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ABSTRACT

This publication presents four suggested language arts curriculum units. They represent a cross-section of materials that have been developed to deal with the learning problems of students with special language difficulties. Originally developed for grades 7-12, these units may be adapted for use in adult education or at other grade levels. They are primarily designed for use with students learning English as a second language, and are directed to the purpose of developing habits of proper usage in English. The four units are: (1) Common and Proper Nouns; (2) Homonyms; (3) Singular and Plural Nouns; and (4) The Use of the Dictionary. Each unit includes: (1) information for the teacher in the form of the principal idea to be communicated, behavioral objectives, and the rationale of the unit, (2) an information sheet which outlines the main points to be taught, (3) exercises, (4) a pretest and a posttest, and (5) the answer key. A bibliography follows the units. (Author/CLK)

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CALEXICO INTERCULTURAL DESIGN

Calexico, California

LEARNING ACHIEVEMENT PACKAGES

**1
COMMON AND PROPER
NOUNS**

**2
HOMONYMS**

**3
SINGULAR AND PLURAL
NOUNS**

**4
THE USE OF THE
DICTIONARY**

Language Arts --

English Grammar

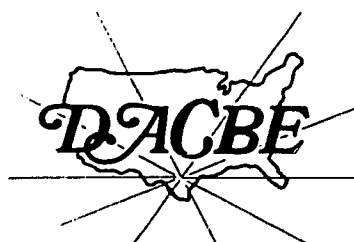
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FOREWORD

This publication presents four suggested language arts curriculum units. In total, they represent a cross-section of materials that have been developed to deal with the learning problems of students with special language difficulties. Originally developed for grades 7 - 12, these units may be adapted for use in adult education or at any other grade level as needed.

All four units were originated by the Calexico Intercultural Design, ESEA Title VII Bilingual Project, Calexico, California. They were classroom tested during 1970-75 in the Calexico Unified School District.

The project was supported by a grant extended by the United States Office of Education under the provisions of the Elementary and Secondary Education Act, Title I of the Educational Amendments of 1974 (P. L. 93-380), formerly and commonly referred to as "Title VII ESEA (1965)."

As one of its assigned functions, also under the authority of Title I, this office has edited and reproduced these selected materials for distribution to interested institutions, projects and individuals. This publication was edited by Claudia Payne Welden, Curriculum Editor DACBE.

Each unit reproduced reflects the contributions of numerous educators and their assistants, special consultants, administrators, and others. In view of this, it should not be inferred that the materials are completely endorsed by any one institution, agency, or group. Rather, this publication should be regarded as a source of concepts and materials that can be adapted innovatively to meet the particular learning needs of many communities and regions.

ERNEST PEREZ, Director
Dissemination and Assessment
Center for Bilingual Education

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INTRODUCTION

BACKGROUND

The Calexico Intercultural Design (CID) Bilingual Project is in its sixth year of implementation in the Calexico Unified School District, Calexico, California. The project involves four homerooms in grades seven and eight at De Anza Junior High School and 19 class periods in grades nine through twelve at Calexico High School.

During the period since 1969, the project staff has developed units of instruction designated as Learning Achievement Packages or LAPs. Initially teacher-oriented, LAPs now are being prepared in either of two formats, teacher- or student-oriented.

At the junior high school level, the content areas of instruction are Language Arts (English and Spanish) and Social Studies.

LANGUAGE ARTS -- ENGLISH

Classes in Spanish in the Bilingual Project use both English and Spanish in content instruction. At Calexico, the intended users of these materials were students who possessed widely varying degrees of proficiency in Spanish, ranging from monolingual Spanish speakers to monolingual English speakers, and students with all intermediate degrees of bilingual ability.

DESIGN

The units in this LAP are primarily designed for use with students who are learning English as a second language. They are directed to the purpose of developing habits of proper usage of English. The worksheets and tests included in this LAP, designed as duplicating masters, may be distributed to the entire class or to individuals as the teacher desires.

ACKNOWLEDGEMENT

The author of Common and Proper Nouns and Singular and Plural Nouns is Clara Rendon who graduated from Arizona State University at Tempe. She is currently teaching ninth and tenth grade English and Home Economics. She is assisted in the development of curriculum materials by the members of the CID Bilingual Project Staff.

Homonyms was written by Mary Jane Rodríguez who has taught in the Calexico Unified School District for seven years, working with students from kindergarten through grade eight. Previously she taught English in the junior high school for the CID Bilingual Project. She, too, is assisted in the development of curriculum materials by the members of the CID Bilingual Project Staff.

The author of The Use of the Dictionary is Mary Sones. She is a graduate of California University, San Diego, and she has taught in California for sixteen years. For the last ten years she has taught grades seven and eight in the Calexico Unified School District. She has done graduate study in Spanish in Kalamazoo, Michigan, where she attended a Spanish institute, in Guadalajara, Mexico and in Valencia, Spain. She is also assisted in the development of curriculum materials by teacher aides and other members of the CID Bilingual Project Staff.

COMMON AND PROPER NOUNS

INFORMATION FOR THE TEACHER

RATIONALE

In basic oral and written communication, the noun is one of the most important parts of speech. In addition, the noun is a vital component in the formation of complete sentences.

PRIMARY IDEA

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

SECONDARY IDEA

Two kinds of nouns are: Common and Proper.

ENTRY SKILLS

1. The student should have a basic oral English vocabulary.
2. The student should be able to construct simple written sentences in English.
3. The student should be able to construct oral English sentences.

BEHAVIORAL OBJECTIVES

A. Combination: Proper and Common Nouns

1. Given a noun, the student will use it correctly in an oral sentence, with 80% accuracy.
2. Given a category, the student will write with 80% accuracy 15 nouns, either Proper or Common as designated, belonging to that category.
3. Given 20 sentences containing nouns, the student will underline correctly, with 80% accuracy, all the nouns in each sentence.

4. Given 15 nouns, the student will use each one correctly in a written sentence, with 80% accuracy.
5. Given 25 oral sentences, the student will identify in writing the noun/nouns within each sentence with 80% accuracy.
6. Given an exercise of 10 sentences, each sentence having a verb-noun combination, the student will select the noun in each sentence with 80% accuracy.
7. Given a list of 20 words--ten nouns, five verbs, and five adverbs, the student will identify the nouns with 80% accuracy.

B. Proper Nouns:

1. Given a list of 20 proper and common nouns, the student will identify the proper nouns with 80% accuracy by circling them.
2. Given ten sentences with common nouns in each one, the student will replace the underlined common nouns with proper nouns, with 80% accuracy.
3. Given 20 sentences containing proper and common nouns, the student will underline the proper nouns with 80% accuracy.
4. Given 10 sentences, the student will fill in the blank for each sentence with a proper noun, with 80% accuracy.

C. Common Nouns:

1. Given 20 sentences containing proper and common nouns, the student will underline the common nouns with 80% accuracy.
2. Given 10 sentences containing proper nouns, the student will replace the underlined proper noun in each sentence with a common noun, with 80% accuracy.

3. Given a list of 20 words, all proper nouns, the student will replace each one with a common noun, with 80% accuracy.
4. Given 10 sentences, the student will fill in the blank for each sentence with a common noun, with 80% accuracy.

INFORMATION SHEET

NOUNS

A NOUN is a word that names a person, place, thing or idea.

1. Person: John
2. Place: America
3. Thing: table
4. Idea: beauty

There are two kinds of nouns: COMMON and PROPER. Both kinds are used to name persons, places, or things. Common nouns also express ideas.

A PROPER Noun names a particular person, place or thing. It always begins with a capital letter.

PERSON: Abraham Lincoln, Dr. Mark Edwards

PLACE: Jefferson School, England, Oregon, Arizona

THING: Eiffel Tower, Astrodome, Frye Museum, White House

A COMMON Noun names a person, place, thing or idea of which there are many of the same class.

PERSON: boy, baby, cousin, farmer

PLACE: playground, field, mountains

THING: apple, table, house, building

IDEA: love, honesty, truth, hatred

NAME _____

DATE _____

CLASS _____

EXERCISE 1

Each student will use one of the following nouns in an oral sentence.

- | | |
|------------------|-----------------------|
| 1. boy | 18. music |
| 2. girl | 19. paper |
| 3. mother | 20. Davis High School |
| 4. house | 21. cafeteria |
| 5. school | 22. Disneyland |
| 6. Mr. Fowler | 23. uncle |
| 7. Mrs. Carrillo | 24. week |
| 8. English | 25. church |
| 9. book | 26. night |
| 10. pencil | 27. food |
| 11. dress | 28. San Diego |
| 12. Nashville | 29. United States |
| 13. Spanish | 30. chalk |
| 14. Friday | 31. ring |
| 15. game | 32. foot |
| 16. animals | 33. clock |
| 17. Maria | 34. notebook |

NAME _____

DATE _____

CLASS _____

EXERCISE 2

I. PROPER NOUNS: Name particular persons, places and things.

- Examples: a. persons - Mr. Johnson
b. places - New York
c. things - Tiger Stadium

LIST 15 PROPER NOUNS FOR EACH OF THE FOLLOWING CATEGORIES:

<u>PERSONS</u>	<u>PLACES</u>	<u>THINGS</u>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____
5. _____	5. _____	5. _____
6. _____	6. _____	6. _____
7. _____	7. _____	7. _____
8. _____	8. _____	8. _____
9. _____	9. _____	9. _____
10. _____	10. _____	10. _____
11. _____	11. _____	11. _____
12. _____	12. _____	12. _____
13. _____	13. _____	13. _____
14. _____	14. _____	14. _____
15. _____	15. _____	15. _____

II. COMMON NOUNS: Name no particular person, place, thing, or idea.

- Examples: a. person - boy
b. place - school
c. thing - tree
d. idea - envy, love, hate, honesty

LIST 15 COMMON NOUNS FOR EACH OF THE FOLLOWING CATEGORIES:

<u>PERSON</u>	<u>PLACE</u>	<u>THING</u>	<u>IDEA</u>
1. _____	1. _____	1. _____	1. _____
2. _____	2. _____	2. _____	2. _____
3. _____	3. _____	3. _____	3. _____
4. _____	4. _____	4. _____	4. _____
5. _____	5. _____	5. _____	5. _____
6. _____	6. _____	6. _____	6. _____
7. _____	7. _____	7. _____	7. _____
8. _____	8. _____	8. _____	8. _____
9. _____	9. _____	9. _____	9. _____
10. _____	10. _____	10. _____	10. _____
11. _____	11. _____	11. _____	11. _____
12. _____	12. _____	12. _____	12. _____
13. _____	13. _____	13. _____	13. _____
14. _____	14. _____	14. _____	14. _____
15. _____	15. _____	15. _____	15. _____

NAME _____

DATE _____

CLASS _____

EXERCISE 3

DIRECTIONS: Underline all the nouns in each of the following sentences.

1. We see good movies on television.
2. Mike plays football on Fridays.
3. Yolanda plays the piano on Sundays during Mass.
4. The students studied punctuation in class.
5. Fernando failed the test.
6. Christina broke her leg.
7. The flag has three colors.
8. The students studied the difficult words.
9. The cafeteria opens on Monday.
10. The pie tasted very good.
11. Our students can type fast on the typewriters.
12. All of the houses were burned by the fire.
13. A plane was flying above the highway.
14. We can see fog over the mountains.
15. Doctors give people medicine when the people are sick.
16. The bell rings at 9:40 every morning.
17. The train passes through our town.
18. Mexicali has many buses.
19. Her pen does not have any ink.
20. English is a difficult subject.

NAME _____

DATE _____

CLASS _____

EXERCISE 4

Use the following 15 nouns correctly in a written sentence.

1. airplane _____
2. Mr. López _____
3. car _____
4. San Diego Zoo _____
5. tree _____
6. notebook _____
7. Virginia _____
8. song _____
9. flag _____
10. California _____
11. pencil _____
12. Saturday _____
13. dictionary _____
14. desk _____
15. paper _____

EXERCISE 5

FOR TEACHER USE ONLY (ORAL)

As the teacher reads the sentences aloud, the students will identify in writing only the nouns in each sentence.

1. We took our neighbors to the beach.
2. The house had no lights.
3. People enjoy reading books.
4. There are many stars in the sky.
5. The world is divided into five continents.
6. He bought candy and popcorn for them.
7. Many people believe in astrology.
8. The wind blows away the sand and dirt.
9. Some restaurants serve good food.
10. The weather has been warm this week.
11. She bought a new mididress.
12. Shoe stores are now selling boots.
13. There was an accident on the highway.
14. Last night we saw a very good movie.
15. My students learned about mythology.
16. Books on many subjects can be found in the library.
17. He used the stapler from my desk.
18. The waitress put the food on the table.
19. Planes flew right over our house.
20. The hijacker was captured by the police.

21. We recorded the grades in our books.
22. The car has very good brakes.
23. His mother gave him a surprise party.
24. Two ships were sunk by the enemy.
25. New houses are being built in Chicago.

NAME _____

DATE _____

CLASS _____

EXERCISE 5

Listen carefully as the teacher reads aloud the following sentences. After the teacher has read the sentence, write only the nouns on the lines corresponding to the sentence.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____

- 20. _____
- 21. _____
- 22. _____
- 23. _____
- 24. _____
- 25. _____

NAME _____

DATE _____

CLASS _____

EXERCISE 6

I. Complete the following sentences by selecting and underlining the correct noun found in parentheses.

1. The (dress, jump) had pretty ruffles.
2. Mr. Montoya's (car, run) had new tires.
3. Maria's (sing, pen) has three kinds of ink.
4. We bought (candy, hit) for the Halloween kids.
5. The car's tires need (point, air).
6. (Joe, Hop) is a football player.
7. The class saw the animals in the (zoo, swim).
8. The children had (cake, try) at the party.
9. Tony broke his (work, watch) yesterday.
10. Some women wear (lipstick, dig).

II. Place an "N" in the blank before each of the following words that is a noun.

- | | |
|------------------|-------------------|
| 1. _____ slowly | 8. _____ ran |
| 2. _____ soap | 9. _____ fast |
| 3. _____ burned | 10. _____ bicycle |
| 4. _____ jumped | 11. _____ paper |
| 5. _____ janitor | 12. _____ very |
| 6. _____ quickly | 13. _____ wrote |
| 7. _____ radio | 14. _____ flag |

15. _____ sang
16. _____ store
17. _____ boat

18. _____ greatly
19. _____ animal
20. _____ weather

NAME _____

DATE _____

CLASS _____

EXERCISE 7

I. Circle all proper nouns:

- | | |
|------------------|----------------|
| 1. boy | 11. June |
| 2. Mr. Johnson | 12. pencil |
| 3. soap | 13. Christmas |
| 4. San Diego Zoo | 14. airplane |
| 5. Paris | 15. Dr. Canton |
| 6. house | 16. dance |
| 7. El Centro | 17. music |
| 8. New York | 18. Easter |
| 9. cat | 19. food |
| 10. dirt | 20. Wednesday |

II. Replace the underlined common noun in each of the following sentences with a proper noun.

1. Yesterday the girl went to school. _____
2. This museum is very famous. _____
3. We are going to town. _____
4. Maria reads books. _____
5. The man worked in Congress. _____
6. Cars are fast. _____
7. The football team won the game. _____
8. We danced when the band played. _____
9. We drove to three states this summer. _____
10. When I am thirsty, I like to drink liquids. _____

25

III. DIRECTIONS: Underline all the proper nouns in each of the following sentences:

1. Mr. Jones bought a new car yesterday.
2. The girls went to Disneyland on Saturday.
3. My father works in Boston as a mechanic at a garage.
4. Albert and John talked about the football game on Friday.
5. Yesterday she bought an ice cream cone and an apple.
6. San Francisco is famous for its Golden Gate Bridge.
7. The dress has two pockets, lace and a pink belt.
8. The highway to San Diego is long and goes through many mountains.
9. Many people died when the airplane crashed.
10. The United States is a great country.
11. Our new museum has a wax figure of Tom Jones.
12. Jack went to the football game and was caught in the rain.
13. The water came down hard, and the dirt turned to mud.
14. When dinner was ready, everyone was watching television.
15. Mary and Jim love dogs, cats, birds and fish.
16. The boy was hit on the head by the baseball.
17. Until you pass the test, you can not work on any other lesson.
18. I flew to New York in February.
19. They rode horses, went swimming in the lake and watched the boats.
20. The road was filled with oil and every car had to go slow over it.

IV. DIRECTIONS: Fill in the blank for each sentence with a proper noun.

1. _____ is the boy's name.
2. _____ is the name of the movie.
3. _____ is the name of our school.
4. _____ was a famous woman.
5. _____ is my friend.
6. _____ is a big city.
7. _____ is the name of a store.
8. _____ is a university.
9. _____ chased his hat down the street.
10. _____ is a big department store.

NAME _____

DATE _____

CLASS _____

EXERCISE 8

DIRECTIONS: Underline all common nouns in the following sentences.

1. Mary gave the little girl some candy.
2. We went to the zoo.
3. Our friends came to visit us.
4. They sold their home.
5. She came from a big city.
6. Tony comes from a state that has very cold weather.
7. Our first president was a young man.
8. The family came from another country.
9. The foreign visitor went to see the Grand Canyon.
10. Mr. Thomas took us to the fair.
11. The desks and chairs are new.
12. My cousin owns a new car.
13. We went to the show and then to a restaurant.
14. The dictionary is used for finding words.
15. Three books were lost in school.
16. People danced in the streets.
17. Her skirt and blouse are new.
18. He bought new shoes at the store.
19. We went to the dentist last week.
20. The test covered the homework assigned by the teacher.

NAME _____

DATE _____

CLASS _____

EXERCISE 9

I. In the following sentences, replace the underlined proper noun with a common noun.

1. I gave Susy a piece of candy. _____
2. Mr. Martin bought a Cadillac. _____
3. I read Daniel DeFoe's Robinson Crusoe. _____
4. The Southern Pacific runs through the valley. _____
5. I have English first period. _____
6. Tony has to go to work now. _____
7. The Beatles sing great songs. _____
8. I live near the De Anza Junior High School. _____
9. Father Balderas gave a good sermon Sunday. _____
10. Candida is great to dance to. _____

II. Write a common noun for each of the proper nouns below.

- | | |
|------------------------|----------------------------|
| 1. Mrs. Adams _____ | 8. Victor _____ |
| 2. Margarita _____ | 9. United States _____ |
| 3. Sacramento _____ | 10. English _____ |
| 4. Wednesday _____ | 11. Safeway _____ |
| 5. San Diego Zoo _____ | 12. Elizabeth Taylor _____ |
| 6. Africa _____ | 13. Heber Avenue _____ |
| 7. Mr. Garcia _____ | 14. The Beatles _____ |

15. Woodstock _____ 18. Christmas _____
16. English This _____ 19. Jefferson _____
Way _____ Auditorium _____
17. "Jingle Bells" _____ 20. Chevelle _____

III. Fill in the blank for each of the following sentences with a common noun.

1. The _____ is very sick.
2. The _____ ran home for lunch.
3. My _____ likes to eat hot dogs.
4. The _____ is building a house.
5. The _____ joined the football team.
6. Our _____ lost the key.
7. These _____ are rotten.
8. The _____ was broken.
9. The _____ knows my father.
10. Two _____ were kidnapped.

NAME _____

DATE _____

CLASS _____

PRETEST AND POSTTEST

I. Define each of the following:

A. Noun:

B. Proper Noun:

C. Common Noun:

II. Identify three things a proper noun names:

1.

2.

3.

III. Identify four things a common noun names:

1.

2.

3.

4.

IV. Circle all the nouns in the following sentences.

1. The students go to Johnson High School.
2. San Diego Zoo has many animals.
3. All students study English in school.
4. My family lived in New York last year.
5. We ate eggs, bacon and toast for breakfast.
6. Every Friday we have a test.
7. The water is very cold.
8. Mr. James is our teacher.
9. Our field trip was fun.
10. The bell rang an hour ago.

V. Underline all the proper nouns in the following sentences.

1. We live in the United States.
2. Los Angeles is a very big city.
3. I told Mary to buy some shoes.
4. The Los Angeles football players are called the Rams.
5. We are moving to San Francisco tomorrow.
6. They live on Maple Street.
7. Hawaii is a beautiful place.
8. Jackie K. Onassis lives in New York now.
9. Mr. Ford is our President.
10. Alaska is a very beautiful state.

VI. Underline all the common nouns in the following sentences.

1. Their father is a farmer.
2. We took the train to New Mexico.
3. The students did their homework.
4. I like chicken for lunch.
5. Alice's shoes are new.
6. That store burned down.
7. Sandals are cool in the summer.
8. Many Chinese people work as farmers.
9. Our chair had a broken leg.
10. He went to the park to take care of the children.

VII. Place a "P" in the blank beside each word if it is a proper noun. Place a "C" in the blank if it is a common noun.

- | | | | |
|----------------------|-------|-----------------------|-------|
| 1. book | _____ | 11. Mark Twain | _____ |
| 2. Mustang | _____ | 12. salt | _____ |
| 3. Italy | _____ | 13. English | _____ |
| 4. dog | _____ | 14. comb | _____ |
| 5. bird | _____ | 15. fingernail | _____ |
| 6. student | _____ | 16. clock | _____ |
| 7. San Francisco | _____ | 17. Statue of Liberty | _____ |
| 8. George Washington | _____ | 18. John F. Kennedy | _____ |
| 9. music | _____ | 19. boat | _____ |
| 10. Atlantic Ocean | _____ | 20. desert | _____ |

VIII. Fill the blanks in the following sentences with proper nouns.

1. I live in _____.
2. My best friend is _____.
3. We went to _____.
4. My teacher is _____.
5. _____ is a good movie.
6. Mary told _____ to visit her.
7. _____ is a big city.
8. _____ is a big store.
9. Our first president was _____.
10. _____ is a state.

IX. Complete the following sentences by filling in the blanks with a common nouns.

1. El Centro is a _____.
2. We bought a _____ to write with.
3. The Beatles are _____.
4. The girls baked a _____.
5. He washed his _____.
6. Christmas is a _____.
7. Sally has blonde _____.
8. John lost his _____.
9. We played our _____ on the record player.
10. There were many _____ in the trees.

X. Write a common noun for each of the following proper nouns.

1. July _____
2. California _____
3. Mrs. Wilson _____
4. Thanksgiving _____
5. Mississippi _____
6. Disneyland _____
7. J. C. Penney's _____
8. Astrodome _____
9. Mexico _____
10. Cadillac _____

XI. Write a proper noun for each of the following common nouns.

1. movie star _____
2. singer _____
3. senator _____
4. doctor _____
5. canal _____
6. church _____
7. ocean _____
8. zoo _____
9. state _____
10. school _____

XII. Use each of the following nouns in a sentence.

1. teacher: _____
2. Lee High School: _____
3. San Francisco: _____
4. sister: _____
5. store: _____
6. basketball: _____
7. Gibson's _____
8. Superman: _____
9. car: _____
10. Ronald Reagan: _____
11. Mexico: _____
12. bread: _____
13. blackboard: _____
14. restaurant: _____
15. President Ford: _____

ANSWER KEY

EXERCISE 1

page 8

Individual Student Responses

EXERCISE 2

pages 9-10

I. Individual Student Responses

II. Individual Student Responses

EXERCISE 3

page 11

1. movies, television
2. Mike, football, Fridays
3. Yolanda, piano, Sundays, Mass
4. students, punctuation, class
5. Fernando, test
6. Christina, leg
7. flag, colors
8. students, words
9. cafeteria, Monday
10. pie
11. students, typewriters
12. houses, fire
13. plane, highway
14. fog, mountains

15. Doctors, people, medicine, people
16. bell, morning
17. train, town
18. Mexicali, buses
19. pen, ink
20. English, subject

EXERCISE 4

page 12

Individual Student Responses

EXERCISE 5

pages 13-16

1. neighbors, beach
2. house, lights
3. People, books
4. stars, sky
5. world, continents
6. candy, popcorn
7. people, astrology
8. wind, sand, dirt
9. restaurants, food
10. weather, week
11. mididress
12. stores, boots
13. accident, highway
14. night, movie

15. students, mythology
16. Books, subjects, library
17. stapler, desk
18. waitress, food, table
19. Planes, house
20. hijacker, police
21. grades, books
22. car, brakes
23. mother, party
24. ships, enemy
25. houses, Chicago

EXERCISE 6

pages 17-18

- I. 1. dress
2. car
3. pen
4. candy
5. air
6. Joe
7. zoo
8. cake
9. watch
10. lipstick

- | | | | |
|--------|----------------|-----|----------------|
| II. 1. | _____ | 11. | <u>N</u> _____ |
| 2. | <u>N</u> _____ | 12. | _____ |
| 3. | _____ | 13. | _____ |
| 4. | _____ | 14. | <u>N</u> _____ |
| 5. | <u>N</u> _____ | 15. | _____ |
| 6. | _____ | 16. | <u>N</u> _____ |
| 7. | <u>N</u> _____ | 17. | <u>N</u> _____ |
| 8. | _____ | 18. | _____ |
| 9. | _____ | 19. | <u>N</u> _____ |
| 10. | <u>N</u> _____ | 20. | <u>N</u> _____ |

EXERCISE 7

pages 19-21

I. (The following responses should be circled on the student's paper.)

- | | | | |
|-----|---------------|-----|------------|
| 1. | | 11. | June |
| 2. | Mr. Johnson | 12. | |
| 3. | | 13. | Christmas |
| 4. | San Diego Zoo | 14. | |
| 5. | Paris | 15. | Dr. Canton |
| 6. | | 16. | |
| 7. | El Centro | 17. | |
| 8. | New York | 18. | Easter |
| 9. | | 19. | |
| 10. | | 20. | Wednesday |

II. Individual Student Responses

- III. 1. Mr. Jones
2. Disneyland, Saturday
3. Boston
4. Albert, John, Friday
5. (none)
6. San Francisco, Golden Gate Bridge
7. (none)
8. San Diego
9. (none)
10: (The) United States
11. Tom Jones
12. Jack
13. (none)
14. (none)
15. Mary, Jim
16. (none)
17. (none)
18. New York, February
19. (none)
20. (none)

IV. Individual Student Responses

EXERCISE 8

page 22

1. girl, candy
2. zoo

41

3. friends
4. home
5. city
6. state, weather
7. president, man
8. family, country
9. visitor
10. fair
11. desks, chairs
12. cousin, car
13. show, restaurant
14. dictionary, words
15. books, school
16. People, streets
17. skirt, blouse
18. shoes, store
19. dentist, week
20. test, homework, teacher

EXERCISE 9

pages 23-24

- I. Individual Student Responses
- II. Individual Student Responses
- III. Individual Student Responses

PRETEST AND POSTTEST

pages 25-30

- I. A. Noun: A word that names or represents a person, place, thing or idea.
 - B. Proper Noun: A noun that names a particular person, place or thing. It always begins with a capital letter.
 - C. Common Noun: A noun that names a person, place, thing or idea of which there are many of the same class.
- II. 1. person
 2. place
 3. thing
- III. 1. person
 2. place
 3. thing
 4. idea
- IV. 1. students, Johnson High School
 2. San Diego Zoo, animals
 3. students, English, school
 4. family, New York, year
 5. eggs, bacon, toast, breakfast
 6. Friday, test
 7. water
 8. Mr. James, teacher
 9. trip
 10. bell, hour

- V. 1. United States
- 2. Los Angeles
- 3. Mary
- 4. Los Angeles, Rams
- 5. San Francisco
- 6. Maple Street
- 7. Hawaii
- 8. Jackie K. Onassis, New York
- 9. Mr. Ford, President
- 10. Alaska
- VI. 1. father, farmer
- 2. train
- 3. students, homework
- 4. chicken, lunch
- 5. shoes
- 6. store
- 7. sandals, summer.
- 8. people, farmers
- 9. chair, leg
- 10. park, children
- VII. 1. C 7. P
- 2. P 8. P
- 3. P 9. C
- 4. C 10. P
- 5. C 11. P
- 6. C 12. C



13.	P	17.	P
14.	C	18.	P
15.	C	19.	C
16.	C	20.	C

VIII. Individual Student Responses

IX. Individual Student Responses

X. Individual Student Responses

XI. Individual Student Responses

XII. Individual Student Responses

HOMONYMS

INFORMATION FOR THE TEACHER

RATIONALE

In the English language many words are often misused in their written forms because they sound the same, but they are spelled differently and have different meanings. Such words are known as homonyms. The way they are spelled depends on how they are used within the context of the sentence. Thus it is necessary for the student to know the proper spelling to match the meaning desired in order to communicate correctly in writing.

PRIMARY IDEA

Homonyms are two or more words which sound the same but have different meanings and spellings.

ENTRY SKILLS

1. The student must have prior knowledge of the proper use of contractions.
2. The student should be able to correctly construct both oral and written sentences.

BEHAVIORAL OBJECTIVE

Given a set of 50 homonyms, the student will demonstrate, with 80% accuracy, correct usage in the following types of written exercises: oral sentence dictation, completion, matching and sentence composition.

INFORMATION SHEET

The following are homonyms that are to be covered in the succeeding exercises:

1. their, they're, there
2. to, too, two
3. hare, hair
4. red, read
5. blew, blue
6. see, sea
7. new, knew
8. ate, eight
9. weak, week
10. fair, fare
11. four, for
12. would, wood
13. hour, our
14. heard, herd
15. sent, cent, scent
16. hear, here
17. rain, rein, reign
18. pair, pare, pear
19. no, know
20. meat, meet
21. break, brake
22. beat, beet
23. threw, through
24. course, coarse
25. peace, piece
26. capital, capitol
27. steal, steel
28. plain, plane
29. flower, flour
30. weigh, way
31. passed, past
32. forth, fourth
33. road, rode, rowed
34. write, right
35. stares, stairs
36. your, you're
37. heel, heal
38. hymn, him
39. bare, bear
40. sell, cell
41. straight, strait
42. stationary, stationery
43. isle, aisle
44. patience, patients
45. alter, altar
46. stake, steak
47. allowed, aloud
48. idol, idle
49. principle, principal
50. cereal, serial

NAME _____

DATE _____

CLASS _____

EXERCISE 1

HOMONYMS (There, They're, Their) .

- I. Write the correct form (there, they're, their) in the blanks.
1. Did Sue and Cora take _____ library books with them?
 2. Yes, _____ going to return them after school.
 3. Did you know that _____ studying to be library aides next semester?
 4. No, I didn't see _____ names on the first list of aides.
 5. Over _____ is a later list with _____ names on it.
 6. Right now _____ learning to use the card catalogue.
 7. In the catalogue _____ are three different cards for each book.
 8. May students check in _____ books before school?
 9. Yes, _____ is an aide on duty at eight o'clock.
 10. If the library is closed, you may drop the books in the slot over _____.
 11. The boys want to eat _____ pizzas _____ in the kitchen.
 12. The boys sat _____ by the fire reading _____ new books.
 13. _____ is a picture of some porcupines.
 14. _____ quills look sharp and stiff.
 15. They cannot throw _____ quills at you.

16. _____ are many kangaroos in Australia.
17. Kangaroos carry _____ young in pouches.
18. Are _____ koala bears in that tree?
19. Isn't _____ fur very soft?
20. Most mother bats carry _____ babies on _____ backs.

II. Write two sentences using the words in parentheses:

1. (they're) _____

2. (their) _____

3. (there) _____

NAME _____

DATE _____

CLASS _____

EXERCISE 2

HOMONYMS (To, Too, Two)

Write the correct forms (to, too, two) in the blanks.

1. Are you going _____ the party, _____?
2. _____ o'clock is _____ early _____ go
_____ the party.
3. _____ of the girls brought their dogs _____
the party.
4. Do you wish _____ hide in the kitchen, _____?
5. Jane gave some food _____ the dogs, _____.
6. The boys started _____ town about _____ hours ago.
7. It was _____ late for them _____ catch the train.
8. They almost missed the bus, _____.
9. The train leaves at _____ minutes _____ seven.
10. I slept _____ late today and missed the train by
_____ minutes.
11. The bus was due in _____ hours.
12. I was _____ late _____ do my shopping early.
13. I missed my _____ o'clock appointment.
14. That was _____ bad, for I was _____ see _____
people.
15. I must learn _____ be more prompt.
16. _____ of his friends were Theodore Roosevelt
and Thomas A. Edison.

NAME _____

DATE _____

CLASS _____

EXERCISE 3

HOMONYMS

Fill in each set of blanks with the correct pair of homonyms.

hare weak see would
hair week sea wood

red new fair hour
read knew fare our

four ate blew
for eight blue

1. Your _____ is very long. The _____ ate all of the lettuce in our garden.
2. We _____ the teacher every day. The man built a house near the _____.
3. She is wearing a _____ dress. He _____ the book in class.
4. The wind _____ strongly yesterday. His shirt is _____.
5. Jane _____ how to add. She bought a _____ car.
6. Joe _____ dinner at home. There are _____ boys on the team.
7. There are seven days in a _____. He was very _____ because he did not eat.
8. Joe is _____ when he plays. He paid his bus _____.
9. I will be home in one _____. This is _____ pencil.

10. There are _____ girls in the group. This book
is _____ us.
11. _____ you please come here? The table
is made of _____ and not of steel.

NAME _____

DATE _____

CLASS _____

EXERCISE 4

HOMONYMS

Fill in each set of blanks with the correct homonym.

herd	hear	no	meet
heard	here	know	meat

scent	rain	pair
sent	reign	pear
cent	rein	pare

1. The dog followed the man's _____ through the woods. The postcard that was _____ to you had a one _____ stamp on it.
2. Queen Victoria's _____ lasted many years. We have not had _____ in a long time in the valley. The horseback rider pulled the _____ to slow down the horse.
3. The dog can _____ us playing _____ in the yard.
4. The cowhands _____ the stampede of the _____ of cattle in the distance.
5. The cook used a _____ in preparing a dessert. He wanted a _____ of new shoes for the dance. Did you _____ the apple before eating it?
6. _____, I am not going to the dance Friday. Didn't you _____ that?
7. The student council will _____ in room 15 for a short business meeting. Mother cooked a delicious piece of _____ for dinner last night.
8. _____ I am in the office! Didn't you _____ me?

NAME _____

DATE _____

CLASS _____

EXERCISE 5

I. On the line to the left below each sentence, write one word that means the same as the underlined word or words. In the space on the right, write the homonym of the word you have written. If necessary, refer to the sheet of 50 homonyms given for this unit.

Example:

A. Bill filled the bucket with water.

pail _____ pale _____

1. The doctor will cure his patient.

2. The cup will shatter if you drop it.

3. He went forward into battle.

4. He walked directly home.

5. We sang a song of praise in church.

6. He was locked in a small room in the jail.

7. He hit the drum loudly.

8. She tossed the ball to the catcher.

9. It is rude to look long at a person.

10. She took a class in auto mechanics.

II. Write 20 sentences using some of the homonyms given in the Information Sheet at the beginning of the chapter.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____

NAME _____

DATE _____

CLASS _____

EXERCISE 6

- . Write the correct form, your or you're, in each blank.

If _____ going to the library, please get a book about the Alamo. _____ always interested in stories with a historical setting. _____ father told me about Sequoyah's Cherokee alphabet. I have a book on Sequoyah if _____ interested in reading about him. While _____ at the library, I'll read _____ report on Geronimo.

- I. Fill in each set of blanks with the correct homonyms.

steal	piece	flour	capitol	plane
steel	peace	flower	capital	plain
rowed	way	right	passed	bear
rode	weigh	write	past	bare
road				

1. Al _____ the canoe. Jan _____ the horse down the winding _____.
2. We visited the _____ building in our state _____.
3. The room was left _____ after they moved all of the furniture out of it. The _____ can be a ferocious animal.
4. It was half _____ eight before we were able to leave the meeting. The student _____ his entrance exam to a college.

5. There is no _____ in the Middle East.
We ate a _____ of that delicious chocolate
cake.
6. Please raise your _____ hand. Please
_____ your name on the upper right-hand
corner.
7. Do you know how much you _____? Which
_____ are you going?
8. Mr. Jones will fly his new _____. Susie
made a very _____ dress for the party.
9. The red _____ fell out of the vase.
The homemaking teacher uses enriched _____
to make a cake.
10. The beams of the skyscraper were made of
_____. Did the thief _____ any
valuables from the house last night?

NAME _____

DATE _____

CLASS _____

EXERCISE 7

HOMONYMS

I. Look up the following words in the dictionary and write their meanings.

1. stationary _____
2. stationery _____
3. isle _____
4. aisle _____
5. patience _____
6. patients _____
7. alter _____
8. altar _____
9. stake _____
10. steak _____

II. Use each of the homonyms given in Part I of this exercise in a sentence.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

9. _____
10. _____

III. From the list in Part I, fill in the blanks with the correct homonyms.

1. We cleaned the _____ in the church.
The dressmaker will _____ the dress so that it will fit me.
2. The teacher must have _____ in order to teach young children.
There are many _____ in the hospital.
3. We use _____ to write a letter.
The statue of the hero is _____.
4. Joan of Arc was burned at the _____.
We ate _____ for dinner yesterday.
5. We live on a small _____ out in the middle of the ocean.
The bride walked down the church _____.

IV. Write the word that fits the meaning below:

stationary	isle	patience	alter	stake
stationery	aisle	patients	altar	steak

- _____ 1. a small island
- _____ 2. the fact of being calm
- _____ 3. paper we write on
- _____ 4. persons being treated by a doctor
- _____ 5. slice or piece of meat
- _____ 6. space between rows of seats in a school, theater, or hall
- _____ 7. an enclosed table (usually) used at a center of worship.

1
2
3
4
5
6
7

- _____ 8. stick or post pointed at one end for driving into ground
- _____ 9. to change
- _____ 10. standing still; not moving



NAME _____

DATE _____

CLASS _____

EXERCISE 8

I. Look up the following words in the dictionary and write their definitions.

1. allowed _____
2. aloud _____
3. idol _____
4. idle _____
5. principal _____
6. principle _____
7. cereal _____
8. serial _____

II. Using the words listed in Part I, fill in the blanks with the correct homonyms.

1. I am not _____ to go swimming.
2. Ms. Porter is the _____ of this school.
3. I ate _____ for breakfast.
4. Please read the sentence _____.
5. The _____ on television will be continued tomorrow.
6. The _____ of the problem is difficult to understand.

[II. Using the list in Part I, write the word that fits each meaning below.

- _____ 1. image or person worshiped
- _____ 2. an idea or belief
- _____ 3. a food made from grain
- _____ 4. not busy
- _____ 5. permitted
- _____ 6. a continuous story
- _____ 7. orally
- _____ 8. most important, chief person

NAME _____

DATE _____

CLASS _____

EXERCISE 9

(Optional)

Use each of the following homonyms in a complete sentence.

1. one, won
2. its, it's
3. grate, great
4. some, sum
5. not, knot
6. sons, suns
7. by, buy
8. whose, who's
9. sole, soul
10. sail, sale
11. so, sew
12. read, red
13. whole, hole
14. led, lead
15. tale, tail
16. creek, creak
17. shone, shown
18. pail, pale
19. die, dye
20. seen, scene

PRETEST AND POSTTEST, PART I
(FOR TEACHER USE ONLY)

The following sentences will be dictated orally by the teacher. The homonyms to be used should be given before each sentence.

1. The students are taking their books home today.
2. The girls are over there.
3. They're going to the dance tonight.
4. We are going to the show.
5. There were two girls in the room.
6. The principal is going, too.
7. The class can hear the music next door.
8. Here are the books.
9. There are seven days in a week.
10. The girl was so weak that she could not sit up.
11. Is this the right answer?
12. John will write a friendly letter.
13. One hour from now we will go to the show.
14. This is our room.
15. We ate a piece of meat for dinner.
16. The teachers will meet at 3:30.
17. Our family ate dinner at 7:00.
18. There are eight students in the class.
19. How much do you weigh?
20. We are on our way home.
21. The door is made of wood.
22. I would like to go to the dance.

23. Did you sell your car?
24. He was in the jail cell.
25. Another name for a rabbit is hare.
26. She has long black hair.

NAME _____

DATE _____

CLASS _____

PRETEST AND POSTTEST

I. Oral Sentence Dictation: Write the correct spelling of the homonyms as dictated by the teacher.

- | | | |
|----------|-----------|-----------|
| 1. _____ | 10. _____ | 19. _____ |
| 2. _____ | 11. _____ | 20. _____ |
| 3. _____ | 12. _____ | 21. _____ |
| 4. _____ | 13. _____ | 22. _____ |
| 5. _____ | 14. _____ | 23. _____ |
| 6. _____ | 15. _____ | 24. _____ |
| 7. _____ | 16. _____ | 25. _____ |
| 8. _____ | 17. _____ | 26. _____ |
| 9. _____ | 18. _____ | |

II. Fill in the blanks with the correct homonyms from the following groups:

- A. stationery capital patients principle
 stationary capitol patience principal

1. Mr. Porter is the _____ of Bowie Junior High School.
2. The _____ building for the federal government is in Washington, D.C.
3. We write on _____.
4. That is the _____ idea of the paragraph.
5. That engine is _____ and cannot be moved.

6. Sacramento is the _____ of California.
7. That teacher has _____ with the noisy students.
8. There are many _____ in the hospital.

B. sent pear strait
 cent pare straight
 scent pair

1. John _____ a letter to his uncle.
2. Mary ate a _____ for lunch.
3. The dog caught the _____ of the man being hunted.
4. A _____ is a narrow body of water connecting two larger bodies of water.
5. Joe bought a _____ of shoes.
6. A third grader can draw a _____ line.
7. Susie will _____ the apple before eating it.
8. Mary has only one _____ in her pocket.

C. piece new bare past
 peace knew bear passed

1. There is no _____ in the Middle East.
2. It was half _____ six before we returned home.
3. Her dress was _____.
4. The nurse ate a _____ of cake for dessert.
5. The _____ is a large animal.
6. Julie _____ to the eighth grade.
7. The tree had no leaves; it was _____.
8. I _____ the answer to the question.

D. steel alter heard idol
steal altar herd idle

1. The priest stood at the _____.
2. The beams of the building were made of _____.
3. An _____ is an object of worship.
4. Did the robber _____ the jewelry?
5. The dressmaker will _____ my dress.
6. A _____ of cattle was blocking the road.
7. The girl was _____ while the rest of the class was working.
8. We _____ the Philadelphia Symphony Orchestra.

E. fare course rowed steak
fair coarse road stake

1. The bus _____ is 35 cents one-way.
2. Joan d'Arc was burned at the _____.
3. The lawyer drove down the _____ to her house.
4. The salesperson had _____ for dinner.
5. We went to the _____ in Imperial.
6. The texture of the material felt _____ to the touch.
7. The woman _____ the canoe down the river.
8. The students took a _____ in auto mechanics.

F. heal forth cereal your
heel fourth serial you're

1. His cut did not _____ very rapidly.
2. The children had _____ for breakfast.
3. The witness came _____ and testified at the trial.

4. He hurt his _____ while playing football.
5. We watch a _____ on T.V. five days a week.
6. John put his book on _____ desk.
7. Judy was the _____ student in the line.
8. _____ a good student.

III. Match each meaning given with one of the homonyms listed by writing the letter of the correct homonym on the blank at the left of the definition. Use capital letters.

- | | | | |
|-----------|------------------|-----------|----------|
| _____ 1. | a body of water | A. sea | K. beet |
| _____ 2. | a rose | B. see | L. beat |
| _____ 3. | a small room | C. him | M. sell |
| _____ 4. | a vehicle | D. hymn | N. cell |
| _____ 5. | a small island | E. isle | O. blue |
| _____ 6. | a religious song | F. aisle | P. blew |
| _____ 7. | a number | G. four | Q. plain |
| _____ 8. | a wild rabbit | H. for | R. plane |
| _____ 9. | a vegetable | I. flour | S. hare |
| _____ 10. | a color | J. flower | T. hair |

IV. Use the following homonyms in complete sentences:

1. (stares) _____
2. (stairs) _____
3. (break) _____
4. (brake) _____
5. (no) _____
6. (know) _____
7. (allowed) _____
8. (aloud) _____

9. (rain) _____
10. (rein) _____
11. (reign) _____
12. (threw) _____
13. (through) _____
14. (wood) _____
15. (would) _____
16. (red) _____
17. (read) _____

ANSWER KEY
EXERCISE 1

pages 44-45

- | | | | | |
|-----|-----|------------------------------|-----|--------------|
| I. | 1. | their | 11. | their, there |
| | 2. | they're | 12. | there, their |
| | 3. | they're | 13. | There |
| | 4. | their | 14. | Their |
| | 5. | there, their | 15. | their |
| | 6. | they're | 16. | There |
| | 7. | there | 17. | their |
| | 8. | their | 18. | there |
| | 9. | there | 19. | their |
| | 10. | there | 20. | their, their |
| II. | 1. | Individual Student Responses | | |
| | 2. | Individual Student Responses | | |
| | 3. | Individual Student Responses | | |

EXERCISE 2

page 46

- | | | | |
|----|------------------|-----|----------|
| 1. | to, too | 7. | too, to |
| 2. | Two, too, to, to | 8. | too |
| 3. | Two, to | 9. | two, to |
| 4. | to, too | 10. | too, two |
| 5. | to, too | 11. | two |
| 6. | to, two | 12. | too, to |

13. two
14. too, to, two

15. to
16. Two

EXERCISE 3

pages 47-48

1. hair, hare
2. see, sea
3. red, read
4. blew, blue
5. knew, new
6. ate, eight

7. week, weak
8. fair, fare
9. hour, our
10. four, for
11. Would, wood

EXERCISE 4

page 49

1. scent, sent, cent
2. reign, rain, rein
3. hear, here
4. heard, herd

5. pear, pair, pare
6. No, know
7. meet, meat
8. Here, hear

EXERCISE 5

pages 50-51

I. 1. heal, heel

2. break, brake

3. forth, fourth

4. straight, strait

5. hymn, him

6. cell, sell

7. beat, beet

8. threw, through

9. stare, stair

10. course, coarse

II. 1-20 Individual Student Responses

EXERCISE 6

pages 52-53

- I. you're, You're, Your, you're, you're, your
- II. 1. rowed, rode, road 6. right, write
2. capitol, capital 7. weigh, way
3. bare, bear 8. plans, plain
4. past, passed 9. flower, flour
5. peace, piece 10. steel, steal

EXERCISE 7

pages 54-56

- I. Answers will vary according to the dictionary used.
1. stationary - immobile, unchanging in condition
 2. stationery - materials (as paper, pens and ink) used for writing or typing
 3. isle - a small island
 4. aisle - a passage between sections of seats
 5. patience - the fact of being calm
 6. patients - recipients of any of various personal services
 7. alter - to make different without changing into something else
 8. altar - an enclosed table (usually) used as a center of worship or ritual
 9. stake - a pointed piece of wood or other material driven into the ground as a marker or support; something that is staked for gain or loss
 10. steak - slice of meat

II. 1-10 Individual Student Responses

III. 1. altar, alter

2. patience, patients

3. stationery, stationary

4. stake, steak

5. isle, aisle

IV. 1. isle

6. aisle

2. patience

7. altar

3. stationery

8. stake

4. patients

9. alter

5. steak

10. stationary

EXERCISE 8

pages 57-58

I. Answers will vary according to the dictionary used.

1. allowed - to assign as a share; to permit; to admit

2. aloud - loudly; with the speaking voice

3. idol - a representation or symbol of a deity used as an object of worship; a false god; any likeness of something

4. idle - useless; not occupied or employed; inactive

5. principal - most important or influential; chief; person who has controlling authority

6. principle - a comprehensive and fundamental law, doctrine or assumption

7. cereal - a food made from grain

8. serial - belonging to a series, rank or row

- | | | | |
|---------|-----------|----|-----------|
| II. 1. | allowed | 4. | aloud |
| 2. | principal | 5. | serial |
| 3. | cereal | 6. | principle |
| III. 1. | idol | 5. | allowed |
| 2. | principle | 6. | serial |
| 3. | cereal | 7. | aloud |
| 4. | idle | 8. | principal |

EXERCISE 9

page 59

1-20 Individual Student Responses

PRETEST AND POSTTEST

pages 60-66

- I. See paper "for teacher use only", pp. 60-61.
- II. A.
- | | | | |
|----|------------|----|------------|
| 1. | principal | 5. | stationary |
| 2. | capitol | 6. | capitol |
| 3. | stationery | 7. | patience |
| 4. | principle | 8. | patients |
- B.
- | | | | |
|----|--------|----|----------|
| 1. | sent | 5. | pair |
| 2. | pear | 6. | straight |
| 3. | scent | 7. | pare |
| 4. | strait | 8. | cent |
- C.
- | | | | |
|----|-------|----|--------|
| 1. | peace | 4. | piece |
| 2. | past | 5. | bear |
| 3. | new | 6. | passed |

- | | | | | | |
|------|----|--------|--|-----|--------|
| | 7. | bare | | 8. | knew |
| D. | 1. | altar | | 5. | alter |
| | 2. | steel | | 6. | herd |
| | 3. | idol | | 7. | idle |
| | 4. | steal | | 8. | heard |
| E. | 1. | fare | | 5. | fair |
| | 2. | stake | | 6. | coarse |
| | 3. | road | | 7. | rowed |
| | 4. | steak | | 8. | course |
| F. | 1. | heal | | 5. | serial |
| | 2. | cereal | | 6. | your |
| | 3. | forth | | 7. | fourth |
| | 4. | heel | | 8. | You're |
| III. | 1. | A | | 6. | D |
| | 2. | J | | 7. | G |
| | 3. | N | | 8. | S |
| | 4. | R | | 9. | K |
| | 5. | E | | 10. | O |

IV. 1-17 Individual Student Responses

SINGULAR AND PLURAL NOUNS

INFORMATION FOR THE TEACHER

RATIONALE

The use of a noun in the singular or plural number is essential to convey the concept of quantity in written and oral expressions.

PRIMARY IDEA

Singular nouns convey the idea of one person, place, thing or idea; plural nouns convey the idea of more than one person, place, thing or idea.

ENTRY SKILLS

1. The student should have a basic oral English vocabulary.
2. The student should be able to read and understand basic English.
3. The student should have a basic knowledge of nouns.
4. The student should be able to distinguish words that denote singular numbers (speaking of only one) from words that denote plural numbers (speaking of more than one).

BEHAVIORAL OBJECTIVES

1. Given several nouns orally, the learner will identify in writing, with 80% accuracy, the singular and plural nouns.
2. Given a list of singular nouns, the learner will, with 80% accuracy, write the plural forms of the nouns.

3. Given a list of plural nouns, the learner will, with 80% accuracy, write the singular forms of the plural nouns.
4. Given a list of general rules for forming the singular and plural of words, the learner will, with 80% accuracy, give the correct answer and an example for each rule listed.

INFORMATION SHEET

SINGULAR AND PLURAL FORMS OF WORDS

A word is singular if it names only one person, place, thing or idea. It is plural if it names more than one person, place, thing or idea.

Examples: 1. child - children 3. man - men
 2. girl - girls 4. baby - babies

The usual way to make a word plural is simply to add s to the singular form.

shirt - shirts shoe - shoes glove - gloves

There are many variations from this general rule. Some of the rules that are helpful in forming plural words are listed below:

1. To form the plural of a word ending in ch, sh, s, x, or z, add es to the singular form.
church - churches brush - brushes
class - classes ax - axes
2. To form the plural of a word ending in f, change the f to v and add es.
leaf - leaves thief - thieves
calf - calves shelf - shelves
3. To form the plural of a word ending in fe, change the fe to ve and add s.
life - lives knife - knives
wife - wives
4. To form the plural of a word ending in y preceded by a consonant (such as by, dy, gy, ly, my, ry, or ty) change the y to i and add es.
baby - babies lady - ladies
lily - lilies pony - ponies
cherry - cherries party - parties

5. To form the plural of a word ending in y preceded by a vowel (ay, ey, oy, or uy) simply add s.

day - days

monkey - monkeys

boy - boys

guy - guys

6. To form the plural of words such as ox, man, child, mouse, tooth, foot, and goose, change the spelling of the singular forms.

ox - oxen

man - men

child - children

tooth - teeth

foot - feet

goose - geese

mouse - mice

7. Some words do not change the spelling of the singular to form the plural.

deer - deer

sheep - sheep

fish - fish

NAME _____

DATE _____

CLASS _____

EXERCISE 1
(FOR TEACHER USE ONLY)

ORAL EXERCISES

DIRECTIONS: The teacher will read aloud each of the following words. The students will mark "S" on their paper if the word is singular or "P" if the noun is plural.

- | | |
|--------------|----------------|
| 1. party | 16. attorney |
| 2. holidays | 17. soldier |
| 3. fireman | 18. gentleman |
| 4. children | 19. classes |
| 5. self | 20. stapler |
| 6. chimney | 21. baby |
| 7. dog | 22. pencil |
| 8. matches | 23. stores |
| 9. Frenchmen | 24. fish |
| 10. lice | 25. pennies |
| 11. foot | 26. vegetables |
| 12. calf | 27. apples |
| 13. ally | 28. churches |
| 14. oxen | 29. erasers |
| 15. wharf | 30. women |

NAME _____

DATE _____

CLASS _____

EXERCISE 1

ORAL EXERCISES

DIRECTIONS: As the teacher pronounces each noun, write "S" in the blank corresponding to the correct number if the word is singular, and "P" if the noun is plural.

- | | | | |
|-----|-------|-----|-------|
| 1. | _____ | 16. | _____ |
| 2. | _____ | 17. | _____ |
| 3. | _____ | 18. | _____ |
| 4. | _____ | 19. | _____ |
| 5. | _____ | 20. | _____ |
| 6. | _____ | 21. | _____ |
| 7. | _____ | 22. | _____ |
| 8. | _____ | 23. | _____ |
| 9. | _____ | 24. | _____ |
| 10. | _____ | 25. | _____ |
| 11. | _____ | 26. | _____ |
| 12. | _____ | 27. | _____ |
| 13. | _____ | 28. | _____ |
| 14. | _____ | 29. | _____ |
| 15. | _____ | 30. | _____ |

NAME _____

DATE _____

CLASS _____

EXERCISE 2

NOUNS - SINGULAR AND PLURAL

Singular nouns name one person, place, thing, or idea.
Plural nouns name more than one person, place, thing or idea.

Write the plurals of these nouns by adding s or es.

- | | | | |
|-----------|-------|---------|-------|
| 1. boy | _____ | 5. hero | _____ |
| 2. grape | _____ | 6. desk | _____ |
| 3. box | _____ | 7. tree | _____ |
| 4. shadow | _____ | 8. dish | _____ |

Write the plurals of these nouns by changing f to v and adding es.

- | | | | |
|----------|-------|----------|-------|
| 1. wife | _____ | 5. loaf | _____ |
| 2. leaf | _____ | 6. calf | _____ |
| 3. wolf | _____ | 7. thief | _____ |
| 4. knife | _____ | 8. shelf | _____ |

Write the plurals of these nouns by changing y to i and adding es.

- | | | | |
|----------|-------|-----------|-------|
| 1. body | _____ | 4. city | _____ |
| 2. cry | _____ | 5. army | _____ |
| 3. puppy | _____ | 6. cherry | _____ |

Write the plurals of these nouns by changing the word.

- | | | | |
|----------|-------|----------|-------|
| 1. goose | _____ | 4. foot | _____ |
| 2. child | _____ | 5. tooth | _____ |
| 3. ox | _____ | 6. woman | _____ |

NAME _____

DATE _____

CLASS _____

EXERCISE 3

PLURAL FORMS OF NOUNS

Study the example given before each group below to discover how plural nouns in that group are formed. Then write the plural form of each word.

- | | | | | |
|-----|-------------|-----------------|-------------|----------------|
| | girl | <u>girls</u> | goose | <u>geese</u> |
| 1. | pioneer | _____ | 17. foot | _____ |
| 2. | rocket | _____ | 18. tooth | _____ |
| 3. | orchard | _____ | | |
| 4. | product | _____ | key | <u>keys</u> |
| 5. | canal | _____ | 19. journey | _____ |
| 6. | prairie | _____ | 20. joy | _____ |
| 7. | river | _____ | 21. donkey | _____ |
| 8. | mountain | _____ | 22. valley | _____ |
| | church | <u>churches</u> | 23. monkey | _____ |
| 9. | beach | _____ | hobby | <u>hobbies</u> |
| 10. | wish | _____ | 24. factory | _____ |
| 11. | class | _____ | 25. bakery | _____ |
| 12. | speech | _____ | 26. colony | _____ |
| 13. | bunch | _____ | 27. dairy | _____ |
| 14. | fox | _____ | 28. city | _____ |
| | man | <u>men</u> | 29. country | _____ |
| 15. | woman | _____ | 30. fly | _____ |
| 16. | policewoman | _____ | 31. berry | _____ |
| | | | 32. lady | _____ |

	loaf	<u>loaves</u>
33.	knife	_____
34.	half	_____
35.	shelf	_____
36.	wolf	_____
37.	leaf	_____

NAME _____

DATE _____

CLASS _____

EXERCISE 4

PLURAL FORMS OF NOUNS

I. Write the plural forms of the following words.

Examples:

toy - toys box - boxes man - men lady - ladies

- | | | | |
|-----------|-------|------------|-------|
| 1. girl | _____ | 11. life | _____ |
| 2. dog | _____ | 12. wife | _____ |
| 3. book | _____ | 13. fairy | _____ |
| 4. pencil | _____ | 14. baby | _____ |
| 5. brush | _____ | 15. berry | _____ |
| 6. lunch | _____ | 16. boy | _____ |
| 7. leaf | _____ | 17. donkey | _____ |
| 8. loaf | _____ | 18. child | _____ |
| 9. calf | _____ | 19. tooth | _____ |
| 10. knife | _____ | 20. fish | _____ |

II. In the blank, write the plural form of the word in parentheses.

Example: (horse) Once horses were much smaller than they are today.

21. (shelf) On library _____ there are books about early life.
22. (woman) Early men and _____ saw many strange animals.
23. (pony) Horses were smaller than _____ are today.

24. (mouse) Were there _____ living at that time?
25. (monkey) There were _____ living in the jungles.
26. (tiger) Saber-toothed _____ were often hunted.
27. (ax) _____ made from rocks were poor weapons.
28. (ox) There were no _____ to help people with their work.
29. (bush) Prehistoric people often ate food they picked from _____.

III. Write the singular forms for the following words.

Example:

- | | toys - toy | boxes - box | men - man | ladies - lady | |
|-----|------------|-------------|-----------|---------------|-------|
| 1. | desks | _____ | 11. | mice | _____ |
| 2. | lives | _____ | 12. | churches | _____ |
| 3. | tables | _____ | 13. | thieves | _____ |
| 4. | oxen | _____ | 14. | parties | _____ |
| 5. | phones | _____ | 15. | days | _____ |
| 6. | rings | _____ | 16. | geese | _____ |
| 7. | children | _____ | 17. | classes | _____ |
| 8. | women | _____ | 18. | deer | _____ |
| 9. | knives | _____ | 19. | feet | _____ |
| 10. | pens | _____ | 20. | men | _____ |

NAME _____

DATE _____

CLASS _____

EXERCISE 5

I. DIRECTIONS: Write the plural form for each of the words listed below on the line to the right of the word.

- | | | | |
|----------|-------|---------|-------|
| 1. bush | _____ | 6. box | _____ |
| 2. table | _____ | 7. wish | _____ |
| 3. child | _____ | 8. city | _____ |
| 4. pony | _____ | 9. key | _____ |
| 5. mouse | _____ | 10. jay | _____ |

II. DIRECTIONS: Write the singular form for each of the words listed below on the line to the right of the word.

- | | | | |
|-------------|-------|-------------|-------|
| 1. feet | _____ | 6. boats | _____ |
| 2. dresses | _____ | 7. alleys | _____ |
| 3. halves | _____ | 8. geese | _____ |
| 4. armies | _____ | 9. flies | _____ |
| 5. potatoes | _____ | 10. classes | _____ |

NAME _____

DATE _____

CLASS _____

EXERCISE 6

DIRECTIONS: In the following questions mark the correct answers or fill in the blanks correctly and give examples.

1. When a word ends in y and a vowel comes before the y, do you change the y to i and add es?

_____ Yes _____ No

EXAMPLE:

2. When a word ends in y and a consonant comes before the y, you change the y to _____ and add _____.

EXAMPLE:

3. When words end in s, ch, sh, and x, you add _____ to form their plurals.

EXAMPLE:

4. With words ending in f, you change the f to _____ and add _____.

EXAMPLE:

5. If a word ends in fe, you change the _____ to _____ and add _____.

EXAMPLE:

6. To words ending in y preceded by a vowel, simply
add _____.

EXAMPLE:

NAME _____

DATE _____

CLASS _____

PRETEST AND POSTTEST

- I. In the first column of words, write the plural form after each singular word. In the second column, write the singular form after each plural word.

- | | | | |
|-------------|-------|--------------|-------|
| 1. book | _____ | 1. oranges | _____ |
| 2. apple | _____ | 2. tables | _____ |
| 3. nut | _____ | 3. tablets | _____ |
| 4. pencil | _____ | 4. canes | _____ |
| 5. match | _____ | 5. flowers | _____ |
| 6. box | _____ | 6. marches | _____ |
| 7. brush | _____ | 7. squashes | _____ |
| 8. dish | _____ | 8. peaches | _____ |
| 9. notch | _____ | 9. foxes | _____ |
| 10. church | _____ | 10. crutches | _____ |
| 11. postman | _____ | 11. men | _____ |
| 12. woman | _____ | 12. teeth | _____ |
| 13. ax | _____ | 13. geese | _____ |
| 14. child | _____ | 14. mice | _____ |
| 15. foot | _____ | 15. knives | _____ |
| 16. life | _____ | 16. loaves | _____ |
| 17. wife | _____ | 17. shelves | _____ |
| 18. thief | _____ | 18. leaves | _____ |
| 19. calf | _____ | 19. puppies | _____ |
| 20. pony | _____ | 20. babies | _____ |

- | | | | |
|-----------|-------|-------------|-------|
| 21. lady | _____ | 21. lilies | _____ |
| 22. berry | _____ | 22. valleys | _____ |
| 23. boy | _____ | 23. days | _____ |
| 24. sofa | _____ | 24. purses | _____ |
| 25. floor | _____ | 25. candies | _____ |

II. DIRECTIONS: Fill in each blank with the correct answer, and write an example for each rule.

- The usual way to make a noun plural is simply to add _____ to the singular.

EXAMPLE:

- To form the plural of a word ending in f, change the _____ to _____ and add _____.

EXAMPLE:

- To form the plural of a word ending in ch, sh, s, x, or z, add _____ to the singular form.

EXAMPLE:

- To form the plural of a word ending in y preceded by a consonant (such as by, dy, ly, my, etc.) change the _____ to _____ and add _____.

EXAMPLE:

- To form the plural of a word ending in fe, change the _____ to _____ and add _____.

EXAMPLE:

6. To form the plural of a word ending in y preceded by a vowel (ay, ey, oy, uy), simply add _____.

EXAMPLE:

7. To form the plural of words such as man, mouse, tooth, foot, and goose, change the _____ of the singular form.

EXAMPLE:

8. Some words do not change their _____ to form the plurals.

EXAMPLE:

SINGULAR AND PLURAL NOUNS

III. Fill in the blank in each sentence with the plural of the noun in parentheses.

Example: (carrot) Do you like to eat carrots ?

1. (body) Our _____ need many different foods each day.
2. (egg) Meat, _____, poultry or fish should be eaten once a day.
3. (glass) Drink several _____ of milk for vitamins and minerals.
4. (fruit) Shouldn't we have tomatoes or citrus _____ every day?
5. (orange) Lemons and _____ are citrus fruits.
6. (berry) Other fruits, such as _____, should be eaten, too.
7. (cereal) Tom eats whole-grain breads or _____ each day.
8. (box) Many people put raw carrots in their lunch _____.

9. (tooth) They know that raw vegetables are good for their _____.
10. (dish) Many good _____, such as puddings, are made of milk.
11. (leaf) Did you know that celery _____ are good for you?
12. (grocery) You should plan healthful meals before you buy _____.
13. (family) All _____ should have these foods each day.
14. (shelf) Wash fresh foods before putting them on _____.
15. (record) The girls bought two new _____.

IV. DIRECTIONS: Place an "S" in the blank provided beside each word that is singular. Place a "P" in the blank provided beside each word that is plural.

- | | | | | |
|----|--------|-------|-------|-------|
| A. | bird | _____ | women | _____ |
| | oxen | _____ | shelf | _____ |
| | babies | _____ | mice | _____ |
| | man | _____ | axes | _____ |
| | geese | _____ | wife | _____ |

B. Make the following words plural in form.

1. country _____
2. cherry _____
3. monkey _____
4. eye _____
5. glove _____
6. picture _____
7. deer _____

- 8. potato _____
- 9. toe _____
- 10. bus _____

C. Write the rule that applies to forming the plural for each example given below.

1. CHILD - CHILDREN

Rule:

2. SHIRT - SHIRTS

Rule:

3. CLASS - CLASSES

Rule:

4. LEAF - LEAVES

Rule:

5. LIFE - LIVES

Rule:

6. BABY - BABIES

Rule:

7. GUY - GUYS

Rule:

8. TOOTH - TEETH

Rule:



9. SHEEP - SHEEP

Rule:

10. FLOWER - FLOWERS

Rule:

ANSWER KEY

EXERCISE 1

pages 78-79

- | | | | |
|-----|---|-----|---|
| 1. | S | 16. | S |
| 2. | P | 17. | S |
| 3. | S | 18. | S |
| 4. | P | 19. | P |
| 5. | S | 20. | S |
| 6. | S | 21. | S |
| 7. | S | 22. | S |
| 8. | P | 23. | P |
| 9. | P | 24. | S |
| 10. | P | 25. | P |
| 11. | S | 26. | P |
| 12. | S | 27. | P |
| 13. | S | 28. | P |
| 14. | P | 29. | P |
| 15. | S | 30. | P |

EXERCISE 2

page 80

- | | | | |
|----|---------|----|--------|
| 1. | boys | 5. | heroes |
| 2. | grapes | 6. | desks |
| 3. | boxes | 7. | trees |
| 4. | shadows | 8. | dishes |
| 1. | wives | 3. | wolves |
| 2. | leaves | 4. | knives |

5. loaves

6. calves

1. bodies

2. cries

3. puppies

1. geese

2. children

3. oxen

7. thieves

8. shelves

4. cities

5. armies

6. cherries

4. feet

5. teeth

6. women

EXERCISE 3

pages 81- 82

1. pioneers

2. rockets

3. orchards

4. products

5. canals

6. prairies

7. rivers

8. mountains

9. beaches

10. wishes

11. classes

12. speeches

13. bunches

14. foxes

15. women

16. policewomen

17. feet

18. teeth

19. journeys

20. joys

21. donkeys

22. valleys

23. monkeys

24. factories

25. bakeries

26. colonies

27. dairies

28. cities

29. countries

30. flies

31. berries

32. ladies

33. knives

34. halves

35. shelves

36. wolves

37. leaves

EXERCISE 4

pages 83-84

- | | | | | |
|------|-----|---------|-----|----------|
| I. | 1. | girls | 11. | lives |
| | 2. | dogs | 12. | wives |
| | 3. | books | 13. | fairies |
| | 4. | pencils | 14. | babies |
| | 5. | brushes | 15. | berries |
| | 6. | lunches | 16. | boys |
| | 7. | leaves | 17. | donkeys |
| | 8. | loaves | 18. | children |
| | 9. | calves | 19. | teeth |
| | 10. | knives | 20. | fish |
| II. | 21. | shelves | 26. | tigers |
| | 22. | women | 27. | Axes |
| | 23. | ponies | 28. | oxen |
| | 24. | mice | 29. | bushes |
| | 25. | monkeys | | |
| III. | 1. | desk | 11. | mouse |
| | 2. | life | 12. | church |
| | 3. | table | 13. | thief |
| | 4. | ox | 14. | party |
| | 5. | phone | 15. | day |
| | 6. | ring | 16. | goose |
| | 7. | child | 17. | class |
| | 8. | woman | 18. | deer |
| | 9. | knife | 19. | foot |
| | 10. | pen | 20. | man |

EXERCISE 5

page 85

- | | | | | |
|-----|----|----------|-----|--------|
| I. | 1. | bushes | 6. | boxes |
| | 2. | tables | 7. | wishes |
| | 3. | children | 8. | cities |
| | 4. | ponies | 9. | keys |
| | 5. | mice | 10. | jays |
| II. | 1. | foot | 6. | boat |
| | 2. | dress | 7. | alley |
| | 3. | half | 8. | goose |
| | 4. | army | 9. | fly |
| | 5. | potato | 10. | class |

EXERCISE 6

pages 86-87

(All examples are individual student responses.)

- | | | | |
|----|-------|----|-----------|
| 1. | No | 4. | v, es |
| 2. | i, es | 5. | fe, ve, s |
| 3. | es | 6. | s |

PRETEST AND POSTTEST

pages 88-93

- | | | | |
|----|--------|----|--------|
| 1. | books | 1. | orange |
| 2. | apples | 2. | table |
| 3. | nuts | 3. | tablet |

- | | |
|--------------|------------|
| 4. pencils | 4. cane |
| 5. matches | 5. flower |
| 6. boxes | 6. march |
| 7. brushes | 7. squash |
| 8. dishes | 8. peach |
| 9. notches | 9. fox |
| 10. churches | 10. crutch |
| 11. postmen | 11. man |
| 12. women | 12. tooth |
| 13. axes | 13. goose |
| 14. children | 14. mouse |
| 15. feet | 15. knife |
| 16. lives | 16. loaf |
| 17. wives | 17. shelf |
| 18. thieves | 18. leaf |
| 19. calves | 19. puppy |
| 20. ponies | 20. baby |
| 21. ladies | 21. lily |
| 22. berries | 22. valley |
| 23. boys | 23. day |
| 24. sofas | 24. purse |
| 25. floors | 25. candy |

II. (All examples are individual student responses)

- | | |
|-------------|-------------|
| 1. s | 3. es |
| 2. f, v, es | 4. y, i, es |

- | | | | |
|---------|----------|-----|-----------|
| 5. | fe, ve s | 7. | spelling |
| 6. | s | 8. | spelling |
| III. 1. | bodies | 9. | teeth |
| 2. | eggs | 10. | dishes |
| 3. | glasses | 11. | leaves |
| 4. | fruits | 12. | groceries |
| 5. | oranges | 13. | families |
| 6. | berries | 14. | shelves |
| 7. | cereals | 15. | records |
| 8. | boxes | | |

- | | | | | |
|--------|--------|----------|-------|----------|
| IV. A. | bird | <u>S</u> | women | <u>P</u> |
| | oxen | <u>P</u> | shelf | <u>S</u> |
| | babies | <u>P</u> | mice | <u>P</u> |
| | man | <u>S</u> | axes | <u>P</u> |
| | geese | <u>P</u> | wife | <u>S</u> |

- | | | | | |
|----|----|-----------|-----|----------|
| B. | 1. | countries | 6. | pictures |
| | 2. | cherries | 7. | deer |
| | 3. | monkeys | 8. | potatoes |
| | 4. | eyes | 9. | toes |
| | 5. | gloves | 10. | buses |

- C. 1. To form the plural of some words, change the spelling of the singular forms.
2. To form the plural of most words, simply add s to the singular forms.

3. To form the plural of a word ending in ch, sh, s, x, or z, add es to the singular form.
4. To form the plural of a word ending in f, change the f to v and add es.
5. To form the plural of a word ending fe, change the fe to ve and add s.
6. To form the plural of a word ending in y preceded by a consonant, change the y to i and add es.
7. To form the plural of a word ending in y preceded by a vowel, simply add s.
8. To form the plural of some words, change the spelling of the singular forms.
9. Some words do not change the spelling of the singular to form the plural.
10. To form the plural of most words, simply add s to the singular forms.

THE USE OF THE DICTIONARY

INFORMATION FOR THE TEACHER

RATIONALE

Being able to use the dictionary is an important and fundamental skill in the development of language. Mastery of dictionary usage will enable the student to better his/her spelling, reading and other language skills.

PRIMARY IDEA

A dictionary is used to find the meanings, spellings and pronunciations of specific words.

SECONDARY IDEA

The words in the dictionary are found in alphabetical order.

ENTRY SKILLS

1. The student should be familiar with alphabetical order.
2. The student should be familiar with nouns, pronouns, adjectives, adverbs, verbs and their functions in a sentence.

BEHAVIORAL OBJECTIVES

1. Given a list of letters, the student will arrange the letters in alphabetical order with 100% accuracy.
2. Given a list of words, the student will arrange these words in alphabetical order with 100% accuracy.
3. Having divided the dictionary into four parts and having been given a list of 20 words, the student will indicate with 80% accuracy the part of the dictionary in which each word on the list is found.
4. Given two guide words and a list of words, the student will indicate with 80% accuracy the words which come between the two guide words in the dictionary.

5. Given a group of ten sentences in which words have been underlined, the student will indicate with 80% accuracy the part of speech and the definition that corresponds to the underlined words.
6. Given a list of words, the student will rewrite each word as given in the pronunciation key of the dictionary with 80% accuracy.
7. Given a list of words, the student will indicate with 80% accuracy the number of syllables found in each word by using the dictionary.
8. Given a list of 10 words, the student will list with 80% accuracy the spellings found in the dictionary for each particular word and circle the preferred spelling.

INFORMATION SHEET

INTRODUCTION AND ALPHABETICAL ORDER

A dictionary is a type of reference book that is used often. It enables one to find the meanings, spellings and pronunciations of specific words. Some dictionaries also contain lists of signs and symbols, names of persons, geographical names and common abbreviations. For your convenience, the following descriptions of the proper use of a dictionary are given in an order that correlates with the succeeding exercises.

All of the words which are defined and which appear in bold-faced type in the dictionary are called entry words. Entry words are listed in alphabetical order. The guide words which are found at the top of each page of the dictionary identify the first and last entry words of each page.

Before any dictionary word is started, the alphabet and alphabetical order should be reviewed.

ENTRY WORDS AND GUIDE WORDS

In a dictionary, the bold-faced words appear in alphabetical order. These words are called entry words. They are defined or explained in a dictionary. Entry words may be found in all parts of the dictionary. That is why it helps to divide the dictionary into four parts according to the alphabet so that it is easier to locate a particular word.

The first quarter of the dictionary contains the entry words which begin with the letters A through D. The second part of the dictionary contains the words which begin with E through L. The third part contains those word which begin with the letters M through R. The last part contains the words which begin with letters S through Z. Knowing in which part of the dictionary the entry words appear will enable you to turn to the right page much faster.

Guide words also help locate the entry word. These words are found at the top of each page of the dictionary and identify the first and the last entry words which appear on a particular page.

MEANINGS

Frequently entry words have more than one definition, and you must choose the meaning that best suits the purpose of your sentences. Before each definition, an abbreviation is given. This abbreviation may be n., v., adj., or adv. These abbreviations mean noun, verb, adjective or adverb, respectively. The entry word is also used, sometimes, in a sentence to help you understand a particular meaning. For example, the word lap has several meanings.

- Lap (1) n. The front part of the lower trunk or thighs of a seated person. The baby was sitting on my lap. (Lap is a noun in this sentence.)
- (2) n. one complete turn as in a race. George was a lap ahead of the other runners. (Lap is a noun in this sentence.)
- (3) v. to take food or drink with tongue. The cat laps his milk. (Lap is a verb in this sentence.)

PRONUNCIATION KEY

In most dictionaries, a pronunciation key is found. The pronunciation key explains the symbols and special spellings that help you to pronounce the words correctly. The markings used to help you understand the sounds and accents are called diacritical markings. They are marks like - - ^ /. Accent marks indicate a syllable which is pronounced with more emphasis than the rest of the syllables of a word.

The pronunciation key is especially important in English because, unlike Spanish, English is not phonetic. The words are not necessarily pronounced as they are spelled. For example: the long a sound is heard in the words vein, they, and weigh, but there is no letter a found in these words.

Syllables are also shown in a dictionary. A syllable is a word or a part of a word which can be pronounced with a single sounding of the voice. If the entry word has more than one syllable, a space is placed between each syllable to help you pronounce the word.

The following is an example of a pronunciation key which you will need to review and discuss:

ă = cat, tap	j = jam, joy
ā = ale, pace	k = key, peek
ä = cart, father	l = land, pole
	m = met, dam
b = bat, cob	n = no, in
ch = chime, munch	ng = song, sing
d = dill, bread	
	ö = pot, lock
ě = set, test	ō = old, vocal
ē = eel, see	oi = oily, poise
èr = germ, learn	ou = mouse, pout
f = feet, reef	p = people, pup
g = goal, gag	r = roll, pry
h = he, howl	s = see, less
	sh = shell, bush
ı̇ = pit, tin	
ī = rice, dive	

t = tap, lit
th = thin, pith
th = than, smooth
ü = pup, cutter
ù = pull, wood
ū = fuse, music

v = very, give
w = we, away
y = youth, yet
z = zone, sneeze
zh = vision, seizure

ə = a in about
ə = e in shaken
ə = o in bacon
ə = u in circus

SPELLING

The dictionary will also help you find the correct spelling of a word. Some of the words which are listed in the dictionary may have more than one spelling. The dictionary will list the preferred spelling first.

For example, the dictionary lists two spellings for the word althaea: althaea and althea. The preferred spelling is althaea. You will find it listed first in the dictionary.

NAME _____

DATE _____

CLASS _____

EXERCISE 1

I. Write the English alphabet in order.

II. Put the following letters of the English alphabet in alphabetical order.

L B T A M X

III. Put the following English words in alphabetical order:

verbal duty son money jury

IV. Put the following words which begin with the letter b in alphabetical order.

- | | |
|--------|-----|
| bath | 1. |
| bait | 2. |
| bar | 3. |
| bee | 4. |
| barge | 5. |
| beast | 6. |
| bag | 7. |
| baffle | 8. |
| best | 9. |
| bore | 10. |

NAME _____

DATE _____

CLASS _____

EXERCISE 2

Remember, in a dictionary the words are found in alphabetical order. We can find the words in the dictionary much faster if we divide the dictionary into four parts.

- PART I - contains the words which begin with A through D.
- PART II - contains the words which begin with E through L.
- PART III - contains the words which begin with M through R.
- PART IV - contains the words which begin with S through Z.

I. Read the words found below. On the line before each word, write the number of the part of the dictionary in which you find the word.

- | | |
|--------------------|----------------------|
| _____ 1. table | _____ 11. pencil |
| _____ 2. baby | _____ 12. book |
| _____ 3. kitchen | _____ 13. chair |
| _____ 4. dimple | _____ 14. quart |
| _____ 5. yesterday | _____ 15. onion |
| _____ 6. zebra | _____ 16. university |
| _____ 7. house | _____ 17. radio |
| _____ 8. ghost | _____ 18. family |
| _____ 9. water | _____ 19. large |
| _____ 10. orange | _____ 20. apple |

II. Guide words are printed at the top of each page in your dictionary. They appear in alphabetical order and tell you the first and the last entry words on the page. Circle the words which you would find between the guide words in the left-hand column.

A. bobwhite

body
boat
bobsled
but
bore
burn
boil

bold

B. conclude

concert
condemn
concrete
condor
compensate
condition
conclusion

condense

C. empty

encamp
enamel
emigrate
employ
emphasize
empress
enclose
emu

enchantment

NAME _____

DATE _____

CLASS _____

EXERCISE 3

Look up each of the following words in your dictionary. On the lines at the right, list the guide words which appeared at the top of the page where you found the entry word shown.

GUIDEWORDS

- | | | |
|----------------|-------|-------|
| 1. folder | _____ | _____ |
| 2. cardboard | _____ | _____ |
| 3. typewriter | _____ | _____ |
| 4. wastebasket | _____ | _____ |
| 5. lunch | _____ | _____ |
| 6. official | _____ | _____ |
| 7. baseball | _____ | _____ |
| 8. drawer | _____ | _____ |
| 9. mortal | _____ | _____ |
| 10. school | _____ | _____ |
| 11. entrance | _____ | _____ |
| 12. leg | _____ | _____ |
| 13. mule | _____ | _____ |
| 14. decent | _____ | _____ |
| 15. glitter | _____ | _____ |
| 16. overhear | _____ | _____ |
| 17. zinc | _____ | _____ |
| 18. sale | _____ | _____ |
| 19. partial | _____ | _____ |
| 20. ice | _____ | _____ |

NAME _____

DATE _____

CLASS _____

EXERCISE 4

Read the following sentences carefully, and look up the underlined words in your dictionary. In the space below each sentence, tell what part of speech the word is and give the definition that best describes the word as it is used in the sentence.

EXAMPLE: It was only a gag but he took it seriously.

n. a laugh-provoking remark or act.

1. Carmen was idle all day.
2. Mike is Jeff's only living relative.
3. Miniskirts were the rage during the 1960's.
4. His hand brushed the papers aside.
5. That terrarium holds pretty plants.
6. Queen Victoria reigned for more than sixty years.
7. Clara's idol is Robert Goulet.
8. Voting is not only a right but a privilege.
9. Mr. Porter is the principal of Becker Junior High School.
10. She wore red earrings.

NAME _____

DATE _____

CLASS _____

EXERCISE 5

I. Look up the following words in the dictionary, and write the respelling of the word using the pronunciation key.

1. honest _____
2. leader _____
3. radio _____
4. double _____
5. birthday _____
6. dangerous _____
7. eighty _____
8. integration _____
9. government _____
10. mystery _____

II. Use your dictionary to find the number of syllables that each of the following words has, and write the number in the space provided.

- | | | | |
|---------------|-------|------------------|-------|
| 1. episode | _____ | 6. establishment | _____ |
| 2. corruption | _____ | 7. tunnel | _____ |
| 3. maturity | _____ | 8. scissors | _____ |
| 4. nature | _____ | 9. circle | _____ |
| 5. pen | _____ | 10. proportion | _____ |

NAME _____

DATE _____

CLASS _____

EXERCISE 6

I. Using the pronunciation key in your dictionary, rewrite the words that have been underlined in the following sentences.

1. George studies Greek literature _____.
2. She wore a lime _____ green dress.
3. He was not only a generous _____ man, but a good citizen _____.
4. The car was in good mechanical condition _____; it only needed water in the radiator _____.
5. That glow _____ that you see is only the moon's reflection _____ on the water _____.

II. Now try to phonetically rewrite the following sentences using your pronunciation key.

1. I am in my room.
2. The rice is good today.
3. He made good pizza pie.
4. His term of office is four years.
5. The puppy barked all night.

NAME _____

DATE _____

CLASS _____

EXERCISE 7

Look up each of the following words in the dictionary. Write the spellings that are given, and circle the preferred spelling.

EXAMPLE: althaea althaea althea

1. theater _____
2. bannister _____
3. dietitian _____
4. adviser _____
5. distill _____
6. favor _____
7. omelet _____
8. offense _____
9. fulfill _____
10. briquette _____

NAME _____

DATE _____

CLASS _____

PRETEST AND POSTTEST

- I. Complete the following sentences by filling in the blanks with the correct words from the words listed below.

guide

alphabetical order

preferred

accent

entry

definition

diacritical

verb

pronunciation key

syllable

1. All of the bold-faced words which are found in the dictionary are listed in _____.
2. The words which are defined in the dictionary are called _____ words.
3. The two words which appear at the top of each page in the dictionary are called _____ words.
4. The _____ helps us to pronounce the words correctly.
5. The first spelling of a word is called the _____ spelling.
6. A _____ is a word or a part of a word which can be pronounced with a single voiced sound.
7. The abbreviation v. before a word means that that word is a _____.
8. When a syllable is pronounced with more emphasis than the others, it has an _____.

9. The marks in the pronunciation key (^ " /) are called _____ marks.
10. Meaning and _____ are the same thing.

II. Write the letter of the English alphabet that comes after each of the following letters.

- | | | | |
|------|-------|-------|-------|
| 1. q | _____ | 6. n | _____ |
| 2. l | _____ | 7. r | _____ |
| 3. a | _____ | 8. h | _____ |
| 4. p | _____ | 9. t | _____ |
| 5. d | _____ | 10. m | _____ |

III. Put the following words in alphabetical order.

- | | |
|-------------|-----------|
| 1. sense | 1. _____ |
| 2. rare | 2. _____ |
| 3. careful | 3. _____ |
| 4. peace | 4. _____ |
| 5. football | 5. _____ |
| 6. north | 6. _____ |
| 7. vein | 7. _____ |
| 8. appear | 8. _____ |
| 9. minute | 9. _____ |
| 10. jury | 10. _____ |

IV. In order to find a word faster, we can divide the dictionary into four parts.

Part I - contains the words from A through D.

Part II - contains the words from E through L.

Part III - contains the words from M through R.

Part IV - contains the words from S through Z.

Read the words below. On the line before each word, write the number of the part of the dictionary in which you would find the word.

- | | |
|--------------------|---------------------|
| _____ 1. table | _____ 6. university |
| _____ 2. baby | _____ 7. apple |
| _____ 3. yesterday | _____ 8. pencil |
| _____ 4. orange | _____ 9. quart |
| _____ 5. house | _____ 10. family |

V. Circle the words from the right-hand column which come between the two guide words found in the left-hand column.

A. bobwhite

bold

B. conclude

condense

body
boast
bobsled
boredom
boil
boldface

concert
condemn
condition
conclusion
conquest
conduct

C. empty

encamp
enclose
employ
emphasize
energy
ending

enchantment

VI. The word sound may have several meanings:

1. n. what can be heard, vibrations causing this sensation (Sound is a noun in this definition.)
2. v. to make a noise or sound, cause to sound, convey an impression (Sound is a verb.)
3. adj. free from injury, decay or defect; free from disease; solid, secure (Sound is an adjective.)

On the line before each of the following sentences, write the number of the meaning that corresponds to sound as it is used in the sentence. The first one is done for you.

- 3 1. Everyone had sound ideas.
2. As the bugle sounded reveille, the soldiers began to awake.
3. The sound of his voice bothers me.
4. His suggestion sounds the best.
5. He was in sound condition after his accident.
6. The alarm clock's sound is very annoying.

ANSWER KEYS

Answers will vary in all of the following exercises according to the dictionary used.

EXERCISE 1

page 108

I. 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

II. a, b, l, m, t, x

III. duty, jury, money, son, verbal

IV. baffle, bag, bait, bar, barge, bath, beast, bee, best, bore

EXERCISE 2

pages 109-110

- | | | | | |
|----|-----|-----|-----|-----|
| I. | 1. | IV | 11. | III |
| | 2. | I | 12. | I |
| | 3. | II | 13. | I |
| | 4. | I | 14. | III |
| | 5. | IV | 15. | III |
| | 6. | IV | 16. | IV |
| | 7. | II | 17. | III |
| | 8. | II | 18. | II |
| | 9. | IV | 19. | II |
| | 10. | III | 20. | I |

- II. A. body, boil
B. condemn, concrete, conclusion
C. encamp, enamel, emu

EXERCISE 3

page 111

Answers will vary according to the dictionary used in this exercise.

EXERCISE 4

page 112

1. adjective - not occupied or employed
2. noun - a person connected by another through family ties
3. noun - fashion
4. verb - to dispose of in an offhand manner
5. noun - a young tree, vine, shrub or herb suitable for cultivation
6. verb - to rule or govern
7. noun - a person or thing which is admired and worshipped
8. noun - something to which someone has a just claim
9. noun - the chief executive officer of an educational institution
10. adjective - of the color red, resembling the color of blood

EXERCISE 5

page 113

- I. 1. 'an-əst
2. 'lēd-ər
3. 'rād-ē-ō
4. dəb-əl
5. 'bərth-dā

6. 'dānj-(ə)rəs
7. 'āt-ē
8. int-ə-'grā-shən
9. 'gəv-ər(n)-mənt
10. 'mis-t(ə)-rē

- | | | | | |
|-----|----|---|-----|---|
| II. | 1. | 3 | 6. | 4 |
| | 2. | 3 | 7. | 2 |
| | 3. | 4 | 8. | 2 |
| | 4. | 2 | 9. | 2 |
| | 5. | 1 | 10. | 3 |

EXERCISE 6

page 114

I. Answers will vary according to the dictionary used in this exercise. Examples:

1. 'lit-ə-rə-chu(ə)r
2. 'līm
3. 'jen-(ə)-rəs, 'sit-ə-zən
4. mi-'kan-i-kəl, kən-'dish-ən, 'rād-ē-āt-ər
5. 'glō, ri-'flek-shən, 'wōt-ər

II. Answers will vary according to the dictionary used in this exercise. Examples:

1. i 'am 'in mī 'rūm
2. the 'rīs iz 'gūd tē-'dā
3. 'hē 'mād 'gūd 'pēt-sə 'pī
4. hiz 'tērm əv 'of-əs iz 'fo(ə)r 'yi(ə)rz
5. the 'pəp-ē 'bārkt 'òl 'nīt

EXERCISE 7

page 115

Preferred spelling is listed first:

1. theater, theatre
2. banister, bannister
3. dietitian, dietician
4. adviser, advisor
5. distill, distil
6. favor, favour
7. omelet, omelette
8. offense, offence
9. fulfill, fulfil
10. briquette, briquet

PRETEST AND POSTTEST

pages 116-119

- I.
 1. alphabetical order
 2. entry
 3. guide
 4. pronunciation key
 5. preferred
 6. syllable
 7. verb
 8. accent
 9. diacritical
 10. definition

- | | | | | |
|-----|----|---|-----|---|
| II. | 1. | r | 6. | o |
| | 2. | m | 7. | s |
| | 3. | b | 8. | i |
| | 4. | q | 9. | u |
| | 5. | e | 10. | n |

- III.
1. appear
 2. careful
 3. football
 4. jury
 5. minute
 6. north
 7. peace
 8. rare
 9. sense
 10. vein

- | | | | | |
|-----|----|-----|-----|-----|
| IV. | 1. | IV | 6. | IV |
| | 2. | I | 7. | I |
| | 3. | IV | 8. | III |
| | 4. | III | 9. | III |
| | 5. | II | 10. | II |

- V.
- A. body, boil
 - B. condemn, conclusion
 - C. encamp

- VI. 1. (3) - (already given)
2. 2
3. 1
4. 2
5. 3
6. 1

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