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Reading a ruler metric system worksheet 1 answer key

If you have gone through the Reading Comprehension Worksheet 1 "Escaping the Endless Adolescence," then read the answers below. These reading comprehension worksheet answers are affiliated with the article, so they won't make much sense by themselves. Escaping the Endless Adolescence 1. This passage is narrated from the point of view of (C) a concerned therapist who works with struggling young adults. Why? A is incorrect because it uses the word "bulimia," and the disorder was anorexia. Plus, you wouldn't expect concerned parents to take their child to see a college professor for help. B is incorrect because it's an older person telling the story. D is incorrect because sleeping and compulsive disorders are never discussed nor implied. E is incorrect because a college student would not have an office or visits from concerned parents. 2. According to the worksheet passage, Perry's two biggest problems were (A) being an unhappy achiever and his parents' increase of his mental strain. Why? Look at lines 26–27 and lines 38–39. The problems are stated explicitly. 3. The primary purpose of the passage is to (A) describe one young man's struggle with anorexia and, in doing so, provide possible reasons a young person may resort to an eating disorder. Why? To start, look at the verbs at the beginning of the answers. You can get rid of answer choices B and C because the passage neither advocates for anyone nor compares anything. D is incorrect because the passage is largely unemotional, and E is wrong because it's too broad. The passage focuses on one young man and his struggle more than it focuses on today's youth as a whole. 4. The author uses which of the following in the sentence starting on line 18: "But beneath his academic success, Perry faced a world of troubles, and while he took awhile to get to know, eventually the problems came pouring out"? (E) metaphor Why? "But beneath his academic success, Perry faced a world of troubles, and while he took awhile to get to know, eventually the problems came pouring out." Actually, the sentence in the passage uses two metaphors: "world of troubles" and "pouring out." The author compares the amount of troubles facing Perry to a world without using the word "like" or "as." He also compares Perry's relating of his troubles to pouring, two explicitly different ideas connected without the simile signifiers. 5. In the second sentence of the last paragraph, the word "inadvertently" most nearly means (D) mistakenly Why? Here's where your vocabulary knowledge or your ability to understand vocab words in context comes in handy. If you didn't know the meaning of the word, you could assume some things based on the text: "But in their efforts to nurture and support him, his parents inadvertently increased his mental strain." Nurturing and supporting are positive things. With the "but" you know that the opposite is true in the last part of the sentence, so you could assume that the parents didn't mean to increase his mental strain, thus, answer D. If you have gone through the Reading Comprehension Worksheet 2 The End of Overeating then please read the answers below. These reading comprehension worksheet answers are affiliated with the article, so they won't really make much sense by themselves. Printable PDFs: The End of Overeating Reading Comprehension Worksheet | The End of Overeating Reading Comprehension Worksheet Answer Key 1. It can be inferred from the author's description of the woman eating in paragraph four that (D) The author is disgusted by the woman's consumption. Why? A is incorrect because we have no idea where the woman likes to eat. Nothing in the text makes reference to her preferences. B is incorrect because we can infer that the woman isn't even aware of what she's eating, so she doesn't truly have the capacity to enjoy it. C is incorrect because her efficiency is detracting from her dining experience rather than enhancing it. The author never brings up anything about eating healthfully in those lines, either, so E is also out. We can infer that he's disgusted by her consumption because of his judgment he places on her: "Had she known someone was watching her, I'm sure she would have eaten differently." This implies that she would have been ashamed to eat as she had, thus showing the author's distaste for her eating habits. 2. According to the passage, the main reason people overeat is (B) because we don't have to chew our food very much Why? A, B and C are mentioned in the passage, but not as a causal effect of our overeating. E is a distractor answer—eating quickly is tied into not chewing, but the passage does not imply or state that we are used to eating quickly, so we overeat. The passage gives specific details about the refining process that makes our food easier to swallow, allowing us to eat more than we should, thus answer B is the very best choice. 3. The following are all ingredients in the egg rolls, EXCEPT (E) dark meat chicken Why? It's white meat chicken (line 32). This is one of those "hunt and search" type of detail questions. They can be tricky because they have almost nothing to do with reading comprehension, but rather focus on how carefully you can find the details related to the passage. 4. Which of the following statements best describes the main idea of the passage? (B) Because refined food is irresistible and easy to eat, it masks how unhealthy it is, leaving people unaware of the poor food choices they're making. Why? A is too broad, because it fails to mention refined food, which is absolutely key in the article. C is too narrow because it only mentions Chili's, and the essay goes beyond just one restaurant. D makes a supposition—that people will be healthier because of the article. That's never stated or indirectly implied, so it can't be part of the main idea. E is too narrow, so B is the best choice. 5. In the first sentence of paragraph four, the word "vigor" most nearly means (D) Energy Why? Here's where your vocabulary knowledge or your ability to understand vocab words in context come in handy. If you didn't know the meaning of the word, you could assume some things based on the text: "...the woman attacked her food with vigor and speed." Since the conjunction "and" joins two words/phrases with similar meaning, C is out—lethargy means laziness. The word "attacked" does not coincide well with pleasure, so A is out. Since the woman was unaware of who was watching her, flamboyance, B, is out, too. That leaves D and E. Craftiness indicates sneakiness of some sort and although the woman wasn't being showy, she wasn't sneaking her food either, so D is the best answer. It fits well with the sentence. Ferrous Bülker/CC-BY-SA 2.0 Countries that don't use the metric system use imperial units, a legacy system based on ancient measurements. Feet, miles, gallons, quarts, pounds and ounces are all part of the imperial system. This system came from that used in Great Britain, standardized by the Weights and Measures Act of 1824. The chief drawback of the imperial system is the difficulty of converting units. For example, converting inches to feet requires dividing a number by 12, while converting centimeters to meters merely requires a decimal point shift of two places. Most countries have adopted the metric system for most measurements. The only countries that still rely on the imperial system are the United States, Myanmar and Liberia. In geometry and mathematics, the word circumference is used to describe the measurement of the distance around a circle while radius is used to describe the distance across a circle's length. In the following eight circumference worksheets, students are provided with the radius of each of the circles listed and asked to find the area and circumference in inches. Fortunately, each of these printable PDFs of circumference worksheets comes with a second page that has the answers to all of these questions so that students may check the validity of their work—however, it's important for teachers to make sure they don't give the sheet with answers out initially! In order to calculate circumferences, students should be reminded of the formulas mathematicians use to measure the distance around a circle when the length of the radius is known: the circumference of a circle is two times the radius multiplied by Pi, or 3.14. (C = 2πr) In order to find the area of a circle, on the other hand, students must remember that the area is based on Pi multiplied by the radius squared, which is written A = πr². Use both of these equations to solve the questions on the following eight worksheets. D. Russell In the common core standards for evaluating mathematics education in students, the following skill is required: Know the formulas for the area and circumference of a circle and use them to solve problems and give an informal derivation of the relationship between the circumference and area of a circle. In order for students to complete these worksheets, they will need to understand the following vocabulary: area, formula, circle, perimeter, radius, pi and the symbol for pi, and diameter. Students should have worked with simple formulas on perimeter and area of other 2 dimensional shapes and had some experience finding the perimeter of a circle by doing activities like using string to trace the circle and then measuring the string to determine the perimeter of the circle. There are many calculators that will find the circumference and areas of shapes but it is important for students to be able to understand the concepts and apply the formulas before moving to the calculator. D. Russell Some teachers require students to memorize formulas, but students do not need to memorize all the formulas. However, we think it's important to remember the value of the constant Pi at 3.14. Even though Pi technically represents an infinite number that starts with 3.14159265358979323846264..., students should remember the base form of Pi which will provide accurate-enough measurements of the circle's area and circumference. In any case, students should be able to understand and apply the formulas to a few questions before using a basic calculator. However, basic calculators should be used once the concept is understood to eliminate the potential for calculation errors. Curriculum varies from state to state, country to country and although this concept is required in the seventh grade in the Common Core Standards, it is wise to check the curriculum to determine what grade these worksheets are suitable for. Continue to test your students with these additional circumferences and areas of circles worksheets: Worksheet 3, Worksheet 4, Worksheet 5, Worksheet 6, Worksheet 7, and Worksheet 8.

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