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)
CALIFORNIA 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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First Printing March, 1979
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
EXERCISE 1

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

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

<table>
<thead>
<tr>
<th>PERSONS</th>
<th>PLACES</th>
<th>THINGS</th>
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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:

<table>
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<tr>
<th>PERSON</th>
<th>PLACE</th>
<th>THING</th>
<th>IDEA</th>
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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.
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.
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. ______________________________________
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
2. ____ soap
3. ____ burned
4. ____ jumped
5. ____ janitor
6. ____ quickly
7. ____ radio
8. ____ ran
9. ____ fast
10. ____ bicycle
11. ____ paper
12. ____ very
13. ____ wrote
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
2. Mr. Johnson
3. soap
4. San Diego Zoo
5. Paris
6. house
7. El Centro
8. New York
9. cat
10. dirt
11. June
12. pencil
13. Christmas
14. airplane
15. Dr. Canton
16. dance
17. music
18. Easter
19. food
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.  

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

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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 noun.

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: 

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ANSWER KEY

Exercise 1

Individual Student Responses

Exercise 2

Individual Student Responses

Individual Student Responses

Exercise 3

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

37
15. Doctors, people, medicine, people
16. bell, morning
17. train, town
18. Mexicali, buses
19. pen, ink
20. English, subject

EXERCISE 4

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

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32
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
EXERCISE 7

pages 19-21

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

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

II.

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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
35
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**

groups 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
   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
    2. P
    3. P
    4. C
    5. C
    6. C
    7. P
    8. P
    9. C
   10. P
   11. P
   12. C
44
38
13. P
14. C
15. C
16. C
17. P
18. P
19. 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
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) ________________________________
   ________________________________
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.
EXERCISE 3

HOMONYMS

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

<table>
<thead>
<tr>
<th>hare</th>
<th>weak</th>
<th>see</th>
<th>would</th>
</tr>
</thead>
<tbody>
<tr>
<td>hair</td>
<td>week</td>
<td>sea</td>
<td>wood</td>
</tr>
<tr>
<td>red</td>
<td>new</td>
<td>fair</td>
<td>hour</td>
</tr>
<tr>
<td>read</td>
<td>knew</td>
<td>fare</td>
<td>our</td>
</tr>
<tr>
<td>four</td>
<td>ate</td>
<td>blew</td>
<td></td>
</tr>
<tr>
<td>for</td>
<td>eight</td>
<td>blue</td>
<td></td>
</tr>
</tbody>
</table>

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.
**EXERCISE 4**

**HOMONYMS**

Fill in each set of blanks with the correct homonym.

<table>
<thead>
<tr>
<th>herd</th>
<th>hear</th>
<th>no</th>
<th>meet</th>
</tr>
</thead>
<tbody>
<tr>
<td>heard</td>
<td>here</td>
<td>know</td>
<td>meat</td>
</tr>
<tr>
<td>scent</td>
<td>rain</td>
<td>pair</td>
<td></td>
</tr>
<tr>
<td>sent</td>
<td>reign</td>
<td>pear</td>
<td></td>
</tr>
<tr>
<td>cent</td>
<td>rein</td>
<td>pare</td>
<td></td>
</tr>
</tbody>
</table>

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?
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. 

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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.

1. 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?
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. ________________________________
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:

<table>
<thead>
<tr>
<th>stationary</th>
<th>isle</th>
<th>patience</th>
<th>altar</th>
<th>stake</th>
</tr>
</thead>
<tbody>
<tr>
<td>stationery</td>
<td>aisle</td>
<td>patients</td>
<td>altar</td>
<td>steak</td>
</tr>
</tbody>
</table>

| _______ | 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 |
8. stick or post pointed at one end for driving into ground

9. to change

10. standing still; not moving
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.

<table>
<thead>
<tr>
<th></th>
<th>1. image or person worshiped</th>
<th>2. an idea or belief</th>
<th>3. a food made from grain</th>
<th>4. not busy</th>
<th>5. permitted</th>
<th>6. a continuous story</th>
<th>7. orally</th>
<th>8. most important, chief person</th>
</tr>
</thead>
</table>
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.
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.


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) _________________________________________
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>(rain)</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>(rein)</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>(reign)</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>(threw)</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>(through)</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>(wood)</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>(would)</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>(red)</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>(read)</td>
<td></td>
</tr>
</tbody>
</table>
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, beets
   8. threw, through
   9. stare, stair
10. course, coarse

II. 1-20 Individual Student Responses

73
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. place, 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
2. patience
3. stationery
4. patients
5. steak
6. aisle
7. altar
8. stake
9. alter
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
<table>
<thead>
<tr>
<th>D.</th>
<th>7. bare</th>
<th>8. knew</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>altar</td>
<td>5. alter</td>
</tr>
<tr>
<td>2.</td>
<td>steel</td>
<td>6. herd</td>
</tr>
<tr>
<td>3.</td>
<td>idol</td>
<td>7. idle</td>
</tr>
<tr>
<td>4.</td>
<td>steal</td>
<td>8. heard</td>
</tr>
<tr>
<td>E.</td>
<td>1. fare</td>
<td>5. fair</td>
</tr>
<tr>
<td>2.</td>
<td>stake</td>
<td>6. coarse</td>
</tr>
<tr>
<td>3.</td>
<td>road</td>
<td>7. rowed</td>
</tr>
<tr>
<td>4.</td>
<td>steak</td>
<td>8. course</td>
</tr>
<tr>
<td>F.</td>
<td>1. heal</td>
<td>5. serial</td>
</tr>
<tr>
<td>2.</td>
<td>cereal</td>
<td>6. your</td>
</tr>
<tr>
<td>3.</td>
<td>forth</td>
<td>7. fourth</td>
</tr>
<tr>
<td>4.</td>
<td>heel</td>
<td>8. You're</td>
</tr>
</tbody>
</table>

III. 1. A       6. D
    2. J       7. G
    3. N       8. S
    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

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

Oral Exercises

Directions: As the teacher pronounces each noun, write "1" in the blank corresponding to the correct number if the word is singular, or "2" 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. ___________
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
2. grape
3. box
4. shadow
5. hero
6. desk
7. tree
8. dish

Write the plurals of these nouns by changing f to v and adding es.
1. wife
2. leaf
3. wolf
4. knife
5. loaf
6. calf
7. thief
8. shelf

Write the plurals of these nouns by changing y to i and adding es.
1. body
2. cry
3. puppy
4. city
5. army
6. cherry

Write the plurals of these nouns by changing the word.
1. goose
2. child
3. ox
4. foot
5. tooth
6. woman
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.

<table>
<thead>
<tr>
<th>girl</th>
<th>girls</th>
<th>goose</th>
<th>geese</th>
</tr>
</thead>
<tbody>
<tr>
<td>pioneer</td>
<td>______</td>
<td>foot</td>
<td>______</td>
</tr>
<tr>
<td>rocket</td>
<td>______</td>
<td>tooth</td>
<td>______</td>
</tr>
<tr>
<td>orchard</td>
<td>______</td>
<td>key</td>
<td>keys</td>
</tr>
<tr>
<td>product</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>canal</td>
<td>______</td>
<td>journey</td>
<td>______</td>
</tr>
<tr>
<td>prairie</td>
<td>______</td>
<td>joy</td>
<td>______</td>
</tr>
<tr>
<td>river</td>
<td>______</td>
<td>donkey</td>
<td>______</td>
</tr>
<tr>
<td>mountain</td>
<td>______</td>
<td>valley</td>
<td>______</td>
</tr>
<tr>
<td>church</td>
<td>churches</td>
<td>hobby</td>
<td>hobbies</td>
</tr>
<tr>
<td>beach</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>wish</td>
<td>______</td>
<td>factory</td>
<td>______</td>
</tr>
<tr>
<td>class</td>
<td>______</td>
<td>bakery</td>
<td>______</td>
</tr>
<tr>
<td>speech</td>
<td>______</td>
<td>colony</td>
<td>______</td>
</tr>
<tr>
<td>bunch</td>
<td>______</td>
<td>dairy</td>
<td>______</td>
</tr>
<tr>
<td>fox</td>
<td>______</td>
<td>city</td>
<td>______</td>
</tr>
<tr>
<td>man</td>
<td>men</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>woman</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>policewoman</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>

81

86
loaf

33. knife

34. half

35. shelf

36. wolf

37. leaf

loaves
I. Write the plural forms of the following words.

Examples:

<table>
<thead>
<tr>
<th>Word</th>
<th>Plural Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>toy</td>
<td>toys</td>
</tr>
<tr>
<td>box</td>
<td>boxes</td>
</tr>
<tr>
<td>man</td>
<td>men</td>
</tr>
<tr>
<td>lady</td>
<td>ladies</td>
</tr>
</tbody>
</table>

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

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:

<table>
<thead>
<tr>
<th>toys - toy</th>
<th>boxes - box</th>
<th>men - man</th>
<th>ladies - lady</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. desks</td>
<td>_______</td>
<td>11. mice</td>
<td>_______</td>
</tr>
<tr>
<td>2. lives</td>
<td>_______</td>
<td>12. churches</td>
<td>_______</td>
</tr>
<tr>
<td>3. table</td>
<td>_______</td>
<td>13. thieves</td>
<td>_______</td>
</tr>
<tr>
<td>4. oxen</td>
<td>_______</td>
<td>14. parties</td>
<td>_______</td>
</tr>
<tr>
<td>5. phonets</td>
<td>_______</td>
<td>15. days</td>
<td>_______</td>
</tr>
<tr>
<td>6. rings</td>
<td>_______</td>
<td>16. geese</td>
<td>_______</td>
</tr>
<tr>
<td>7. children</td>
<td>_______</td>
<td>17. classes</td>
<td>_______</td>
</tr>
<tr>
<td>8. women</td>
<td>_______</td>
<td>18. deer</td>
<td>_______</td>
</tr>
<tr>
<td>9. knives</td>
<td>_______</td>
<td>19. feet</td>
<td>_______</td>
</tr>
<tr>
<td>10. pens</td>
<td>_______</td>
<td>20. men</td>
<td>_______</td>
</tr>
</tbody>
</table>
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
2. table
3. child
4. pony
5. mouse
6. box
7. wish
8. city
9. key
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
2. dresses
3. halves
4. armies
5. potatoes
6. boats
7. alleys
8. geese
9. flies
10. classes
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:
**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.

<table>
<thead>
<tr>
<th>Singular Word</th>
<th>Plural Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. book</td>
<td>1. oranges</td>
</tr>
<tr>
<td>2. apple</td>
<td>2. tables</td>
</tr>
<tr>
<td>3. nut</td>
<td>3. tablets</td>
</tr>
<tr>
<td>4. pencil</td>
<td>4. canes</td>
</tr>
<tr>
<td>5. match</td>
<td>5. flowers</td>
</tr>
<tr>
<td>6. box</td>
<td>6. marches</td>
</tr>
<tr>
<td>7. brush</td>
<td>7. squashes</td>
</tr>
<tr>
<td>8. dish</td>
<td>8. peaches</td>
</tr>
<tr>
<td>9. notch</td>
<td>9. foxes</td>
</tr>
<tr>
<td>10. church</td>
<td>10. crutches</td>
</tr>
<tr>
<td>11. postman</td>
<td>11. men</td>
</tr>
<tr>
<td>12. woman</td>
<td>12. teeth</td>
</tr>
<tr>
<td>13. ax</td>
<td>13. geese</td>
</tr>
<tr>
<td>14. child</td>
<td>14. mice</td>
</tr>
<tr>
<td>15. foot</td>
<td>15. knives</td>
</tr>
<tr>
<td>16. life</td>
<td>16. loaves</td>
</tr>
<tr>
<td>17. wife</td>
<td>17. shelves</td>
</tr>
<tr>
<td>18. thief</td>
<td>18. leaves</td>
</tr>
<tr>
<td>19. calf</td>
<td>19. puppies</td>
</tr>
<tr>
<td>20. pony</td>
<td>20. babies</td>
</tr>
</tbody>
</table>
II. DIRECTIONS: Fill in each blank with the correct answer, and write an example for each rule.

1. The usual way to make a noun plural is simply to add _______ to the singular.
   
   EXAMPLE:

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

   EXAMPLE:

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

   EXAMPLE:

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

   EXAMPLE:

5. 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 ________________
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**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>pages 78-79</strong></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>S</td>
</tr>
<tr>
<td>2.</td>
<td>P</td>
</tr>
<tr>
<td>3.</td>
<td>S</td>
</tr>
<tr>
<td>4.</td>
<td>P</td>
</tr>
<tr>
<td>5.</td>
<td>S</td>
</tr>
<tr>
<td>6.</td>
<td>S</td>
</tr>
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**Exercise 2**

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**EXERCISE 3**

*pages 81-82*

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<td>products</td>
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<td>beaches</td>
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<td>10.</td>
<td>wishes</td>
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<td>12.</td>
<td>speeches</td>
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<tr>
<td>37.</td>
<td>leaves</td>
<td></td>
</tr>
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</table>
Exercise 4

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


II. (All examples are individual student responses)

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

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III. 1. bodies
2. eggs
3. glasses
4. fruits
5. oranges
6. berries
7. cereals
8. boxes

IV. A. bird S
oxen P
babies P
man S
goose P

women P
shelf S
mice P
axes P
wife S

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

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 y preceded by a consonant, change the y to i and add es.

7. To form the plural of a word ending 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.
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 words 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.
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:

ä = cat, tap    j = jam, joy
ä = ale, pace   k = key, peek
ä = cart, father  l = land, pole
b = bat, cob      m = met, dam
ch = chime, munch  n = no, in
     d = dill, bread
  ō = pot, lock
     ē = set, test   ō = old, vocal
     ē = eel, see    oi = oily, poise
  ēr = 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
    ı = pit, tin
    ĩ = rice, dive
t = tap, lit
th = thin, pith
th = than, smooth
ū = pup, cutter
û = pull, wood
ū = fuse, music
v = very, give
w = we, away
y = youth, yet
z = zone, sneeze
zh = vision, seizure

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.
I. Write the English alphabet in order.

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

III. Put the following English words in alphabetical order:

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.

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108
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
2. baby
3. kitchen
4. dimple
5. yesterday
6. zebra
7. house
8. ghost
9. water
10. orange
11. pencil
12. book
13. chair
14. quart
15. onion
16. university
17. radio
18. family
19. large
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
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.

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

GUIDEWARDS

NAME:________________
DATE:__________
CLASS:__________

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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.
I. Look up the following words in the dictionary, and write the spelling 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 ___
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 _______________; 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.
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

1. theater
2. bannister
3. dietitian
4. adviser
5. distill
6. favor
7. omelet
8. offense
9. fulfill
10. briquette
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 \___
   2. l \___
   3. a \___
   4. p \___
   5. d \___
   6. n \___
   7. r \___
   8. h \___
   9. t \___
  10. m \___

III. Put the following words in alphabetical order.

   1. sense \__________
   2. rare \__________
   3. careful \__________
   4. peace \__________
   5. football \__________
   6. north \__________
   7. vein \__________
   8. appear \__________
   9. minute \__________
  10. jury \__________
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
   body
   boast
   bobsled
   boredom
   boil
   boldface
   bold

B. conclude
   concert
   condemn
   condition
   conclusion
   conquest
   conduct
   condense
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.
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

125

120
EXERCISE 3

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

EXERCISE 4

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

I. 1. 'an-əst
   2. 'ləd-ər
   3. 'rəd-ə-ə
   4. dəb-ə1
   5. 'berth-də
I. Answers will vary according to this exercise. Examples:

1. 'lit-a-re-chu(ə)r
2. 'lîm
3. 'jen-(ə)-res, 'sit-a-zən
4. mi-kan-i-kəl, kən-'dish-ən, 'rəd-ə-ət-ər
5. 'glö, ri-'flek-shən, 'wət-ər

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

1. i 'am 'in mî 'rūm
2. the 'rîs iz 'gûd tə-'dâ
3. 'hē 'mâd 'gûd. 'pêt-se-'pî
4. hîz 'tərm əv 'of-əs iz 'fo(ə)r 'yi(ə)rz
5. the 'pəp-ə 'bərkt 'əl 'nît

EXERCISE 6
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
2. m
3. b
4. q
5. e
6. o
7. s
8. i
9. u
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
2. I
3. IV
4. III
5. II
6. IV
7. I
8. III
9. III
10. II

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

129
124
VI. 1. (3) - (already given)
2. 2
3. 1
4. 2
5. 3
6. 1
BIBLIOGRAPHY


