

Lesson 12**Reviewing the Use of Imagery**

12

Exercise

Try to imagine the sights, sounds, smells, and feelings that are described in the passage below and answer the questions that follow.

from SWIFTWATER

by Paul Annixter

It had been a grim and anxious time in the Calloway cabin, and Bucky could hardly put his mind to anything. Most of the time Cam had lain half asleep, sometimes flushed with fever, sometimes with an ashen pallor, for he had come close to pneumonia. There was little talk in the cabin; even Ma was silent, a bad sign.

It was dusk and Bucky was just bringing in the night's wood, enough short logs to burn till morning and a pile of logs for beside the fireplace that would last the following day if need be. His face and ears burned from laboring in a temperature close to forty below. Coarse gray socks were stuffed into his felt shoes against the cold, and a cap of worn coonskin crowned his shagbark hair that had not been cut in weeks. His face was drawn and pinched, the dark eyes sullen from overwork.

Ma sat darning socks over an egg,¹ rising now and then to stir the mush pot, or turn the cooking rabbit. Cam lay in the cord bunk in the corner of the cabin, his injured leg raised high beneath the blankets. His gaunt, unshaven face still etched with the pain he had endured before Doc Waters had come to reset the bone. His fever was down tonight, and worry showed in the black eyes turned up to the ceiling poles. There was little food left for the family—a few frozen rabbits, a side of bacon, some beans and meal.

Bucky went out for a final log, and the door creaked behind him on its crude hinges. The snow in the clearing was almost knee-deep; the dark ring of the surrounding forest was broken only at one place, where the woods road cut like a tunnel through the pines toward town.

A sudden wind rose with the darkness. Bucky could hear it far off and high, a growing roar above the forest. Abruptly it snatched at the clearing, whirling snow in eddies. Because his impulse was to hurry in again and close the door against it, Bucky stood for several minutes with his face straight into it, letting the cold and darkness and emptiness sink into him.

1. *darning socks over an egg*, using an egg or an egg-shaped object to hold cloth in place while a tear or hole is being mended.

1. Write an image from the passage for each of the senses below.

a. sight:

b. sound:

c. smell:

d. feeling:

2. Circle the letter of the phrase that best describes Bucky.

- a. busy and talkative
- b. cold and exhausted
- c. tired and warm

3. Circle one of Ma's activities that help you imagine it is dusk.

- a. She is sewing.
- b. She is preparing supper.
- c. She gets up and down.

4. Circle what is the matter with Cam.

- a. He has pneumonia.
- b. He is hungry.
- c. His leg is broken.

5. Which images below could be added to those that Bucky sees, hears, and feels in the last two paragraphs? Write Y (yes) or N (no) on the space in front of each item.

- _____ a. crunch of snow
- _____ b. sunshine
- _____ c. ax chopping wood
- _____ d. wind blowing through the trees
- _____ e. cold hands and feet
- _____ f. snow-covered tree limbs.

Lesson 23

Interrogative and Relative Pronouns

Interrogative pronouns introduce questions. Relative pronouns introduce groups of words that act as adjectives.

We often begin questions with pronouns. The most common of these pronouns are *who*, *whom*, *whose*, *which*, and *what*. They are called **interrogative pronouns**. Read the examples and notice where the interrogative pronouns are located.

Who is that scientist?

Which is your book?

Whom did the author choose?

What is its main idea?

Whose is that book?

The pronouns *who*, *whom*, *whose*, and *which* can also be used to introduce a group of words that acts as an adjective. When used for this purpose, they are called **relative pronouns**. Another relative pronoun is the word *that*. Read these sentences.

The scientist **who** wrote the book on dinosaurs is Joan Riley.

The book, **which** is a best seller, was made into a movie.

Joan gave a talk **that** explained the great Ice Age.

In the sentences above, each relative pronoun introduces a word group that acts as an adjective. Each word group modifies a noun. In the first sentence, *who wrote the book on dinosaurs* modifies *scientist* by telling which one. In the second sentence, *which is a best seller* modifies *book* by telling what kind. What modifies *talk* in the third sentence?

Exercise A

Underline the interrogative pronoun in each question.

Example: Which is the horse you bought?

Answer: Which is the horse you bought?

1. Who owned the horse?
2. What is the horse's name?
3. Which is the best saddle?
4. Whom did you ask?
5. What is the price of the harness?
6. Whose are these boots?
7. Whom did you pay?

8. Which of the trails is best?
9. What is calf roping?
10. Which is Gail's farm?

Exercise B

Underline the relative pronoun in each sentence.

Example: The principal thanked the photographers, who are students.

Answer: The principal thanked the photographers, who are students.

1. One photographer whom she congratulated won first prize.
2. Each photo that was selected pictured a person or landscape.
3. One man who was photographed wore overalls.
4. The man whom Harvey photographed was a veteran.
5. The photographer who won second prize is a good friend of mine.
6. She lives in Golden Gate Park, which is nearby.
7. The photograph that won third prize was taken on a boat.
8. The best photo, which took fourth prize, was of a farm.
9. A barn that is very old can be quite lovely.
10. One photographer, whom I didn't know, is on the school paper.

Exercise C

Identify the underlined pronouns in the following sentences as *interrogative* or *relative*.

Example: Who is the youngest senator in Congress?

Answer: Interrogative

1. The bill, which you supported, did not pass. _____
2. Who are the female senators in Congress now? _____
3. What is the best day to tour the Senate Office Building? _____
4. The tour, which is given at noon, is quite informative. _____
5. The senator whom the President applauded is from Iowa. _____

Lesson 24

Possessive Nouns

Possessive nouns show ownership. They are formed with an apostrophe and the letter *s* ('s) or with an apostrophe alone (').

Possessive nouns are used to tell who or what owns something. They are formed with an apostrophe and *s* or with only an apostrophe.

Possessive nouns name someone or something, as all nouns do. But they are also like adjectives because they modify, or limit, other nouns. Read these sentences.

The boy's dog was brown.

The collie's collar was red.

Our class's picnic will be next week.

The possessive noun *boy's* modifies the noun *dog*. The possessive noun tells which dog or whose it is—the dog belonging to the boy. You will recall that nouns have singular and plural forms. Possessive nouns also have singular and plural forms. The chart shows how to form singular and plural possessive nouns.

| Singular Possessive Nouns | | | |
|--|--------------------|------------|------------------|
| If the noun is singular, add 's. | | | |
| cousin | cousin's book | Chris | Chris's honesty |
| dish | dish's design | Mike Jones | Mike Jones's car |
| Plural Possessive Nouns | | | |
| If the noun is plural and ends in <i>s</i> , add only an apostrophe. | | | |
| citizens | citizens' rights | cities | cities' mayors |
| classes | classes' schedules | Joneses | the Joneses' car |
| If the noun is plural and does not end in <i>s</i> , add 's. | | | |
| women | women's votes | children | children's games |

Exercise A

Add an apostrophe or an apostrophe and *s* to make each noun possessive.

Example: lasses

Answer: lasses'

1. father _____
2. thieves _____
3. jockey _____
4. men _____

Exercise B

Rewrite the paragraph below. Use a possessive noun for each underlined group of words.

(1) Every soldier praised the courage that belonged to Washington. (2) The army of Cornwallis met Washington and his men in battle. (3) The hopes of the soldiers soared when they saw Washington. (4) His leadership encouraged the men, and the bravery that belonged to the army returned.

Exercise C

Write the singular possessive form and the plural possessive form of each noun in parentheses.

Example: the (dog) home

Answer: singular—the dog's home; plural—the dogs' home

1. my (teacher) pupils _____
2. the (fisherman) catch _____
3. the (plumber) jobs _____
4. the (artist) work _____
5. the (dancer) shoes _____
6. the (glass) cracks _____
7. the (doctor) patients _____
8. the (woman) education _____
9. the (country) people _____
10. the (baby) toys _____

Vocabulary Practice 8: Suffixes

Suffixes: -ate

A suffix is a word that is added to the end of a base word. A suffix changes the meaning of the word and how it is used in a sentence.

Example: The suffix -ate is a verb-making suffix. The suffix -ate means 'to make.' Often, a noun can be changed into a verb by eliminating its noun-making suffix and adding the verb-making suffix -ate.

A. Each word below is a noun ending in *-ation*. Change each noun to a verb by eliminating the noun ending and adding the suffix *-ate*.

- | | |
|------------------------|------------------------|
| 1. deliberation _____ | 6. enumeration _____ |
| 2. exaggeration _____ | 7. initiation _____ |
| 3. interrogation _____ | 8. liquidation _____ |
| 4. motivation _____ | 9. participation _____ |
| 5. segregation _____ | 10. violation _____ |

B. Think about the meaning of each word below. Write a sentence containing the word. Be sure to use the word as a verb.

1. liquidate—to convert assets into cash

2. enumerate—to list one by one

3. interrogate—to question someone

4. initiate—to start

5. violate—to break; to disregard

Spelling Practice 6: Adding Suffixes That Begin with Vowels

You must sometimes change the spelling of the base word before adding a suffix that begins with a vowel.

Spelling Rules

1. Drop the final silent *e* before adding a suffix beginning with a vowel.

Examples: *tame + er = tamer* *write + ing = writing*
excite + able = excitable

2. Double a final consonant following a single vowel in a stressed syllable before adding a suffix beginning with a vowel.

Examples: *prefer + ing = preferring* *dim + est = dimmest*

A. Add suffixes to the words, and write the new words. Check your spelling in a dictionary.

- | | |
|---------------------------|----------------------------|
| 1. combine + ed = _____ | 9. differ + ed = _____ |
| 2. donate + ed = _____ | 10. brave + er = _____ |
| 3. simple + est = _____ | 11. seclude + ed = _____ |
| 4. sense + ible = _____ | 12. pale + er = _____ |
| 5. grave + est = _____ | 13. move + able = _____ |
| 6. develop + ing = _____ | 14. cancel + ing = _____ |
| 7. agree + ed = _____ | 15. transfer + ing = _____ |
| 8. believe + able = _____ | |

B. In each sentence, one word is spelled incorrectly. Underline the incorrectly spelled words, and write them correctly below the sentences.

- Will the town have difficulty enforcing the new curfew?
- The administration has been forbidding anyone to use that entrance for months.
- We plan to donate those valueable paintings to the museum.
- Something appears to be propeling this boat in addition to the motor.
- Peter wrote the story, and his friend Washington illustrated it.
- Who could resist the affection of that loveable little puppy?
- I have been struggling to get through the begining of this book.
- We are includeing the work of some new poets in the upcoming issue.
- The people rebeled against the strict new laws created by the military government.
- We just finished watching one of the sadest movies we've ever seen!

Words Spelled Correctly

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |