In Our Own Language

A Language Workbook for Literacy Students

Teachers on Wheels

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INTRODUCTION

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

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

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

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

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

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

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

USING THIS WORKBOOK

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

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

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

HISTORY OF THE ENGLISH LANGUAGE

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

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

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

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

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

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

DIALECT

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

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

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

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

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ANSWERS

UNIT 1

The Alphabet	• The letters of the alphabet
	  o printing and cursive handwriting
	  o Upper and Lower case (capitals and small letters)
	• Letter-sound associations
	• Introduction to vowels
	  o short vowels
	  o long vowels
	  o silent e
	• Introduction to consonants
	  o consonant blends
	  o silent consonants
	• Alphabetical order

THE ALPHABET

Letters of the Alphabet

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

  capitals or **upper case**

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

  small letters or **lower case**

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

✎ *For the Tutor*

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



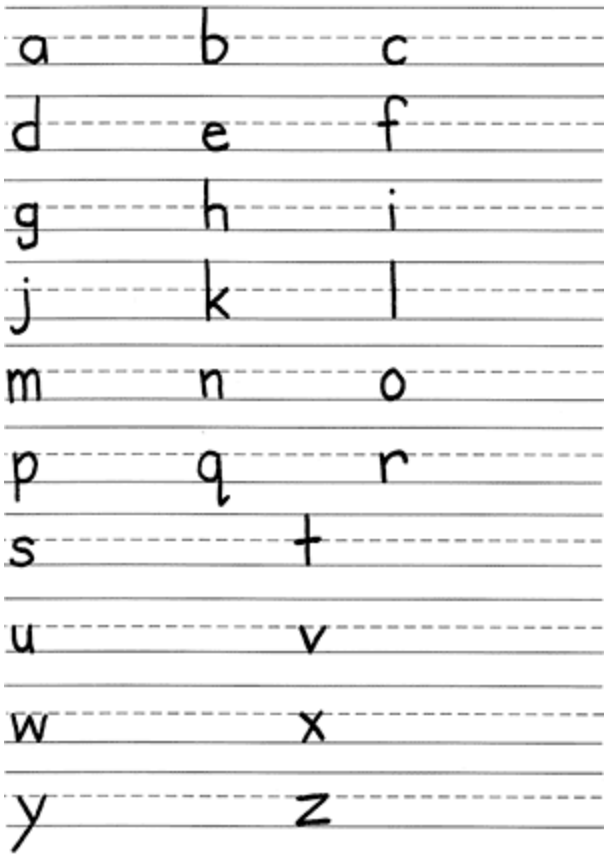
From the start, explain to the learner that some words begin with capital letters (you need not get into any further explanation here, it is covered in a later unit). With the exception of some abbreviations (Eg: NF - Newfoundland) or acronyms (Eg: MADD - Mothers Against Drunk Drivers) capital letters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

ALPHABET - Printing

Practise printing capital letters.



Practise printing lower case letters.



Practise handwriting (cursive writing) capital letters.

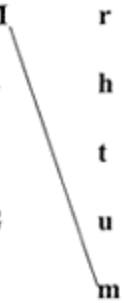


Practise handwriting (cursive writing) lower case letters.



Match the letters.

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



Click here for answers

Letter-Sound Associations

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

Write words that begin with the following.

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

Click here for answers

✎ *For the Tutor*

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

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

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

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

For discussion:

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

Introduction to Vowels

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

Vowels

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

Short Vowels

The short form of each vowel is:

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

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

  Eg: were first hurt

Write some more words with short vowels.



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

a	e	i
cat		

o	u

Click here for answers

Long Vowels:

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

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

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

  Eg: -ee -ea



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

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

a -	*take*	*safe*
e -	*deal*	*sea*
i -	*ice*	*pine*
o -	*home*	*rope*
u -	*music*	*rule*
ay -	*say*	*way*

ee -	*sheep*	*beet*
ea -	*leaf*	*eat*
oa -	*boat*	*loaf*
oo -	*moon*	*loon*
ai -	*wait*	*rail*

Write some more words with long vowels.

a	e	i
_____	_____	_____
_____	_____	_____
_____	_____	_____

o	u	ee
_____	_____	_____
_____	_____	_____
_____	_____	_____

oa	ai	ay
_____	_____	_____
_____	_____	_____
_____	_____	_____

ey	oo	ea
_____	_____	_____
_____	_____	_____
_____	_____	_____

Click here for answers

Silent-e

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

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

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

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

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

tub+e=	tube	tap+e=	_____
mat+e=	_____	kit+e=	_____
fin+e=	_____	sit+e=	_____
rob+e=	_____	man+e=	_____
can+e=	_____	not+e=	_____
win+e=	_____	hug+e=	_____

Click here for answers

Write sentences.



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

tub _____

_____

tube _____

_____

tap _____

_____

tape _____

_____

mat _____

_____

mate _____

_____

kit _____

_____

kite _____

_____

Click here for answers



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

fin _____

_____

fine _____

_____

sit _____

_____

site _____

_____

rob _____

_____

robe _____

_____

man _____

_____

mane _____

_____

can _____

_____

cane _____

_____

not _____

_____

note _____

_____

win _____

_____

wine _____

_____

hug _____

_____

huge _____

_____

Click here for answers

Introduction to Consonants

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

For the Tutor

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

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

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

rat	___cat___	man	_____	hop	_____
	_____		_____		_____
	_____		_____		_____
sad	_____	big	_____	car	_____
	_____		_____		_____
	_____		_____		_____
map	_____	boy	_____	dog	_____
	_____		_____		_____
	_____		_____		_____

Click here for answers

Consonant Blends

- When two consonants go together to form one sound, it is called a *consonant blend*.

  Eg: -bl -sk -sl

Write new words

bl-	black	sk-	_____	sl-	_____
	_____		_____		_____
	_____		_____		_____

Click here for answers

What other consonant blends can you think of?

_____

_____

_____

_____

Click here for answers

Silent Consonants

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

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

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

Can you think of other words with silent consonants?

_____

_____

_____

_____

_____

_____

_____

Click here for answers

Alphabetical Order

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

Random order:	**l**eg	**a**pple	**b**oy	**s**nake
Alphabetical order:	**a**pple	**b**oy	**l**eg	**s**nake

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

Random order:	a**p**ple	a**r**t	a**g**e
Alphabetical order:	a**g**e	a**p**ple	a**r**t

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

Random order:	ar**t**	ar**g**ue	ar**e**
Alphabetical order:	ar**e**	ar**g**ue	ar**t**

Put each list of words in alphabetical order.

girl	_____	yellow	_____
cat	_____1_____	ball	_____
saw	_____	hop	_____
leg	_____	kitten	_____



boy	_____	tree	_____
but	_____	toe	_____
bat	_____	tack	_____
bike	_____	tie	_____



cake	_____	see	_____
call	_____	seal	_____
cat	_____	set	_____
car	_____	sell	_____

Click here for answers

UNIT 2

Vocabulary	• Plurals • Suffixes • Contractions • Compound Words • Synonyms (words that mean almost the same thing) • Antonyms (words that mean the opposite) • Homonyms (words that sound the same but have different spellings and meanings) • Syllables

Vocabulary

Plurals

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

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

  one boat two boats

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

dog+s -	dogs	bat -	_____
car -	_____	key -	_____
table -	_____	hop -	_____
sit -	_____	desk -	_____
ant -	_____	wall -	_____

Click here for answers

Write sentences.

dog - _____

_____

dogs - _____

_____

bat - _____

_____

bats - _____

_____

car - _____

_____

cars - _____

_____



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

key - _____

_____

keys - _____

_____

hop - _____

_____

hops - _____

_____

wall - _____

_____

walls - _____

_____

Click here for answers

- If a "naming word" (noun) ends in *-ss, -sh, -ch* or *-x*, to make it plural add *-es*.

  Eg: *one kiss - two kisses* *one church - two churches*
  one fox - three foxes *one wish - five wishes*

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

bus+es - buses glass - _____

box - _____ shoe - _____

lunch - _____ peach - _____

dish - _____ ax - _____

Click here for answers

Write sentences.

bus - _____

_____

buses - _____

_____

glass - _____

_____

glasses - _____

_____

box - _____

_____

boxes - _____

_____

shoe - _____

_____

shoes - _____

_____



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

peach - _____

_____

peaches - _____

_____

dish - _____

_____

dishes - _____

_____

ax - _____

_____

axes - _____

_____

Click here for answers

Suffixes

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

✎ *For the Tutor*

Meanings of common suffixes:

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

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

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

Make new words by adding suffixes to the following.

teach+er = _____teacher_____

sunny+er = _____

thank+less = _____

truth+ful = _____

soft+ness = _____

child+hood = _____

light+en = _____

honour+able = _____

Click here for answers

Write sentences.

teach - _____

_____

teacher - _____

_____

sunny - _____

_____

sunnier - _____

_____

thank - _____

_____

thankless - _____

_____

truth - _____

_____

truthful - _____

_____



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

soft - _____

_____

softness - _____

_____

child - _____

childhood - _____

light - _____

lighten - _____

honour - _____

honourable - _____

Click here for answers

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

  Eg: *fish - fishing* *feel - feeling*
  pick - picked *peel - peeled*

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

kick+ing = ___kicking___ kick+ed = _____

kiss+ing = _____ kiss+ed = _____

jump+ing = _____ jump+ed = _____

smell+ing = _____ smell+ed = _____

Click here for answers

Write sentences.

kick - _____

_____

kicking - _____

_____

kicked - _____

_____

kiss - _____

_____

kissing - _____

_____

kissed - _____

_____

jump - _____

_____

jumping - _____

_____

jumped - _____

_____

smell - _____

_____

smelling - _____

_____

smelled - _____

_____

Click here for answers

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

  Eg: *shop- shopping* *shopped*
  sun - sunning *sunned*

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

hop+ing = hopping whip+ed = _____
top+ing = _____ top+ed = _____
mop+ing = _____ mop+ed = _____

Click here for answers

Write sentences.

whip - _____
_____

whipping - _____
_____

whipped - _____
_____

top - _____
_____

topping - _____
_____

topped - _____
_____

mop - _____
_____

mopping - _____
_____

mopped - _____

_____

Click here for answers

- If a word ends in *silent-e*, the *-e* is dropped before *-ing* or *-ed* is added.

  Eg: *shave - shaving* *shaved*
  hope - hoping *hoped*

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

size+ing = ___sizing____ size+ed = _____

rope+ing = _____ rope+ed = _____

shape+ing = _____ shape+ed = _____

Click here for answers

Write sentences.

size - _____

_____

sizing - _____

_____

sized - _____

_____

rope - _____

_____

roping - _____

_____

roped - _____

_____

shape - _____

_____

shaping - _____

_____

shaped - _____

_____

Click here for answers

Contractions

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

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

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

✎ *For the Tutor*

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

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

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

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

Click here for answers

Compound Words

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

  Eg: *snowball = snow + ball*

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

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

- Compound words can be written three ways:

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

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

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

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

Click here for answers

Synonyms

- *Synonyms* are words that have similar meanings

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

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

huge big _____

little _____

pretty _____

sea _____

happy _____

tiny	big	glad	sad	ocean	ugly	lovely	land

Click here for answers

Antonyms

- *Antonyms* are words that have opposite meanings.

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

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

huge tiny

little _____

pretty _____

sea _____

happy _____

tiny	big	glad	sad	ocean	ugly	lovely	land

Click here for answers

Homonyms

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

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

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

eight ____ate_____

maid _____

sun _____

so _____

sail _____

son	ate	tea	sale	sew	boat	made

Click here for answers

Syllables

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

  Eg: *together = to/ge/ther*

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

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

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

  Eg: *reader = read/er*

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

  Eg: *snow/man*

For the Tutor

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







Eg. together =	to	ge	ther

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

happy= _____2_____ jigger= _____

little= _____ dory= _____

pretty= _____ money= _____

sea= _____ fisherman= _____

Canada= _____ snow= _____

Click here for answers

UNIT 3

Sentences	• Recognizing sentences • Word order in sentences • Types of sentences • Subject • Predicate • Simple sentence • Compound sentence • Run-on sentence

SENTENCES

Recognizing Sentences

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

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

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

Put a ☑ by the groups of words that are sentences.

Put a ☒ by the groups of words that are <u>not</u> sentences

The girl was happy. ✔
A jigger can be used to catch fish. _____
A little bit. _____
The dory sank. _____
Her pretty face. _____
Tim loves money. _____
The sea. _____
The fisherman worked very hard. _____
It borders on Canada. _____
The children like to play in the snow. _____

Click here for answers

Write a sentence about yourself

_____

_____

_____

Click here for answers

Word Order In Sentences

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

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

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

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

1. videos love I music!

   _____

   _____

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

   _____

   _____

3. landed Newfoundland in Cabot John.

   _____

   _____

4. the spots has dog black white.

   _____

   _____

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

   _____

   _____

Click here for answers

Types of Sentences

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

  Eg: *I am twenty years old.*

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

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

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

  Eg: *Open the window.*

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

  Eg: *I have the winning lottery numbers!*

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

D/E 1. Stop that noise . /!

___ 2. I am a new father ___

___ 3. Bob is a pilot ___

___ 4. Who is that man ___

___ 5. Can we go shopping ___

___ 6. I got promoted ___

___ 7. Go to sleep ___

___ 8. Are we going home ___

Click here for answers

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

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

  Answer: *The ocean.*

  The subject is: *The ocean.*

Underline the subject in each sentence.

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

Click here for answers

- One part of a sentence is the subject. The second part of a sentence is the predicate. The predicate tells what the subject is, was or does.

  Eg: *The ocean is cold.*
  Subject: *The ocean.*
  Ask: *The ocean is what?*
  Answer: *The ocean is cold.*
  The predicate is: *is cold*

Underline the predicate in each sentence.

1. The seagull flew very fast.
2. Why did the boy throw the ball?
3. Sue laughed loudly.
4. The lake was very deep.
5. That street is very narrow.

Click here for answers

Simple Sentences and Compound Sentences

- A simple sentence has one subject and one predicate.

  Eg: *Newfoundland is an island.*
  (Newfoundland is the subject.
  is an island is the predicate.)

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

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

Write S after each simple sentence.
Write C after each compound sentence.

1. The Canadian flag is red and white. __S__

2. The Canadian flag is red and white and it has a maple leaf in the centre. _____

3. There are ten provinces in Canada and Prince Edward Island is the smallest. _____

4. The capital city of Canada is Ottawa. _____

5. Canada is bordered on three sides by oceans. _____

6. The United States shares a border with Canada but the Soviet Union once shared Canada's border too. _____

Click here for answers

Run-on Sentences

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

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

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

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

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

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

Correct these run-on sentences.

1. A seagull eats fish, it drinks seawater.

   _____

   _____

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

   _____

   _____

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

   _____

   _____

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

   _____

   _____

Click here for answers

UNIT 4

Grammar	• Noun
	  o types of nouns
	  o singular and plural nouns
	• Verb
	  o types of verbs
	  o verb tenses
	• Grammar Usage
	  o is/are
	  o see/sees/saw
	  o was/were
	  o does/do
	  o has/had/have
	  o I/me
	  o a/an
	• Pronoun
	• Adjective
	• Adverb
	• Preposition
	• Conjunction
	• Interjection

GRAMMAR

Noun

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

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

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

Underline the noun or nouns in the following sentences.

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

Click here for answers

Types of Nouns

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

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

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

  Eg: *boy* *city* *university*

✎ *For the Tutor*

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

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

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

Click here for answers

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

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

✎ *For the Tutor*

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

Add missing appositives to make these sentences complete.

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

Click here for answers

Singular and Plural Nouns

- A *singular noun* names one person, place or thing.

  Eg: *dish* *car* *house* *fox*

- A *plural noun* names more than one person, place or thing.

  Eg: *dishes* *cars* *houses* *foxes*

- To change most singular nouns to plural nouns add *-s* to the end.

  Eg: *cars* *houses*

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

  Eg: *dish<u>es</u>* *fox<u>es</u>*

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

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

Click here for answers

<u>Verb</u>

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

  Eg: *The dog **<u>ran</u>** very fast.*
  *The baby is **<u>crying</u>**.*

✎ *For the Tutor*

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

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

The answer will be the verb.

Eg: *The dog ran very fast*.

Find the noun:	*The noun is "dog".*
Ask:	"*What did the dog do?*"
Answer:	*He ran.*
The verb is:	*ran.*

Underline the verb in the following sentences.

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

Click here for answers

Types of Verbs

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

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

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

Underline the linking verb in each sentence.

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

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

  Eg: *The man **has** baked a cake.*
  (The verb: baked.
  The helping verb: has.
  "Has" helps the verb by showing how, or when, the man baked the cake)

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

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

✎ *For the Tutor*

The Helping Verbs are:

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

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

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

1. That student has read five books.
   has read

2. The sun is shining.
   _____

3. Sue and Bob are laughing.
   _____

4. The cow is chewing its cud.
   _____

5. We are finished classes!
   _____

Click here for answers

Verb Tenses

- The **tense** of a verb tells when the action took place or will take place: *past, present or future*

- *Past tense* tells what action has already happened.

  Eg: *Susan **worked** hard.*

- *Present tense* tells what is happening right now.

  Eg: *Susan **works** hard.*

- *Future tense* tells what will happen later.

  Eg: *Susan will **work** hard.*

Fill in the blanks with an appropriate verb.

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

Click here for answers

Grammar Usage

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

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

  Eg: *Sue is going home.*
- *Are* tells about more than one person, place or thing.

  Eg: *Sue and Jan are going home.*
- Use *are* with the word you.

  Eg: *Are you going home?*

✎ *For the Tutor*

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

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

Use <u>is</u> or <u>are</u> to fill in the blanks.

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

Click here for answers

<u>Using **See, Sees,** or **Saw**</u>

- Use <u>see</u> or <u>sees</u> to tell what is happening *now*.

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

- Use <u>see</u> with *you* and *I*.

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

- <u>Saw</u> is used to tell what happened in the *past*.

  Eg: *I <u>saw</u> the ocean yesterday.*
  He <u>saw</u> the ocean, too.

✎ *For the Tutor*

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

• run	runs	ran
• give	gives	gave

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

Choose <u>see</u>, <u>sees</u> or <u>saw</u>. Rewrite each sentence.

1. Did you ___<u>see</u>___ the new boy?

   <u>Did you see the new boy?</u>_____

   _____

2. Yesterday I _____ two movies!

   _____

   _____

3. Bob _____ a beautiful sunset.

   _____

   _____

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

   _____

   _____

5. Dave _____ the dog now, too.

   _____

   _____

Click here for answers

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

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

  Eg: *She was at the mall.*

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

  Eg: *Sue and Bob were lost!*

- Were is used with *you*.

  Eg: *You were so crazy yesterday!*

Choose were or was.

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

Click here for answers

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

- Use does when referring to *one* person, place or thing

  Eg: *Bob does the dishes.*

- Use do when referring to *more than one* person, place or thing.

  Eg: *Bob and Sue do the dishes.*

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

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

Write a sentence using do.

_____

_____

Write a sentence using does.

_____

_____

Click here for answers

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

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

  Eg: *The girl has a new purse.*

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

  Eg: *The two girls have new purses.*

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

  Eg: *You have a new purse.*

- Use had to tell about the *past*.

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

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

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

Click here for answers

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

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

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

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

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



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

Circle *I* or *Me*

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

Click here for answers

Write a sentence using *Me*

_____

_____

Write a sentence using *I*

_____

_____

Click here for answers

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

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

  Eg: *an apple* *an uncle*

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

  Eg: *a cat* *a boat*

Write a or an

1. _____a_____ dog
2. _____ fish
3. _____ house
4. _____ ocean
5. _____ kite
6. _____ ice-cream
7. _____ flower
8. _____ ax
9. _____ cow
10. _____ tree

Click here for answers

Pronoun

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

  Eg: *Bob ran fast.*
  He *ran fast.*
  (The noun "Bob" is replaced with the pronoun "*he*".)

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

✎ *For the Tutor*

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

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

it	she	we	I	they	he	you

1. Bob is studying very hard.
   He is studying very hard. _____

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

3. That girl is a friend.
   _____

4. Bob, Susan and Jack like parties.
   _____

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

Click here for answers

Adjective

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

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

- Adjectives describe nouns or pronouns.

For the Tutor

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

Eg: white clouds this friend five dollars

Write adjectives to describe each noun.

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

Click here for answers

Adverb

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

Eg:	*The old man walked slowly.*	(slowly is an adverb - it describes the verb walked)
	That dress is very pretty.	(very is an adverb - it describes the adjective pretty)
	The party was over too quickly.	(too is an adverb - it describes *another* adverb: quickly)

✎ *For the Tutor*

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

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

Write adverbs to describe each verb.

1. cry _____cry loudly_____
2. work _____
3. play _____
4. dance _____
5. sing _____

Click here for answers

Preposition

- A *preposition* is a word that shows the relationship between words in a sentence.

  Eg: *The old man walked <u>up</u> the hill.*
  (*up* is a preposition because it shows the relationship between the noun *hill* and the verb *walked*.)

✎ *For the Tutor*

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

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

1. Who are you going with?

2. With whom are you going?

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

Write sentences with prepositions. Circle the prepositions.

1. ____The dog ran quickly 

the street_____
_____

2. _____
_____

3. _____
_____

4. _____
_____

5. _____
_____

Click here for answers

Conjunction

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

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

For the Tutor

Some common conjunctions are:

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

Underline the conjunctions in each sentence.

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

Click here for answers

Interjection

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

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

✎ *For the Tutor*

Some common interjections are:

oh ah great well hurray

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

1. _____

   _____

2. _____

   _____

3. _____

   _____

4. _____

   _____

5. _____

   _____

Click here for answers

UNIT 5

Capitalization	• Using capital letters o when to use capital letters and when not to use capital letters

CAPITALIZATION

Using Capital Letters

- A person's name is a proper noun (see page 70) and proper names always begin with capital letters (or upper case letters).

- A person's initials, which are letters that stand for their name(s), are also always capitalized and followed by a period.

  Eg: ***B****ob* ***S****mith's initials are* ***B.S.***
  S*ue* ***H****elen* ***B****rown's initials are* ***S.H.B.***

- Each word of a family name begins with a capital.

  Eg: ***A****unt* ***L****isa* ***G****randpa* ***J****oe*

For the Tutor

An exception to the rule: if the words your, my, or their come before the family name, the family name is NOT capitalized.

Eg. my uncle your grandmother their aunt

Circle the words that should be capitalized

1. The new girl's name is 

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

Click here for answers

- A person's title is always capitalized.

  Eg: ***Dr.*** *Alice King* ***Mr.*** *Bob Black*

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

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

- Abbreviated titles begin with capitals and end with periods.

✎ *For the Tutor*

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

Rewrite the names correctly

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

Click here for answers

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

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

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

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

Rewrite the sentences. Use capital letters where needed

1. Bill lives on duckworth st., near harbour drive

   Bill lives on Duckworth St., near Harbour Drive.

2. I was camping in butter pot provincial park.

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

Click here for answers

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

  Eg. ***A****pril* ***T****hanksgiving* ***D****ay* ***S****aturday* ***N****ewfoundland*

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

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

✎ *For the Tutor*

Although the four seasons are names, they are NOT capitalized.

winter spring summer fall/autumn

- The first letter in any sentence is always capitalized.

  Eg: ***T****hat girl is pretty.*
  O*ur dog is quite old.*
  D*o you want a cola?*

- The first word of a quotation is capitalized.

  Eg: *Betty said, "**Y**ou should come with us."*

- The first, last and all important words in the titles of books, magazines, articles, songs, ships, businesses, movies and stories are capitalized.

  Eg: ***C****all of the* ***W****ild* *"**T**he **K**elligrews **S**oiree"*

- The names of languages (or in reference to countries) are always capitalized

  Eg: *the **E**nglish language*
  I*talian food*
  F*rench tourists*

Rewrite the sentences using correct capitalization

1. i am going to bonavista on sunday.

   I am going to Bonavista on Sunday.

2. would you like chinese food?

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

4. have you ever read gone with the wind?

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

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

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

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

_____

_____

9. the titanic sank near newfoundland.

_____

_____

Click here for answers

UNIT 6

Punctuation	• End punctuation
	• Comma
	  o lists
	  o place names
	  o dates
	• Apostrophe
	  o contractions
	  o ownership
	• Quotation mark
	• Colon
	• Semi-colon
	• Hyphen

PUNCTUATION

End Punctuation

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

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

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

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

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

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

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

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

Add the correct end punctuation to the sentences.

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

Click here for answers

Comma

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

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

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

✎ *For the Tutor*

The last "and" is NOT replaced by a comma.

The decision to use a comma after the second-last word (and before the last "and") is really a personal choice related to style.

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

- When there are two related thoughts in a sentence, they can be separated by a comma.

  Eg: *After we ate lunch, we went back to the mall.*

- Commas separate city names from provinces and province names from the name of the country

  Eg: St. John's, Newfoundland Newfoundland, Canada

- Commas come between the day of the month and the year.

  Eg: *August 21, 1987*

- A comma comes after the name in the greeting of a friendly letter and the closing of any letter

  Eg: *Eg: Dear Sue,* *Yours truly,*

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

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

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

  Eg: *Susan, are you working late?*

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

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

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

  Eg: *Yes, I do know Bob.*

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

Add commas to the sentences.

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

Click here for answers

Apostrophe

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

  Eg: *will not = won’t*

For the Tutor

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

Using an apostrophe, write contractions for the following

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

Click here for answers

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

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

✎ *For the Tutor*

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

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

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

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

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

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

Rewrite the phrases, using apostrophes to show ownership

1. the captains hat

   the captain's hat

2. the birds wing

   _____

3. the students desk

   _____

4. two boys bikes

   _____

5. a cats fur

   _____

6. many womens purses

   _____

7. a babys blanket

   _____

8. three babies blankets

   _____

Click here for answers

Quotation Marks

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

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

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

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

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

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

3. Why Bob asked do you love that actress?

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

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

Click here for answers

Colon

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

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

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

  Eg: *Dear Sir**:***

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

  Eg: *It is 2**:**15*

Add colons and commas.

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

Click here for answers

Semi-Colons

- Semi-colons are used to show a stronger separation between parts of a sentence than does a comma.

- Semi-colons are used to separate independent thoughts that are closely connected but a conjunction is not appropriate.

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

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

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

✎ *For the Tutor*

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

Hyphens

- Hyphens are used between the parts of some compound words

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

Can you think of some more hyphenated words?

_____ _____

_____ _____

_____ _____

UNIT 7

Composition	• Paragraph
	  o main idea and topic sentence
	• Organizing
	  o ordering
	  o brainstorming (webbing, outline)
	• Revising and editing
	• Other forms of writing
	  o letter writing (types of letters addressing a letter/envelope)
	  o messages and notes

COMPOSITION

✎ *For the Tutor*

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

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

Paragraph

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

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

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

Main Idea and Topic Sentence

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

✎ *For the Tutor*

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

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

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

For example:

Question: How many people are in your family?
Answer 1: Five. ✘
Answer 2: There are five people in my family. ✔

Read the following paragraphs and answer the questions

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

1. What is this paragraph about?

_____

_____

2. Write the topic sentence.

_____

_____

3. Write <u>two</u> sentences that give details about the main idea.

_____

_____

_____

_____

Click here for answers

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

1. What is this paragraph about?

_____

_____

2. Write the topic sentence.

_____

_____

3. Write <u>two</u> sentences that give details about the main idea.

_____

_____

_____

_____

Click here for answers

Organizing

Ordering

- The details in a paragraph can be arranged many ways. Sometimes it really does not matter how they are arranged as in the case of describing your best friend, for example, where it does not matter if you describe her hair colour first or her personality.

- But there are times when ordering is very important. When a paragraph is describing events in the order in which they occurred, then proper order is very necessary. Such paragraphs typically have sentences that begin: *First..., Then...* or *Lastly...*

- Another time when ordering is important would be when writing instructions as in how to repair or build something, recipes, etc.

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

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

_____ He combined all the ingrediants in a bowl.

_____ He put the pans in the oven to bake.

_____ He selected a recipe.

_____ He decided to bake a cake.

_____ He poured the batter into the pans.

Click here for answers

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

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

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

_____ They decided to wrap the present.

_____ They wound bright blue ribbon around the gift.

_____ They measured the gift.

_____ They placed in the middle of the wrapping paper.

_____ They attached a big blue bow to the top.

_____ They cut off a piece of wrapping paper.

Click here for answers

Brainstorming

- No matter what the topic, all pieces of text must be organized. One way to organize thoughts and paragraphs is by brainstorming. Brainstorming is also known as *webbing* or *outlining*.

- The basic idea behind these techniques is to get all of your ideas related to a specific topic down on paper - free thinking. Then sort through the ideas to decide what ideas to keep and what ideas to throw out. The kept ideas are then expanded into sentences and then paragraphs. The finalized paragraphs are put in order, given a final edit and - *viola!* - the piece is complete.

An example of "Webbing"



Revising and Editing

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

Proofreader's Marks:



Capitalize | Move | Spelling Error | Indent | Remove



Add | Add a Comma | Make a Small Letter | Add a Period

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

The Newfoundland Dog

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

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

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

Click here for answers

Other forms of writing

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

List the sorts of writing you might do during one day

_____

_____

_____

_____

Letter Writing

- There are two basic forms of letters: **friendly letters** and **business letters**
- Letters are made up of several parts:

1. **heading** - tells where and when the letter was written. The sender's address and the date is also included

2. **greeting** - tells who the letter is for. In a friendly letter the greeting is followed by a comma but in a business letter the greeting is followed by a colon.

3. **body** - is what the letter is about

4. **closing** - says good-bye

5. **name** - tells who wrote the letter. The sender's signature is also given

Friendly letters

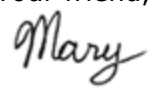
- Friendly letters are letters that we write to friends or acquaintances in order to give them news about something

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

Dear Ann,

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

Your friend,



Mary Porter

Business letters

- A business letter has the same parts as a friendly letter with an extra part: the inside address. This is the address of the person to whom the letter is written.

- Sometimes the writer of a business letter might not have the name of the person who will read the letter. If the gender *is* known, however, the greeting would read *Dear Sir* or *Dear Madam*. If the sender is unsure of the recipient's gender, *Dear Sir or Madam* is an acceptable greeting.

✎ *For the Tutor*

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

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

Envelopes

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

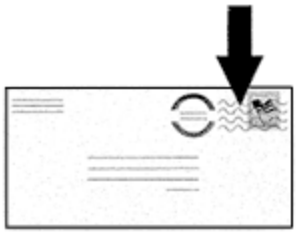
1. In the top left corner is the sender's name and address. This is called the return address. This address is necessary in case the letter is not received by the person to whom it is sent, then the letter is returned to the sender using the return address.



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



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



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

Messages and Notes

- Generally speaking, messages, notes, lists, etc are forms of writing that are quite a lot less formal than letter-writing. Notes to a friend or family members follow no set form.

- The only exception would be a note to a child's teacher, for example, where the form would be like a letter but without the addresses.

UNIT 8

Study Skills and Composition	• Using the dictionary
	• Using a book
	  o title page
	  o copyright page
	  o table of contents
	  o index
	• Using a thesaurus

STUDY SKILLS and COMPOSITION

Using the Dictionary

- A dictionary is a reference book of words.
- All words are in alphabetical order.
- A dictionary has several purposes:

  1. To give all *definitions* of words.

  2. To provide information such as spelling, pronunciation or word origin (etymology)

- In a dictionary, words are re-spelled to show how they can be broken down into *syllables* (refer to page 56). Each syllable is separated by *hyphens* (refer to pg. 119) to assist with pronunciation.

  Eg.

birthday: birth-day	*(bûrth´ dā)*
behind: be-hind	*(bee-hīnd´)*
locket: lock-et	*(lok´ it)*

✎ *For the Tutor*

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

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

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

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

  Eg. *păt/ āte/ fär/ câre/ ĕnd/ mē/ ĭt/ īce/ pierce/ hŏt/ pĕt*

- All words at the top of every page are *guide words*. The guide word on the *left* is the first word on that dictionary page. The guide word on the *right* is the last word on that page. All other words on that page fall alphabetically between these two words.

- Dictionaries also provide information on words regarding pasts of speech (whether or not they are verbs, etc.). This is usually in the form of an abbreviation and the letter is usually italicized.

n. - noun	*adv.* - adverb
pron. - pronoun	*prep.* - preposition
v. - verb	*adj.* - adjective

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

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

Using the samples from a dictionary, answer the following.

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

1. Which words are nouns?

_____

2. Which word is an adjective?

_____

3. How many meanings are listed for <u>lend</u>?

_____

4. What is the most common definition of <u>lemon</u>?

_____

5. Use the first definition of <u>lemon</u> in a sentence.

_____

6. Use the third definition of <u>lemon</u> in a sentence.

_____

7. What is the definition of <u>lemonade</u>?

_____

8. Where does the word <u>leopard</u> come from?

_____

9. What is the second definition of lend?

_____

10. Describe a leopard.

_____

_____

Click here for answers

Using a Book

- Generally speaking, all published books follow a similar pattern or layout.

- The pages of a book are bound togther inside a harder type of paper or cardboard called the *cover*. The front part of the cover contains the title, author(s) name and, sometimes, publishing information.

- The edge of the cover between the front and back cover is called the *spine* of a book. The spine is that part of a book you see when the book is on a shelf or bookcase. The spine contains the same information that is found on the front cover.

- The *back cover* is often blank. But some authors choose to use the back cover to reveal biographical information about the author or favourable comments made by reviewers. Sometimes the back cover has a picture of the author.

Title Page

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

Copyright page

- The *copyright* of any material is a statement noting who owns the rights (or permission) to print any part of that book.

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

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

Table of Contents

- The *table of contents* contains a list of all chapters or units. The page on which each unit begins is also given. The *table of contents* is found at the front of a book

- The purpose of the table of contents is to enable the reader to quickly see what information the book contains and then turn to the specific page. It is a time-saving page because the reader need not read through the entire book in order to search for specific information.

Index

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

Using a Thesaurus

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

✎ *For the Tutor*

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

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

Eg. *We hid under the blanket.*

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

Using the samples from a thesaurus, answer the following.

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

1. Write the four entry words.

   _____

2. Write *two synonyms* for the word **<u>smart</u>**.

   _____

3. Write *two antonyms* for the word **<u>soon</u>**.

   _____

4. Write a sentence using the word **<u>snare</u>**.

   _____

5. Write a different sentence for the word **<u>trap</u>**.

   _____

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

   _____

   _____

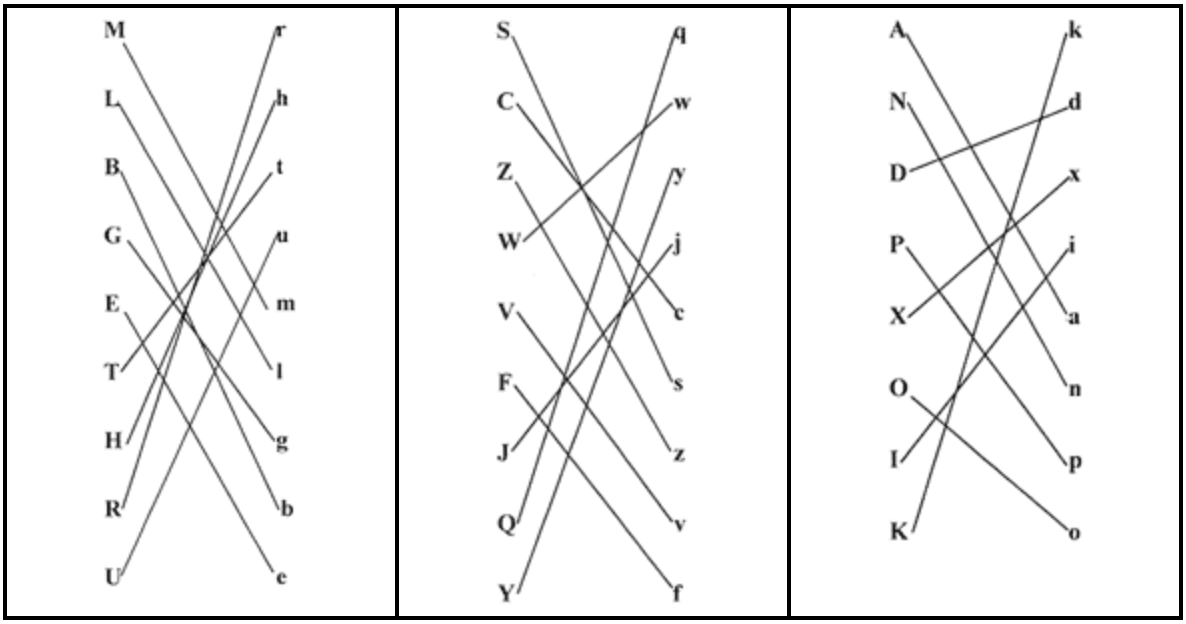
   _____

Click here for answers

ANSWERS

UNIT 1

Match the letters. *(See page 16)*



Write words that begin with the following. *(See page 17)*

m	map	**s**	sea	**a**	apple
l	lad	**c**	cove	**n**	nod
b	boat	**z**	zipper	**d**	dory
g	gaff	**w**	winter	**p**	plank
e	egg	**v**	vole	**x**	xylophone
t	tip	**f**	flop	**o**	oil
h	hove	**j**	jam	**i**	ice
r	raft	**q**	queen	**k**	knee
u	use	**y**	yell		

Write some more words with short vowels. *(See page 20)*

a	e	i
cat	bed	tiff
hat	wed	wing
mad	tell	sing

o	u
shop	uncle
top	drum
song	under

Write some more words with long vowels. *(See page 23)*

a	e	i
day	reply	tide
fade	these	lie
tape	legal	life

o	u	oa
robe	rude	roast
sofa	fruit	coast
ode	uniform	float

ai	ay	ea
bait	bay	seal
wail	lay	read
sail	away	teach

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

tub+e=	tube	**tap+e=**	tape
mat+e=	mate	**kit+e=**	kite
fin+e=	fine	**sit+e=**	site
rob+e=	robe	**man+e=**	mane
can+e=	cane	**not+e=**	note
win+e=	wine	**hug+e=**	huge

Write sentences. *(See pages 25)*

tub Could you fill that tub with water for me, please?
tube That tube of toothpaste is just about empty.

tap When it is time to go tap a few times on my door.
tape I need some more tape to finish wrapping that gift.

mat We need a new mat for the porch floor.
mate Did you know that some animals mate for life?

kit I just bought a kit to make that sweater.
kite This wind is perfect to fly the kite.

fin That fish has a really long fin.
fine That idea sounds fine to me!

sit Would you please sit on that chair?
site This is the building site for that new mall.

rob I knew those two people were going to rob that store!
robe My choir robe is really itchy!

man That man is a stranger to me.
mane That lion has a beautiful mane!

can Of course I can do that for you!
cane The elderly lady needs a cane to help her walk.

not The dog will not sleep on his blanket.
note John’s mother wrote a note to his teacher.

win I really hope I win the lottery!
wine Would you like some wine to drink with your dinner.

hug The little girl wanted to hug the teddy bear.
huge That elephant is huge!

Make rhyming words by changing the initial (first) consonant *(See page 28)*

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

Write new words *(See page 29)*

bl-	black	**sk-**	skate	**sl-**	slap
	blot		skin		slide
	blob		skunk		sled

What other consonant blends can you think of? *(See page 29)*

pl, sp, ch, fl, gl, ...

Can you think of other words with silent consonants? *(See page 30)*

knife, know, walk ....

Put each list of words in alphabetical order. *(See page 32)*

girl	cat	**yellow**	ball
cat	girl	**ball**	hop
saw	leg	**hop**	kitten
leg	saw	**kitten**	yellow



boy	bat	**tree**	tack
but	bike	**toe**	tie
bat	boy	**tack**	toe
bike	but	**tie**	tree



cake	cake	**see**	seal
call	call	**seal**	see
cat	car	**set**	sell
car	cat	**sell**	set

UNIT 2

Make plural words by adding -s to the following naming words (nouns).
(See page 34)

dog+s -	dogs	**bat -**	bats
car -	cars	**key -**	keys
table -	tables	**hop -**	hops
sit -	sits	**desk -**	desks
ant -	ants	**wall -**	walls

Write sentences. *(See page 35)*

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

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

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

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

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

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

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

bus+es -	buses	**glass -**	glasses
box -	boxes	**shoe -**	shoes
lunch -	lunches	**peach -**	peaches
dish -	dishes	**ax -**	axes

Write sentences. *(See page 38)*

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

Make new words by adding suffixes to the following. *(See page 41)*

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

Write sentences. *(See page 42)*

teach - I can teach you how to knit.
teacher - I would love to be a teacher!

sunny - It is supposed to be sunny outside today.
sunnier - Today is much sunnier than yesterday.

thank - I have so many people to thank for helping me.
thankless - Sometimes this is a thankless job.

truth - It is always good to tell the truth.
truthful - I have to be truthful and say "no".

soft - That blanket is so soft!
softness - The softness of that sweater is so nice.

child - I think that child may be lost.
childhood - Can you remember much about your childhood?

light - Would you turn on that light?
lighten - Some blonde highlights will lighten your hair.

honour - It is such an honour to receive this award.
honourable - His painting received an honourable mention in the competition.

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

kick+ing =	kicking	**kick+ed =**	kicked
kiss+ing =	kissing	**kiss+ed =**	kissed
jump+ing =	jumping	**jump+ed =**	jumped
smell+ing =	smelling	**smell+ed =**	smelled

Write sentences. *(See page 44)*

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

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

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

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

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

hop+ing =	hopping	**whip+ed =**	whipped
top+ing =	topping	**top+ed =**	topped
mop+ing =	mopping	**mop+ed =**	mopped

Write sentences. *(See page 46)*

whip - I need to whip that cream.
whipping - Is the chef whipping those eggs?
whipped - The cruel man whipped his horse.

top - He reached the top of the mountain in record time.
topping - What kind of topping would you like on your sundae?
topped - He topped off his performance by standing on his head!

mop - Would you mop up that water?
mopping - She is mopping up that spill.
mopped - I mopped up the floor yesterday.

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

size+ing =	sizing	**size+ed =**	sized
rope+ing =	roping	**rope+ed =**	roped
shape+ing =	shaping	**shape+ed =**	shaped

Write sentences. *(See page 48)*

What is your shoe size?

size - _____

sizing - The carpenter is sizing up the situation before cutting the board.

sized - After the carpenter sized up the situation, he carefully cut the board.

rope - The cowboy tied the rope around the calf's feet.

roping - We watched the calf roping exhibition at the rodeo.

roped - The cowboy roped the calf in record time.

shape - I really like the shape of that car.

shaping - The artist was shaping the clay.

shaped - The sculptor carefully shaped the clay

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

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

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

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

Write a synonym for each word shown under the lines. Choose your own word or pick the <u>best</u> word from the box. *(See page 53)*

huge	big
little	tiny
pretty	lovely
sea	ocean
happy	glad

Write an antonym for each word shown under the lines. Choose your own word or pick the <u>best</u> word from the box. *(See page 54)*

huge	tiny
little	big
pretty	ugly
sea	land
happy	sad

Write a homonym for each word shown under the lines. Choose your own word or pick the <u>best</u> word from the box. *(See page 55)*

eight	ate
maid	made
sun	son
so	sew
sail	sale

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

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

UNIT 3

Put a ☑ by the groups of words that are sentences.

Put a ☒ by the groups of words that are <u>not</u> sentences *(See page 59)*

The girl was happy. ✔

A jigger can be used to catch fish. ✔

A little bit. ✘

The dory sank. ✔

Her pretty face. ✘

Tim loves money. ✔

The sea. ✘

The fisherman worked very hard. ✔

It borders on Canada. ✘

The children like to play in the snow. ✔

Write a sentence about yourself *(See page 60)*

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

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

1. **videos love I music!**
   I love music videos!

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

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

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

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

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

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

Underline the subject in each sentence. *(See page 63)*

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

Underline the predicate in each sentence. *(See page 64)*

1. **The seagull flew very fast.**
2. **Why did the boy throw the ball?**
3. **Sue laughed loudly.**
4. **The lake was very deep.**
5. **That street is very narrow.**

Write S after each simple sentence.
Write C after each compound sentence. *(See page 65)*

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

Correct these run-on sentences. *(See page 67)*

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

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

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

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

UNIT 4

Underline the noun or nouns in the following sentences. *(See page 69)*

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

Write C for a common noun. Write P for a proper noun. *(See page 71)*

1.	**Ottawa**	P	6.	**Lake Ontario**	P
2.	**lake**	C	7.	**Monday**	P
3.	**queen**	C	8.	**day**	C
4.	**Atlantic**	P	9.	**city**	C
5.	**ocean**	C	10.	**music**	C

Add missing appositives to make these sentences complete. *(See page 72)*

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

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

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

Underline the verb in the following sentences. *(See page 74)*

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

Underline the main verb. Double underline the helping verb. Write the verb phrase. *(See page 77)*

1. **That student has <u>read</u> five books.**
has read

2. **The sun is <u>shining</u>.**
is shining

3. **Sue and Bob are <u>laughing</u>.**
are laughing

4. **The cow is <u>chewing</u> its cud.**
is chewing

5. **We are <u>finished</u> classes!**
are finished

Fill in the blanks with an appropriate verb. *(See page 78)*

1. **(future)** **Bob will** work **tonight.**
2. **(past)** **Bob** worked **tonight.**
3. **(present)** **Bob is** working **tonight.**
4. **(future)** **The dog will** sleep **woutside.**
5. **(past)** **The dog** slept **outside.**
6. **(present)** **The dog is** sleeping **outside.**

Use <u>is</u> or <u>are</u> to fill in the blanks. *(See page 80)*

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

Choose <u>see</u>, <u>sees</u> or <u>saw</u>. Rewrite each sentence. *(See page 81)*

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

Choose <u>were</u> or <u>was</u>. *(See page 83)*

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

Write a sentence using <u>do</u>. *(See page 84)*

Do you know how to program that VCR?

Write a sentence using <u>does.</u>

Bob really does know how to program that VCR.

Choose <u>has</u>, <u>have</u> or <u>had</u>. *(See page 85)*

1. **Sue** __has OR had__ **a new car.**
2. **I** __have OR had__ **a new car, too!**
3. **My other friends do not** __have_____ **new cars.**
4. **They** __had_____ **new cars two years ago.**
5. **Bob** __has OR had__ **a new bike.**

Circle *I* or *Me* *(See page 86)*

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

Write a sentence using *Me* *(See page 87)*

My boss told me that I was a good writer.

Write a sentence using *I*

I really love my job!

Write <u>a</u> or <u>an</u> *(See page 88)*

1.	a	**dog**	**6.**	an	**ice-cream**
2.	a	**fish**	**7.**	a	**flower**
3.	a	**house**	**8.**	an	**ax**
4.	an	**ocean**	**9.**	a	**cow**
5.	a	**kite**	**10.**	a	**tree**

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

1. **<u>Bob</u> is studying very hard.**
He is studying very hard.

2. **<u>Susan and I</u> are going to a movie.**
We are going to a movie.

3. **<u>That girl</u> is a friend.**
She is a friend.

4. **<u>Bob, Susan and Jack</u> like parties.**
They like parties.

5. **I will put <u>my car</u> in the garage.**
I will put it in the garage.

Write adjectives to describe each noun. *(See page 91)*

1. **the sea** — the stormy sea
2. **a friend** — a good friend
3. **a puppy** — a cute puppy
4. **snow** — white snow
5. **an iceberg** — an enormous iceberg

Write adverbs to describe each verb. *(See page 93)*

1. **cry** — cry loudly
2. **work** — work swiftly
3. **play** — play happily
4. **dance** — dance wildly
5. **sing** — sing badly

Write sentences with prepositions. Circle the prepositions. *(See page 95)*

1. The dog ran quickly  the street

2. Why is that boy looking  the fence?

3. We really need to put that flower pot  the windowsill.

4. Why would Bill try to push that huge rock  the bank?

5. The bird flew  the branch.

Underline the conjunctions in each sentence. *(See page 96)*

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

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

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

UNIT 5

Circle the words that should be capitalized *(See page 101)*

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

Rewrite the names correctly *(See page 102)*

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

Rewrite the sentences. Use capital letters where needed *(See page 103)*

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

Rewrite the sentences using correct capitalization *(See page 105)*

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

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

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

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

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

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

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

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

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

UNIT 6

Add the correct end punctuation to the sentences. *(See page 109)*

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

Add commas to the sentences. *(See page 112)*

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

Using an apostrophe, write contractions for the following *(See page 113)*

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

Rewrite the phrases, using apostrophes to show ownership *(See pg. 115)*

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

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

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

Add colons and commas. *(See page 118)*

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

UNIT 7

Read the following paragraph and answer the questions *(See page 123)*

1. What is this paragraph about?
This paragraph is about a dog named Icy.

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

3. Write <u>two</u> sentences that give details about the main idea.
1. Her fur is fluffy and white.

2. Icy is ten years old.



Read the following paragraph and answer the questions *(See page 124)*

1. What is this paragraph about?
This paragraph is about the pitcher plant.

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

3. Write <u>two</u> sentences that give details about the main idea.
1. It is red-brown-gold-green colour and grows in marshy areas.

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

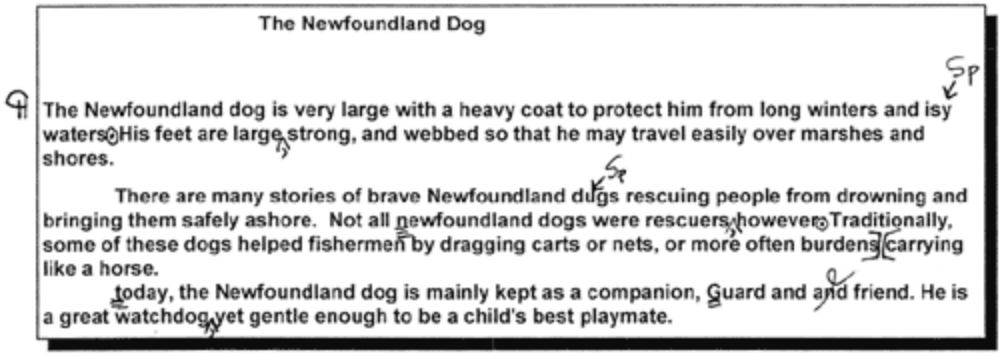
Read the following paragraph. Then read the sentences. Use the numbers 1, 2, 3, 4 and 5 to show ordering. *(See page 126)*

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

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

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

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



The Newfoundland Dog

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

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

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