

Lesson 17

Making Inferences

17

Exercise A

Read the paragraph and answer the questions.

As Rebecca turned away from the window, she was frowning deeply. She walked quickly across the room toward the door to the kitchen and to the back stairs. Then she stopped and turned back into the living room. A loud knock sounded at the front door. Hearing it, Rebecca jumped slightly and grabbed the back of a chair. The knock came again. Biting her knuckle, Rebecca glanced toward the kitchen door and then back toward the front door. A third knock sounded. Rebecca could hear her mother calling her name. But still she stood, shifting her weight from foot to foot and holding the back of the chair.

1. Is Rebecca in a hurry to see her mother?

2. How do you think Rebecca feels?

3. Underline the words and phrases that helped you figure out what Rebecca's feelings are.
4. What do you think Rebecca would like to do?

5. Circle the words and phrases you used as clues to answer number 4.

To answer the questions above you did two things. First you read the words. Then you found clues in the behavior of the character. You were able to conclude—to infer—how Rebecca was feeling in the paragraph. Each conclusion was an inference based on evidence.

Exercise B

Read each paragraph below. Then answer the questions.

(A) You ask your sister how she did on her history test. She replies by slamming her books down on a table and snapping, "I don't even want to talk about it!"

1. What would you guess happened?

(B) Sunday afternoon the back tire of your bike suddenly goes flat. A friend, who says she knows tires, patches the leak and promises that your tire is as good as new. Then, Monday morning, on the way to school, you feel a thumping from the back tire

2. What can you infer about your tire and your friend?
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(C) Your older brother and two friends have been singing together for over a year now. They hope to become big stars some day, but so far they've only appeared in amateur talent shows. Today they were supposed to have a tryout at a major recording studio. You're at home when your brother bursts through the door with a big smile on his face.

3. What can you infer about the tryout?
-

(D) As you wait in the lobby to get into the theater, people who have just seen the movie are coming out. Almost all of them are silent and have serious expressions. Some even have tears running down their faces

4. What can you infer about the movie?
-

(E) When you go to English class on Friday, there is a stranger sitting at your teacher's desk reading the teacher's planbook. She smiles at you as you take your seat

5. What do you infer about the woman?
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Lesson 33

Identifying Verbs

Some verbs express action. Other verbs link the subject with a word or words in the predicate.

The most important word in the predicate is the verb. A verb that expresses action, or tells what action is taking place, is called an **action verb**. Some action verbs show physical action. Other action verbs show mental action.

Sara **ran** in the marathon in Springfield last year.
She **believed** in herself and in her ability.

Both *ran* and *believed* are action verbs. The verb *ran* expresses physical action, and the verb *believed* expresses mental action.

Another kind of verb, called a **linking verb**, joins the subject with a word or words in the predicate that describe or name the subject. Linking verbs express no action. Some of the most common linking verbs are forms of *be*, including *is*, *am*, *are*, *was*, and *were*.

The runners in the race **were** competitive.
The first prize **was** a huge, gold-plated trophy.

In the first sentence, the linking verb *were* joins the subject with the word *competitive*. *Competitive* describes the subject *runners*. In the second sentence, the linking verb *was* joins the word *prize* to the word *trophy*.

The verbs *seem*, *appear*, *become*, *feel*, *look*, *taste*, *sound*, and *smell* can also be linking verbs. Read the examples below.

The joggers **seem** eager. These socks **feel** wet.
That runner **appears** weary. The snack **tastes** salty.

Exercise A

Complete each sentence with an action verb.

Example: Jason _____ quite rapidly.

Answer: Jason runs quite rapidly.

1. Runners _____ daily.
2. Exercise _____ your health.
3. The athletes _____ records.
4. Two contestants _____.
5. Fans _____ the track meet.
6. I _____ the water.
7. The water _____ everywhere.
8. Soon the meet _____.

9. Everyone _____ for home.
10. The athletes _____ well.

Exercise B

Complete each sentence with a linking verb. Use a variety of verbs.

Example: A new goal _____ ahead.
Answer: A new goal was ahead.

1. My performance _____ best.
2. Her time _____ the fastest.
3. My lunch _____ good.
4. The day _____ too short.
5. Everything _____ so easy.
6. The attendance _____ higher.
7. The crowd _____ noisy.
8. That _____ a good sign.
9. The runners _____ happy.
10. Track meets _____ wonderful.

Exercise C

Underline the verb in each sentence and write whether it is an action or a linking verb.

Example: Bill and I bicycled to the lakefront.
Answer: bicycled—action verb

1. The athletes all traveled to New Orleans. _____
2. New Orleans is the largest city in Louisiana. _____
3. The Mississippi River flows past New Orleans. _____
4. The trip was my first one ever outside Missouri. _____
5. The best restaurants seemed rather expensive. _____
6. Many of the buildings in New Orleans are old. _____
7. Tourists walk through the French Quarter every day. _____
8. Many of them buy *beignets* at the French Market. _____
9. These pastries taste warm and sweet. _____
10. Some tourists purchase antiques in fancy shops. _____

Lesson 34

Action or Linking Verb

Some verbs can be either action verbs or linking verbs.

Some verbs may be used as either action verbs or linking verbs. These verbs include *appear, become, feel, grow, look, remain, smell, sound, and taste*. How a verb is used in a sentence determines whether it is an action verb or a linking verb. Study these examples.

Ben **smelled** the soup.

The soup **smelled** delicious.

I **grow** dates on those trees.

I **grow** anxious to taste them.

Hope **felt** the confining walls.

She **felt** panicky.

Ann **looked** at the dresses.

None **looked** right for her.

In the first sentence in each pair, the subject is performing an action. In the second sentence, no action is performed. Instead, the verb links the subject to a word in the predicate.

The easiest way to tell whether a verb is used as an action verb or a linking verb is to try to replace it with a form of the verb *be*. Look at these sentences.

Ernie **looks** happy with his new library books.

Michael **looks** out the window in boredom.

In the first sentence, *looks* is a linking verb. It may be replaced with the verb *is* without changing the meaning of the sentence. In the second sentence, however, *looks* cannot be replaced with *is*. The meaning of the sentence would be completely different. In this sentence, *looks* is an action verb. Try this test on the sentence pairs above.

Exercise A

Write **A** if the sentence contains an action verb or **L** if it contains a linking verb.

Example: Something in the kitchen smelled wonderful.

Answer: L

- _____ 1. Suddenly Mother appeared with bread from the oven.
- _____ 2. The brown, crispy loaf looked delicious.
- _____ 3. Kim became very hungry.
- _____ 4. She eagerly tasted the bread.
- _____ 5. She remained in the kitchen for another slice.

Exercise B

Underline the verb in each sentence on the next page and write whether it is an action or linking verb.

Example: The mountain looked impossibly high.

Answer: The mountain looked impossibly high. —linking verb

Name _____

Class _____

Date _____

1. The mountaineers looked at the peak from a distance.

2. They felt hopeful and courageous. _____
3. Few trees or shrubs grew in the rocky soil. _____
4. The air smelled clean and pure. _____
5. The water in a nearby stream looked clear and blue. _____
6. The climbers felt their way up slowly. _____
7. The click of their crampons sounded against the rocks.

8. They became more cautious. _____
9. The climbers remained calm during the first hour. _____
10. Suddenly dark clouds appeared in the sky above the mountain.

Exercise C

Follow the same directions as for Exercise B.

1. Some people look for adventure in their lives. _____
2. They appear at exciting places. _____
3. Edmund Hillary's desire for adventure grew stronger each year.

4. As a young man, he looked after bees in New Zealand. _____
5. Later, he became a famous mountain climber. _____
6. Mt. Everest, the world's tallest mountain, remained the ultimate challenge for him. _____
7. Hillary and his guide remained at the top for a short time.

8. The final victory at the summit, 29,028 feet above sea level, tasted sweet to him. _____
9. On May 29, 1953, he looked down at the world beneath him.

10. He remained only a short time but felt the thrill of his feat.

Spelling Practice 8: Plurals

Most plurals are formed by adding *s* or *es*. Sometimes the spelling of the base word also changes.

Spelling Rules

1. Add *s* to most words to make them plural.

Examples: *dandelion + s = dandelions* *castle + s = castles*

2. Add *es* to words that end in *s*, *sh*, *ch*, *x*, and *z* to make them plural.

Examples: *couch + es = couches* *bus + es = buses*

3. In many words that end in *f* and *fe*, change the *f* or *fe* to *v* and add *es*.

Examples: *elf + es = elves* *life + s = lives*

4. For words that end in *o*, add either *s* or *es*. You must memorize these words.

Examples: *alto + s = altos* *innuendo + es = innuendoes*

A. Write the plural of each word below. Check your spelling in a dictionary, which gives irregular plurals, as needed.

- | | |
|---------------------|-------------------|
| 1. chimney _____ | 9. cupful _____ |
| 2. hero _____ | 10. knife _____ |
| 3. studio _____ | 11. taxi _____ |
| 4. wristwatch _____ | 12. stereo _____ |
| 5. business _____ | 13. tornado _____ |
| 6. genius _____ | 14. stitch _____ |
| 7. ski _____ | 15. thief _____ |
| 8. loaf _____ | |

B. Some sentences below contain incorrectly spelled words. Underline the incorrectly spelled words, and write them correctly after the sentences. If a sentence contains no incorrectly spelled words, write *correct*.

1. Jim offered to help the children, but they wanted to do the work by themselves. _____
2. How many zeroes are there in a billion? _____
3. Those ripe tomatoes will make an excellent salsa. _____
4. When the children shouted in the canyon, they were answered with echós. _____
5. So far, six witnesses have appeared at the police station. _____
6. If we cut all these sandwiches into halves, we'll have enough for everyone. _____
7. Our library has plenty of books, but it is running out of shelves. _____
8. Few employees had actually seen the memoes about the renovations. _____
9. Because of her work with the poor, Mother Teresa is one of my heros. _____
10. Don't the mosquitoes need wet weather in order to breed? _____

Name _____ Date _____

Vocabulary Practice 12: Word Roots

Word Roots: *-scribe-*, *-spec-*

Word roots form the basic part of the word and give the word its primary meaning. Prefixes and suffixes add specific meanings to roots. If you know the meaning of a root, you can often figure out the meaning of a whole word.

Example: The word root *-scribe-* means "write." Adding the suffix *-le* to the root (and changing the spelling) makes the word *scribble*, meaning "a kind of sloppy or quick writing." The word root *-spec-* means "look" or "see."

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

inspector	inscription	script	scripture	spectacular
nondescript	prescribe	suspect	spectator	subscribe

1. The doctor will _____ the correct medicine for the illness.
2. Lauren does not play lacrosse, but she is an enthusiastic _____.
3. The minister read from the sacred _____.
4. Jason won first prize for his _____ performance.
5. After they study the evidence, the police may name a _____.
6. The customs _____ was concerned about fruits and vegetables.
7. The room does not have any distinguishing features; it is _____.
8. When the actress forgot her lines, she reached for her _____.
9. I enjoy this magazine so much that I plan to _____ to it.
10. Inside this book is a personal _____ addressed to my mother.

B. Write the word from Part A in the correct column of the chart below.

Meaning Related to Writing	Meaning Related to Seeing
1.	7.
2.	8.
3.	9.
4.	10.
5.	
6.	