

## Lesson 1

# The Value of Context

### Exercise A

In the paragraph below, some words have been left out. First, read the entire paragraph. This will give you a general idea of what it is about. Then go back and write on each blank a word that makes sense to you.

With only about 39,000 men and women, the United States Coast Guard is 1. \_\_\_\_\_ than any of the other Armed Forces. However, this little group is very important to the nation. Every year they save many 2. \_\_\_\_\_ and millions of 3. \_\_\_\_\_ worth of goods and ships. They also rescue people during hurricanes, floods, and other 4. \_\_\_\_\_. The Coast Guard is a sea going police force that can arrest anyone who breaks the 5. \_\_\_\_\_. They watch for oil 6. \_\_\_\_\_ and make safety rules. They protect fish and other sea 7. \_\_\_\_\_. Coast Guard icebreakers help ships that become trapped in frozen lakes and rivers during the 8. \_\_\_\_\_. The Coast Guard uses radio, lighthouses, and markers to help captains 9. \_\_\_\_\_ their ships. They also broadcast weather information to warn ships about dangerous 10. \_\_\_\_\_.

How do you know that *smaller* is the word that belongs on the first blank? You know because the rest of the sentence contains information that provides clues.

First, it is clear that the Coast Guard is being compared with the other Armed Forces—the Army, the Navy, and so on.

Second, since the number of Coast Guard personnel is given, the comparison probably deals with the number of people in the different services.

Third, since the word *only* is used about the number Coast Guard personnel, it is probably *smaller* than other Armed Forces.

You can often figure out the meaning of an unfamiliar word by using the other information in the sentence in which it appears. This information is called the context of the word.

### Exercise B

Read each sentence below and try to figure out the meaning of the italicized word. Then choose a word or phrase from the list that follows that means about the same as the italicized word. Write the letter of your choice on the line in front of the sentence.

- \_\_\_\_\_ 1. The *modicum* of food on my plate hardly began to fill me up.
- \_\_\_\_\_ 2. She was in too much of a hurry to get the children home to allow any more *procrastination*.
- \_\_\_\_\_ 3. The little girl was standing in the middle of a *gaggle* of geese.

- \_\_\_\_\_ 4. The telephone call brought good *tidings*.
- \_\_\_\_\_ 5. After the touchdown there was a great *clamor* from the crowd.
- \_\_\_\_\_ 6. They held a *caucus* to decide how they would vote.
- \_\_\_\_\_ 7. We went out in the boat and caught a dozen *shad*.
- \_\_\_\_\_ 8. I spread a crisp *rusk* with some jam.
- \_\_\_\_\_ 9. The coach had a whistle attached to the *lanyard* around his neck.
- \_\_\_\_\_ 10. Before the movie began, we bought some candy in the *foyer*.
- \_\_\_\_\_ 11. Satellites looking for storms *survey* tropical oceans.
- \_\_\_\_\_ 12. We refused to give into *despondency* and remained hopeful about solving the problem.
- \_\_\_\_\_ 13. Bob spent the afternoon looking through old pictures, *reminiscing* about his boyhood.
- \_\_\_\_\_ 14. During a hurricane, winds swirl and blow at a tremendous *velocity*.
- \_\_\_\_\_ 15. The fire in the downtown warehouse was quite a *calamity*.
- |                 |                 |
|-----------------|-----------------|
| a. hopelessness | j. meeting      |
| b. lettuce      | k. small amount |
| c. examine      | l. shouting     |
| d. lobby        | m. fish         |
| e. cord         | n. news         |
| f. flock        | o. speed        |
| g. horns        | p. delay        |
| h. disaster     | q. toast        |
| i. remembering  |                 |

## Lesson 1

# Reading for Different Purposes

For Tuesday	
1. Social Studies	find a newspaper article that tells what the new import tax is and how it will affect the average citizen.
2. Science	What are the parts of a cell? How are cells and tissues related?
3. English	read page 36 in <i>I Heard a Scream in the Street</i> . Consider how this particular young woman feels about the city. Look for the words she gives you not being afraid in the city.

### Exercise A

Suppose a page in your notebook has assignments like the three shown above.

1. In order to do the social studies assignment, will you need to read all the articles in a newspaper? Will you be able to tell from headlines which articles you need to look at more closely?
2. The questions in the science assignment tell you to pay special attention to two things. Circle them on the notebook page.

When you are given an assignment, listen to the directions. As you do the reading, look for the things that have been mentioned. Directions and questions set a purpose for you and should help you better understand what you read. They should also help you decide how carefully—or how quickly—to read the material assigned.

Sometimes it is necessary to read slowly and carefully in order to understand and remember detailed information. At other times you may read quickly for enjoyment or to get a general idea of what is said. And sometimes you need to look up one particular fact, and you can do this by skimming without reading all the material.

Your purpose will determine *what* you read. It will also determine your method—the *way* in which you do your reading.

**Exercise B**

The book referred to in the English assignment is a collection of poems written by young people. Reread the assignment carefully. Then read the poem and answer the questions.

**I HAVE NO FEARS . . .**

by Joy Silverstein

Everyone	for I believe that
seems to be saying	humans
how lonely	are more gentle than
the city is.	we think them
To me	to be.
it is a paradise where	Outside
one can	of all that smog
talk and	and fake confidence
laugh out loud and	lies the true city . . .
stare at people . . .	full of love
I have no	and not afraid
fears in the	of being laughed at.
city;	

1. What does the speaker say others are saying about the city?  
\_\_\_\_\_
2. What three activities does the speaker enjoy in the city?  
\_\_\_\_\_
3. What is the speaker's attitude toward the city?  
\_\_\_\_\_
4. What quality do human beings possess more of than we think?  
\_\_\_\_\_
5. Did you read the poem quickly or carefully in order to do this exercise?  
\_\_\_\_\_

**Lesson 1****Kinds of Sentences**

A sentence may be declarative, interrogative, exclamatory, or imperative.

A sentence begins with a capital letter, expresses a complete thought, and ends with a punctuation mark. There are four kinds of sentences. The paragraph below has an example of each.

Firecrackers banged! What was going on? A family in the sleepy town of Rich Square, North Carolina, was battling some annoying birds. Read on to find out more about what happened.

The first sentence is an **exclamatory sentence**. It is a statement or command that expresses surprise or strong feeling. The next sentence is an **interrogative sentence**. It asks a question. The third sentence is a **declarative sentence**. It is a statement that tells something. The last sentence is an **imperative sentence**. It is a command or request in which the subject *you* is understood.

Now study the chart below.

Kind	Purpose	Example	Punctuation
declarative	telling	The family had troubles.	period
interrogative	asking	Can they solve the problem?	question mark
exclamatory	showing strong emotion	Birds love their town!	exclamation mark
imperative	ordering or requesting	Don't do that! Think about it.	exclamation mark or period

**Exercise A**

Read these sentences and write what kind each one is.

**Example:** Families face many challenges.

**Answer:** Declarative

- Listen to this story. \_\_\_\_\_
- It's fantastic! \_\_\_\_\_
- One family had a problem. \_\_\_\_\_
- They lived in a small town. \_\_\_\_\_
- It was filled with birds. \_\_\_\_\_
- The birds roosted all over. \_\_\_\_\_

7. Would you like to live there? \_\_\_\_\_
8. Think of the problems! \_\_\_\_\_
9. First, the family just complained. \_\_\_\_\_
10. Things got worse. \_\_\_\_\_
11. Other families began to worry, too. \_\_\_\_\_
12. Could they scare the birds? \_\_\_\_\_
13. No, but they tried! \_\_\_\_\_
14. They honked their horns. \_\_\_\_\_
15. They banged pots and pans. \_\_\_\_\_
16. They set off firecrackers. \_\_\_\_\_
17. Nothing worked. \_\_\_\_\_
18. What else could they do? \_\_\_\_\_
19. The birds weren't scared. \_\_\_\_\_
20. Think of a possible solution. \_\_\_\_\_

**Example B**

Add the correct end punctuation to each sentence.

**Example:** What a problem these birds were

**Answer:** What a problem these birds were!

1. Soon the town asked for help from outside \_\_\_\_\_
2. Please send some helicopters right away \_\_\_\_\_
3. Do you suppose that worked \_\_\_\_\_
4. The birds scattered at first but returned again, later \_\_\_\_\_
5. Whew, were the townspeople disappointed \_\_\_\_\_
6. The whole town was awakened at sunrise by the birds \_\_\_\_\_
7. What did the people try next \_\_\_\_\_
8. Experts arrived with special loudspeakers \_\_\_\_\_
9. They aimed loud, high-pitched sounds at the birds \_\_\_\_\_
10. How frustrated the people were by yet another failure \_\_\_\_\_
11. Guess what happened next \_\_\_\_\_
12. Someone tried playing loud music on very large speakers \_\_\_\_\_
13. It took a while, but it actually worked \_\_\_\_\_
14. What a happy day it was when the birds left \_\_\_\_\_

## Lesson 2

# Subjects and Predicates

A sentence has a simple and complete subject and predicate.

Every sentence has two parts—the complete subject and the complete predicate.

Many colorful tulips / are grown in Holland.

In the sentence above, the complete subject is *Many colorful tulips*. The complete subject tells whom or what the sentence is about. The complete predicate is *are grown in Holland*. The complete predicate tells what the subject is or does.

The most important word in the complete subject is the **simple subject**. It names whom or what the sentence is about. The simple subject can be a noun or a pronoun.

My brother Ed / visited Holland early last May.

He / was a tourist in a group of tulip lovers.

Several passengers on his flight / are going on other tours.

The simple subject can be the same as the complete subject, as in the second example. The simple subject may also have various modifiers, such as prepositional phrases: Note that in the third example *passengers*, not *flight*, is the simple subject.

The most important word in the complete predicate is the **simple predicate**, usually called the verb. The verb tells what the subject does or is. It may be a one-word verb or a verb phrase.

In a sentence the subject, predicate, or both may be compound. A **compound subject** is made up of two or more subjects, usually joined by *and* or *or*. A **compound predicate** is two or more predicates joined by *and*, *but*, or *or*.

Ed and his wife / flew to Amsterdam but took trains after that.

### Exercise A

Rewrite each sentence. Draw a vertical line between the complete subject and the complete predicate.

Example: The motorcycle was invented by Gottlieb Daimler in 1885.

Answer: The motorcycle | was invented by Gottlieb Daimler in 1885.

1. It was made of wood and traveled at only twelve miles per hour.

\_\_\_\_\_

2. The first double-decker buses appeared in London in the 1850s.

\_\_\_\_\_

3. Horses of great size pulled them on tracks.

\_\_\_\_\_

4. The first true submarine was used in 1776.  
\_\_\_\_\_
5. No American President rode in one until Harry Truman.  
\_\_\_\_\_
6. Alexander Graham Bell invented the telephone in 1876.  
\_\_\_\_\_
7. Telephone service from coast to coast began in 1914.  
\_\_\_\_\_
8. The invention of the radio by Marconi in 1895 revolutionized communications almost overnight.  
\_\_\_\_\_
9. Boats at sea could send messages and distress signals.  
\_\_\_\_\_

**Exercise B**

Underline the simple subject once and underline the simple verb twice in each sentence below.

Example: Either a Greek or an Egyptian invented the first pipe organ.

Answer: Either a Greek or an Egyptian invented the first pipe organ.

1. Both Greece and Egypt claim credit for its invention.
2. A man from Greece became the first organist.
3. Egyptian inventors further developed the instrument.
4. Their instrument had a keyboard and ran on water power.
5. Historians and researchers have studied the origins of the first pipe organ and have discovered these ancient models.
6. Someone built and played a wind-powered organ in the tenth century.
7. Innovators and musicians produced later improvements.
8. Handel and Bach were great organ composers.
9. Gottfried Silbermann improved the organ's sound and added more voices.