

Lesson 18

Identifying Clues

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As you read, you think like a detective. The writer gives you clues. You must recognize the clues and use them to draw logical conclusions. Occasionally one clue is enough evidence. Most times, however, you need to put many clues together to make a correct inference.

Exercise A

Read the murder mystery that follows. A detective, Dr. Haledjian (he lej'e en), spots clues and makes inferences in order to solve the case. See if you can follow his thinking.

Death, Dr. Haledjian determined quickly, had been caused by a blunt instrument within the past half hour.

He carefully rolled the body of his old friend, Hugh Clark, on its back. Something glinted within the red carnation in Clark's lapel. Haledjian recognized the object instantly—a gold stater of Croesus—a rare coin.

The detective replaced the coin in the carnation, rolled the body to its original position lying face down on the floor, and looked thoughtfully at the pockets, which were all turned inside out.

He was examining the kitchen of the dead man's three-room bachelor apartment when Clark's nephew, Jim Mimms, entered.

"Uncle Hugh is lying dead in the living room! What happened Dr. Haledjian?" cried the young man.

Haledjian handed Mimms an open canister of flour to hold while he picked out the one marked TEA.

"Your uncle," he said to Mimms, "telephoned me this morning and asked me to come right over. He was planning to take a rare coin downtown for sale and wanted me along. Apparently somebody arrived first—I found the door open—and slugged your uncle to death. The killer searched the body but found nothing, because your uncle didn't put the coin in his pocket!"

Haledjian paused to set a kettle of water on the stove. "You might bring the coin to me. It's buried in the flower."

Young Mimms put down the canister he was holding and left the kitchen. In a moment he was back with the coin, taken from the carnation.

"How deeply are you mixed up in this murder?" snapped Haledjian.

1. What did Dr. Haledjian learn from the dead man's pockets being turned inside out?

2. Could Jim Mimms see the flower in Mr. Clark's lapel when he came into the room? Why or why not?

3. When Dr. Haledjian told Mimms that the coin was in the flower, Mimms could have looked in either of two different places. What were these two places?

4. If Mimms knew nothing about the murder, where would you expect him to look for the coin when he heard the word *flower*? Why?

5. When Mimms found the coin, what inference did Haledjian make?

Exercise B

Read the paragraph below and look for clues as to how Sumi feels. Then answer the questions.

Sumi had been studying the letter as she walked rapidly along the sidewalk. Suddenly she was right across from Laurie's building. She glanced up at the second-floor window and saw Laurie looking out at the street. Grinning broadly, Sumi jumped up and down and waved the letter. Laurie saw her, opened her mouth as if to say something, and then disappeared from the window. Immediately Sumi dashed across the street, dodging the traffic, skipped up the front steps, and then ran up the first flight, taking the stairs two at a time

1. Is Sumi in a hurry to see Laurie?

2. Circle the words and phrases you used as clues.

3. What does she want to see Laurie about?

4. How do you think Sumi feels?

5. Underline the words and phrases in the paragraph that helped you infer Sumi's feelings.

Lesson 35

Verb Phrases

A verb phrase consists of a main verb and one or more helping, or auxiliary, verbs.

The verb, or simple predicate, may sometimes be one word. Often, though, the verb consists of two or more words—a main verb and one or more helping verbs. This is called a verb phrase.

Mr. Velazquez is **planting** beans and tomatoes in his garden.
He **should have been finished** yesterday.

The **main verb** is always the final word in the verb phrase. It tells what action is happening. The **helping, or auxiliary, verbs** precede the main verb and help it express meaning and tense. Study the chart.

| Helping Verbs |
|--|
| am, are, is, was, were, be, being, been |
| has, have, had |
| do, does, did |
| can, could, must, may, might, shall, should, will, would |

Some verbs in the chart, if used alone, can be main verbs.

Main Verbs

He **had** the tools.

The tools **were** good ones.

Helping Verbs

The beans **had** sprouted quickly.

Onions **were** growing well.

The helping verb or verbs usually come right before the main verb. But sometimes an adverb will come in between. In questions, the helping verb and main verb are often separated by the subject.

He **will** not **plant** corn.

Am I **planting** the peas?

He **has** always **planted** squash.

Have you **pulled** the weeds?

Exercise A

Underline the verb phrase or phrases in the sentences.

Example: Diane has been studying electronics.

Answer: Diane has been studying electronics.

1. She may have been attending classes this afternoon.
2. Diane should have come home twenty minutes ago.
3. What is keeping her?
4. She probably will be arriving soon.

5. Mrs. Velazquez and Connie are teaching at Union School.
6. Did Juan run in the track meet yesterday?
7. Mr. Velazquez has been working in the garden again today.
8. Should we help him, or would we only get in the way?
9. The garden can be planted in no time at all.
10. Mr. Velazquez had already prepared the soil last week.

Exercise B

Underline each main verb once and each auxiliary verb twice.

Example: Carlos has not yet finished his report on tennis.

Answer: Carlos has not yet finished his report on tennis.

1. He had at one time studied the history of the game.
2. The game of tennis was first played in France.
3. Years ago, players would usually hit the ball with their hands.
4. Now, of course, they must always use a racket, or a foul would be called.
5. Tennis back then was also played on grass courts.
6. A variety of other surfaces are widely used now, but some famous tournaments are still played on grass.
7. Ancient tennis courts were often enclosed, and players could easily participate during any season.
8. Most people could not afford such a sport, so it was customarily enjoyed by nobles.
9. Tennis has in time become a more affordable sport.
10. Have you ever seriously played the game?

Lesson 36

Simple Tenses

Verbs have simple present, past, and future tenses.

The **tense** of a verb can help tell the time of the action. The present, the past, and the future tense are known as the **simple tenses**.

Both action and linking verbs change form to show tense. Study the tenses of the verbs in this chart.

| Present Tense | Past Tense | Future Tense |
|-------------------|-----------------------|---------------------------|
| I walk alone. | I walked alone. | I will walk alone. |
| She names it. | She named it. | She will name it. |
| He tries. | He tried. | He will try. |
| I am sad. | I was sad. | I will be sad. |
| They begin today. | They began yesterday. | They will begin tomorrow. |

When you write about events or incidents and you begin writing in the past tense, do not carelessly change to the present tense. Keep writing in the tense you began in unless you have a good reason to change. Notice the unnecessary tense changes in the following paragraph.

Harold walked with uncertainty to the open field. Suddenly, he spots Heloise, his lost dog, rolling in some waist-high weeds. He called the dog to his side, and Heloise, after a few seconds of indecision, runs up to him. "I will never let you loose in a strange neighborhood again," Harold vows.

Exercise A

Underline the verb in each sentence and write whether it is present, past, or future.

Example: Tim will finish his assignment on the shuttle tomorrow.

Answer: Tim will finish his assignment on the shuttle tomorrow. —future

- In 1969, American astronauts landed on the moon. _____
- The idea of space travel started long ago. _____
- In 1687, Sir Isaac Newton described the laws of motion.

- In 1865, Jules Verne wrote *From the Earth to the Moon*, the first science-fiction story about space travel. _____
- In 1919, Robert Goddard explained the value of rockets.

6. In 1957, the Soviet Union launched *Sputnik I* into orbit.

7. The space shuttle makes interplanetary travel possible. _____
8. The shuttle crews will continue the launching of satellites and space telescopes.

9. The space shuttle measures about 184 feet in length. _____
10. Perhaps someday shuttle crews will build a space station. _____

Exercise B

There are several unnecessary tense changes in the following paragraph. ~~On your own paper,~~ rewrite the following paragraph. Change verb tenses to make the paragraph smooth and consistent.

We carried our canoe to the edge of the stream. The sky is clear blue, and the morning was still cool. Slowly, we lower the canoe into the water. I held it steady, and my partner climbs in. She knelt down in the stern and waits for me. I push the canoe into deeper water and jumped in. "This will be a great day!" I remark. We paddled into deep water. The overhanging trees formed a green tunnel over the stream. Suddenly, the channel widened, for the stream will enter a lake. The lake was absolutely empty. Not a soul is in sight! Occasionally an eagle or falcon circles overhead and will land in a tree. Wild rice even grew in the shallow areas. No houses cluttered the banks, and no motorboats disturb the peacefulness of these surroundings. Canoeing on that lake was truly a memorable experience.

Vocabulary Practice 13: Word Roots

Word Roots: *-vert-*, *-verse-*

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 roots *-vert-* and *-verse-* mean "to turn." Adding the prefix *-in-*, meaning "in," to the root *-vert-* makes *invert*, meaning "to reverse in position" or "to turn upside down."

A. Underline all the words with the roots *-vert-* and *-verse-* in the following passage.

One of the most versatile inventions of the twentieth century is the laser. If the laser, which is an intense form of light, were a person, it would be an extrovert and not an introvert. That is because the laser seems to do everything, from drill diamonds to record music to reverse retina damage! One well-known use of lasers is in communications. Electrical signals from phones and TVs are converted into bursts of laser light and conducted by fiber optics. Lasers are even used to guide bombs, because no diversion from the set course occurs when a laser is part of the steering system. At one time, people had adverse reactions to some laser technologies. For example, some people disliked the early use of bar code scanners. This new version of pricing and keeping inventory seemed, to some, to give them less control as shoppers. Today, the use of lasers for some medical procedures causes controversy. When it comes to the new versus the old, some people are always more comfortable with the old.

B. Write the words you underlined in Part A beside their meanings.

- | | |
|--------------------------|----------------------------|
| 1. changed _____ | 6. straying _____ |
| 2. form, variation _____ | 7. turn back _____ |
| 3. disagreement _____ | 8. as opposed to _____ |
| 4. negative _____ | 9. outgoing person _____ |
| 5. shy person _____ | 10. having many uses _____ |