

Lesson 2**Helps for Setting Purpose****2**

The beginning of an article is printed below. The *title*—"The Mystery of Rommel's Missing Treasure"—may arouse your curiosity. *Who is Rommel? How did he get his treasure? What happened to it?*

Stories and articles sometimes have *headnotes*. The headnote for this article, "Coins and jewels worth millions," may raise further questions. *What sort of coins? What kinds of jewels? How many millions?*

Exercise

Quickly read the first paragraph of the article. What questions does it suggest?

Coins and jewels worth millions

THE MYSTERY OF ROMMEL'S MISSING TREASURE

by Ken Krippene

Buried somewhere among the windswept sand dunes of southern Tunisia are ninety small metal trunks. They are filled to the brim with gold coins. In addition, there is one steel box about two feet in diameter in which can be found a fortune in priceless jewels. These include sparkling diamonds, blood-red rubies, flashing emeralds and star sapphires, as well as dozens of other precious stones. All together, the treasure is valued at approximately \$100 million.

If you ask questions about an article *before* you read it, you will improve your reading. Purpose-setting questions—based on such features as the title, headnote, pictures, captions, and opening paragraph—serve as reading guides.

The process of looking over an article before beginning to read it is called making a survey. Regardless of your general purpose for reading, making a survey will help you set more definite purposes.

Articles are sometimes divided into sections that are headed by *subtitles*. For example, in the article about Rommel's missing treasure, which continues on the next page, the subtitle is "Rommel confused the enemy." The subtitles of a selection will often provide additional clues to the subject matter.

There is one more thing you can do before you read the article—read the *last* paragraph. This paragraph may summarize the points covered in the material or it may state a conclusion.

1. Write a purpose-setting question based on the subtitle "Rommel confused the enemy."

2. Read the last paragraph of the article and add one more purpose-setting question.

Now read the article, keeping your questions in mind.

Why should such a valuable treasure as this lie buried in the burning sands of the Sahara? For one thing, not many people know about the loot. If they do, they think it's at the bottom of the Mediterranean Sea. Others who know about it have avoided the desert and searched elsewhere.

But where did this treasure come from? To whom does it belong? Why was it buried in such a forbidding place? To find the answer it is necessary to turn back the pages of history to World War II, to March, 1943, and to Erwin Rommel, one of the ablest generals to come out of Germany.

The end had come and Rommel knew it. Recently he had fought and lost his last battle near a small desert outpost. Desperate, and with only 140 tanks remaining, he had attacked British General Montgomery's desert forces in a final effort to turn the tide of battle. But it was no use. As night approached, fifty-two of his tanks had been destroyed and his panzer (armored) units had retreated in the direction of Tunis.

In the beginning, of course, everything had gone well. German submarines based in southern Italy had carried to Tunis a fortune in gold coins for Rommel to use. He was to bribe important Arab leaders in order to win them over to the German cause. But even this proved difficult, as some of the powerful Arab rulers preferred to remain out of the action. In many instances when the Arabs refused to fight for the Germans, they were executed or imprisoned, their palaces burned and their belongings stolen. It was in this way that Rommel gathered his treasure.

He was determined not to let it fall into the hands of his enemies. Many times he had thought of shipping it by sea from Tunis to southern Italy, but this was now impossible. The British had complete control of the air and sea.

Rommel confused the enemy

In order to confuse the British, Rommel used a clever tactic: he sent a fleet of fast power boats bearing several crates of objects that his troops had stolen from museums and palaces to a secret destination on the coast of Italy. The enemy had been waiting for such a move and were ready to seize or sink these small boats once their planes had spotted them.

Rommel's tactics worked perfectly. While the British bombers and naval units were making a desperate attempt to capture the swift ships, a convoy of trucks bearing most of Rommel's treasure was speeding along dirt roads in a southwesterly direction toward Douz, a small desert outpost. From there the gold was transported by camel caravan to a safe location and buried under one of the hundreds of sand dunes.

The German soldiers succeeded in safely burying the treasure on the Sahara. However, on their return they were ambushed and died, to the last man. So no one—not even Rommel—knew where his gold and jewels had been buried.

- 3. How did your purpose-setting questions help you as you read?

Lesson 3

Sentences with Modifiers

The subject or predicate in a sentence may contain other words that modify, or add to, their meaning.

The sentence *Families moved* has only two words—a subject and a predicate. Few sentences are that short. Usually writers add a few well-chosen words to the subject and the predicate to make their sentences clearer. Study these examples.

Families I moved.

Several families I moved.

Several old families I suddenly moved.

Several old families from our town I suddenly moved into the city.

The first sentence has only a subject—*Families*—and a verb—*moved*. In the second sentence, the adjective *Several* was added. It modifies *families* by telling how many families moved.

In the third sentence, the adjective *old* was added. It tells what kind of families moved. The adverb *suddenly* was also added, before the verb. It tells how they moved. Adjective and adverb modifiers may come before or after the words they modify.

In the last sentence, the prepositional phrases *from our town* and *into the city* were added. *From our town* modifies the noun *families* by telling which families—families from our town. Prepositional phrases that modify nouns always come after the nouns they modify. *Into the city* modifies the verb *moved* by telling where the families moved. Prepositional phrases modifying verbs may come anywhere in a sentence.

Remember that most sentences contain modifiers. They give more exact meaning to simple subjects and predicates.

Exercise A

Write the words which modify each subject and predicate. Do not count *a*, *an*, or *the*.

- Two nervous teams headed for the baseball field. _____
- The wooden bleachers quickly filled with noisy fans. _____
- The ball burst into pieces from the impact of the bat. _____
- People in the bleachers laughed loudly. _____

Exercise B

In the sentences on the next page, underline the simple subject once. Draw two lines under the adjectives or prepositional phrases that modify each subject. Do not count *a*, *an*, or *the*.

Example: A severe snowstorm from Canada hit our city.

Answer: A severe snowstorm from Canada hit our city.

1. A small wooden house on our street was on fire.
2. The electric heater in the living room had exploded.
3. Some flimsy lace curtains had caught fire.
4. An alert neighbor called the police.
5. Ten firefighters from various stations answered the alarm.
6. Deep, blowing snow hindered their job.
7. A large family trapped in the house was saved.
8. Many residents in adjoining houses fled to safety.
9. The terrible fire could have cost many lives.
10. The brave firefighters should receive medals.

Exercise C

In each sentence below, underline the verb once and underline the adverbs or prepositional phrases that modify it twice. Two sentences have compound predicates.

Example: Spring moved gradually into the area.

Answer: Spring moved gradually into the area.

1. The dirty wet snow melted slowly.
2. Birds chirped noisily in the budding trees.
3. The sun rose earlier on each new morning.
4. People often smiled now.
5. The grass grew quickly in people's yards.
6. Storms sometimes blew in from the west.
7. Trees bent and swayed in the heavy rains.
8. Telephone lines sometimes broke.
9. Schools closed occasionally.
10. On sunny days, children ran outside into the warmth and played excitedly.

Lesson 4

Inverted Order in Sentences

In some sentences, the complete subject does not come before the complete predicate.

In most sentences the subject comes before the predicate. Sometimes, as in interrogative sentences, part or all of the verb comes before the subject. This kind of sentence is said to be in inverted order. Study these examples.

Has the detective solved the case?

Is he an employee of the store?

One helpful way to find the subject in sentences like these is to turn the question into a statement.

The detective *has solved* the case.

He *is* an employee of the store.

Other kinds of inverted sentences begin with the complete predicate and end with the complete subject. These sentences can also be put into natural order to find their subjects.

On a shelf above my desk are several models.

Several models *are* on a shelf above my desk.

Nearby is my dictionary.

My dictionary *is* nearby.

Sentences that begin with *Here* or *There* are often in inverted order. To find the subject, first find the verb. Then ask who or what is doing the action.

Here comes my train. (What comes? train)

There goes my allowance for the next month. (What goes? allowance)

Exercise A

Circle the simple subject in each sentence.

1. Near the stream in our pasture stands a huge tree.
2. Have you noticed its golden branches in the springtime?
3. There was mud all around it after the recent heavy rains.
4. Was Tom in the basement during that last storm?

Exercise B

Underline the simple subject once and the verb or verb phrase twice.

Example: Did you see today's assignment?

Answer: Did you see today's assignment?

1. Is your homework on the desk?
2. Did you get the assignment from Dan?

3. Is it difficult work?
4. Will you help me?
5. Do you want a snack?
6. Are the apples sweet and juicy?
7. Are they studying hard?
8. Can you discuss the assignment?
9. Have you finished already?
10. Have the others left?

Exercise C

Write S above the subject and V above the verb in each sentence below.

Example: There are my grandparents.

V S

Answer: There are my grandparents.

1. Here is Uncle Chet in his sports car.
2. Here is a birthday present.
3. There are many other great gifts as well.
4. Here is my favorite one.
5. There is my second choice.
6. Here is my new baseball glove from Mom and Dad.
7. There is the baseball.
8. Here is the camera.
9. There are several pictures of the guests.
10. Here is the best one.

Exercise D

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

Example: Into the hole jumped the rabbit.

Answer: Into the hole jumped the rabbit.

1. Into the hall went my two cousins with their dog.
2. Under the shade trees sat my aunts and uncles.
3. Above them floated fat, puffy clouds.
4. Beyond the tree flowed the river.
5. Over the rocks gushed cool, clear water.

Vocabulary Practice 1: Prefixes

Prefixes: *in-*, *im-*

A prefix is a word part that is added to the beginning of a base word. A prefix changes the meaning of a word.

Example: The prefixes *in-* and *im-* can both mean "not." Adding *im-* to the base word *possible* makes *impossible*, which means "not possible." Adding *in-* to the base word *accurate* makes *inaccurate*, which means "not accurate."

A. Choose the word below that best completes each sentence. Write the word in the blank.

immature	impenetrable	improbable	incompetent	incoherent
indecisive	inexcusable	inflexible	inexplicable	insurmountable

- _____ 1. What happened at the end of the book was so _____ that many readers criticized the plot.
- _____ 2. The _____ customer kept changing his mind about the purchase.
- _____ 3. Other coaches gave their teams some time off, but the baseball coach was _____ about practice.
- _____ 4. The child was regarded as _____ because she could not yet get along with others.
- _____ 5. Because the woman got everything she had requested, the reasons for her later complaints seemed _____.
- _____ 6. In many families, being rude to a guest is completely _____.
- _____ 7. At first, the plumber thought she could drill through the wall, but the wall was _____.
- _____ 8. In the interview, the secretary appeared to have many good skills, but, on the job, he turned out to be _____.
- _____ 9. The messenger could not deliver the package on time because traffic proved to be an _____ problem.
- _____ 10. No one could make sense out of what the man said. His words were _____.

B. Write a word you wrote for Part A that matches each meaning.

- | | |
|--------------------------|-----------------------|
| 1. not capable _____ | 4. not clear _____ |
| 2. not explainable _____ | 5. not grown up _____ |
| 3. not likely _____ | |

Spelling Practice 2: Long Vowel Spellings

When you hear the letter name in a word, the word is said to have a long vowel sound. The words *rain*, *seal*, *pine*, *boat*, and *cute* have long vowel sounds.

Spelling Rule: The long vowel sounds may be spelled several ways. Always note the spelling.

Examples: The word *treaty* contains two long e sounds. In the first syllable, the sound of long e is spelled ea. In the second syllable, however, the long e sound is spelled by y. In the word *donate*, the long o sound is spelled o, and the long a sound is spelled by a consonant e. In the word *toenail*, however, the long o sound is spelled by oe, and the long a sound is spelled by ai.

A. Determine whether each word is spelled correctly. Rewrite each word correctly, either by copying it or by respelling it. Then, write the letter or letters that spell the long vowel sounds.

Spelling Word	Correct Spelling	Letter(s) That Spell Long Vowel Sounds
1. deceit	deceit	e, ei
2. attane	_____	_____
3. quotation	_____	_____
4. radar	_____	_____
5. idle	_____	_____
6. motivate	_____	_____
7. troephy	_____	_____
8. decrease	_____	_____
9. donor	_____	_____
10. prievous	_____	_____
11. noble	_____	_____
12. oval	_____	_____
13. raisin	_____	_____
14. acquier	_____	_____
15. creture	_____	_____
16. gaize	_____	_____
17. hesitait	_____	_____
18. grease	_____	_____
19. empire	_____	_____
20. proclame	_____	_____
21. preach	_____	_____
22. mutual	_____	_____
23. sleave	_____	_____
24. zeenith	_____	_____
25. engagement	_____	_____

B. Write four words from Part A that contain the following sounds.

1. long a _____
2. long e _____
3. long o _____