

## Lesson 4

# Using Patterns to Help You Read

**4**

**Time order.** Thoughts and actions are often described in time order, as the next sentences show.

(A) I picked up my camping supplies at the Last Chance Outpost. Then I drove toward the wilderness.

(B) I drove toward the wilderness. Next, I picked up my camping supplies at the Last Chance Outpost.

In which example did the speaker pick up the camping supplies first? Circle the word that gives a clue to the time order.

In A and B the events are the same. Only the order in time in which the events occurred is changed.

Time order is an easy pattern to recognize. It is often signaled by clues like dates or words such as *first*, *next*, *then*, *at last*, *three months later*, *finally*, *before*, and *after*.

Time order is just one pattern you will meet in your reading. Ideas and events can be arranged in a number of other patterns.

**Listing.** Sometimes the only pattern a writer uses is a simple list. The items in the list could be in any order without changing the meaning.

The following tools might be needed to work in a yard: rake, lawn mower, hedge trimmer, spade, wheelbarrow, clippers.

Is there any reason why the list of tools couldn't be rearranged in a different order? In a case like this the order of the items does not matter.

**Cause-effect.** In a cause-effect pattern, something makes something else happen: a cause brings about a result, or effect. Look at the following example.

(A) Judith got an A on the test because she studied last night.

(B) Because Jan helped her with the lesson, Judith got an A on the test.

The same clue word to the cause-effect pattern appears in both sentences. What is this word? Circle it. A cause can be written before an effect or after it. In sentence A, the cause is "she studied last night." In sentence B, the cause is "Jan helped her." It is also possible for a cause to be in one sentence and the effect in another sentence or even in another paragraph.

The cause-effect pattern can be signaled by such words and phrases as *because*, *since*, *consequently*, *therefore*, *so that*, *for this reason*, and *as a result*.

**Comparison-contrast.** The following sentence describes how two boats are alike and how they are different.

The stubby little rowboat—square, battered, practical—bobbed up and down next to the sleek white yacht—slim, glossy, built for speed and beauty.

This sentence has a comparison-contrast pattern. It is used here to show the difference between the rowboat and the yacht.

Clue words and phrases that often signal comparison-contrast patterns include *however, on the contrary, on the one hand—on the other, but, although, yet*.

Writers use different patterns to arrange facts, ideas, and events. Your understanding of what you are reading will be better if you know the way an author has arranged the information.

Time order, listing, cause-effect, and comparison-contrast are four common patterns. Recognizing such patterns and seeing how they are used can help you remember what you have read.

Also, you can adjust your reading to suit each pattern. If you are reading a selection that uses comparison-contrast, you will be on the lookout for how things are alike or different. If the selection uses mainly a cause-effect pattern, you will pay special attention to what causes something to happen or what the results of something are. If time order is the main pattern, you will try to remember the order in which things happened. In this way, understanding patterns can affect your method of reading.

### Exercise A

Decide whether the pattern in each sentence is time order, cause-effect, comparison-contrast, or listing. Then write the answer on the blank.

1. Monroe Street is a noisy neighborhood because there is a lot of traffic, and our building is behind an all-night hot-dog stand.

Pattern: \_\_\_\_\_

2. Walk down Monroe Street to the traffic light, then turn right; after you pass the hot-dog stand, you'll come to our building.

Pattern: \_\_\_\_\_

3. There are many different kinds of places on Monroe Street: restaurants, groceries, bakeries, and butchers, among others.

Pattern: \_\_\_\_\_

4. Madison, a quiet street, is much less exciting than Monroe.

Pattern: \_\_\_\_\_

5. Monroe Street is busy all the time, but it is especially lively in the evenings.

Pattern: \_\_\_\_\_

6. People enjoy living on Monroe Street since there is so much to do there.

Pattern: \_\_\_\_\_

7. In the morning on Monroe Street you can smell fresh bread baking at the bakery. By afternoon the aroma of the coffeehouse fills the air. When night falls the sweet scent of lilacs is carried down the street by the wind.

Pattern: \_\_\_\_\_

### Exercise B

Decide whether the main pattern in each paragraph is time order, cause-effect, comparison-contrast, or listing. Then write the answer on the blank.

1. Buzz is an outfielder, and right now he's getting in shape for this year's baseball season. His daily exercises include twenty pushups, a hundred turns of the jump rope, two miles of jogging, four miles of bicycling, and practice in batting and fielding. In addition, on weekends he swims and plays tennis.

Main pattern: \_\_\_\_\_

2. Stalactites and stalagmites are both rock forms found in caves. Stalactites are shaped like icicles, and they hang from the roof of a cave. They are formed by dripping water containing calcium carbonate that has hardened to rock. Stalagmites are shaped like cones, and they are built up on the floor of a cave. They are formed by water dripping from stalactites.

Main pattern: \_\_\_\_\_

3. To get started with your woodworking project, select a piece of wood that has an interesting grain pattern. Next think of something you can make from a piece that size. It is a good idea to make a cardboard pattern first and then trace it on the wood. After this, cut out the design with a coping saw, just outside the lines you traced. When you have finished sawing, remove the saw marks with a fine file, followed by sandpaper. Finally, apply a coat or two of a stain wax.

Main pattern: \_\_\_\_\_

4. Snows, hunters, and forest fires are all very hard on migrating birds. Death on a large scale is a price birds pay for long flights. From these and other causes, many birds die every year, sometimes so many that it takes years before their numbers are restored.

Main pattern: \_\_\_\_\_

5. Sandy got into radio as a result of a practical joke. His school had a weekly radio program. Without Sandy's knowledge, his cousin said Sandy could take over for the announcer who had quit. Because he was a huge success with the audience, he got the job.

Main pattern: \_\_\_\_\_



6. Plateosaurus and Styracosaurus were both plant-eating dinosaurs. The Styracosaurus had a strong spiked shield to protect itself, while the Plateosaurus could watch for enemies with their big birdlike eyes.

Main pattern: \_\_\_\_\_

## Lesson 7

# Appositives

An appositive is a noun or phrase that follows a noun and identifies or explains it. Appositives can be used to combine sentences.

A noun or pronoun that follows another noun and identifies or explains it is called an **appositive**. An appositive and its modifiers make up an **appositive phrase**.

Lea's older brother, **Gavin**, is a lawyer.

Lea wants to be a doctor like Shawn, **her other brother**.

The appositive *Gavin* in the first sentence identifies Lea's older brother. The appositive phrase *her other brother* explains who Shawn is. Notice that the appositive in the middle of the sentence is set off by two commas. The appositive phrase at the end of the sentence is set off by only one comma.

You can use appositives to combine short, choppy sentences into longer, smoother sentences. Read the examples below.

Sentences: Chicago is the Windy City.  
We left Chicago at five o'clock.

Combined: We left Chicago, **the Windy City**, at five o'clock.

Sentences: By ten o'clock we were on Catalina.  
Catalina is a lovely island.

Combined: By ten o'clock we were on Catalina, **a lovely island**.

### Exercise A

Underline the appositive or appositive phrase in each sentence.

(1) My best friend, Linda, always gets lost. (2) Once I was supposed to meet her at Pages, a bookstore in our neighborhood. (3) She was thirty minutes late because she turned onto Grover, the wrong street.

### Exercise B

Rewrite the following sentences. Set off the appositives and appositive phrases with commas.

Example: Chinatown a home for thousands is a lively area.

Answer: Chinatown, a home for thousands, is a lively area.

1. Chinatown a part of San Francisco has about 35,000 people.

\_\_\_\_\_

2. Some shoppers look for porcelain a fine china.

\_\_\_\_\_

3. Grant Avenue the main street is filled with Chinese shops.

\_\_\_\_\_

4. Chinatown is near Union Square the city's main shopping area.

\_\_\_\_\_

5. Shoppers can ride a special trolley the cable car.

\_\_\_\_\_

6. Some people like squid a common Chinese seafood.

\_\_\_\_\_

7. I often eat with chopsticks a pair of small, slender sticks.

\_\_\_\_\_

8. Much of the cooking is done in a wok a special kind of pot.

\_\_\_\_\_

9. Visitors especially enjoy one holiday the Chinese New Year.

\_\_\_\_\_

### Exercise C

Use appositives to combine the following sentences. Remember to use a comma or commas to set off each appositive.

Example: I bought my cousin a tie in Chinatown. My cousin is Lee.

Answer: I bought my cousin, Lee, a tie in Chinatown.

1. Many ties are made of silk. Silk is a cloth that originated in China.

\_\_\_\_\_

\_\_\_\_\_

2. Lee practices Kung Fu. Kung Fu is a form of self-defense.

\_\_\_\_\_

\_\_\_\_\_

3. Our friend, Ling, taught us how to make chow mein. Chow mein is a tasty dish made with fried noodles.

\_\_\_\_\_

\_\_\_\_\_

4. She stirred in cloud ears and soy sauce. Cloud ears are a kind of mushroom.

\_\_\_\_\_

\_\_\_\_\_

## Lesson 8

# Combining Subjects and Predicates

Sentences with the same predicate or with the same subject can often be combined into one sentence.

Sentences with the same predicate can be combined by joining the subjects to create a **compound subject**. With more than two subjects, use commas and a conjunction.

The coyote **howled all night**.

The wolves **howled all night**.

The coyote and the wolves howled all night.

The bride **is in the church**.

The groom **is in the church**.

The best man **is in the church**.

The bride, groom, and best man are in the church.

The common predicate in the first group is *howled all night*. The compound subject in the second group is *bride, groom, and best man*.

Keep in mind when combining sentences that the verb must always agree with its subject. Notice that the verb *is* was changed to *are* to agree with the plural compound subject.

To combine sentences with the same subject, join the predicates to create a **compound predicate**. With more than two predicates, use commas and a conjunction.

The cook tossed the salad.

The cook stirred the soup.

The cook tossed the salad and stirred the soup.

Deer bounded across the road.

Deer jumped over the fence.

Deer fled into the woods.

Deer bounded across the road, jumped over the fence, and fled into the woods.

### Exercise A

Rewrite the following sentences. Combine the subjects in the sentences. Be sure to make each verb agree with its subject.

**Example:** Angelo plays the guitar. Rita plays the guitar.

**Answer:** Angelo and Rita play the guitar.

1. The teachers want to organize a band. Their students want to organize a band.

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2. Cara writes music. Mitch writes music. Bo writes music.

\_\_\_\_\_

3. Allison studies the clarinet. Monty studies the clarinet.

\_\_\_\_\_

4. Lisa is late for practice. Barbara is late for practice.

\_\_\_\_\_

5. Robert set up the chairs and instruments. Luis set up the chairs and instruments.

\_\_\_\_\_

6. The oboe sounds lovely. The piano sounds lovely.

\_\_\_\_\_

### Exercise B

Rewrite the sentences below. Combine the predicates in each sentence.

**Example:** Gorillas travel by day. Gorillas make camp at night.

**Answer:** Gorillas travel by day and make camp at night.

1. These apes eat fruits. These apes also like vegetables.

\_\_\_\_\_

2. Gorillas eat in the morning. Gorillas sleep in the afternoon.

\_\_\_\_\_

3. Gorillas travel in groups. Gorillas never stay in the same place for more than one night.

\_\_\_\_\_

4. Group leaders signal the time to awaken. Group leaders decide the time to rest.

\_\_\_\_\_

5. Young adult gorillas like to wrestle with each other. Young adult gorillas enjoy playing games.

\_\_\_\_\_

6. Gorillas live in zoos. Gorillas perform in circuses.

\_\_\_\_\_



## Vocabulary Practice 3: Prefixes

### Prefixes: *re-*, *un-*

A prefix is a word part that is added to the beginning of a base word. A prefix changes the meaning of a word.

**Example:** The prefix *re-* has different meanings. Sometimes it means "again." It can also mean "back or backward." Adding *re-* to the root *peal*, which means "to call," makes *repeal*, which means "to take back officially" or "to recall." The prefix *un-* means "not" or "the reverse of."

**A.** Add a prefix to each word below. Write a word that means "the reverse of" each word given.

- |                         |                         |
|-------------------------|-------------------------|
| 1. <u>daunted</u> _____ | 4. <u>wary</u> _____    |
| 2. <u>scathed</u> _____ | 5. <u>tenable</u> _____ |
| 3. <u>kempt</u> _____   |                         |

**B.** Think about the meanings of each prefix and base word. Then, write a definition for the word in bold type. Check your definitions in a dictionary.

1. *re-* (back or backward) + *gress* (to go) = **regress**

Definition \_\_\_\_\_

2. *re-* (back) + *imburse* (to pay) = **reimburse**

Definition \_\_\_\_\_

3. *re-* (back) + *instate* (put in position) = **reinstate**

Definition \_\_\_\_\_

4. *re-* (back) + *taliation* (legal getting back at) = **retaliation**

Definition \_\_\_\_\_

5. *re-* (back/again) + *trieve* (to find) = **retrieve**

Definition \_\_\_\_\_

**C.** Choose the word that best matches each meaning. Write it in the blank.

unkempt	unwary	retaliation	retrieve	unscathed
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1. The warrior returned home happy, \_\_\_\_\_ by battle.
2. Pickpockets may look for \_\_\_\_\_ tourists.
3. When I throw the stick, Muffin will \_\_\_\_\_ it.
4. Your yard is neat and trim, but this one is \_\_\_\_\_.
5. The people who hurt Janice's sister can expect \_\_\_\_\_.