

**Lightning Literature  
& Composition  
Grade 4  
Student Workbook**

**by  
Elizabeth Kamath**



For Toby and Simon



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**The Dreamer**  
by  
**Pam Muñoz Ryan**



## **Student Checklist**

This week you will:

Read four chapters of *The Dreamer*

- Pages 1-23
  - Answer comprehension questions, Workpage 205
- Pages 25-39
  - Answer comprehension questions, Workpage 207
- Pages 41-75
  - Answer comprehension questions, Workpage 209
- Pages 76-105
  - Answer comprehension questions, Workpage 211

Complete grammar pages in *Worktext*

- Onomatopoeia, Workpages 205-206
- Similes, Workpages 207-208
- Metaphors, Workpages 209-210
- Personification, Workpages 211-212

Write the first half of an interview

- Choose the subject and receive permission
- Brainstorm a list of questions
- Conduct the interview
- Create an outline

Do extra activities (optional)

- \_\_\_\_\_
- \_\_\_\_\_



## Reading

Read the chapter “Rain,” pages 1–23, of *The Dreamer*. Answer the following questions:

1. This book contains many Spanish words and phrases that at first seem like they aren’t translated, but if you pay attention to their context, you can figure them out. What does *un perro callejero* (p. 18) mean?

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2. Why doesn’t Neftali hear his father coming?

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3. What did Neftali’s mother die from?

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4. How does Neftali feel about his father?

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## Grammar: Onomatopoeia

**Onomatopoeia** is a big, hard-to-spell word for a simple idea. Onomatopoeia refers to words that sound like what they describe. The obvious onomatopoeia in this chapter comes on pages 6 and 7 with the sounds of the rain (*plip, plop, bloop*, etc.).



[continued]

## Week 19—Day 1

This is not the only example though. When Neftali hears boots coming down the hall they sound clump, clump, clump. *Clump* is onomatopoeia for how the boots sound. It's not just that the boots hit the ground or stepped on the floor, but the sound they make when hitting the floor is "clump."

We have onomatopoeia for animal sounds, people's speech, nature sounds, and mechanical sounds. For example, a dog goes, "woof," a person says, "Psst!", the wind whistles, "Whooooo" down the chimney, and a car goes, "Vroom."

What word in this sentence is onomatopoeia:

**The screech of a conductor's whistle snapped Neftali to attention.**

Here the word is *screech*. It doesn't just tell us that the whistle sounded or blew, but gives a sense of the sound it made.



1

Write ten examples of onomatopoeia. Try to do a variety (not just all animal noises, for example). Include what is making the noise. Do not use any onomatopoeia from the book or from this lesson.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_



## Reading

Read the chapter “Wind,” pages 25–39, of *The Dreamer*. Answer the following questions:

1. Neftali’s father wants Neftali’s older brother, Rodolfo, to go into business or medicine, but Rodolfo wants to study music. Do you think his father should dictate what he can study at college? Why?

---

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2. Have you ever collected things the way Neftali does? Or do you think you would like to? Why or why not?

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3. What is *el viento*? \_\_\_\_\_

## Grammar: Similes

Sometimes writers want to compare two things in a different way than just saying this building is taller than that one or Jupiter is bigger than Saturn. They want to compare one thing to something that is different to make you see the first thing in a new way. When writers do this using the words *like* or *as*, we call it a **simile**.

**Like a determined toad, Rodolfo navigated the muddy street by leaping from stone to stone, pulling Neftali along behind him.**

Here, the author compares Rodolfo to a toad. Boys and toads are very different, but this shows us how Neftali is feeling about his brother, because he is probably annoyed with him. Also, Rodolfo is leaping like a toad. Here is another example of a simile:

**They [Neftali’s mittens] looked like ghostly hands waving good-bye in the Chilean sky.**

This simile gives a different feeling to the mittens. It makes them seem more alive because they are waving, but also less natural, because they are ghostly.



[continued]

This book begins with a simile:

**On a continent of many songs, in a country shaped like the arm of a tall *guitarrista*, the rain drummed down on the town of Temuco.**



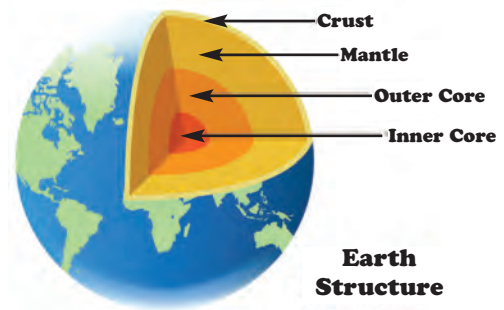
Here the simile helps you visualize the shape of the country. It also gives you a flavor for it, because the author uses a Spanish word. That we begin with something musical is also fitting, because this book is about a boy who will grow up to be a poet.

1

Underline the similes in these excerpts from books you've read in this class.

**Example: Compared to the earth's core, the surface is very thin. It floats on the hot core like a piecrust.**

[*The Earth Dragon Awakes*]



1. The two plates shove each other like two wrestlers. [*The Earth Dragon Awakes*]
2. The car lurches forward. The cable rattles and hums in its bed beneath the rails. Like a long metal snake, it wriggles along its track. [*The Earth Dragon Awakes*]
3. Streetlamps glitter like jewels. [*The Earth Dragon Awakes*]
4. American houses perch shoulder to shoulder like pigeons. [*The Earth Dragon Awakes*]
5. Henry's heavy oak bed hops with them. It skips like a grasshopper. [*The Earth Dragon Awakes*]
6. He thinks we're like birds floating above that sky island, very, very high. [*Morning Girl*]
7. Mother's voice was unhappy as a fish pulled into the air from the sea. [*Morning Girl*]
8. Humans waste words. They toss them like banana peels and leave them to rot. [*The One and Only Ivan*]
9. Julia is ten years old. She has hair like black glass and a wide, half-moon smile. [*The One and Only Ivan*]
10. When I dragged the crayon across the paper, it left a trail in its wake like a slithering blue snake. [*The One and Only Ivan*]

## Reading

Read the chapter “Mud,” pages 41–75, of *The Dreamer*. Answer the following questions:

1. The first sentence of this chapter says “the clouds spilled.” What does that mean?  

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2. Name one of their father’s rules that Rodolpho lists to Neftali.  

---

---
3. How would you describe the mood at home when Uncle Orlando is there compared to the way it is when Father is there?  

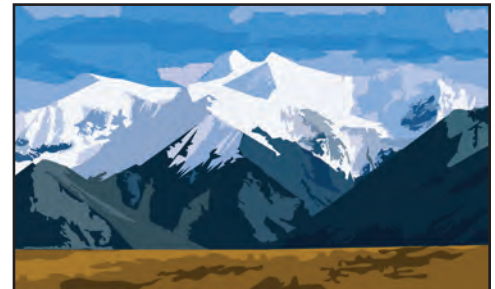
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## Grammar : Metaphors

Just like similes, **metaphors** compare two things which are not alike. But metaphors do this directly, without using the words *like* or *as*. Here is a metaphor from chapter 1 of *The Dreamer*, when Neftali is listening to the rain on his roof:

**As Neftali listened to the piano of wet notes, he looked up at the Andes mountains, hovering like a white-robed choir.**



First, do you see the simile? It’s at the end: “like a white-robed choir.” This simile describes the Andes. But the metaphor here is “piano of wet notes” to describe the rain. Rain is nothing like a piano, usually, but here the author is emphasizing the musical sound the rain makes on the roof, so she uses this metaphor to describe it.

[continued]

Chapter 4 has this simile:

**Neftali turned to see another beetle, this one a shimmering rainbow.**



This time the author uses a metaphor to describe how the beetle looks.

Just as with similes, writers use metaphors to help us feel certain ways about things. For example, describing the beetle as a shimmering rainbow gives it a very positive feeling (something we might not always have towards beetles).

1

Underline the metaphors in these excerpts from books you've read in this class.

**Example: One tiny click and now my treasure chest is open wide.**  
**[from "My Tackle Box" in *Gone Fishing*]**

1. You curl to sleep

Around my pinky—

Ahh, look at my gorgeous ring!

[from "For the Love of Harold, Best of the Worms" in *Gone Fishing*]



2. Some of the skyscrapers are already just steel skeletons. [*The Earth Dragon Awakes*]

3. What you see isn't exactly dark, at least not dark the way it's dark when you're inside your house at night and you can't make anything out, when every noise is a question you can't answer. [*Morning Girl*]

4. Her cheeks swell into mountains when she smiles. [*Morning Girl*]

5. Then I was being pushed, shoved, a giant fist at my back and beneath my knees. . . [*Morning Girl*]

## Reading

Read the chapter “Forest,” pages 76–105, of *The Dreamer*. Answer the following questions:

1. What is *una marraqueta*?

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---



2. What did Father do to Rodolpho for singing when he took him to the woods?

---

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3. How does Rodolpho feel about Neftali going into the woods with Father? How do we know?

---

---

## Grammar: Personification

**Personification** is a specific type of metaphor. As you might have guessed from the name, personification means giving human characteristics to something that isn't human. At the beginning of *The Dreamer*, numbers are personified as Neftali imagines them waving, springing upward, and holding hands. The “lazy zeros and nines lolling on the page” are also personified.



Here the personification gives the numbers a humorous, light quality. But, like similes and metaphors, there are many uses for personification.

[continued]

**His mind wandered: To the monster storm raging outside, which startled the roof. To the distant rumble of the dragon volcano, Mount Llaima, which made the floors hiccup. To the makeshift walls of his timid house, trembling and cowering from the roar of passing trains.**



In this paragraph, the house is personified many times. Its roof is startled, the floors hiccup, the walls tremble and cower, and the house itself is timid. Just as Neftali's father frightens him, the storm frightens the house. The writer links these ideas using personification, but she is subtle about it. You might not ever think of it like that (except that I pointed it out), but the reader will still be affected by the feeling.

Things don't have to be very active to count as personification:

**All the words were sleeping.**

All that matters is they're doing something that things can't do, but people can.



**1** Underline the personification in these excerpts from books you've read in this class. Some have more than one.

**Example:** Now my heart is pounding, "Catch it!  
Catch it!" in my chest.

**Then I stand and face my fish.**

**I need to do my best. ["Fishing Flop"]**

1. Some houses tilt at odd angles. They look as if they are peering over someone's shoulder. [*The Earth Dragon Awakes*]
2. The day welcomed me, brushed my hair with its breeze, greeted me with its songs. [*Morning Girl*]
3. The land tried to flatten itself, to become so smooth that the storm could slide across it quickly without hooking onto anything. [*Morning Girl*]
4. Our house, just across the short grass from where I lay, leaned and groaned, begging to go. [*Morning Girl*]
5. "I'm here," I cried, but my words fled west, too, and never reached her, so I got up [*Morning Girl*]



# **The Dreamer**

**by**

**Pam Muñoz Ryan**



## **Student Checklist**

This week you will:

Read four chapters of *The Dreamer*

- Pages 107-119
  - Answer comprehension questions, Workpage 215
- Pages 121-135
  - Answer comprehension questions, Workpage 217
- Pages 136-154
  - Answer comprehension questions, Workpage 221
- Pages 157-176
  - Answer comprehension questions, Workpage 223

Complete grammar pages in *Worktext*

- Irregular past tense, Workpages 215-216
- More irregular past tense, Workpages 218-220
- Yet more irregular past tense, Workpage 222
- Review of the irregular past tense, Workpages 223-224

Write the rest of your interview paper

- Begin the rough draft
- Finish the rough draft
- Review rough draft for sentence structure and variety
- Write final draft

Do extra activities (optional)

- \_\_\_\_\_
- \_\_\_\_\_





## Reading

Read the chapter “Tree,” pages 107–119, of *The Dreamer*. Answer the following questions:

1. When you have seen or done something you want to share with someone, the way Neftali does, who do you usually share it with?

---

2. On the train, when Neftali’s father is angry at him, one of the workers stops as if to say something, but Father yells at the man to ignore Neftali. What do you think the man was going to say to Neftali? \_\_\_\_\_

---



Araucaria forest in National Park Herquehue, Chile

## Grammar: Irregular Past Tense

You may remember that way back in Lesson 2, we looked at verbs. These next three weeks we’re going to explore verbs more deeply.

Today we’re going to look at some **verbs that are irregular in how they form the past tense**. In other words, they don’t use *ed* or some variant of that. Today we’ll look at just four: *to do*, *to go*, *to have*, and *to be*.

There’s nothing particularly hard about these verbs, but we use them a lot, including as helping verbs. Here is how they change:

*Do* becomes *did*:

**I do want to go/I did want to go**

*Go* becomes *went*:

**You go to the beach every summer/You went to the beach every summer**

*Have/has* becomes *had*:

**She has something to say/She had something to say**



[continued]

## Week 20—Day 1

*To be* is a little more complex, just as it is in the present tense:

<b>Singular</b>	<b>Plural</b>
I <u>was</u>	we <u>were</u>
you <u>were</u>	you <u>were</u>
he/she/it <u>was</u>	they <u>were</u>

1

Insert the correct past tense form of the verb in each blank.

**Example:** Neftali went on the train with his father. (go)

1. Father \_\_\_\_\_ not like his son's singing. (do)
2. Neftali \_\_\_\_\_ always daydreaming. (be)
3. He \_\_\_\_\_ a large collection of things. (have)
4. The numbers \_\_\_\_\_ out the window. (go)
5. They \_\_\_\_\_ not interest Neftali. (do)
6. Uncle Orlando \_\_\_\_\_ want to help the Mapuche. (do)
7. They \_\_\_\_\_ happy listening to Uncle Orlando play. (be)
8. I \_\_\_\_\_ to Chile several years ago. (go)
9. We \_\_\_\_\_ going to visit Argentina too, but our plans changed. (be)



## Reading

Read the chapter “Pinecone,” pages 121–135, of *The Dreamer*. Answer the following questions:

1. What does the mysterious friend next door pass through the hole to Neftali? \_\_\_\_\_



2. What does Neftali pass through to his friend?

3. How does Neftali feel when he goes to the house next door (before he finds out what’s inside)?

## Grammar: More Irregular Past Tense Verbs

Many other verbs are **irregular in the past tense**. They sometimes change many letters, or sometimes one letter in the middle, or sometimes they don’t change at all. There are so many ways they change that there are no easy rules for you to follow.

The good news is, you’ve been speaking English for a long time, so you say many of these words every day without even knowing it. Do you ever say, “I dranked a lot of water yesterday”? No—you say, “I drank a lot of water yesterday.” That’s an example of an irregular verb.



[continued]

## Week 19—Day 2

1

Today and tomorrow, you're going to write the past tense of many of the irregular verbs in English. (One has been done for you as an example.) There's a good chance you will already know most of these. If you aren't sure about any, look them up, then be sure you learn them.

Today I've created groups of verbs according to how their past tense form is spelled or how the present tense changes to form the past tense. This means if you are unsure of one of the words, but know others in the group, they can help you.

If you have trouble, think about this sentence with the verb in the blank: I \_\_\_\_\_ yesterday. For example, I *came* yesterday (*come*) or I *left* yesterday (*leave*).

After you've written the past tense forms, write the rule for each group. The first two rules have been done for you.

### Group 1

Rule Change i to a

begin: began

drink: \_\_\_\_\_

forgive: \_\_\_\_\_

give: \_\_\_\_\_

ring: \_\_\_\_\_

shrink: \_\_\_\_\_

sing: \_\_\_\_\_

sink: \_\_\_\_\_

sit: \_\_\_\_\_

spit: \_\_\_\_\_

spring: \_\_\_\_\_

swim: \_\_\_\_\_

### Group 2

Rule ends in aught

catch: caught

teach: \_\_\_\_\_

### Group 4

Rule \_\_\_\_\_

blow: \_\_\_\_\_

draw: \_\_\_\_\_

fly: \_\_\_\_\_

grow: \_\_\_\_\_

know: \_\_\_\_\_

throw: \_\_\_\_\_

### Group 3

Rule \_\_\_\_\_

creep: \_\_\_\_\_

keep: \_\_\_\_\_

sleep: \_\_\_\_\_

sweep: \_\_\_\_\_

weep: \_\_\_\_\_

### Group 5

Rule \_\_\_\_\_

bite: \_\_\_\_\_

hide: \_\_\_\_\_

slide: \_\_\_\_\_

**Group 6**

Rule \_\_\_\_\_

arise: \_\_\_\_\_

dive: \_\_\_\_\_

drive: \_\_\_\_\_

ride: \_\_\_\_\_

rise: \_\_\_\_\_

shine : \_\_\_\_\_

stride: \_\_\_\_\_

strive: \_\_\_\_\_

win: \_\_\_\_\_

write: \_\_\_\_\_

**Group 7**

Rule \_\_\_\_\_

break: \_\_\_\_\_

speak: \_\_\_\_\_

**Group 8**

Rule \_\_\_\_\_

bleed: \_\_\_\_\_

breed: \_\_\_\_\_

choose: \_\_\_\_\_

feed: \_\_\_\_\_

meet: \_\_\_\_\_

shoot: \_\_\_\_\_

speed: \_\_\_\_\_

**Group 10**

Rule \_\_\_\_\_

cling: \_\_\_\_\_

dig: \_\_\_\_\_

fling: \_\_\_\_\_

sling: \_\_\_\_\_

slink: \_\_\_\_\_

spin: \_\_\_\_\_

stick: \_\_\_\_\_

sting: \_\_\_\_\_

string: \_\_\_\_\_

swing: \_\_\_\_\_

wring: \_\_\_\_\_

**Group 11**

Rule \_\_\_\_\_

bend: \_\_\_\_\_

build: \_\_\_\_\_

lend: \_\_\_\_\_

send: \_\_\_\_\_

spend: \_\_\_\_\_

**Group 9**

Rule \_\_\_\_\_

bring: \_\_\_\_\_

buy: \_\_\_\_\_

fight: \_\_\_\_\_

seek: \_\_\_\_\_

think: \_\_\_\_\_

**Group 12**

Rule \_\_\_\_\_

feel: \_\_\_\_\_

kneel: \_\_\_\_\_



*[continued]*

## Week 20—Day 2

### Group 13

Rule \_\_\_\_\_

find: \_\_\_\_\_

grind: \_\_\_\_\_

wind (as in "to wind a watch"): \_\_\_\_\_

### Group 14

Rule \_\_\_\_\_

lay: \_\_\_\_\_

pay: \_\_\_\_\_

say: \_\_\_\_\_

### Group 20

(For this group, it's okay to just write the rule.)

Rule \_\_\_\_\_

beat: \_\_\_\_\_

bet: \_\_\_\_\_

burst: \_\_\_\_\_

cost: \_\_\_\_\_

cut: \_\_\_\_\_

forecast: \_\_\_\_\_

hit: \_\_\_\_\_

hurt: \_\_\_\_\_

let: \_\_\_\_\_

put: \_\_\_\_\_

quit: \_\_\_\_\_

read: \_\_\_\_\_

rid: \_\_\_\_\_

set: \_\_\_\_\_

shed: \_\_\_\_\_

shut: \_\_\_\_\_

split: \_\_\_\_\_

spread: \_\_\_\_\_

thrust: \_\_\_\_\_

### Group 15

Rule \_\_\_\_\_

deal: \_\_\_\_\_

hear: \_\_\_\_\_

mean: \_\_\_\_\_

### Group 16

Rule \_\_\_\_\_

hold: \_\_\_\_\_

throw: \_\_\_\_\_

### Group 18

Rule \_\_\_\_\_

mistake: \_\_\_\_\_

shake: \_\_\_\_\_

take: \_\_\_\_\_

### Group 19

Rule \_\_\_\_\_

swear: \_\_\_\_\_

tear: \_\_\_\_\_

wear: \_\_\_\_\_



**Reading**

Read the chapter “River,” pages 136–154, of *The Dreamer*. Answer the following questions:

- 1. Why can't Rodolpho go to the ocean with the family?

---

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- 2. What has Rodolpho warned Laurita about?

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- 3. Neftali wonders if Father will be different at the ocean or the same? What do you think? Why?

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## Grammar: Yet More Irregular Past Tense Verbs

Today's group of irregular past tense verbs can't really be put into any groups, but they're still commonly used words, so it's good to be sure you know them.

- 1 Write the past tense next to each verb. If you aren't sure, look it up, then learn it. Remember, it can help to think of the sentence, "I \_\_\_\_\_ yesterday." A few of these have asterisks. This means they are particularly tricky, and you may think you know them but be wrong. Don't worry—adults often are confused about them too.

eat:	_____
fall:	_____
flee:	_____
get:	_____
forget:	_____
freeze:	_____
*lead:	_____
leave:	_____
**lie:	_____
light:	_____

*\*\* Meaning "to lie down," not "to tell a lie."*

lose:	_____
make:	_____
run:	_____
see:	_____
speak:	_____
stand:	_____
steal:	_____
strike:	_____
*tread:	_____
wake:	_____
weave:	_____





## Reading

Read the chapter “Ocean,” pages 157–176, of *The Dreamer*. Answer the following questions:

1. How do Neftali and Laurita feel when they first get to the ocean?

---

---

2. How do they feel by the end of the chapter? Why has this change happened?

---

---



## Grammar: Irregular Past Tense Review

- 1 Put the correct form of the past tense into each sentence. The verbs to use follow each sentence in parentheses.

Example: I ate and drank a lot at her birthday party. (eat) (drink)

1. Trudy \_\_\_\_\_ into the water then \_\_\_\_\_ the length of the pool. (dive) (swim)
2. We \_\_\_\_\_ too long last night. (sleep)
3. When the dog \_\_\_\_\_ him, he \_\_\_\_\_. (bite) (bleed)
4. Sebastian \_\_\_\_\_ he \_\_\_\_\_ his foot, but it \_\_\_\_\_ fine. (think) (hurt) (be)
5. Elva \_\_\_\_\_ she \_\_\_\_\_ Blanca, but she \_\_\_\_\_ not act like it. (say) (hear) (do)



[continued]

## Week 20—Day 4

6. You \_\_\_\_\_ the window when you \_\_\_\_\_ the ball and \_\_\_\_\_ it at the squirrel. (break) (take) (throw)
7. I \_\_\_\_\_ that I had \_\_\_\_\_ the book until I \_\_\_\_\_ the movie. (forget) (read) (see)
8. Vatsana \_\_\_\_\_ out of her chair and \_\_\_\_\_ into action when Bounmy \_\_\_\_\_ herself. (shoot) (spring) (cut)
9. We \_\_\_\_\_ worried after the boys \_\_\_\_\_, but they \_\_\_\_\_ up quickly. (be) (fight) (make)
10. After the men \_\_\_\_\_ the money, they \_\_\_\_\_ to the next state, but \_\_\_\_\_ making silly mistakes and eventually the police \_\_\_\_\_ up with them. (steal) (flee) (keep) (catch)

