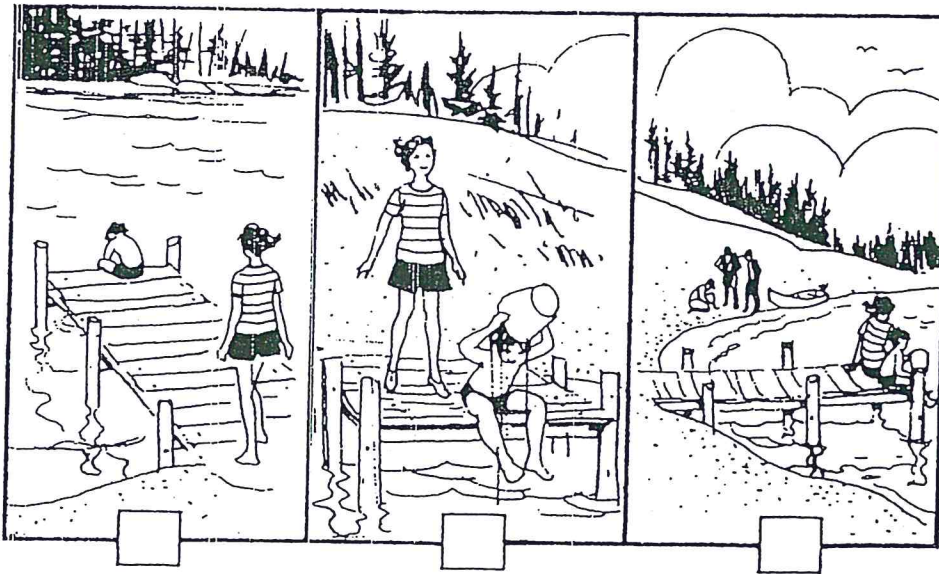


## Lesson 11

## Visualizing What Happens



Check the sketch above that looks most like the scene described in the following paragraph.

Kate placed her bare feet down carefully on the rough planks at the shore end of the pier, enjoying the soft thudding of her feet against the wood, mingled with the soft, rhythmic slap of the water against the piles. It was hot, but the breeze blowing in from the lake felt cool and Kate enjoyed a deep breath of air.

To identify the most accurate drawing, you had to visualize—to form a mental picture of—a wooden pier sticking out from a lake shore washed by small, steadily rolling waves. If you paid close attention to the details of the paragraph, you knew that Kate was standing at the shore end of the pier. You will build up a clearer mental picture of this lakeside scene as you read more details about it.

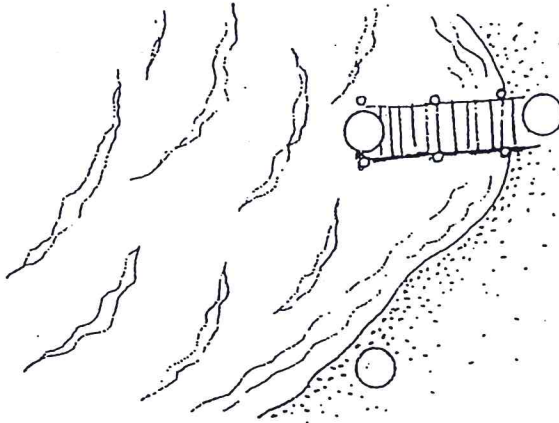
There was no one else on the pier except Kate's six-year-old brother, Jimmy, who was dangling his legs above the water at the far end of the pier. He was lowering a tin pail on a string and hauling up water, then pouring it all over himself. Kate looked along the pebbled beach curving to her left. She saw nobody except her Uncle Frank with two other men in the distance. They seemed to be working on some fishing tackle. The men's small figures shimmered in the heat waves rippling above the beach. Kate waved, but they didn't see her.

**Exercise A**

Underline the correct answer to each question.

- As you visualize the scene described in both paragraphs, the pier is probably located
  - next to a crowded beach.
  - near a shed where fishing nets are drying.
  - on an almost empty stretch of shore.
  - in front of busy shops and motels.
- When Kate first sees Jimmy, he is
  - running along the pier.
  - fishing from the middle of the pier.
  - climbing out of the water.
  - sitting on the end of the pier.
- Which sound could Kate probably *not* hear?
  - a gull's cry
  - splashing water
  - the fishermen's voices
  - Jimmy's laughter
- Write the image that describes how hot the beach is as Kate looks toward her uncle and the two other men.  

---
- On the map below, show roughly where each of the following people is by marking K for Kate, J for Jimmy, and F for Uncle Frank. Then draw an arrow to show the direction of the breeze.



These questions and answers are the kinds of ideas you should think about whenever you read a description that does not seem clear. The answers will usually help you visualize the images and actions being described. It's also important to pay attention to the words that show the positions of people and objects in a scene. In this story, for example, you need to notice such phrases as: "the breeze blowing *in from* the lake"; "to her *left*"; "*in the distance*."

At first, you may want to jot down a few details like these to keep them straight. But quite soon, you'll find you can quickly ask and answer the questions in your mind. Then it will be much easier for you to follow descriptions of places and action.

### Exercise B

Now that you have a clear picture in your mind of the scene around the pier, you should be able to imagine what happens next almost as if you were watching it scene by scene.

Maybe she'd go swimming, Kate thought. She looked over the side of the pier at the small, smooth, round rocks beneath the clear, shallow water. She had learned to swim right here only last year, holding onto the dock, splashing and kicking, while her uncle laughed and called encouragement from above. She remembered the one time she'd tried to swim into the deeper water at the end of the pier and the panic that had overwhelmed her because she knew she had been in over her head. She was too afraid to ever try that again. . . . Kate glanced at Jimmy, who was squealing and laughing aloud as he played. She called to him.

Jimmy looked around and then suddenly disappeared without a sound. For a moment Kate could do nothing but stare blankly at the spot where he had been. Running to the end of the pier, she could see him floundering and gasping for help in the deep water. She fell to her stomach and reached down to him, but he was just beyond her reach. She scrambled to her feet, but there was nothing on the pier that she could throw to him, and the fishermen, absorbed in what they were doing, were too far away to help. She looked frantically at Jimmy, who was bobbing in the water. At the same time she knew she had to help Jimmy. Suddenly she knew she could do it . . .

1. Underline the things that people walking in the shallow water beside the pier might feel under their bare feet.
  - a. sand and pebbles
  - b. rough wood planks
  - c. smooth cement
  - d. sticky mud
  
2. Which of the following things actually happened? Mark each statement below T (true), or F (false), or CT (can't tell from the description).
  - \_\_\_\_\_ a. Kate vividly recalled her panic in deep water.
  - \_\_\_\_\_ b. Jimmy yelled to Kate.
  - \_\_\_\_\_ c. He turned and fell off the pier.
  - \_\_\_\_\_ d. The pier was too high for Kate to reach down to him.
  - \_\_\_\_\_ e. She climbed into a rowboat.
  - \_\_\_\_\_ f. Jimmy's tin pail was floating near him.
  - \_\_\_\_\_ g. He sank to the bottom.

- \_\_\_\_\_ h. Kate jumped up and rapidly glanced all around her.
- \_\_\_\_\_ i. She saw the fishermen running toward her.
3. Describe an image that helps you see Jimmy in the water.
- \_\_\_\_\_
4. Give one reason why Kate does not immediately dive in to help Jimmy.
- \_\_\_\_\_
5. Describe how Kate feels as she looks at Jimmy in the deep water.
- \_\_\_\_\_
6. In the last paragraph, Kate's face would most likely show an expression of \_\_\_\_\_.
- a. annoyance
  - b. total exhaustion
  - c. cheerful calmness
  - d. fearful determination

## Lesson 21

# Plural Nouns

Most plural nouns are formed by just adding *-s* or *-es* to the singular. Some nouns require a spelling change to form plurals.

There are several ways singular nouns are made plural. Study the chart to review the most common ways. If you have a question about the spelling of a plural form, check a dictionary.

| Plural Nouns   |   |
|--|---|
| Most nouns: add <i>-s</i> .  | boat—boats;<br>computer—computers   |
| Nouns ending in <i>s</i> , <i>x</i> , <i>ch</i> , <i>z</i> , <i>sh</i> , <i>ss</i> : add <i>-es</i> .  | fox—foxes; brush—brushes;<br>lass—lasses; lunch—lunches   |
| Nouns ending in <i>y</i> : change <i>y</i> to <i>i</i> and add <i>-es</i> unless a vowel precedes <i>y</i> .   | diary—diaries; body—bodies;<br>monkey—monkeys; toy—toys   |
| Nouns ending in <i>f</i> or <i>fe</i> : change <i>f</i> to <i>v</i> and add <i>-es</i> for some; add just <i>-s</i> for others; use either form for a few. See dictionary.   | loaf—loaves; wife—wives<br>half—halves; thief—thieves;<br>roof—roofs; safe—safes;<br>hoof—hoofs or hooves                   |
| Nouns ending in <i>ff</i> : add <i>-s</i> .  | tariff—tariffs  |
| Nouns ending in <i>o</i> : if <i>o</i> is preceded by a vowel, add <i>-s</i> . if <i>o</i> is preceded by a consonant, add <i>-s</i> for some and <i>-es</i> for others; add either <i>-s</i> or <i>-es</i> for a few. See dictionary. | video—videos<br>solo—solos; piano—pianos<br>echo—echoes; tomato—tomatoes<br>zero—zeros or zeroes<br>cargo—cargoes or cargos |
| Compound nouns of more than one word: make only the most important word plural.  | father-in-law—fathers-in-law;<br>double play—double plays;<br>great-grandson—great-grandsons                                |
| Nouns that change spelling.  | mouse—mice; tooth—teeth;<br>man—men; alumnus—alumni;<br>basis—bases   |
| Nouns that do not change.  | moose—moose; species—species  |

**Exercise A**

Write the plurals of these nouns.

Example: maid of honor

Answer: maids of honor

1. potato \_\_\_\_\_
2. chief \_\_\_\_\_
3. branch \_\_\_\_\_
4. valley \_\_\_\_\_
5. box \_\_\_\_\_

**Exercise B**

Write the plural of each noun below.

Example: penny

Answer: pennies

1. book \_\_\_\_\_
2. bunch \_\_\_\_\_
3. foot \_\_\_\_\_
4. allergy \_\_\_\_\_
5. thief \_\_\_\_\_
6. aluminum \_\_\_\_\_
7. half \_\_\_\_\_
8. spaghetti \_\_\_\_\_
9. lunchbox \_\_\_\_\_
10. hero \_\_\_\_\_

**Exercise C**

Rewrite the sentences, changing the nouns in parentheses to their plural forms.

Example: Unusual (creature) are seldom found in (city).

Answer: Unusual creatures are seldom found in cities.

1. (Zoo) give people in (city) a chance to see wild (animal).

\_\_\_\_\_

2. (Fox) lie by their dens, and (monkey) play on (rope).

\_\_\_\_\_

3. (Sea lion) and (seal) frolic and splash in two (pool).

\_\_\_\_\_

4. (Rhino) and (hippo) rest in separate (enclosure).

\_\_\_\_\_

5. (Child) and (adult) can see what (farm) are like.

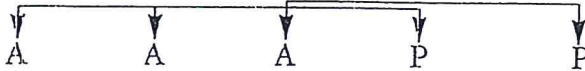
\_\_\_\_\_

## Lesson 22

# Personal Pronouns

A personal pronoun takes the place of one or more nouns. An antecedent is the word or words to which the pronoun refers.

Personal pronouns take the place of nouns and other pronouns. The word (or words) a pronoun refers to is called its antecedent. Pronouns and their antecedents are shown below.



Juan and Laura ate lunch but they thought it was too salty.

Below is a chart of personal pronouns arranged according to person; first person (referring to the speaker), second person (the one spoken to), and third person (the one spoken about).

| Personal Pronouns |                       |            |
|-------------------|-----------------------|------------|
| Person            | Singular              | Plural     |
| First person      | I, me                 | we, us     |
| Second person     | you                   | you        |
| Third person      | he, she, it, him, her | they, them |

Other personal pronouns take the place of possessive nouns. They are called **possessive pronouns**. Study the example and the chart.

If Sue has forgotten her sweater, will Donna lend Sue hers?

| Possessive Forms of Personal Pronouns |                      |                        |
|---------------------------------------|----------------------|------------------------|
| Person                                | Used Before Nouns    | Used Alone             |
| First person                          | my, our              | mine, ours             |
| Second person                         | your                 | yours                  |
| Third person                          | his, her, their, its | his, hers, theirs, its |

### Exercise A

Underline the personal pronouns in each of these sentences.

**Example:** I lost the pocket calculator that Julio let me borrow.

**Answer:** I lost the pocket calculator that Julio let me borrow.

- I asked my friends, "Have you found the calculator today?"
- "Oh, so the strange object we found is yours?" Ben kidded me.
- "Why isn't your name on the back?" his brother Jack said.
- I said it was not mine; my brother Julio owned the calculator.

5. "You should feel lucky it was found by us," Mara said.
6. "Its case is ripped, but I bet your father could repair it."
7. Later, she and we boys discussed our summer plans.
8. "Are you going to try out for our community play?" Ben asked.
9. "Yes, I would like the hero's role. Are you two trying out?" I asked him and his brother.
10. They said they would rather try their luck as villains.
11. Mara complained, "Jana told me the part of the heroine was already hers and I shouldn't waste my time trying for it."
12. "We will all be lucky if they choose us," I commented.

**Exercise B**

Write all of the personal pronouns and their antecedents contained in the following sentences.

**Example:** Denise told friends she would entertain them with magic.

**Answer:** she—Denise; them—friends

1. They saw Denise do her first magic trick.  
\_\_\_\_\_
2. She started it by borrowing Carmen's straw hat.  
\_\_\_\_\_
3. "What are you going to do with my hat?" she asked.  
\_\_\_\_\_
4. Denise took off the ribbon and cut it into several pieces.  
\_\_\_\_\_
5. She told Carmen to put them into the hat and shake it.  
\_\_\_\_\_
6. Then she told Carmen to jump up and down with her.  
\_\_\_\_\_
7. The crowd was amazed when Denise pulled the ribbon out of her hat and it was whole again.  
\_\_\_\_\_
8. They applauded her magic, and Carmen waved her hat.  
\_\_\_\_\_



## Spelling Practice 5: Compounds

Two or more words can sometimes be combined to form a new word.

**Spelling Rule:** Compounds can consist of two or more separate words, two or more words joined to create a single word, or two or more words joined by hyphens to create a single word.

**Examples:** The term *front yard* is a compound: both words together form a single meaning. The term *baseball* is also a compound: in this case, the words are joined to create one word. The term *two-by-four* is also a compound. Its parts are joined by hyphens.

**A.** Determine whether each word is spelled correctly. Rewrite each word correctly, by copying it, by closing spaces, by eliminating hyphens, or by adding spaces or hyphens. Then, identify the type of compound by writing *one word, more than one word, or hyphenated*.

| Spelling Word     | Correct Spelling | Type of Compound |
|-------------------|------------------|------------------|
| 1. eye witness    | eyewitness       | one word         |
| 2. happy go lucky | _____            | _____            |
| 3. passageway     | _____            | _____            |
| 4. year book      | _____            | _____            |
| 5. wrist watch    | _____            | _____            |
| 6. water-color    | _____            | _____            |
| 7. teen ager      | _____            | _____            |
| 8. playwright     | _____            | _____            |
| 9. night time     | _____            | _____            |
| 10. head quarters | _____            | _____            |
| 11. stringbean    | _____            | _____            |
| 12. well known    | _____            | _____            |
| 13. trust-worthy  | _____            | _____            |
| 14. paperback     | _____            | _____            |
| 15. heart-broken  | _____            | _____            |
| 16. high school   | _____            | _____            |
| 17. part time     | _____            | _____            |
| 18. postoffice    | _____            | _____            |
| 19. seagull       | _____            | _____            |
| 20. tooth-ache    | _____            | _____            |

**B.** One compound is spelled incorrectly in each sentence. Rewrite it correctly on another piece of paper.

# Extra Notes