



In Our Own Language

A Language Workbook for Literacy Students

Teachers on Wheels

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INTRODUCTION

Inevitably, the use and validity of workbooks is questioned. The “workbooks” referred to are those texts with reproducible or consumable pages where the learner works through a guided, sequential program that explains and reinforces concepts - in this case, English language. Concepts ranging from learning the alphabet and basic words to the more advanced conventions of the English language are covered. Generally speaking, such workbooks are comprised of explanations of skills and various activities that a student can work through in order to reinforce that learned concept.

Reading and writing are complex processes. For some learners, it can be helpful to approach the task of mastering reading and writing by breaking the task down into a series of “sub-skills” to be learned. Learners begin with letters and letter-sounds and progress from skill to skill, higher and higher, as the task of reading and writing gets easier and easier. Skills are strengthened as learners progress.

Unfortunately, many adult learners do not harbour fond memories of workbooks. Quite often, the topics are irrelevant to their life experiences. Some people remember workbooks as tedious, “busy-work” where they monotonously plodded through one exercise after another and, because of this, workbooks have often been ignored by many educators and students.

Workbooks do have a place in our curriculum but the books must be used correctly. The pages should be used selectively - picking and choosing activities that allow the student to reinforce the new skill rather than methodically working through all exercises, long after the objective has been met.

Many tutors, especially those who did not have enjoyable workbook experiences, are puzzled by the existence of workbooks outside of the regular school system: *Do students (particularly those outside the regular school system) really want to use workbooks? What are the benefits of using a workbook? How can a tutor use workbooks when lessons are supposed to be learner-driven (learners writing their own stories, etc.)?* Workbooks can have a valuable place in any learning setting - with children or adults. But, as any other resource, workbooks are simply tools. Learners may or may not want to use them. It is a personal choice. Some learners and tutors enjoy using workbooks, especially in the beginning of a match. Novice tutors (and learners) can find security within the structure of a workbook where they can begin tutoring while getting their “feet wet” and build on their confidence. Workbooks are good resources to leave with the learner between lessons so that the skills can be practised.

For lessons to be effective, learners and tutors need a variety of resources at their disposal. Like all resources, workbooks must be relevant and current. There is a far greater likelihood that the lesson’s objectives will be met, and remembered, if the presentation of the material appeals to that learner. It is crucial that the layout of any workbook is attractive, uncluttered, not intimidating and geared toward the interests of the intended user/learner.

If we truly believe that learners are individuals with unique interests, strengths and needs, then we simply must offer as many good resources as possible. Tutors and learners need to be presented with a variety of materials and methodologies in order to develop suitable lessons.

USING THIS WORKBOOK

This book is divided into a series of "units". Each unit is devoted to several specific concepts and skills to be learned. This book contains Skills Charts that list the concepts and skills to be learned in each unit of the book. It is important that the tutor and learner examine the skills outlined at the beginning of each unit before proceeding. If the skills have already been mastered - do not bother to complete that unit, unless it is decided that the learner would benefit from the additional practice. "Picking and choosing" is the best way to work through *any* workbook.

The purpose of the "For the Tutor" sections is to assist the tutors in teaching certain concepts or providing additional information or hints for the tutors. These sections are designed to enhance the tutoring sessions.

Answers are provided at the back of this book. For some exercises there are very clear right and wrong responses. In those exercises where the learner is instructed to *create* or *write* his or her own sentences or words, this "[Answer Section](#)" provides samples to guide the tutor in order to assess the student's responses.

HISTORY OF THE ENGLISH LANGUAGE

When the Roman Julius Caesar invaded Britain in BC 54-5, the Celtic tribes lived in the British Isles. The Celtic languages are *Gaelic* in Scotland and Ireland, *Welsh*, in Wales, *Manx* in the Isle of Man and *Breton* in France.

The Romans brought Latin to Britain, which was part of the Roman Empire for over 400 years. While French, Spanish and Italian, which did come directly from Latin early English did not. "Early English" was the language of tribes who invaded from the East, from what is now Germany. They spoke different dialects of a "Germanic" language, from which modern German developed. For this reason, German and English are very similar and have been called "sister languages".

In 878 AD, the Vikings invaded Britain from Scandinavia, bringing with them the Norse language, although this language was similar to the old English (Anglo-Saxon) language already used.

The arrival of the Norman army from France, led by King William the Conqueror in 1066, and the defeat of the English King Harold at the Battle of Hastings, brought very big changes to English life. The Normans brought with them the Old French language, which became the language of the Royal Court, and the ruling and business class.

By about 1200, the Kingdoms of England and France had ceased to be one. The use of Old English came back but with many French words added. This language is called "Middle English" and is even difficult for English-speakers to read and understand. Middle English was different in different parts of the country! But with the development of the printing press after 1500 AD changed communication because now a common language, "Modern English", was in print and it was not very different from the English used today.

English spelling, however, did not get firmly established until the middle of the eighteenth century, around the time the first major Dictionary of the English Language was published.

DIALECT

If I had a nickel for every time I was questioned about the “rightness” of dialect - particularly the “Newfoundland dialect”..... The first rule to learn here is dialect in neither wrong nor wrong! Dialect is simply a word to describe the way that a person or people speak. Dialect is not random and is usually rooted in geography and genealogy. Over time, families can develop peculiar speech patterns that are passed on through their descendants. Speech patterns can be developed within communities and localized. Geographical speech patterns can also be linked to their heritage: *Can they trace their ancestors back to Ireland? Did their ancestors hail from Devon or Wales in Great Britain?* We pass more than genetic traits down to our descendants; we give them a belief system and language.

One dialect is not better than another and Newfoundlanders are not the only people with dialects. Watch British programming on television sometime and compare the different speech patterns within the same television program. Compare the ways people speak. Similarly, compare these speakers to an American living in Louisiana, New York or Massachusetts. Are they different? Are there any similarities? Is either one right or wrong? We sometimes forget that Newfoundlanders are not the only people who speak with accents.

The second point to remember is that there is indeed a “standard” way that the English language is pronounced; an agreed-upon pronunciation, generally accepted as the pronunciation as defined by a dictionary.

Tutors need to ensure that their students do not carry over speech idiosyncrasies to their written work. That is, if a learner “drops” the letter *-h* when pronouncing *-hat*, so that it sounds like *-at*, the tutor must make sure that the learner writes *-hat* as *h-a-t*. This is rarely an issue, however, since discrepancies in speech are often not carried over in writing. That is, a person might pronounce *-hat* like *-at* but they know that the word is spelled *h-a-t* regardless of how they say that word.

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[ANSWERS](#)

UNIT 1

| | |
|--------------|---|
| The Alphabet | <ul style="list-style-type: none">• The letters of the alphabet<ul style="list-style-type: none">○ printing and cursive handwriting○ Upper and Lower case (capitals and small letters)• Letter-sound associations• Introduction to vowels<ul style="list-style-type: none">○ short vowels○ long vowels○ silent e• Introduction to consonants<ul style="list-style-type: none">○ consonant blends○ silent consonants• Alphabetical order |
|--------------|---|

THE ALPHABET

Letters of the Alphabet

- The English language is made up of 26 letters called the **alphabet**.
- Each letter is either a **vowel** or a **consonant**
- **Vowels** are the letters *-a, -e, -i, -o, -u* and *-y* only when *-y* is in a word with no other vowels, as in *fly*.
- **Consonants** are all the other letters including *-y* when *-y* is in a word with another vowel, as in *away*.
- The letters of the alphabet can be written two ways:

capitals or upper case

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

small letters or lower case

a b c d e f g h i j k l m n o p q r s t u v w x y z

For the Tutor

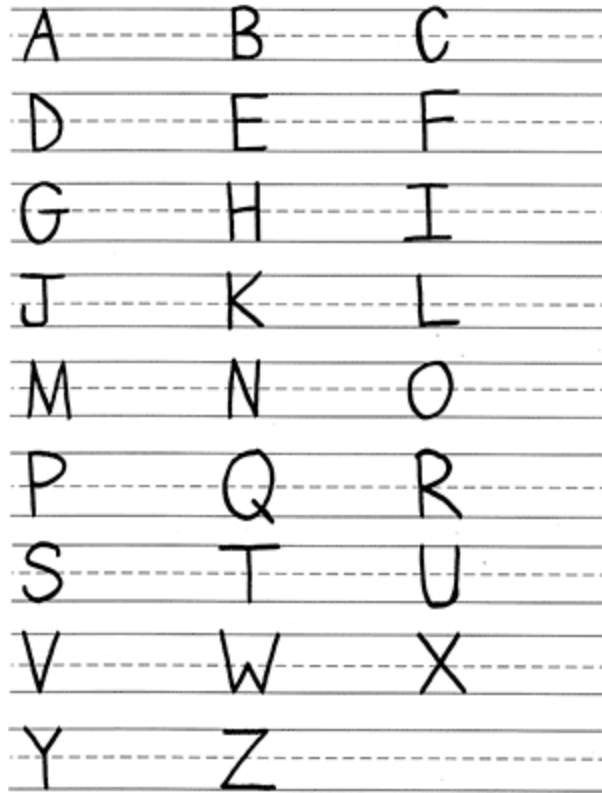
Generally speaking, those of us who were schooled more than 20 years ago learned to print words using all capital letters. Parents taught us the alphabet - capital letters only - and we learned to print our names using only capitals. Do not be tempted to do this with your learner. Think about this: how often do you read printed material written solely in capital letters? And if you do, doesn't it feel like the writer is shouting? Research shows that in order to facilitate retention and learning, our eyes and brains rely on letter-shapes and the "ups and downs" associated with lower case letters:



From the start, explain to the learner that some words begin with capital letters (you need not get into any further explanation here, it is covered in a later unit). With the exception of some abbreviations (Eg: NF - Newfoundland) or acronyms (Eg: MADD - Mothers Against Drunk Drivers) capital letters are not used throughout words.

ALPHABET - Printing

Practise printing capital letters.



Practise printing lower case letters.

a b c
d e f
g h i
j k l
m n o
p q r
s t
u v
w x
y z

Practise handwriting (cursive writing) capital letters.

A B C

D E F

G H I

J K L

M N O

P Q R

S T

U V

W X

Y Z

Practise handwriting (cursive writing) lower case letters.

a b c
d e f
g h i
j k l
m n o
p q r
s t
u v
w x
y z

Match the letters.

| | | | | | |
|---|---|---|---|---|---|
| M | r | S | q | A | k |
| L | h | C | w | N | d |
| B | t | Z | y | D | x |
| G | u | W | j | P | i |
| E | m | V | c | X | a |
| T | l | F | s | O | n |
| H | g | J | z | I | p |
| R | b | Q | v | K | o |
| U | e | Y | f | | |

[Click here for answers](#)

Letter-Sound Associations

- Every letter of the alphabet has at least one sound. Knowing what these sounds are is the first step in learning to “sound out” words in order to spell them.

Write words that begin with the following.

| | | | | | |
|---|------------|---|-------|---|-------|
| m | <u>map</u> | s | _____ | a | _____ |
| l | _____ | c | _____ | n | _____ |
| b | _____ | z | _____ | d | _____ |
| g | _____ | w | _____ | p | _____ |
| e | _____ | v | _____ | x | _____ |
| t | _____ | f | _____ | o | _____ |
| h | _____ | j | _____ | i | _____ |
| r | _____ | q | _____ | k | _____ |
| u | _____ | y | _____ | | |

[Click here for answers](#)



For the Tutor

Learners should begin breaking words down according to the pattern of vowels and consonants. Eg: ant has a “vowel-consonant consonant” (VCC) pattern.

As already noted, the English language can be tricky. The above exercise asks learners to identify initial sounds of words and it may not be as simple as you think. Many people know what letters sound like on their own, but struggle a bit more when putting the sounds into words.

If the learner chooses the right word but cannot spell that word, ask them to make a guess (remember, the main goal here is to get the initial consonant correct). Encourage learners to take risks and eventually they will feel comfortable taking these risks. However, later in this lesson or as part of another lesson, go back through the exercise and correct the spelling together. Correct spelling is important but it may not be important at that time. However, spelling must be corrected at some point, or the impression is given that it does not matter - and that simply is not true.

Look for “teachable moments”; those unplanned times when the opportunity to explain or talk about a new concept simply “falls into your lap”.

For discussion:

- ★ hard and soft consonants (-c can sound "hard" as in cat or "soft" as in circle, -g can sound "hard" as in goat or "soft" as in giraffe)
- ★ -u follows the letter -q in all English words
- ★ cake begins with a -c although it sounds like it could be a -k. Or jump begins with a -j although it sounds like it could be a -g (why? the simple answer is: because it just does.)
- ★ long and short vowels (see next section) Eg. an -e can sound long as in eat or short as in elephant)

Introduction to Vowels

- Each letter of the alphabet is either a **vowel** or a **consonant**

Vowels

- **Vowels** are the letters -a, -e, -i, -o, -u and -y only when -y is in a word with no other vowels, as in *fly*.
- Each vowel is classified as *long* or *short*.

Short Vowels

The short form of each vowel is:

| | | | |
|----|----------|------|------|
| -a | -- apple | land | man |
| -e | -- pet | men | net |
| -i | -- fin | sit | fish |
| -o | -- pot | cod | mop |
| -u | -- mug | up | bug |

- When the vowels *-e*, *-i* and *-u* are followed by the letter *-r*, that vowel sound is *r-controlled*. When a word is *r-controlled*, the vowel sound is "er" as in "her", regardless of the vowel.

Eg: were first hurt

Write some more words with short vowels.



If you do not yet feel comfortable writing words entirely on your own, simply dictate (say aloud) the words to your tutor and let him/her write down the sentences for you.

a

cat

e

i

o

u

[Click here for answers](#)

Long Vowels:

- A vowel is considered to be *long* when its sound can be heard.

Eg: the -a in cage is long because the "a sound" is heard.

- When a word has a *double vowel* the vowel sound is also long.

Eg: -ee -ea



When two different vowels come together, which vowel's sound is heard? Generally speaking (because there are always exceptions to any English language rule) this rhyme applies "When two vowels go walking, the first one does the talking". In other words, the first vowel is the one we hear.

*Eg: with -ea, the -e is heard and
with -oa, the -o is heard and so on.*

a - take safe

e - deal sea

i - ice pine

o - home rope

u - music rule

ay - say way

ee - sheep beet

ea - leaf eat

oa - boat loaf

oo - moon loon

ai - wait rail

Write some more words with long vowels.

a

e

i

o

u

ee

oa

ai

ay

ey

oo

ea

[Click here for answers](#)

Silent-e

- When the letter -e is found at the end of a word, and it's sound is not heard, it is called a **silent-e**.
- The purpose of a silent-e in a word is to make the vowel sound long.

*Eg: rat has a short -a sound **but** with a silent-e on the end, rat becomes rate and the vowel is now long-a.*

- Many words with long vowel sounds have a *consonant-vowel-consonant + -e* (CVC+ e) pattern.

Add a silent-e to the end of these words to create new words.

NOTE: *The old words have a short vowel sound but the new words have a long vowel sound.*

tub+e= tube

mat+e= _____

fin+e= _____

rob+e= _____

can+e= _____

win+e= _____

tap+e= _____

kit+e= _____

sit+e= _____

man+e= _____

not+e= _____

hug+e= _____

[Click here for answers](#)

Write sentences.



If you do not yet feel comfortable writing sentences entirely on your own, simply dictate (say aloud) the sentences to your tutor and let him/her write down the sentences for you.

tub _____

tube _____

tap _____

tape _____

mat _____

mate _____

kit _____

kite _____

[Click here for answers](#)



If you are comfortable with the concept you do not need to do the entire exercise. Lengthy exercises are only provided for extra practice. Stop when you have done enough.

fin _____

fine _____

sit _____

site _____

rob _____

robe _____

man _____

mane _____

can _____

cane _____

not _____

note _____

win _____

wine _____

hug _____

huge _____

[Click here for answers](#)

Introduction to Consonants

- Each letter of the alphabet is either a **vowel** or a **consonant**.
- **Consonants** are all the letters of the alphabet - excluding vowels. -Y is a consonant when -y is in a word with another vowel, as in away.



For the Tutor

In the next exercise, point out that each of the words follow a consonant-vowel-consonant (CVC) pattern. And all of the words in this section have the short vowel sound.

Making rhyming words by changing the initial consonant is a way of noting word families - groups of letters. Eg: -at, -an, -op, -ar, -ad. In word families, what the words have in common is the family grouping and the vowel sound. What is different is the initial consonant.

Make rhyming words by changing the initial (first) consonant.

rat cat man hop

sad big car

map boy dog

[Click here for answers](#)

Silent Consonants

- We have already learned about *silent-e*, but consonants can be silent too. When a consonant is silent, that letter is “ignored” and the next letter in the word becomes the initial sound.

Eg: *“knew” (pronounced “new”).... Because the -k is silent -n is the first sound.*

“knot” (pronounced “not”).... Because the -k is silent -n is the first sound.

Can you think of other words with silent consonants?

[Click here for answers](#)

Alphabetical Order

- The alphabet goes in order from A - Z, with A being first, B is second and so on. Putting a group of words in *alphabetical order* (ABC order) means listing them according to the first letter.

Random order: leg apple boy snake
Alphabetical order: apple boy leg snake

- What happens when two words begin with the same letter? Look to the second letter of that word.

Random order: apple art age
Alphabetical order: age apple art

- What happens when the first and second letters are the same? Look to the third letter of that word. And so on and so on.

Random order: art argue are
Alphabetical order: are argue art

Put each list of words in alphabetical order.

girl _____

yellow _____

cat _____ 1 _____

ball _____

saw _____

hop _____

leg _____

kitten _____



boy _____

tree _____

but _____

toe _____

bat _____

tack _____

bike _____

tie _____



cake _____

see _____

call _____

seal _____

cat _____

set _____

car _____

sell _____

[Click here for answers](#)

UNIT 2

| | |
|------------|--|
| Vocabulary | <ul style="list-style-type: none">• Plurals• Suffixes• Contractions• Compound Words• Synonyms (words that mean almost the same thing)• Antonyms (words that mean the opposite)• Homonyms (words that sound the same but have different spellings and meanings)• Syllables |
|------------|--|

Vocabulary

Plurals

- Changing a "naming word" (a noun) to its plural form means changing it to mean "more than one".

Eg: *"boat" is the root word. By adding -s to the root word, we can change it from its singular form to its plural form.*

one boat two boats

Make plural words by adding -s to the following naming words (nouns).

dog+s - dogs bat - _____

car - _____ key - _____

table - _____ hop - _____

sit - _____ desk - _____

ant - _____ wall - _____

[Click here for answers](#)

Write sentences.

dog - _____

dogs - _____

bat - _____

bats - _____

car - _____

cars - _____



If you are comfortable with the concept you do not need to do the entire exercise. Lengthy exercises are only provided for extra practice. Stop when you have done enough.

key - _____

keys - _____

hop - _____

hops - _____

wall - _____

walls - _____

[Click here for answers](#)

Write sentences.

bus - _____

buses - _____

glass - _____

glasses - _____

box - _____

boxes - _____

shoe - _____

shoes - _____



If you are comfortable with the concept you do not need to do the entire exercise. Lengthy exercises are only provided for extra practice. Stop when you have done enough.

peach - _____

peaches - _____

dish - _____

dishes - _____

ax - _____

axes - _____

[Click here for answers](#)

Suffixes

- A suffix is an "ending that is added to a root word. Adding a suffix changes the meaning of the word.
- Some suffixes are *-er, -or, -able, -al, -ful, -less, -ous, -y, -ish, -en, -hood, -ward, -ness, -ist, -tion* and *-ible*. Each suffix has a meaning.

For the Tutor

Meanings of common suffixes:

- | | |
|----------------|----------------------------|
| • er & -or | • "a person or that _____" |
| • able & -ible | • "able to be" |
| • al | • "pertaining to" |
| • ful & -ous | • "full of" |
| • less | • "without" |
| • y | • "having or full of" |
| • ish | • "of the nature of" |
| • en | • "to make" |
| • hood | • "state of being" |
| • ward | • "in the direction of" |
| • ness | • "quality of" |
| • ist | • "one skilled in" |
| • tion | • "art of" |

-
- Sometimes when you add a suffix, the spelling of the root word changes

Eg: *happy + ness = happiness. The -y changes to -i before adding the suffix*

Make new words by adding suffixes to the following.

teach+er = _____ teacher _____

sunny+er = _____

thank+less = _____

truth+ful = _____

soft+ness = _____

child+hood = _____

light+en = _____

honour+able = _____

[Click here for answers](#)

Write sentences.

- teach - _____

- teacher - _____

- sunny - _____

- sunnier - _____

- thank - _____

- thankless - _____

- truth - _____

- truthful - _____



If you are comfortable with the concept you do not need to do the entire exercise. Lengthy exercises are only provided for extra practice. Stop when you have done enough.

- soft - _____

- softness - _____

child - _____

childhood - _____

light - _____

lighten - _____

honour - _____

honourable - _____

[Click here for answers](#)

-
- Two common suffixes are *-ing* and *-ed*. If a root word has a *-vvc* or *-vcc* pattern, *-ing* or *-ed* is simply added to the root word and nothing changes.

Eg: *fish - fishing*
pick - picked

feel - feeling
peel - peeled

Make new words by adding *-ing* to the following.

kick+ing = kicking kick+ed = _____

kiss+ing = _____ kiss+ed = _____

jump+ing = _____ jump+ed = _____

smell+ing = _____ smell+ed = _____

[Click here for answers](#)

Write sentences.

kick - _____

kicking - _____

kicked - _____

kiss - _____

kissing - _____

kissed - _____

jump - _____

jumping - _____

jumped - _____

smell - _____

smelling - _____

smelled - _____

[Click here for answers](#)

-
- If a root word has a -cvc pattern, when adding *-ing* or *-ed*, the last letter of the root word is doubled

Eg: *shop- shopping*
sun - sunning

shopped
sunned

Make new words by adding *-ing* and *-ed* to the following.

hop+ing = hopping whip+ed = _____

top+ing = _____ top+ed = _____

mop+ing = _____ mop+ed = _____

[Click here for answers](#)

Write sentences.

whip - _____

whipping - _____

whipped - _____

top - _____

topping - _____

topped - _____

mop - _____

mopping - _____

mopped - _____

[Click here for answers](#)

Contractions

- A contraction is a word that is formed by putting two words together.
- An *apostrophe* is used to replace the letters that are not needed in the new word.

Eg: *do not = don't (the "o" in "not" is replaced by an apostrophe)*

they will = they'll (the "wi" in "will" is replaced by an apostrophe)



For the Tutor

One exception to the rule of removing letters and replacing them with an apostrophe is will not = won't.

In this contraction the apostrophe *does* replace the *-o* from *-not* but the *-wi* from *will* also changes to *-wo*.

Underline the contractions in each sentence. Write the two words that make up each contraction on the line

1. I won't be going to the mall today. will not

2. You shouldn't spend too much money. _____

3. That coat doesn't really fit. _____

4. Sue and Bob weren't going either. _____

5. Let's go to on a picnic instead! _____

[Click here for answers](#)

Compound Words

- A Compound Word is a word that is made up of two or more smaller words.

Eg: *snowball = snow + ball*

- The meaning of a compound word is related to the meaning of the smaller words.

Eg: *snow + ball = snowball, meaning "a ball made of snow"*

- Compound words can be written three ways:

1. one larger word (snowman)
2. a hyphenated word (dry-clean)
3. two separate words (prime minister)

Pick words from the box to make compound words. Use the compound words to fill in the blanks

| | | | |
|-------|------|-------|---------|
| snow | swim | plow | berries |
| blue | news | back | suit |
| thing | bare | every | paper |

1. Bob put on his swimsuit and got in the pool.
2. We love to pick _____ on the barrens.
3. Without a saddle, Sue rode the horse _____.
4. The _____ was delivered on time every day.
Bob was so busy he started forgetting
5. _____.
6. The _____ pushed snow into the driveway.

[Click here for answers](#)

Synonyms

- *Synonyms* are words that have similar meanings

Eg: *large = big* *home = house* *scared = afraid*

Write a synonym for each word shown under the lines. Choose your own word or pick the best word from the box.

huge big _____

little _____

pretty _____

sea _____

happy _____

| | | | | | | | |
|------|-----|------|-----|-------|------|--------|------|
| tiny | big | glad | sad | ocean | ugly | lovely | land |
|------|-----|------|-----|-------|------|--------|------|

[Click here for answers](#)

Antonyms

- *Antonyms* are words that have opposite meanings.

Eg: *up - down* *big - small* *high - low*

Write an antonym for each word shown under the lines. Choose your own word or pick the best word from the box.

huge tiny _____

little _____

pretty _____

sea _____

happy _____

| | | | | | | | |
|------|-----|------|-----|-------|------|--------|------|
| tiny | big | glad | sad | ocean | ugly | lovely | land |
|------|-----|------|-----|-------|------|--------|------|

[Click here for answers](#)

Homonyms

- *Homonyms* are words that sound the same but have different meanings

Eg: *here - hear* *sea - see* *there - their - they're*

Write a homonym for each word shown under the lines. Choose your own word or pick the best word from the box.

eight ate _____

maid _____

sun _____

so _____

sail _____

son ate tea sale sew boat made

[Click here for answers](#)

Syllables

- Sometimes, in order to pronounce an unfamiliar word, the word needs to be “broken down”. That is, to break the word down into parts.

Eg: *together = to/ge/ther*

- Every part of a word is called a syllable. The word “together” has 3-syllables. If a word has double letters, that is usually the place to divide the word

Eg: *cattle = cat/tle* *little = lit/tle*

- Suffixes ([refer to page 40](#)) are also set apart when dividing

Eg: *reader = read/er*

- Compound words ([refer to page 51](#)) are simply divided into the smaller words

Eg: *snow/man*



For the Tutor

When counting syllables, it sometimes helps to tap/clap out the rhythm as the word is said aloud.



ONE



TWO



THREE

Eg. together =

to

ge

ther

Break down the following words into its parts. Count the number of syllables.

happy= 2

jigger= _____

little= _____

dory= _____

pretty= _____

money= _____

sea= _____

fisherman= _____

Canada= _____

snow= _____

[Click here for answers](#)

UNIT 3

| | |
|-----------|--|
| Sentences | <ul style="list-style-type: none">• Recognizing sentences• Word order in sentences• Types of sentences• Subject• Predicate• Simple sentence• Compound sentence• Run-on sentence |
|-----------|--|

SENTENCES

Recognizing Sentences

- A *sentence* is a group of words that tells or asks something. A sentence is complete thought.

Eg: *Fish can swim.*
Fish can.

(This is a sentence. It tells something.)
(This is not a sentence. It is not a complete thought. It leaves questions in the reader's mind: Fish can what?)

- All sentences begin with a capital letter and end with a *punctuation mark* such as a *period* (.), *exclamation mark* (!) or a *question mark* (?).

Put a by the groups of words that are sentences.

Put a by the groups of words that are not sentences

The girl was happy. _____ ✓

A jigger can be used to catch fish. _____

A little bit. _____

The dory sank. _____

Her pretty face. _____

Tim loves money. _____

The sea. _____

The fisherman worked very hard. _____

It borders on Canada. _____

The children like to play in the snow. _____

[Click here for answers](#)

Write a sentence about yourself

[Click here for answers](#)

Word Order In Sentences

- Words in a sentence must be in an order that makes sense.

Eg: *That man has a nice smile.*
(This group of words makes sense. It is a sentence.)

Man nice that has smile a.
(This group of words does not make sense. It is not a sentence.)

Make sentences by arranging these groups of words in an order that makes sense.

1. videos love I music!

2. oldest St. John's America North is the in city.

3. landed Newfoundland in Cabot John.

4. the spots has dog black white.

5. catch fish trawl hooks a line long of to used a is.

[Click here for answers](#)

Types of Sentences

- A *declarative sentence* makes a statement. (Hint: It *declares* something.) It ends with a period (.).

Eg: *I am twenty years old.*

- An *interrogative sentence* asks a question. (Hint: Think about an *interrogation*.) It ends with a question mark (?).

Eg: *Are you going to the folk festival?*

- An *imperative sentence* is a command or request. It ends with a period (.)

Eg: *Open the window.*

- An *exclamatory sentence* expresses strong emotion or great excitement. (Hint: It *exclaims* something.) It ends with an exclamation mark (!)

Eg: *I have the winning lottery numbers!*

Write **D** for declarative, **IN** for interrogative, **IM** for imperative or **E** for exclamatory before each sentence. Put the correct punctuation at the end of each sentence.

- D/E 1. Stop that noise . /! ___ 2. I am a new father ___
___ 3. Bob is a pilot ___ ___ 4. Who is that man ___
___ 5. Can we go shopping ___ ___ 6. I got promoted ___
___ 7. Go to sleep ___ ___ 8. Are we going home ___

[Click here for answers](#)

- A sentence has two parts. One part is called the subject. The subject tell who or what the sentence is about.

Eg: *The ocean is cold.* Ask: *Who/What is the sentence about?*

Answer: *The ocean.*

The subject is: *The ocean.*

Underline the subject in each sentence.

1. This winter has been very cold.
2. Jane is wearing a red dress.
3. Where did that car go?
4. The door slammed shut.
5. The baby cried loudly.

[Click here for answers](#)

-
- A compound sentence is made up of two simple sentences joined by or, and or but.

Eg: *Newfoundland is an island and it is a province of Canada.*

Write S after each simple sentence.

Write C after each compound sentence.

1. The Canadian flag is red and white. S
2. The Canadian flag is red and white and it has a maple leaf in the centre.
3. There are ten provinces in Canada and Prince Edward Island is the smallest.
4. The capital city of Canada is Ottawa.
5. Canada is bordered on three sides by oceans.
6. The United States shares a border with Canada but the Soviet Union once shared Canada's border too.

[Click here for answers](#)

Run-on Sentences

- A run-on sentence has two or more simple sentences written as one sentence without the correct punctuation.

Eg: *It will be sunny today, it will be raining tomorrow.*

- One way to correct a run-on sentence is to make it into two or more sentences.

Eg: *It will be sunny today. It will be raining tomorrow.*

- Another way to correct a run-on sentence is to separate the main parts with or, and or but.

Eg: *It will be sunny today but it will be raining tomorrow.*

Correct these run-on sentences.

1. A seagull eats fish, it drinks seawater.

2. Seagulls are mainly white, they turn white when mature.

3. Seagulls can fly long distances, they are very strong.

4. *Jonathon Livingston Seagull* is a story, it is about a seagull.

[Click here for answers](#)

UNIT 4

| | |
|---------|--|
| Grammar | <ul style="list-style-type: none">• Noun<ul style="list-style-type: none">○ types of nouns○ singular and plural nouns• Verb<ul style="list-style-type: none">○ types of verbs○ verb tenses• Grammar Usage<ul style="list-style-type: none">○ is/are○ see/sees/saw○ was/were○ does/do○ has/had/have○ I/me○ a/an• Pronoun• Adjective• Adverb• Preposition• Conjunction• Interjection |
|---------|--|

GRAMMAR

Noun

- A noun is a word that names a person, place or thing.

Eg: *a fish* *the boy* *an anchor*



For the Tutor

A hint.... tell your student that the presence of *a*, *an* and *the* are clues that a noun is nearby.

Underline the noun or nouns in the following sentences.

1. The boy walked his dog.
2. The child played hopscotch.
3. The seashell was on the beach.
4. A cod is a type of fish.
5. The fisherman mended his net.
6. The flag waved in the wind.

[Click here for answers](#)

Types of Nouns

- A *proper noun* names a specific person, place or thing.

Eg: *Brian* *Toronto* *Memorial University*

- A *common noun* names a person, place or thing - but is not specific.

Eg: *boy* *city* *university*



For the Tutor

A *hint....* tell your student that nouns beginning with capital letters (upper case letters) are usually proper nouns.

Write C for a common noun. Write P for a proper noun.

- | | | | |
|-------------|---------|-----------------|-------|
| 1. Ottawa | ___P___ | 6. Lake Ontario | _____ |
| 2. lake | _____ | 7. Monday | _____ |
| 3. queen | _____ | 8. day | _____ |
| 4. Atlantic | _____ | 9. city | _____ |
| 5. ocean | _____ | 10. music | _____ |

[Click here for answers](#)

- An *appositive* is a special noun. It is a noun that explains or identifies the noun that it follows.

Eg: *My sister, **Susan**, is finished school.*
(Susan is an appositive - it explains or gives more details about the noun sister)



For the Tutor

A *hint*.... tell your student that appositives are *often* set apart from the rest of the sentence by commas.

Add missing appositives to make these sentences complete.

1. My dog, Buster, loves to run.
2. After school we will watch a video, _____.
3. That park, _____, is really nice for camping.
4. Our friend, _____, is visiting from Bonavista.
5. That band, _____, is great!

[Click here for answers](#)

Singular and Plural Nouns

- A *singular noun* names one person, place or thing.
Eg: *dish* *car* *house* *fox*
- A *plural noun* names more than one person, place or thing.
Eg: *dishes* *cars* *houses* *foxes*
- To change most singular nouns to plural nouns add -s to the end.
Eg: *cars* *houses*

-
- To change singular nouns ending with *-s*, *-sh*, *-ch*, *-x* or *-z* to plural nouns add *-es*.

Eg: *dishes* *foxes*

Add *-s* or *-es* to these singular nouns to make them plural.

- | | | | |
|-----------|-------------|-----------|-------|
| 1. boy | <u>boys</u> | 6. boat | _____ |
| 2. sea | _____ | 7. net | _____ |
| 3. church | _____ | 8. buzz | _____ |
| 4. box | _____ | 9. carrot | _____ |
| 5. tree | _____ | 10. wish | _____ |

[Click here for answers](#)

Verb

- A *verb* is a word that **usually** shows action. It tells what a noun is, or was, doing.

Eg: *The dog **ran** very fast.*
 *The baby is **crying**.*



For the Tutor

A *hint*.... tell your student that one way to find the verb in a simple sentence is to first locate the noun and ask:

"What is the noun doing?"
or "What did the noun do?"

The answer will be the verb.

Eg: *The dog ran very fast.*

Find the noun: *The noun is "dog".*

Ask: *"What did the dog do?"*

Answer: *He ran.*

The verb is: *ran.*

Underline the verb in the following sentences.

1. The boy walked fast.
2. The child played happily.
3. The seashell sank.
4. The cod swam slowly.
5. The man worked hard.
6. The flag fluttered.

[Click here for answers](#)

Types of Verbs

- A *linking verb* is a special verb that does not show action. It links (joins) the **subject** to the **predicate**.

Eg: *Those fish **are** cod.*

(The subject: fish.

The predicate: cod.

The subject is linked to the predicate by "are". So "are" is a linking verb)

Underline the linking verb in each sentence.

1. Codfish are in the ocean.
2. The ocean is cold.
3. The island is large.
4. We are students.
5. The horse was huge!
6. They were at the park.
7. I am happy.
8. Susan was indoors.
9. We were driving fast.
10. The child was a boy.

- *Helping verbs* help the main verb to show action.

Eg: *The man **has** baked a cake.*

(The verb: baked.

The helping verb: has.

"Has" helps the verb by showing how, or when, the man baked the cake)

-
- A helping verb and a main verb make up a verb phrase.

Eg: *The man **has baked** a cake.*
 (The verb phrase: has baked.)

 *For the Tutor*

The Helping Verbs are:

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

*A hint.... tell your student that the helping verb is usually located
directly in front of the main verb .*

Underline the main verb. Double underline the helping verb. Write the verb phrase.

1. That student has read five books.

has read

2. The sun is shining.

3. Sue and Bob are laughing.

4. The cow is chewing its cud.

5. We are finished classes!

[Click here for answers](#)

Verb Tenses

- The **tense** of a verb tells when the action took place or will take place: *past, present or future*
- *Past tense* tells what action has already happened.
Eg: Susan **worked** hard.
- *Present tense* tells what is happening right now.
Eg: Susan **works** hard.
- *Future tense* tells what will happen later.
Eg: Susan will **work** hard.

Fill in the blanks with an appropriate verb.

1. (future) Bob will work tonight.
2. (past) Bob _____ tonight.
3. (present) Bob is _____ tonight.
4. (future) The dog will _____ outside.
5. (past) The dog _____ outside.
6. (present) The dog is _____ outside.

[Click here for answers](#)

Grammar Usage

Using **Is** or **Are**

- Use *is* and *are* to tell about something that is happening now.
- *Is* tells about one person, place or thing.

Eg: Sue is going home.

- *Are* tells about more than one person, place or thing.

Eg: Sue and Jan are going home.

- Use *are* with the word you.

Eg: Are you going home?



For the Tutor

From time to time everyone uses the wrong grammar. Most “errors” take place during conversations and tend to occur when we are most at ease with the person with whom we are conversing.

Because a person occasionally speaks using incorrect grammar, it should not be assumed that they do not know the difference.

Use is or are to fill in the blanks.

1. We are going to dance.
2. The baby _____ so cute!
3. She _____ the best singer.
4. I hope you _____ coming with us.
5. Where _____ your mother?

[Click here for answers](#)

Using **See, Sees, or Saw**

- Use see or sees to tell what is happening *now*.

Eg: *The girl sees the doll. (The girl - one girl - sees)*
The two girls see the doll. (The girls - two girls - see)

- Use see with *you* and *I*.

Eg: *I see the ocean.*
Can you see the ocean?

- Saw is used to tell what happened in the *past*.

Eg: *I saw the ocean yesterday.*
He saw the ocean, too.



For the Tutor

Other verbs follow a similar rule as *see/sees/saw* :

- run runs ran
- give gives gave

If necessary, you may wish to reinforce this rule by devising your own sentences.

Choose see, sees or saw. Rewrite each sentence.

1. Did you see the new boy?

Did you see the new boy?

2. Yesterday I _____ two movies!

3. Bob _____ a beautiful sunset.

4. Bob and Sue _____ the dog now, too.

5. Dave _____ the dog now, too.

[Click here for answers](#)

Using **Was** or **Were**

- Was and were are used to tell about something in the *past*.
- Was is used for *one* person, place or thing.

Eg: *She was at the mall.*

- Were is used for *more than one* person, place or thing.

Eg: *Sue and Bob were lost!*

- Were is used with *you*.

Eg: *You were so crazy yesterday!*

Choose were or was.

1. Were you home last night?
2. I _____ late for work!
3. The kids _____ playing outside.
4. I _____ reading a book.
5. Sue and Bob _____ dancing.

[Click here for answers](#)

Using **Do** or **Does**

- Use does when referring to *one* person, place or thing
Eg: *Bob does the dishes.*
- Use do when referring to *more than one* person, place or thing.
Eg: *Bob and Sue do the dishes.*

-
- Use do with *I* and *you*.

Eg: *I like to do my work. Do you like to do your work?*

Write a sentence using do.

Write a sentence using does.

[Click here for answers](#)

Using **Has, Have** or **Had**

- Use has to tell about *one* person, place or thing.

Eg: *The girl has a new purse.*

- Use have to tell about *more than one* person place or thing.

Eg: *The two girls have new purses.*

-
- Use have with the words *you* and *I*.

Eg: *You have a new purse.*

- Use had to tell about the *past*.

Eg: *That girl had a new purse last year.*

Choose has, have or had. (Sometimes more than one will fit.)

1. Sue has OR had a new car.
2. I _____ a new car, too!
3. My other friends do not _____ new cars.
4. They _____ new cars two years ago.
5. Bob _____ a new bike.

[Click here for answers](#)

Using **I** or **Me**

- Use I in the *naming part* of a sentence.

Eg: *I went to a movie.*
Sue and I went to a movie.

-
- Use me after a verb (the action word).

Eg: *Bob asked Sue and me.*
Bob gave me a flower.



Don't forget to always capitalize "I" when referring to oneself.

Circle *I* or *Me*

1. (Me, **I**) want to go to the movies.
2. Sue and (me, I) went to a movie.
3. Dave asked (me, I) to go with him.
4. (Me, I) went with Dave.
5. Should (me, I) go with Sue?
6. Dave asked Sue and (me, I) to go to the movies.

[Click here for answers](#)

Write a sentence using *Me*

Write a sentence using *I*

[Click here for answers](#)

Using **A** or **An**

- An is used before words that begin with a vowel sound (vowels: a, e, i, o and u)

Eg: *an apple*

an uncle

- A is used before words that begin with a consonant sound (all letters that are not vowels)

Eg: *a cat*

a boat

Write a or an

1. _____ a _____ dog

6. _____ ice-cream

2. _____ fish

7. _____ flower

3. _____ house

8. _____ ax

4. _____ ocean

9. _____ cow

5. _____ kite

10. _____ tree

[Click here for answers](#)

Pronoun

- A *pronoun* is a word that takes the place of a noun.

Eg: *Bob ran fast.*

He *ran fast.*

(The noun "Bob" is replaced with the pronoun "he".)

- Some pronouns are: he, she, it, we, you, they and I



For the Tutor

Do not forget to tell your student that when using " I " to refer to oneself, it must always be capitalized.

Choose a pronoun from the box to replace the underlined noun. Rewrite the sentence.

| | | | | | | |
|----|-----|----|---|------|----|-----|
| it | she | we | I | they | he | you |
|----|-----|----|---|------|----|-----|

1. Bob is studying very hard.
He is studying very hard. _____
2. Susan and I are going to a movie.

3. That girl is a friend.

4. Bob, Susan and Jack like parties.

5. I will put my car in the garage.

[Click here for answers](#)

Adjective

- An *adjective* is a word that describes another word.

Eg: *There was a black cat on the chair.*
("black" is an adjective because it describes the cat)

- Adjectives describe nouns or pronouns.



For the Tutor

Adjectives tell *what kind*, *which one*, or *how many*.

Eg: white clouds this friend five dollars

Write adjectives to describe each noun.

1. the sea the stormy sea
2. a friend _____
3. a puppy _____
4. snow _____
5. an iceberg _____

[Click here for answers](#)

Adverb

- An *adverb* is a word that describes a verb, an adjective or another adverb

Eg: *The old man walked slowly.* (slowly is an adverb - it describes the verb walked)

That dress is very pretty. (very is an adverb - it describes the adjective pretty)

The party was over too quickly. (too is an adverb - it describes another adverb: quickly)



For the Tutor

Adverbs often end in "ly" - but not always.

Adverbs usually tell *how, when, where, or how many*.



For the Tutor

Adverbs often show a direction: up, down, in, behind, over - but not always.

A popular rule of grammar: never end a sentence with a preposition. Unfortunately, when applying this rule when speaking, can create a rather unnatural sentence.

1. Who are you going with?
2. With whom are you going?

Sentence #2 might be grammatically correct but who really speaks like that? This rule is best applied to writing.

Write sentences with prepositions. Circle the prepositions.

1. _____ The dog ran quickly down the street _____

2. _____

3. _____

4. _____

5. _____

[Click here for answers](#)

Conjunction

- A *conjunction* is a word that joins words or groups of words.

Eg: Sue and Bob work together
I like my job because the people are nice.



For the Tutor

Some common conjunctions are:

| | | | | | |
|---------|----------|---------|-------|---------|--------|
| as | although | and | for | because | but |
| however | if | than | or | since | unless |
| that | though | whereas | until | when | yet |
| whether | while | nor | | | |

Underline the conjunctions in each sentence.

1. We laughed because we felt happy.
2. Do you want chocolate or vanilla ice-cream?
3. Sue had fun at the party however she was tired.
4. I will leave although I would rather stay longer.

[Click here for answers](#)

Interjection

- An *interjection* is a word or group of words that expresses feelings or emotions.
- If the emotion or feelings being expressed are strong or sudden, the *interjection* is followed by an exclamation mark.
- If the emotion is mild, the *interjection* is followed by a comma.

Eg: **Yea!** *We won the tournament.*
Ah, *I see exactly what you mean.*



For the Tutor

Some common interjections are:

oh

ah

great

well

hurray

Write one sentence for each of the interjections listed in "For the Tutor", above.

1. _____

2. _____

3. _____

4. _____

5. _____

[Click here for answers](#)

UNIT 5

| | |
|----------------|--|
| Capitalization | <ul style="list-style-type: none">• Using capital letters<ul style="list-style-type: none">◦ when to use capital letters and when not to use capital letters |
|----------------|--|

Circle the words that should be capitalized

1. The new girl's name is susan johnson .
2. Are grandma and grandpa coming for a visit?
3. His favourite relative is uncle bill.
4. My friend, bob brown, is a fan of wayne gretzsky.
5. Is aunt sue driving here with grandmother?
6. I wish I could play basketball like michael jordan!

[Click here for answers](#)

- A person's title is always capitalized.

Eg: ***Dr.*** Alice King

Mr. Bob Black

- Titles are often written as *abbreviations* (shortened forms of a longer word)

Eg: ***Dr.*** Alice King = ***Doctor*** Alice King

- Abbreviated titles begin with capitals and end with periods.



For the Tutor

An exception to the rule about abbreviations is the word "Miss", as in "Miss Brown". Although this word does begin with a capital letter and it is abbreviated, it does not end with a period.

Rewrite the names correctly

1. mr and mrs jones Mr. and Mrs. Jones
2. dr mary brown _____
3. miss anne r black _____
4. mrs susan cole _____
5. mr joy and miss king _____
6. ms betty l johnson _____

[Click here for answers](#)

- Use a capital letter to begin *streets, parks, lakes/rivers* and *schools*

Eg: **W**ater **S**treet **B**owering **P**ark **T**horburn **L**ake

- In an address, abbreviations of street, road, place and drive begin with a capital and end with a period

Eg: *Street* = **St.** *Road* = **Rd.** *Place* = **Pl.** *Drive* = **Dr.**

Rewrite the sentences. Use capital letters where needed

1. Bill lives on duckworth st., near harbour drive
Bill lives on Duckworth St., near Harbour Drive.

2. I was camping in butter pot provincial park.

3. memorial university of newfoundland is in st. john's.

[Click here for answers](#)

- Other proper nouns that begin with capital letters are *days of the week, months of the year, place names and holidays.*

Eg. **April** **Thanksgiving Day** **Saturday** **Newfoundland**

- The first letter of the abbreviations of days, months is capitalized and end with periods.

Eg: *Saturday* = **Sat.** *April* = **Apr.**

Rewrite the sentences using correct capitalization

1. i am going to bonavista on sunday.

I am going to Bonavista on Sunday.

2. would you like chinese food?

3. my favourite movie is mission impossible starring tom cruise.

4. have you ever read gone with the wind?

5. bob asked, "can i go with you?"

6. i am spending christmas in florida with aunt betty.

7. "can you tell me how to get to the transcanada highway?"
the german tourist asked.

8. this spring sue is attending the college of the north atlantic in corner brook.

9. the titanic sank near newfoundland.

[Click here for answers](#)

UNIT 6

| | |
|-------------|--|
| Punctuation | <ul style="list-style-type: none">• End punctuation• Comma<ul style="list-style-type: none">○ lists○ place names○ dates• Apostrophe<ul style="list-style-type: none">○ contractions○ ownership• Quotation mark• Colon• Semi-colon• Hyphen |
|-------------|--|

PUNCTUATION

End Punctuation

- Use a *period* (.) to end a declarative sentence ([see page 62](#) for a review)

Eg: *That house is green.*
Ottawa is the capital city of Canada.

- Use a period (.) to end an imperative sentence.

Eg: *Open the door to that green house, please.*
Fly to Ottawa right away.

- Use a *question mark* (?) to end an interrogative sentence.

Eg: *Why is that house green?*
Is Ottawa the capital city of Canada?

- Use an *exclamation point* (!) at the end of an exclamatory sentence that shows strong feelings.

Eg: *Hurry and go inside that green house!*
I cannot believe that I have to fly to Ottawa!

Add the correct end punctuation to the sentences.

1. Why is Bob mad with Sue ___?
2. I hated that movie _____
3. I think she is a nice girl _____
4. Sue has blonde hair _____
5. Please, open this bottle for me _____
6. Are you going to the mall _____
7. No, I will not do that _____
8. Do you want to go shopping _____
9. I have two brothers and a sister _____
10. I really love that colour on you _____

[Click here for answers](#)

Comma

- *Commas (,)* often take the place of and in a list of three or more words or groups of words.

Eg: *I must pack a towel and book and swimsuit and sunglasses.*

I must pack a towel, book, swimsuit and sunglasses.

-
- Commas set off a quotation from the rest of a sentence

Eg: *Bob said, "We have to leave now."*

- Use a comma to set off the name of a person who is being addressed.

Eg: *Susan, are you working late?*

- Commas are used to set off an *appositive* ([see page 54](#) for a review)

Eg: *My friend, Bob, is visiting from Toronto.*

- Use a comma after yes, no, oh, or well when they begin sentences.

Eg: *Yes, I do know Bob.*

Oh, I hope that movie is as good as the book!

Add commas to the sentences.

1. Bill, Bob, Sue and Jane are good friends.
2. Mr. Jones do you see that blue car?
3. Joe our cousin is from Stephenville Newfoundland.
4. Yes I did see your sister Susan.
5. "Dave is coming to the concert with us" said Sue.
6. After eating dinner we went to the concert.
7. "Sue please pick up tomatoes lettuce radishes and onions" called Mary.
8. Bill's brother Bob has a birthday on Saturday April 15.
9. "Oh I don't know if I want to go there again."
10. Bob Sue and Jane are going to Toronto Ontario.

[Click here for answers](#)

Apostrophe

- An apostrophe (') shows where missing letters would be in a contraction

Eg: *will not = won't*



For the Tutor

Contractions are a huge part of our everyday speech. The student may find it easier to say the two words out loud , rather than trying to say the contraction that can "replace" those two words - it just seems to help when we hear it and say it aloud.

Using an apostrophe, write contractions for the following

1. did not = didn't
2. would not = _____
3. you will = _____
4. they will = _____
5. that is = _____

[Click here for answers](#)

-
- When an apostrophe and -s ('s) is added to a noun, it shows that *one* person/thing has ownership

Eg: *The girl's dog ran down the street.*



For the Tutor

When an -s is added to a noun but the apostrophe is omitted, ownership is NOT shown. The noun is simply converted to its plural form.

Eg: The girls are... (*girls* means more than one girl)
The girl's... (*girl's* means that the girl owns something)

- Adding an apostrophe after a noun ending in -s shows that *more than one* person/thing has ownership.

Eg: *The girls' toys were scattered on the floor.*

- An apostrophe and an -s ('s) added to the end of a plural noun shows that more than one person/thing owns something

Eg: *The children's toys were scattered on the floor.*

Rewrite the phrases, using apostrophes to show ownership

1. the captains hat

the captain's hat _____

2. the birds wing

3. the students desk

4. two boys bikes

5. a cats fur

6. many womens purses

7. a babys blanket

8. three babies blankets

[Click here for answers](#)

Quotation Marks

- Quotation Marks (" ") are used before and after the *exact* words of a speaker. A *comma* or *end punctuation mark* separates the quotation from the rest of the sentence.

Eg: Tom picked up his keys. "I am going to work," he called.
"Okay," Bev shouted, "I'll see you later!"

Use quotation marks, capitals and commas to rewrite the sentences.

1. Bob said this is my favourite program on T.V.

Bob said, "this is my favourite program on T.V."

2. I really don't like it Sue said.

3. Why Bob asked do you love that actress?

4. I do said Sue but I don't like the plot.

5. Yes I know exactly what you mean Bob agreed.

[Click here for answers](#)

Colon

- A colon (:) is used just before a list of words or phrases.

Eg: *These items were on my grocery list: bread, butter and fruit.*

- A colon is used after the greeting in a business letter

Eg: *Dear Sir:*

- A colon is placed between the hour and minute when writing time

Eg: *It is 2:15*

Add colons and commas.

1. Please pick me up at 8 : 0 0
2. Dear Mr. Brown
3. I visited Trinity Gander and Bell Island
4. Sue wakes up every morning at 6 4 5
5. Dear Madam
6. For the camping trip we need food water and a tent

[Click here for answers](#)

Semi-Colons

- Semi-colons are used to show a stronger separation between parts of a sentence than does a comma.
- Semi-colons are used to separate independent thoughts that are closely connected but a conjunction is not appropriate.

Eg: *The video crew meets on Monday; the audio crew meets on Thursday.*

- A semi-colon is used in lists where a comma is not sufficient to separate the items.

Eg: *People at the conference were Mr. Robert Walker, the past president of X-Gen; Mrs. Pauline Brown, the wife of the founder; and Mr. Bernard White, the guest speaker.*



For the Tutor

When writing, try to avoid the use or over-use of semi-colons. They are a little formal so use them sparingly. If you find you are using them often, you need to examine your sentences to ensure that you are using semi-colons correctly or whether your sentences are too long.

Hyphens

- Hyphens are used between the parts of some compound words

Eg: *forty-four* *mother-in-law* *great-grandmother*

Can you think of some more hyphenated words?

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

UNIT 7

| | |
|-------------|--|
| Composition | <ul style="list-style-type: none">• Paragraph<ul style="list-style-type: none">◦ main idea and topic sentence• Organizing<ul style="list-style-type: none">◦ ordering◦ brainstorming (webbing, outline)• Revising and editing• Other forms of writing<ul style="list-style-type: none">◦ letter writing (types of letters addressing a letter/envelope)◦ messages and notes |
|-------------|--|

COMPOSITION



For the Tutor

Before beginning this unit, it would be a good idea to quickly review the work you did on ["Sentences" in Unit 3](#).

It is important that before beginning the unit on "Composition" that the student has a firm grasp of the concept: "sentence".

Paragraph

- A paragraph is a group of sentences that are related to the same idea. This idea/subject/topic is called the main idea.
- The first line of a paragraph is always *indented* - there is a space before the first word.

Eg: **indented** {img} *My best friend, Helen, is a very nice person.
Helen has brown hair and she is quite tall. I think she is pretty but
Helen disagrees. I think she is just being modest.*

These sentences form a paragraph because they are about one topic. The main idea of the paragraph is "Helen". When the topic changes, a new paragraph must be formed and, again, the first sentence is indented.

Main Idea and Topic Sentence

- The main idea is what the paragraph is about. It is usually found in the opening sentence of a paragraph, called the topic sentence.
- All other sentences in a paragraph give *supporting details* about the main idea stated in the topic sentence.

For the Tutor

New readers/writers often think that *every* sentence in a piece of text is of equal importance. Have you ever noticed that when some students are underlining the important parts of a paragraph, they end up underlining the whole paragraph? This tells you that the student could not determine which sentences were important and which were giving supporting details.

The ability to pick out the main idea and topic sentence is a huge help when it comes to learning how to study effectively.

Encourage students to also restate part of the question when giving a written answer. That is, never just answer the question as you would verbally.

For example:

Question: How many people are in your family?

Answer 1: Five. ✘

Answer 2: There are five people in my family. ✔

Read the following paragraphs and answer the questions

My pet is a dog named "Icy". She is a Samoyed, which is a type of sled dog. Her fur is fluffy and white. Icy is ten years old. She is a wonderful pet: friendly, smart and great with children.

1. What is this paragraph about?

2. Write the topic sentence.

3. Write two sentences that give details about the main idea.

[Click here for answers](#)

The Pitcher Plant is the provincial flower of Newfoundland. It is red-brown-gold-green colour and grows in marshy areas. It is a unique plant because it is an "insect catcher". The Pitcher Plant has leaves that are shaped like a pitcher or jug and it holds water. When an insect gets too close, it falls in and drowns. The plant then "absorbs" the nutrients from the dead insect.

1. What is this paragraph about?

2. Write the topic sentence.

3. Write two sentences that give details about the main idea.

[Click here for answers](#)

Organizing

Ordering

- The details in a paragraph can be arranged many ways. Sometimes it really does not matter how they are arranged as in the case of describing your best friend, for example, where it does not matter if you describe her hair colour first or her personality.
- But there are times when ordering is very important. When a paragraph is describing events in the order in which they occurred, then proper order is very necessary. Such paragraphs typically have sentences that begin: *First...*, *Then...* or *Lastly...*
- Another time when ordering is important would be when writing instructions as in how to repair or build something, recipes, etc.

Read the following paragraph. Then read the sentences. Use the numbers 1, 2, 3, 4 and 5 to show ordering.

For the party, Bob chose to bake the cake. First he selected a recipe. Then he combined all the ingredients in a bowl. He poured the batter into the pans. Finally he put the pans in the oven to bake.

_____ He combined all the ingredients in a bowl.

_____ He put the pans in the oven to bake.

_____ He selected a recipe.

_____ He decided to bake a cake.

_____ He poured the batter into the pans.

[Click here for answers](#)

Read the following paragraph. Then read the sentences. Use the numbers 1, 2, 3, 4, 5, 6 and 7 to show ordering.

While Bob made the cake, Sue and Sally decided to wrap the present. First, they measured the gift. Then they cut off a piece of wrapping paper. They placed in the middle of the wrapping paper. Carefully, they folded up all the sides and taped then into place. They wound bright blue ribbon around the gift. To finish it off they attached a big blue bow to the top. It looked beautiful!

_____ They folded up all the sides and taped then into place.

_____ They decided to wrap the present.

_____ They wound bright blue ribbon around the gift.

_____ They measured the gift.

_____ They placed in the middle of the wrapping paper.

_____ They attached a big blue bow to the top.

_____ They cut off a piece of wrapping paper.

[Click here for answers](#)

Brainstorming

- No matter what the topic, all pieces of text must be organized. One way to organize thoughts and paragraphs is by brainstorming. Brainstorming is also known as *webbing* or *outlining*.
- The basic idea behind these techniques is to get all of your ideas related to a specific topic down on paper - free thinking. Then sort through the ideas to decide what ideas to keep and what ideas to throw out. The kept ideas are then expanded into sentences and then paragraphs. The finalized paragraphs are put in order, given a final edit and - *viola!* - the piece is complete.

An example of "Webbing"



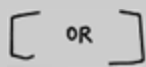
Revising and Editing

- No piece of written text is perfect on the first try. Writing is a long process of writing, correcting/editing/revising and rewriting until the piece is exactly as the writer wants it to be.
- Sometimes a piece may take many rewrites to get it right. Unfortunately, there is no easy or fast way around this process.
- Rewriting can be difficult for the writer. When we know what we want to say, it is easy to believe that what we are writing is clear. Sometimes the help of another person - an editor - is needed. An editor can be very helpful in pointing out where the writer's piece could use a little "tweaking" or where the writer's thoughts are not clear.
- An editor's job is to provide *constructive criticism*. Criticism can be hard to hear but an editor's intentions are to be helpful so the writer must try to listen to the suggestions - whether they like it or not! Afterwards, they can decide whether or not to heed the editor's advice.
- Professional editors use a variety of symbols in their work called proofreader's marks. Each symbol stands for a particular suggestion or change that the writer must/should make.

Proofreader's Marks:



Capitalize



Move



Spelling Error



Indent



Remove



Add



Add a Comma



Make a Small Letter



Add a Period

Think like an editor! Using the proofreader's marks, try editing a paragraph.

The Newfoundland Dog

The Newfoundland dog is very large with a heavy coat to protect him from long winters and icy waters. His feet are large, strong, and webbed so that he may travel easily over marshes and shores.

There are many stories of brave Newfoundland dogs rescuing people from drowning and bringing them safely ashore. Not all Newfoundland dogs were rescuers, however. Traditionally, some of these dogs helped fishermen by dragging carts or nets, or more often burdens carrying like a horse.

Today, the Newfoundland dog is mainly kept as a companion, guard, and friend. He is a great watchdog yet gentle enough to be a child's best playmate.

[Click here for answers](#)

Other forms of writing

- Of course not every piece of writing is a formal essay or story. In our everyday lives we write for many reasons: letters, grocery lists or notes.

List the sorts of writing you might do during one day

Letter Writing

- There are two basic forms of letters: **friendly letters** and **business letters**
- Letters are made up of several parts:
 1. **heading** - tells where and when the letter was written. The sender's address and the date is also included
 2. **greeting** - tells who the letter is for. In a friendly letter the greeting is followed by a comma but in a business letter the greeting is followed by a colon.
 3. **body** - is what the letter is about
 4. **closing** - says good-bye
 5. **name** - tells who wrote the letter. The sender's signature is also given

Friendly letters

- Friendly letters are letters that we write to friends or acquaintances in order to give them news about something

24 Main Street
Corner Brook, NF
A1X 25G
April 15, 2000

Dear Ann,

How are you? I am very well. I have decided to accept your offer and visit you and your family this summer. I will be arriving on May 11 and will stay until May 17. I will see you then!

Your friend,



Mary Porter

Business letters

- A business letter has the same parts as a friendly letter with an extra part: the inside address. This is the address of the person to whom the letter is written.
- Sometimes the writer of a business letter might not have the name of the person who will read the letter. If the gender *is* known, however, the greeting would read *Dear Sir* or *Dear Madam*. If the sender is unsure of the recipient's gender, *Dear Sir or Madam* is an acceptable greeting.



For the Tutor

A few years ago "he" was used when referring to someone whose sex was unknown to the writer/speaker. At that time *Dear Sir* was a perfectly acceptable greeting when the recipient was unknown to the writer.

In these days of gender-neutrality, it is more socially acceptable to refer to both sexes when the gender is unknown to the writer: *Dear Sir/Madam*. *Dear Sir* is not wrong - you just might risk offending some people if you use it.

Envelopes

- When addressing an envelope, the same format is used no matter what type of letter is inside the envelope.
- The only difference between envelopes is in the type of envelope used. Business letters are sent in a *business size* envelope while friendly letters can be sent using any type of envelope.
- All envelopes are addressed on the side of the envelope without the flap (place the letter on the table flap-side down)
- All envelopes have two addresses:

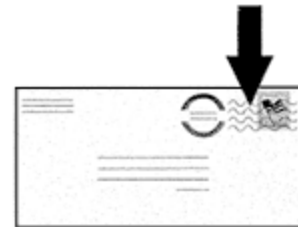
1. In the top left corner is the sender's name and address. This is called the return address. This address is necessary in case the letter is not received by the person to whom it is sent, then the letter is returned to the sender using the return address.



2. In the middle of the envelope is the name and address where the letter is going



3. The top right corner is where the stamp is placed.



Practice writing both types of letters by writing a letter to a friend and a letter to a business associate (real or imaginary). Why not try addressing the envelope, too?

Messages and Notes

- Generally speaking, messages, notes, lists, etc are forms of writing that are quite a lot less formal than letter-writing. Notes to a friend or family members follow no set form.
- The only exception would be a note to a child's teacher, for example, where the form would be like a letter but without the addresses.

UNIT 8

| | |
|------------------------------------|--|
| Study Skills and Composition | <ul style="list-style-type: none">• Using the dictionary• Using a book<ul style="list-style-type: none">○ title page○ copyright page○ table of contents○ index• Using a thesaurus |
|------------------------------------|--|

STUDY SKILLS and COMPOSITION

Using the Dictionary


- A dictionary is a reference book of words.
- All words are in alphabetical order.
- A dictionary has several purposes:
 1. To give all *definitions* of words.
 2. To provide information such as spelling, pronunciation or word origin (etymology)
- In a dictionary, words are re-spelled to show how they can be broken down into *syllables* ([refer to page 56](#)). Each syllable is separated by *hyphens* ([refer to pg. 119](#)) to assist with pronunciation.

Eg. *birthday: birth-day* (*bûrth dā*)
 behind: be-hind (*bee-hînd*)
 locket: lock-et (*lok it*)



For the Tutor

Re-spellings sometimes look nothing like the true spelling of a word. That is because *re-spellings* are to show how the words sounds. So, if a -c sounds like a -k as in "cake" the repelling may actually show the word with a -k rather than a -c

-
- An *accent mark* () is placed near the syllable (or syllables) that receive more stress than the other syllables when pronouncing the word. In other words, syllables with accents are said a little more forcefully than unstressed syllables.

Eg. *birthday* = burth' da be - hind' lock' - et

- A *pronunciation* key usually found at the beginning of the dictionary (or sometimes a shorter version is found at the bottom of the page) explains the other symbols used in a dictionary.

Eg. păt/ āte/ făr/ cāre/ ěnd/ mē/ ĩt/ ĩce/ pierce/ hōt/ pět

- All words at the top of every page are *guide words*. The guide word on the *left* is the first word on that dictionary page. The guide word on the *right* is the last word on that page. All other words on that page fall alphabetically between these two words.
- Dictionaries also provide information on words regarding parts of speech (whether or not they are verbs, etc.). This is usually in the form of an abbreviation and the letter is usually italicized.

| | |
|------------------------|----------------------------|
| <i>n.</i> - noun | <i>adv.</i> - adverb |
| <i>pron.</i> - pronoun | <i>prep.</i> - preposition |
| <i>v.</i> - verb | <i>adj.</i> - adjective |

Eg. *birthday* - *n* (*noun*)
behind - *adv.* (*adverb*)
locket - *n.* (*noun*)

- Dictionaries also provide spelling of a word when suffixes are added that whereby letters are dropped or the root word is changed.

Using the samples from a dictionary, answer the following.

| lemon | leopard |
|---|---|
| <p>lem-on (lem'ən) <i>n.</i> [< Per, <i>limun</i>] 1. a small, sour, pale-yellow citrus fruit 2. the spiny, semitropical tree that it grows on 3. [slang] something that is defective - adj. pale-yellow</p> <p>lem'on-ade' (-ə nad') <i>n.</i> a drink made of lemon juice, sugar, and water</p> | <p>lend (lend) <i>vt.</i> lent, lend'ing [< OE. <i>laen</i>, a loan] 1. to let another use or have (a thing) temporarily 2. to let out (money) at interest 3. to give; impart</p> <p>leop-ard (lep'ərd) <i>n.</i> [< Gr. <i>leon</i>, lion + <i>pardos</i>, panther] 1. a large, wild animal of the cat family, with a black-spotted tawny coat, found in Africa and Asia.</p> |

1. Which words are nouns?

2. Which word is an adjective?

3. How many meanings are listed for lend?

4. What is the most common definition of lemon?

5. Use the first definition of lemon in a sentence.

6. Use the third definition of lemon in a sentence.

7. What is the definition of lemonade?

8. Where does the word leopard come from?

9. What is the second definition of lend?

10. Describe a leopard.

[Click here for answers](#)

Using a Book

- Generally speaking, all published books follow a similar pattern or layout.
- The pages of a book are bound together inside a harder type of paper or cardboard called the *cover*. The front part of the cover contains the title, author(s) name and, sometimes, publishing information.
- The edge of the cover between the front and back cover is called the *spine* of a book. The spine is that part of a book you see when the book is on a shelf or bookcase. The spine contains the same information that is found on the front cover.
- The *back cover* is often blank. But some authors choose to use the back cover to reveal biographical information about the author or favourable comments made by reviewers. Sometimes the back cover has a picture of the author.

Title Page

- The *title page* is the first page or two inside the front cover. The title page repeats the information found on the front cover but the page itself is on the same paper as all other pages in the book.

Copyright page

- The *copyright* of any material is a statement noting who owns the rights (or permission) to print any part of that book.
- Copyright is usually maintained by an author(s), the publisher or both. If a person wished to re-print all or part of the book, he would have to first seek permission from whomever owns the copyright. Failure to obtain permission could result in a serious penalty - it is, after all, breaking the law.

-
- Copyright has its own symbol: ©. This symbol is understood worldwide and its presence on a page means you may not copy from this book without permission.

Table of Contents

- The *table of contents* contains a list of all chapters or units. The page on which each unit begins is also given. The *table of contents* is found at the front of a book
- The purpose of the table of contents is to enable the reader to quickly see what information the book contains and then turn to the specific page. It is a time-saving page because the reader need not read through the entire book in order to search for specific information.

Index

- An *index* gives a more detailed list of the topics found in a book. The words are listed alphabetically. The page or pages on which the words appear is also given. The index is at the back of a book.

Using a Thesaurus

- The thesaurus, like the dictionary is a reference book of words. The entry words are also listed alphabetically, like a dictionary.
- Unlike the dictionary a thesaurus does not offer word definitions. It gives *synonyms* ([see page 53](#)) and, sometimes, *antonyms* ([see page 54](#)) for each word.
- A thesaurus is a “must have” for any writer. Rather than using the same word over and over again, by providing synonyms, the thesaurus gives the writer choices while allowing the meaning to be maintained.



For the Tutor

Just because a words has many synonyms, does not mean that each synonym fits the sentence. Caution your learner to be careful to choose the right word for the sentence.

Remember that words can have many meanings and the job of a thesaurus is not to identify which synonym goes with which meaning.... it simply provides a list. It is up to the reader to decide which word suits.

Eg. We hid under the blanket.

In a thesaurus, a synonym for hid is “bury” BUT, in this sentence, substituting “bury” for “hid” would be ridiculous!

Using the samples from a thesaurus, answer the following.

| smart | soon |
|---|--|
| smart , clever, quick, skillful, witty, bright, intelligent, sharp; chic, dapper ANT. - awkward, slow, dull; shabby, dowdy. snare , capture, net, trap; decoy ANT. - free, unchain; fact, truth. | soft , fluffy, flaccid, pliant, smooth; tolerant, yielding ANT. - brittle, cruel, insensible, unyielding soon , beforehand, early, quick; ANT. - late, slow, tardy. |

1. Write the four entry words.

2. Write *two synonyms* for the word **smart**.

3. Write *two antonyms* for the word **soon**.

4. Write a sentence using the word **snare**.

5. Write a different sentence for the word **trap**.

6. The word **soft** has two meanings: soft=fluffy and soft=tolerant. Write two sentences using the word **soft** with two different meanings.

[Click here for answers](#)

ANSWERS

UNIT 1

Match the letters. ([See page 16](#))

| | |
|---|---|
| M | r |
| L | h |
| B | t |
| G | u |
| E | m |
| T | l |
| H | g |
| R | b |
| U | e |

| | |
|---|---|
| S | q |
| C | w |
| Z | y |
| W | j |
| V | c |
| F | s |
| J | z |
| Q | v |
| Y | f |

| | |
|---|---|
| A | k |
| N | d |
| D | x |
| P | i |
| X | a |
| O | n |
| I | p |
| K | o |

Write words that begin with the following. ([See page 17](#))

m map
l lad
b boat
g gaff
e egg
t tip
h hove
r raft
u use

s sea
c cove
z zipper
w winter
v vole
f flop
j jam
q queen
y yell

a apple
n nod
d dory
p plank
x xylophone
o oil
i ice
k knee

Write some more words with short vowels. ([See page 20](#))

| | | |
|----------|----------|----------|
| a | e | i |
| cat | bed | tiff |
| hat | wed | wing |
| mad | tell | sing |
| o | u | |
| shop | uncle | |
| top | drum | |
| song | under | |

Write some more words with long vowels. ([See page 23](#))

| | | |
|-----------|-----------|-----------|
| a | e | i |
| day | reply | tide |
| fade | these | lie |
| tape | legal | life |
| o | u | oa |
| robe | rude | roast |
| sofa | fruit | coast |
| ode | uniform | float |
| ai | ay | ea |
| bait | bay | seal |
| wail | lay | read |
| sail | away | teach |

Add a silent-e to the end of these words to create new words. ([See page 24](#))

| | | | |
|---------------|-------------------------|---------------|-------------------------|
| tub+e= | <u> tube </u> | tap+e= | <u> tape </u> |
| mat+e= | <u> mate </u> | kit+e= | <u> kite </u> |
| fin+e= | <u> fine </u> | sit+e= | <u> site </u> |
| rob+e= | <u> robe </u> | man+e= | <u> mane </u> |
| can+e= | <u> cane </u> | not+e= | <u> note </u> |
| win+e= | <u> wine </u> | hug+e= | <u> huge </u> |

Write sentences. ([See pages 25](#))

| | |
|-------------|--|
| tub | <u> Could you fill that tub with water for me, please? </u> |
| tube | <u> That tube of toothpaste is just about empty. </u> |
| tap | <u> When it is time to go tap a few times on my door. </u> |
| tape | <u> I need some more tape to finish wrapping that gift. </u> |
| mat | <u> We need a new mat for the porch floor. </u> |
| mate | <u> Did you know that some animals mate for life? </u> |
| kit | <u> I just bought a kit to make that sweater. </u> |
| kite | <u> This wind is perfect to fly the kite. </u> |
| fin | <u> That fish has a really long fin. </u> |
| fine | <u> That idea sounds fine to me! </u> |
| sit | <u> Would you please sit on that chair? </u> |
| site | <u> This is the building site for that new mall. </u> |
| rob | <u> I knew those two people were going to rob that store! </u> |
| robe | <u> My choir robe is really itchy! </u> |
| man | <u> That man is a stranger to me. </u> |
| mane | <u> That lion has a beautiful mane! </u> |
| can | <u> Of course I can do that for you! </u> |
| cane | <u> The elderly lady needs a cane to help her walk. </u> |
| not | <u> The dog will not sleep on his blanket. </u> |
| note | <u> John's mother wrote a note to his teacher. </u> |
| win | <u> I really hope I win the lottery! </u> |
| wine | <u> Would you like some wine to drink with your dinner. </u> |
| hug | <u> The little girl wanted to hug the teddy bear. </u> |
| huge | <u> That elephant is huge! </u> |

Make rhyming words by changing the initial (first) consonant ([See page 28](#))

| | | | | | |
|------------|------------|------------|------------|------------|------------|
| rat | <u>cat</u> | man | <u>can</u> | hop | <u>mop</u> |
| | <u>sat</u> | | <u>ran</u> | | <u>lop</u> |
| | <u>hat</u> | | <u>fan</u> | | <u>top</u> |
| sad | <u>had</u> | big | <u>pig</u> | car | <u>far</u> |
| | <u>bad</u> | | <u>jig</u> | | <u>tar</u> |
| | <u>fad</u> | | <u>wig</u> | | <u>car</u> |
| map | <u>lap</u> | boy | <u>toy</u> | dog | <u>hog</u> |
| | <u>sap</u> | | <u>joy</u> | | <u>jog</u> |
| | <u>cap</u> | | <u>coy</u> | | <u>log</u> |

Write new words ([See page 29](#))

| | | | | | |
|------------|--------------|------------|--------------|------------|--------------|
| bl- | <u>black</u> | sk- | <u>skate</u> | sl- | <u>slap</u> |
| | <u>blot</u> | | <u>skin</u> | | <u>slide</u> |
| | <u>blob</u> | | <u>skunk</u> | | <u>sled</u> |

What other consonant blends can you think of? ([See page 29](#))

pl, sp, ch, fl, gl,

Can you think of other words with silent consonants? ([See page 30](#))

knife, know, walk

Put each list of words in alphabetical order. ([See page 32](#))

girl cat
cat girl
saw leg
leg saw

yellow ball
ball hop
hop kitten
kitten yellow



boy bat
but bike
bat boy
bike but

tree tack
toe tie
tack toe
tie tree



cake cake
call call
cat car
car cat

see seal
seal see
set sell
sell set

UNIT 2

Make plural words by adding -s to the following naming words (nouns).

([See page 34](#))

dog+s - dogs
car - cars
table - tables
sit - sits
ant - ants

bat - bats
key - keys
hop - hops
desk - desks
wall - walls

Write sentences. ([See page 35](#))

dog - The dog sat quietly on the front step.
dogs - The dogs all behaved well in obedience class.

bat - The bat was made of the smoothest wood.
bats - The bats swooped down out of the night sky.

car - My car is in the garage.
cars - There are two cars parked in the driveway.

key - I forgot my house key!
keys - The keys jangled in her pocket.

hop - It is hard to hop on one foot.
hops - The rabbit hops around the field.

wall - I need to hang a picture on that wall.
walls - These walls are really dirty!

Make plural words by adding -es to the following naming words (nouns).
([See page 37](#))

| | | | |
|-----------------|------------------------------------|----------------|------------------------------------|
| bus+es - | <u> buses </u> | glass - | <u> glasses </u> |
| box - | <u> boxes </u> | shoe - | <u> shoes </u> |
| lunch - | <u> lunches </u> | peach - | <u> peaches </u> |
| dish - | <u> dishes </u> | ax - | <u> axes </u> |

Write sentences. ([See page 38](#))

- bus** - You had better hurry if you want to catch that bus.
buses - All the buses are running behind schedule today.
- glass** - Would you pour some milk into that glass?
glasses - I cannot see a thing without my glasses.
- box** - Be careful opening that box!
boxes - That guy boxes for exercise.
- shoe** - That shoe has a loose heel.
shoes - Would you like to see my new shoes?
- peach** - I have a peach for my lunch.
peaches - Those peaches look really ripe.
- dish** - Just lay that dish on the counter.
dishes - I have to do the dishes before I go to the mall.
- ax** - You will need a very sharp ax to cut down that tree.
axes - How many axes have you broken?

Make new words by adding suffixes to the following. ([See page 41](#))

| | |
|----------------------|---------------------------------------|
| teach+er = | <u> teacher </u> |
| sunny+er = | <u> sunnier </u> |
| thank+less = | <u> thankless </u> |
| truth+ful = | <u> truthful </u> |
| soft+ness = | <u> softness </u> |
| child+hood = | <u> childhood </u> |
| light+en = | <u> lighten </u> |
| honour+able = | <u> honourable </u> |

Write sentences. ([See page 42](#))

- teach** - I can teach you how to knit.
teacher - I would love to be a teacher!
- sunny** - It is supposed to be sunny outside today.
sunnier - Today is much sunnier than yesterday.
- thank** - I have so many people to thank for helping me.
thankless - Sometimes this is a thankless job.
- truth** - It is always good to tell the truth.
truthful - I have to be truthful and say "no".
- soft** - That blanket is so soft!
softness - The softness of that sweater is so nice.
- child** - I think that child may be lost.
childhood - Can you remember much about your childhood?
- light** - Would you turn on that light?
lighten - Some blonde highlights will lighten your hair.
- honour** - It is such an honour to receive this award.
honourable - His painting received an honourable mention in the competition.

Make new words by adding *-ing* to the following. ([See page 44](#))

- | | | | |
|--------------------|-----------------|-------------------|----------------|
| kick+ing = | <u>kicking</u> | kick+ed = | <u>kicked</u> |
| kiss+ing = | <u>kissing</u> | kiss+ed = | <u>kissed</u> |
| jump+ing = | <u>jumping</u> | jump+ed = | <u>jumped</u> |
| smell+ing = | <u>smelling</u> | smell+ed = | <u>smelled</u> |

Write sentences. ([See page 44](#))

- kick** - Be careful that horse doesn't kick you!
kicking - The boy got in trouble for kicking other children.
kicked - She kicked the soccer ball.

- kiss** - Can I kiss you on the cheek?
kissing - The boy was kissing his girlfriend.
kissed - He did not like being kissed.

- jump** - How high can you jump?
jumping - The children were jumping on the trampoline.
jumped - She jumped in the swimming pool.

- smell** - Can you smell those cookies baking?
smelling - The woman was smelling the bouquet of flowers.
smelled - He smelled supper cooking and it made him hungry.

Make new words by adding *-ing* and *-ed* to the following. ([See page 46](#))

| | | | |
|-----------|----------------|-----------|----------------|
| hop+ing = | <u>hopping</u> | whip+ed = | <u>whipped</u> |
| top+ing = | <u>topping</u> | top+ed = | <u>topped</u> |
| mop+ing = | <u>mopping</u> | mop+ed = | <u>mopped</u> |

Write sentences. ([See page 46](#))

| | | |
|-----------------|---|---|
| whip | - | <u>I need to whip that cream.</u> |
| whipping | - | <u>Is the chef whipping those eggs?</u> |
| whipped | - | <u>The cruel man whipped his horse.</u> |
| top | - | <u>He reached the top of the mountain in record time.</u> |
| topping | - | <u>What kind of topping would you like on your sundae?</u> |
| topped | - | <u>He topped off his performance by standing on his head!</u> |
| mop | - | <u>Would you mop up that water?</u> |
| mopping | - | <u>She is mopping up that spill.</u> |
| mopped | - | <u>I mopped up the floor yesterday.</u> |

Make new words by adding *-ing* and *-ed* to the following. ([See page 48](#))

| | | | |
|-------------|----------------|------------|---------------|
| size+ing = | <u>sizing</u> | size+ed = | <u>sized</u> |
| rope+ing = | <u>roping</u> | rope+ed = | <u>roped</u> |
| shape+ing = | <u>shaping</u> | shape+ed = | <u>shaped</u> |

Write sentences. ([See page 48](#))

- size** - What is your shoe size?
- sizing** - The carpenter is sizing up the situation before cutting the board.
- sized** - After the carpenter sized up the situation, he carefully cut the board.
-
- rope** - The cowboy tied the rope around the calf's feet.
- roping** - We watched the calf roping exhibition at the rodeo.
- roped** - The cowboy roped the calf in record time.
-
- shape** - I really like the shape of that car.
- shaping** - The artist was shaping the clay.
- shaped** - The sculptor carefully shaped the clay.

Underline the contractions in each sentence. Write the two words that make up each contraction on the line ([See page 50](#))

1. I won't be going to the mall today. will not
2. You shouldn't spend too much money. should not
3. That coat doesn't really fit. does not
4. Sue and Bob weren't going either. were not
5. Let's go to on a picnic instead! let us

Pick words from the box to make compound words. Use the compound words to fill in the blanks ([See page 52](#))

1. Bob put on his swimsuit and got in the pool.
2. We love to pick blueberries on the barrens.
3. Without a saddle, Sue rode the horse bareback.
4. The newspaper was delivered on time every day.
5. Bob was so busy he started forgetting everything.
6. The snowplow pushed snow into the driveway.

Write a synonym for each word shown under the lines. Choose your own word or pick the **best** word from the box. ([See page 53](#))

| | |
|--------|--------|
| huge | big |
| little | tiny |
| pretty | lovely |
| sea | ocean |
| happy | glad |

Write an antonym for each word shown under the lines. Choose your own word or pick the **best** word from the box. ([See page 54](#))

| | |
|--------|------|
| huge | tiny |
| little | big |
| pretty | ugly |
| sea | land |
| happy | sad |

Write a homonym for each word shown under the lines. Choose your own word or pick the **best** word from the box. ([See page 55](#))

| | |
|-------|------|
| eight | ate |
| maid | made |
| sun | son |
| so | sew |
| sail | sale |

Break down the following words into its parts. Count the number of syllables. ([See page 57](#))

| | | | |
|---------|---|------------|---|
| happy= | 2 | jigger= | 2 |
| little= | 2 | dory= | 2 |
| pretty= | 2 | money= | 2 |
| sea= | 1 | fisherman= | 3 |
| Canada= | 3 | snow= | 1 |

UNIT 3

Put a by the groups of words that are sentences.

Put a by the groups of words that are not sentences ([See page 59](#))

The girl was happy.

A jigger can be used to catch fish.

A little bit.

The dory sank.

Her pretty face.

Tim loves money.

The sea.

The fisherman worked very hard.

It borders on Canada.

The children like to play in the snow.

Write a sentence about yourself ([See page 60](#))

I am twenty years old and my birthday is in December. _____

Make sentences by arranging these groups of words in an order that makes sense. ([See page 61](#))

1. **videos love I music!**

I love music videos! _____

2. **oldest St. John's America North is the in city.**

St. John's is the oldest city in Newfoundland _____

3. **landed Newfoundland in Cabot John.**

John Cabot landed in Newfoundland. _____

4. **the spots has dog black white.**

The black dog has white spots OR The white dog has black spots. _____

5. **catch fish trawl hooks a line long of to used a is.**

A trawl is a long line of hooks used to catch fish. _____

Write **D** for declarative, **IN** for interrogative, **IM** for imperative or **E** for exclamatory before each sentence. Put the correct punctuation at the end of each sentence. ([See page 63](#))

- | | |
|-----------------------------------|---------------------------------|
| <u>D/E</u> 1. Stop that noise ./! | <u>D</u> 2. I am a new father . |
| <u>D</u> 3. Bob is a pilot . | <u>I</u> 4. Who is that man ? |
| <u>I</u> 5. Can we go shopping ? | <u>E</u> 6. I got promoted ! |
| <u>D/E</u> 7. Go to sleep ./! | <u>I</u> 8. Are we going home ? |

Underline the subject in each sentence. ([See page 63](#))

- This winter has been very cold.
- Jane is wearing a red dress.
- Where did that car go?
- The door slammed shut.
- The baby cried loudly.

Underline the predicate in each sentence. ([See page 64](#))

- The seagull flew very fast.
- Why did the boy throw the ball?
- Sue laughed loudly.
- The lake was very deep.
- That street is very narrow.

Write **S** after each simple sentence.

Write **C** after each compound sentence. ([See page 65](#))

- The Canadian flag is red and white. S
- The Canadian flag is red and white and it has a maple leaf in the centre. C
- There are ten provinces in Canada and Prince Edward Island is the smallest. C
- The capital city of Canada is Ottawa. S
- Canada is bordered on three sides by oceans. S
- The United States shares a border with Canada but the Soviet Union once shared Canada's border too. C

Correct these run-on sentences. ([See page 67](#))

1. **A seagull eats fish, it drinks seawater.**
A seagull eats fish and it drinks seawater.

2. **Seagulls are mainly white, they turn white when mature.**
Seagulls are mainly white and they turn white when mature.

3. **Seagulls can fly long distances, they are very strong.**
Seagulls can fly long distances because they are very strong.

4. ***Jonathon Livingston Seagull* is a story, it is about a seagull.**
Jonathon Livingston Seagull is a story about a seagull.

UNIT 4

Underline the noun or nouns in the following sentences. ([See page 69](#))

1. The boy walked his dog.
2. The child played hopscotch.
3. The seashell was on the beach.
4. A cod is a type of fish.
5. The fisherman mended his net.
6. The flag waved in the wind.

Write C for a common noun. Write P for a proper noun. ([See page 71](#))

- | | | | |
|-------------|------------------|-----------------|------------------|
| 1. Ottawa | <u> P </u> | 6. Lake Ontario | <u> P </u> |
| 2. lake | <u> C </u> | 7. Monday | <u> P </u> |
| 3. queen | <u> C </u> | 8. day | <u> C </u> |
| 4. Atlantic | <u> P </u> | 9. city | <u> C </u> |
| 5. ocean | <u> C </u> | 10. music | <u> C </u> |

Add missing appositives to make these sentences complete. ([See page 72](#))

1. My dog, Buster , loves to run.
2. After school we will watch a video, As Good As It Gets .
3. That park, Terra Nova , is really nice for camping.
4. Our friend, Mary , is visiting from Bonavista.
5. That band, Great Big Sea , is great!

Add -s or -es to these singular nouns to make them plural. ([See page 73](#))

- | | | | |
|-----------|-----------------|-----------|----------------|
| 1. boy | <u>boys</u> | 6. boat | <u>boats</u> |
| 2. sea | <u>seas</u> | 7. net | <u>nets</u> |
| 3. church | <u>churches</u> | 8. buzz | <u>nuzzes</u> |
| 4. box | <u>boxes</u> | 9. carrot | <u>carrots</u> |
| 5. tree | <u>trees</u> | 10. wish | <u>wishes</u> |

Underline the verb in the following sentences. ([See page 74](#))

- | | |
|-------------------------------------|--------------------------------|
| 1. The boy <u>walked</u> fast. | 4. The cod <u>swam</u> slowly. |
| 2. The child <u>played</u> happily. | 5. The man <u>worked</u> hard. |
| 3. The seashell <u>sank</u> . | 6. The flag <u>fluttered</u> . |

Underline the main verb. Double underline the helping verb. Write the verb phrase. ([See page 77](#))

- That student has read five books.
_____ has read _____
- The sun is shining.
_____ is shining _____
- Sue and Bob are laughing.
_____ are laughing _____
- The cow is chewing its cud.
_____ is chewing _____
- We are finished classes!
_____ are finished _____

Fill in the blanks with an appropriate verb. ([See page 78](#))

- (future) Bob will work tonight.
- (past) Bob worked tonight.
- (present) Bob is working tonight.
- (future) The dog will sleep woutside.
- (past) The dog slept outside.
- (present) The dog is sleeping outside.

Use is or are to fill in the blanks. ([See page 80](#))

1. We are going to dance.
2. The baby is so cute!
3. She is the best singer.
4. I hope you are coming with us.
5. Where is your mother?

Choose see, sees or saw. Rewrite each sentence. ([See page 81](#))

1. Did you see the new boy?
Did you see the new boy? _____
2. Yesterday I saw two movies!
Yesterday I saw two movies! _____
3. Bob saw OR sees a beautiful sunset.
Bob saw a beautiful sunset. **OR** Bob sees a beautiful sunset. _____
4. Bob and Sue see the dog now, too.
Bob and Sue see the dog now, too. _____
5. Dave sees the dog now, too.
Dave sees the dog now, too. _____

Choose were or was. ([See page 83](#))

1. Were you home last night?
2. I was late for work!
3. The kids were playing outside.
4. I was reading a book.
5. Sue and Bob were dancing.

Write a sentence using do. ([See page 84](#))

Do you know how to program that VCR? _____

Write a sentence using does.

Bob really does know how to program that VCR. _____

Choose has, have or had. ([See page 85](#))

1. Sue has OR had a new car.
2. I have OR had a new car, too!
3. My other friends do not have new cars.
4. They had new cars two years ago.
5. Bob has OR had a new bike.

Circle *I* or *Me* ([See page 86](#))

1. (Me, **I**) want to go to the movies.
2. Sue and (me, **I**) went to a movie.
3. Dave asked (**me**, I) to go with him.
4. (Me, **I**) went with Dave.
5. Should (me, **I**) go with Sue?
6. Dave asked Sue and (me, **I**) to go to the movies.

Write a sentence using *Me* ([See page 87](#))

My boss told me that I was a good writer. _____

Write a sentence using *I*

I really love my job! _____

Write **a** or **an** ([See page 88](#))

1. a **dog**
2. a **fish**
3. a **house**
4. an **ocean**
5. a **kite**

6. an **ice-cream**
7. a **flower**
8. an **ax**
9. a **cow**
10. a **tree**

Choose a pronoun from the box to replace the underlined noun. Rewrite the sentence. ([See page 90](#))

1. **Bob is studying very hard.**

He is studying very hard. _____

2. **Susan and I are going to a movie.**

We are going to a movie. _____

3. **That girl is a friend.**

She is a friend. _____

4. **Bob, Susan and Jack like parties.**

They like parties. _____

5. **I will put my car in the garage.**

I will put it in the garage. _____

Write adjectives to describe each noun. ([See page 91](#))

- | | | |
|----|-------------------|----------------------------|
| 1. | the sea | <u>the stormy sea</u> |
| 2. | a friend | <u>a good friend</u> |
| 3. | a puppy | <u>a cute puppy</u> |
| 4. | snow | <u>white snow</u> |
| 5. | an iceberg | <u>an enormous iceberg</u> |

Write adverbs to describe each verb. ([See page 93](#))

- | | | |
|----|--------------|---------------------|
| 1. | cry | <u>cry loudly</u> |
| 2. | work | <u>work swiftly</u> |
| 3. | play | <u>play happily</u> |
| 4. | dance | <u>dance wildly</u> |
| 5. | sing | <u>sing badly</u> |

Write sentences with prepositions. Circle the prepositions. ([See page 95](#))

1. The dog ran quickly down the street _____
2. Why is that boy looking over the fence? _____
3. We really need to put that flower pot on the windowsill. _____
4. Why would Bill try to push that huge rock over the bank? _____
5. The bird flew under the branch. _____

Underline the conjunctions in each sentence. ([See page 96](#))

1. We laughed because we felt happy.
2. Do you want chocolate or vanilla ice-cream?
3. Sue had fun at the party however she was tired.
4. I will leave although I would rather stay longer.

Write one sentence for each of the interjections listed in "For the Tutor".
([See page 98](#).)

1. Oh, I think Bill will come to the party. _____
2. Ah, now I see what you are talking about. _____
3. Great, there goes my chance at first prize. _____
4. Well, I suppose it's okay if you come along. _____
5. Hurray, we won the championship race! _____

UNIT 5

Circle the words that should be capitalized ([See page 101](#))

1. The new girl's name is susan johnson .
2. Are grandma and grandpa coming for a visit?
3. His favourite relative is uncle bill .
4. My friend, bob brown , is a fan of wayne gretzsky .
5. Is aunt sue driving here with grandmother ?
6. I wish I could play basketball like michael jordan !

Rewrite the names correctly ([See page 102](#))

- | | |
|-------------------------|-----------------------|
| 1. mr and mrs jones | Mr. and Mrs. Jones |
| 2. dr mary brown | Dr. Mary Brown |
| 3. miss anne r black | Miss Anne R. Black |
| 4. mrs susan cole | Mrs. Susan Cole |
| 5. mr joy and miss king | Mr. Joy and Miss King |
| 6. ms betty l johnson | Ms. Betty L. Johnson |

Rewrite the sentences. Use capital letters where needed ([See page 103](#))

1. **Bill lives on duckworth st., near harbour drive**
Bill lives on Duckworth St., near Harbour Drive.
2. **I was camping in butter pot provincial park.**
I was camping in Butter Pot Provincial Park.
3. **memorial university of newfoundland is in st. john's.**
Memorial University of Newfoundland is in St. John's.

Rewrite the sentences using correct capitalization ([See page 105](#))

1. **i am going to bonavista on sunday.**
I am going to Bonavista on Sunday.

2. **would you like chinese food?**
Would you like Chinese food?

3. **my favourite movie is mission impossible starring tom cruise.**
My favourite movie is Mission Impossible starring Tom Cruise.

4. **have you ever read gone with the wind?**
Have you ever read Gone With the Wind?

5. **bob asked, "can i go with you?"**
Bob asked, "Can I go with you?"

6. **i am spending christmas in florida with aunt betty.**
I am spending Christmas in Florida with Aunt Betty.

7. **"can you tell me how to get to the transcanada highway?" the german tourist asked.**
"Can you tell me how to get to the Transcanada Highway?" the German tourist asked.

8. **this spring sue is attending the college of the north atlantic in corner brook.**
This spring Sue is attending the College of the North Atlantic in Corner Brook.

9. **the titanic sank near newfoundland.**
The Titanic sank near Newfoundland.

UNIT 6

Add the correct end punctuation to the sentences. ([See page 109](#))

1. Why is Bob mad with Sue ___?___
2. I hated that movie ___!___
3. I think she is a nice girl ___!___
4. Sue has blonde hair ___!___
5. Please, open this bottle for me ___!___
6. Are you going to the mall ___?___
7. No, I will not do that ___!___
8. Do you want to go shopping ___?___
9. I have two brothers and a sister ___!___
10. I really love that colour on you ___!___

Add commas to the sentences. ([See page 112](#))

1. Bill, Bob, Sue and Jane are good friends.
2. Mr. Jones, do you see that blue car?
3. Joe, our cousin, is from Stephenville, Newfoundland.
4. Yes, I did see your sister, Susan.
5. "Dave is coming to the concert with us," said Sue.
6. After eating dinner, we went to the concert.
7. "Sue, please pick up tomatoes, lettuce, radishes and onions," called Mary.
8. Bill's brother, Bob, has a birthday on Saturday, April 15.
9. "Oh, I don't know if I want to go there again."
10. Bob, Sue and Jane are going to Toronto, Ontario.

Using an apostrophe, write contractions for the following ([See page 113](#))

1. did not = didn't
2. would not = wouldn't
3. you will = you'll
4. they will = they'll
5. that is = that's

Rewrite the phrases, using apostrophes to show ownership ([See pg. 115](#))

1. **the captains hat**
the captain's hat _____
2. **the birds wing**
the bird's wing _____
3. **the students desk**
the student's desk _____
4. **two boys bikes**
two boys' bikes _____
5. **a cats fur**
a cat's fur _____
6. **many womens purses**
many womens' purses _____
7. **a babys blanket**
a baby's blanket _____
8. **three babies blankets**
three babies' blankets _____

Use quotation marks, capitals and commas to rewrite the sentences.
([See page 116](#))

1. **Bob said this is my favourite program on T.V.**
Bob said, "This is my favourite program on T.V." _____
2. **I really don't like it Sue said.**
"I really don't like it," Sue said. _____
3. **Why Bob asked do you love that actress?**
"Why," Bob asked, "do you love that actress?" _____
4. **I do said Sue but I don't like the plot.**
"I do, said Sue, "but I don't like the plot." _____
5. **Yes I know exactly what you mean Bob agreed.**
"Yes, I know exactly what you mean," Bob agreed. _____

Add colons and commas. ([See page 118](#))

- 1. Please pick me up at 8 : 0 0**
- 2. Dear Mr. Brown :**
- 3. I visited : Trinity, Gander and Bell Island**
- 4. Sue wakes up every morning at 6 : 4 5**
- 5. Dear Madam :**
- 6. For the camping trip we need : food, water and a tent**

UNIT 7

Read the following paragraph and answer the questions ([See page 123](#))

1. What is this paragraph about?

This paragraph is about a dog named Icy.

2. Write the topic sentence.

The topic sentence is: "My pet is a dog named Icy."

3. Write two sentences that give details about the main idea.

1. Her fur is fluffy and white.

2. Icy is ten years old.



Read the following paragraph and answer the questions ([See page 124](#))

1. What is this paragraph about?

This paragraph is about the pitcher plant.

2. Write the topic sentence.

The topic sentence is: "The pitcher plant is the provincial flower of Newfoundland."

3. Write two sentences that give details about the main idea.

1. It is red-brown-gold-green colour and grows in marshy areas.

2. It is a unique plant because it is an "insect catcher".

Read the following paragraph. Then read the sentences. Use the numbers 1, 2, 3, 4 and 5 to show ordering. ([See page 126](#))

- 3 He combined all the ingredients in a bowl.
5 He put the pans in the oven to bake.
2 He selected a recipe.
1 He decided to bake a cake.
4 He poured the batter into the pans.

Read the following paragraph. Then read the sentences. Use the numbers 1, 2, 3, 4, 5, 6 and 7 to show ordering. ([See page 127](#))

- 5 They folded up all the sides and taped them into place.
- 1 They decided to wrap the present.
- 6 They wound bright blue ribbon around the gift.
- 2 They measured the gift.
- 4 They placed it in the middle of the wrapping paper.
- 7 They attached a big blue bow to the top.
- 3 They cut off a piece of wrapping paper.

Think like an editor! Using the proofreader's marks, try editing a paragraph. ([See page 130](#))

The Newfoundland Dog

9 The Newfoundland dog is very large with a heavy coat to protect him from long winters and icy waters. His feet are large, strong, and webbed so that he may travel easily over marshes and shores.

There are many stories of brave Newfoundland dogs rescuing people from drowning and bringing them safely ashore. Not all Newfoundland dogs were rescuers, however. Traditionally, some of these dogs helped fishermen by dragging carts or nets, or more often burdens carrying like a horse.

Today, the Newfoundland dog is mainly kept as a companion, guard and friend. He is a great watchdog yet gentle enough to be a child's best playmate.