaks in your hair as you did in the sixth grade last year do you
5. william **waggish** made a tasteless but funny joke about girls and there wierd habits but no one listened. they were used to his **lame** limericks **vapid** jokes and strange sense of humor
6. the last member of the troop sam **sagacious** simply stood wisely and silently waiting for the **clamor** to die down. a **erudite** young man sam held a book in his hand the count of monte cristo by alexander dumas and he read as he waited

7. since his joke had fallen flat and no one had laughed william **waggish regaled** his freinds with a new limerick about girls whom wear black. brown faced with expressive dark pupils william composed mischievous poems to hide his real **aspiration** two be as **eloquent** and **articulate** a poet as his secret hero langston hughes

there once was a strange girl from mack (Colorado)  
who's hair and clothes were all black.  
she looked like a crow,  
and she should have said no  
to trying a magical act

8. sam **sagacious** put his book in his backpack and he laughed. felicia **fey** threatened to zap william with a spell but that didnt **deter** him
9. isabelle ingenuous smiled at williams poem and the image of felicia as a crow but she dared not laugh because she didnt want too **affront** her friend felicia felicia **glowered** stuck out her tongue at william and than muttered something rude under her breath
10. william cant you write anything accept those **insipid** limericks she snapped. how about giving us a break and trying another form of poetry for a change
11. isabelle ingenuous **deftly** changed the subject before a argument **ensued**. i dread going back to horribly hard middle school for another year she groaned. i dislike all the teachers except ms **amicable** artist and i dont want to be laughed at by orson **odious** and his stuck up freinds she concluded

12. yes im with you isabelle **concurred** sam sagacious with **fervor** but we also need to curb william and his limericks. doesnt he know any other form of poetry. would other types of poetry have the same effect on the teachers he **queried** further always curious
13. finally olivia **otiose** arrives late as usual shrugging on her knew **chartreuse** backpack as she hurried up to the door of isabelles **abode**. hola amigos she said in spanish she had learned over the summer am i late she queried as she approached her friends
14. arent you always olivia **sniped** felicia who still smarted from williams limerick about her magical **ineptitude**. are we ready to go face school for another year. she finished as she waltzed out the door and onto the sidewalk
15. as they slung there backpacks over their shoulders the **intrepid** freinds followed felicia out of isabelles **abode**. there was a **paucity** of talk as the group **trekked** the short walk to horribly hard middle school
16. at the edge of the campus each wondered **mutely** what their new school year in the seventh grade would be like. all two soon they had reached there school
17. at the school by the bus port they were joined by another freind jesse **jocose** who rode the school bus. each of them found their name on lists posted on the doors to the seventh grade wing of the school

18. oh no guys its bad. it looks like many of our sixth-grade teachers followed us to the seventh grade too moaned pauline **puerile** in **dejection**
19. i see alot of homework in our future and i see william getting into trouble with his **incessant** stupid limericks **predicted** felicia fey in an **eerie** spooky voice. hey wait up people chirped a soft cheery tone
20. its vivian **virtuous** whispered isabelle to her freinds. i remember her from last year as she was in a few of my classes. she always did her work and she got straight as. she was the one on who orson **odious** picked whenever he could she finished
21. remember me murmured the girl with a quite voice and carefully **coiffed** intricately braided **ebony** hair. she clutched a huge hard back book in her hand entitled war and peace by leo tolstoy
22. i was in your sceince class last year and i set in the last row as far away from orson **odious** and his **crony** danny **dapper** as i could get. they used too lay in wait for me between classes
23. orson always whispered **malevolent** things under his breath in my direction too she sighed and he called me a suck up. unfortunately the teacher never caught him doing it
24. danny on the other hand threatened and **coerced** me into doing his homework so that he could go to partys. know adult ever caught on to his **shenanigans** either

25. vivian virtuous joined the group of 7 seventh graders as each member searched for their correct homeroom. when everyone had found their **appropriate** classroom the friends found that they had different homerooms
26. when she arrived in her homeroom pauline puerile whined at the unfairness of it all. its not fair pauline **whimpered** to herself. its just not fair. not only do i have to go back to school, but my worst **nemesis** is in homeroom to **torment** me first thing every morning
27. orson **odious** whom indeed was in paulines homeroom grinned **maliciously** at her and **lobbed** a slimy spit wad in her direction. but pauline ducked and she incurred the **wrath** of the homeroom teacher mr math **martinet**
28. stop **fidgiting** young lady and sit still he ordered pauline in a menacing tone of voice. sam **sagacious ambled** to his new homeroom a few doors down from paulines. as he entered the rooms **portal** he froze mid stride
29. oh my sam sagacious muttered in awe as he spied a **comely** girl who sat **demurely** in the third row of desks. sam hastily grabed a seat in the fourth row write behind the **pulchritudinous** girl
30. the young **comely** lady wears a tight ribbed aqua top that barely meets the top of her equally tight jeans. her medium length black hair curled gently around her ears and flipped up in the back like birds tail feathers only softer. sam sagacious for once in his life was struck dumb

31. sam by the way new that He had Seen this **pulchritudinous** Girl before between other Students but he couldnt place Her. and he Sat their in the fourth Row right behind the Vision and Breathed in the fresh shampoo Scent from her cute **ebony tresses**
32. this is a **novel** twist. shes extremely hott' with two 'ts sam thought too himself as he copied the daily schedule busily writing
33. as the day progressed the 8 freinds met periodically in the hall to compare gossip and the latest news flashes me and my friend think that orson odious is worser than ever this year proclaimed isabelle and vivian almost in **unison**
34. danny **dapper** is worse than ever as well. most of the girls think he is so handsome and good but i think he is **abhorrent** and **vindictive** added isabelle with a **grimace**
35. to right said william whom had already experienced a **skirmish** with his arch **nemesis** the **obstreperous** orson and his pal danny. there *both* in my homeroom **carped** pauline puerile. its unfair
36. have you seen the new english teacher yet **queried** sam. shes one that even olivia otiose will work for. she does good
37. shes boss william concluded in the current **vernacular**. oh yeah william shes tubular **concurred** jesse **jocose** who was not to be outdone in his knowledge of **slang**



38. yeah shes not like ms grammar grouch at all **reiterated** felicia fey. shes like almost human and i think she has a touch of magic in her. she has such a way with words she almost paints pictures with them
39. at that moment orson odious past bye. theirs the girl that cant do anything right he **taunted**. your weird felicia. your **somber** outfit is ugly and your hair looks like a muddy broom. you dont got no class
40. felicia fey would **glower** at orson and would prepare to zap him with a spell but her friends warnings stoped her before she could mouth the first word. careful felicia counseled isabelle youre spells dont always work the way you want. its two **perilous** to try one
41. felicia held back and just stared in the direction of the rapidly retreating orson. youre going to get youre **comeuppance** some day she muttered
42. after that the first few months of school past in the usual fashion accept that sam was **enamored** of the girl in his homeroom and kept trying two get her to notice him too no **avail**. she seemed **oblivious** of his presence and very **aloof**
43. something was troubling her and she didnt seem to be two **blithe** and she always looked like something was wrong
44. teachers would assign a **plethora of** homework but less than at the end of the previous year. vivian virtuous would rise her hand no less then 3 times each period, even in science class. orson still calls her a suck up at every opportunity

45. as usual beth **bibliophilic** won the million minutes of reading contest and orson the **cad** picked on her as much as he could and he reduced her to tears on more than one but less than 10 occasions
46. petra **pulchritudinous** as beautiful as ever spent as much time as possible in the girls bathroom. and gossip **abounded** in the halls and students bathrooms which still smelled **atrocious**
47. orson odious and his main **sycophant** danny dapper attempted to make everyones life as miserable as possible and they were **incorrigible** and they made nasty comments to everyone
48. and the teachers with the exception of ms **amicable** artist mr. **melodious** music, and the new amazing english teacher ms **witty** writing wizard, were there usual stern selves. they also still did their usual routine when william or sam recited one of their **appalling** limericks stick out theyre tongues smoke slightly from there ears and noses and flicker their eyes
49. happily for the crew of friends whom were getting tired of William waggishs **deplorable** limericks the new english teacher ms **witty** writing wizard taught them a knew form of poetry **cinquain**. william thankfully abandoned limericks and began to rite cinquains
50. william waggish as soon as he was comfortable with the new poetic form **penned** several cinquains. williams first effort was about mr math **martinet** his least favorite teacher and he had the **audacity** to **utter** it as he entered class that same day

**51.** he entitled his poem mindless math

math class,  
its deadly dull.  
the old teacher **drones** on...  
numbers, equations, formulas.  
boring.

# Almost Midterm Caught'ya Test

## Directions for Part I:

Students, correct the following long Caught'ya. This test will show how carefully you listen when your teacher goes over Caught'yas. You will lose two points per error, so check your work. Ask your teacher for meanings of words you do not know. This is not a vocabulary test. Follow your teacher's directions, and read the test again to yourself to help with punctuation.

**Hint:** There are seven paragraphs. All periods are correct. Do not change any of them. Twice, the first quotation mark has been left in to help you. There are spelling errors and one missing hyphen. Some words will need to be changed.

out of the corner of his eye william spied mr math martinet that was standing at the front of the classroom. as william **uttered** the last few words of the poem mr martinets eyes fluttered less than 8 times his tongue would protrude and his ears **exuded** curls of smoke. "aha muttered william to no one in particular cinquains work as good as limericks on these **bizarre** teachers. sam sagacious pursued his new interest the girl in homeroom whose name was alessandra **amorous**. she was a former **sycophant** of orson odious. alessandra had become **disenchanted** with the **latter** when orson who secretly loved alessandra had popped her bra in the back right in front of everyone in the lunchroom. she hadnt spoken too orson since then. orson odious of course was not pleased with this turn of events and he went out of his way to embarrass alessandra every chance he got. alessandra also avoided danny dapper and petra pulchritudinous whom still hung with there leader orson. "still stuck up arent you alessandra

orson asked alessandra one day in front of sam and at least 9 other students as he past by. yes are you **spurning** me too queried petra **spitefully**. petra secretly missed the company of her former freind alessandra when she **primped** in the girls bathroom among every class but she would never let orson danny or alessandra know. alessandra muttered something **uncomplimentary** in spanish under her breath but no one else heard the **affront**. orson certainly wouldnt have understood it anyway.

## Directions for Part 2:

First, number the fifteen sentences on your corrected copy of the test so you don't lose track of the numbers. Then, use your corrected version of the test to identify the types of sentences of each of the fifteen sentences in this exam—simple, compound, complex, or compound/complex.

**Hint:** Nine are simple. Two are compound. Two are complex. Two are compound/complex.

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

9. \_\_\_\_\_

2. \_\_\_\_\_

10. \_\_\_\_\_

3. \_\_\_\_\_

11. \_\_\_\_\_

4. \_\_\_\_\_

12. \_\_\_\_\_

5. \_\_\_\_\_

13. \_\_\_\_\_

6. \_\_\_\_\_

14. \_\_\_\_\_

7. \_\_\_\_\_

15. \_\_\_\_\_

8. \_\_\_\_\_

### **Directions for Part 3:**

First, invent an imaginary person who is really obnoxious. Next, give that imaginary person a name. Then, think of three or four things that this person might do that would drive you crazy (as Orson drives Alessandra crazy). Finally, write down your ideas.

Now, write a persuasive essay to this person, trying to persuade him or her to quit his or her obnoxious behavior. Be sure to support your arguments with good examples.

52. their in the middle of the lunchroom sam wanted to punch orson in his big ugly **proboscis** but he **refrained** from doing so. alessandra **cringed**
53. sam gently put his hand on her shoulder and said he is a bogus **cad** and no one listens to him and me and my friends pay him no **heed**
54. alessandra smiled at sam and grinning back sams heart sang with hope. meanwhile orson odious and his **sycophant** danny dapper who the girls thought handsome despite his mean nature have big plans for a particularly **noisome** event
55. ms stern sceince displayed a particularly **awe-inspiring** demonstration of teacher weirdness after william recited sotto voce one of his new cinquains to see how it would affect the teacher. sam concluded that cinquains had an even greater affect on the bizarre teachers than limericks
56. ms stern science had not only done the usual eye fluttering smoke curling and tongue **protrusion** but she had also raised and lowered both arms no less then 5 times during the recitation of the poem once with the **utterance** of each line



57. this poem is entitled ms. **monotonous** science because ms stern science would **drone** on and on about the days science topic which sounded like all the other days topics while covering the board with her notes. she would require each student to **laboriously** copy the **latter** into their notebook

science,  
dreary subject...  
**monotonous drivel...**  
every day the same thing from one  
dull prof.

58. wowzer man whispered jesse to his friend sam, who also had witnessed the effect of william's poem on the teacher. this rock's. i cant wait to **regale** the rest of our freind's with this latest affect of william's poem's

59. yes this was another piece to add to the puzzle of the bizarre teacher's. inspired by william's success' and by ms witty writing wizard's **fervent** teaching jesse rote a cinquain of his own

60. he dedicated his to his favorite teacher ms **amicable** artist, that he had a small crush on. he entitled his composition art in pink because ms **amicable** artist loved to ware that **hue**

frothy  
teacher in pink.  
daily we create and mold.  
she guides our hands...creative things  
spring forth.

61. when jesse repeated his poem **audibly** in art class within hearing of his favorite teacher he watched her actions. nothing happened. he said the poem again
62. thats a nice cinquain jesse said ms amicable artist but her eyes never fluttered her tongue never protruded and her ears and nose never **emitted** smoke. yes this gets weirder and weirder Jesse muttered
63. the group **unremittingly** continues to test their teachers with the knew poetry form. everybody wrote their own cinquain and than they tried it out
64. it was sweet to watch the **majority** of the teachers reactions to the poems. ms amicable artist mr melodious music and ms witty writing wizard however still did not react in any way except to **critique** the poems
65. the crew were getting even more **perplexed**. the cinquain had the most **blatant** affect on ms stern sceince and dean dread. sam **pondered** this gnu development in the mystery
66. a few week's later though theyre was an **odoriferous** incident that distracted the group from their experiment's with the bizarre teacher's. one day as the student's **milled** about in the hall's between classe's a loud boom erupted from the boy's bathroom in the seventh grade hallway

67. the boom was immediately followed by a bad **noxious** odor that **reeked** bad of rotten eggs. the door to the boys bathroom suddenly burst open and **a plethora of noisome** grey smoke **billowed** out. 2 boys emerged from the smoke coughing hacking giggling and holding theyre noses
68. isabelle and felicia that were standing nearby thought they recognized orson and danny as they ran out of the bathroom. than all **perdition** broke lose as students scattered in all directions to flee the noxious smoke and the **dearth of** fresh air
69. a booming **stentorian** voice echoed from down the hall. who set off a stink bomb in the boys bathroom **bellowed** a tall black **garbed foreboding** looking man
70. it is the feared seemingly **ubiquitous** dean dread that was ever present in the halls and lunchroom. he **loomed** over and rushed between the scurrying seventh graders as he proceeded towards the still smoking bathroom
71. felicia for who spells never worked panicked. the **putrescent stench** of the stink bomb filled her nostrils and gaged her
72. without thinking she muttered an **incantation** to **dispel** the smoke and odor. of course it backfired bad
73. felicias fingernails turned **mauve**. the smoke changed from grey to **mauve** but it still **reeked** badly of rotten eggs

74. oddly enough their were mauve streaks in the hair of the two fleeing **culprits** orson odious and danny dapper. william waggish also on the scene muttered his newest cinquain entitled orson the **obstreperous**

there is  
one bad person.  
a mean boy...a troublemaker...  
he loves to torment the helpless.  
bad kid.

75. immediately dean dread waved his arms up and down in **cadence** with the poem as smoke curled from his ears and nostrils. his tongue protruded from his mouth and his eyes fluttered uncontrollable

76. in addition his legs seemed to completely buckle and he wobbled like the scarecrow from the movie the wizard of oz and it was a **stellar** performance of teacher wierdness

77. when dean dread recovered from his momentary **lapse** he took charge of the situation. get the custodian mr fixit he bellowed to a nearby teacher

78. than frowning his eyes bulged when he spied the mauve smoke that had been grey less than 4 seconds before. he also saw two **striplings** with matching mauve streaks in there hair sprint out the door of the seventh grade wing

79. he made a connection between the 2 in less then a second. you boys stop dean dread roared two the **receding** backs of orson and danny

80. all boys in the hallway stopped except the 2 in question that were headed for the sixth grade wing at a **brisk pace**. this **exacerbated** the possibility of their guilt
81. if they had run 5 steps further the **miscreants** might have escaped dean dread's eye. dean dread however moved quickly
82. quicker than the blink of an eye he had the **malefactors** by the back of their shirts. you two **reprobates** come with me to my office. we need to investigate this incident he said in a low menacing tone
83. orson and danny cringed. the crowd of seventh graders that witnessed this clapped their hands in delight and **jubilantly jeered** at the 2 **scalawags**
84. the class tormentors had finally been **apprehended** for something. farther they might even be **castigated** and then suspended for their **transgression**
85. setting off a stink bomb after all was a major offense. when the **putrescent** smoke had been cleared everyone **congregated** around felicia fey
86. you did good girlfriend praised isabelle ingenuous. you really nailed them felicia **extolled** sam sagacious. astounding felicia said vivian virtuous **diffidently**

87. way too go girl **lauded** jesse jocose as he **cuffed** her gently on her back. i take back all those poems about youre magic felicia william waggish apologized **contritely**
88. thats alright william returned felicia **magnanimously** for she really **loathed** williams teasing poems. what am i going too do with these mauve nails. they clash with my black **attire**
89. the **dénouement** of the entire stink bomb **incident** was that orson and danny over who all the girls still all drooled and for whom some still did an extra copy of there homework were suspended for 10 days. the **nefarious duo** was sentenced to cafeteria clean up for a month after theyre return too
90. after that incident dean dread and the rest of the teachers keep a watchful eye on the **reprehensible** pear for the remainder of the school year. orson still gave evil looks danny still **preyed** on the girls but the 2 ceased to be a major pain in the **posterior** of the **intrepid** freinds
91. now felicia **abruptly** became miss popular. one of the teachers even recommended her for the special school for magically gifted kids marvelously magic magnet middle school
92. on the day she was tested for admission to that school however felicias entry spell as usual went **awry**. instead of rising a pencil more than one foot but less then 2 feet off the desk as required felicia turned the pencil and her hair green

93. i didnt want to go theyre anyway she **rationalized** later to isabelle her best friend and i didnt want to leave all of you stuck here without me. who would william direct his **putrid** poems at she concluded
94. now that orson and danny were **relegated** to nasty stares only gnu problem students **cropped up**. carolyn **clamorous** became even more **obstreperous** with her persistent but pointed questions in math
95. john **jabbering** and his **incessant inane** chatter grew to be more **audible** and more annoying. quincy **querulous** who always would argue with everyone tried to pick more **quarrels**
96. he went so far as to complain **vociferously** to ms stern science about copying the notes from the board. she punished him by requiring him to make an extra copy of the notes for someone that was absent
97. even jesses usually **droll** jokes fall flater than usual. skateboarding steven **slovenly** provided a welcome break in the **monotony** of school when he accidentally dropped his saging jeans to his ankles as he jumped too touch the top of a doorway
98. it seemed that dean dread was rite behind he. steven **slovenly** thus **inadvertently** mooned dean dread with his bright orange and blue striped boxer shorts
99. he would maintain afterwards that the **retribution** of 3 days of in school detention was worth mooning the dean. everyone talks about the incident for weeks and steven became the new hero for that time

100. william jesse and sam intensified there **quest** to **unravel** the mystery of the bizarre teachers and their strange behavior. sam jesse and olivia **otiose** had taken music for the 2<sup>nd</sup> year
101. sam like he had the previous year played the oboe. olivia **loathe** to learn a new instrument stuck to her clarinet and jesse always the **buffoon** played the trombone which allowed him some tubular slides
102. for the most part the trio liked the subject and the teacher but classical music did not **pique** their interest. jesse whos attitude towards classical music was less than **fervent** directed a **pithy** cinquain at the music teacher mr melodious music
103. he entitled his **oeuvre** music misery

we play  
poorly, off-key.  
bach, beethoven, mozart,  
3 ancient composers, long dead,  
haunt us.

in spite of the mention of his favorite composers mr melodious music a **devotee** of classical music did not appreciate the **sentiment**

104. he sentenced jesse too playing bach on the trombone to **engross** the crowd at lunch for a day but he did not react in any other way to the poem. strange murmured sam



105. bogus your toast my friend whispered olivia for whom writing a poem for the fun of it would be **anomalous** even though she was good at it
106. bumper dudes said jesse jocose to his freinds as he **mulled over** the misery of having to play bach on his trombone before his **peers**. if only he had let me play jazz
107. in english ms witty writing wizard also did not react to the poems in any way except to analyze them for form. william waggish recited *sotto voce* one of his bestest efforts
108. he had entitled it writing wacko because the new english teacher was indeed a little crazy. ms writing wizard required her students to sing dead verbs and the **subordinating conjunctions** and chanting prepositions and the coordinating conjunctions
- writing  
weird stuff.  
poems, essays, stories;  
singing “dead” verbs; chanting the preps.  
strange class.
109. william **critiqued** ms writing wizard youre last line needs work. in social studies however the new teacher ms **stringent** social studies reacted in the **customary** fashion to the poems

**110.** isabelle ingenuous who didnt usually like to **mock** anyone wrote a cinquain for her least favorite class

history. (Say it in two syllables.)  
we study dates, facts,  
and people who are dead...  
a good class to catch a good nap.  
**dreary.**

towards the end of the period isabelle recited her poem under her breath when ms **stringent** social studies was walking the aisle to make sure noone was being **unethical** on their test

**111.** theyre was a immediate and **spontaneous** reaction by ms stringent social studies. not only did her eyelids flutter her tongue protrude and smoke curl from her ears but her **lank** grey hair stood on end for more than 2 but less then 3 seconds

**112.** oh wow that rocks said jesse who witnessed the event. what is all this whined pauline for who anything out of the ordinary **overtaxed** her ability to cope

**113.** i had gotten used to the smoke the flutter and the tongue but hare standing on end. whats next she moaned. sparks. jesse, william and sam then wrote and recited a **barrage** of **egregious** cinquains

**114.** alessandra also writes one that she gave to sam to **articulate**. sam for who alessandra was the **epitome** of female beauty was thrilled right down to his toes

**115.** of course he tried her cinquain on every teacher that he came into contact with. alessandras cinquain is entitled horribly hard middle school bites it goes like this

school “bites.”  
teachers assign  
piles of homework and projects.  
bathrooms **reek**; lunchroom is noisy.  
why us?

**116.** ms witty writing wizard **upbraided** sam for his use of the **pejorative** word bites. as you know young man your use of the verb to bite is improper she scolded

**117.** you have to bite something it is a transitive verb. your using it as a intransitive verb she finished with a **flourish** as she lay down the chalk. what is she **blathering** about whispered olivia too isabelle since she rarely listened in class when a teacher spoke

**118.** ms witty writing wizard overheard olivias question, and she **exuberantly** launches into an extensive **extemporaneous** lesson on verbs that take a object and verbs that do not. oh brother murmured olivia as she rolled her eyes upwards in **aversion** she really is a grammar book in the **guise** of a person

# Passage to be read out loud to students

Isabelle and Sam just grinned; Olivia Otiose was being her usual **otiose** self. She was very intelligent, but somehow **abhorred** to do anything that might make her do homework or study.

Other teachers reacted differently to Alessandra's poem. Mr. Math Martinet, Ms. Stern Science, and Ms. **Stringent** Social Studies did the usual: fluttering eyes, smoking ears, protruding tongue. In addition, their hair either stood on end for fewer than three seconds, or they raised their arms in the air in **cadence** with each syllable of the poem. When Sam recited Alessandra's poem in the vicinity of Dean Dread in the cafeteria, he rewarded the seventh-graders with a startling show of silver sparks that **emanated** from the tips of his fingers. The show stopped as **abruptly** as it had begun.

"Wow, Pauline," said Jesse Jocose in admiration, "you called it! Sparks!"

Principal **Punctilious**, who had lunchroom duty that day and who did not show any overt reaction to the poem, promptly used his radio and called Mr. **Adept** Fixit. The **latter** arrived in fewer than five seconds and then exited with Dean Dread following behind him. Jesse Jocose recited the poem again as the two passed by his table, but while Dean Dread reacted in the usual manner, Mr. Adept Fixit did not even **grimace**.

The art and music teachers, like the new creative writing teacher, showed no **overt** reaction except utter disgust at the use of the **epithet** "bites."

One day at lunch, Sam, William, Jesse, Isabelle, Pauline, Vivian, Alessandra (who now hung around with her hero, Sam), Felicia, and

Pauline analyzed the new information that they were **amassing** on their bizarre teachers.

“This is getting stranger and stranger,” said Sam. “Why did our **intractable** English teacher last year react to the poems while the creative writing teacher this year does not?”

“Hey, guys, why are they all reacting more obviously this year?” asked Vivian Virtuous.

Jesse Jocose, who always looked for an excuse to be funny, suddenly stood up on the bench and recited a **spontaneous** cinquain in a **strident** voice.

There are  
Five things I hate  
About lunch: awful food,  
Piercing noise, hard seats, no freedom,  
Stale rolls.

When he had finished his poem, Jesse sat down on the **inflexible** seat mentioned in Jesse’s poem. Felicia (who secretly liked Jesse) **surreptitiously** threw a stale roll in Jesse’s direction. Jesse, laughing, pitched an apple core into Felicia’s lap.

William, not to be outdone and remembering that Dean Dread had left the room, flicked his tray and **launched** his uneaten, **sodden** vegetables into the air and yelled, “Food fight!”

Immediately, the air became **rife** with flying bits of food and trash. Bits of spaghetti dangled from the ceiling fans. Greasy sauce plastered everyone’s hair and smeared most **visages**. Bits of “mystery meat” lay in brown blobs on the now-filthy floor. The **cacophony** of shouting and laughing student voices drowned out Mr. Punctilious Principal who stood on stage and shrieked **futilely** into his microphone.

119. all at once the doors to the cafeteria flung open. a tall menacing figure stood their his **visage** a picture of righteous **wrath**
120. students stop this immediately he boomed over the **din**. even without **amplification** his **raucous** voice could be heard by all
121. amazingly the cafeteria was suddenly silent accept for the drip of the spaghetti as it fell from the fans. students froze in place. they stood leaned or set mid hurl at the sound of dean dreads **stentorian** and **fearsome** voice and they stared in his direction
122. i will absolutely not tolerate such **appalling** behavior dean dread continued in a deadly low tone that **boded** disaster and punishment. set down children he ordered. theyre will be **dire** consequences for this he **intoned**
123. everyone sat, stunned into silence. even john **jabbering** was **mute**. than quincy **querulous** who always had to argue with everybody broke the silence and said but. i said silence repeated dean dread as he **bristled** like an angry warthog
124. quincy **querulous** was **querulous** but he was not stupid. he did not attempt to speak again. dean dread stalked **ominously** to the front of the cafeteria where he stood hands on hips and glared at the **miscreants**

**125.** first he said classes will be **postponed** and you will stay here until every strand of spaghetti every drop of milk every piece of paper and every **gobbet** of sauce is cleaned and this cafeteria shines. second he **persisted** all end of the year field trips are cancelled for all seventh grade students instead your required to write a series of essays on how to **comport** yourselves in public. third he pronounced theyre will now be assigned seats in the cafeteria for the rest of the year

# Caught'ya Final Exam

## Directions for Part I:

Students, correct the following long Caught'ya. This test will show how carefully you listen when your teacher goes over Caught'yas. You will lose two points per error, so check your work. Ask your teacher for meanings of words if necessary. This is not a vocabulary test. Follow your teacher's directions, and read the test again to yourself to help with punctuation.

**Hint:** There are twelve paragraphs. All periods are correct except one which needs to be changed to a question mark. There are spelling errors and four missing hyphens. Some words need to be changed.

after dean dread made this pronouncement he crosses his arms in front of his enormous chest and just stared. the seventh graders cleaned the cafeteria under his watchful eye and noone opened his or her **maw**. and noone not even orson misbehaved in any way. even john **jabbering** was **mute** and beth bibliophilic didnt turn pages in her book little women by louisa may alcott until dean dread stoped talking. after they cleaned up the mess the seventh graders filed **mutely** out of the cafeteria. no one spoke until the cafeteria was no longer in sight. its not fair to cancel our field trips exclaimed william. why do we have to rite essays too complained olivia that hated to write. why is he so mean whines pauline to her freinds. hey you guys said isabelle that always calmed her friends when they were agitated we *were* guilty you know. we *did* throw food and in fact we began the food fight ourselves because we threw the first **salvo**. i know **retorted** sam but did he have to take away all our end of year field trips. its to much



he concluded. orson and his **sycophant** danny a to handsome young man chose that moment to angrily pass by. nice going losers **jeered** orson to who everyone who was not in his crowd were a loser. danny **aghast** at the thought of having to write a bunch of essays in front of the teachers which meant he actually would have to write them by himself was really **livid** at the thought. he **lashed** out. your nothing but unsightly stupid trash he hissed. your a pimple on dean dreads **posterior** too. everyone in the group of friends glared at orson with there best **withering** gaze. they still **loathed** orson and danny because the 2 were so mean. luckily the end of the school year quickly arrived. despite the lack of the much desired field trip to the amusement park and the extra essays they had to write the school year ended on a upbeat note. ms amicable artist mr melodious music and ms witty writing wizard got together and staged an afternoon in a nearby park. the HHMS jazz bands members provided music and they played good. students made impressions of leaves and flowers onto special paper. vivian recited some of her favorite poetry including i dream a world by langston hughes. all 3 subjects were covered so that it could be **dubbed** educational.

**Directions for Part 2:**

Use your corrected version of the test to identify the types of sentences of each of the first fifteen sentences in this exam—simple, compound, complex, or compound/complex. Number the sentences so you don't get confused. Sentence #15 ends with the comment about everyone who was not in Orson's crowd being a "loser."

**Hint:** Two are compound/complex. Two are compound. Four are complex. The other seven are simple sentences.

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

9. \_\_\_\_\_

2. \_\_\_\_\_

10. \_\_\_\_\_

3. \_\_\_\_\_

11. \_\_\_\_\_

4. \_\_\_\_\_

12. \_\_\_\_\_

5. \_\_\_\_\_

13. \_\_\_\_\_

6. \_\_\_\_\_

14. \_\_\_\_\_

7. \_\_\_\_\_

15. \_\_\_\_\_

8. \_\_\_\_\_

### Directions for Part 3:

Read the following end of the Caught'ya story. Then write the end of the story for Sam, Isabelle, and friends. How will they uncover the mystery in the eighth grade? Support your answers. Write as clearly as you can, and provide lots of details. Include a topic sentence and a concluding sentence for each paragraph. Use transitions and similes. Vary sentence structure. Most importantly, put passion and flair into your answer.

Soon the last day of school arrived. Exams had ended. The friends, except Sam Sagacious, of course, promptly forgot about their strange teachers and concentrated on their summer plans.

The girls had **diverse (different)** ideas about how to spend their summer. Isabelle Ingenuous had imaginative projects to do. Olivia Otiose had to go to summer school for math because she had been lazy and had not done her homework; nor had she studied for tests. She hoped to spend time with her new friend, Alessandra, though, because she also thought that learning more Spanish might be fun. Felicia Fey planned to **hone (improve by practice)** her magical skills (but she really didn't want to leave her friends to go to the school for **magics (wizards)**). Pauline Puerile didn't know what she was going to do that summer since no one yet had suggested anything that appealed to her. Alessandra Amorous and her family planned a trip to Puerto Rico to visit relatives. Vivian Virtuous had signed up for a writing course. Beth Bibliophilic would, of course, read as much as she could, but she hoped to travel with her family as well.

The boys had plans as well. William Waggish hoped to laze around in the morning, write poetry, and play sports at the local Boys Club in the afternoons. Sam Sagacious decided to go to the library daily for research

but also was on a baseball team with William and Jesse. Jesse Jocose was going to summer school by choice to learn about computers. He hoped to spend his afternoons playing basketball and baseball.

It looked as if it would be a good summer for all the friends. They didn't have to deal with Orson Odious or Danny Dapper (whose parents were going to send them to their grandmothers for two months), and homework (except for Olivia Otiose) already was a **vague (slight, unclear)** memory.

On the last day of school (after all the students had left), all was silent at Horribly Hard Middle School except for muffled sounds from the art, music, and seventh-grade language arts rooms, the “clack” of computer keys in the main office, and the muttered **epithets (swear words)** of Mr. Adept Fixit in the dean's office.

# **Eighth-Grade Caught'yas**

1. felicia began to mutter words of a spell too encourage her freind pauline **puerile** to cheer up. isabelle **ingenuous** put her hand over felicias mouth two stop her from **uttering** her spell
2. you know it will backfire on you felicia cautions isabelle ingenuous. you dont want to **obliterate** youre knew hairdo do you
3. me and my other magic friends practiced all summer **retorted** a slightly **indignant** felicia. im getting a little gooder at it. im doing good
4. hey felicia how come your not **garbed** in black as you were all last year asks a boy whos **puckish** expression mirrored his **waggish** personality
5. felicia **fey** rolled her eyes and **retorted** hey william **waggish** i may dress weirdly and my spells may backfire but you right the most **egregious** poetry
6. to hide his admiration of felicia william waggish makes a tasteless but funny joke about girls. noone listened and everyone turned their head in alessandras direction to here her story. they too were used too williams **lame** poems **vapid** jokes and friendly **barbs**
7. the last member of the troop sam **sagacious** simply stood wisely and **mutely** as he waited for the **clamor** to die down. he held a huge heavy book nortons anthology of poetry in his hand and pretended to read it but he really was watching alessandra amorous who he liked

8. since his joke had fallen flat and noone had laughed william waggish **regaled** his friends with a knew limerick about girls that wear green. brown faced with expressive dark **pupils** williams composition of mischievous poems to hide his real aspiration to be as **eloquent** a poet as his secret hero langston hughes

9. he entitled it the heroine

their was a young lady in green  
whose spells often cause a big scene.  
shes “fey” as they come  
but smarter than some  
like orson who really is mean.

a faint wisp of smoke **emanated** from both ears of a teacher that was standing just barely within earshot

10. first her tongue **protruded** slightly and next she froze in place for less then 3 seconds. this wasnt nothing new. sam **sagacious** glanced at the teacher put his book in his backpack and laughed

11. its working. you haven’t lost youre touch william. yes you can still affect and **discombobulate** some of the teachers and last year in fact you recited cinquains which had an even greater effect on the teachers than the limericks. are you going to go back to limericks this year

12. nah says his friend william waggish i still like composing limericks just to be **exasperating** like a constant drip. i does good at annoying you all and besides its fun

13. six pairs of eyeballs rolled at this comment. felicia fey threatened to zap william but that didn't **deter** him. she then furrowed her brow stuck out her tongue at him and good naturedly muttered something rude under her breath as the rest of the girls **tittered**
14. for the benefit of your friends william can't you and your friend jesse write nothing except those **insipid** limericks and cinquains felicia teased. hey how about giving us a break and trying another form of poetry this year
15. isabelle ingenuous of course smiled at william's poem and felicia's friendly **jibe** but her smile immediately turned to a frown at the sight of a recognizable hulking figure that **loped** towards them with a **malevolent** grin on its face. it was orson **odious** followed by his 2 pals danny **dapper** and petra **pulchritudinous**
16. well if it isn't the super strange cast of weirdo incorporated and their famous witch **derided** orson **odious** the **nemesis** of the group. seen dean dread today orson asked sam sagacious wrinkling his nose against the **reek** of stale cigarette smoke that **wafted** from orson's clothes and breath
17. set off any **putrescent** stink bombs lately inquired william with a trace of sarcasm in his voice as he referred to the incident in the 7<sup>th</sup> grade when orson had been caught for his **misdeed** by dean dread. his **culpability** was revealed when a misfired spell of felicia's put mauve streaks in his hair that matched the smoke



18. suddenly orson's **sycophants** danny **dapper** and petra **pulchritudinous** came up behind him ready to back up there friend just as orson spies a teacher approaching
19. when orson and his **cohorts** strutted by Isabelle and friends they muttered a few nasty choice **epithets** and threats under their breathe as they past by. as he raised a fisted hand in the air orson threatened **ominously** me and my freinds will make toast of you later
20. me and my friends is trembling william said with false **bravado**. isabelle hushed him before he could **infuriate** orson any further. i see that petra **pulchritudinous** has already changed her clothes in the girls bathroom commented Isabelle **Ingenuous**
21. i no her family and her mother would never let her wear a skirt that short to school she finished. another **putrid** yellow school bus pulls up to the curb. jesse **jocose** leapt off the bus with **alacrity** he walked quickly up to his freinds
22. hey dudes and lades hows it going. i cant wait to **regale** you with all i learned at the tubular computer camp i attended this **sultry simmering** summer. now i can really hack. hey william he said as he thumped his buddy on the back got any new poems
23. everyone rolled their eyes and groaned. another girl exited her bus and **ambled** over to the group to. she had intricately braided **ebony** hair and a hardback book as usual in her hand. this one was entitled pride and prejudice

24. as she was greeted the usually shy vivian **virtuous** turned to the boys with excitement. william jesse i learned a gnu form of poetry in my summer writing course she bubbled. youll love it. its in your **bailiwick**. haiku
25. at least its different from limericks and cinquains **rejoined** isabelle whom really liked williams poems but pretended otherwise. on that note the 9 friends gathered there stuff walked to the double **portals** where eighth grade homerooms were posted checked out the lists found their names and then **lingered** together until the warning bell rang
26. oh no guys it looks like some of the most **insufferable** teachers followed us to the eighth grade moans pauline puerile in **dejection** as she frowned
27. hey vivian, tell me about haiku poetry. maybe we can really flip out the **intolerable** ones this year like we did last year and then we can discover why they react to our poems said william
28. yeah **reiterated** jesse who was always ready to try any prank that would **discombobulate** there teachers. ive herd of haiku its sweet. its only 3 lines too. thats 2 less lines then in a cinquain

29. i made up one this summer said vivian virtuous **diffidently**. lets hear youre poem said isabelle **earnestly**. vivian recited her haiku. it was about her new friend felicia and it was entitled my freind

my friend casts her spells  
upon the wind, and she hopes  
that one will go right.

30. isabelle pointed out youre spell on that **noisome** stink bomb sure worked good last year felicia! maybe less of your spells will go wrong this year. their are a few ive been practicing **alleged** felicia hopefully

31. pauline olivia and alessandra smiled. william and jesse whom stood between the girls **sniggered** but they were really impressed with vivians poem

32. sam that always was observant noticed that 2 teachers standing in nearby classroom doorways twitched **emitted** curls of smoke from their ears and noses **garbled** almost **incoherently** some phrase over and over sticking out there tongues with each word like lizards

33. sam couldn't **perceive** exactly what they muttered but he was determined to find out. indeed the group of freinds did have some of their same teachers from previous years

34. mr math **martinet** had followed them to the 8th grade much to olivias dismay. ms **amicable** artist and mr **melodious** music however taught 8th graders to

35. and their was a new teacher for social studies mr **scintillating** social studies. i wonder what he's like **pondered** isabelle as she played with one of the **omnipresent** plastic butterflys in her hair
36. its probably just another horrible **despicable** boring **automaton** moaned pauline who always saw only the negative. oh no that nice english teacher we had last year ms **witty** writing wizard stayed in 7<sup>th</sup> grade complained olivia
37. we have ms grammar grouch again and theirs ms stern science on the eighth grade list too olivia **griped** further. its going to probably be a **arduous** year
38. well between ms grammar grouch and mr math martinet i see lots of homework. i also see william and jesse getting into trouble with theyre **incessant** stupid poems **predicted** felicia fey in an **eerie** spooky voice
39. william and jesse wasted no time and after they recieved a few lessons from vivian virtuous they **promptly** composed a **plethora of** haiku which to **assess** their teachers reactions with. sam would keep notes on the various instructors reactions in his **omnipresent** notebook
40. one day when one particularly **astute** poem of jesses made mr math martinet freeze in his tracks and raise his arms in the air for no less then 2 entire minutes besides **manifesting** the usual ear smoke eye flutter and tongue **protrusion** sam knew that they were on the right track

41. jesse jocose entitled the poem no **mirth**. sam sagacious **speculated** that it be the **superlative** vocabulary that produced the added affect

numbers and homework  
fill his mind that seems **devoid**  
of **mirth** and **vision**.

42. sam also noted further that ms amicable artist had no reaction except a sweet **exasperated** smile for williams poem that was entitled brush magic

her brush strokes paper  
and colorful images  
appear like magic.

mr melodious music didnt react to the haiku either except to comment on there content. i wonder **mused** sam

43. surprisingly the gnu history teacher mr **scintillating** social studies didnt react to the poems either. usually he would simply **disregard** them as he went on with his lesson like no poem had been **uttered**

44. this is becoming more and more curious noted sam too william. since the students had even more homework 8th grade proved more **arduous** than 7th grade

45. orson odious was again up to his usual **malicious** tricks and this year he picked mainly on three victims isabelle ingenuous shy beth **bibliophilic** and of course felicia fey who had ratted on him the previous year

46. once again otiose danny **dapper** took advantage of his **comeliness** and would prey on super shy girls like beth **bibliophilic** to do his homework for him. petra pulchritudinous would show **derision** towards any girl that didnt dress like her
47. to make matters worse the most **malevolent** trio were joined by a new student dalbert **devious**. dalbert two liked to pick on anyone that he percieved as weaker more **insecure** or smaller than he

# Almost Midterm Caught'ya Test

## Directions for Part I:

Students, correct the following long Caught'ya. This test will show how carefully you listen when your teacher goes over Caught'yas. Be very careful, and check your work when you're finished. Ask your teacher for meanings of words you do not know. This is not a vocabulary test. Follow your teacher's instructions.

**Hint:** There are eight paragraphs, a few spelling errors, and two missing hyphens. Some words will need to be switched around.

one morning however just before school orson danny and dalbert were caught smoking behind the eighth-grade wing. this affected some **drastic** changes for the better and it got rid of a problem. it seems that just as orson was taking a last drag behind the 8<sup>th</sup> grade **edifice** dean dread came around the corner and he spied the **miscreants**. what do you think your doing he said in his deadly **monotone** voice. me and my freinds didnt do nothing coughed orson as he swallowed the cigarettes smoke. oh its nothing sir mumbled dalbert and danny in unison as danny stuck his hand with the still-lit cigarette which he held among 2 fingers into his **voluminous** trousers. ouch he yelps as the lit cigarette **scorched** his leg and he **inadvertently** revealed his guilt. dalbert **devious** living up to his sneaky personality had quickly crushed the evidence of his guilt under his shoe and dean dread saw nothing. but orson and danny on the other hand could not plead innocence. follow me you **varlets** snarled dean Dread as he marched them toward his office. your parents will be notified

immediately and your suspended for no less than 10 days. we do not **tolerate** illegal use of substances of any kind on this campus and your guilty. the result of this incident was that orson who had a long list of **egregious transgressions** in his records was sent to the alternative school. danny came back after 10 days of suspension a **subdued** young man that no longer made fun of others. dalbert escaped with a few days of in school detention because their was a lack of evidence in his case but he remained as **conniving** as ever. now the group of friends only had to contend with one of there tormentors and of course the ever-**haughty** petra pulchritudinous too. william and jesse continue to recite their haiku poems in an attempt to discover the mystery of theyre teachers reactions.



## Directions for Part 2:

First, number the first fifteen sentences (up to “Now the group of friends”) on your corrected copy of the test so you don’t lose track of the numbers. Then, use your corrected version of the test to identify the types of sentences of each of the fifteen sentences in this exam—simple, compound, complex, or compound/complex.

**Hint:** Five are simple. Four are compound. Three are complex. Three are compound/complex.

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

9. \_\_\_\_\_

2. \_\_\_\_\_

10. \_\_\_\_\_

3. \_\_\_\_\_

11. \_\_\_\_\_

4. \_\_\_\_\_

12. \_\_\_\_\_

5. \_\_\_\_\_

13. \_\_\_\_\_

6. \_\_\_\_\_

14. \_\_\_\_\_

7. \_\_\_\_\_

15. \_\_\_\_\_

8. \_\_\_\_\_

### **Directions for Part 3:**

First, invent an imaginary person who does something that you think he or she shouldn't do, like smoke, be mean, get bad grades, etc. Next, give that imaginary person a name. Then, think of three or four arguments that you could give this person to convince him or her to quit doing this thing. Finally, write down your arguments and some supporting evidence.

Now, write a persuasive essay to this person trying to persuade him or her to quit his or her obnoxious habit. Be sure to support your arguments with good examples.

48. one day ms grammar grouch ever the **stickler** for correct punctuation and grammar **manifested** her usual symptoms froze for 10 seconds and **lisped** over and over for more than 30 seconds but for less than 60 seconds the following phrase there are 4 uses of semicolons there are 4 uses of semicolons

49. william had recited an **adroit** clever poem he entitled no fire

she likes correct **prose**.  
wheres her imagination  
her creative fire

dalbert devious whom sat in his usual place in the back row of ms grouchs class stoped **surreptitiously** poking beth **bibliophilic** with his feet that sat in front of him and he stared **dumbfounded** at the **antics** of their teacher

50. whoa he **pondered** this is really ‘bogus. maybe these ‘weirdo nerds arent so wierd after all. after they left the class dalbert asked william what he had said that had **discombobulated** there instructor and made her freeze

51. please tell me what you did to make the teachers do all that he **entreated** william. its to sweet for words. words thats all it is. its just poetry **rejoined** william waggish

52. when william **regaled** him about the limerick's affect's on the teacher's in the 6<sup>th</sup> grade the cinquain's effect's on the teacher's in the 7<sup>th</sup> grade and the even more **apparent** affect's of the haiku this year dalbert resolved to whole heartedly join in the effort to unravel the mystery of hhms's **bizarre** teacher's
53. he even politely **beseached** vivian virtuous to quickly teach him how to write a haiku poem. please vivian as i live and breath i **implore** you to teach me how to rite a haiku pleaded dalbert who was suddenly **affable**
54. dalberts first effort was not **shoddy**. its effect on ms **stern** sceince was amazing. not only did she do the usual smoking tongue wagging and freezing but she wobbled as well like she was going to **topple** over
55. this pleased dalbert to no end as he loved to be **wily**. dalbert entitled his poetic effort the **automaton**

science is her life.  
facts figures **incessant** notes  
she is not human

56. the affect of dalberts poem on dalbert himself was to focus his **deviousness** on composing haiku instead of **cogitating** how to torment his **peers**. writing haiku became the in thing between the 8<sup>th</sup> graders that year

57. even skateboarding steven **slovenly** wrote on his skateboard in huge block letters the phrase haiku rules. the year progressed and william jesse and the other freinds were joined in there efforts at haiku writing from a **unanticipated** source danny dapper
58. a **subdued** danny former **sycophant** of the **scurrilous** orson odious even composed a haiku himself. its easy he marveled. there short. use **superlative** vocabulary in it so that it has an even greater effect on the teachers instructed sam sagacious
59. i will said danny **fervently**. danny **heeded** sams advice and he asked beth bibliophilic in a nice tone for a change for some suggestions. he used the following words **foreboding** and **garbed**
60. he entitled his poem my favorite dean. it was the 1<sup>st</sup> peace of work danny had completed by himself all year
- a **foreboding** man  
**garbed** in a black expression  
 looms over students
61. thats not bad **marveled** william whos dislike of danny was **palpable**. me and my friends is impressed with your **metaphor** and youre actually a good poet he **marveled**
62. in reaction to dannys poetic effort dean dread did the usual eye fluttering ear smoking and tongue protruding but he also rised his **mammoth** trunk like arms into the air and **wind-milled** them like he was a plane revving up to take off

63. in addition he also **lisped** the clause i am the **authority** i am the authority. he repeated this for more than 4 but less then 5 seconds. and he **buckled** at the knees to almost falling over
64. theyre is something wierd going on here said sam. theyre reactions are becoming more and more **blatant**. i never thought id say this but way to go danny
65. it wasnt nothing murmured danny as he blushed at the unaccustomed praise and **loped** off. alessandra amorous that had hung around with Danny in the 6<sup>th</sup> grade **gawked** at danny her mouth **ajar** in shock at his **uncharacteristic** behavior
66. es increíble. its unbelievable she said in spanish and then **reiterated** in english to anyone who listened. danny truely wrote something himself
67. danny may have written something on his own but petra **pulchritudinous** hadnt changed her *modus vivendi*. that same evening at the second school dance of the year there was a **episode** with petra **pulchritudinous** that temporarily at least pushed thoughts of the bizarre teachers out of the friends minds
68. the cafeteria was beautiful with **subdued** light. all the table's lined the wall's with red and blue paper draped over them. mound's of artfully arranged chip's cookies' cake's veggies' and fruit **adorned** tablecloth's in the school's color's

69. a fountain of pink punch **cascaded** into a huge bowl and **garlands** of paper flowers hung from the ceiling. a live band the **strident strummers** warmed up on a low platform
70. theyre **strident** music boomed from large speakers and the walls **reverberated** with the bass. ah breathed petra as she entered the room glanced around and herd the music
71. me and my friends is going to have a blast tonight she said as she ducked into the girls bathroom to change to her too short too tight black skirt and spaghetti string **azure** blouse **garments** that her mother would not let her ware because of there **inappropriateness** for her age.
72. since petra had plastered so much makeup on her now not so **comely** face she looked like she had been painted. petra whom thought she looked **pulchritudinous** exited the girls bathroom and found her freinds
73. orson no longer attended hhms but dalbert devious dressed in an **ebony** tank top and tight black leather pants found her without delay
74. he sweeps petra up in his arms to dance. as the dance moved to a slow tune dalbert **surreptitiously** moved his hands farther down petras back until they rested **perilously** close to her **posterior**. theyre improper behavior and **garb** were spotted immediately

75. stop that at once **shrilled** ms grammar grouch to the 2 students who farther **compounded** there guilt by ignoring her and continued to **gyrate** slow to the music
76. dean dread you must come see this. this is your **bailiwick**. these 2 students must leave this dance at once we must call their parents
77. as dean dread approached petra who already was in trouble with her mother panicked and ran. in her haste to farther the distance among herself and dean dread she triped over a tablecloth and toppled over a food **laden** table
78. she fell face down **amid** the food with her painted **visage** in a chocolate cake. as petra laid there between the cakes fruit and cookies she **wailed** her distress and **wrath**
79. why me im so beautiful and me and my friends is so popular and things like this dont happen to *me* she **sniveled** as dean dread and ms grammar grouch plucked her off the cake and than walked her to the office to phone her parents
80. dean dread firmly gripped dalberts arm with his other hand. i wish i had written a poem to use right about now dalbert muttered. your in big trouble young man and you must not speak unless spoken to said dean dread in an **ominous** tone



81. dalbert devious for once in his **wily** life couldn't think of a way to squirm out of trouble. he didnt even think he had done anything that **egregious**. the next weak all anyone could talk about was petra pulchritudinous
82. its amazing said vivian virtuous petra is actually wearing long pants and tops without any **décolletage**. she looks like the rest of us shes really **comely** without all that makeup. she should of done this sooner
83. wow i can't believe it said alessandra amorous. petras mother actually came to school every morning for a weak set in homeroom with her and **escorted** her to 1<sup>st</sup> period. i bet petra was **mortified** i certainly would be mucho humiliated
84. maybe shell be nice when we bump into her in the girls **lavatory** said felicia **optimistically**. dont get your hopes up said pauline puerile. she scofed at my blouse today so i think this is only going to make her more **intolerant**
85. shes not a **blithe** camper this week added Isabelle whom always looked for the best in everyone. soon as it usually happens with gossip talk about the **episode** at the dance and its aftermath died down
86. the knew topic of conversation centered around mr **scintillating** social studies and his living history day incident. mr scintillating social studies turned out to be an exciting creative teacher and he was certainly different from his **predecessor** ms **humdrum** history

87. his teaching methods were somewhat **bizarre** since he liked to spark lively discussions and hold panels instead of **unadulterated lackluster** study out of the text. he tubular murmured jesse whom always uses **vernacular**
88. his living history days had become legendary even though he only held one or 2 every unit or less then 4 every 6 weeks. on living history days mr scintillating social studies dressed up in a soldiers costume from his **extensive** wardrobe
89. if they were studying the revolutionary war then he **garbed** himself in the uniform of a foot soldier one day and than he came as a sergeant or a high ranking officer the next day. the 3<sup>rd</sup> day he arrived as a cavalry officer. he even brought the mess kit and an authentic unloaded of course rifle from the period
90. the class then held lively discussions or students **probed** the history of the **era** in an **innovative** manner. one morning mr scintillating social studies stepped out of his red chevy **clad** like a true soldier in the full uniform of a sergeant in the civil war
91. a duffel bag and mess kit hung from one shoulder and an authentic rifle **dangled** from the other. as he sauntered to the eighth grade wing of the school he passed by the bus port where **a plethora of** school buses were disgorging their students
92. oh boy its living history day enthused jesse as he descended from his public **conveyance** and spied his history teacher in full soldier **regalia**. hi mr s. suddenly a police car sirens blaring **careened** around the **crescent-shaped** driveway

93. 2 officers got out. they quickly surrounded mr scintillating social studies and there guns were drawn. your under arrest one of them says in a **ominous** tone. fire arms are not permitted on school grounds
94. your violating the law said the other **constable**. but its a **replica** of a antique gun spluttered mr s its only a **facsimile** and it dont have no bullets
95. well it looks like a rifle to my partner and i said one of the officers angrily. as the 2 officers prepared to drag mr s to there car a **horde** of students jesse in front of them surrounded the trio
96. you cant arrest mr s officers its living history day **implored** a bunch of students in **unison**. those are fun days and we learn a lot. no no you cant **incarcerate** mr s shouted jesse over the **cacophony** of protesting students and police sirens
97. hes one of the few good teachers that we have and we learn alot from him he added. please dont take our teacher he **beseached**
98. at that moment mr punctilious principal roused from his office by the **din** appears on the scene. he surveyed the situation made a quick **assessment** of the crisis made a decision and than he quietly spoke to one of the police officers

99. the **dénouement** of the incident was that the officers examined the gun replica carefully handed it to the principle saluted mr scintillating social studies whom saluted back and **chortled** in amusement while getting into their car. the students however talked about the near arrest for days
100. this calls for a haiku and i know just the person too help me rite one said jesse jocose to himself as he **sauntered** to his homeroom eager to **impart** the news to his friends
101. it was william waggish though that rote the haiku to **commemorate** the excitement even though he had only heard about it second hand from his freind jesse. he entitled his poem mr punctilious principle to the rescue

a fake gun of **yore**  
affects near-arrest but lo,  
principal saves day

102. william and jesse stood up between all there **peers** and recite the poem in **unison** at lunch at the top of there voices. there were 7 teachers in the room at the time
103. 4 of them and dean dread immediately rose on their toes emitted **ebony** smoke and silver sparks from their ears and **proboscises** rose theyre arms in the air and wind milled them. then 2 teachers **plummeted** to theyre knees and they kneeled theyre for less then 30 seconds blinking theyre eyes and muttering

104. each one muttered something **inaudible** under their breath. the students gasped in shock as mr punctilious principal **scurried** into the cafeteria, and then he sent everyone to their next class
105. but, i'm not finished with my lunch," **remonstrated** isabelle ingenuous. its not fare whined pauline puerile who had eaten only a bite of her sandwich
106. *life* is not fair **reiterated** ms amicable artist whom had overheard paulines comment. what do you want to bet they call in mr adept fixit **conjectured** sam sagacious
107. as the crowd hastily exited the cafeteria they indeed saw mr adept fixit **scurry** into the cafeteria toolbox in hand and a worried look on his **weathered visage**. this is getting more and more peculiar said sam to his pals jesse and william.
108. we must get to the bottom of this mystery. some of are teachers are truly **atypical** he concluded. so what middle school teacher is a normal adult asked jesse
109. who would ever want to teach a bunch of **rampant** living hormones for a career there all **eccentric** if you ask me jesse finished. some of them more than others **persevered** sam for who solving this mystery was a serious **endeavor**

110. as the end of the year approached, mr scintillating social studies ms amicable artist mr melodious music and mr punctilious principal of all people arrange a field trip to an amusement park as an end of the year **diversion** for the 8<sup>th</sup> graders
111. they proposed the treat as a reward for not having a single food fight the entire year and exhibited exemplary behavior in general after orson had left hhms and danny and dalbert had turned their **maliciousness** into trying to compose haiku with **superlative** vocabulary in order to effect theyre teachers
112. everyone was **elated** about their field trip. after all all there trips had been cancelled in the 7<sup>th</sup> grade due to a **colossal** food fight started by none other than william waggish who should of known better
113. youre field trip needs to be **correlated** to an **academic** subject said ms grammar grouch to the principle. otherwise its forbidden by the school board
114. it is pipes up ms witty writing wizard the 7<sup>th</sup> grade english teacher that had overheard the conversation. going to an amusement park provides a **plethora of** ideas for writing. we should of taken them earlier
115. the day of the field trip dawned brightly. 5 large shiny yellow school busses lined the side of the school. 8<sup>th</sup> graders **animatedly clambered** on them as they talked non stop about the rides they planed to take

- 116.** the **intrepid** freinds had all signed up for the same bus. they wanted to plot and plan how to **flummox** there teachers into revealing their true nature whatever it was
- 117.** the group spent their entire ride writing and **compiling** haiku and planning to try to get in the same area all the teachers who the poems effected. lets call this operation **stealth** volunteered vivian. does everyone have their **fabricated** excuse ready
- 118.** please include me said a familiar voice. it was john **jabbering** a nice enough fellow whose problem was that he was too **loquacious**. his tall lanky body with straw like limp hair was a familiar sight to the friends.
- 119.** me two please spoke a boy that sat nearby. your going to need a detail man too coordinate your excuses and that's my **forte** insisted mark **meticulous** his round glasses bobbing on his round face in **glee** at being included in the group

# Passage to be read out loud to students

The group accomplished its **objective (goal)** on the **tedious (boring)** bus ride to the amusement park. Once there, they forgot all about their **clandestine (hidden)** plans as they swooped and swirled on the rides, **devoured (ate ravenously)** mounds of junk food, gossiped, laughed, and enjoyed a day of freedom with **peers (contemporaries)**. As the allotted time at the park approached, the students, **laden (piled high)** with purchases, slowly **meandered (wandered)** towards the parking lot where the busses had parked.

There, in the spaces where five yellow school **conveyances (vehicles)** marked with their county's name were supposed to be waiting, was nothing! Mr. Punctilious Principal, who had driven separately in his van in case a student had become ill or wasn't **punctual (on time)** for the return trip, took out his cell phone and made a frantic call.

"They're where?" he shouted in a **wrathful (angry)** tone with a **souçon (French word used in English meaning a suspicion or hint of panic)**. "Why didn't the rest remain? I see. One hour, you say? It's pushing their limits, you know. You'd better call Mr. Adept Fixit." With that **baffling (confusing)** remark, he hung up.

Sam Sagacious was intrigued by hearing the Principal's end of the conversation.

"I wonder what he meant by that," Sam said, *sotto voce* (**softly**) to his friends among whom he stood.

"Let's wait and watch the teachers," suggested Isabelle Ingenuous. "Hey, Alessandra, tell us another story about your "abuela" (grandmother) and your waggish younger "primos" (cousins) in Puerto Rico. Maybe that will take our minds off of standing here **sweltering (super hot and sweaty)** like hairy dogs in the **sultry (hot)** sun with no breeze to **mitigate (make less)** the heat."



“Yes, I just love hearing about Puerto Rico,” sighed Olivia whose usual otiose, **indolent (lazy)** nature did not apply to learning Spanish.

“I might be able to help,” offered Felicia Fey.

“No, Felicia,” said the rest of the group with **alacrity (quickness)**.

Felicia didn’t listen to her friends. She muttered something under her breath, waved her hands (despite the fact that Isabelle and Vivian tried to hold them down) and “poof.” A small, cool breeze **wafted (floated lightly)** by and rustled their **tresses (hair)**. A few birds flew by upside down. A white cloud turned slightly **chartreuse (yellow-green mix)**.

“At least its effects weren’t too **egregious (really bad)**,” said Vivian Virtuous, her ebony curls bobbing as she **gawked (stared)** upwards. “Birds flying upside down for a few moments never hurt anything, and no one saw the cloud but us.”

“Way to go, Felicia,” said Mark **Meticulous (super careful)**. “The **zephyr (light breeze)** feels good.”

“Don’t encourage her, Mark,” **asserted (said forcefully)** Pauline Puerile. “She’ll get into trouble when one of her spells doesn’t go so well and affects a teacher.”

Slightly less than an hour later, at 6 p.m., the busses pulled into the parking lot. As the students and teachers boarded them, Sam noticed that Ms. Stern Science, Mr. Math Martinet, and Ms. Grammar Grouch were moving more and more **lethargically (without energy)**. Their faces were **inert (not moving)** as if frozen. Unfortunately, each of the teachers boarded a different bus, so Jesse and William couldn’t try a haiku on them. Ms. Grammar Grouch got on the bus with the intrepid friends, told the students in a slow, **monotone (boring, no variation)** voice to sit down, perched herself **gracelessly (clumsily)** in a front seat, and motioned slowly to Mr. Scintillating Social Studies (who also was on the same bus) to take over with the students. The busses took off for Horribly Hard Middle School.

Vivian Vivacious and Beth Bibliophilic took books out of their book bags that they had **secreted (hidden)** under the seats and **commenced (began)** to read. Vivian read Their Eyes Were Watching God by the **eminent (well-known)** Florida author Zora Neale Hurston, and Beth read David Copperfield by the **illustrious (famous)** British author Charles Dickens. Most of the students dozed or quietly chatted.

“Let’s do it,” whispered Jesse Jocose to William and Sam.

“It’s now or never,” agreed William. “Wake up, girls. Put down those books. Get out the haiku we wrote and get ready to recite at my signal.”

Ms. Grammar Grouch sat unsuspecting in her seat. Mr. Scintillating Social Studies continued to chat **affably (nicely)** with a nearby student, unaware that a large group of students were about to **wreak havoc (cause great devastation)**.

“Now,” said William.

At his signal, a dozen students rose to their feet and shouted the following poem at the top of their voices:

Sparks, smoke **emanate (come out)**  
From their **orifices (holes)** as  
If they are on fire.

The bus driver ignored them.

Mr. Scintillating Social Studies commented, “**Incomparable (the very best)** use of vocabulary, students,” and laughed good-naturedly.

Ms. Grammar Grouch, on the other hand, reacted violently. Smoke and sparks did, as usual, **emanate (come out)** from all her **orifices (holes)**. She twitched, fluttered her eyes three times, threw her arms in the air, and then froze, **rigid (stiff)** as a marble statue, eyes open, arms raised in the air. There she sat in that position, immobile.

“She’s just having one of her spells,” **placated (tried to make feel better)** Mr. Scintillating Social Studies as he yanked out his cell phone and dialed frantically.

The bus pulled over next to the principal's van, and the two men carried the **inflexible (stiff)** Ms. Grammar Grouch (whose arms still stuck straight up) from the bus to the van and laid her **transversely (sideways)** across the back seat. They slammed the door shut, and Mr. Punctilious Principal **vaulted (leapt)** into the driver's seat and sped off.

"That was interesting," said Sam Sagacious.

"That's a gross **understatement (means less),**" **rejoined (said back quickly)** Isabelle Ingenuous.

"OK, guys," said Sam. "Now we go to the next step of 'Operation **Stealth (sneakiness).**' Can everyone sneak out Thursday night? Do you have your excuses ready for maximum **credibility (believability)**? Does everyone know what **comestibles (eats)** to bring so we don't starve or get caught carrying too much food in our lunch bags?"

"I will check everyone's excuse and coordinate who is supposed to be staying overnight with whom, so there should be no **glitches (problems occurring),**" said Mark **Meticulous (super careful, thorough)** with pride.

The friends spent the remainder of the long, **tedious (boring)** ride back to school **solidifying (making sure of)** their plans. Mark and Sam took **copious (lots of)** notes.

The following Thursday afternoon when school let out, Isabelle, Felicia, Olivia, Pauline, Vivian, Alessandra, William, Jesse, Sam, Dalbert, and the newest members of the group, John **Jabbering (talking non-stop)** and Mark **Meticulous**, hid, one-by-one, in a small, stuffy, seldom-used book room in the eighth-grade wing of the school. Beth Bibliophilic, a **timorous (shy)** girl, **opted (chose)** out of the adventure. The group had decided to ask Dalbert Devious to join them because he knew how to pick locks. Dalbert was **ecstatic (delighted)** to be included. Dalbert, being devious, had no problem giving his parents a **bogus (fake) pretext (excuse)** for where he was spending the night.

Isabelle had convinced their beloved, seventh-grade English teacher, Ms. **Witty (clever)** Writing Wizard (for whom she now worked as an aide), that she needed to get into a book room but wasn't sure which one.

“She didn’t know which book room either, so she gave me her master key that opens all the doors. I went to the book room, took out a book as my excuse, and left a thin book to block the door slightly **ajar (open)**,” she told her **cohorts (buddies)** in stealth, “but it proved **redundant (extra)**. When I went back to her room, Ms. Witty Writing Wizard forgot about the key, so I still have it.

“I’ve never done anything like this before. I know it’s for a good motive, but I’m nervous,” she whispered to her assembled friends with **trepidation (fear)**. “It was the scariest thing I ever did,” she added with a **quiver (shake)** that made the **omnipresent (always there)** plastic butterflies in her hair nod in agreement.

The group of twelve remained silent as they listened to someone open most of the classroom doors in the hallway. They **lingered (stayed) mutely (silently)** until that person’s footsteps echoed down the hall, and a door closed. Soon, there were no more sounds outside the book room, and Mr. Adept Fixit had left the school.

They **warily (cautiously)** exited the book room, checking to make sure the coast was clear. One by one, they checked all the classrooms in the hallway. To their **utter incredulity (absolute amazement)**, they found, in most rooms, an **immobile (unmoving)** teacher, standing like a statue in the middle of the room. Ms. Stern Science didn’t blink an eye when they touched her or said a haiku. Mr. Math Martinet remained rigid and unresponsive to every attempt to rouse him. Ms. Grammar Grouch stood like a silent **sentinel (watching soldier)** in the middle of her room, totally **oblivious (totally unaware)** to the twelve students who surrounded her, recited haiku, and waved their hands in her **static (unmoving) visage (face)**.

“This is really strange,” said Sam Sagacious as he wrote in his notebook. I **surmise (guess)** that these teachers are not human. I think that they are robots.”

“Let’s check for the controls,” said William.

“Where do we begin?” asked Isabelle. “I don’t want to undress a teacher, even if she is a robot, to find out.”

“We’ll look for a panel on the upper chest first. Have you noticed that all the teachers on whom the poems worked are always dressed in high-necked blouses or shirts and ties?” pointed out Sam.

The boys, since the chosen victim was a male teacher, loosened the teacher’s **cravat (tie)** and unbuttoned his shirt halfway. Sure enough, there was a panel.

“Wow! These teachers truly are robots,” **affirmed (agreed)** Jesse and Alessandra in **unison (together)**.

“Let’s open the panel and see what’s inside,” suggested Sam.

Dalbert took out one of his **diverse (different)**, little tools and pried open the panel on the teacher’s chest. Everyone twisted his or her head to peer inside. Wires branched out from switches and vanished into the **crevices (little cracks)** of his body. Little green lights blinked slowly along the wires. There was no question. The teacher was a robot.

“Tubular,” said Jesse. “Our teachers are robots!”

“Not all of them, I think,” argued Sam. “I think some of them are human. Neither Ms. Witty Writing Wizard, nor Mr. Scintillating Social Studies, nor Ms. Amicable Artist, nor Mr. Melodious Music ever were affected by the poems.”

“Oh, my gosh,” **interjected (added in)** Alessandra, “they are all the creative teachers – writing, new methods of studying history, art, music.”

“You’re right!” agreed William.

“They probably couldn’t make robots creative and **innovative (creative, imaginative)**,” added Vivian.

“Wait a minute. What about Principal Punctilious?” **queried (asked)** William. “He didn’t react to the poems either.”

“It’s a certainty that he’s human as well,” agreed Sam. They would need a human in charge to make all the decisions and to **assess (check out)** any situation that arose, like our field trip. Mr. Adept Fixit has to be human as well.”

“Yes, I’ve never seen him react to any of our poems,” said Jesse.

“I **deduce (figure out)** that it’s Mr. Adept Fixit who turns the robots on and off,” offered Sam.

“Well, we’ll find out in the morning, won’t we?” said Isabelle. “Now, let’s try to get a little sleep.”

“I set the alarm clock to wake us up on time,” said Mark Meticulous who was the detail guy.

Alessandra suggested, “Let’s lie down on the carpet in the teachers’ lounge with books for pillows and get some shut-eye. At least it’s larger than that tiny book room, and the carpet, even though it is **sullied (dirty)**, is better than the hard, **grubby (grimy)** floor.”

“Good idea, girlfriend,” said Felicia Fey. “Does anyone want me to try to soften those books or clean the carpet a bit?”

“No, Felicia,” eleven voices shouted together.

The group of friends lay on the carpet, heads **bolstered (propped up)** on books, and slept **fitfully (restlessly)** until 5 a.m. when Mark’s alarm rang with a **cacophonous (noisy and jangling)** sound.

The twelve students leapt up, went to do their morning **ablutions (washings)** in the boys’ and girls’ bathrooms respectively, scattered, each **secreting (hiding)** himself or herself in a different classroom, and lay in wait to see what would happen.

An hour later footsteps **resonated (echoed)** down the hall. Mr. Adept Fixit entered each classroom in turn. The students observed from their hiding spots as he opened the panel(s) on each robot teacher, flipped a switch, closed the panel, and **lingered (stayed)** fewer than ten seconds for the teacher to come to life.

As he or she awoke, each robot said graciously, “Thank you, Mr. Fixit. Good morning. Have a nice day,” in a **monotone (boring, no variation)** voice and proceeded to go to the blackboard to write the day’s date and lesson.

As the school became alive with a **myriad (lot of different kinds)** of students, the **intrepid (loyal)** twelve **mingled (mixed)** with the crowd and went to their homeroom as if they, too, had just arrived at school by foot, car, or bus. Like a bunch of **conspirators (people who get together to plan something secretly)** in a spy novel, they had big, **covert (secret)** plans for the upcoming eighth-grade awards ceremony.

News of the truth about the robot teachers spread like mosquitoes in **stagnant (non-moving)** water among the students. Not one eighth grader “ratted” that he or she knew the **appalling (horrible)** truth of the bizarre teachers to anyone not in his or her class. For once, everyone kept a secret.

The last few weeks of school dragged by like a slow-moving train. Everyone waited anxiously for the end-of-year awards ceremony. Every few days, someone would try out a haiku on the robot teachers. Superlative vocabulary in the poems **enhanced (intensified)** the effects on the robots. The eighth-graders’ **implausible (not explainable), exemplary (perfect)** behavior worried the principal. He knew they were up to something but had no clue what the kids were planning.

120. william waggish had the honor of composing the *coup de grace*. every 8<sup>th</sup> grader memorized the haiku and they were more than ready
121. finally the evening of the awards ceremony arrives. the administration and teachers set on the stage and parents and students filled the cafeteria to **capacity** with the **latter** spilling out into the hallway
122. all the 8<sup>th</sup> graders were poised for the signal and even beth bibliophilic lay down her **tome** the hunchback of notre dame as she watched william with **rapt** attention
123. william gave a **clandestine** sign to isabelle felicia olivia pauline vivian alessandra jesse sam dalbert john and mark. then just as mr punctilious principal had finished his welcoming speech the 12 stood up
124. this was the signal. every eighth grader in the room recited the following haiku entitled *coup de grace* in their loudest voice

why does the school board  
use **egregious** robots when  
good teachers **abound**

125. the robot teachers on stage spluttered. sparks and smoke billowed from every **orifice**. they through there arms into the air opened their mouths and stared out at the audience without blinking or **uttering** a sound



# Caught'ya Final Exam

## Directions for Part I:

Students, correct the following long Caught'ya. This test will show how carefully you listen when your teacher goes over Caught'yas. You will lose two points per error, so be very careful and check your work when finished. Ask your teacher for meanings of words if necessary, but most difficult ones have been provided. This is not a vocabulary test. Follow your teacher's directions, and read the test again to yourself to help with punctuation.

**Hint:** There are seventeen paragraphs, not including the poem. All periods are correct except three, two of which need to be changed to exclamation marks and the other one to a question mark. There are a few spelling errors and four missing hyphens. Some words need to be changed.

the 8<sup>th</sup> graders led by the intrepid 12 quickly followed this poem by a 2<sup>nd</sup> haiku. they entitled it we want human teachers and than they shouted it at the top of there voices in perfect unison

we **merit (deserve)** real profs.  
creativity will die.  
without humanness.

no less than 12 of the robot teachers sparked and smoked once more emitted a huge dying sigh and fell flat on their faces. the cafeteria was totally silent for a moment and then all **perdition (heck)** broke loose. parents protested loudly and **vociferously (insistently)**. we want those abominable fake teachers replaced with real people as soon as you can do it they insisted. students smiled and gave each other high fives and said we did it. as the human teachers clapped enthusiastically to they joined in the

high fives with their students and they patted each other on the back. ms amicable artist murmured to mr melodious music thank heavens i couldnt take much more of those unfeeling **automatons (robots)**. after a quick phone call during which he was heard to say the jig is up mr punctilious principle banged the podium for the **pandemonium (craziness)** and **ruckus (disturbance)** to die down. finally as the **din (noise)** turned to silence and all eyes glared at the principal with dislike the truth emerged. beth even lay down her book little women and paid attention. first he said I no that this is no excuse but me and the human teachers fought the school boards decision to save money by replacing real teachers with robots. they used horribly hard middle school as an experiment. frankly I am surprised that the robots lasted this long before our clever students brains figured out the secret. i think the school boards little experiment is over. i for one am relieved and delighted. thank you students for uncovering the truth. and students keep ever **vigilant (watchful)** because you never know what money saving strategy they will try next. when mr punctilious principal finished and sat down a cheer arose from the assembled 8<sup>th</sup> graders. the long nightmare of hhms was over and the mystery of the bizarre teachers was solved. there was only 2 questions remaining. why did the robot teachers react to the poems and why did there reactions get even more intensified when the students incorporated great vocabulary in their poems. ive got it. sam exclaimed when they exited the cafeteria between the other students. you see the teachers who were creative and individualistic were human. they had to be. robots cannot be programmed to be individualistic or creative. they just react to the program in them. ms amicable artist whom taught art mr melodious music who taught music ms witty writing

wizard that taught creative writing and mr scintillating social studies that came up with all kinds of wierd ways to present history all taught creative subjects or taught in a creative manner. all the robot teachers taught us in a rote manner by using the book exactly as written by making us copy notes or by giving us ditto sheets. they couldnt be creative at all sam concluded. than why did the **superlative (super)** vocabulary enhance their reactions to the poems asked Isabelle. well suggested jesse i think that using super vocabulary is like being creative. it takes thought. i think your rite said sam. the robots were obviously programmed only with the basic vocabulary of middle-school students. when we added those big juicy vocabulary words to our poems they only confused the robots more since those words did not compute. i think we've solved the entire mystery concluded william waggish with an air of relief and excitement. i wonder what next year in high school will be like...

**Directions for Part 2:**

Use your corrected version to the test to identify the types of sentences of each of the first fifteen sentences in this exam—simple, compound, complex, or compound/complex. *Do not include the poem.* You might want to number the sentences on your exam so you don't get confused. Sentence #15 ends with "brains figured out the secret" and is in the middle of a paragraph.

**Hint:** Two are compound/complex. Three are compound. Three are complex. The other seven are simple sentences.

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

9. \_\_\_\_\_

2. \_\_\_\_\_

10. \_\_\_\_\_

3. \_\_\_\_\_

11. \_\_\_\_\_

4. \_\_\_\_\_

12. \_\_\_\_\_

5. \_\_\_\_\_

13. \_\_\_\_\_

6. \_\_\_\_\_

14. \_\_\_\_\_

7. \_\_\_\_\_

15. \_\_\_\_\_

8. \_\_\_\_\_

### **Directions for Part 3:**

The story of William, Isabelle, and their friends in middle school has ended with the students triumphing over the school board by discovering their little secret. Now they, like you, are ready for high school. Will they remain friends?

What about you and your friends? Will you remain friends in high school, or will your different interests, schools, and paths in life separate you? Write a brief essay to express how you think your relationship with your friends will change in high school (or not) and explain why.

Support your answers with specific details of personalities, interests, etc.

Write as clearly as you can, and provide lots of details. Include a topic sentence and a concluding sentence for each paragraph. Use transitions and similes. Vary sentence structure. Most importantly, put passion and flair into your answer.