

## Lesson 2

# Context and Multiple Meanings

6

Some words have only one meaning, but others can mean many different things. The meaning in each case depends on the *context*.

For example, the students who take part in a play are the *cast*, meaning "a group of actors." But *cast* can also mean "a plaster support for a broken bone" or "to throw a fishing line" or "to give a vote in an election," as well as a number of other things.

### Exercise A

Each sentence below has a different meaning for the word *cast*. Find the meaning in the list below that fits each sentence and write its letter on the line in front of the sentence.

- \_\_\_\_\_ 1. The sky had a pink *cast* during last night's sunset.
- \_\_\_\_\_ 2. They will *cast* the metal after it has melted.
- \_\_\_\_\_ 3. Did he *cast* the stone that broke the window?
- \_\_\_\_\_ 4. The director will *cast* Maria as the leading character.
- \_\_\_\_\_ 5. The man had a *cast* in his left eye.

- |                     |                          |
|---------------------|--------------------------|
| a. pour into a mold | d. small amount of color |
| b. throw            | e. a slight squint       |
| c. an insect's skin | f. choose for a part     |

### Exercise B

Each sentence below has a different meaning for the word *spring*, *plot*, *crop* or *round*. Find the meaning in the list on the next page that fits each sentence. Then write the letter of that meaning on the line in front of the sentence.

- \_\_\_\_\_ 1. *Spring* came early this year with its rains and its flowers.
- \_\_\_\_\_ 2. The detective discovered a *plot* to steal the crown jewels.
- \_\_\_\_\_ 3. There was a good wheat *crop* last year in the Midwest.
- \_\_\_\_\_ 4. To end the program, the children sang a *round*.
- \_\_\_\_\_ 5. We got some water from a nearby *spring* to wash the dishes.
- \_\_\_\_\_ 6. The *plot* of the movie was silly, to say the least.
- \_\_\_\_\_ 7. The angry rider lashed her horse with the small *crop* she carried.
- \_\_\_\_\_ 8. He asked the butcher for a *round* of beef.
- \_\_\_\_\_ 9. The dog made a *spring* at the low branch where the cat crouched and hissed.
- \_\_\_\_\_ 10. There was a small *plot* behind the house where they grew a few vegetables.

- \_\_\_\_\_ 11. He wore a hat to hide his too-short *crop*.
- \_\_\_\_\_ 12. There is only a single *round* left in the gun.
- \_\_\_\_\_ 13. The *spring* in the child's jack-in-the-box had come loose.
- \_\_\_\_\_ 14. The builder unrolled a *plot* of the housing development.
- \_\_\_\_\_ 15. In the afternoon they played a *round* of golf.

- |           |            |                    |
|-----------|------------|--------------------|
| a. stream | f. map     | k. whip            |
| b. story  | g. harvest | l. season          |
| c. cut    | h. scheme  | m. game            |
| d. leap   | i. song    | n. piece of ground |
| e. coil   | j. shot    | o. haircut         |

### Exercise C

Each of the italicized words below has more than one meaning. Use context clues to determine how the word is being used. Circle the definition in parentheses that gives the correct meaning of the word.

1. That *shade* of blue will be perfect for the new cafeteria. (hue, tint; curtain)
2. The storm tore roofs off houses across town; it was a scene of *utter* destruction. (speak; total)
3. After the earthquake, the old building's walls were not *stable*. (where horses are kept; solid, sturdy)
4. Dr. Medrano's *patient* called this morning to cancel her appointment. (client; untiring)
5. Be sure to stir the paint carefully so you get a *uniform* color—we don't want some parts to be lighter. (consistent; outfit)

## Lesson 6

# Surveys to Guide Your Study

### Exercise

Suppose that you have been asked to give a report on Native Americans. In preparing the report you have to read a number of articles and parts of books. The selection that follows is from a magazine article. Complete the following items by referring to the article.

1. What or who is the article about? Look at the title for clues.

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2. Write a purpose-setting question based on the opening paragraph.

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3. Based on your survey, your purpose, and the difficulty of the words and sentences, what rate of reading—slow, normal, or fast—is most suitable?

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Now read the article for the purpose of understanding and remembering the main points. Be prepared to answer questions after you have finished reading.

### MARIA TALLCHIEF: PRIMA BALLERINA

by Marion E. Gridley

(A) The newspapers liked to refer to her as the beautiful dancing Osage princess. Reporters begged for stories about her life on the Indian reservation in Oklahoma where she was born. She had become a celebrity, but she wanted no part of such publicity. If Maria Tallchief were to be famous, it would be for achievement in dancing, not for "being an Indian."

#### (B) The beginnings

Betty Marie Tall Chief grew up in a modern world of change and not in the traditional ways of her ancestors. She could not speak a word of Osage, for it was not used in her home. She was remote from the older people in the community who still observed Indian customs. Her pride in being an Osage came largely from her grandmother, Eliza Bigheart, who lived with Betty Marie's family and who kept alive their Indian background with stories about the old days.

(C) When she was four years old, Betty Marie began to take dancing lessons to "develop grace." Her teacher came to the house once a week and taught her to stand on her toes, to leap, and to spin about—movements that horrified a later teacher, Ernest Belcher. Belcher, who became Betty Marie's teacher after the family moved to Los Angeles when she was eight, declared it a miracle that her feet had not been damaged for life. He made her stop toe-dancing at once and "unlearn" everything she had been taught. The endless hours of practice absorbed Betty Marie. She strove for perfection, and practice, to her, was a ritual.

**(D) Training as a dancer**

Throughout her school days, as soon as she got up in the morning, Betty Marie exercised and reviewed her dancing lessons. She took music lessons during this period of her life and practiced the piano twice a day—before going to school and as soon as she returned from school. At five o'clock in the evening, she left for her ballet class, which lasted two hours. After dinner, there was school homework to do. It was a rugged schedule.

(E) The years of strict discipline were relieved by small, personal triumphs—a performance at age ten in the ballet of the Los Angeles Opera Company, a solo performance at fifteen in the Hollywood Bowl, and a Canadian tour with the Ballet Russe (rüs) after graduation from high school.

**(F) The New York years**

After the Canadian tour, Betty Marie was signed on as a regular member of the Ballet Russe in New York. The director of the company suggested that she change her name to a Russian one—most of the dancers with the Ballet Russe were Russian, and those who were not had assumed that identity. Betty Marie at first totally rejected this suggestion—she was proud of her American name. Later, however, she compromised: her first name became Maria, her last spelled as one word.

(G) Six months after her arrival in New York City, Maria Tallchief had a small part in *Rodeo*, a new ballet choreographed by Agnes de Mille. It was a tremendous success and did much to advance Maria's career. But her big break did not come until she was assigned to dance the Chopin Concerto in place of an ailing ballerina, a major soloist. Her performance was so good that she was recognized as a great dancer, one who would undoubtedly become a prima ballerina, the leading female dancer of a ballet company.

(H) From then on Maria danced the Concerto whenever it was presented. She danced the ballet's debut in New York City when she was eighteen years old to a tremendous ovation. The young girl whose only desire was to dance had become a celebrity.

4. What pattern does the author use in paragraph C? In paragraphs D and E?

\_\_\_\_\_

5. What is a prima ballerina?

\_\_\_\_\_

6. What was Tallchief's big break?

\_\_\_\_\_

If you can't answer these questions, you read the selection too quickly for your purpose and for the difficulty of the material. Go back and reread for the answers.

## Lesson 11

# Simple and Compound Sentences

A simple sentence has a complete subject and complete predicate. A compound sentence consists of two or more simple sentences.

A simple sentence has a complete subject and a complete predicate. Either the subject or predicate or both may be compound. Study these subjects and predicates.

S                    V  
The detective | chased the thief.

S                    V                    V  
The detective | chased and caught the thief.

S                    S                    V                    V  
The detective and his partner | chased and caught the thief.

To make a **compound sentence**, join simple sentences. A coordinating conjunction such as *and*, *but*, or *or* may be used to join them. The conjunction is usually preceded by a comma.

The detective and his partner chased the thief, but only the detective actually caught him.

Two parts of a compound sentence may also be joined by a semicolon instead of a comma and coordinating conjunction.

The chief congratulated the detective; he was a hero.

### Exercise A

Write S if the sentence is simple or C if it is compound.

1. The detective got a medal; the thief got ten years. \_\_\_\_\_
2. Tom and Jill read about it in the newspaper. \_\_\_\_\_
3. Tom reads the paper every day, and Jill does too. \_\_\_\_\_

### Exercise B

Write S above each subject and V above each verb in the following sentences. Then write CS if the sentence has a compound subject or CV if it has a compound verb.

Example: The wind and the rain blew viciously.

                  S                    S                    V  
Answer: The wind and the rain blew viciously. CS

1. The ducks and geese flew south. \_\_\_\_\_
2. Some birds swam or hunted for grain. \_\_\_\_\_
3. Many flocks landed and ate in a bird refuge. \_\_\_\_\_

4. Loud honks and quacks filled the air. \_\_\_\_\_
5. The hunters and bird watchers followed the birds' flight. \_\_\_\_\_
6. Occasional fog and heavy snow slowed their flying speed. \_\_\_\_\_
7. The birds glided and drifted on the air currents. \_\_\_\_\_
8. The weather warmed and mellowed in the south. \_\_\_\_\_
9. Quiet lakes and active rivers awaited them. \_\_\_\_\_
10. Familiar sights and sounds welcomed their arrival. \_\_\_\_\_

**Exercise C**

Write C if the sentence is compound and S if the sentence is simple.

**Example:** The parrot spoke, but the child didn't answer.

**Answer:** The parrot spoke, but the child didn't answer. C

1. Mr. Gleason runs a pet store, and his two children help him. \_\_\_\_\_
2. Eric and Lida feed, groom, and train the animals. \_\_\_\_\_
3. Eric prefers grooming animals, but Lida likes feeding them. \_\_\_\_\_
4. Sometimes Eric assists his father; sometimes Lida does. \_\_\_\_\_
5. Lida feeds the parrot, and Eric teaches it words. \_\_\_\_\_
6. Parrots and mynas can imitate human speech. \_\_\_\_\_
7. Fish, dogs, and cats sell very well. \_\_\_\_\_
8. Puppies are the best sellers, but they are fairly expensive. \_\_\_\_\_
9. Fish and birds are less expensive pets. \_\_\_\_\_
10. Two cats live permanently in the store. \_\_\_\_\_
11. The cats are playmates, and both are good mouse hunters. \_\_\_\_\_
12. The store is closed on Sundays, Mondays, and holidays. \_\_\_\_\_
13. Then Mr. Gleason visits the store twice during the day. \_\_\_\_\_
14. Eric may become a zoo keeper, or he may become a veterinarian. \_\_\_\_\_
15. Lida would like to be an animal trainer. \_\_\_\_\_

## Lesson 12

# Independent Clauses

A part of a sentence that has a subject and a verb and makes sense by itself is called an independent clause.

Remember that a compound sentence is made up of two or more simple sentences, usually joined by a comma and a coordinating conjunction. When a simple sentence becomes a part of a compound sentence, it is called an independent clause. An independent clause has a subject and verb and makes sense by itself. It can be taken from the compound sentence and stand alone as a simple sentence.

S     V                     S     V

The dog I was weary, and he I panted.

The *dog was weary* and *he panted* are two independent clauses. Each makes sense by itself and can stand alone as a simple sentence. Each has a subject and a verb.

Independent clauses are usually joined by a comma and a coordinating conjunction, such as *and*, *but*, and *or*. They may also be joined by a semicolon.

I called to him; he was sleeping.

### Exercise A

Write S above the subject and V above the verb in each independent clause.

Example: Jeff purchased a book about dogs, and I bought one about cats.

S     V                     S     V

Answer: Jeff purchased a book about dogs, and I bought one about cats.

1. My book has many pictures, but only the photos are in color.
2. That cat is a Siamese; mine is an Abyssinian.
3. Cats see well in daylight, but their eyes also adjust.
4. Wild cats often hunt at night, but some prefer dusk or dawn.
5. Angora cats have long hair; Siamese cats have short hair.

### Exercise B

Underline each independent clause once. Underline the comma and coordinating conjunction, or the semicolon, twice.

Example: Cats vary in size, and many have wild colorings.

Answer: Cats vary in size, and many have wild colorings.

1. Wild cats often hunt at night, but some prefer dusk or dawn.
2. Cats may meow softly, or they may shrill loudly.
3. Grassland leopards are tan with black spots; forest leopards are much darker.

4. Lions live in Africa, but most of them are in national parks.
5. Tigers are good swimmers, and they may cross rivers for food.
6. Most cats can extend their claws, but the cheetah cannot.
7. Domesticated cats do well as house pets, and wild cats fare best in their natural habitats or in zoos.
8. A cat's rough tongue is suited to eating, but it is equally useful for grooming the cat's fur.
9. Most cats have tails, but a Manx cat does not.
10. Angora cats have long hair; Siamese cats have short hair.
11. Tabbies may have stripes, or they may be just black and white.
12. Most cats like catnip, but some do not.
13. Cats purr when happy, but they spit and hiss when angry.
14. A cat's hearing is good, and its sense of smell is excellent.
15. Cats hate baths, but they keep themselves clean.

**Exercise C**

In each independent clause, label the subject S and the verb V. Place a comma before each conjunction that joins an independent clause.

**Example:** Dan shops at the plaza but Cindy shops at the mall.

**Answer:**     S     V                     S     V  
Dan shops at the plaza, but Cindy shops at the mall.

1. Dan's father works at Benton's and Dan buys his clothes there.
2. His father sells shoes but he prefers the suit department.
3. Dan may become a salesman but he likes recreational sports.
4. He admires professional athletes and he likes most coaches.
5. Dan skis well and he plays basketball with equal skill.



## Spelling Practice 3: Digraphs

Some vowel sounds, called diphongs, are neither long or short. They are ususally spelled with two letters, or digraphs, and have a variety of spellings.

**Spelling Rule:** Vowel digraphs are neither long nor short vowel sounds. They can be spelled several ways. Always note the spelling of these sounds.

**Examples:** The digraph *aw* spells the vowel sound that you hear at the beginning of the word *awful*. The digraph *au* spells the same vowel sound in *sauce*.

**A.** Determine whether each word is spelled correctly. Then, rewrite the word correctly, either by copying it or respelling it. Finally, write the digraph you find in each word.

Word	Word Spelled Correctly	Digraph
1. pronownce	_____	_____
2. drouned	_____	_____
3. boundary	_____	_____
4. foul	_____	_____
5. rookie	_____	_____
6. scour	_____	_____
7. wouden	_____	_____
8. shreud	_____	_____
9. brouse	_____	_____
10. launch	_____	_____
11. mowntain	_____	_____
12. applawse	_____	_____
13. outrage	_____	_____
14. encounter	_____	_____
15. exhaust	_____	_____
16. neutral	_____	_____
17. powch	_____	_____
18. foundation	_____	_____
19. droght	_____	_____
20. tycoun	_____	_____

**B.** Write a word from Part A that rhymes with each word below.

1. The word *paunch* rhymes with \_\_\_\_\_
2. The word *fountain* rhymes with \_\_\_\_\_
3. The word *flour* rhymes with \_\_\_\_\_
4. The word *clowned* rhymes with \_\_\_\_\_