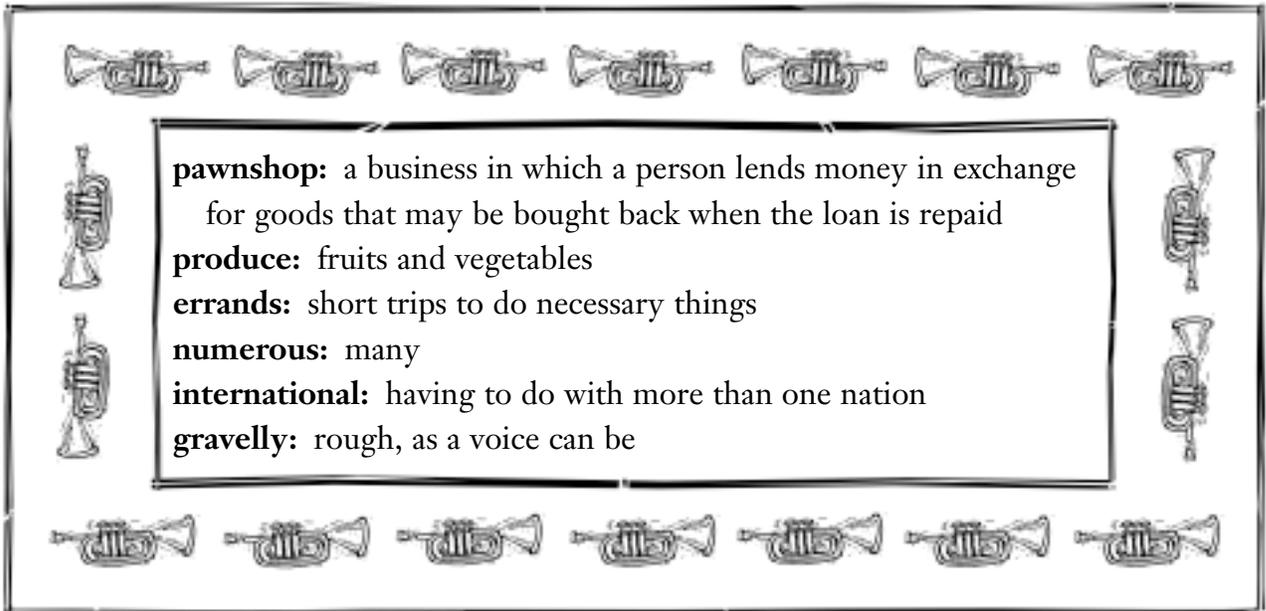


- Read the boldfaced Vocabulary Words and their definitions.
Then write *yes* or *no* to answer the questions.



pawnshop: a business in which a person lends money in exchange for goods that may be bought back when the loan is repaid

produce: fruits and vegetables

errands: short trips to do necessary things

numerous: many

international: having to do with more than one nation

gravelly: rough, as a voice can be

1. You have many **errands** to run. Would you stop to take a nap? _____
2. He has a **gravelly** voice. Can he sing softly? _____
3. Your father has to buy **numerous** items. Should he make a list? _____
4. Can you buy food at a **pawnshop**? _____
5. Would an **international** shop have things from other countries? _____
6. Would you buy meat at a **produce** market? _____

- Write the Vocabulary Word that best completes each sentence.

7. I will run _____ to earn extra money.
8. Buy some apples at the _____ store.
9. I know that store. I have made _____ trips there.
10. This plane flies to other countries. It has _____ flights.

TO THE TEACHER: Before students begin the exercises, explain that some form of the word *run* is often used with *errands*. Write these examples on the board: *I am running errands. She will run an errand for you. How many errands can you run in an hour?* Have students make up similar sentences of their own. Then make sure students understand what a *pawnshop* is. Explain that it is a business in which a person is licensed by the government to lend money in exchange for goods, such as watches or jewelry. The owner may redeem the goods if the loan is repaid.

► Read the paragraph. Circle the letter of the best answer.



Brass instruments have a mouthpiece and long, funnel-shaped tubes. A musician blows air through the mouthpiece into the tubes to make sounds. You can play different notes by changing the shape of your lips and pressing valves. Cornets and trombones are excellent for jazz music. Sousaphones sound great in a marching band. My favorite brass instrument is the trumpet, but my brother thinks playing it is difficult. People make some pretty odd faces when they play brass instruments!



- 1 Which of these is a fact about brass instruments?
- A The best one is the trumpet.
 - B Sousaphones sound great in a band.
 - C Playing the trumpet is very difficult.
 - D Brass instruments have long, funnel-shaped tubes.

**Tip**

Facts give precise information that can be proved or disproved. They do not tell how people feel about things. Which answer choice has information that can be proven?

- 2 Which of these shows an opinion the author has about brass instruments?
- F A cornet has a mouthpiece.
 - G People make odd faces playing them.
 - H Players blow air through a mouthpiece.
 - J Musicians can play different notes.

**Tip**

An *opinion* tells what someone thinks or feels. Decide which answer gives information about the author's beliefs.

- 3 To check the author's facts about playing brass instruments, you could
- A study a diagram of an orchestra.
 - B read an article about classical music.
 - C ask a trumpet player.
 - D look at a picture of a band.

**Tip**

Which source would give you the best, most accurate information? Choose that answer.

TO THE TEACHER: Read the paragraph aloud. Have the students read along silently. Ask students to name the brass instruments mentioned in the passage. List them on the board. Refer students to the definitions of fact and opinion in the help boxes at the side of the page. Make sure students understand the difference between facts and opinions by asking them to give you a fact and an opinion about foods, music, or movies. Use these examples to get them started: *Fact—Ice cream is cold. Opinion—I like ice cream.* Then write two headings on the board: *Facts* and *Opinions*. Before students answer the questions, help them go through the passage to pick out and list the facts and then the opinions about brass instruments.