

# 7th Grade Language Arts Summer Work 2025

## 1. *Behind Rebel Lines* by Seymour Reit

- a. Read the novel and complete the novel packet.
- b. Be prepared for a test on the novel the first week of school.
- c. Audio for the novel can be found on Google Classroom.
  - i. Google Classroom Code: yg6vwc6g

## 2. Vocabulary from Latin and Greek Roots packet

- a. Complete the unit 1 packet



# UNIT ONE

## FAC, FIC, FECT

Latin FACERE, FACTUM, "to make; to do"

III Be on the lookout for words with fic, fect, and fy, as well as fac and fact. All of these come from facere and mean "making" or "doing."

III You may have heard of petrified wood. The word petrify can simply mean "to turn to stone"; this is what can happen to living material, like wood, over thousands of years. When we use petrify to mean "to scare," we are saying that someone is so frightened that he or she cannot move and seems to be made of stone.

III Suffice literally means "to stand under; to support," but we now use it to mean "to be enough, but not more than enough." Therefore, if you hear someone say, "My paycheck will suffice," you know that that person has enough money to deal with ordinary purchases, but not enough to buy luxuries.

FACSIMILE (fak sim' ə lē) n. a copy; an imitation

L. *facere* + *similis*, "like" = made like

That edition of the US Constitution was a poor *facsimile* that looked like it was made on a cheap copier.

syn: duplicate

DEFICIENT (dē fish' ənt) adj. not having enough; lacking

L. *de*, "down" + *facere* = made down; made less

Mom wouldn't let us buy the cereal because she said it was *deficient* in vitamins.

syn: incomplete

ant: sufficient

PETRIFY (pet' rə fi) v. to scare; to frighten

L. *petra*, "stone" + *facere* = to make stone

The vampire movie *petrified* people in the theater so much that they were afraid to leave their seats.

syn: terrify

ant: comfort

AFFECTION (ə fek' shən) n. a feeling of love or liking; a tender feeling

L. *ad*, "towards" + *facere* = to do towards

Because Mary had a great deal of *affection* for Frank, she bought him a lovely farewell gift.

syn: tenderness

ant: disgust

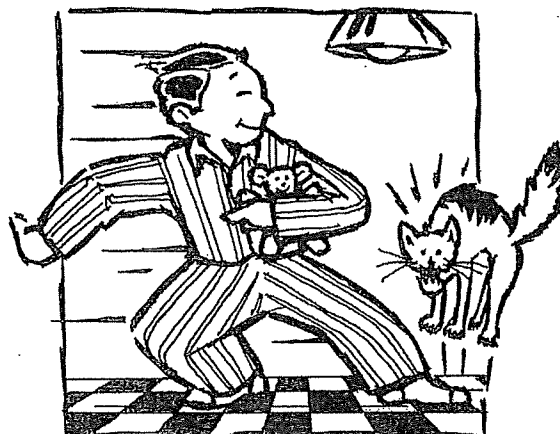
SUFFICE (sə fis') v. to be enough

L. *sub*, "beneath, under" + *facere* = to make or be under; to support

Betty didn't need any more friends; she felt that the ones she had would *suffice*.

syn: satisfy

ant: lack



I'd rather skate on ICE, but tile will SUFFICE.

**ACT, AG**

Latin AGERE, ACTUM, "to do; to drive"

**TRANSACT** (trân zakt') v. to carry out

L. *trans*, "across" + *actum* = *to drive across*

The supermarket was closed, so Carrie couldn't *transact* any business there today.  
syn: *conduct*

**AGENDA** (a jen' də) n. a list of things to do

L. *agenda*, literally, "those things which must be done"

Dimitri said that the meeting's *agenda* included a report on income and one on spending.  
syn: *plan*

**COAGULATE** (kō ag' ū lāt) v. to solidify; to clump or clot

L. *co*, "together" + *agere* = *to drive together*

The snake kills its prey by injecting venom that makes its victim's blood *coagulate*.  
syn: *thicken* ant: *thin*

**OPER**

Latin OPERARE, OPERATUM, "to work"

**INOPERABLE** (in op' ə r ə bəl) adj. 1. not working  
2. not able to be fixed or cured

L. *in*, "not" + *operare* = *not able to work*

1. Someone jammed something in the lock yesterday, making it *inoperable*.

2. The kitten's owner was relieved to learn that her pet's disease was not *inoperable*.

**COOPERATE** (kō op' ə r ət) v. to work with; to be helpful to

L. *co*, "together" + *operare* = *to work together*

To win the final football game, all team members had to *cooperate* with one another.  
syn: *assist* ant: *hinder*

**OPERATIONAL** (op er ə' shən əl) adj. in working order

The scientists found one minor problem in the robot, but most of the parts were still *operational*.

syn: *functional*

**FUNCT**

Latin FUNGI, FUNCTUM, "to work; to perform"

**DEFUNCT** (dē funkt') adj. no longer working; no longer active

L. *de*, "down from" + *functum* = *down from work; no longer working*

The phone number I tried didn't work because the business was *defunct*.  
syn: *inactive* ant: *working*

**MALFUNCTION** (mal funkt' shən) n. something that goes wrong; a problem

L. *male*, "badly" + *functum* = *working badly*

Theresa was the one who discovered the *malfunction* that made the computer stop.  
syn: *error*

iii An agenda can be more than a simple list; many groups have what is called "their own agenda," meaning "a program or plan they want to accomplish." The National Rifle Association's agenda is to keep access to guns available to all Americans. The agenda of Doctors Without Borders is to supply medical assistance to those who need it.

iii Coagulate describes what some liquids or soft solids do over time, either with heat or because of a chemical reaction. Can you think of some liquids that coagulate?

iii Strength can cooperate. Weakness can only beg. —Dwight D. Eisenhower

**EXERCISES - UNIT ONE**

Exercise I. Complete the sentence in a way that shows you understand the meaning of the italicized vocabulary word.

1. When doctors discovered that Daniel's tumor was *inoperable*, they....
2. The children were *petrified* by the shadow in the corner because...
3. Todd's *affection* for Lisa showed that their relationship was...
4. A *malfunction* in the jet engine forced the pilot...
5. Terence's landscaping business is *defunct* because...
6. If the bank chooses to *transact* its business overseas, then...
7. The chemical that had spilled took only a short time to *coagulate*, so...
8. Robert's *agenda* for the camping trip included...
9. A cup of sugar did not *suffice* for the recipe, but...
10. To make the unruly child *cooperate*, the babysitter...
11. It took a long time for the mill to become fully *operational* because...
12. Billy does not eat enough vegetables, so he is *deficient* in...
13. We knew that the document was a *facsimile* of the original contract, rather than...

Exercise II. Fill in the blank with the best word from the choices below. One word will not be used.

deficient

facsimile

inoperable

transact

malfunction

1. The soil of the mountain town was \_\_\_\_\_ in certain nutrients that plants need in order to grow.
  2. Tony was such a hard-working employee that he tried to \_\_\_\_\_ a sale even when he was on vacation.
  3. Luckily, the \_\_\_\_\_ in my computer did not do any long-term damage.
  4. If you cannot find your original driver's license, you can have a(n) \_\_\_\_\_ made.
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Fill in the blank with the best word from the choices below. One word will not be used.

cooperate      suffice      petrify      coagulate      defunct

5. Will the number of classes you have taken \_\_\_\_\_, or will you have to take one more?
6. The idea of giving a speech to a large group \_\_\_\_\_ Toby, so he never volunteers to do presentations.
7. Once the milk \_\_\_\_\_, you will have a solid substance that will look like cheese.
8. Because the woman pulled over for speeding would not \_\_\_\_\_ with police, she was arrested.

Fill in the blank with the best word from the choices below. One word will not be used.

transact      agenda      operational      defunct      inoperable      affection

9. The new surgery brought hope to people who had been told their problems were \_\_\_\_\_.
10. Unless we have a firm \_\_\_\_\_ for the meeting, we will not know what topics need to be covered.
11. After the power outage, the police station's computer network was not \_\_\_\_\_.
12. We were surprised when the \_\_\_\_\_ car that had been sitting in the driveway suddenly started.
13. My puppies often showed their \_\_\_\_\_ for me by coming to sit on my lap.

Exercise III. Choose the set of words that best completes the sentence.

1. Because Jordan is \_\_\_\_\_ in a particular vitamin, his blood does not \_\_\_\_\_.  
A. inoperable; suffice  
B. deficient; coagulate  
C. operational; transact  
D. deficient; petrify
2. The booming thunder had \_\_\_\_\_ the horses; they would not \_\_\_\_\_ with the rancher.  
A. petrified; cooperate  
B. coagulated; transact  
C. transacted; suffice  
D. cooperated; transact
3. Although the teacher felt \_\_\_\_\_ for her students, she told them that their short reports would not \_\_\_\_\_.  
A. deficiency; malfunction  
B. affection; suffice  
C. cooperation; transact  
D. affection; cooperate

4. When the bank is fully \_\_\_\_\_, its employees will be able to \_\_\_\_\_ business from anywhere in the world.  
A. deficient; transact  
B. inoperable; coagulate  
C. defunct; petrify  
D. operational; transact
5. We had many places listed on our travel \_\_\_\_\_, but a(n) \_\_\_\_\_ in our car's engine kept us from getting to them.  
A. agenda; malfunction  
B. facsimile; deficiency  
C. affection; malfunction  
D. malfunction; agenda

Exercise IV. Complete the sentence by inferring information about the italicized word from its context.

1. The thing that *petrified* us the most during the nature presentation was...
2. When there is a *malfunction* in your TV, you should...
3. If the half-hour meeting lasts two hours, it probably means the *agenda*...

Exercise V. Fill in each blank with the word from the Unit that best completes the sentence, using the root we supply as a clue. Then, answer the questions that follow the paragraphs.

All societies have some form of what could be called a "government." From the earliest times, social groups have recognized the need for some people to make and enforce decisions about the individual behavior that affects society in general. The encouraged behavior helps society run smoothly. For example, traffic rules and regulations help keep the roadways in working order. Most people willingly \_\_\_\_\_ (OPER) with these rules and regulations because they recognize the benefit not only to others, but also to themselves.

In order for a government to work, citizens must accept that it belongs in power. People in a democratic society, such as the United States, have the benefit of electing government officials. In this way, the government is given authority by the governed people themselves. This method, of course, is very different from the idea that God gives one ruler supreme control over all people. In some countries other than the United States, the king or queen has this kind of complete power.

From an early age, citizens are taught to obey the government. This teaching process, which takes place in the schools, for example, encourages people to accept the rules of society and to feel loyalty to symbols of the government such as the flag or national anthem.

The government also cares about *jurisdiction*, which is the geographic area within which its laws are in effect. People may escape a government's jurisdiction only by moving to another country. In addition, government concerns itself with certain areas of people's individual lives. The government may make laws about national defense, social welfare, the economy, marriage and divorce, health, education, taxes, transportation, etc.

Law enforcement is also something taken care of by the government. Though for most people, the rules that are in place will \_\_\_\_\_ (FIC), others may need some kind of outside persuasion, such as the threat of punishment, before they will obey the law. Agents of the law, such as police officers, judges, and soldiers, work on society's behalf to make sure the laws are followed.

In diverse societies like the United States, representatives of special-interest groups—business, farming, labor, racial, or ethnic, for instance—work with national or local governments to develop policies that will be good for the general public. This way, all elements of society are represented in government, and no one group can easily overpower another.

1. The author defines government as
  - A. people who make and enforce decisions affecting society.
  - B. elected politicians who control society.
  - C. the United States Congress.
  - D. any people who make rules.
2. Why are special-interest groups important to a diverse society?
  - A. They ensure that the government represents everyone.
  - B. They encourage favoritism.
  - C. They help the government pass beneficial laws.
  - D. They encourage people to obey laws to avoid punishment.
3. What role does jurisdiction play in government's rule?
  - A. It defines the area where the government is allowed to act.
  - B. It helps criminals escape prosecution.
  - C. People often relocate to avoid rules.
  - D. Jurisdiction adds to the government's power.
4. Which of the following is a distinguishing feature of a democratic government?
  - A. Citizens always like the president.
  - B. Citizens have the right to elect officials.
  - C. The king has no power to rule.
  - D. All laws are fair.
5. What is the best title for this article?
  - A. Constitutional Law
  - B. US Laws and Customs
  - C. Law Enforcement
  - D. Law and Government

Exercise VI. Drawing on your knowledge of roots and words in context, read the following selection and define the italicized words. If you cannot figure out the meaning of the words on your own, look them up in a dictionary. Note that *bene* means "good."

The bag Sharon just bought is *functional* as well as beautiful. It can be used for many things because it has lots of space for larger items, as well as pockets of different sizes for storing small objects like pencils and pens, lip balm, and stamps. Her recent purchase of the bag is *beneficial* to her kids, too; their medicine, small toys, and candy can be stored in a special compartment of the bag.



Name:

***Behind Rebel Lines* Summer Novel Study**

Directions: As you read the novel, fill in the character charts and answer the questions using complete sentences.

**Chapter 1 and 2**

Characters	Description
Emma Edmonds	
Franklin Thompson	
General George McClellan	
Doctor Hodes	

1. Explain why Emma fled Canada, her homeland.

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2. Explain why Thompson had to go through combat training when he was considered a noncombatant?

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### Chapter 3 and 4

Characters	Description
James Vesey	
Mrs. Butler	

1. Where did Emma see Lieutenant Vesey for the first time at camp?

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2. Explain why Mrs. Butler becomes significant to Emma?

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## Chapter 5 and 6

Characters	Description
Cuff	

1. Explain why Emma feels confident about her new disguise?

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2. Explain the work Cuff was assigned to do. Did it go well?

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## Chapter 7 and 8

1. Explain how Cuff escapes the Confederate camp.

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2. What happened as a result of the information Emma gave General McClellan?

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## Chapter 9 and 10

Characters	Description
Bridget O'Shea	
Rebel	

1. What did Emma find when taking refuge from the rain in the abandoned house, and what did she do with it?

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## Chapter 11 and 12

1. What is the next “new” job Emma gets assigned to?

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2. Why was Emma sent on furlough? What is furlough?

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## Chapter 13 and 14

Characters	Description
Charles Mayberry	

1. Describe the newest task Emma has been given.

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2. How many people were arrested for providing the Confederate Army with information about the Union Army?

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## Chapter 15 and 16

1. What ailment, or sickness, does Emma come down with?

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2. What did Emma petition the War Department for? Did she get it?

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