

# PRENTICE HALL WRITING COACH

## All-in-One Workbook

Grade 8

PEARSON

Upper Saddle River, New Jersey  
Boston, Massachusetts  
Chandler, Arizona  
Glenview, Illinois

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# Part 1: Grammar, Usage, and Mechanics

## INTRODUCTION

Part 1 of the *All-in-One Workbook* consists of worksheets that provide additional support for the skills learned in the grammar chapters of *Prentice Hall Writing Coach*. Each worksheet provides students with instruction on a grammar skill. The worksheets then provide two practice activities on the skill as well as a speaking and writing activity.

The extra practice provided in these worksheets focuses on the following areas:

- **Grammar:** These worksheets provide students with practice learning how to identify and use nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections. They also help students identify basic sentence parts as well as phrases and clauses.
- **Usage:** These worksheets provide practice with using verbs and pronouns, making words agree, and using modifiers.
- **Mechanics:** These worksheets give students practice with proper use of punctuation and capitalization in their sentences.

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**1 PEOPLE, PLACES, THINGS, AND IDEAS**

**A noun is the part of speech that names a person, place, thing, or idea.**

There are different types of nouns. See the examples below.

<b>People</b>	Serena, sister, teacher, President Kennedy
<b>Places</b>	kitchen, mall, Main Street, North America, Europe
<b>Things</b>	cell phone, chair, tree, the <i>Mona Lisa</i>
<b>Ideas</b>	anger, generosity, heritage, justice, serenity, truth

**Practice A Identifying Nouns**

*Read each sentence. Then, underline the nouns.*

**Example:** Mark and the boys went camping at Big Bend last month.

**Answer:** Mark and the boys went camping at Big Bend last month.

- Broccoli is a green vegetable that contains vitamin C.
- Our government is based on the U.S. Constitution.
- Superman fights for “truth, justice, and the American way.”
- The one-dollar bill has a picture of George Washington on the face.
- John Quincy Adams was the son of John and Abigail Adams.
- My grandmother plays show tunes on the piano every Friday.

**Practice B Labeling Nouns**

*Read each sentence. Then, identify whether each underlined noun is a person, place, thing, or idea.*

**Example:** Selena makes furniture for a living.

**Answer:** Selena — person; furniture — thing; living — idea

- Did Jorge say to meet him at the bookstore or the comic-book store?  
\_\_\_\_\_
- Have you read a book called The Ear, the Eye, and the Arm by Nancy Farmer?  
\_\_\_\_\_
- Sally is interested in our heritage and the history of Texas.  
\_\_\_\_\_
- The committee has not heard from Shawn yet about his plans.  
\_\_\_\_\_
- Nelson Mandela retained his dignity during years of unjust imprisonment.  
\_\_\_\_\_

**Writing and Speaking Application**

Write a paragraph describing your favorite place, using at least five nouns. Circle the nouns. Then, find a partner and take turns reading aloud your sentences. Your partner should listen for and name the nouns you used. Switch roles with your partner.

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**2 CONCRETE AND ABSTRACT NOUNS****A concrete noun names something that can be recognized through any of the five senses.****An abstract noun names something that cannot be recognized through the senses.**

Concrete nouns name people, places, and things. Abstract nouns name ideas. See the examples below.

<b>Concrete nouns</b>	Calvin, carpet, Gulf of Mexico, house, street
<b>Abstract nouns</b>	affection, hope, inspiration, joy, remembrance, strength

**Practice A Identifying Concrete and Abstract Nouns***Read each sentence. Then, underline the concrete nouns and circle the abstract nouns.***Example:** Some people believe that a four-leaf clover brings luck.**Answer:** Some people believe that a four-leaf clover brings luck.

- Jane says that her friends give her joy.
- Robin's brother wants a career in comedy.
- I hope you have a great time at the concert, Sabine.
- Lara wrote on scented paper, "Best wishes on your birthday."
- In the language of flowers, aloe stands for protection.
- Honest encouragement is worth a million bucks.
- The whole neighborhood values the wisdom of Mr. Herrera.
- That dog is under the protection of Andy and his friends.
- Was it a doctor who said laughter is the best medicine?
- Thomas Jefferson said, "The price of freedom is eternal vigilance."

**Practice B Labeling Concrete and Abstract Nouns***Read each sentence. Then, identify whether each underlined noun is concrete or abstract.***Example:** A dog is a great source of loyalty.**Answer:** dog — concrete; source — abstract; loyalty — abstract

- Tasha's sincerity came through in her note. \_\_\_\_\_
- Jody felt disappointment when he learned the score. \_\_\_\_\_
- Barb prides herself on her usefulness. \_\_\_\_\_
- Gordon learned that it isn't healthy to avoid all emotions. \_\_\_\_\_
- We show our patriotism with a parade on Independence Day. \_\_\_\_\_
- Paulo makes beautiful art out of scrap metal. \_\_\_\_\_
- In "The Goose Girl," the heroine learns confidence. \_\_\_\_\_
- Grandma gave me some tea and some of her strength. \_\_\_\_\_
- Discipline is even more important for an athlete than talent. \_\_\_\_\_
- Pele goes to the Big Thicket when he wants to think big thoughts. \_\_\_\_\_

**Writing and Speaking Application**

Write a paragraph describing someone you know, using at least four abstract nouns. Circle them. Then, find a partner and take turns reading aloud your sentences. Your partner should listen for and name the abstract nouns you used. Switch roles with your partner.

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### 3 COLLECTIVE NOUNS

**A collective noun names a group of people, animals, or things.**

Examples of collective nouns are *audience*, *band*, *bunch*, *class*, and *crew*. Many collective nouns originally applied to animals. A group of birds is called a *flock* or *flight*, or a *gaggle* of geese, a *brood* of hens, a *charm* of goldfinches, a *host* of sparrows, or a *covey* of quails. Groups of buffaloes, deer, elephants, and walruses (among others) are *herds*. There are also a *skulk* of foxes, a *mob* of kangaroos, a *leap* of leopards, a *pride* of lions, and a *nest* of mice. Most fish come in *schools*, *shoals*, *rafts*, or *Pods*. Collective nouns that apply to most insects are *colony*, *nest*, *swarm*, *cluster*, and *cloud*.

#### Practice A Finding Collective Nouns

Read each group of nouns. On the line provided, write the word in each group that is a collective noun.

**Example:** gaggle, geese, girls

**Answer:** gaggle

- |                                       |                                      |
|---------------------------------------|--------------------------------------|
| 1. crowd, man, singer _____           | 6. audience, viewer, attendees _____ |
| 2. actors, set designer, troupe _____ | 7. wolves, pack, howl _____          |
| 3. herd, cows, elephant _____         | 8. pod, whale, chickens _____        |
| 4. mother, family, niece _____        | 9. committee, workers, drones _____  |
| 5. team, players, coach _____         | 10. squad, car, policeman _____      |

#### Practice B Identifying Collective Nouns

Read each sentence. Then, underline each collective noun.

**Example:** The audience cheered for Tayari's performance.

**Answer:** The audience cheered for Tayari's performance.

- Some of the sailors on the crew didn't swim.
- On safari in Kenya, we saw a pride of lions.
- The panel of judges chose the singer I liked least.
- A shoal of goldfish darted around the edge of the pond.
- Without colonies of bees to pollinate fruits, we'd have a food shortage.
- My mother says our family is stronger together than apart.
- A gaggle of geese chased the picnickers away from their food.
- The crowd included both protesters and commuters caught in traffic.
- The brood of hens cackled when Becky came to collect the eggs.
- The team enjoyed the victory parade after winning the championship.

#### Writing and Speaking Application

Write a paragraph describing animals, using at least four collective nouns. Circle the nouns. Then, find a partner and take turns reading aloud your sentences. Your partner should listen for and name the collective nouns you used.



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**4 COUNT AND NON-COUNT NOUNS**

**Count nouns name things that can be counted. Non-count nouns name things that cannot be counted.**

Count nouns take an article (*a*, *an*, or *the*) and can be either singular or plural. Non-count nouns do not take *a* or *an*. They may take *some*, *any*, or *much*. Non-count nouns cannot be plural. Most abstract nouns (and many concrete ones) are non-count nouns. See the examples below.

<b>Count nouns</b>	a chair, a shirt, an ant, the Web, books, cars, shoes
<b>Non-count nouns</b>	broccoli, clothing, energy, jewelry, milk, sugar, vitamin D

**Practice A Labeling Count and Non-count Nouns**

Read each sentence. Then, identify whether each underlined noun is count or non-count.

**Example:** We get vitamin D from certain foods and from sunlight.

**Answer:** vitamin D — non-count; foods — count; sunlight — non-count

- Karen brushed her hair and washed her face.  
\_\_\_\_\_
- Do you like ketchup on your french fries?  
\_\_\_\_\_
- Lilias has made a serious study of music.  
\_\_\_\_\_
- Dad bought some equipment for his hobby.  
\_\_\_\_\_
- Hours on the computer yielded more information than Ed could use.  
\_\_\_\_\_
- Sarina would rather have books than jewelry.  
\_\_\_\_\_
- I bought carrots, cauliflower, and soup.  
\_\_\_\_\_
- My mom buys china and furniture at sales.  
\_\_\_\_\_
- Please put the flour and sugar on the counter.  
\_\_\_\_\_
- If he had time, Maurice could become a mime.  
\_\_\_\_\_

**Practice B Writing With Count and Non-count Nouns**

Read each sentence. Then, rewrite them, correcting the incorrect non-count noun.

**Example:** Would you like a pasta?

**Answer:** Would you like some pasta?

- I believe I heard a thunder. \_\_\_\_\_
- Winter weather makes my skins dry. \_\_\_\_\_
- I forgot to bring a money. \_\_\_\_\_
- Eve likes toast sprinkled with a cinnamon. \_\_\_\_\_
- We're spoiled: When we turn on the faucet, we get a water. \_\_\_\_\_
- Helen is working on her self-controls. \_\_\_\_\_
- Bananas contain a potassium. \_\_\_\_\_
- I like clothes that are 100 percent cottons. \_\_\_\_\_
- I find that sunshine gives me an energy. \_\_\_\_\_
- My mom values knowledges above all else. \_\_\_\_\_

**Writing and Speaking Application**

Write a paragraph describing how to prepare a meal, using at least four non-count nouns. Circle the nouns. Then, find a partner and take turns reading aloud your sentences. Your partner should listen for and name the non-count nouns you used.

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**5 RECOGNIZING COMPOUND NOUNS****A compound noun is one noun made by joining two or more words.**

Compound nouns can be single words, hyphenated words, or two or more separate words.

<b>Single word</b>	caregiver, courthouse, heartbreak, hometown, paycheck, weekday
<b>Hyphenated word</b>	ex-boyfriend, mayor-elect, ping-pong, self-esteem, sister-in-law
<b>Separate words</b>	decision maker, file cabinet, guest room, North Carolina, text message

**Practice A Identifying Compound Nouns***Read each sentence. Then, write the compound nouns on the lines provided. Some sentences have more than one compound noun. Draw a line between the words that make up each compound noun.***Example:** Miguel woke at sunrise on the summer solstice.**Answer:** sun | rise

- Bloodhounds have an excellent sense of smell. \_\_\_\_\_
- The Black Hills are in South Dakota. \_\_\_\_\_
- Is the silverware in the dining room? \_\_\_\_\_
- Roy drives a hatchback, and Ray drives a pickup. \_\_\_\_\_
- We're having lima beans and baked potatoes for dinner. \_\_\_\_\_
- When I flip the light switch, the lightbulb does not come on. \_\_\_\_\_

**Practice B Writing Using Compound Nouns***Read each sentence. Then, rewrite the underlined words replacing them with compound nouns.***Example:** My mother's grandmother was a suffragist.**Answer:** great-grandmother

- The band on Manny's clock he wears around his wrist broke. \_\_\_\_\_
- My bedroom has an entire wall of shelves that hold books. \_\_\_\_\_
- The woman who was elected mayor will take office next Tuesday. \_\_\_\_\_
- Martin went on a time off for a midday meal. \_\_\_\_\_
- Hank poured some coffee out of the container in which coffee is brewed. \_\_\_\_\_
- The girl rang the bell on the door to see if we wanted to buy cookies. \_\_\_\_\_
- Sometimes I miss my place where I grew up. \_\_\_\_\_
- The crew threw a floating device to the person who fell overboard. \_\_\_\_\_
- Dad gave Mom a pair of those things people decorate their ears with. \_\_\_\_\_
- The person who fixes my car said my car needs a new timing belt. \_\_\_\_\_

**Writing and Speaking Application**

Write a paragraph describing a typical weekend event for you, using at least five compound nouns. Circle the nouns. Then, find a partner and take turns reading aloud your paragraph. Your partner should listen for and name the compound nouns you used. Discuss how their two parts add up to their meaning.

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**6 USING COMMON AND PROPER NOUNS**

**A common noun names any one of a class of people, places, things, or ideas. A proper noun names a specific person, place, thing, or idea.**

Common nouns are not capitalized (except at the start of a sentence or in a title). Proper nouns are always capitalized. See the examples below.

<b>Common nouns</b>	boy, language, mountain, continent, video game
<b>Proper nouns</b>	Tom, French, Mount Everest, Asia, Second Life

**Practice A Identifying Common and Proper Nouns**

*Read each sentence. Then, underline the common nouns and circle the proper nouns.*

**Example:** The largest freshwater lake in the world is Lake Superior.

**Answer:** The largest freshwater lake in the world is Lake Superior.

- The deepest lake in the United States is Crater Lake in Oregon.
- The first woman from the United States who went to space was Sally Ride.
- The pop artist famous for painting soup cans was Andy Warhol.
- One national monument, Canyon de Chelly Quarries, is in Arizona.
- More than 2,000 sites in Texas are listed in the National Register of Historic Places.
- A queen named Elizabeth ruled England.
- Queen Victoria ruled the British Empire.
- The constellation called the Summer Triangle contains the star Deneb.
- The oldest building in Manhattan is St. Paul's Chapel.
- A German U-boat sank the *S.S. Lusitania* off the coast of Ireland.

**Practice B Writing With Common and Proper Nouns**

*Read each sentence. Then, rewrite each sentence, replacing the underlined words with proper nouns.*

**Example:** My neighbor walks her dog every day.

**Answer:** Alanna walks Scamp every day.

- I read a book by an author.
- My friend wants to see a sports team play.
- My friend and I saw a movie starring an actor.
- My lab partner speaks a language.
- My friend takes a bus up a street.
- My neighbors sailed across an ocean.
- My sister majors in a subject at a university.
- My friend and I saw a band play on a talk show.
- My aunt is moving to a town in the third month of the year.
- My neighbor climbed a mountain the sixth month of last year.

**Writing and Speaking Application**

Write a paragraph about a place, using at least four common and three proper nouns. Circle the nouns. Then, find a partner and take turns reading your sentences. Your partner should listen for and name the proper nouns you used. Switch roles with your partner.



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**8 RECOGNIZING PERSONAL PRONOUNS**

Personal pronouns refer to (1) the person speaking or writing, (2) the person listening or reading, or (3) the topic (person, place, thing, or idea) being discussed or written about.

	Singular	Plural
<b>Subjective</b>	I, you, he, she, it	we, you, they
<b>Objective</b>	me, you, him, her, it	us, you, them
<b>Possessive</b>	my, mine, your, yours, his, her, hers, its	our, ours, your, yours, their, theirs

**Practice A Identifying Personal Pronouns**

Read each sentence. Then, write each personal pronoun. The sentences have more than one pronoun.

**Example:** He broke his glasses again.

**Answer:** he; his

- It's your turn to give the dogs their dinner.  
\_\_\_\_\_
- Martha and I strung lights along our railing.  
\_\_\_\_\_
- Ted and I went swimming in his family's pool.  
\_\_\_\_\_
- The kayak we bought is scuffed a bit, but it's all mine. \_\_\_\_\_
- Sue and Matt haven't met yet, but she has heard a lot about him. \_\_\_\_\_
- You make me feel as if I could move mountains. \_\_\_\_\_
- The neighbors asked us if we had seen their dog, Pepper. \_\_\_\_\_
- We and our friends held a bake sale to raise funds for our choir. \_\_\_\_\_
- My brother Eric gave me his old guitar when he got a new one. \_\_\_\_\_
- My mother says I should set the table; do you want to help me? \_\_\_\_\_

**Practice B Choosing Personal Pronouns**

Read each sentence. Then, choose the appropriate pronoun from the two in parentheses and write it on the line provided.

**Example:** (She, Her) and Lola are studying.

**Answer:** She

- Denise and (I, me) are going to the mall.  
\_\_\_\_\_
- Text me when you hear from (she, her).  
\_\_\_\_\_
- George claims the fault is (their, theirs).  
\_\_\_\_\_
- Did you twist (your, yours) ankle again?  
\_\_\_\_\_
- (He, Him) and Dwayne never arrived at the party. \_\_\_\_\_
- That comic book on the table is (my, mine).  
\_\_\_\_\_
- (They, Them) are colorful birds, aren't they?  
\_\_\_\_\_
- Could you share some water with (we, us) hikers? \_\_\_\_\_
- Give (I, me) a call when you know more details. \_\_\_\_\_
- (We, Us) gazed at the bees that were mobbing the ironweed. \_\_\_\_\_

**Writing and Speaking Application**

In a small group, have one person say a personal pronoun and the next person use it in a sentence. Take at least five turns, adding to the story with each sentence. Afterward, write down the story you heard. Be sure each sentence has at least one personal pronoun.

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**9 REFLEXIVE AND INTENSIVE PRONOUNS**

**A reflexive pronoun directs the action of the verb toward its subject. It points back to a noun or pronoun earlier in the sentence. An intensive pronoun adds emphasis to a noun or pronoun in the same sentence.**

To form either a reflexive or an intensive pronoun, add *-self* or *-selves* to a personal pronoun. A reflexive pronoun is essential to the sentence's meaning. An intensive pronoun is not essential to the meaning.

Reflexive: He fixed **himself** a sandwich.

Intensive: The principal **herself** gave out the award.

**Practice A Identifying Reflexive and Intensive Pronouns**

*Read each sentence. Then, write each underlined pronoun and whether it is reflexive or intensive.*

**Example:** Leah is sometimes too hard on herself.

**Answer:** herself — reflexive

- |  |  |
|--|--|
| 1. I <u>myself</u> became bored with my story. _____   | 6. Juana <u>herself</u> forgot her birthday. _____                                   |
| 2. You should give <u>yourselves</u> a pat on the back, team; you won! _____                     | 7. These scratches won't repair <u>themselves</u> , you know. _____                  |
| 3. The pizza oven quickly made <u>itself</u> indispensable. _____                                | 8. Matthew <u>himself</u> admitted that he had cheated. _____                        |
| 4. You <u>yourself</u> have seen that work can be fun sometimes. _____                           | 9. The buildings <u>themselves</u> are on the National Historic Register. _____      |
| 5. Sandra Cisneros has written many stories whose characters are based on <u>herself</u> . _____ | 10. The rain <u>itself</u> is depressing, but see how it perks up the flowers. _____ |

**Practice B Writing Reflexive and Intensive Pronouns**

*Read each sentence. Then, fill in the blank by writing the reflexive or intensive pronoun that completes each sentence.*

**Example:** Help \_\_\_\_\_ to some juice.

**Answer:** yourself

- |   |   |
|---|---|
| 1. Seth made _____ a pencil holder.                                       | 6. I have no one but _____ to blame.                              |
| 2. I _____ would rather play soccer than football.                        | 7. The girls congratulated _____ for winning the debate.          |
| 3. You should ask _____ if that was really a smart thing to do.           | 8. My mother _____ didn't recognize me for a minute.              |
| 4. Sylvia disciplined _____ to memorize a poem each month.                | 9. The book _____ was good, but the movie was disappointing.      |
| 5. The flowers _____ aren't much to look at, but the leaves are gorgeous. | 10. The program updates _____ automatically every twenty minutes. |

**Writing and Speaking Application**

Write a paragraph describing an activity your friend does. Use at least two reflexive and three intensive pronouns. Then, find a partner and take turns reading aloud your sentences. Your partner should listen for and identify which pronouns are reflexive and which are intensive.

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**10 DEMONSTRATIVE PRONOUNS****A demonstrative pronoun points to a specific person, place, or thing.**

There are two singular and two plural demonstrative pronouns. *This* and *these* point to something near the speaker or writer. *That* and *those* point to something more distant.

**Practice A Identifying Demonstrative Pronouns**

Read each sentence. Then, write each demonstrative pronoun and the noun to which it refers.

**Example:** That was the best bagpipe music I've ever heard.

**Answer:** That — music

1. These are the exercises I've been doing. \_\_\_\_\_
2. That is the field where the BMX races are held. \_\_\_\_\_
3. Are these the papers you were looking for? \_\_\_\_\_
4. Those are the tallest mountains on the planet. \_\_\_\_\_
5. Aren't those some friends of Mia's over there? \_\_\_\_\_
6. Is that what he told you? \_\_\_\_\_
7. This is exactly the behavior I've been talking about. \_\_\_\_\_
8. This is the hole the dog chewed in this pillow. \_\_\_\_\_
9. I've been trying to remember the name of that. \_\_\_\_\_
10. This is the book I mentioned: *Eat This, Not That*. \_\_\_\_\_

**Practice B Writing Demonstrative Pronouns**

Read each sentence. Then, fill in the blank with the appropriate demonstrative pronoun.

**Example:** Isn't \_\_\_\_\_ the best song?

**Answer:** that

1. Is \_\_\_\_\_ the last cookie—and may I have it?
2. Mom, \_\_\_\_\_ are my friends from the chess club.
3. We're going to Chicago; won't \_\_\_\_\_ be cool?
4. \_\_\_\_\_ are all of the songs you like.
5. \_\_\_\_\_ clothes are better made than the ones at the other store.
6. I like \_\_\_\_\_ better than \_\_\_\_\_.
7. \_\_\_\_\_ is my favorite kind of weather, right now.
8. \_\_\_\_\_ was such an interesting field trip last week.
9. \_\_\_\_\_ are the creepy shadows in the courtyard.
10. \_\_\_\_\_ are the boys who don't know what they're talking about.

**Writing and Speaking Application**

Write four sentences giving directions to a location of your choice. Use all four of the demonstrative pronouns. Then, find a partner and take turns reading aloud your sentences. Your partner should listen for and identify the pronouns. Switch roles with your partner.

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**11 USING RELATIVE PRONOUNS**

**A relative pronoun begins a subordinate clause and connects it to another idea in the same sentence.**

The five relative pronouns are *that*, *which*, *who*, *whom*, and *whose*.

Show that you can use and understand the function of relative pronouns in the context of reading, writing, and speaking by completing the following exercises.

**Practice A Identifying Relative Pronouns**

Read each sentence. Then, underline each subordinate clause and circle each relative pronoun.

**Example:** The movie *Michael*, which starred John Travolta, was filmed in Texas.

**Answer:** The movie *Michael*, which starred John Travolta, was filmed in Texas.

1. The first residents of Texas, who arrived around 10,000 B.C., are called Paleo-Indians.
2. The crops that ancient Indians domesticated include cotton and corn.
3. The republic that would become the state of Texas was formed in 1836.
4. In 1839 the capital of Texas was moved to Austin, which was a new town at the time.
5. The Massachusetts capitol building, whose wood dome leaked, was gilded in gold leaf in 1874.
6. Sam Houston, whom the city of Houston is named after, moved the capital.
7. Whom do you think of when you hear the phrase “famous inventors”?
8. Walter Cronkite, who was a well-known journalist, was born in Missouri.

**Practice B Writing Relative Pronouns**

Read each sentence. Then, fill in the blank with the appropriate pronoun.

**Example:** The man \_\_\_\_\_ Karissa saw had a beard.

**Answer:** whom

1. Some worms have a pigment \_\_\_\_\_ makes their blood green.
2. Ursula K. Le Guin, \_\_\_\_\_ I have been reading, has won many awards for her books.
3. Karl Capek, \_\_\_\_\_ play *R.U.R.* gave us the word *robot*, was a Czech writer.
4. The brothers Grimm, \_\_\_\_\_ you have surely heard of, changed many things in the fairy tales they collected.
5. Santorio Santorio, \_\_\_\_\_ was a colleague of Galileo's, adapted the air thermometer to read body temperatures.
6. The earth's crust, \_\_\_\_\_ consists of many elements, is mainly oxygen and silicon.
7. Composite cones are volcanoes \_\_\_\_\_ are made of alternating layers of lava and ash.
8. Hypatia, \_\_\_\_\_ taught astronomy and philosophy, lived in Alexandria around 400 A.D.
9. The Brooklyn Bridge, \_\_\_\_\_ was the first bridge built of steel, was completed in 1883.
10. Mary Wollstonecraft Shelley, \_\_\_\_\_ mother was a famous feminist, wrote the novel *Frankenstein* in 1818.

**Writing and Speaking Application**

Write a paragraph explaining how to do something, using all five relative pronouns. Then, find a partner and take turns reading aloud your sentences. Your partner should listen for and identify the relative pronouns. Switch roles with your partner.



Name \_\_\_\_\_ Date \_\_\_\_\_

**12 INTERROGATIVE PRONOUNS****An interrogative pronoun is used to begin a question.**The five interrogative pronouns are *what*, *which*, *who*, *whom*, and *whose*.**Practice A Identifying Interrogative Pronouns***Read each sentence. Then, write each interrogative pronoun.***Example:** What did Hector say about the problem?**Answer:** What

1. To whom is the car registered? \_\_\_\_\_
2. What is your e-mail address? \_\_\_\_\_
3. Who told you that you could come in here? \_\_\_\_\_
4. Which do you like better, Iron Man or Spiderman? \_\_\_\_\_
5. Whose idea was it to volunteer to pick up trash in the park? \_\_\_\_\_
6. Just who does he think he is? \_\_\_\_\_
7. What is the capital of Oklahoma? \_\_\_\_\_
8. Which U.S. president do you admire the most? \_\_\_\_\_
9. Were those the speakers whom we were promised? \_\_\_\_\_
10. Who is the Speaker of the U.S. House of Representatives? \_\_\_\_\_

**Practice B Writing Interrogative Pronouns***Read each sentence. Then, fill in the blank with an appropriate interrogative pronoun.***Example:** \_\_\_\_\_ invented the electric can opener?**Answer:** Who

1. \_\_\_\_\_ telescope is that?
2. \_\_\_\_\_ time does the concert start?
3. \_\_\_\_\_ wrote the *Twilight* series?
4. Do you know \_\_\_\_\_ house Damian lives in?
5. \_\_\_\_\_ backpack is this that I found on the floor of the bus?
6. To \_\_\_\_\_ was the book dedicated?
7. \_\_\_\_\_ came up with the concept of vaccination?
8. \_\_\_\_\_ would you choose, the lady or the tiger?
9. About \_\_\_\_\_ is that article in the newspaper?
10. \_\_\_\_\_ of the three topics did you choose for your essay?

**Writing and Speaking Application**

Write five questions to ask an imaginary person. Use an interrogatory pronoun in each. Then, find a partner and take turns reading aloud your sentences. Your partner should listen for and identify the interrogatory pronouns. Switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

**13 INDEFINITE PRONOUNS****An indefinite pronoun refers to a person, place, thing, or idea that is not specifically named.**

<b>Singular</b>	another, anybody, anyone, anything, each, either, everybody, everyone, everything, little, much, neither, nobody, no one, nothing, one, other, somebody, someone, something
<b>Plural</b>	both, few, many, others, several
<b>Singular or plural</b>	all, any, more, most, none, some

**Practice A Identifying Indefinite Pronouns***Read each sentence. Then, write each indefinite pronoun and identify whether it is singular or plural.***Example:** Somebody moved my tennis trophy.**Answer:** Somebody — singular

- Most of my friends like vanilla pop music.  
\_\_\_\_\_
- A few of us are into show tunes or musicals.  
\_\_\_\_\_
- Several of my tests are next week.  
\_\_\_\_\_
- I know something about history.  
\_\_\_\_\_
- Neither of the girls wants to hear about that.  
\_\_\_\_\_
- Something must have happened to Chuck and Ernesto.  
\_\_\_\_\_
- Nothing you can say will persuade me to trust you now.  
\_\_\_\_\_
- Both of the boys are wearing our band's T-shirts.  
\_\_\_\_\_
- All of my friends are coming to our concert.  
\_\_\_\_\_
- None of my friends missed the Adele concert last month.  
\_\_\_\_\_

**Practice B Writing Indefinite Pronouns***Read each sentence. Then, fill in each blank with an appropriate indefinite pronoun.***Example:** Is \_\_\_\_\_ out there?**Answer:** anyone OR someone

- \_\_\_\_\_ people tried to cheer Laney up.
- \_\_\_\_\_ of Galena's senses were on high alert.
- I'm afraid \_\_\_\_\_ of the pizza was gone before we got there.
- I feel that \_\_\_\_\_ isn't right, but I can't figure out what.
- \_\_\_\_\_ of this plot was borrowed from Shakespeare.
- \_\_\_\_\_ knows that some folk wisdom is true.
- Pitifully, \_\_\_\_\_ of the Siberian tigers survive in the wild today.
- \_\_\_\_\_ of my neighbors lost power during the storm.
- In fact, \_\_\_\_\_ of the East Side has electricity.
- Did \_\_\_\_\_ of the students turn in their essays on time?

**Writing and Speaking Application**

Write a paragraph describing a field trip you'd like to take. Use at least six indefinite pronouns. Then, find a partner and take turns reading aloud your sentences. Your partner should listen for and identify the pronouns. Switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

**14 USING TRANSITIVE VERBS**

**An action verb is transitive if the receiver of the action is named in the sentence.**  
The receiver of the action is the object of the verb.

**EXAMPLE:** Hank petted the llama.  
                    action verb    object

**Practice A Identifying Transitive Verbs**

*Read each sentence. Then, write each transitive verb. If a sentence has no transitive verb, write none.*

**Example:** Jane pulled weeds all morning.

**Answer:** pulled

1. Miguel lit a candle. \_\_\_\_\_
2. Phillip sanded the bookcase. \_\_\_\_\_
3. Ernesto lifts weights every other day. \_\_\_\_\_
4. Anna wrote a quick e-mail to Dell. \_\_\_\_\_
5. Nina wrote about life on a distant planet. \_\_\_\_\_
6. Do you remember Mr. Klim? \_\_\_\_\_
7. Ansel organized his photographs. \_\_\_\_\_
8. Will you please open the window? \_\_\_\_\_
9. Columbus knew that the earth was round. \_\_\_\_\_
10. Marilyn toted a ludicrously large purse. \_\_\_\_\_

**Practice B Writing Transitive Verbs**

*Read each pair of sentences. Then, circle A or B to show which sentence has a transitive verb.*

**Example:** **A** Kinsey ran three miles today.  
              **B** Kinsey ran out of energy at mile three.

**Answer:** **(A)** Kinsey ran three miles today.

- |  |  |
|--|--|
| 1. <b>A</b> These strawberries taste sweet.              | 4. <b>A</b> Grace watched over the sleeping child.     |
| <b>B</b> Taste these strawberries.                       | <b>B</b> Grace watched the sleeping child.             |
| 2. <b>A</b> Brian thinks wild thoughts about his future. | 5. <b>A</b> Smell that rose, Leah.                     |
| <b>B</b> Brian thinks about his future.                  | <b>B</b> The smell of that rose reminded Leah of home. |
| 3. <b>A</b> Rosie created a quilt.                       | 6. <b>A</b> Ryan kicked a field goal.                  |
| <b>B</b> A quilt was created by Rosie.                   | <b>B</b> A field goal was kicked by Ryan.              |

**Writing and Speaking Application**

Write a paragraph describing your trip to school today, using at least five transitive verbs. Then, find a partner and take turns reading aloud your sentences. Your partner should listen for and identify the transitive verbs and the direct objects. Switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

**15 USING INTRANSITIVE VERBS**

**An action verb is intransitive if there is no receiver of the action named in the sentence.**  
Even an action verb is intransitive if it does not have an object.

**EXAMPLES:** Kevin smiled sweetly. (*Sweetly* is an adverb, not an object.)

Kyra looked at the sky. (*At* is a preposition, not an object.)

**Practice A Identifying Intransitive Verbs**

*Read each sentence. Then, underline each intransitive verb. If a sentence has no intransitive verb, write none.*

**Example:** The berries felt mushy but tasted edible.

**Answer:** The berries felt mushy but tasted edible.

- |  |   |
|--|---|
| 1. The deck looks out over the bay.                        | 7. The water of Galveston Bay sparkles in the sun.            |
| 2. Mammoths became extinct long ago.                       | 8. The coastline is full of historic shipwrecks.              |
| 3. Workers cut granite blocks out of the land.             | 9. Rosalie looked at the kittens as they tumbled on the lawn. |
| 4. Ancient artists' murals look beautiful.                 | 10. Sharon grows morning glories that grow toward the sun.    |
| 5. Archeologists find things left behind by our ancestors. |   |
| 6. Luisa gritted her teeth and smiled painfully.           |   |

**Practice B Labeling Transitive and Intransitive Verbs**

*Read each sentence. Then, write each verb and label it transitive or intransitive.*

**Example:** Thunder boomed, and lightning hit a tree.

**Answer:** boomed — intransitive; hit — transitive

- Hugh rowed fast against the current. \_\_\_\_\_
- Nick grew tired of the conversation. \_\_\_\_\_
- Lyle caught the bus to school just in time. \_\_\_\_\_
- I believe in the power of positive thinking. \_\_\_\_\_
- Shirin grew prize-winning squash. \_\_\_\_\_
- Adara rowed the boat merrily down the stream. \_\_\_\_\_
- "I believe you," Guillermo said as he paced. \_\_\_\_\_
- Danica started the engine of her sports car and drove away. \_\_\_\_\_
- Leeza started to say something, but then changed her mind. \_\_\_\_\_
- Sarah caught up with her friend and walked down the hallway. \_\_\_\_\_

**Writing and Speaking Application**

Write a paragraph describing plans for your future, using at least five intransitive verbs. Then, find a partner and take turns reading aloud your sentences. Your partner should listen for and identify the intransitive verbs. Switch roles with your partner.



Name \_\_\_\_\_ Date \_\_\_\_\_

**17 USING OTHER LINKING VERBS****A linking verb connects a subject with a word that describes or identifies it.**

*Be* is not the only linking verb. Other verbs that function the same way include *appear, become, feel, grow, look, remain, seem, smell, sound, stay, taste, and turn*. To test whether a verb is a linking verb, replace it with *is, am, or are*. If the sentence still makes sense, then the verb is a linking verb.

EXAMPLES: I **stayed** calm. I **am** calm.

**Practice A Identifying Other Linking Verbs**

Read each sentence. Then, underline each linking verb. Some sentences have more than one linking verb.

**Example:** Harp music always sounds heavenly to me.

**Answer:** Harp music always sounds heavenly to me.

- |   |   |
|---|---|
| 1. Joey remained motionless while Marcy packed her bag.                       | 6. Consuelo felt warmer when the sun came out from behind the clouds. |
| 2. Lance appears single-minded in his pursuit of victory.                     | 7. If you stay dedicated, you can become valedictorian.               |
| 3. I thought Miguel seemed unsure about what to do next.                      | 8. That barbecue smells so good that I want seconds.                  |
| 4. That model looks skeletal, like a figure at a Day of the Dead festival.    | 9. The atmosphere in the room turned chilly when Matt appeared.       |
| 5. These dumplings taste light and fluffy, just the way my mother makes them. | 10. Perhaps Pablo only seemed calm; he grew angry when he saw Hector. |

**Practice B Writing Other Linking Verbs**

Read the groups of words below. For each group, write a sentence that uses a linking verb to connect them.

**Example:** woods, fresh

**Answer:** The woods smelled fresh after the rain.

- beach, peaceful \_\_\_\_\_
- Ernesto, confused \_\_\_\_\_
- puppy, friendly \_\_\_\_\_
- grandmother, funny \_\_\_\_\_
- fresh bread, delicious \_\_\_\_\_
- Rosalie, hungry \_\_\_\_\_
- house, messy \_\_\_\_\_
- TV show, boring \_\_\_\_\_
- you, surprised \_\_\_\_\_
- I, inspired \_\_\_\_\_

**Writing and Speaking Application**

Write a paragraph describing something you've learned in science class. Use at least four linking verbs that are not forms of *be*. Then, find a partner and take turns reading aloud your sentences. Your partner should listen for and identify the linking verbs. Switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

**18 ACTION VERB OR LINKING VERB?**

**An action verb tells what action someone or something is performing. A linking verb connects a subject with a word that describes or identifies it.**

While forms of *be* are always linking verbs, most of the other linking verbs can be either linking or action, depending on how they are used in a sentence. These verbs include *appear, become, feel, grow, look, remain, seem, smell, sound, stay, taste, and turn*. To test whether a verb is a linking verb, replace it with *is, am, or are*. If the sentence still makes sense, then the verb is a linking verb.

LINKING: The mood **turned** tense. (Turned links *mood* and *tense*, which describes it.)

ACTION: Deb **turned** and walked away. (Deb performed an action.)

**Practice A Identifying Action Verbs and Linking Verbs**

Read each sentence. Then, write each verb and label it action or linking.

**Example:** Justine smelled something burning in the kitchen.

**Answer:** smell — action

1. That “antique” appears fake. \_\_\_\_\_
2. That coffee smells awfully strong. \_\_\_\_\_
3. The baby grew quiet after being burped. \_\_\_\_\_
4. Chris remained at his table during the scuffle. \_\_\_\_\_
5. Julia remained unconvinced by Marla’s explanation. \_\_\_\_\_
6. Kay looked as alert as she could on four hours of sleep. \_\_\_\_\_
7. After a two-week absence, Kobe appeared at practice. \_\_\_\_\_
8. Ursula looked longingly at the horse in the last stable. \_\_\_\_\_
9. The boys grew restless after playtime with their sister. \_\_\_\_\_
10. Alex turned left and strode along Market Street, looking in the shop windows. \_\_\_\_\_

**Practice B Writing Action Verbs and Linking Verbs**

Read the verbs below. Write a sentence for each verb, using it in the manner described. You may use any form of the verb (past tense, with helping verbs, and so on).

**Example:** become — linking

**Answer:** After hours of practice, Neil is becoming an expert at Guitar Hero.

1. feel — action \_\_\_\_\_
2. feel — linking \_\_\_\_\_
3. smell — action \_\_\_\_\_
4. smell — linking \_\_\_\_\_
5. stay — action \_\_\_\_\_
6. stay — linking \_\_\_\_\_

**Writing and Speaking Application**

Write a paragraph describing a meal, using at least four linking verbs and four action verbs. Then, find a partner and take turns reading aloud your sentences. Your partner should listen for and identify which verbs are linking and which are action. Switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

## 19 RECOGNIZING HELPING VERBS

Helping verbs are added before a main verb to make a verb phrase.

<b>Forms of be</b>	am, is, has been, was being, will be, will have been, should be, had been, might have been
<b>Other helping verbs</b>	do, does, has, would, shall, can, could, may, must have, should have, might, will, have

The chart shows some of the many helping verbs that you can combine with different main verbs to show different tenses. Here's an example using the main verb *sing*:

**am** singing, **have been** singing, **will be** singing, **does** sing, **did** sing, **has** sung, **will** sing, **will have** sung, **will have been** singing, **can** sing, **should have** sung

### Practice A Identifying Helping Verbs

Read each sentence. Then, underline the helping verbs and circle the main verb or verbs.

**Example:** Bob should have paid more attention in class.

**Answer:** Bob should have paid more attention in class.

- Landon should have double-checked the weather forecast.
- I did turn the stove off.
- Anna has been taking dance classes recently.
- The city council is working on the new budget.
- That might have been Barbra's last chance to shine.
- Computers have made index cards almost obsolete.
- That typo may have been my fault.
- I must have turned onto Briar Street when I was aiming for Briar Court.
- Mary Ann may have intended to order the gifts, but she must have forgotten.
- We will be collecting applications.

### Practice B Writing Helping Verbs

Read each verb phrase. Then, use it in an original sentence.

**Example:** must have known

**Answer:** You must have known I wanted that ticket.

- am trying \_\_\_\_\_
- did explain \_\_\_\_\_
- should have considered \_\_\_\_\_
- could ask \_\_\_\_\_
- may say \_\_\_\_\_
- will be thinking \_\_\_\_\_
- might have given \_\_\_\_\_
- has been learning \_\_\_\_\_

### Writing and Speaking Application

Write a paragraph describing a family event (like a wedding or birthday party). Use at least six verb phrases. Then, find a partner and take turns reading aloud your sentences. Your partner should listen for and identify the helping verbs. Switch roles with your partner.



Name \_\_\_\_\_ Date \_\_\_\_\_

**20 ARTICLES**

**The** is a definite article. It points to a specific person, place, thing, or idea. **A** and **an** are indefinite articles. They point to any member of a group of similar people, places, things, or ideas.

**The** computer took me to **a** Web site.

definite: a specific  
computer

indefinite: any of  
numerous sites

All three articles are adjectives, and all indicate that a noun will soon follow. *A* is used before an indefinite noun that starts with a consonant sound; *an* is used before a vowel sound. When the vowels *o* and *u* sound like consonants (*one-time*, *university*), they should be preceded by *a*. When *h* sounds like a vowel (*hour*, *honest*), it should be preceded by *an*.

**Practice A Identifying Definite and Indefinite Articles**

Read each sentence. Then, write each article and label it definite or indefinite. Sentences have more than one article.

**Example:** The original source of aspirin was bark from a willow tree.

**Answer:** The — definite; a — indefinite

- |  |   |
|--|---|
| 1. Electricity travels one foot in a billionth of a second.<br>_____                 | 5. The oldest board game known was an Egyptian invention 4,300 years ago.<br>_____                  |
| 2. A singing kite whistles because of small holes in the kite's body.<br>_____       | 6. The first machine to make nails was invented by an American, Ezekiel Reed.<br>_____              |
| 3. The fastest speed ever reached by a kite was 120 miles an hour.<br>_____          | 7. The firecracker was invented accidentally by a cook in China in the tenth century.<br>_____      |
| 4. An acre was originally the amount of land that could be plowed in a day.<br>_____ | 8. The length of a calendar year is exactly 365 days, 5 hours, 48 minutes, and 46 seconds.<br>_____ |

**Practice B Writing Articles**

Read each sentence. Then, fill in the blank with an appropriate article.

**Example:** My favorite poem is by \_\_\_\_\_ anonymous author.

**Answer:** an

- |   |   |
|---|---|
| 1. I'm sure it was _____ honest mistake.                            | 6. We're going to _____ open house.   |
| 2. Our country is _____ union of fifty individual states.           | 7. Is Davis Avenue _____ one-way street?  |
| 3. "It would be _____ honor to serve," he said.                     | 8. My aunt is _____ historian who studies ancient Ireland.                            |
| 4. We need to buy _____ umbrella before the rainy season arrives.   | 9. I have _____ uncle who is _____ anthropologist.                                    |
| 5. The meter is _____ unit of measurement that equals 39.37 inches. | 10. People once believed that _____ horn from _____ unicorn could purify toxic water. |

**Writing and Speaking Application**

Write a short dialogue between two kids (real or made up, your choice). Use at least five definite and four indefinite articles. Then, find a partner and take turns reading aloud your sentences. Your partner should listen for and identify the articles. Switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

**21 USING PROPER ADJECTIVES**

**An adjective is a word that describes a noun or pronoun. A proper adjective is (1) a proper noun used as an adjective or (2) an adjective formed from a proper noun.**

A proper noun used as an adjective does not change its form. It is merely placed in front of another noun. Examples are *August heat*, *Kennedy Center*, and *Texas pink granite*. An adjective formed from a proper noun gets a different ending, like *-i*, *-n*, *-ian*, *-ese*, *-ish*, *-ist*, or *-esque*. Examples are *Israeli*, *Chilean*, *Virginian*, *Balinese*, *Irish*, *Impressionist*, and *Hemingwayesque*. Some proper adjectives are irregular, like *Afghan* (from Afghanistan) and *Swiss* (from Switzerland). Both types of proper adjectives begin with a capital letter.

**Practice A Identifying Proper Adjectives**

*Read each sentence. Then, underline each proper adjective.*

**Example:** Berthe Morisot was a French Impressionist artist.

**Answer:** Berthe Morisot was a French Impressionist artist.

1. Our Peruvian vacation was wonderful.
2. I'm very excited about the Cowboys game.
3. Because my grandfather is Norwegian, I want to learn about Scandinavian customs.
4. The young writer has a Hemingwayesque prose style.
5. Shelby likes to listen to Brahms lullabies at bedtime.
6. Several young Sudanese men were adopted by our town.
7. Much Renaissance art showed a new use of perspective.
8. Before the Taliban regime, Afghan culture was modern in many ways.
9. The Polish people took back their country from Communist leaders.
10. I have an Irish mother and a German father, but I spent my childhood with my mother's Israeli friend.

**Practice B Writing Proper Adjectives**

*Read each group of words. Then, rewrite the words to include a proper adjective before the noun.*

**Example:** artifacts from the Bronze Age

**Answer:** Bronze Age artifacts

- |   |  |
|---|--|
| 1. the plains of Nebraska _____                 | 6. the flag of Italy _____                 |
| 2. a farmer from Australia _____                | 7. anim  from Japan _____                  |
| 3. the continent of Asia _____                  | 8. the language of France _____            |
| 4. an actor from Spain _____                    | 9. a scholar who studies Shakespeare _____ |
| 5. a tribe who lived during the Stone Age _____ | 10. a cuisine in the style of Mexico _____ |

**Writing and Speaking Application**

Write a brief paragraph describing places you would like to visit. Use at least six proper adjectives. Then, find a partner and take turns reading aloud your sentences. Your partner should listen for and identify the proper adjectives. Switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

**22 USING NOUNS AS ADJECTIVES**

An adjective is a word that describes a noun or pronoun. A noun used as an adjective usually comes directly before another noun and answers the question *What kind?* or *Which one?*

Nouns	Used as Adjectives
emerald	emerald ring
dinner	dinner menu
plastic	plastic bag

**Practice A Identifying Nouns as Adjectives**

Read each sentence. Then, underline the noun used as an adjective and write the noun that it modifies. Some sentences have more than one noun as adjective.

**Example:** The Rodriguezes went to a football game.

**Answer:** The Rodriguezes went to a football game. game

- Which winter sports do you like?  
\_\_\_\_\_
- We microwave leftovers in glass containers.  
\_\_\_\_\_
- The car dealer had several vehicles we liked.  
\_\_\_\_\_
- The breakfast crowd at the diner is always talkative. \_\_\_\_\_
- Gertrude stores her dormant bulbs in a paper bag in the winter. \_\_\_\_\_
- I'm glad we installed a pet door in the garage wall. \_\_\_\_\_
- The strange man sneaked past the velvet rope at the museum. \_\_\_\_\_
- I like the cotton shirt better than the polyester shirt. \_\_\_\_\_
- My mother keeps her jewelry collection in a green ceramic box. \_\_\_\_\_
- I try not to waste too much study time playing computer games. \_\_\_\_\_

**Practice B Writing Nouns as Adjectives**

Read each sentence. Then, complete each sentence by adding a noun as adjective.

**Example:** John sat on a \_\_\_\_\_ wall.

**Answer:** John sat on a stone wall.

- Shall I refill your \_\_\_\_\_ glass?
- Mom baked a \_\_\_\_\_ pie yesterday.
- We hiked up to the \_\_\_\_\_ pasture.
- We had \_\_\_\_\_ pot pie for dinner.
- My favorite \_\_\_\_\_ program is on tonight.
- We put \_\_\_\_\_ barrels under our downspouts.
- Those \_\_\_\_\_ flowers smell wonderful.
- The \_\_\_\_\_ plants need to be in full sunlight.
- The \_\_\_\_\_ desk has more drawers than the wooden one.
- The \_\_\_\_\_ box was tied with a \_\_\_\_\_ bow.

**Writing and Speaking Application**

Write a paragraph describing a room, using at least five nouns as adjectives. Then, find a partner and take turns reading aloud your sentences. Your partner should listen for and identify the nouns as adjectives.

Name \_\_\_\_\_ Date \_\_\_\_\_

**23 USING COMPOUND ADJECTIVES**

**An adjective is a word that describes a noun or pronoun. A compound adjective is made up of more than one word.**

Some compound adjectives are hyphenated: bird's-eye view, emerald-green eyes, five-mile run, freckle-faced kid, full-time job, middle-aged man, self-taught carpenter, sixty-five years, toll-free number, well-known fact.

Other compound adjectives are combined words: airborne toxins, backbreaking work, easygoing guy, freshwater fish, nonviolent resistance, robotlike expression, runaway train, undercooked food.

**Practice A Identifying Compound Adjectives**

*Read each sentence. Then, underline each compound adjective. Some sentences have more than one compound adjective.*

**Example:** Did you see the six-piece band perform at the halftime show?

**Answer:** Did you see the six-piece band perform at the halftime show?

- |  |   |
|--|---|
| 1. My parrot can make a catlike purr.  | 6. Evelyn grew violets in a hollowed-out log.                                   |
| 2. Esme has collected sixty-five toy pets.                                   | 7. Twenty-five kids learned lifesaving skills.                                  |
| 3. Human beings are a toolmaking species.                                    | 8. Riding in Great-Grandpa's pickup truck can be a hair-raising experience.     |
| 4. The Cilettis got a short-term loan to add a sunroom onto their house.     | 9. Jan graduated from a land-grant college and is looking for a full-time job.  |
| 5. It's a little-known fact that Navajo art inspired abstract impressionism. | 10. Be careful: that's a six-hundred-dollar laptop computer you're pounding on. |

**Practice B Writing Compound Adjectives**

*Read each sentence. Then, rewrite the sentences to include compound adjectives.*

**Example:** My parents' store now has a site on the Web.

**Answer:** My parents' store now has an online site.

1. Faye has a farm that's ten acres in size.

\_\_\_\_\_

2. I think the word *dude* is used too much.

\_\_\_\_\_

3. Grace runs a store that sells healthful food.

\_\_\_\_\_

4. Sarina and Billy went for a hike of six miles.

\_\_\_\_\_

5. This is a park that is taken care of well.

\_\_\_\_\_

6. Those look like cows that have enough to eat.

\_\_\_\_\_

**Writing and Speaking Application**

Write a paragraph about something you learned in social studies class. Use at least four hyphenated and three combined compound adjectives. Then, find a partner and take turns reading aloud your sentences. Your partner should listen for and identify the compound adjectives and the words they modify.

Name \_\_\_\_\_ Date \_\_\_\_\_

**24 USING PRONOUNS AS ADJECTIVES**

A pronoun becomes an adjective if it modifies a noun. The four demonstrative pronouns—*this*, *that*, *these*, and *those*—become demonstrative adjectives if they modify a noun or pronoun. Three of the interrogative pronouns—*which*, *what*, and *whose*—become interrogative adjectives if they modify a noun.

EXAMPLES: **Those** crops look healthy. **What** vegetables did you plant?

demonstrative  
adjective

interrogative noun  
adjective

**Practice A Identifying Demonstrative and Interrogative Adjectives**

Read each sentence. Then, write the adjective in each sentence and label it Dem for demonstrative or Int for interrogative.

**Example:** What book are you reading?

**Answer:** What — Int

1. What continent is Senegal on? \_\_\_\_\_
2. Those flowers are called hepaticas. \_\_\_\_\_
3. Does this plant look alive to you? \_\_\_\_\_
4. Which interests you more, math or history? \_\_\_\_\_
5. Did you see that meteor shower last night? \_\_\_\_\_
6. Whose voice does Galena's remind you of? \_\_\_\_\_
7. This tree trunk has been scraped by a buck. \_\_\_\_\_
8. I wonder what surprise Josh has in store for us. \_\_\_\_\_
9. That mass on the radar screen is rain and lots of it. \_\_\_\_\_
10. These little acorns in my hand will become huge oak trees. \_\_\_\_\_

**Practice B Writing Demonstrative and Interrogative Adjectives**

Read each sentence. Then, fill in the blank with an appropriate demonstrative or interrogative adjective.

**Example:** Do you like \_\_\_\_\_ new pictures on my wall?

**Answer:** these

1. Tell me again, \_\_\_\_\_ twin is which?
2. \_\_\_\_\_ flashing lights are really annoying.
3. \_\_\_\_\_ kind of information are you looking for?
4. Is \_\_\_\_\_ the article you wanted me to read?
5. \_\_\_\_\_ music should we dance to, Norah's or Jamie's?

**Writing and Speaking Application**


Find a partner and ask about his or her day, using all four demonstrative adjectives and using interrogative adjectives at least four times. Your partner should listen for and identify the adjectives. Switch roles with your partner. Then, write a paragraph summarizing what you learned.




Name \_\_\_\_\_ Date \_\_\_\_\_

**26 USING DEMONSTRATIVE ADJECTIVES**

The four demonstrative pronouns—*this*, *that*, *these*, and *those*—become demonstrative adjectives if they modify a noun or pronoun.

EXAMPLES:  **This** program is good.  
                   demonstrative noun  
                   adjective

 **That** one was boring.  
                   demonstrative pronoun  
                   adjective

**Practice A Identifying Demonstrative Adjectives**

Read each sentence. Then, write each demonstrative adjective and the noun or pronoun to which it refers. Some sentences have more than one demonstrative adjective.

**Example:** Can you fix this keyboard, or do I need a new one?

**Answer:** this — keyboard

1. This cat in my lap is the brave one. \_\_\_\_\_
2. Are those lights in the sky the Northern Lights? \_\_\_\_\_
3. The sound of that car alarm is driving me insane. \_\_\_\_\_
4. This mushroom soup is the best I've ever tasted. \_\_\_\_\_
5. We don't buy from that company because it sends jobs overseas. \_\_\_\_\_
6. All of these songs are from the Beatles' *Sergeant Pepper* album. \_\_\_\_\_
7. I never eat that cereal; it has far more sugar than this one. \_\_\_\_\_
8. That part of the universe is mostly a mystery at this time. \_\_\_\_\_

**Practice B Writing Demonstrative Adjectives**

Read each sentence. Then, fill in each blank with an appropriate demonstrative adjective.

**Example:** \_\_\_\_\_ pears are hard to pick because they're out of reach.

**Answer:** Those

1. Who was \_\_\_\_\_ masked man?
2. \_\_\_\_\_ days are gone forever.
3. My arm hurts when I move it \_\_\_\_\_ way.
4. Here, would you hold \_\_\_\_\_ backpack, please?
5. \_\_\_\_\_ country's prime minister is respected.
6. The newspaper ran \_\_\_\_\_ photo of me.
7. \_\_\_\_\_ song is cool; \_\_\_\_\_ one is corny.
8. Who are all \_\_\_\_\_ kids hanging around \_\_\_\_\_ place?

**Writing and Speaking Application**

Write six sentences giving directions to a location in your town. Use demonstrative adjectives at least six times. Then, find a partner and take turns reading aloud your sentences. Your partner should listen for and identify the demonstrative adjectives. Switch roles with your partner.





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**28 USING INDEFINITE ADJECTIVES**

Many indefinite pronouns become adjectives if they modify a noun. Among them are *another, both, each, either, few, little, many, more, most, much, neither, several, and some*.

EXAMPLES: **Some** people enjoy rain. **Most** folks enjoy sun.

MODIFIES      MODIFIES

↓                      ↓

indefinite noun      indefinite noun

adjective              adjective

**Practice A Identifying Indefinite Adjectives**

Read each sentence. Then, write each indefinite adjective and the noun to which it refers. Sentences may have more than one indefinite adjective.

**Example:** Few deadlines are as important as this.

**Answer:** Few — deadlines

1. Some rice is very nutritious. \_\_\_\_\_
2. Some people are just too nosy. \_\_\_\_\_
3. You may have either beets or carrots for dinner. \_\_\_\_\_
4. Where were you the other night when I called? \_\_\_\_\_
5. I found another video game I can't live without. \_\_\_\_\_
6. I have several options for earning money this summer. \_\_\_\_\_
7. Each citizen will get a chance to voice his or her opinion. \_\_\_\_\_
8. For most people, public speaking gets easier with practice. \_\_\_\_\_

**Practice B Writing Indefinite Adjectives**

Read each sentence. Then, fill in the blank with an appropriate indefinite adjective.

**Example:** That favor was not as \_\_\_\_\_ trouble as I expected.

**Answer:** That favor was not as much trouble as I expected.

1. Is there \_\_\_\_\_ ice cream left?
2. Aw, Mom, \_\_\_\_\_ my friends are going.
3. I've never seen so \_\_\_\_\_ stars before.
4. Would you like some \_\_\_\_\_ lemonade?
5. Nearly \_\_\_\_\_ the water in the creek evaporated.
6. Lately I spend \_\_\_\_\_ evenings at play rehearsal than at home.
7. \_\_\_\_\_ job sounds like a fun way to spend my Saturday.
8. Do \_\_\_\_\_ Amy and Andrew have projects in the science fair?

**Writing and Speaking Application**

Write a short persuasive essay about a controversy in your school or town. Use at least seven indefinite adjectives. Then, find a partner and take turns reading aloud your sentences. Your partner should listen for and identify the indefinite adjectives. Switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

## 29 USING ADVERBS THAT MODIFY VERBS

**An adverb modifies a verb, an adjective, or another adverb. An adverb that modifies a verb answers one of these questions: *Where? When? In what way? To what extent?***

Where?	When?	In what way?	To what extent?
<i>verb:</i> are <i>adverb:</i> there	<i>verb:</i> will say <i>adverb:</i> soon	<i>verb:</i> will walk <i>adverb:</i> slowly	<i>adverb:</i> really <i>verb:</i> hurried
<i>verb:</i> stayed <i>adverb:</i> away	<i>verb:</i> will meet <i>adverb:</i> tomorrow	<i>verb:</i> performed <i>adverb:</i> well	<i>adverb:</i> almost <i>verb:</i> tripped

Negative adverbs, such as *not*, *never*, and *nowhere*, also modify verbs.

**EXAMPLES:**    He did **not** know.                  You will **never** understand.                  It is **nowhere** to be found.  
verb   adverb verb                                  adverb         verb                                  verb   adverb

## Practice A Identifying How Adverbs Modify Verbs

Read each sentence. Then, write each adverb that modifies a verb and list what question it answers. (Where? When? In what way? To what extent?)

**Example:** Come in quickly and sit down.

**Answer:** in — where?; quickly — in what way?; down — where?

1. Linda sketched the scene carelessly. \_\_\_\_\_
2. The flames crept upward to the sky. \_\_\_\_\_
3. Why are you cleaning so obsessively? \_\_\_\_\_
4. I totally support the candidate for mayor. \_\_\_\_\_
5. I never miss an episode of my favorite show. \_\_\_\_\_
6. Hank always celebrates when the Cowboys win. \_\_\_\_\_
7. Daniel hardly noticed that Georgianna was leaving. \_\_\_\_\_
8. I often wonder whether Vinita is as dumb as she acts. \_\_\_\_\_

## Practice B Writing Adverbs That Modify Verbs

*Read each sentence. Then, fill in each blank with an appropriate adverb.*

**Example:** Zack did \_\_\_\_\_ know what to do \_\_\_\_\_.

**Answer:** not, next

1. Tony threw the ball \_\_\_\_\_.
2. The class is going on a field trip \_\_\_\_\_.
3. Don't you think Tori plays the piano \_\_\_\_\_?
4. I'm afraid Rover will have to stay \_\_\_\_\_ today.
5. Kevin \_\_\_\_\_ gave up when the phone died.
6. I \_\_\_\_\_ thought we were in trouble again.
7. Dad works \_\_\_\_\_ every day in the yard.
8. I'm \_\_\_\_\_ sure; do we \_\_\_\_\_ need to tell him?

## Writing and Speaking Application

Write a paragraph describing a scene from your life, using at least seven adverbs that modify verbs. Then, find a partner and take turns reading aloud your sentences. Your partner should listen for and identify the adverbs. Switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

**30 USING ADVERBS THAT MODIFY ADJECTIVES**

When adverbs modify adjectives, they answer only one question: *To what extent?*

EXAMPLES: That was an **extremely** loud noise. My cat is **incredibly** cute.

MODIFIES    MODIFIES                      MODIFIES  
 adverb   adjective   noun                      noun                      adverb   adjective

**Practice A Identifying Adverbs That Modify Adjectives**

Read each sentence. Then, underline each adverb that modifies an adjective and circle the adjective. Do not underline adverbs that modify verbs or other adverbs.

**Example:** The mouse had beady little eyes and a very long tail.

**Answer:** The mouse had beady little eyes and a very long tail.

1. I'm quite proud of you, Jackie.
2. The evening was truly magical.
3. Paco seems more sincere than Wesley.
4. I am thoroughly angry with John for going.
5. The painting looked skillfully crafted but artistically empty.
6. This coat is really warm on this bitterly cold night.
7. With such very juicy details, the story almost inevitably writes itself.
8. Dalia grew terribly disappointed because the concert was really loud.
9. It is entirely possible that our efforts will be completely successful.
10. It seems perfectly plain to me that Mark was never serious.

**Practice B Writing Adverbs That Modify Adjectives**

Read each sentence. Then, fill in the blank to add an adverb that modifies an adjective.

**Example:** She asked \_\_\_\_\_ for a raise.

**Answer:** She asked confidently for a raise.

1. Minette is \_\_\_\_\_ dedicated to her art.
2. Jocelyn feels \_\_\_\_\_ satisfied with her job.
3. I am \_\_\_\_\_ suspicious of Buffy's explanation.
4. The pine tree is losing its \_\_\_\_\_ green needles.
5. Mr. Rodkey moves \_\_\_\_\_ fast for a ninety-year-old man.
6. Enrique bounced back from the rejection \_\_\_\_\_ well.
7. "That's an \_\_\_\_\_ fabulous handbag," Tyra said.
8. Health officials are fighting against the \_\_\_\_\_ dangerous flu virus.
9. She peeled the slick rind of the \_\_\_\_\_ glistening mango.
10. Lisa is practicing \_\_\_\_\_ intently to become the world's \_\_\_\_\_ best dancer.

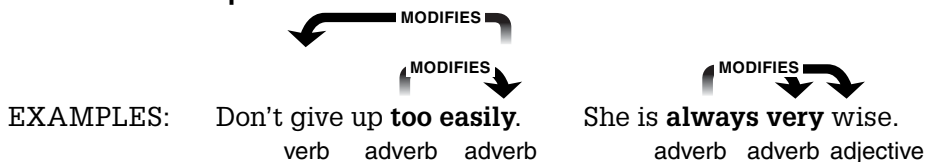
**Writing and Speaking Application**

Write a letter describing a place you have visited or would like to visit, using at least six adverbs that modify adjectives. Then, find a partner and take turns reading aloud your sentences. Your partner should listen for and identify the adverbs. Switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

**31 ADVERBS MODIFYING OTHER ADVERBS**

When adverbs modify other adverbs (words that modify verbs, adjectives, or adverbs), they answer one question: *To what extent?*

**Practice A Identifying Adverbs That Modify Adverbs**

Read each sentence. Then, underline each adverb that modifies another adverb. Do not underline adverbs that modify verbs or adjectives.

**Example:** He moved too slowly to make the catch.

**Answer:** He moved too slowly to make the catch.

- Jake has a teeny little crush on Consuelo.
- His reasons were ridiculously poorly explained.
- We hardly ever see deer in these woods anymore.
- Your problem is that you're swinging too quickly.
- Dave did so remarkably little work that he got fired.
- I'm afraid Paris is rarely very well prepared for class.
- Yes, my little brother is almost always this annoying.
- Grandma walks more slowly than she did before the surgery.
- Dalia very often stargazes on such extremely clear nights.
- There is never quite enough time for all the books I so avidly want to read.

**Practice B Writing Adverbs That Modify Adverbs**

Read each sentence. Then, fill in the blank to add an adverb that modifies another adverb. Choose your adverb from the list below.

**Example:** Estefan is \_\_\_\_\_ very talented.

**Answer:** Estefan is also very talented.

so	almost	even
too	hardly	

- She was \_\_\_\_\_ weirdly relaxed.
- It's \_\_\_\_\_ unbelievably warm in here.
- Barry \_\_\_\_\_ ever does anything wrong.
- Shep is \_\_\_\_\_ more playful than Rover.
- The doctors say his heart is beating \_\_\_\_\_ quickly.

**Writing and Speaking Application**

Write a paragraph describing a state of mind, using at least five adverbs that modify adverbs. Then, find a partner and take turns reading aloud your sentences. Your partner should listen for and identify the adverbs. Switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

**32 FINDING ADVERBS IN SENTENCES****An adverb modifies a verb, an adjective, or another adverb.**

Adverbs can appear in different places in sentences: at the beginning, at the end, before a verb, after a verb, between parts of a verb phrase, before an adjective, or before another adverb. **Conjunctive adverbs** join two independent clauses and appear after the semicolon.

Adverb Placement	Example Sentence
Beginning	<b>Carefully</b> , Lee glued the broken pieces together.
End	Lee glued the broken pieces together <b>carefully</b> .
Before a verb	Lee <b>carefully</b> glued the broken pieces together.
After a verb	Lee worked <b>carefully</b> to glue the broken pieces together.
Between parts of a verb phrase	Lee was <b>carefully</b> gluing the broken pieces together.
Before an adjective	Lee was <b>always</b> careful.
Before an adverb	Lee handled the pieces <b>very</b> carefully.
After a semicolon	The pieces were fragile; <b>therefore</b> , Lee was careful.

**Practice A Locating Adverbs**

Read each sentence. Then, circle each adverb and underline the word or words it modifies. Some sentences have more than one adverb.

**Example:** I have always wanted to be an astronaut.

**Answer:** I have always wanted to be an astronaut.

- I certainly expected good grades.
- Methodically, Ms. Yates counted out the papers.
- Miguel has been truly supportive throughout this ordeal.
- Swiftly and surely, the owl swooped down on the mouse.
- Lena must have quietly slipped away during the argument.
- I will definitely put that on my calendar.
- The swan glided gracefully down the river.
- Much later that night, the house was finally peaceful.
- "But I really do not want to go," Jonathan said stubbornly.
- Shelby became almost deliriously happy when the crowd applauded wildly.

**Practice B Writing Adverbs in Different Locations**

Read each sentence. Then, rewrite each sentence to add an adverb where indicated.

**Example:** I'll be fine. (before an adjective)

**Answer:** I'll be perfectly fine.

- Edmund chewed the toffee candy. (end of sentence) \_\_\_\_\_
- We'll try to climb that mountain. (after a verb) \_\_\_\_\_
- Billy surfs the Web. (before a verb) \_\_\_\_\_
- I do fully understand you, but I'm trying. (before an adverb) \_\_\_\_\_
- Traffic was not bad at all. (beginning of sentence) \_\_\_\_\_

**Writing and Speaking Application**

Write a paragraph describing an encounter with an animal, using at least six adverbs in different locations in your sentences. Then, find a partner and take turns reading aloud your sentences. Your partner should listen for and identify the adverbs. Switch roles with your partner.



Name \_\_\_\_\_ Date \_\_\_\_\_

**34 PREPOSITIONS USED IN SENTENCES**

**A preposition relates the noun or pronoun following it to another word in the sentence.**

Prepositions always introduce prepositional phrases in a sentence. Prepositional phrases include a preposition and noun and provide different types of information. See the examples below.

<b>Location</b>	in Austin	<b>Direction</b>	out the door
<b>Time</b>	at noon	<b>Provide Details</b>	with chocolate sauce

**Practice A Identifying Prepositions**

Read each sentence. Underline the prepositions.

**Example:** We went to dinner at 6 o'clock.

**Answer:** We went to dinner at 6 o'clock.

1. We walked on the beach at sunset.
2. Ana works in a big office building by the capitol.
3. I looked between the sofa cushions for some spare change.
4. After the game, we drove around town.
5. We drove to the state park and had a picnic near a waterfall.
6. Without enough sleep, I had a hard time focusing on my test.

**Practice B Labeling Prepositions**

Read each sentence. Then, on the line provided, identify whether each prepositional phrase describes location, time, direction, or details.

**Example:** Kwame threw the ball to a receiver.

**Answer:** direction

1. I waited at the bus stop. \_\_\_\_\_
2. If you look across the river, you can see the skyscraper. \_\_\_\_\_
3. After two months, the tomatoes ripened on the vines. \_\_\_\_\_
4. Since midnight, we received three inches of rain. \_\_\_\_\_
5. We ran through the pouring rain and got soaked. \_\_\_\_\_
6. My shopping cart is filled with fruits and vegetables. \_\_\_\_\_
7. We watched a movie at the historic theater. \_\_\_\_\_
8. Tanya has a cell phone plan with unlimited text messaging. \_\_\_\_\_
9. In the winter, the weather along the coast is usually mild. \_\_\_\_\_
10. The house on Main Street is painted in bright colors. \_\_\_\_\_

**Writing and Speaking Application**

Write a short paragraph describing something you want to do next summer. Include one example of each type of prepositional phrase (location, time, direction, details). Read your paragraph aloud to a partner. Your partner should listen for and identify the prepositional phrases. Then, switch roles with your partner.





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**36 COORDINATING CONJUNCTIONS**

**Coordinating conjunctions connect words of the same kind, such as two or more nouns or verbs. They can also connect larger groups of words, such as prepositional phrases or even complete sentences.**

The following words are coordinating conjunctions:

and	but	for	nor	or	so	yet
-----	-----	-----	-----	----	----	-----

Coordinating conjunctions can connect different words. Look at these examples:

<b>Nouns</b>	<u>Luis</u> <b>and</b> <u>Sarah</u> wrote a play together.
<b>Verbs</b>	We <u>hurried</u> <b>but</b> <u>missed</u> the bus anyway.
<b>Prepositional phrases</b>	Did you read the news <u>in the paper</u> <b>or</b> <u>on the Internet</u> ?
<b>Sentences</b>	<u>We wanted to look at shoes,</u> <b>so</b> <u>we went to the mall.</u>

**Practice A Identifying Coordinating Conjunctions**

Read each sentence. Then, underline the coordinating conjunction in each one.

**Example:** She has brown hair and green eyes.

**Answer:** She has brown hair and green eyes.

- Would you rather live in the city or in the country?
- She followed the recipe, yet the cake still turned out dry.
- It wasn't the team's best game, nor was it their worst.
- The cafeteria offered a choice of milk or juice.
- Cars and SUVs fill the highways.
- We visited Canada last winter, so we knew how cold it could get.
- Ms. Rosen paints landscapes and sells her work at the local art gallery.
- Nikki wanted hot cocoa, but she had tea instead.
- Jerome climbed up the stairs but took the elevator back down.
- Joel and Janet went fishing in the Gulf of Mexico.

**Practice B Supplying Coordinating Conjunctions**

Read each sentence. Then, fill in the coordinating conjunction that makes sense in the sentence.

**Example:** Do you prefer reading \_\_\_\_\_ writing poetry?

**Answer:** Do you prefer reading or writing poetry?

- Karen wasn't old enough to drive, \_\_\_\_\_ was her sister.
- Spot leaped in the air \_\_\_\_\_ caught the tennis ball.
- I left my shoes at home, \_\_\_\_\_ I wasn't able to practice.
- We could take a field trip to a farm \_\_\_\_\_ to a factory.
- I wanted a basketball, \_\_\_\_\_ I got a soccer ball instead.

**Writing and Speaking Application**

Write two or three sentences about an interesting place you visited and include at least two different coordinating conjunctions. Read your sentences aloud and have a partner listen for and identify the coordinating conjunctions. Then, switch roles.

Name \_\_\_\_\_ Date \_\_\_\_\_

**37 CORRELATIVE CONJUNCTIONS**

**Correlative conjunctions are *pairs* of words that connect similar kinds of words or groups of words.**

The following pairs of words are correlative conjunctions:

both/and	either/or	neither/nor	not only/but also	whether/or
----------	-----------	-------------	-------------------	------------

Correlative conjunctions can connect different words. Look at these examples:

<b>Nouns</b>	<b>Either</b> <u>painting</u> <b>or</b> <u>pottery</u> would be fun to learn.
<b>Verbs</b>	He <b>neither</b> <u>smiled</u> <b>nor</b> <u>frowned</u> during the conversation.
<b>Prepositional phrases</b>	Look <b>both</b> <u>in the dresser</u> <b>and</b> <u>under the bed</u> for the other shoe.
<b>Clauses</b>	<b>Not only</b> <u>did I wash the dishes</u> , <b>but also</b> <u>I dried them</u> .

**Practice A Identifying Correlative Conjunctions**

Read each sentence. Then, underline the correlative conjunctions in each one.

**Example:** We bought not only socks but also shoes.

**Answer:** We bought not only socks but also shoes.

- Whether you go to college or get a job, you will have new responsibilities.
- Not only did he wash the dishes, but also he put them away.
- Both Kendra and Keisha play volleyball.
- We want to visit Spain either in the summer or during December.
- Neither Ms. Watson nor Mrs. Bollini has a spare key.
- The player both practiced and trained with weights to get ready for the season.
- Whether at work or at home, she is always thinking about the children.
- We neither wanted nor needed more rain last month.
- This morning I have to both walk the dog and finish my homework.
- Not only do I love cars, but also I can't wait until I'm old enough to drive.

**Practice B Supplying Correlative Conjunctions**

Read each sentence. Then, fill in the correct correlative conjunction.

**Example:** She likes \_\_\_\_\_ football or basketball.

**Answer:** She likes either football or basketball.

- Both fall \_\_\_\_\_ winter are mild in most of Texas.
- \_\_\_\_\_ Aunt Jean nor Uncle David saw the deer eating their garden.
- The team practices not only before school \_\_\_\_\_ on the weekends.
- \_\_\_\_\_ go to the recreation center or do your homework after school.
- We discussed whether to play video games \_\_\_\_\_ watch a movie.

**Writing and Speaking Application**

Write two or three sentences about a hobby you enjoy doing. Your sentences should include at least two different pairs of correlative conjunctions. Read your sentences aloud and have a partner listen for and identify the correlative conjunctions. Then, switch roles.



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**39 CONJUNCTIVE ADVERBS**

**Conjunctive adverbs are used as conjunctions to connect complete ideas. They are often used as transitions, connecting different ideas by showing comparisons, contrasts, or results.** Conjunctive adverbs can be used to show a transition between ideas, sentences, and paragraphs. Look at these examples of the different functions of conjunctive adverbs:

Function	Examples
to show a comparison	<i>also, likewise, similarly, again, moreover</i> Trees produce oxygen; <u>moreover</u> , they provide shade and habitat.
to show a contrast	<i>otherwise, instead, however, besides, nevertheless</i> It was nice out today; <u>however</u> , tomorrow it's supposed to rain.
to show results	<i>accordingly, consequently, finally, thus, therefore</i> The roads were slippery; <u>therefore</u> , Mrs. Wagner drove slowly.

**Practice A Identifying and Labeling Conjunctive Adverbs**

Read each sentence. Then, write the conjunctive adverb and its function.

**Example:** I enjoy visiting the city; however, I prefer living in a small town.

**Answer:** however — contrast

- I wanted to go shopping; instead, we went to the gym. \_\_\_\_\_
- We stood in line for an hour; finally, the line began to move. \_\_\_\_\_
- The paint on the house is peeling; moreover, it's an unattractive color. \_\_\_\_\_
- Learning a language can be hard; however, it's worth the effort. \_\_\_\_\_
- The library book was overdue; therefore, I had to pay a fine. \_\_\_\_\_
- The car's tires were worn; thus, we replaced them. \_\_\_\_\_
- She studied for a long time; consequently, she did well on the test. \_\_\_\_\_
- I have to plan my day; otherwise, I waste a lot of time. \_\_\_\_\_
- The weather report said it would be hot; thus, I wore a sundress. \_\_\_\_\_
- I don't like the style of that dress; besides, it costs too much. \_\_\_\_\_

**Practice B Using Conjunctive Adverbs as Transitions**

Read each pair of sentences. Fill in a conjunctive adverb as a transition that makes sense.

**Example:** Jessie left her lunch at home; \_\_\_\_\_ she bought lunch in the cafeteria.

**Answer:** consequently

- People read the news on the Internet; \_\_\_\_\_, many small newspapers are out of business.
- Reggie's car broke down; \_\_\_\_\_, he made it to the game on time.
- That movie didn't get good reviews; \_\_\_\_\_, it doesn't start until 10:30 P.M.
- Tatiana spilled a drink on her homework; \_\_\_\_\_, she had to do it over again.
- College coaches can earn big salaries; \_\_\_\_\_, they earn more when they win championships.

**Writing and Speaking Application**

Write a short paragraph to convince someone why your community is a good place to live. Use at least three different conjunctive adverbs to connect ideas. Read your paragraph aloud and have a partner listen for and identify the conjunctive adverbs. Then, switch roles.

Name \_\_\_\_\_ Date \_\_\_\_\_

**40 INTERJECTIONS**

**An interjection expresses feeling or emotion and functions independently from the rest of a sentence.**

Most interjections are single words or simple phrases. Interjections can show emotions such as surprise, anger, pain, joy, and frustration. The table shows some common interjections.

ah	darn	hey	oops	well
aha	fine	huh	ouch	wow
boy	great	oh/oh no	ugh	yeah

**Practice A Identifying Interjections**

*Read each sentence. Then, underline the interjections.*

**Example:** Yeah! Henry just scored the winning goal!

**Answer:** Yeah! Henry just scored the winning goal!

- Ow! I think a mosquito just bit me.
- Shhh! Everyone is already asleep.
- Fine! If you want to stay up late, don't blame me if you're tired in the morning.
- Oh, no! I left my math book at school.
- Whoa! Please slow down.
- Wow! I can't believe how much work you did.
- Fantastic! I'm thrilled you'll be visiting.
- Well, would you like tacos or burgers for dinner?
- Whew, I'm glad to be done with that report.
- Ugh! These leftovers are spoiled.

**Practice B Supplying Interjections**

*Read each sentence. Then, write an interjection that makes sense with the feeling or emotion in the sentence.*

**Example:** \_\_\_\_\_, this soup is so tasty.

**Answer:** Mmmm

- \_\_\_\_\_! I dropped my cell phone.
- \_\_\_\_\_? How can my favorite TV show be canceled?
- \_\_\_\_\_! I caught my hand in the door.
- \_\_\_\_\_? We have to run a mile in PE class?
- \_\_\_\_\_! I'm so glad you won first prize!
- \_\_\_\_\_, was I supposed to clean my room and wash the dishes?
- \_\_\_\_\_! I'm glad there were still tickets available.
- \_\_\_\_\_! That swimmer just won another gold medal.
- \_\_\_\_\_? Could you explain that again?
- \_\_\_\_\_! Don't open that gate. The dog will get out.

**Writing and Speaking Application**

Write two or three sentences of dialogue between friends who are describing an exciting event. Use at least three different interjections to show their emotions. Read your sentences aloud and have a partner listen for and identify the interjections. Then, switch roles.

Name \_\_\_\_\_ Date \_\_\_\_\_

**41 THE TWO BASIC PARTS OF A SENTENCE**

The subject of a sentence is the word or group of words that names the person, place, thing, or idea that performs the action or is described. It answers the question *Who?* or *What?* before the verb. The verb in a sentence tells what the subject does, what is done to the subject, or what the condition of the subject is.

The subject of a sentence is the person, place, thing, or idea that the sentence is about. The verb in a sentence describes an action by the subject or the condition of a subject. In these examples, the subjects are underlined and the verbs are circled.

I left my coat in the classroom closet.

Roasted turkey is my favorite lunchmeat.

My little sister's two front teeth have fallen out.

**Practice A Identifying Parts of a Sentence**

Read each sentence. Then, write whether the underlined words are the subject or verb.

**Example:** Her dad asked her to clean out the garage.

**Answer:** subject

- Besides baseball, I play basketball and football. \_\_\_\_\_
- She drove faster than the speed limit. \_\_\_\_\_
- The choir has been performing the same piece for three years. \_\_\_\_\_
- Tanya will be angry about losing the match. \_\_\_\_\_
- Ripe red strawberries always remind me of spring. \_\_\_\_\_

**Practice B Finding Subjects and Verbs**

Read each sentence. Then, on the line provided, write the subject and verb of each sentence.

**Example:** Vance passed all the other runners on the track.

**Answer:** Vance, passed

- A serving of fish is three ounces. \_\_\_\_\_
- The dogs at the dog park all run in the same direction. \_\_\_\_\_
- My dad's truck is a reliable work vehicle. \_\_\_\_\_
- In addition, she will have a karaoke machine at her party. \_\_\_\_\_
- On my street, cars can drive in only one direction. \_\_\_\_\_
- I gave him my book for the weekend. \_\_\_\_\_
- My sister got her associate's degree. \_\_\_\_\_
- Frank likes camping at the state park. \_\_\_\_\_
- The contest results showed her weak points. \_\_\_\_\_
- The newspaper got wet from the rain. \_\_\_\_\_

**Writing and Speaking Application**

Write two sentences describing your least favorite sport. Read your sentences aloud to a partner. Your partner should listen for and identify the subject and verb in each sentence. Then, switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

**42 USING SUBJECTS AND VERBS TO EXPRESS COMPLETE THOUGHTS**

**A sentence is a group of words with a subject and a verb that expresses a complete thought and can stand by itself and still make sense.**

Sentences express complete ideas. They must contain a subject and a verb.

Incomplete Thought: My young niece.

Incomplete Thought: Changed her clothes four times today.

Complete Thought: My young niece changed her clothes four times today.

**Practice A Recognizing Complete Thoughts**

*Read the groups of words. Then, write whether the words express a complete or incomplete thought.*

**Example:** Before the class play.

**Answer:** incomplete

1. Getting the laundry from the dryer. \_\_\_\_\_
2. On the way to the library. \_\_\_\_\_
3. The floor is still wet from being mopped. \_\_\_\_\_
4. He walks five miles a day or more. \_\_\_\_\_
5. Letting the dog out of the yard again. \_\_\_\_\_
6. I don't want to hear about that anymore. \_\_\_\_\_
7. He brings out the best in his students. \_\_\_\_\_
8. Sarah's last world history project. \_\_\_\_\_
9. On top of the highest shelf in the cabinet. \_\_\_\_\_
10. We enjoyed that activity more than any of the others. \_\_\_\_\_

**Practice B Expressing Complete Thoughts**

*Read each incomplete thought below. Then, on the line provided, rewrite the group of words to form a complete sentence.*

**Example:** Graduated two years early.

**Answer:** My friend Leah graduated two years early.

1. Practices the piano at least two hours a day. \_\_\_\_\_
2. Her e-mail address. \_\_\_\_\_
3. Around the same time each day. \_\_\_\_\_
4. Gave me an awesome gift. \_\_\_\_\_
5. The books on our living room shelf. \_\_\_\_\_

**Writing and Speaking Application**

Write two sentences describing a job you'd like to have in the future. Read your sentences aloud to a partner. Your partner should listen and explain whether the sentences are complete or incomplete thoughts. Then, switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

**43 COMPLETE SUBJECTS AND PREDICATES**

The complete subject of a sentence consists of the subject and any words related to it.

The complete predicate of a sentence consists of the verb and any words related to it.

Read the descriptions of the parts of this sentence:

**The kids in our class worked hard on the project.**

<b>Simple subject</b>	the noun or pronoun the sentence is about	kids
<b>Complete subject</b>	the simple subject and related words	The kids in our class
<b>Simple predicate</b>	the verb or verb phrase	worked
<b>Complete predicate</b>	the verb and all words related to it	worked hard on the project

**Practice A Identifying Simple and Complete Subjects**

Read the following sentences. Then, underline the complete subject. Double-underline the simple subject.

**Example:** Our kitchen cabinets took a long time to install.

**Answer:** Our kitchen cabinets took a long time to install.

- My dad's carpentry job requires a good truck.
- My sister's boyfriend is a musician.
- Those four airplanes are flying in formation.
- The town's residents protested the new development.
- Mom's creamy dessert was the hit of the party.
- My three favorite books are by the same author.
- The last thing on my list is a visit to the hardware store.
- My imaginary childhood friend was a big purple dinosaur.
- Every map in the car was for a different city.
- The clerk at the convenience store has glasses like mine.

**Practice B Identifying Simple and Complete Predicates**

Read the following sentences. Then, underline the complete predicate. Double-underline the simple predicate.

**Example:** Lacey played on my sister's soccer team.

**Answer:** Lacey played on my sister's soccer team.

- Louis's dog has extra claws on its hind feet.
- Sierra worked on an organic farm.
- Sammy had eight messages on his phone.
- My favorite TV show starts at eight o'clock.
- She returned the boots for a full refund.
- My family's favorite game is chess.
- The chickens roost in the trees at night.
- Visitors make donations on every visit to the museum.
- My dad does our family's laundry.
- My science teacher uses a wheelchair.

**Writing and Speaking Application**

Write two or three sentences describing a long-term project you completed. Read your sentences aloud to a partner. Your partner should listen for and identify the complete subject and the complete predicate. Then, switch roles with your partner.



Name \_\_\_\_\_ Date \_\_\_\_\_

**44 RECOGNIZING COMPOUND SUBJECTS**

**A compound subject is two or more subjects that have the same verb and are joined by a conjunction such as *and* or *or*.**

A sentence with a compound subject will have two or more nouns or pronouns that are the subjects of the sentence. These sentences have **compound subjects**:

Kevin and Stacy like to watch soap operas.

Spinach, broccoli, or cabbage can be added to the recipe.

If a sentence has a subject that contains only one noun, it does NOT have a compound subject, even if the noun is plural. These sentences have **simple subjects**:

Students filled the auditorium during the presentation.

Kids usually like the exhibits at the children's museum.

**Practice A Identifying Simple and Compound Subjects**

*Read the following sentences. Then, underline the simple or compound subject. On the line provided, identify whether each subject is simple or compound.*

**Example:** Purple and gray are my school's colors.

**Answer:** Purple and gray are my school's colors. compound

1. We haven't had frost or snow this winter. \_\_\_\_\_
2. Jamil and Esther have to share a locker. \_\_\_\_\_
3. Pants or shorts can be worn on the field trip. \_\_\_\_\_
4. Dogs have their own quarters at the animal shelter. \_\_\_\_\_
5. Tammy, Tracy, and Sharon planned to go roller skating. \_\_\_\_\_

**Practice B Recognizing Compound Subjects**

*Read the following sentences. Then, write the compound subject on the line provided.*

**Example:** Lunch and dinner bring in more customers than breakfast.

**Answer:** Lunch and dinner

1. My sister or brother will take me to practice. \_\_\_\_\_
2. She and I never talked about what happened. \_\_\_\_\_
3. Water or smoke damaged most of the building. \_\_\_\_\_
4. Craig, Allison, and Petra are the best athletes in my class. \_\_\_\_\_
5. Gymnastics and tumbling are my cousin's after-school activities. \_\_\_\_\_
6. Snakes and spiders scare me more than anything. \_\_\_\_\_
7. Trina and Katie bought three pairs of shoes each. \_\_\_\_\_
8. Cardinals and blue jays were all over the lawn. \_\_\_\_\_

**Writing and Speaking Application**

Write two or three sentences with compound subjects that describe something you have in common with another person. Read your sentences aloud to a partner. Your partner should listen for and identify the compound subjects. Then, switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

**45 RECOGNIZING COMPOUND VERBS**

**A compound verb is two or more verbs that have the same subject and are joined by a conjunction such as *and* or *or*.**

A sentence with a compound verb will have two or more verbs.

Humberto took photos, edited stories, and wrote ads for the newspaper.

Lucy will ice skate and ski on her next vacation.

If a sentence has only one verb or verb phrase, it has a simple verb.

Travelers have used the hut for shelter.

Chloe and Quentin wanted to visit their uncle.

**Practice A Identifying Simple and Compound Verbs**

*Read the following sentences. Then, underline the simple or compound verb. On the line provided, identify whether each verb is simple or compound.*

**Example:** The car handled and accelerated like a dream.

**Answer:** The car handled and accelerated like a dream. compound

1. Judi uses the bus most days. \_\_\_\_\_
2. Janis and I have cooked and cleaned every night this week. \_\_\_\_\_
3. Lauri fainted and fell on the floor. \_\_\_\_\_
4. Martin will have a lot of fun with his new game system. \_\_\_\_\_
5. Alice pedaled and braked like a pro. \_\_\_\_\_

**Practice B Recognizing Compound Verbs**

*Read the following sentences. Then, write the compound verb on the line provided.*

**Example:** Stephanie poured and drank the lemonade.

**Answer:** poured and drank

1. Alex weeded or planted every bed in the garden. \_\_\_\_\_
2. Patrick gathered his gear and went to practice. \_\_\_\_\_
3. People generally love or hate this kind of activity. \_\_\_\_\_
4. Jin left most of his clothes in New York and bought new ones in Texas. \_\_\_\_\_
5. Cora's dad writes books and edits magazine articles. \_\_\_\_\_
6. Stuart e-mails or calls his mother every Sunday. \_\_\_\_\_
7. Howie examined his finger and found the splinter. \_\_\_\_\_
8. The paint dried in the sun and peeled away from the wood. \_\_\_\_\_

**Writing and Speaking Application**

Write two or three sentences with compound verbs that describe how to cook your favorite dinner.

Read your sentences aloud to a partner. Your partner should listen for and identify the compound verbs. Then, switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

**46 THE SUBJECT OF A COMMAND OR REQUEST**

The subject of a command or request is understood to be the pronoun *you*.

A sentence that commands or requests someone to do something usually does not have a stated subject. In these sentences, the subject is the word *you* even if a person's name is included.

Command or Request	How the Subject Is Understood
Get off my foot!	<u>You</u> get off my foot!
Please help me pass these out.	<u>You</u> please help me pass these out.
Karen, give me a call.	Karen, <u>you</u> give me a call.

**Practice A Identifying Subjects in Commands and Requests**

Read the following sentences. Then, write the subject of each sentence on the line provided.

**Example:** Have your materials ready for the test.

**Answer:** you

1. Dominic, stop telling her what to do. \_\_\_\_\_
2. Please keep off the grass. \_\_\_\_\_
3. Give your brother the toy, please. \_\_\_\_\_
4. Give me a break! \_\_\_\_\_
5. Jackie, please turn off the TV. \_\_\_\_\_
6. Fernando, sit by me. \_\_\_\_\_
7. Please recycle. \_\_\_\_\_
8. Give generously. \_\_\_\_\_
9. Go! \_\_\_\_\_
10. Andrea, please sit down. \_\_\_\_\_

**Practice B Rewriting Commands and Requests**

Read the following command and request sentences. Then, rewrite the sentences so that they include the subject *you*.

**Example:** Close the refrigerator.

**Answer:** You close the refrigerator.

1. Don't make me come in there! \_\_\_\_\_
2. Walt, let me know where to meet you. \_\_\_\_\_
3. Please e-mail me. \_\_\_\_\_
4. Take that to your room, please. \_\_\_\_\_
5. Keep going! \_\_\_\_\_
6. Sonu, give Phil the directions. \_\_\_\_\_
7. Let Nick drive, please. \_\_\_\_\_
8. Ryan, don't let us down. \_\_\_\_\_
9. Feed the dogs by eleven o'clock. \_\_\_\_\_
10. Have the ticket in your hand before you get there. \_\_\_\_\_

**Writing and Speaking Application**

Write a list of three or four commands or requests you would give other people if you were leading a tour of your school. Read your sentences aloud to a partner. Your partner should listen for and identify the subject. Then, switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

## 47 FINDING SUBJECTS IN QUESTIONS

**In questions, the subject often follows the verb.**

Many questions begin with a verb, a helping verb, or a question word such as *what*, *when*, *where*, *why*, and *how*. To find the subject of a question, you can try rewording it as a statement.

Question	Worded as a Statement
Why was Vanessa standing outside?	<u>Vanessa</u> was standing outside why.
Did you give the dog her medicine?	<u>You</u> did give the dog her medicine.
What will you do about your shoes?	<u>You</u> will do what about your shoes.

### Practice A Changing Questions into Statements and Identifying the Subject

Read the following questions. Then, rewrite the questions as statements. Underline the subject in each rewritten statement.

**Example:** Did you make that dress yourself?

**Answer:** You did make that dress yourself.

- Does the music teacher wear glasses? \_\_\_\_\_
- How can you believe any of that? \_\_\_\_\_
- Will the drummers be late for rehearsal? \_\_\_\_\_
- Has Pablo remembered where he put the key? \_\_\_\_\_
- Where does Mrs. Thomas keep the first-aid kit? \_\_\_\_\_

### Practice B Identifying Subjects

Read the following sentences. Then, write the subject of each question on the line provided.

**Example:** Is Mollie coming to school today?

**Answer:** Mollie

- Did Grover make the drill team? \_\_\_\_\_
- When does your mother go to work? \_\_\_\_\_
- Do goats eat paper? \_\_\_\_\_
- Where is the catalog from that store? \_\_\_\_\_
- Could you tell me the number again? \_\_\_\_\_
- Is Stella going to her grandmother's house for vacation? \_\_\_\_\_
- Can the mechanic fix your car? \_\_\_\_\_
- Are tuna sandwiches on the cafeteria menu today? \_\_\_\_\_
- Has Cheryl picked up the mail at the post office? \_\_\_\_\_
- Were these packages left on the front porch? \_\_\_\_\_

### Writing and Speaking Application

Write a list of three or four interview questions that you can ask your partner about something he or she likes to do. Ask your partner the questions. Your partner should listen for and identify the subject of each question. Then, switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

**48 FINDING THE SUBJECT IN SENTENCES BEGINNING WITH *THERE* OR *HERE******There* or *here* is never the subject of a sentence.**

If a sentence begins with *there* or *here*, the sentence's word order is probably inverted, with the verb coming first and the subject appearing later. To find the subject, rephrase the sentence to make the subject come first.

Sentences with <i>There</i> or <i>Here</i>	Reworded With the Subject First
There are more stains on the tablecloth.	More <u>stains</u> are on the tablecloth.
Here is the spot remover.	The <u>spot remover</u> is here.

**Practice A Rearranging Sentences With *There* or *Here* and Identifying the Subject**

Read the sentences with *there* or *here*. Then, rewrite the sentences so that the subject comes first. Underline the subject in each rewritten sentence.

**Example:** There is enough flour in the cupboard.**Answer:** Enough flour is in the cupboard.

- There is laundry in the washing machine. \_\_\_\_\_
- Here is the best batter on the baseball team. \_\_\_\_\_
- There are directions for the recipe in the cookbook. \_\_\_\_\_
- Here is your costume for tonight's performance. \_\_\_\_\_
- Here come the other girls on the volleyball team. \_\_\_\_\_

**Practice B Identifying Subjects**

Read the following sentences. Then, write the subject of each sentence on the line provided.

**Example:** There is no coupon for cereal.**Answer:** coupon

- There goes another taxi right past us. \_\_\_\_\_
- Here comes the letter carrier with our mail. \_\_\_\_\_
- There is more dust in here than ever! \_\_\_\_\_
- There are the instructions for the model plane. \_\_\_\_\_
- Here is the last entry form for the speech contest. \_\_\_\_\_
- There is the woman from the doctor's office. \_\_\_\_\_
- Here is my essay on world cultures. \_\_\_\_\_
- There is a letter from Egypt on the table. \_\_\_\_\_
- There are birds splashing in the birdbath in our backyard. \_\_\_\_\_
- Here are the notes for the chemistry test. \_\_\_\_\_

**Writing and Speaking Application**

Write three or four sentences that begin with *there* or *here*. Describe things you might point out to someone on a drive through your neighborhood. Read your sentences aloud to a partner. Your partner should listen for and identify the subject of each sentence. Then, switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

**49 FINDING THE SUBJECT IN SENTENCES INVERTED FOR EMPHASIS**

**In some sentences, the subject follows the verb in order to emphasize the subject, or make it stand out.**

In most sentences, the subject comes before the verb. However, sometimes writers invert their sentences and put the verb first. This can help build suspense about the subject. To find the subject in a sentence with inverted word order, reword the sentence to put the subject first.

Sentences With Inverted Word Order	Reworded With the Subject First
On our roof waited the barn owl.	The barn <u>owl</u> waited on our roof.
On the front seat of the car lay the map.	The <u>map</u> lay on the front seat of the car.

**Practice A Rearranging Sentences with Inverted Word Order and Identifying the Subject**

*Read the inverted sentences. Then, rewrite the sentences so that the subject comes first. Underline the subject in each rewritten sentence.*

**Example:** In the middle of the night came the storm.

**Answer:** The storm came in the middle of the night.

- From out of nowhere came a red pickup truck. \_\_\_\_\_
- Standing on the mantel was her trophy. \_\_\_\_\_
- Along the fence ran the flock of chickens. \_\_\_\_\_
- From the other end of the hallway came her friend's voice. \_\_\_\_\_
- Strolling up the driveway was our long-lost cat. \_\_\_\_\_

**Practice B Identifying Subjects**

*Read the following sentences. Then, write the subject of each sentence on the line provided.*

**Example:** Digging through the trash can was a raccoon.

**Answer:** raccoon

- Circling high in the sky above us were three turkey vultures. \_\_\_\_\_
- From far away came a distressed cry. \_\_\_\_\_
- A long way from town was an abandoned shoe factory. \_\_\_\_\_
- Staring at me from under the table was my escaped hamster. \_\_\_\_\_
- Behind my dresser were all the lost socks. \_\_\_\_\_
- Crouching in the far corner of our tent was the frightened skunk. \_\_\_\_\_
- Under the heavy book lay the picture of me at summer camp. \_\_\_\_\_
- A long way down the road was a line of three buses. \_\_\_\_\_
- Leaping from the swing in the backyard was my younger brother. \_\_\_\_\_
- Up in the tree was my cousin's wailing cat. \_\_\_\_\_

**Writing and Speaking Application**

Write two or three sentences about something you looked forward to as a child. Invert the sentences so that the subject follows the verb. Read your sentences aloud to a partner. Your partner should listen for and identify the subject of each sentence. Then, switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

**50 RECOGNIZING DIRECT OBJECTS****A direct object is the noun or pronoun that receives the action of a verb.**Direct objects follow action verbs and complete the meaning of a sentence by answering the questions *What?* or *Whom?*subject verb direct object  
Robyn lifted her arm.subject verb direct object  
Alice called my sister.

A sentence may have more than one direct object.

subject verb compound direct object  
Eric ate the peas and carrots.**Practice A Recognizing Direct Objects***Read the following sentences. Then, write the direct object or compound direct object on the line provided.***Example:** Sadie dropped her purse and keys.**Answer:** purse and keys

1. Minh chose lasagna, salad, and a roll for lunch. \_\_\_\_\_
2. I timed her race with my stopwatch. \_\_\_\_\_
3. Amalia played the overture on her clarinet. \_\_\_\_\_
4. Clarence saves his money for a new music player. \_\_\_\_\_
5. Chloe called Mickey and Kelli. \_\_\_\_\_
6. Emmy and Tracey played board games. \_\_\_\_\_
7. Sam and Luke race their trains and planes. \_\_\_\_\_
8. Anne Marie spilled the juice on the carpet. \_\_\_\_\_
9. Troy cleaned the kitchen. \_\_\_\_\_
10. Patty accepted a new job with her old company. \_\_\_\_\_

**Practice B Writing Direct Objects***Read the following sentences. Then, complete each sentence by providing direct objects that make sense.***Example:** Andrew gave a \_\_\_\_\_ to his sister.**Answer:** Andrew gave a book to his sister.

1. Steven left his \_\_\_\_\_ in his locker.
2. Consuela likes \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
3. I recognized \_\_\_\_\_ in line at the grocery store.
4. Robert persuaded \_\_\_\_\_ to pitch in.
5. Alyssa chose the best \_\_\_\_\_.

**Writing and Speaking Application**

Write a short paragraph describing different kinds of music your friends like. Read your paragraph aloud to a partner. Your partner should listen for and identify any direct objects. Then, switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

## 51 DISTINGUISHING BETWEEN DIRECT OBJECTS, ADVERBS, AND OBJECTS OF PREPOSITIONS

A direct object is never an adverb or the noun or pronoun at the end of a prepositional phrase. Sometimes action verbs are followed by direct objects, adverbs, or prepositional phrases. Sentences can also contain more than one of these parts.

Sentence Pattern	Example
subject/verb/direct object	Anita swept the <u>porch</u> .
subject/verb/adverb	Anita swept <u>quietly</u> .
subject/verb/prepositional phrase	Anita swept <u>with the broom</u> .
subject/verb/direct object/adverb/ prepositional phrase	Anita swept the <u>porch</u> <u>quietly</u> <u>with the broom</u> .

### Practice A Recognizing Direct Objects

Read the following sentences and look for direct objects. Then, underline the direct object in each sentence. If the sentence does not have a direct object, circle the item number.

**Example:** Abby kept her diary under her bed.

**Answer:** Abby kept her diary under her bed.

- Christopher designed his house on the computer.
- Paris danced a tango with her cousin Bernie.
- Garvin put the papers away quickly.
- Gwen went to San Antonio for the conference.
- Ben stocks the shelves at the market.
- Velma approached the horse hesitantly.
- He spoke to me in a quiet voice.
- We sat around for a very long time.
- Alejandro brought his bass guitar to practice.
- Ibrahim slipped on the icy steps.

### Practice B Distinguishing Between Direct Objects, Adverbs, and Objects of Prepositions

Read the sentences. Label the underlined word direct object, adverb, or object of a preposition.

**Example:** Zahara advanced easily in her algebra lessons.

**Answer:** adverb

- Benjamin collects stamps from all over the world. \_\_\_\_\_
- I poured water onto the thirsty plant. \_\_\_\_\_
- Cassie rode her scooter around the block. \_\_\_\_\_
- The officer clamped a boot on my wheel. \_\_\_\_\_
- My father complained loudly about the service. \_\_\_\_\_
- Darnell helped Trisha during the competition. \_\_\_\_\_
- Nobody ever talks about the cat. \_\_\_\_\_
- Those geese will eat grain out of your hand. \_\_\_\_\_
- Fantasia danced feverishly towards the end of the song. \_\_\_\_\_
- Aliyah spoke eloquently on her report topic. \_\_\_\_\_

### Writing and Speaking Application

Write two or three sentences about a good place to hide something. Read your sentences aloud to a partner. Your partner should listen for and identify any adverbs, prepositional phrases, and direct objects. Then, switch roles with your partner.



Name \_\_\_\_\_ Date \_\_\_\_\_

**52 FINDING DIRECT OBJECTS IN QUESTIONS****A direct object in a question will sometimes be found before the verb.**

In most statements, the direct object follows the verb. However, in a question, the direct object often appears before the verb and subject. To find a direct object in a question, you can try rewording it as a statement.

Question	Worded as a Statement
What should we talk about next?	We should talk about <u>what</u> next.
Which class is she missing?	She is missing <u>which class</u> .
Whom did the director choose?	The director did choose <u>whom</u> .

**Practice A Changing Questions into Statements and Identifying the Direct Object**

Read the following questions. Then, rewrite the questions as statements. Underline the direct object in each rewritten statement.

**Example:** Which shirt did you wear for practice?**Answer:** You did wear which shirt for practice.

- Which bag did those girls leave here? \_\_\_\_\_
- Whom will she ask to accompany her on the piano? \_\_\_\_\_
- What did Frances say about the news? \_\_\_\_\_
- Which map did Mark use on the drive home? \_\_\_\_\_
- What did your dad bring home from South America? \_\_\_\_\_

**Practice B Identifying Direct Objects**

Read the following sentences. Then, write the direct object of each question on the line provided.

**Example:** What will Sammy do instead of playing soccer?**Answer:** what

- Which town did Devon choose for her report? \_\_\_\_\_
- What did Mr. Carona add to the discussion? \_\_\_\_\_
- What did you share with Leticia? \_\_\_\_\_
- Whom will you ask to be your lab partner? \_\_\_\_\_
- What route should we take to the interstate? \_\_\_\_\_
- Whose sneakers can I borrow? \_\_\_\_\_
- Which play did the troupe select for the spring performance? \_\_\_\_\_
- Whom will Tracy visit when she goes to Vancouver? \_\_\_\_\_
- Which cup should Dani use? \_\_\_\_\_
- Which cabinets did you open? \_\_\_\_\_

**Writing and Speaking Application**

Write a list of three or four interview questions that you can ask your partner about his or her favorite season of the year. Ask your partner the questions. Your partner should listen for and identify the subject of each question. Then, switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

**53 RECOGNIZING INDIRECT OBJECTS**

**An indirect object is a noun or pronoun that comes after an action verb and before a direct object. It names the person or thing to which something is given or for which something is done.**

Some sentences with direct objects also have indirect objects. An indirect object almost always comes after the verb and before the direct object. Indirect objects answer the question *To/for what?* or *To/for whom?*

Sentence	Question to Ask and Sentence Part
Dad handed <u>Mom</u> a <u>hammer</u> .	Handed what? <i>hammer</i> (direct object) Handed a hammer to whom? <i>Mom</i> (indirect object)
Mom gave the <u>nail</u> a <u>tap</u> .	Gave what? <i>tap</i> (direct object) Gave a tap to what? <i>nail</i> (indirect object)

**Practice A Identifying Indirect Objects**

Read the following sentences. Then, underline the indirect object in each sentence.

**Example:** She showed the dog the new toy.

**Answer:** She showed the dog the new toy.

- Alvin gave the car another look.
- I loaned Zoe my pen.
- The fans gave their team applause.
- Fred bought the children a book.
- The dog brought us the newspaper.
- My aunt sent me a picture of my mother.
- The hair stylist gave Sally a cut and a style.
- Logan fed the birds sunflower seeds.
- The teacher offered the student several choices.
- I passed my brother the bowl of soup.

**Practice B Recognizing Sentences With Indirect Objects**

Read the following sentences. Then, decide whether each sentence has an indirect object. If it does, write it on the line. If there is not an indirect object, write none.

**Example:** That shop gives workers a discount on uniforms.

**Answer:** workers

- Allison wore a necklace and a ring. \_\_\_\_\_
- The tour company offers tourists several trips. \_\_\_\_\_
- The company gave employees a bonus. \_\_\_\_\_
- Zach practiced the saxophone after school. \_\_\_\_\_
- The dentist gave her patient a toothbrush and floss. \_\_\_\_\_
- My grandmother drove me to the movies. \_\_\_\_\_
- The mayor gave the city council answers to their questions. \_\_\_\_\_
- A large wave hit the beach. \_\_\_\_\_
- I will give the speaker my full attention. \_\_\_\_\_
- I studied the works of famous authors. \_\_\_\_\_

**Writing and Speaking Application**

Write two or three sentences about what you would show a visitor to your community. Include indirect objects in your sentences. Read your sentences aloud to a partner. Your partner should listen for and identify any indirect objects. Then, switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

## 54 DISTINGUISHING BETWEEN INDIRECT OBJECTS AND OBJECTS OF PREPOSITIONS

An indirect object never follows the preposition *to* or *for* in a sentence.

Sentence	Sentence Part
Heera gave <u>Dad</u> the tie.	<u>Dad</u> is an indirect object. <i>Dad</i> comes after the action verb <i>gave</i> and before the direct object <i>tie</i> .
Heera gave the tie to <u>Dad</u> .	<u>Dad</u> is an object of the preposition. <i>Dad</i> comes after the preposition <i>to</i> and follows the direct object <i>tie</i> .

### Practice A Identifying Indirect Objects and Objects of Prepositions

Read the following sentences. Then, write whether the underlined word is an indirect object or an object of a preposition.

**Example:** My sister sent our grandmother a scarf.

**Answer:** indirect object

1. She picked her mother a bouquet of flowers. \_\_\_\_\_
2. Rami gave the statue to her. \_\_\_\_\_
3. I sent an e-mail to my cousin in Lubbock. \_\_\_\_\_
4. The choir director gave the singers a CD. \_\_\_\_\_
5. My sister passed the plate of peas to me. \_\_\_\_\_
6. My friend showed me the photos of her trip. \_\_\_\_\_
7. Mr. King handed his son a paint brush. \_\_\_\_\_
8. He knitted a sweater for the baby. \_\_\_\_\_
9. Our teacher planned a field trip for us on Friday. \_\_\_\_\_
10. Dr. Ortega showed my brother the X-ray of his leg. \_\_\_\_\_

### Practice B Supplying Indirect Objects and Objects of Prepositions

Read the sentences. Fill in the blank with either an indirect object or an object of a preposition.

**Example:** My sister gave \_\_\_\_\_ a gift. (indirect object)

**Answer:** My sister gave our parents a gift.

1. I wrote an article for \_\_\_\_\_. (object of preposition)
2. The coach showed \_\_\_\_\_ the correct technique. (indirect object)
3. Joan showed her stamp collection to \_\_\_\_\_. (object of preposition)
4. Mrs. Whitney gave \_\_\_\_\_ more time for the project. (indirect object)
5. Arnold gave the password to \_\_\_\_\_. (object of preposition)

### Writing and Speaking Application

Write two to three sentences that describe different stores and what they sell their customers. Include indirect objects and objects of prepositions. Read your sentences aloud to a partner. Your partner should listen for and identify any objects of prepositions and indirect objects. Then, switch roles.

Name \_\_\_\_\_ Date \_\_\_\_\_

**55 SUBJECT COMPLEMENTS**

**A subject complement is a noun, pronoun, or adjective that follows a linking verb and provides important details about the subject.**

A sentence with a linking verb (such as *is, are, was, were, am, been, become, feel, look, seem, smell, taste, turn*) can have a subject complement. There are two kinds of subject complements.

A **predicate noun** or **predicate pronoun** follows a linking verb. It renames or identifies the subject of the sentence.

Paula was the manager.  
subject verb predicate noun

A **predicate adjective** follows a linking verb. It describes the subject of the sentence.

Paula was creative.  
subject verb predicate adjective

**Practice A Identifying Predicate Nouns**

Read the following sentences. Then, underline the predicate noun in each sentence.

**Example:** My sister is a dentist.

**Answer:** My sister is a dentist.

- Peppers are a good choice for a vegetable garden.
- Her geography project was a map of Southeast Asia.
- El Paso is a city on the Mexican border.
- Estela became a teacher.
- Emma* is a novel by Jane Austen.
- My favorite kind of movie is science fiction.
- That old building was a bank in the 1800s.
- My best friend is a poet.
- My aunt is a ski instructor.
- My favorite holiday is Thanksgiving.

**Practice B Identifying Predicate Adjectives**

Read the following sentences. Then, write the predicate adjective on the line provided.

**Example:** The swimmer felt tired after the competition.

**Answer:** tired

- The view from Guadalupe Mountains is spectacular. \_\_\_\_\_
- The water in the Gulf of Mexico is warm in summer. \_\_\_\_\_
- The acorns on our oak trees are plentiful in the fall. \_\_\_\_\_
- Barbara is nervous about the concert. \_\_\_\_\_
- The roasting potatoes smelled fantastic. \_\_\_\_\_
- The combination of colors in her painting was unusual. \_\_\_\_\_
- My brother is irritable early in the morning. \_\_\_\_\_
- The wait for concert tickets seemed endless. \_\_\_\_\_
- Antonia sounded excited in her e-mail message. \_\_\_\_\_
- The hike through the pine forest is strenuous. \_\_\_\_\_

**Writing and Speaking Application**

Write two or three sentences describing a favorite actor or performer. Read your sentences aloud to a partner. Your partner should listen for and identify any subject complements. Together, discuss whether they are predicate nouns or adjectives. Then, switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

**56 PREPOSITIONAL PHRASES**

**A prepositional phrase has at least two parts, a preposition and a noun or pronoun that is the object of the preposition.**

Prepositional phrases can be used to tell about location, time, or direction, or to provide details. There are two types of prepositional phrases.

An **adjective** (or adjectival) **phrase** modifies a noun or pronoun. It tells *what kind* or *which one*. Adjective phrases usually come after the noun or pronoun they modify.

The creaking of the floor frightened Pella.

The prepositional phrase *of the floor* tells which creaking.

An **adverb** (or adverbial) **phrase** modifies a verb, adjective, or adverb. It tells *where*, *when*, *in what way*, or *to what extent*. Adverb phrases aren't always near the words they modify in a sentence.

Take your sister with you, please.

The prepositional phrase *with you* tells where to take your sister.

**Practice A Identifying Adjective Phrases**

Read each sentence. Then, underline the adjective phrases.

**Example:** The blanket on my bed doesn't match my curtains.

**Answer:** The blanket on my bed doesn't match my curtains.

- |   |   |
|---|---|
| 1. Does everyone in this room understand?                         | 6. David owns a store on Main Street.               |
| 2. Those last few steps to the principal's office were long ones. | 7. Alex's MP3 player has some of my favorite songs. |
| 3. You can wear the sweater in my closet.                         | 8. Barbara drives an SUV with four-wheel drive.     |
| 4. She selected two heads of romaine lettuce.                     | 9. Callie likes notebooks with spiral binding.      |
| 5. Dean has had a long day of interviews.                         | 10. The kids' game in the hallway distracted me.    |

**Practice B Identifying Adverb Phrases**

Read each sentence. Then, write the adverb phrase on the line.

**Example:** Jason kicked the ball through the uprights.

**Answer:** through the uprights

- The ladies who work in the cafeteria are always cheerful. \_\_\_\_\_
- Argentina is in South America. \_\_\_\_\_
- We use the good dishes during special occasions. \_\_\_\_\_
- Andie was playing her guitar after dinner. \_\_\_\_\_
- Sheila consulted with the school counselor. \_\_\_\_\_
- Horatio brought his civics project into the classroom. \_\_\_\_\_
- Tanisha rode her bike alongside the parade float. \_\_\_\_\_
- Claude has three dozen golf balls in his sports bag. \_\_\_\_\_

**Writing and Speaking Application**

Write two or three sentences about the furniture in your classroom. Include at least one example of an adverbial phrase and an adjective phrase. Read your sentences aloud to a partner. Your partner should listen for and identify the prepositional phrases. Then, switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

**57 USING APPOSITIVES AND APPOSITIVE PHRASES**

**An appositive is a noun or pronoun placed after another noun or pronoun to identify, rename, or explain the preceding word. An appositive phrase is a noun or pronoun with modifiers. It is placed next to a noun or pronoun and adds information or details.**

An appositive provides information about a noun or pronoun. In this example, the appositive *Mr. Tansy* gives more information about *my teacher*.

My teacher, Mr Tansy, gives too much homework.

An appositive phrase also provides information about a noun or pronoun. It includes an adjective or an adjective phrase. In this example, *Alice's older brother* adds more information about *Martin*.

Martin, Alice's older brother, really likes video games.

Show that you can use and understand appositive phrases.

**Practice A Identifying Appositives and Appositive Phrases**

*Read each sentence. Then, underline the appositives or appositive phrases.*

**Example:** The library, my regular hangout, was closed that day.

**Answer:** The library, my regular hangout, was closed that day.

- |  |   |
|--|---|
| 1. Sting, the singer, is from England.                             | 6. My mom's cuckoo clock, a family heirloom, sometimes wakes me up. |
| 2. Clinton, the former president, is in New York.                  | 7. I am not fond of Paula, my sister's best friend.                 |
| 3. The earthquake, a seven on the Richter scale, caused a tsunami. | 8. The movie, a real tear-jerker, made me cry.                      |
| 4. Perry, the fullback, won a scholarship.                         | 9. I like the Hamiltons, our next-door neighbors.                   |
| 5. I like horticulture, a fascinating subject.                     | 10. We studied the Lakota, a Native American tribe.                 |

**Practice B Combining Sentences Using Appositives**

*Read the sentences. Then, combine the sentences by using an appositive phrase.*

**Example:** I dislike tomatoes. Tomatoes are my dad's favorite food.

**Answer:** I dislike tomatoes, my dad's favorite food.

- Darrell and Patricia own Roxy. Roxy is a large German shepherd.  
\_\_\_\_\_
- Bella is a student at my school. She is learning to ride horses.  
\_\_\_\_\_
- Mrs. Kravitz is a character in the story. She's hilarious.  
\_\_\_\_\_
- Joseph is Kayce's older brother. He attends Texas Tech University.  
\_\_\_\_\_
- Spencer's birthday celebration was a bowling party. It was a lot of fun.  
\_\_\_\_\_

**Writing and Speaking Application**

Write two or three sentences about a teacher whose class you enjoyed. Include at least two appositives in your sentences. Read your sentences aloud to a partner. Your partner should listen for and identify the appositives. Then, switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

**58 USING VERBALS AND VERBAL PHRASES**

A verbal is any verb form that is used in a sentence not as a verb but as another part of speech. Like verbs, verbals can be modified by an adverb or adverbial phrase. They can also be followed by a complement. A verbal used with a modifier or a complement is called a verbal phrase. A **verb** expresses the action in the sentence, but a **verbal** acts as another part of speech, such as a noun or adjective. **Participles** and **participial phrases** are examples of verbals. A participle is a form of a verb used most often as an adjective.

Type	What It Looks Like	Example
Present participle	ends in <i>-ing</i>	The <u>startling</u> news is true.
Past participle	most end in <i>-d</i> or <i>-ed</i> ; can also end in <i>-n</i> , <i>-t</i> , or <i>-en</i>	<u>Peeled</u> fruit is easier to eat.
Participial phrase	a present or past participle with modifiers	Potatoes <u>kept in a cellar</u> can last all winter.

**Practice A Identifying Participles and Participial Phrases**

Read each sentence. Underline the participle or participial phrase in each sentence.

**Example:** The boy standing by the water fountain is my friend Pete.

**Answer:** The boy standing by the water fountain is my friend Pete.

- Turning the corner, I slipped on the ice.
- Brandon, sneaking into the theater, ran right into his parents.
- Mr. Bashear's car stalled because of an overheated radiator.
- When we camp, we eat canned meat.
- Amused by our antics, Jim laughed at us.
- I was kept awake by my snoring sister.
- Hiding under the bed, our kitty feels safe.
- The tattered banner still hangs on our front porch.

**Practice B Identifying Present and Past Participles**

Read the sentences. Then, write the participle on the line provided and label it a past participle or a present participle.

**Example:** Ben shot piece after piece of crumpled paper into the trash can.

**Answer:** crumpled — past participle

- The intruding sounds of voices distracted me from my work. \_\_\_\_\_
- The falling snow made for a lovely walk through the park. \_\_\_\_\_
- My niece Gabi hid under the pile of fallen leaves. \_\_\_\_\_
- The police recovered my stolen bicycle. \_\_\_\_\_
- She pointed at me with her extended forefinger. \_\_\_\_\_
- I was grateful for my lightened load. \_\_\_\_\_
- Kwan and I saw six or seven shooting stars. \_\_\_\_\_
- In the canyon, Debra looked up at the jutting rocks. \_\_\_\_\_
- With no time to iron, I put on the wrinkled shirt. \_\_\_\_\_
- My frightened baby sister peeked out from the closet. \_\_\_\_\_

**Writing and Speaking Application**

Write a two-sentence description of a chore you do at home, using at least two participles. Read your sentences aloud to a partner. Your partner should listen for and identify the participles. Then, switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

**59 ADJECTIVAL CLAUSES**

**An adjectival clause or adjective clause is a subordinate clause that modifies a noun or a pronoun.**

**Adjectival clauses** act like adjectives. They explain *what kind* or *which one*.

Most adjectival clauses begin with the words *that*, *which*, *who*, *whom*, and *whose*.

The tree that dropped its leaves is the sick one. (tells which tree)

Ellen wanted luggage that had wheels on it. (tells what kind)

Some adjectival clauses begin with subordinating conjunctions, such as *since*, *where*, or *when*.

The neighborhood where my house is sits on a hill. (tells which neighborhood)

You can use adjectival clauses to combine two sentences. Look at this example:

Farouk's relatives live in Egypt. His relatives are coming to visit.

Farouk's relatives, who live Egypt, are coming to visit.

Show that you can use and understand adjectival clauses by completing the exercises.

**Practice A Identifying Adjectival Clauses**

*Read each sentence. Then, underline the adjectival clause in each sentence.*

**Example:** Shama's haircut, which I admire very much, was done by a classmate.

**Answer:** Shama's haircut, which I admire very much, was done by a classmate.

- |   |  |
|---|--|
| 1. I asked Tony for the jersey that he wore today.    | 5. The cup that Clint left outside is now filled with rainwater. |
| 2. Leo gives points to the people who work extra.     | 6. Mrs. Kim promoted Jay, who put in ten hours.                  |
| 3. Our truck, which is 25 years old, still runs well. | 7. The hat that I wear in winter is made of wool.                |
| 4. John is the one whom the team relies on.           | 8. Jen, whose opinion I value, is my coach.                      |

**Practice B Using Adjectival Clauses to Combine Sentences**

*Read each pair of sentences. Then, combine the sentences by using an adjectival clause.*

**Example:** Joe's job is personally rewarding to him. Joe's job allows him to save money.

**Answer:** Joe's job, which is rewarding to him, allows him to save money.

1. Sue likes pears in her smoothies. Her father grows the pears on his farm.

---

2. Anjalo attends River High School. River High School has a good science program.

---

3. I recently found my sunglasses in my beach bag. I had lost them last summer.

---

4. Thurman's family is from Odessa. Thurman likes to spend time in West Texas.

---

5. Sarah acts in plays. She wants to move to Hollywood some day.

---

**Writing and Speaking Application**

Write a short paragraph describing places your family goes on weekends, using at least two adjectival clauses. Read your paragraph aloud to a partner. Your partner should listen for and identify the adjectival clauses. Then, switch roles with your partner.



Name \_\_\_\_\_ Date \_\_\_\_\_

**60 ADVERBIAL CLAUSES**

**An adverbial clause or adverb clause is a subordinate clause that modifies a verb, an adjective, or an adverb.**

**Adverbial clauses** act like adverbs. They answer questions like *Where? When? In what manner? To what extent? Under which conditions? or Why?*

Adverbial clauses begin with a subordinating conjunction, such as:

after	although	as	because	before	even though	if
in order that	since	so that	than	though	unless	until
when	whenever	where	wherever	while		

Look at these examples of adverbial clauses and the words they modify:

Verb: Syd believes the story because she heard it on TV. (*believes it why?*)

Adjective: Merrie is proud because she learned a new knitting stitch. (*proud why?*)

Adverb: Candace rolls her windows up when it rains. (*rolls them up when?*)

Show that you can use and understand adverbial clauses.

**Practice A Identifying Adverbial Clauses**

Read each sentence. Then, underline the adverbial clause in each sentence.

**Example:** We have to clean the walls before we can paint.

**Answer:** We have to clean the walls before we can paint.

- Brent likes horses, even though he has never ridden one.
- Ian ran inside because the wind was strong.
- Carlito's guitar goes out of tune whenever he leaves it by the air conditioner.
- If Teresa does that again, I'm telling Dad.
- Sam parks her car under the carport so that she won't get wet from the rain.
- Ali will go to the county fair unless she has a soccer tournament that weekend.
- Jalisa put her diary where it is safe from Agnes.
- Andrea named her restaurant La Escondida because it's hidden in the woods.
- Patricio got second place in the spelling bee even though he knew more words.
- Our school needs more money if it's going to build a new stadium.

**Practice B Using Adverbial Clauses to Combine Sentences**

Read the sentences. Fill in the blank with a subordinating conjunction to create a sentence with an adverbial clause.

**Example:** Calista will help with dinner \_\_\_\_\_. Annie did the shopping.

**Answer:** Calista will help with dinner since Annie did the shopping.

- I'm taking Gretchen with me to the movies \_\_\_\_\_. I don't really want to.
- Aunt Judi bought a new space heater \_\_\_\_\_ the cabin wouldn't be so cold.
- I want to have my room redecorated \_\_\_\_\_. Kerri gets here from Omaha.
- \_\_\_\_\_ his watch had stopped, Philip thought he had gotten to school early.
- Manny takes care of his sisters and brothers \_\_\_\_\_ his mother works in the evenings.

**Writing and Speaking Application**

Write a short paragraph describing the steps for preparing your favorite dish. Use at least three adverbial clauses. Read your paragraph aloud to a partner. Your partner should listen for and identify the adverbial clauses. Then, switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

**61 THE SIMPLE SENTENCE****A simple sentence consists of a single independent clause.**

An independent clause contains a subject and a verb and expresses a complete idea. A simple sentence cannot have adjectival or adverbial clauses. However, a simple sentence may include adverbs, adjectives, direct and indirect objects, prepositional phrases, and compound subjects and verbs.

<b>One subject and verb</b>	<u>Katherine</u> <u>left</u> her shoes here.
<b>Compound subject</b>	<u>Katherine and Marnie</u> <u>leave</u> things everywhere.
<b>Compound verb</b>	Katherine <u>waves and says</u> good-bye.
<b>Compound subject and verb</b>	<u>Katherine and Marnie</u> <u>visit and play</u> with us often.

Show that you can use a variety of correctly structured complete sentences by completing the exercises.

**Practice A Recognizing Simple Sentences**

Read each sentence. Then, write whether the sentence is simple or not simple.

**Example:** Kalman saves his money so that he can buy an MP3 player.

**Answer:** not simple

- |   |   |
|---|---|
| 1. Ayanna lives next door to Chris and Andi.<br>_____                 | 5. Oliver is now a walking, talking two-year-old.<br>_____                      |
| 2. Carl acts tough even though he's not brave.<br>_____               | 6. Ammon and Abby are rarely together.<br>_____                                 |
| 3. Nina decided to stay home. _____                                   | 7. When I gave him the instructions, Vince seemed to understand them. _____     |
| 4. We brought Cesar home with us since his car had broken down. _____ | 8. Because Mr. and Mrs. Garnett trust me, they let me babysit their kids. _____ |

**Practice B Writing Simple Sentences**

Read the following sentences. Then, rewrite them so that they are simple sentences. You will need to leave out words to make the sentences simple.

**Example:** Kareem attends this school because he wants a good education.

**Answer:** Kareem attends this school.

- Everything that she asked me to do was easily accomplished.  
\_\_\_\_\_
- I prefer to watch my favorite actor because I really like his movies.  
\_\_\_\_\_
- Esther and Renita asked me to move so that they could get into the cabinet.  
\_\_\_\_\_
- Although I was late to rehearsal again, the director let me keep my part.  
\_\_\_\_\_
- Grasshoppers ate our squash plants before they produced any fruit.  
\_\_\_\_\_

**Writing and Speaking Application**

Write a short paragraph describing the route you use to get to school. Use only simple sentences. Read your paragraph aloud to a partner. Your partner should listen and make sure your sentences are simple. Then, switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

**62 THE COMPOUND SENTENCE****A compound sentence consists of two or more main or independent clauses.**

A main clause has a subject and a verb and can stand by itself as a complete sentence. The main clauses in a compound sentence are joined by a comma and a coordinating conjunction (*and, but, or, nor, yet, so*). They can also be joined by a semicolon (;) or a colon (:).

I went to the grocery store today, <b>and</b> I bought milk.
--

The line to enter the museum was long; it stretched around the block.
---

Show that you can use and understand compound sentences by completing the following exercises.

**Practice A Combining Simple Sentences to Form Compound Sentences**

*Read each set of sentences. Then, combine the sentences using a comma and a coordinating conjunction.*

**Example:** I rode the bus to school today. I walked home. (but)

**Answer:** I rode the bus to school today, but I walked home.

1. Sue rides her bike to the park. Jeff walks there. (and)

---

2. The tennis team is going to win the championship. It could take second place. (or)

---

3. I want to do well on my test. I already started to study. (so)

---

4. She wants to get to the play early. She has an errand to run. (yet)

---

**Practice B Punctuating Compound Sentences**

*Read each compound sentence. Then, circle any coordinating conjunctions and add a comma or a semicolon to correctly punctuate the compound sentence.*

**Example:** Jamie is the captain of the basketball team and she is the leading scorer.

**Answer:** Jamie is the captain of the basketball team, and she is the leading scorer.

1. I went to the dentist and I had a tooth pulled.

5. I want to take an art class yet my class schedule is already full.

2. My mom took me to the pool but it was too cold to swim.

6. We went to the store to buy milk and we came home with six bags of groceries!

3. Jane will bake cookies or she will bake bread.

7. Tonight is my first band concert I am really excited.

4. The sky is getting dark a thunderstorm is coming.

8. Luke will go to the movies tonight or he will go tomorrow.

**Writing and Speaking Application**

Write a paragraph about your day at school. Use at least two compound sentences with conjunctions in your description. Then, read your paragraph aloud to a partner. Your partner should listen and name the conjunctions you used in your sentences. Then, switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

**63 THE COMPLEX SENTENCE**

**A complex sentence consists of one main or independent clause and one or more subordinate clauses.**

In a complex sentence, the main or independent clause contains a subject and a verb and can stand alone as a simple sentence. The subordinate clause in a complex sentence also contains a subject and a verb, but it cannot stand alone as a sentence.

Subordinate clauses can be adjectival clauses or adverbial clauses.

ADJECTIVAL: I climbed the fence that separated our yard from our neighbors.

ADVERBIAL: After I climbed the fence, I saw the dog.

The subordinate clause can appear at the beginning or end of the complex sentence as in the examples above, or in the middle.

The big dog, which I never noticed before, weighed about one hundred pounds.

Show that you can use a variety of correctly structured complete sentences (e.g. complex), differentiating between main and subordinate clauses.

**Practice A Differentiating Between Main and Subordinate Clauses**

*Read the following complex sentences. Underline the subordinate clause in each sentence.*

**Example:** I put the car in reverse because I wanted to back out of the driveway.

**Answer:** I put the car in reverse because I wanted to back out of the driveway.

- |  |   |
|--|---|
| 1. Although I have told her several times how to reach me, she still asks for my number. | 5. Jose sang a song that was from the show.   |
| 2. The trees that line Plum Creek are cedar elms.  | 6. Allan told his sister the end of the story before she finished reading it.             |
| 3. Dave forgot his glasses when he left for Houston.                                     | 7. My cousin, who is getting married, is from Peru.                                       |
| 4. Mom made dinner because we were home.   | 8. Please put a towel under the dish rack so that the water does not drip on the counter. |

**Practice B Writing Complex Sentences**

*Read the following pairs of sentences. Then, rewrite them to form a single complex sentence. Remember that a complex sentence has one independent clause and one or more subordinate clauses.*

**Example:** Rebecca took two cookies from the package. There were only three left.

**Answer:** Rebecca took two cookies from the package although there were only three left.

1. We probably won't get a new couch. My little sister drew on the old one.

---

2. Laura jogs with Jackie in Zilker Park. Jackie is Laura's trainer.

---

3. I could not follow the map. Raj scribbled it on a napkin.

---

4. I delivered the newspapers on my sister's route. She could go see a movie.

---

5. Preston can't mow our lawn this weekend. His lawnmower is broken.

---

**Writing and Speaking Application**

Write a short paragraph describing something funny you did when you were younger. Use only complex sentences. Read your paragraph aloud to a partner. Your partner should listen and make sure your sentences are complex. Then, switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

**64 THE COMPOUND-COMPLEX SENTENCE**

**A compound-complex sentence consists of two or more main or independent clauses and one or more subordinate clauses.**

A compound-complex sentence is a combination of a compound sentence and a complex sentence. Look at these examples of compound, complex, and compound-complex sentences. Main clauses are underlined, and subordinate clauses are double-underlined.

<b>Compound</b>	two or more main clauses	<u>Jan plays soccer</u> , and <u>Nell plays tennis</u> .
<b>Complex</b>	one main clause, one or more subordinate clause	<u>Jan prefers to play soccer</u> <u>because it's a team sport</u> .
<b>Compound-complex</b>	two or more main clauses, one or more subordinate clause	<u>Jan, who loves sports</u> , <u>tried playing tennis</u> , but <u>she ended up playing soccer</u> .

Show that you can use a variety of correctly structured complete sentences by completing the exercises.

**Practice A Identifying Sentence Types**

Read each sentence. Then, write whether each sentence is compound, complex, or compound-complex.

**Example:** I locked my laptop in the trunk so that no one could see it.

**Answer:** complex

- The geese live at the community pond, and the ducks do, too. \_\_\_\_\_
- The car which belonged to my dad was given to me. \_\_\_\_\_
- My friend who moved here from Lampasas is named Terri, and her sister's name is Sherri. \_\_\_\_\_
- Dad bought the groceries, and we put them away before Mom started dinner. \_\_\_\_\_
- Tessa works at the market after school, but Archie plays football. \_\_\_\_\_
- Our clay soil gets hard when there was been no rain for a while. \_\_\_\_\_

**Practice B Writing Compound-Complex Sentences**

Read the following compound sentences. Then, add a subordinate clause to each sentence to make it a compound-complex sentence.

**Example:** I was amazed by Christian's behavior, and I said so.

**Answer:** I was amazed by Christian's behavior, since he was usually polite, and I said so.

- The cat sits on my printer, and cat hair gets into it. \_\_\_\_\_
- We tried making soap, but the results were unsatisfactory. \_\_\_\_\_
- Karen is moving to England, and she is leaving her dog Riley with us. \_\_\_\_\_
- Ed wanted the books, but he didn't ask for them. \_\_\_\_\_

**Writing and Speaking Application**

Write a short paragraph about activities students do after school. Use a compound, complex, and compound-complex sentence in your paragraph. Read it aloud to a partner. Your partner should listen for and identify the sentence types. Then, switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

**65 MAIN AND SUBORDINATE CLAUSES**

**A main or independent clause has a subject and a verb and can stand by itself as a complete sentence. A subordinate clause, also known as a dependent clause, has a subject and a verb but cannot stand by itself as a complete sentence. It is only part of a sentence.**

Every sentence has at least one main clause. If a sentence also has a subordinate clause, it is called a **complex sentence**. Look at the main clauses (underlined once) and the subordinate clauses (double-underlined).

If Agatha brings paper plates, we will not need to go to the store.

We're having hot dogs at our picnic, which will take place next weekend.

Subordinate clauses begin with subordinating conjunctions or relative pronouns. These words are usually clues that a clause is subordinate.

Relative Pronouns: *who, whom, whose, which, that*

Subordinating Conjunctions: *if, because, when, while, where, after, since, until, although, even though, before, whenever, wherever*

**Practice A Differentiating Between Main and Subordinate Clauses**

Read the following sentences. On the line provided, write whether each underlined clause is the main clause or a subordinate clause.

**Example:** Until I saw the book in the store, I wasn't sure about buying it.

**Answer:** subordinate clause

- Our driveway is made of gravel, which is mined not far from our home. \_\_\_\_\_
- Sherrill, whom I met in third grade, now lives in Taylor. \_\_\_\_\_
- I was very unhappy when I saw the extent of the damage to the car. \_\_\_\_\_
- Before we take the trash to the curb, we need to put the lids on the cans tightly. \_\_\_\_\_
- Raj was not prepared when his teacher announced the pop quiz. \_\_\_\_\_
- Keralin was listening to loud music while I was trying to study. \_\_\_\_\_
- Tran plans to go to a college that has a lacrosse team. \_\_\_\_\_
- Tyler cut the planks, which Jenny and I placed on the deck. \_\_\_\_\_

**Practice B Identifying and Using Main and Subordinate Clauses**

Read the clauses. Then, write main clause or subordinate clause for each. If the clause is a subordinate clause, add a main clause to make it a complex sentence.

**Example:** Until you call us.

**Answer:** subordinate clause; We will not leave for the game until you call us.

- Whenever she smells lavender. \_\_\_\_\_
- I have never been to the Bob Bullock Museum. \_\_\_\_\_
- Which I believed to be true. \_\_\_\_\_
- I stacked thirty-five cartons that day. \_\_\_\_\_
- After Mr. Ogden broke the vase. \_\_\_\_\_

**Writing and Speaking Application**

Write two complex sentences about something you received as a gift. Read your sentences aloud to a partner. Your partner should listen for and identify the main and subordinate clauses in each sentence. Then, switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

**66 CLASSIFYING THE FOUR FUNCTIONS OF A SENTENCE**

**A declarative sentence states, or declares, an idea. An interrogative sentence asks a question. An imperative sentence gives an order, a command, or a direction. An exclamatory sentence conveys strong emotion.**

Look at these examples of the four functions of a sentence:

<b>Declarative</b>	states an idea and ends with a period	My aunt visited us.
<b>Interrogative</b>	asks a question; ends with a question mark	Who came to visit?
<b>Imperative</b>	gives an order, command, or direction; ends with a period or exclamation mark	Please open the door. Hurry up!
<b>Exclamatory</b>	conveys strong emotion; ends with an exclamation mark	I'm thrilled to see you!

**Practice A Identifying the Four Types of Sentences**

*Read each sentence. On the line, write whether the sentence is declarative, interrogative, imperative, or exclamatory.*

**Example:** The population of Texas was over 24 million in 2008.

**Answer:** declarative

- Downtown streets will be closed for the parade on July 4. \_\_\_\_\_
- When is the monarch butterfly migration in Texas? \_\_\_\_\_
- In 2006, Pluto was no longer considered a planet. \_\_\_\_\_
- How long has the Hubble Space Telescope been in orbit? \_\_\_\_\_
- That was the best movie I ever saw! \_\_\_\_\_
- He just fumbled the football! \_\_\_\_\_
- Read the directions before you take the test. \_\_\_\_\_
- In what months do hurricanes usually occur? \_\_\_\_\_
- When you opened the gift, were you surprised? \_\_\_\_\_
- The students studied the physical geography of Texas. \_\_\_\_\_

**Practice B Punctuating the Four Types of Sentences**

*Read the sentences. Add the correct end punctuation to each one.*

**Example:** We saw sea turtles on Padre Island

**Answer:** We saw sea turtles on Padre Island.

- Who was Stephen F. Austin \_\_\_\_\_
- Be careful getting off the bus \_\_\_\_\_
- The movie opens next Friday \_\_\_\_\_
- The dog just stole my homework \_\_\_\_\_
- Please write your name and the date \_\_\_\_\_
- He just scored the game-winning goal \_\_\_\_\_
- Are bats the only mammal that can fly \_\_\_\_\_
- What is the weather like here \_\_\_\_\_
- Take a jacket and an umbrella \_\_\_\_\_
- Many Germans came during the 1800s \_\_\_\_\_

**Writing and Speaking Application**

Write a paragraph describing an exciting television show or book. Use each type of sentence. Read your paragraph to a partner. Your partner should listen for and identify each sentence type. Then, switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

**67 COMBINING SENTENCE PARTS**

Sentences can be combined by using a compound subject, a compound verb, or a compound object. Join two main clauses to create a compound sentence.

Look at these examples of how sentences can be combined:

<b>Compound subject</b>	Leila wears glasses. Danny wears glasses.	<u>Leila</u> and <u>Danny</u> wear glasses.
<b>Compound verb</b>	Nicole reads German. Nicole speaks German.	Nicole <u>reads</u> and <u>speaks</u> German.
<b>Compound direct object</b>	That machine slices meat. That machine slices cheese.	That machine slices <u>meat</u> and <u>cheese</u> .
<b>Compound sentence</b>	Lora did a lot of research. Her report was impressive.	Lora did a lot of research, so her report was impressive.

The two main clauses in a compound sentence can be joined with a comma and a coordinating conjunction (*and, but, for, or, so, yet*) or a semicolon.

**Practice A Identifying Compound Parts in Sentences**

Read each sentence. Underline the compound subject, compound verb, or compound direct object.

**Example:** She bought socks and shoes at the store.

**Answer:** She bought socks and shoes at the store.

- Mom cooked roast beef and sweet potatoes.
- Scott builds and races bicycles.
- People canoe and kayak on the lake.
- Teresa and Al sing in the school chorus.
- At the state park, we saw an armadillo and a fox.

**Practice B Combining Main Clauses**

Read the sentences. Combine them to make a compound sentence using a comma and the conjunction in parentheses.

**Example:** Sally doesn't like heights. She wanted to climb the tower. (but)

**Answer:** Sally doesn't like heights, but she wanted to climb the tower.

- The project was challenging. I learned a lot. (but)  
\_\_\_\_\_
- The roller-coaster ride was scary. I rode it again. (yet)  
\_\_\_\_\_
- The night sky was clear. We were able to see the meteor shower. (so)  
\_\_\_\_\_
- You can download the song from the Internet. You can buy the CD. (or)  
\_\_\_\_\_
- We went to West Texas. We hiked in the Guadalupe Mountains. (and)  
\_\_\_\_\_

**Writing and Speaking Application**

Write a paragraph about things you enjoy doing with your family using a compound subject, a compound verb, and a compound sentence. Read your paragraph to a partner, who should listen for and identify the compound parts.



Name \_\_\_\_\_ Date \_\_\_\_\_

**68 JOINING CLAUSES**

**Sentences can be combined by changing one of them into a subordinate clause. Sentences can also be combined by changing one of them into a phrase.**

If an idea in one sentence depends on an idea in another, the two sentences can be combined into a complex sentence with a main and subordinate clause.

Two Sentences: Dante was pleased. He had learned something new.

Combined: Dante was pleased because he had learned something new.

If one sentence adds details to another sentence, the two sentences can be combined by changing one of the sentences into a phrase:

Two Sentences: Our class took a field trip. We went to a local college.

Combined: Our class took a field trip to a local college.

**Practice A Identifying Subordinate Clauses**

*Read each sentence. Identify and then underline the subordinate clause.*

**Example:** Lock the door when you leave the house.

**Answer:** Lock the door when you leave the house.

1. You can return the book to the store if you have the receipt.
2. Allie practiced the routines so that she could try out for the dance team.
3. Since Alida started selling jewelry, she has sold many pieces.
4. I planted a vegetable garden because I like fresh vegetables.
5. Although we planned to go to the beach, we went to the mountains instead.

**Practice B Combining Sentences Using Phrases**

*Read the sentences. Combine them by changing one sentence into a phrase.*

**Example:** Garrett bought a new bike. He bought it at the bike shop downtown.

**Answer:** Garrett bought a new bike at the bike shop downtown.

1. We put cilantro in the noodle dish. Cilantro is a kind of herb.  
\_\_\_\_\_
2. We saw two spotted fawns. They were in the park.  
\_\_\_\_\_
3. Our English class read poems. The poems were written by Emily Dickinson.  
\_\_\_\_\_
4. We went to the university auditorium. We wanted to hear the guest speaker.  
\_\_\_\_\_
5. Johnny was tired. He had been doing errands all weekend.  
\_\_\_\_\_

**Writing and Speaking Application**

Write a paragraph about things you do on the weekend. Use subordinate clauses. Read your paragraph to a partner. Your partner should listen for and identify the subordinate clauses. Then, switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

**69 VARYING SENTENCE LENGTH****Varying the length of sentences makes writing lively and interesting to read.**

Several short sentences can be combined to include one long and one short sentence.

Short Sentences: Lee drove to the park. He parked the car. We could hear the music.

Two Sentences: Lee drove to the park, and he parked the car. We could hear the music.

A long sentence can be broken into shorter sentences:

Long Sentence: While she was watching TV, Leah dropped the remote, and now we can't find it.

Two Sentences: While she was watching TV, Leah dropped the remote, and Now we can't find it.**Practice A Varying Sentence Length by Breaking Longer Sentences***Read the sentences. Then, revise each one as two or more shorter sentences. Circle a comma to change it to a period. Underline a letter to show a capital letter. Cross out a word to omit it.***Example:** After she got home, Julia brought in the mail, and then she walked the dog.**Answer:** After she got home, Julia brought in the mail, and Then she walked the dog.

1. While he was doing the science experiment, Arthur recorded his observations, but he wasn't sure he mixed the chemicals correctly.
2. At the restaurant, Diego ordered a dish that had chicken in it because he likes chicken, but he's not sure he will order it again.
3. The batter hit the softball, and the ball floated toward the outfield, but the umpire called it a foul ball.
4. In P.E. class, we played basketball in the gym during winter, and when the weather was nicer, we played soccer outdoors.
5. The papers that I had left near the open window got soaked when it rained, and although I tried to dry them, the ink was smeared.

**Practice B Varying Sentence Length by Combining Sentences***Read the sentences. Then, combine two of them to have one shorter and one longer sentence.***Example:** The city bus stopped. It was full. I decided to wait for the next one.**Answer:** The city bus stopped, but it was full. I decided to wait for the next one.

1. I turned on the computer. I opened my e-mail program. I didn't have any messages.  
\_\_\_\_\_
2. Todd prepared the garden soil. He planted the seeds. Then he watered them.  
\_\_\_\_\_
3. Ilona went to the library. She found books on her topic. Then she wrote the report.  
\_\_\_\_\_
4. Mom read the recipe. She mixed the ingredients. Then she put the cookies in the oven.  
\_\_\_\_\_
5. We went to the flower shop. We wanted lilies. The shop didn't have any.  
\_\_\_\_\_

**Writing and Speaking Application**

Write two long sentences. Read them aloud to a partner. Your partner should listen and suggest ways to vary the sentence lengths. Then, switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

**70 VARYING SENTENCE BEGINNINGS**

**Sentence beginnings can be varied by reversing the traditional subject-verb order or starting the sentence with an adverb or a phrase.**

Changing the beginning of your sentences can add variety.

Sentence Beginning	Example
<b>Noun</b>	Dogs, fortunately, are easy to train.
<b>Adverb</b>	Fortunately, dogs are easy to train.
<b>Infinitive</b>	To train dogs, fortunately, is easy.
<b>Gerund</b>	Training dogs, fortunately, is easy.
<b>Prepositional phrase</b>	For people who have dogs, training them is easy.

**Practice A Identifying Sentence Beginnings**

*Read the sentences. Look at the underlined beginnings. On the line, write whether the sentence beginning is a noun, adverb, infinitive, gerund, or prepositional phrase.*

**Example:** During lunch, we talked about our favorite TV shows.

**Answer:** prepositional phrase

- Scorpions look scary and they can have a painful sting. \_\_\_\_\_
- Never had we seen such a ridiculous movie as the one we saw last night. \_\_\_\_\_
- To fix the flat tire on her car, Lauren needed a tire iron. \_\_\_\_\_
- Getting the dirt off the dog's paws was harder than it looked. \_\_\_\_\_
- Without a U.S. passport, Americans can't enter other countries. \_\_\_\_\_

**Practice B Varying Sentence Beginnings**

*Read the sentences. Rewrite them to vary the beginnings. Use the sentence part in parentheses.*

**Example:** My plan was to prepare the food a day early. (gerund)

**Answer:** Preparing the food a day early was my plan.

- Slavic languages can be challenging to learn. (gerund)  
\_\_\_\_\_
- We tried foods from the Czech Republic at the festival. (prepositional phrase)  
\_\_\_\_\_
- No one, surprisingly, claimed the money Paul found in the shop. (adverb)  
\_\_\_\_\_
- After the storm, tree branches blocked some neighborhood streets. (noun)  
\_\_\_\_\_
- Dana studied several famous speeches to prepare for her presentation. (infinitive)  
\_\_\_\_\_

**Writing and Speaking Application**

Write two sentences about the weather where you live. Use different sentence beginnings. Read your sentences to a partner. Your partner should listen and think of another way to start one of the sentences. Then, switch roles with your partner.

# 71 CORRECTING FRAGMENTS

**A fragment is a group of words that does not express a complete thought.**

Fragments are not complete sentences. They may be missing a subject, a verb, or both.

<b>No subject</b>	Saw my friend at school.	I saw my friend at school.
<b>No verb</b>	My friend from band.	My friend from band plays the tuba.
<b>No subject, no verb</b>	At band practice.	I saw her at band practice.

If a fragment lacks a subject and verb, the missing parts can be added to make a complete sentence. The fragment can also be joined to a nearby sentence.

## Practice A Recognizing Fragments

*Read the groups of words. Write whether the words are a fragment or sentence.*

**Example:** Learned about sharks.

**Answer:** fragment

- On the coast near Galveston. \_\_\_\_\_
- Something in the dark room. \_\_\_\_\_
- Rode a bike to Cullen Park. \_\_\_\_\_
- Lisa worries a lot. \_\_\_\_\_
- We worked hard. \_\_\_\_\_
- The State Fair of Texas. \_\_\_\_\_
- She asked us questions. \_\_\_\_\_
- In the park by the lake. \_\_\_\_\_
- The report about rotating planets. \_\_\_\_\_
- You can see the moon at night. \_\_\_\_\_

## Practice B Correcting Phrase Fragments

*Read the groups of words. Rewrite them to eliminate the fragment. Use the directions in parentheses and combine the fragment with the sentence or add a subject and verb.*

**Example:** Kenny had an idea. To divide the chores. (add subject and verb)

**Answer:** Kenny had an idea. He wanted to divide the chores.

- My brother wants to speak Spanish well. Before his trip to Spain. (combine)  
\_\_\_\_\_
- Hummingbirds visited the feeder. In our yard. (combine)  
\_\_\_\_\_
- The children were tired. Playing all afternoon. (add subject and verb)  
\_\_\_\_\_
- Jay worked hard. To have a successful business. (add subject and verb)  
\_\_\_\_\_
- Aunt Marge will visit. At Thanksgiving. (combine)  
\_\_\_\_\_

## Writing and Speaking Application

Write several phrases about your favorite subject in school. Read your phrases to a partner. Your partner should listen and suggest ways to turn the phrases into sentences. Then, switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

**72 CORRECTING CLAUSE FRAGMENTS****A subordinate clause should not be capitalized and punctuated as if it were a sentence.**

Subordinate clauses do not express complete thoughts and cannot stand alone as sentences. When a subordinate clause is capitalized and punctuated like a sentence, it is a **clause fragment**. The fragment can be attached to a nearby sentence or words can be added to make a complete sentence. Look at these examples:

Clause Fragment	Complete Sentence
When I got home. I fed the dog.	When I got home, I fed the dog.
That are about animals.	My sister likes books that are about animals.

**Practice A Recognizing Clause Fragments**

Read the groups of words. Write whether the words are a fragment or sentence.

**Example:** After I saw a play by Shakespeare.

**Answer:** fragment

- |   |   |
|---|---|
| 1. Although I started my project. _____     | 6. That we saw last weekend. _____            |
| 2. Because the water was too cold. _____    | 7. We studied Greek mythology. _____          |
| 3. Before Rob starts the engine. _____      | 8. Which had an exhibit. _____                |
| 4. At the beach, we collected shells. _____ | 9. Who wears a uniform to work. _____         |
| 5. Her paper was about Mars. _____          | 10. Our class took a trip to City Hall. _____ |

**Practice B Correcting Clause Fragments**

Read the clause fragments. Rewrite them to form complete sentences.

**Example:** that I found on the Internet

**Answer:** My report included facts that I found on the Internet.

- as soon as I fell asleep \_\_\_\_\_
- before I leave for school \_\_\_\_\_
- that was held downtown \_\_\_\_\_
- which I thought tasted good \_\_\_\_\_
- where she left her math book \_\_\_\_\_
- after the game ended \_\_\_\_\_
- that I saw at the bookstore \_\_\_\_\_
- who is the principal of our school \_\_\_\_\_
- since I began taking lessons \_\_\_\_\_
- unless I make some extra money \_\_\_\_\_

**Writing and Speaking Application**

Choose three of the clauses above and use them in new sentences about a hobby or interest. Read your sentences to a partner. Your partner should listen for any fragments. Then, switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

**73 RUN-ON SENTENCES**

**A run-on is two or more complete sentences that are not properly joined or separated.**  
There are two types of run-ons.

- A **fused sentence** is two sentences that run together without punctuation.

I asked my sister she didn't know the answer.

- A **comma splice** is two or more sentences separated by only a comma.

I saw a hummingbird, its wings were beating so quickly.

**Practice A Recognizing Run-on Sentences**

*Read the groups of words. Write whether the words are a run-on or sentence.*

**Example:** Tom realized his mistake he started laughing about it.

**Answer:** run-on

- |   |   |
|---|---|
| 1. My essay was short, I had to add more information. _____         | 6. We looked at used cars on Saturday, the car lot is closed on Sunday. _____ |
| 2. After the game, I felt relieved. _____                           | 7. Sergio likes to help others he volunteers at the hospital. _____           |
| 3. The coach is demanding she expects a lot from her players. _____ | 8. Our new apartment is on Oak Street, and it is near the park. _____         |
| 4. I thought the story was sad because of how it ended. _____       | 9. I'm going to the mall to buy a gift. _____                                 |
| 5. Louisa May Alcott was a writer, but she was also a nurse. _____  | 10. Connie got a haircut, it was very flattering. _____                       |

**Practice B Identifying Types of Run-on Sentences**

*Read the run-on sentences. Write whether the run-on is a comma splice or a fused sentence.*

**Example:** The theater was full, we had to sit in the front row.

**Answer:** comma splice

1. A large colony of bats lives under the bridge, they eat a lot of mosquitoes. \_\_\_\_\_
2. Luis got the newspaper he wanted to find out who won the baseball game. \_\_\_\_\_
3. Jamie practiced her dance routine she performed it perfectly. \_\_\_\_\_
4. Patrice wants to be a veterinarian, she knows it requires a lot of school. \_\_\_\_\_
5. Sean left for school he forgot to bring his homework assignment. \_\_\_\_\_
6. I enjoyed the novel very much, my best friend thought it was boring. \_\_\_\_\_
7. The buses have bike racks, people can ride their bikes to and from bus stops. \_\_\_\_\_
8. Wildflowers bloomed along the road we stopped to take a picture. \_\_\_\_\_
9. Sofia wants to see the action movie Alberto wants to see the comedy. \_\_\_\_\_
10. Galveston is a barrier island, a major hurricane struck the island in 1900. \_\_\_\_\_

**Writing and Speaking Application**

Write one run-on sentence and one correct sentence about a holiday or special event. Read your sentences aloud to a partner. Your partner should identify which sentence is a run-on and which is correct. Then, switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

**74 THREE WAYS TO CORRECT RUN-ONS**

There are different ways to correct run-on sentences. Compare these methods:

Use an <b>end mark</b> to divide the run-on into two sentences.	I was tired I took a nap. I was tired. I took a nap.
Use a <b>comma</b> and <b>coordinating conjunction</b> ( <i>and, but, for, or, nor, so, yet</i> ) to make a compound sentence.	It was raining I got my umbrella. It was raining, <b>so</b> I got my umbrella.
Use a <b>semicolon</b> between independent clauses when the ideas are closely related.	The car broke we took it to a mechanic. The car broke; we took it to a mechanic.

**Practice A Correcting Run-on Sentences**

Read the run-on sentences. Rewrite them by splitting them into two sentences or by using a semicolon to separate the independent clauses.

**Example:** I gave my report on Wednesday it went well.

**Answer:** I gave my report on Wednesday. It went well.

1. Gail is the fastest runner she should run the final leg of the relay race.

\_\_\_\_\_

2. Saba works well with children she is a very patient person.

\_\_\_\_\_

3. Farmers put bee hives in their fields the bees help pollinate crops.

\_\_\_\_\_

4. History is Patrick's favorite subject he likes studying the Civil War.

\_\_\_\_\_

**Practice B Rewriting Run-on Sentences**

Read the run-on sentences. Use a comma and a coordinating conjunction to correct each one.

**Example:** I want to learn German I will study.

**Answer:** I want to learn German, so I will study.

1. Our class visited Lost Maples State Park we went on a nature walk.

\_\_\_\_\_

2. I went to sleep I forgot to set my alarm clock.

\_\_\_\_\_

3. My cell phone stopped working I replaced the battery.

\_\_\_\_\_

4. We can visit the museum we can tour the state capitol building.

\_\_\_\_\_

**Writing and Speaking Application**

Write one run-on sentence. Read your sentence aloud to a partner. Your partner should identify two different ways to correct the run-on sentence. Then, switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

**75 PROPERLY PLACING MODIFIERS****A modifier should be placed as close as possible to the word it describes.**

A modifier is a phrase or clause that acts as an adjective or adverb. When a modifier is not close to the word it modifies, a sentence may be odd or unclear. Revise the sentence by placing the modifier closer to the word it modifies:

<u>Chasing her tail</u> , <u>my sister</u> was entertained by the cat.	My sister was entertained by the <u>cat</u> <u>chasing her tail</u> .
--	---

**Practice A Identifying Misplaced Modifiers**

*Read the sentences. Then, underline the misplaced modifier in each sentence.*

**Example:** I put the apples in the bowl that we picked.

**Answer:** I put the apples in the bowl that we picked.

1. The car belongs to my neighbor with orange and white paint.
2. The announcer reported a traffic accident on the radio station.
3. The ranger saw a mountain lion hiking at Big Bend National Park.
4. Our family discovered the park driving through our new neighborhood.
5. Kate found the cat's toy vacuuming under the sofa.

**Practice B Recognizing and Correcting Misplaced Modifiers**

*Read the sentences. Then, rewrite them to correct the misplaced modifiers. You may need to add words to the sentences.*

**Example:** Flying between the trees, I saw a sugar glider.

**Answer:** I saw a sugar glider flying between the trees.

1. I bought a model plane kit at the hobby shop with 150 parts.

---

2. We saw glowing eyes driving along the country road at night.

---

3. Wrapping the gift, the paper tore.

---

4. Reading the newspaper, the sale ad caught my attention.

---

5. My grandmother called the plumber who has a leaking faucet.

---

**Writing and Speaking Application**

Write two to three sentences describing a scene from a movie or a TV show. Include at least two modifying phrases or clauses. Read your sentences aloud to a partner. Your partner should identify the modifiers and check if they are properly placed. Then, switch roles with your partner.



Name \_\_\_\_\_ Date \_\_\_\_\_

**76 AVOIDING DOUBLE NEGATIVES****Avoid writing sentences that contain double negatives.**

Negative words are used to deny something or to say no. Usually, a sentence should contain only one negative word or term, such as *no*, *none*, *nobody*, *no one*, *nothing*, *never*, *not*, and *nowhere*.

Incorrect Double Negative	Corrected With One Negative
I <u>didn't</u> want <u>nothing</u> for my birthday.	I <u>didn't</u> want anything for my birthday. I wanted <u>nothing</u> for my birthday.

**Practice A Identifying Double Negatives**

Read the sentences. Then, underline any negative words or terms. On the line, write whether each sentence has a double negative or is correct.

**Example:** I didn't like nothing on the menu.

**Answer:** I didn't like nothing on the menu. double negative

1. My mom hasn't had no luck finding her lost sunglasses. \_\_\_\_\_
2. I never experienced nothing like the thrill of climbing that mountain. \_\_\_\_\_
3. My sister can't have a pet because she's allergic to pet hair. \_\_\_\_\_
4. I didn't like none of the radio stations I could find in the car. \_\_\_\_\_
5. None of the students felt confident about their test scores. \_\_\_\_\_

**Practice B Correcting Double Negatives**

Read the sentences. Then, rewrite them to correct the double negatives.

**Example:** We hadn't seen no one when we entered the theater.

**Answer:** We hadn't seen anyone when we entered the theater.

1. The party invitation hadn't mentioned nothing about dinner.  
\_\_\_\_\_
2. After he fell off his bike, Stan thought he wouldn't never ride one again.  
\_\_\_\_\_
3. No one knew nothing about how the window had been broken.  
\_\_\_\_\_
4. Mom didn't have nowhere to put all the vegetables she grew in her garden.  
\_\_\_\_\_
5. Grandpa said he didn't like none of the shows that were on TV.  
\_\_\_\_\_

**Writing and Speaking Application**

Write two to three sentences describing a movie that you didn't like. Include at least two negatives in your sentences. Read your sentences aloud to a partner. Your partner should identify the negatives and check if they are used correctly. Then, switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

**77 AVOIDING COMMON USAGE PROBLEMS**

Review these common usage problems:

<b>To, Too, Two</b>	
<i>To</i> is a preposition or part of an infinitive. <i>Too</i> is an adverb. <i>Two</i> is a number.	We want <u>to</u> hike <u>to</u> the cabin. I wrote my answer <u>too</u> quickly. We saw <u>two</u> movies last weekend.
<b>There, Their, They're</b>	
<i>There</i> is an adverb or sentence starter. <i>Their</i> is a possessive adjective; it modifies a noun. <i>They're</i> is a contraction of <i>they are</i> .	There were two bikes over <u>there</u> . <u>Their</u> house is painted blue. <u>They're</u> going to repaint their house.
<b>Accept, Except</b>	
<i>Accept</i> is a verb; it means <i>to take something offered</i> ; to agree. <i>Except</i> is a preposition; it means <i>leaving out</i> ; <i>other than</i> .	We must <u>accept</u> the truth. <u>Except</u> for Jim, the whole class went on the field trip.

**Practice A Choosing the Correct Usage**

Read the sentences. Then, circle the word in parentheses that best completes each sentence.

**Example:** We are going (there, their, they're) for dinner tonight.**Answer:** We are going (there, their, they're) for dinner tonight.

- The restaurant is open every day (accept, except) Mondays.
- The Harpers are leaving (there, their, they're) children with a babysitter tonight.
- Mom puts (to, too, two) different kinds of cheese in her lasagna.
- We stopped the car (there, their, they're) because of the great view of the hills.
- Evan liked the car, but he thought it was (to, too, two) expensive.

**Practice B Correcting Usage Problems**

Read the sentences. Then, rewrite them to correct the usage problems.

**Example:** Everyone in our family accept me got the flu last year.**Answer:** Everyone in our family except me got the flu last year.

- The judges said that they're decision was final.  
\_\_\_\_\_
- The coach would not except excuses from any of her players.  
\_\_\_\_\_
- My parents insist that I go too the dentist two times a year.  
\_\_\_\_\_
- My favorite movie won too important awards this year.  
\_\_\_\_\_
- Their were severe thunderstorms, so it took a long time to get to school.  
\_\_\_\_\_

**Writing and Speaking Application**

Write two to three sentences describing a job you'd like to have someday. Use at least four of the words shown in the instruction above. Read your sentences aloud to a partner. Your partner should listen and record the sentences, checking for correct usage. Then, switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

**78 USING REGULAR VERBS**

The past and past participle of a regular verb are formed by adding **-ed** or **-d** to the present form. Most verbs are regular. To form their past and past participle forms, you just add **-ed** to the present form. If the verb ends in **e**, you just add **d** to the present form. With some verbs, you may need to double the last letter before adding **-ed**.

Present	Past	Past Participle
claim	claimed	(have) claimed
raise	raised	(have) raised
slip	slipped	(have) slipped

**Practice A Writing Principal Parts of Regular Verbs**

Read each verb below. Then, write the past and participle form of the verb on the line provided.

**Example:** open

**Answer:** opened, (have) opened

- |                   |                  |
|-------------------|------------------|
| 1. shout _____    | 6. drop _____    |
| 2. remember _____ | 7. force _____   |
| 3. fix _____      | 8. amend _____   |
| 4. train _____    | 9. disturb _____ |
| 5. depend _____   | 10. follow _____ |

**Practice B Using Regular Verbs in Sentences**

Read each sentence. Then, rewrite the sentence. Replace the underlined verb with the principal part shown in parentheses.

**Example:** After dinner, we walk around the block. (past)

**Answer:** After dinner, we walked around the block.

- Alice crosses the street. (past) \_\_\_\_\_
- The car stops at the corner. (past participle) \_\_\_\_\_
- The crowd cheers for Bobby. (past) \_\_\_\_\_
- Jenny washes her clothes. (past participle) \_\_\_\_\_
- The bands march in the parade. (past) \_\_\_\_\_
- Rain pelts the porch. (past participle) \_\_\_\_\_
- The fire burns the house down. (past) \_\_\_\_\_
- She receives a present. (past participle) \_\_\_\_\_
- My parents support the family. (past) \_\_\_\_\_
- The magician waves his wand. (past participle) \_\_\_\_\_

**Writing and Speaking Application**

Write three sentences about a parade or show that happened in the past. Use past tense regular verbs in your sentences. Read your sentences aloud to a partner. Have your partner identify each verb you used. Switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

**79 USING IRREGULAR VERBS**

**The past and past participle of an irregular verb are not formed by adding -ed or -d to the present tense form.**

Many common verbs are irregular. Their past and past participle forms are created by changing the spelling of the present form. You may need to memorize the correct forms of irregular verbs or check a dictionary entry for the verb. The chart below shows three different types of irregular verbs.

Type	Present	Past	Past Participle
Same past and past participle	buy, say	bought, said	(have) bought, (have) said
Same present, past, and past participle	cost, put	cost, put	(have) cost, (have) put
Change in other ways	break, ring	broke, rang	(have) broken, (have) rung

**Practice A Writing Principal Parts of Irregular Verbs**

Read each group of verb forms below. Then, fill the blank by supplying the correct present, past, or past participle form of the verb.

**Example:** lead          led          \_\_\_\_\_

**Answer:** (have) led

Present	Past	Past Participle	Present	Past	Past Participle
1. speak	spoke	_____	6. shake	_____	(have) shaken
2. _____	rode	(have) ridden	7. set	_____	(have) set
3. burst	burst	_____	8. forget	forgot	_____
4. know	_____	(have) known	9. _____	sang	(have) sung
5. swim	swam	_____	10. hurt	_____	(have) hurt

**Practice B Correcting Irregular Verbs in Sentences**

Read each sentence. Then, rewrite the sentence. Replace the underlined verb form with the correct form.

**Example:** Garrett knowed the answer.

**Answer:** Garrett knew the answer.

- The team choosed a new captain. \_\_\_\_\_
- A breeze blowed through the trees. \_\_\_\_\_
- We have winned the championship. \_\_\_\_\_
- I have not sleeped for two days. \_\_\_\_\_
- What animal maked these prints? \_\_\_\_\_
- A forest fire has breaked out in Montana. \_\_\_\_\_
- The puppy holded out its paw. \_\_\_\_\_
- Lisa setted the cake on the table. \_\_\_\_\_

**Writing and Speaking Application**

Write a paragraph about a time you did something better than you had ever done before. Use past or past participle forms of irregular verbs in your sentences. Read your paragraph aloud to a partner. Have your partner tell whether you used the right form of each verb.

Name \_\_\_\_\_ Date \_\_\_\_\_

**80 IDENTIFYING THE BASIC FORMS OF THE SIX TENSES**

**The tense of a verb shows the time of the action or state of being.**

Verbs have six tenses that show whether an action is happening in the present, past, or future. If the verb shows that the action is going on over a period of time, use the present perfect, past perfect, or future perfect tense. The chart below shows the basic form of the six tenses.

Tense	Principal Part Used	Regular Verb Basic Forms	Irregular Verb Basic Forms
Present	Present	I try.	I forget.
Past	Past	I tried.	I forgot.
Future	Present	I will try.	I will forget.
Present perfect	Past participle	I have tried.	I have forgotten.
Past perfect	Past participle	I had tried.	I had forgotten.
Future perfect	Past participle	I will have tried.	I will have forgotten.

**Practice A Identifying Verb Tenses in Sentences**

Read each sentence. Then, write the underlined verb and its tense on the line provided.

**Example:** It has rained all afternoon.

**Answer:** has rained — present perfect

1. Rain had flooded the streets. \_\_\_\_\_
2. Puddles sat on our sidewalk. \_\_\_\_\_
3. I have bought an umbrella today. \_\_\_\_\_
4. By tonight, more than eight inches of rain will have fallen. \_\_\_\_\_
5. Danielle will wait until the rain stops. \_\_\_\_\_

**Practice B Forming Verb Tenses**

Read each sentence and locate the underlined verb. Write the form of that verb for the tense shown in parentheses.

**Example:** The audience cheers. (past)

**Answer:** cheered

1. Jane studies for the test. (past perfect) \_\_\_\_\_
2. She answers each question. (future) \_\_\_\_\_
3. The team plays very well. (present perfect) \_\_\_\_\_
4. I speak at the assembly. (past) \_\_\_\_\_
5. By tonight, I read all three books. (future present) \_\_\_\_\_

**Writing and Speaking Application**

Write three sentences about a time you visited relatives. Use different verb tenses in your sentences. Read your sentences aloud to a partner. Have your partner identify each verb you used and its tense. Then, switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

**81 CONJUGATING THE BASIC FORMS OF VERBS**

**A conjugation is a list of the singular and plural forms of a verb in a particular tense.**

You already know that verbs have six tenses. Each of the six tenses has six forms. When you write out all of the forms of the verb in each of the tenses, you are *conjugating* the verb. The chart below shows a conjugation of the forms of the verb *speak* for four tenses.

Tense	Singular	Plural
Present	I speak. You speak. He, she, or it speaks.	We speak. You speak. They speak.
Past	I spoke. You spoke. He, she, or it spoke.	We spoke. You spoke. They spoke.
Future	I will speak. You will speak. He, she, or it will speak.	We will speak. You will speak. They will speak.
Present perfect	I have spoken. You have spoken. He, she, or it has spoken.	We have spoken. You have spoken. They have spoken.

**Practice A Conjugating the Basic Forms of Verbs**

Read each verb. Then, conjugate the singular and plural forms of the verb for the tense and person indicated in parentheses.

**Example:** give (past) (third person)

**Answer:** He, she or it gave. They gave.

- arrive (present) (third person) \_\_\_\_\_
- stir (past) (second person) \_\_\_\_\_
- believe (future) (second person) \_\_\_\_\_
- set (present perfect) (first person) \_\_\_\_\_
- teach (present) (first person) \_\_\_\_\_

**Practice B Using Verb Forms in Sentences**

Read each sentence. Then, complete the sentence by filling in the blank with the verb and verb form indicated in parentheses.

**Example:** The engineer \_\_\_\_\_ the bridge. (*design*, past tense)

**Answer:** designed

- She \_\_\_\_\_ a wonderful story. (*write*, present perfect tense)
- Dina \_\_\_\_\_ presents for her children. (*wrap*, past tense)
- The boys \_\_\_\_\_ new sneakers soon. (*need*, future tense)
- His confidence \_\_\_\_\_. (*shake*, present perfect tense)
- Where \_\_\_\_\_ you \_\_\_\_\_ now? (*go*, future tense)

**Writing and Speaking Application**

Write three sentences about things you might see while looking at the sky. Use different verb tenses in your sentences. Read your sentences aloud to a partner. Have your partner identify each verb you used and its tense. Then, switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

**82 CONJUGATING BE**

**Be is the most common verb in the English language. Its conjugation forms are very irregular.** The present forms are *am*, *is*, and *are*. The past forms are *was* and *were*. The future is formed with *will be*. The present participle is *being*. The past participle is *(has) been*. In the chart below, notice how the parts of *be* are used in four different tenses in both singular (one) and plural (more than one) forms.

Tense	Singular	Plural
Present	I am. You are. He, she, or it is.	We are. You are. They are.
Past	I was. You were. He, she, or it was.	We were. You were. They were.
Future	I will be. You will be. He, she, or it will be.	We will be. You will be. They will be.
Present perfect	I have been. You have been. He, she, or it has been.	We have been. You have been. They have been.

**Practice A Conjugating the Basic Forms of Be**

Read each sentence. Then, complete the sentence by filling in the form of *be* that matches the tense shown in parentheses.

**Example:** I \_\_\_\_\_ in the top row of the auditorium. (future)

**Answer:** will be

- Danielle \_\_\_\_\_ my best friend since first grade. (present perfect)
- This scarf \_\_\_\_\_ very colorful. (present)
- My mother \_\_\_\_\_ in a good mood this morning (past)
- Jeanie \_\_\_\_\_ the only violinist. (future)
- Who \_\_\_\_\_ the two top salespeople? (present)

**Practice B Using Verb Forms in Sentences**

Read the sentences, which are all in the present tense. Then, rewrite each sentence, changing it to the tense indicated in parentheses.

**Example:** Hal is a successful artist. (future)

**Answer:** Hal will be a successful artist.

- I am on a secret mission. (present perfect) \_\_\_\_\_
- Corey is the first to arrive. (past) \_\_\_\_\_
- Dinner is at 8 o'clock tonight. (future) \_\_\_\_\_
- Jose and Marta are good friends. (present perfect) \_\_\_\_\_
- Under the bed is my missing sock. (past) \_\_\_\_\_

**Writing and Speaking Application**

Write two sentences using forms of the verb *be* in present tense. Then, share your sentences with three partners. One partner should read the sentences aloud, changing the verbs to past tense, one to future tense, and one to present perfect tense. Compare and correct each other's sentences.

Name \_\_\_\_\_ Date \_\_\_\_\_

**83 RECOGNIZING THE PROGRESSIVE TENSE OF VERBS**

**The progressive tense, or form, of a verb shows an action or condition that is ongoing.**

The progressive form of a verb describes an event that is in progress. You create the progressive form by using the present participle of a verb: the form that ends in *-ing*. You also add a form of the verb *be*. The chart below shows the progressive forms of the verb *change*.

Progressive Tense	Be + Present Participle	Progressive Tense	Be + Present Participle
Present	I am changing.	Present perfect	I have been changing.
Past	I was changing.	Past perfect	I had been changing.
Future	I will be changing.	Future perfect	I will have been changing.

Show that you recognize progressive tenses of verbs by completing the following exercises.

**Practice A Recognizing the Progressive Tenses in Sentences**

Read each sentence. Circle the progressive form verb in the sentence. Then, write the tense of the verb on the line provided.

**Example:** I am reading my e-mails.

**Answer:** I am reading my e-mails. present progressive

- The runners were approaching the finish line. \_\_\_\_\_
- The choir is performing in the auditorium. \_\_\_\_\_
- All of my friends will be singing. \_\_\_\_\_
- By next week, I will have been working for a full year. \_\_\_\_\_
- I had been storing supplies in the garage. \_\_\_\_\_

**Practice B Using Progressive Tense Verbs in Sentences**

Read the sentences. Then, complete each one, using the tense of the verb in parentheses.

**Example:** We \_\_\_\_\_ with my grandparents. (*stay*, future progressive)

**Answer:** We will be staying with my grandparents.

- Jane and Darla \_\_\_\_\_ with each other. (*argue*, past progressive)
- My aunt \_\_\_\_\_ a new store. (*open*, present progressive)
- Jon \_\_\_\_\_ in that office for six months. (*work*, present perfect progressive)
- By tomorrow, I \_\_\_\_\_ for three months. (*diet*, future perfect progressive)
- The tourists \_\_\_\_\_ for two weeks. (*travel*, past perfect progressive)

**Writing and Speaking Application**

Write a paragraph describing a sale at a store. Use progressive tense verbs in your paragraph. Read your paragraph aloud to a partner. Have your partner identify the verbs you used and their tenses. Then, switch roles with your partner.



Name \_\_\_\_\_ Date \_\_\_\_\_

**84 CONJUGATING PROGRESSIVE TENSES**

To conjugate the progressive tenses of a verb, add the present participle of the verb to the basic forms of *be*.

With all verbs, regular or irregular, you create the progressive tense by using the present participle—the one that ends in *-ing*—with different forms of the verb *be*.

Here are examples of the six progressive tenses. Notice how the form of *be* changes in progressive tenses.

<b>Present progressive</b>	Maria <i>is selling</i> her car.
<b>Past progressive</b>	She <i>was hoping</i> to get a good price for it.
<b>Future progressive</b>	She <i>will be advertising</i> the car in the local newspaper.
<b>Present perfect progressive</b>	Maria <i>has been designing</i> a special ad.
<b>Past perfect progressive</b>	Scott <i>had been asking</i> Maria about the car.
<b>Future perfect progressive</b>	By Thursday, the ad <i>will have been running</i> for a week.

**Practice A Recognizing the Progressive Tenses in Sentences**

Read each sentence. Then, write the tense of the underlined verb on the line provided.

**Example:** I am starting a new job.

**Answer:** present progressive

1. They were calling their friends. \_\_\_\_\_
2. Carolyn is trying out for the glee club. \_\_\_\_\_
3. By tomorrow, they will have been painting our house for a week. \_\_\_\_\_
4. Phil had been hoping to buy a new sweater. \_\_\_\_\_
5. The basketball players have been practicing every day. \_\_\_\_\_

**Practice B Using Progressive Tense Verbs in Sentences**

Read the sentences. Then, fill in the blank so that each sentence contains the progressive tense of the verb shown in parentheses.

**Example:** The trees \_\_\_\_\_ in the breeze. (*bend*, past progressive)

**Answer:** were bending

1. The rescue squad members \_\_\_\_\_ next week. (*train*, future progressive)
2. By then, they \_\_\_\_\_ many new rescue techniques. (*learn*, future perfect progressive)
3. Van and Orrie \_\_\_\_\_ the class. (*teach*, past perfect progressive)
4. Callie \_\_\_\_\_ portraits of her relatives. (*draw*, present progressive)
5. I \_\_\_\_\_ scout groups for two years. (*lead*, present perfect progressive)
6. \_\_\_\_\_ you \_\_\_\_\_ to apply for that job? (*intend*, past progressive)

**Writing and Speaking Application**

Write three sentences describing a job or errand you handled. Use verbs in different progressive tenses in your sentences. Read your sentences aloud to a partner. Have your partner identify the tense of each verb you used. Then, switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

**85 IDENTIFYING ACTIVE AND PASSIVE VOICE**

The **voice** of a verb shows whether or not the subject is performing the action. A verb is in the **active voice** when its subject performs the action. A verb is in the **passive voice** when its subject does not perform the action.

You can recognize a passive verb because it is always a verb phrase made from a form of *be* and a past participle. The performer of the action may not always be named in a passive voice sentence.

<b>Active voice</b>	Karen <i>cooked</i> dinner for us.
<b>Passive voice</b>	Our dinner <i>was cooked</i> by Karen. Our dinner <i>has been cooked</i> . (No performer is named.)

Show that you understand and can use active and passive voice by completing the following exercises.

**Practice A Recognizing Active or Passive Voice**

Read each sentence. Decide if the underlined verb is written in active or passive voice. Write AV for active voice or PV for passive voice.

**Example:** That mountain has been climbed before.

**Answer:** PV

- The schedule has been set. \_\_\_\_\_
- We begin practice tomorrow. \_\_\_\_\_
- Our puppy will be examined next. \_\_\_\_\_
- The play was produced in New York. \_\_\_\_\_
- The tower was built in 1970. \_\_\_\_\_
- The center tapped the ball. \_\_\_\_\_
- The window was struck by a stone. \_\_\_\_\_
- This bike can spin in the air. \_\_\_\_\_
- Stu requested a ham sandwich. \_\_\_\_\_
- The horses were led into the corral. \_\_\_\_\_

**Practice B Using Active and Passive Voice in Sentences**

Read each sentence in passive voice. Then, rewrite the sentence in active voice.

**Example:** The engine was tested by the mechanic.

**Answer:** The mechanic tested the engine.

- My ears were bombarded by music.

\_\_\_\_\_

- The band was hired by my uncle.

\_\_\_\_\_

- The guitar was tuned by Sandy.

\_\_\_\_\_

- The child was adopted by the young couple.

\_\_\_\_\_

- The papers were signed by them.

\_\_\_\_\_

**Writing and Speaking Application**

Write a short paragraph about a class report in which different students handle different parts. Use both active and passive voice verbs. Then, read your paragraph aloud to a partner. Have your partner decide the voice of each sentence.

Name \_\_\_\_\_ Date \_\_\_\_\_

**86 TROUBLESOME VERBS****Some verbs cause writers problems. You must learn to use these verbs correctly.**

Remember these rules about troublesome verbs.

Use *isn't*, not *ain't*.The past participle of *lie* is *lain*, not *laid*.Use *did*, not *done*, as the past tense of *do*.Use *gone* with a helping verb, not *went*.Use *saw*, not *seen*, as the past tense of *see*.Use *set*, not *sat*, to mean “placed something.”Use *dragged*, not *drug*, as the past tense of *drag*.Use *should have*, not *should of*.The past tense of *lie* is *lay*, not *laid*.Use *said* to report someone's words, not *says*.**Practice A Using the Correct Verb***Read the sentences. Then, circle the correct form of the verb from the pair in parentheses.***Example:** The cat (dragged, drug) a dead mouse into our apartment.**Answer:** The cat (dragged, drug) a dead mouse into our apartment.

1. My little brother (laid, lay) asleep on the sofa.
2. Then he (said, says), “Raise the sails.”
3. There (ain't, isn't) any reason to change.
4. Lane (done, had done) the right thing.
5. She (has lain, has laid) on the sofa all day.
6. They (had went, had gone) fishing.
7. Bella (should have, should of) quit that job.
8. I (seen, saw) a shadow on the wall.
9. My brother (says, said), “That was creepy.”
10. I (laid, lied) a hand on her shoulder.

**Practice B Using Troublesome Verbs Correctly***Read the sentences. Rewrite each sentence using the correct verb.***Example:** I done my best to finish the test.**Answer:** I did my best to finish the test.

1. Forrest has never did anything illegal.

\_\_\_\_\_

2. Then a mysterious voice says, “Don't turn around.”

\_\_\_\_\_

3. I never seen who was doing the talking.

\_\_\_\_\_

4. Luckily, the mystery person ain't around now.

\_\_\_\_\_

5. The firefighters should of arrived by now.

\_\_\_\_\_

6. The waiter sat the dish on the table.

\_\_\_\_\_

**Writing and Speaking Application**

Write a brief dialogue between a student and a teacher. The student uses troublesome verbs incorrectly, and the teacher explains the right way to use each verb. Read your dialogue aloud with a partner. One of you plays the student, and the other plays the teacher. Then, switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

**87 THE NOMINATIVE CASE**

**Use personal pronouns in the nominative case for (1) the subject of a verb and (2) a predicate pronoun.**

There are three cases of pronouns—nominative, objective, and possessive. You use nominative case pronouns when the pronoun is the subject of a verb. You also use nominative case pronouns for a predicate pronoun that comes after a linking verb in a sentence. The nominative case pronouns are *I, we, you, he, she, it, and they*.

SUBJECT: **She** planted flowers in the garden.

PREDICATE PRONOUN: The person planting flowers was **she**.

Be especially careful when a pronoun is part of a compound subject or a compound predicate nominative. Say the pronoun with the verb or invert the sentence to put the pronoun before the verb.

EXAMPLE: Terry and \_\_\_\_\_ were talking. (*she* was talking or *her* was talking?)

CORRECT: Terry and **she** were talking.

EXAMPLE: The high scorers were Dan and \_\_\_\_\_. (*we* were scorers or *us* were scorers?)

CORRECT: The high scorers were Dan and **we**.

Dan and **we** were the high scorers.

**Practice A Identifying Nominative Case Pronouns**

Read each sentence. Circle the correct pronoun from the choices in parentheses.

**Example:** The person in charge was (she, her).

**Answer:** The person in charge was (she, her).

1. My father and (me, I) went fishing.
2. Inside the boat were my father and (me, I).
3. Cecily and (her, she) are good friends.
4. Into the room came Danielle and (she, her)
5. Jason and (he, him) bought new shoes.
6. The new owners are Carlos and (he, him).
7. Tom and (me, I) ate dinner there.
8. The waitresses were Deb and (her, she).
9. Kelli's sister and (they, them) cooked.
10. Claudia and (we, us) studied the menu.

**Practice B Using Nominative Case Pronouns in Sentences**

Read each sentence. Then, fill in the blank with a nominative case pronoun of your choice.

**Example:** The best performers were Sammi and \_\_\_\_\_.

**Answer:** she.

1. The last to arrive were Callie and \_\_\_\_\_.
2. Phil and \_\_\_\_\_ created a Web site.
3. The most talented player was \_\_\_\_\_.
4. Silvio, Dave and \_\_\_\_\_ sang a trio.
5. Into the room came Oliver and \_\_\_\_\_.
6. \_\_\_\_\_ have been practicing all morning.
7. It was \_\_\_\_\_ who drove in the winning run.
8. The starters will be \_\_\_\_\_.
9. Dinah and \_\_\_\_\_ are in charge.
10. \_\_\_\_\_ was taking karate lessons.

**Writing and Speaking Application**

Write three sentences about tryouts for a team or a play. Use nominative case pronouns in your sentences. Then, read your sentences aloud to a partner. Have your partner listen for and correct any pronoun errors. Then, switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

**88 THE OBJECTIVE CASE**

**Use personal pronouns in the objective case for (1) a direct object, (2) an indirect object, and (3) the object of a preposition.**

The objective case pronouns are *me, us, you, him, her, it, and them*.

DIRECT OBJECT (DO): Tom's father drove **them** to the game.

INDIRECT OBJECT (IO): He offered **her** a ride, too.

OBJECT OF PREPOSITION (OP): Dennis sat beside **him**.

If a pronoun is part of a compound object, think of only the pronoun with the rest of the sentence. Also, be careful if a question begins with a verb. In that case, invert the sentence to put the subject before the verb. This will help you pick the right pronoun.

EXAMPLE: The coach named Kerri and \_\_\_\_\_ captains. (named *I* or named *me*?)

CORRECT: The coach named Kerri and **me** captains.

EXAMPLE: Did you ask Jerry and \_\_\_\_\_ about the test? (Think: You did ask *him* or *he*?)

CORRECT: Did you ask Jerry and him about the test?

**Practice A Identifying Objective Case Pronouns**

Read each sentence. Circle the correct pronoun from the choices in parentheses. Then, label it DO, IO, or OP.

**Example:** I saw Helen and (she, her) at the concert.

**Answer:** I saw Helen and (she, her) at the concert. DO

1. Corinne's dad gave (she, her) advice. \_\_\_\_\_
2. Have you seen Jim and (they, them)? \_\_\_\_\_
3. No one wanted to sit by (they, them). \_\_\_\_\_
4. Who chose Allan and (us, we)? \_\_\_\_\_
5. I hope no one picks Clay or (I, me). \_\_\_\_\_
6. Mom gave Anna and (I, me) outfits. \_\_\_\_\_

**Practice B Using Objective Case Pronouns in Sentences**

Read each sentence. Then, write an objective case pronoun of your own choice in the blank.

**Example:** Kyle asked about Donna and \_\_\_\_\_.

**Answer:** Kyle asked about Donna and her.

1. Dale followed \_\_\_\_\_ into the room.
2. The dog lay between Cara and \_\_\_\_\_.
3. Please make Tina and \_\_\_\_\_ lunch.
4. Lori placed \_\_\_\_\_ right beside \_\_\_\_\_.
5. Is our team scheduled to play \_\_\_\_\_?
6. Celia gave \_\_\_\_\_ a call.
7. I would do anything for \_\_\_\_\_.
8. The lion stared at Logan and \_\_\_\_\_.

**Writing and Speaking Application**

Write four sentences about an argument or disagreement you had and how it was resolved.

Use objective case pronouns in your sentences. Then, read your sentences aloud to a partner.

Have your partner listen for and correct any pronoun errors. Then, switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

**89 THE POSSESSIVE CASE**

**Use the possessive case of personal pronouns before nouns to show possession. In addition, certain personal pronouns may also be used by themselves to indicate possession.**

The possessive case is used to show ownership. The chart shows which possessive pronouns are used before nouns and which ones can stand alone.

<b>Possessive pronouns used before nouns</b>	my, our, your, his, her, its, our, their	She cleaned <i>her</i> room.
<b>Possessive pronouns that can stand alone</b>	mine, ours, yours, his, hers, theirs	That notebook was <i>hers</i> .

Possessive nouns, such as *boys'* or *Davia's*, usually contain an apostrophe and *s*. Several personal pronouns in the possessive case end in *s*, but they never contain an apostrophe. The word *it's*—with an apostrophe— is a contraction meaning “it is.”

**Practice A Identifying Possessive Case Pronouns**

*Read the sentences. Write the correct pronoun from the choices in parentheses.*

**Example:** The apartment was (ours, our's).

**Answer:** ours

- The new store was (her's, hers). \_\_\_\_\_
- When does (you're, your) class start? \_\_\_\_\_
- The burning house was (our's, ours). \_\_\_\_\_
- Did you put (your, you're) clothes away? \_\_\_\_\_
- The dog buried bones in (there, their) yard. \_\_\_\_\_
- (His, His') is the red convertible. \_\_\_\_\_
- (They're, Their) mother is a librarian. \_\_\_\_\_
- The deer raised (its, it's) head. \_\_\_\_\_

**Practice B Using Possessive Case Pronouns Correctly in Sentences**

*Read each sentence. Then, write a possessive case pronoun of your own choice in the blank.*

**Example:** We drove to \_\_\_\_\_ house in the morning.

**Answer:** their

- She put the basket into \_\_\_\_\_ car.
- The gloves that I found were \_\_\_\_\_.
- The goose injured \_\_\_\_\_ wing.
- Have you used \_\_\_\_\_ new stove?
- The toolbox was \_\_\_\_\_.
- \_\_\_\_\_ brother has a new job.
- The tigers paced inside \_\_\_\_\_ cage.
- Anya yelled at \_\_\_\_\_ brother.
- Of all the recipes, \_\_\_\_\_ was the best.
- The packages in the corner are \_\_\_\_\_.

**Writing and Speaking Application**

With a partner, write a short skit about a time you went shopping with several other people. Use at least three possessive case pronouns in your dialogue. Then, perform your skit with your partner. Have your classmates listen for and identify the possessive pronouns you use.

Name \_\_\_\_\_ Date \_\_\_\_\_

**90 SINGULAR AND PLURAL SUBJECTS****The subject and verb in a sentence must agree in number.**

A subject can be singular in number or plural in number. *Singular* means “one,” and *plural* means “more than one.” Most nouns form their plurals by adding -s or -es, so they are easy to recognize. Some other nouns change their spelling for the plural. Pronouns used as subjects in sentences can also be singular or plural.

<b>Singular nouns</b>	book, cent, child, mouse, watch, woman
<b>Plural nouns</b>	books, cents, children, mice, watches, women
<b>Singular pronoun subjects</b>	I, he, she, her, it, each, anyone, everyone, someone, this, that
<b>Plural pronoun subjects</b>	we, you, they, all, these, those, both
<b>Pronouns that can be singular or plural subjects</b>	you, some, who, any, none

**Practice A Identifying Number in Nouns and Pronouns**

Read each word or group of words. Then, write whether the word or words are singular, plural, or both.

**Example:** candles**Answer:** plural

- |                  |                   |
|------------------|-------------------|
| 1. knife _____   | 6. some _____     |
| 2. strings _____ | 7. address _____  |
| 3. men _____     | 8. oxen _____     |
| 4. pen _____     | 9. everyone _____ |
| 5. we _____      | 10. tooth _____   |

**Practice B Identifying Singular and Plural Subjects**

Read each sentence. Then, write whether the underlined subject is singular or plural.

**Example:** The kite soared high in the air.**Answer:** singular

- |  |  |
|--|--|
| 1. <u>Those</u> are our best friends. _____          | 6. <u>Each</u> ordered fish for dinner. _____    |
| 2. <u>Some</u> of the pie was left. _____            | 7. The <u>geese</u> flew over our heads. _____   |
| 3. <u>Both</u> received awards. _____                | 8. Are <u>you</u> the magicians we hired? _____  |
| 4. The <u>actress</u> performed on stage. _____      | 9. In the zoo was a <u>pride</u> of lions. _____ |
| 5. A <u>box</u> of raisins sat in the cabinet. _____ | 10. <u>This</u> is a beautiful fountain. _____   |

**Writing and Speaking Application**

Imagine that you are looking inside a cabinet in your kitchen at home. Write four sentences about different things you might see. Use both singular and plural subjects in your sentences. Read your sentences aloud to a partner. Have your partner identify each subject and its number.

Name \_\_\_\_\_ Date \_\_\_\_\_

**91 SINGULAR AND PLURAL VERBS****The subject and verb in a sentence must agree in number.**

Just like subjects, verbs used in sentences can be singular in number or plural in number. Present tense verbs sometimes cause writers problems. A present tense verb used with a singular noun subject should have an *-s* at the end. Also, a present tense verb used with a third-person singular pronoun subject (such as *he, she, it, each, someone*) should have an *-s* at the end.

Some forms of the verb *be* can also be singular (*is, was, has been*) or plural (*are, were, have been*). You must use a singular form with a singular subject and a plural form with a plural subject.

<b>Singular noun subjects</b>	The child sees. The bell rings. The woman sews.
<b>Singular pronoun subjects</b>	She sees. It rings. She sews.
<b>Plural noun subjects</b>	The children see. The bells ring. The women sew.
<b>Plural pronoun subjects</b>	They see. They ring. They sew.
<b>Singular forms of <i>be</i></b>	He is quiet. She was worried. It has been closed.
<b>Plural forms of <i>be</i></b>	They are quiet. They were worried. They have been closed.

**Practice A Identifying Number in Verbs**

Read each group of words. Then, write whether the underlined verb is singular or plural.

**Example:** The pond reflects.

**Answer:** singular

1. A wall was painted. \_\_\_\_\_
2. It survives. \_\_\_\_\_
3. Turtles swim. \_\_\_\_\_
4. We feel angry. \_\_\_\_\_
5. Reports have been written. \_\_\_\_\_
6. She comments. \_\_\_\_\_
7. Both clocks strike on the hour. \_\_\_\_\_
8. The teachers explain. \_\_\_\_\_
9. Each remembers. \_\_\_\_\_
10. Both pause. \_\_\_\_\_

**Practice B Determining Singular and Plural Verbs in Sentences**

Read each sentence. Then, write whether the blank should be filled with a singular or plural verb.

**Example:** A tugboat \_\_\_\_\_ into the harbor.

**Answer:** singular

1. The gulls \_\_\_\_\_ near the shore. \_\_\_\_\_
2. Each \_\_\_\_\_ a quart of juice. \_\_\_\_\_
3. The children \_\_\_\_\_ games. \_\_\_\_\_
4. She \_\_\_\_\_ the world's record. \_\_\_\_\_
5. Several \_\_\_\_\_ bicycles to school. \_\_\_\_\_
6. Each \_\_\_\_\_ a new pair of gloves. \_\_\_\_\_
7. My ears \_\_\_\_\_ every word. \_\_\_\_\_
8. They \_\_\_\_\_ with me to the store. \_\_\_\_\_
9. He \_\_\_\_\_ where we live. \_\_\_\_\_
10. Flowers \_\_\_\_\_ in the spring. \_\_\_\_\_

**Writing and Speaking Application**

Write three sentences about things you might see at a lake. Use singular and plural present tense verbs. Read your sentences aloud to a partner. Have your partner identify each verb and its number. Then, switch roles with your partner.



Name \_\_\_\_\_ Date \_\_\_\_\_

**92 MAKING VERBS AGREE WITH SINGULAR AND PLURAL SUBJECTS**

**The subject and verb in a sentence must agree in number. A prepositional phrase that comes between a subject and its verb does not affect subject-verb agreement.**

Match singular subjects with singular verbs and plural subjects with plural verbs. Remember that a present tense singular verb often ends in *-s*. Also, remember that the singular forms of the verb *be* include *am*, *is*, *was*, and *has been*, and the plural forms include *are*, *were*, and *have been*.

SINGULAR: This bulb *is* burned out. The jar *is* cracked.  
 PLURAL: These bulbs *are* burned out. The jars *were* cracked.

If a subject is separated from its verb by a prepositional phrase, ignore the prepositional phrase. Make sure the verb agrees in number with the subject. The object of the preposition is never the subject.

SINGULAR: The lane ~~between the buildings~~ *needs* repairs.  
 PLURAL: The stains ~~on my shirt~~ *are* hard to remove.

**Practice A Making Subjects and Verbs Agree**

Read the sentences. Circle the verb in parentheses that agrees with the subject. Then, label the subject singular or plural.

**Example:** The men on the team (practice, practices) hard.

**Answer:** The men on the team (practice, practices) hard. plural

1. The injured man (need, needs) stitches. \_\_\_\_\_
2. My cousin never (write, writes) me. \_\_\_\_\_
3. The boxes in the attic (belong, belongs) to my mother. \_\_\_\_\_
4. A can of tennis balls (is, are) on the top shelf. \_\_\_\_\_

**Practice B Revising for Subject-Verb Agreement**

Read the sentences. Then, if a sentence has an error in subject-verb agreement, rewrite the sentence correctly. If a sentence has no error, write correct.

**Example:** A car crash into the fence.

**Answer:** A car crashes into the fence.

1. The flowers in the field is spreading quickly.  
 \_\_\_\_\_
2. Each woman on the committee offer suggestions.  
 \_\_\_\_\_
3. The players on our team are wearing green uniforms.  
 \_\_\_\_\_
4. The Olympic athletes needs more practice at the gym.  
 \_\_\_\_\_

**Writing and Speaking Application**

Write a paragraph about a party. Use singular and plural subjects and present tense verbs. Partners should read aloud their paragraphs and discuss whether the subjects and verbs agree.

Name \_\_\_\_\_ Date \_\_\_\_\_

**93 MAKING VERBS AGREE WITH COLLECTIVE NOUNS**

**Use a singular verb with a collective noun acting as a single unit. Use a plural verb when the individual members of the group are acting individually.**

Collective nouns name groups of people or things. A collective noun that acts as one group together is singular and takes a singular verb. A collective noun in which the group members act as individuals is plural and takes a plural verb.

SINGULAR: The *committee* holds monthly meetings. The *band* was invited to be in the parade.

PLURAL: The *committee* hold different opinions on the issue. The *band* are wearing their new uniforms.

**Practice A Identifying the Number of Collective Nouns**

*Read the sentences. Then, label each underlined collective noun as singular or plural.*

**Example:** The herd are all grazing on the hillside.

**Answer:** plural

1. The army was made up of several platoons. \_\_\_\_\_
2. The club are going door-to-door to collect funds. \_\_\_\_\_
3. The staff are working together on the new rules. \_\_\_\_\_
4. Our class are mostly in agreement on the proposal. \_\_\_\_\_
5. The jury has reached a verdict. \_\_\_\_\_

**Practice B Making Verbs Agree With Collective Nouns**

*Read the sentences. Then, circle the verb in parentheses that agrees with the subject.*

**Example:** After class, the band (put, puts) their instruments away.

**Answer:** After class, the band (put, puts) their instruments away.

1. The grand jury (serves, serve) an important role.
2. The council (is holding, are holding) its meeting on Wednesday evening.
3. The group (hope, hopes) to resolve their differences.
4. A majority of the class (have, has) finished their reports.
5. The staff (was given, were given) offices throughout the building.
6. The team (was, were) ahead in the championship game.
7. The class (is planning, are planning) a field trip.
8. The group (is riding, are riding) in separate cars.
9. The senate (do, does) not all agree about the bill.
10. The faculty (were given, was given) their class lists.

**Writing and Speaking Application**

Write a paragraph about a school team or club. Try to use collective nouns as both singular and plural subjects. Read your paragraph aloud to a partner. Have your partner correct any mistakes in subject-verb agreement. Then, switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

**94 MAKING VERBS AGREE WITH COMPOUND SUBJECTS**

A compound subject consists of two or more subjects with the same verb. The subjects are usually connected by a conjunction such as *and*, *or*, or *nor*. Use the rules and examples below to help you know when to use a singular verb with a compound subject and when to use a plural verb. When a compound subject is connected by *and*, the verb that follows is usually plural.

PLURAL VERB: Will and Vanessa *are* on the cover of the magazine.

**When two singular subjects are joined by *or* or *nor*, use a singular verb. When two plural subjects are joined by *or* or *nor*, use a plural verb.**

SINGULAR VERB: Neither the picture nor the frame *was* expensive.

PLURAL VERB: Boys or girls *receive* the same instructions.

**When a compound subject is made up of one singular and one plural subject joined by *or* or *nor*, the verb agrees with the subject closer to it.**

SINGULAR VERB: Either the tires or the axle *needs* to be replaced.

PLURAL VERB: Neither Lateesha nor her friends *are coming* to the game.

**Practice A Making Verbs Agree With Compound Subjects**

*Read the sentences. Then, circle the verb in parentheses that agrees with the subject.*

**Example:** Zeke or his brothers (is, are) riding in our car.

**Answer:** Zeke or his brothers (is, are) riding in our car.

1. My music player and headphones (is, are) missing.
2. Either two oranges or one grapefruit (is needed, are needed) for this recipe.
3. Neither Kareem nor Dwayne (remember, remembers) that book.
4. A fire and earthquake (has caused, have caused) great damage.
5. Either the boys or their father (is sleeping, are sleeping) in the basement.

**Practice B Revising for Agreement Between Verbs and Compound Subjects**

*Read the sentences. If a sentence has an error in subject-verb agreement, rewrite the sentence correctly. If a sentence has no error, write correct.*

**Example:** Kyle and Len has stopped arguing.

**Answer:** Kyle and Len have stopped arguing.

1. Neither my brother nor my three sisters was able to change Mom's mind.

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2. Either bad batteries or a loose wire have caused the problem.

---

3. Shoes and a new belt are in the shopping bag.

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4. Either Carmen or her sister have reached the finals.

---

5. Eli or George have been asked to represent the class.

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**Writing and Speaking Application**

Write three sentences using the names of famous people in history as compound subjects joined by *and* or *or*. Partners should read aloud their sentences and correct any mistakes in subject-verb agreement.

Name \_\_\_\_\_ Date \_\_\_\_\_

**95 AGREEMENT IN INVERTED SENTENCES**

**When a subject comes after the verb, the subject and verb still must agree with each other in number.**

Sometimes the verb or part of the verb comes before the subject in a sentence. This often happens with questions that begin with a helping verb, such as *has*, *have*, *do*, or *does*. Also, the subject often follows the verb in sentences that begin with a prepositional phrase or with the words *here*, *there*, or *where*. These sentences are called **inverted sentences**.

Notice how the subject comes after the verb or part of the verb in the inverted sentences below. To determine if the subject and verb agree, rearrange the sentence in normal order in your mind.

Inverted Order	Rearranged in Normal Order
Inside the can were seven tomatoes.	Seven tomatoes <i>were</i> inside the can.
Does Dina have a baby sister?	Dina <i>does have</i> a baby sister.
There is the book of instructions.	The book of instructions <i>is</i> there.
Where is she living now?	She <i>is living</i> where now.

**Practice A Identifying Subjects and Verbs in Inverted Sentences**

*Read the sentences. Then, write the subject and verb on the line provided and indicate whether they are singular or plural.*

**Example:** Inside our garbage can was a raccoon.

**Answer:** raccoon, was — singular

1. Have Sam and you stopped arguing? \_\_\_\_\_
2. Here is my baby blanket. \_\_\_\_\_
3. Around the fire were seven tired campers. \_\_\_\_\_
4. Among the trees were hiding two fawns. \_\_\_\_\_
5. Where are my new binoculars? \_\_\_\_\_

**Practice B Revising for Agreement in Inverted Sentences**

*Read the sentences. If a sentence has an error in subject-verb agreement, rewrite the sentence correctly. If a sentence has no error, write correct.*

**Example:** Standing in the stream was four fishermen.

**Answer:** Standing in the stream were four fishermen.

1. Where is the checkers and game board? \_\_\_\_\_
2. Among the weeds was one beautiful flower. \_\_\_\_\_
3. Here is the reports you requested. \_\_\_\_\_
4. Have Gina or Lianne turned in the homework? \_\_\_\_\_
5. On the bus was my aunt and cousins. \_\_\_\_\_

**Writing and Speaking Application**

Write three sentences or questions about a recent movie. Use inverted order. Read your sentences aloud to a partner. Have your partner correct any mistakes in subject-verb agreement. Then, switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

**96 VERB AGREEMENT WITH INDEFINITE PRONOUNS**

**When an indefinite pronoun is the subject of a sentence, the verb must agree in number with the pronoun. The number of the indefinite pronoun is the same as the number of its *referent*, or the noun to which it refers.**

The chart below shows the three different types of indefinite pronouns.

Always Singular	Always Plural	Singular or Plural
anybody    everybody    somebody	both	all
anyone    everyone    someone	few	any
anything    everything    something	many	more
nothing    nobody    no one	several	most
one    each    every	others	none
either    neither    much		some

Don't be confused if an indefinite pronoun is followed by a prepositional phrase. Just mentally cross out the phrase to help you focus on the subject. Then, you can decide whether a singular verb or a plural verb is needed in the sentence.

EXAMPLES: ~~Each of the students~~ *needs* a textbook.

~~Some of the teachers~~ *are taking* advanced courses.

**Practice A Making Verbs Agree With Indefinite Pronoun Subjects**

*Read the sentences. Then, circle the verb in parentheses that agrees with the subject.*

**Example:** All of the almonds (is coated, are coated) with cinnamon.

**Answer:** All of the almonds (is coated, are coated) with cinnamon.

- Many of my friends (was going, were going) to the movies.
- All of the apples (is, are) rotten.
- All of the cake (has been eaten, have been eaten).
- Someone (has taken, have taken) my stamp collection.

**Practice B Revising for Agreement Between Verbs and Indefinite Pronouns**

*Read the sentences. If a sentence has an error in subject-verb agreement, rewrite the sentence correctly. If a sentence has no error, write correct.*

**Example:** Much of the tooth are decayed.

**Answer:** Much of the tooth is decayed.

- Each of the houses were flooded.  
\_\_\_\_\_
- Few of the soldiers have received new orders.  
\_\_\_\_\_
- One of the students have not been given an identification number.  
\_\_\_\_\_
- None of the sidewalk need to be repaved.  
\_\_\_\_\_

**Writing and Speaking Application**

Write three sentences about people attending a concert or play. Use indefinite pronoun subjects. Read your sentences aloud to a partner. Have your partner correct any mistakes in subject-verb agreement.

Name \_\_\_\_\_ Date \_\_\_\_\_

**97 MAKING PERSONAL PRONOUNS AND ANTECEDENTS AGREE****A personal pronoun must agree with its antecedent in person, number, and gender.****Person** tells whether a pronoun refers to the person speaking (first person—I or we), the person spoken to (second person—you), or the person, place, or thing spoken about (third person—he, she, it, they).**Number** tells whether the pronoun is singular or plural.**Gender** tells whether a third-person-singular antecedent is masculine, feminine, or not known.EXAMPLES: The salesperson assisted *her* customer. (third person, singular, feminine)  
The Tigers lost *their* third game in a row. (third person, plural, gender not known)**Practice A Making Personal Pronouns Agree With Their Antecedents***Read each sentence. Then, complete the sentence, filling in the blank with the correct personal pronoun.***Example:** We decorated \_\_\_\_\_ apartment.**Answer:** We decorated our apartment.

1. Kenon and Aaron opened \_\_\_\_\_ own bank accounts.
2. Anthony sat with \_\_\_\_\_ family.
3. Either Jenna or Sally will lend me \_\_\_\_\_ phone.
4. We deposited \_\_\_\_\_ checks in the bank.
5. Both Connie and Alicia packed \_\_\_\_\_ sneakers.

**Practice B Revising for Pronoun-Antecedent Agreement***Read each sentence. Then, revise each sentence so that the personal pronoun agrees with its antecedent.***Example:** Olivia and Norah called her band “The De-Lites.”**Answer:** Olivia and Norah called their band “The De-Lites.”

1. Either Howard or Cal has passed their exam.  
\_\_\_\_\_

2. Both men said he will join the committee.  
\_\_\_\_\_

3. Each of the kittens was licking their paws.  
\_\_\_\_\_

4. My brother and I remember his grandparents.  
\_\_\_\_\_

5. Do you know where you put our coat?  
\_\_\_\_\_

**Writing and Speaking Application**

Write three sentences about unusual things you own. Use personal pronouns in each of your sentences. Read your sentences aloud to a partner. Have your partner correct any mistakes in pronoun-antecedent agreement. Then, switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

**98 AVOIDING PROBLEMS WITH NUMBER AND GENDER****A personal pronoun must agree with its antecedent in person, number, and gender.**

Sometimes it is not easy to determine the number or gender of the antecedent.

Use a singular personal pronoun when . . .	two or more singular antecedents are joined by <i>or</i> or <i>nor</i> .	Either Carmen or Serena will give <i>her</i> speech now.
Use a plural personal pronoun when . . .	two or more antecedents are joined by <i>and</i> .	Carmen and Serena will deliver <i>their</i> speeches.
Use a singular pronoun to refer to a collective noun when . . .	that names a group that is acting as a single unit.	The council has chosen <i>its</i> new chairperson.
Use a plural pronoun to refer to a collective noun when . . .	the members or parts of a group are acting individually.	The council are supporting two different candidates.
To refer to both males and females at the same time . . .	use the phrase <i>his or her</i> or <i>him or her</i> .	Every student has completed <i>his or her</i> project.
To avoid the problem of matching gender . . .	rewrite the sentence to use a plural antecedent and plural pronoun.	<i>All students</i> must have <i>their</i> projects finished by tomorrow.

**Practice A Making Pronouns and Antecedents Agree**

Read the sentences. Then, circle the pronoun in parentheses that agrees with its antecedent.

**Example:** Each teacher greeted (their, his or her) students.**Answer:** Each teacher greeted (their, his or her) students.

- Neither Ilene nor her sister brought (her, their) pillow.
- All of the girls wore (her, their) raincoats.
- Karen and Lucy hugged (her, their) father.
- All team members should line up for (his, their) photographs.
- The committee held (its, their) first meeting
- The group expressed (its, their) views.
- Either Nick or Alexander will recite (his or her, his) poem.
- Gina or Lenore will read (her, their) story to the children.
- The army unit slept on (its, their) bunks.
- Both our cat and dog enjoy (its, their) toys.

**Practice B Supplying Pronouns That Agree With Their Antecedents**

Read each sentence. Then, supply a pronoun or pronoun phrase to complete the sentence.

**Example:** Andy or Lamar lost \_\_\_\_\_ hat.**Answer:** Andy or Lamar lost his hat.

- Either Ken or Andre will take \_\_\_\_\_ turn next.
- Each sister put on \_\_\_\_\_ scarf.
- The chorus are practicing \_\_\_\_\_ solos.
- Every animal showed \_\_\_\_\_ fear.
- Each of the detectives earned \_\_\_\_\_ promotion.

**Writing and Speaking Application**

Write three sentences using names of television characters as compound subjects joined by *and* or *or*. Use personal pronouns in each of your sentences. Read your sentences aloud to a partner. Have your partner correct any mistakes in pronoun-antecedent agreement.

Name \_\_\_\_\_ Date \_\_\_\_\_

**99 MAKING PERSONAL PRONOUNS AND INDEFINITE PRONOUNS AGREE****Use a singular personal pronoun when its antecedent is a singular indefinite pronoun.**

Many indefinite pronouns are singular in number. Some examples are *everyone*, *someone*, *each*, *every*, and *either*. When one of these pronouns serves as an antecedent in a sentence, you must use a singular personal pronoun (*his*, *her*, *its*) to refer to it. You can use the pronoun phrase *his or her* if you want to refer to both males and females. When a plural indefinite pronoun (*all*, *many*, *both*, *several*) is an antecedent, use a plural personal pronoun, such as *their* or *our*.

Remember to ignore a prepositional phrase that comes between the antecedent and the pronoun. The pronoun must match the number of the antecedent and not the number of the object of the preposition.

EXAMPLES: Every athlete wore *his or her* uniform to the pep rally.  
Each of the men put *his* coat in the closet.

**Practice A Supplying Pronouns That Agree With Indefinite Pronoun Antecedents**

Read the sentences. Then, fill in the blank with a pronoun that agrees with its antecedent.

**Example:** Each of the boys lit \_\_\_\_\_ candle.

**Answer:** Each of the boys lit his candle.

- All of us returned \_\_\_\_\_ library books.
- Has someone lost \_\_\_\_\_ glasses?
- Each lawyer sent bills to \_\_\_\_\_ clients.
- Both of my friends hid packages in \_\_\_\_\_ lockers.
- One of the birds has built \_\_\_\_\_ nest in our tree.

**Practice B Revising for Pronoun-Antecedent Agreement**

Read each sentence. Then, revise it so that the personal pronoun agrees with its antecedent.

**Example:** Each of the men parked their cars in the lot.

**Answer:** Each of the men parked his car in the lot.

- One of the monkeys chattered in their cage.  
\_\_\_\_\_

- Few in the crowd gave his or her attention to the speaker.  
\_\_\_\_\_

- Everyone must bring in their permission slip.  
\_\_\_\_\_

- Both men drove his or her cars to work.  
\_\_\_\_\_

- Neither of the boys has met her new sister.  
\_\_\_\_\_

**Writing and Speaking Application**

Write three sentences that might be posted on signs in your school. Use indefinite and personal pronouns in each of your sentences. Read your sentences aloud to a partner. Have your partner correct any mistakes in pronoun-antecedent agreement.



Name \_\_\_\_\_ Date \_\_\_\_\_

**100 THREE FORMS OF COMPARISON**

**Most adjectives and adverbs have three forms, or degrees, of comparison: positive, comparative, and superlative.**

Adjectives and adverbs are called *modifiers* because they change or add meaning to nouns, verbs, or other parts of speech. Modifiers can also be used to compare two or more items.

<b>Positive degree</b>	Main form; used when no comparison is being made	Adj: huge, unusual, calm, sly Adv: slowly, enthusiastically, well
<b>Comparative degree</b>	Used to compare two items or actions; often ends in <i>-er</i> or includes the word <i>more</i>	Adj: huger, more unusual, calmer, slyer Adv: more slowly, more enthusiastically, better
<b>Superlative degree</b>	Used to compare more than two items or actions; often ends in <i>-est</i> or includes the word <i>most</i> ; often follows the word <i>the</i>	Adj: hugest, most unusual, calmest, slyest Adv: most slowly, most enthusiastically, best

**Practice A Identifying the Forms of Adjectives and Adverbs**

Read each word or group of words. Then, label each word or words as positive, comparative, or superlative.

**Example:** faster

**Answer:** comparative

1. wisest \_\_\_\_\_
2. smoother \_\_\_\_\_
3. tighter \_\_\_\_\_
4. quiet \_\_\_\_\_
5. most incredible \_\_\_\_\_
6. more carefully \_\_\_\_\_
7. most affectionate \_\_\_\_\_
8. magnificent \_\_\_\_\_
9. windiest \_\_\_\_\_
10. more favorably \_\_\_\_\_

**Practice B Identifying Forms of Modifiers in Sentences**

Read each sentence. Then, write whether the underlined modifier is in positive, comparative, or superlative form.

**Example:** This fire was more destructive than the one last year. \_\_\_\_\_

**Answer:** comparative

1. This is the finest diner in the county. \_\_\_\_\_
2. The winds blew harder than before. \_\_\_\_\_
3. The candle shone brightly. \_\_\_\_\_
4. Ken is the most industrious student in the class. \_\_\_\_\_
5. Could you come a little closer? \_\_\_\_\_

**Writing and Speaking Application**

Write three sentences comparing different types of soaps or shampoos. Use comparative and superlative modifiers in your sentences. Read your sentences aloud to a partner. Your partner should identify each modifier and tell its form.

Name \_\_\_\_\_ Date \_\_\_\_\_

**101 REGULAR MODIFIERS WITH ONE OR TWO SYLLABLES**

**Use -er or more to form the comparative degree and use -est or most to form the superlative degree of most one- and two-syllable modifiers.**

Most adjectives and adverbs that contain one or two syllables are regular. With some modifiers—such as adjectives that end with *-ful* or *-less* or adverbs that end with *-ly*—adding *-er* or *-est* would sound funny. So the word *more* is used for the comparative degree, and the word *most* for the superlative degree.

Degree	Add -er or -est	Use more or most
<b>Comparative adjectives</b>	brighter, fairer, handier, nastier, nicer, wiser	more careless, more impressive, more unusual
<b>Superlative adjectives</b>	brightest, fairest, handiest, nastiest, nicest, wisest	most careless, most impressive, most unusual
<b>Comparative adverbs</b>	faster, harder, earlier	more gently, more eagerly, more quickly, more wisely
<b>Superlative adverbs</b>	fastest, hardest, earliest	most gently, most eagerly, most quickly, most wisely

**Practice A Identifying Degrees of Regular Adjectives and Adverbs**

Read the adjective or adverb. Then, write the comparative and superlative degrees on the lines.

**Example:** strong

**Answer:** stronger strongest

- |                  |                   |
|------------------|-------------------|
| 1. harmful _____ | 6. lumpy _____    |
| 2. sturdy _____  | 7. wildly _____   |
| 3. happy _____   | 8. cleverly _____ |
| 4. intense _____ | 9. solid _____    |
| 5. anxious _____ | 10. simply _____  |

**Practice B Using Forms of Modifiers**

Read the sentences. Then, complete each with the form of the modifier specified in parentheses.

**Example:** Suri is \_\_\_\_\_ than her sister. (nice, comparative)

**Answer:** Suri is nicer than her sister.

- Jennie is the \_\_\_\_\_ woman in our family. (tall, superlative)
- She is the \_\_\_\_\_ person I know. (cautious, superlative)
- Cal ran \_\_\_\_\_ than before. (quickly, comparative)
- As the rain fell, the puddles became \_\_\_\_\_. (deep, comparative)
- Sienna is the \_\_\_\_\_ gymnast on the team. (young, superlative)

**Writing and Speaking Application**

Write a brief paragraph about amusement park rides or contests. Use comparative and superlative modifiers in your sentences. Read your paragraph aloud to a partner. Your partner should identify each modifier and tell its form. Then, switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

**102 REGULAR MODIFIERS WITH THREE OR MORE SYLLABLES**

Use *more* and *most* to form the comparative and superlative degrees of all modifiers of three or more syllables. Do not use *-er* or *-est* with modifiers of more than two syllables.

Positive	Comparative	Superlative
brilliant	more brilliant	most brilliant
demanding	more demanding	most demanding
cowardly	more cowardly	most cowardly
efficiently	more efficiently	most efficiently

**Practice A Using Forms of Longer Modifiers**

Read each sentence. Then, fill in the word *more* or *most* to match the degree shown in parentheses.

**Example:** Of all my friends, Corinne is the \_\_\_\_\_ unpredictable. (superlative)

**Answer:** Of all my friends, Corinne is the most unpredictable.

- Marlon is the \_\_\_\_\_ unstoppable running back in the league. (superlative)
- Denitra is \_\_\_\_\_ understanding than her sister. (comparative)
- Of the two boys, J.P. is \_\_\_\_\_ self-confident. (comparative)
- That is the \_\_\_\_\_ disturbing news I have heard all week. (superlative)
- The child began pulling \_\_\_\_\_ insistently on her mother's hand. (comparative)
- She danced the \_\_\_\_\_ enthusiastically of all the company. (superlative)

**Practice B Using Forms of Modifiers**

Read the sentences. Then, rewrite each sentence, using the form of the modifier specified in parentheses.

**Example:** Mr. Thomas is the \_\_\_\_\_ businessperson in town. (successful, superlative)

**Answer:** Mr. Thomas is the most successful businessperson in town.

- Leah is even \_\_\_\_\_ than her cousin. (generous, comparative)

\_\_\_\_\_

- He pounded on the nail \_\_\_\_\_. (insistently, comparative)

\_\_\_\_\_

- He performed the piece the \_\_\_\_\_. (competently, superlative)

\_\_\_\_\_

- She was the \_\_\_\_\_ dressed. (fashionably, superlative)

\_\_\_\_\_

**Writing and Speaking Application**

Write a brief catalog description of an expensive product. Use comparative and superlative modifiers in your description. Read your sentences aloud to a partner. Your partner should identify each modifier and tell its form. Then, switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

**103 ADVERBS ENDING IN -LY**

Use *more* to form the comparative degree and *most* to form the superlative degree of adverbs ending in *-ly*.

Many adverbs end in *-ly*. The comparative form of these adverbs includes the word *more*. The superlative form includes the word *most*.

Positive	Comparative	Superlative
confidently	more confidently	most confidently
emotionally	more emotionally	most emotionally
happily	more happily	most happily
timidly	more timidly	most timidly

**Practice A Identifying Degrees of Adverbs Ending in -ly**

Read the adverb. Then, write the comparative and superlative degree of the adverb on the lines provided.

**Example:** impatiently

**Answer:** more impatiently most impatiently

- |                      |                        |
|----------------------|------------------------|
| 1. calmly _____      | 6. sincerely _____     |
| 2. angrily _____     | 7. poorly _____        |
| 3. superbly _____    | 8. cooperatively _____ |
| 4. ferociously _____ | 9. tightly _____       |
| 5. annoyingly _____  | 10. competently _____  |

**Practice B Using Correct Forms of Adverbs**

Read each sentence. Then, complete the sentence, filling in the form of the modifier specified in parentheses.

**Example:** The car ran \_\_\_\_\_ after it was tuned. (efficiently, comparative)

**Answer:** The car ran more efficiently after it was tuned.

- The fire burned \_\_\_\_\_ than before. (brightly, comparative)
- I sing the \_\_\_\_\_ when I'm in the shower. (beautifully, superlative)
- He should have reviewed his composition \_\_\_\_\_. (thoroughly, comparative)
- Her performance was the \_\_\_\_\_ correct. (technically, superlative)
- She entered the room \_\_\_\_\_ after hearing the noise. (cautiously, comparative)

**Writing and Speaking Application**

Write a paragraph reviewing a play or concert. Use comparative and superlative forms of adverbs in your sentences. Read your paragraph aloud to a partner. Have your partner identify each adverb and tell its form. Then, switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

**104 USING LESS AND LEAST**

Use *less* with a modifier to form the decreasing comparative degree and *least* to form the decreasing superlative degree.

When you want to show that the value of an adjective or adverb is going down, you can use *less* or *least*.

Positive	Comparative	Superlative
agreeable	less agreeable	least agreeable
rapidly	less rapidly	least rapidly

**Practice A Identifying Decreasing Degrees of Modifiers**

Read the adjective or adverb. Then, write the decreasing comparative and superlative forms on the line provided.

**Example:** tenderly

**Answer:** less tenderly, least tenderly

- |                     |                    |
|---------------------|--------------------|
| 1. sensitive _____  | 6. hopefully _____ |
| 2. calmly _____     | 7. emotional _____ |
| 3. passionate _____ | 8. steep _____     |
| 4. intense _____    | 9. painful _____   |
| 5. annoying _____   | 10. capably _____  |

**Practice B Using the Correct Form of Modifier**

Read each sentence. Then, complete the sentence by adding the word *less* or *least* in the blank to create the form indicated in parentheses.

**Example:** Of all the children, Delia is the \_\_\_\_\_ picky. (superlative)

**Answer:** Of all the children, Delia is the least picky.

- Dora is \_\_\_\_\_ forgetful than her sister. (comparative)
- Which of the two roads is \_\_\_\_\_ dangerous? (comparative)
- This is the \_\_\_\_\_ expensive watch in the store. (superlative)
- Breathing deeply, he felt \_\_\_\_\_ excited. (comparative)
- She is the \_\_\_\_\_ emotional person in her family. (superlative)
- The old hot-water heater runs \_\_\_\_\_ efficiently than the newer model. (comparative)
- Gino's arguments were the \_\_\_\_\_ believable of all. (superlative)
- Carlos reacted the \_\_\_\_\_ positively to the teacher's remarks. (superlative)
- Of all of the suggestions, this one is the \_\_\_\_\_ original. (superlative)
- My mom asks me to be \_\_\_\_\_ careless in my actions. (comparative)

**Writing and Speaking Application**

Write three sentences about a team that is losing an important game. Use decreasing comparative and superlative modifiers in your sentences. Read your sentences aloud to a partner. Your partner should identify each modifier and tell its form. Then, switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

**105 IRREGULAR ADJECTIVES AND ADVERBS**

**Memorize the comparative and superlative forms of adjectives and adverbs that are irregular.**

With some adjectives and adverbs, the comparative and superlative degrees are formed in unusual ways. There are no rules to help you. You will have to memorize the correct forms.

**Practice A Identifying Comparative and Superlative Degrees of Irregular Modifiers**

Complete the chart by filling in the missing forms of the irregular adjectives and adverbs.

Positive	Comparative	Superlative
bad (adjective)	worse	
badly (adverb)	worse	
far (distance)	farther	
far (extent)	further	
good (adjective)		best
well (adverb)		best
many		most
much	more	

**Practice B Using Forms of Irregular Modifiers**

Read each sentence. Then, fill in the blank with the form of the modifier specified in parentheses.

**Example:** How much \_\_\_\_\_ do we have to travel? (far, comparative)

**Answer:** farther

- I think I did \_\_\_\_\_ on this test than the last one. (badly, comparative)
- This is the \_\_\_\_\_ store in the shopping center. (good, superlative)
- Of the three cities, Atlanta is the \_\_\_\_\_ away. (far, superlative)
- I decided to revise my essay \_\_\_\_\_. (far, comparative)
- This chair is the \_\_\_\_\_ comfortable in the house. (much, superlative)
- That was the \_\_\_\_\_ thing from my mind. (far, superlative)
- \_\_\_\_\_ new cars have CD players built in. (many, superlative)
- After napping, I felt \_\_\_\_\_ than before. (well, comparative)
- I moved to the right to get a \_\_\_\_\_ view. (good, comparative)
- Dave had the \_\_\_\_\_ time of any runner in the race. (bad, superlative)

**Writing and Speaking Application**

With a partner, write and perform a dialogue in which one of you asks questions using forms of the irregular modifiers in this lesson, and the other answers the questions. For example: *What is the best place to buy shoes in town? What is the farthest you have ever run?*

Name \_\_\_\_\_ Date \_\_\_\_\_

**106 USING COMPARATIVE AND SUPERLATIVE DEGREES**

Use the comparative degree to compare *two* people, places, or things. Use the superlative degree to compare *three or more* people, places, or things.

Look carefully at the other words in the sentence to help you decide whether to use the comparative form (comparing two items) or superlative form (comparing more than two).

Avoid using double comparisons, such as *more better*, *more friendlier*, *most happiest*, or *worser*.

**Practice A Determining the Correct Form of Modifier**

Read each sentence. Then, fill in the correct form of the modifier shown in parentheses.

**Example:** Mr. Gomez is \_\_\_\_\_ than his brother. (old)

**Answer:** older

1. Blake can jump \_\_\_\_\_ than any other basketball player. (high)
2. Of all his coins, this one is the \_\_\_\_\_. (valuable)
3. Of all my friends, she is the person \_\_\_\_\_ for my success. (responsible)
4. Karen is the \_\_\_\_\_ child in her family of five. (young)
5. This is the \_\_\_\_\_ iced tea I have ever tasted. (bad)
6. Is your car running \_\_\_\_\_ since it was fixed? (economically)
7. This the \_\_\_\_\_ mountain I have ever climbed. (high)
8. I would prefer a \_\_\_\_\_ color than this. (bright)

**Practice B Revising for Correct Use of Modifiers**

Read the sentences. If a sentence contains a modifier error, rewrite the sentence correctly. If a sentence has no error, write correct.

**Example:** He is the most stingiest man in town.

**Answer:** He is the stingiest man in town.

1. Try to come up with a more better idea.  
\_\_\_\_\_
2. They are the least happy students in our class.  
\_\_\_\_\_
3. That is the most farthest I have ever run.  
\_\_\_\_\_
4. This nail polish should last more longer than the other.  
\_\_\_\_\_

**Writing and Speaking Application**

Write a short commercial in which you compare one type or brand of juice with others. Use comparative and superlative modifiers in your commercial. Read your commercial to a partner. Your partner should listen for and correct any errors in your use of modifiers. Then, switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

**107 MAKING LOGICAL COMPARISONS**

**When you make a comparison, be sure you are comparing things that have clear similarities. Also, make sure that your sentences compare only similar items.**

**When comparing one of a group to the rest of the group, make sure your sentence contains the word *other* or *else*.**

Correct a comparison that is unbalanced and confusing.

UNBALANCED: My plant is healthier than Tina. (*What are you comparing?*)

BALANCED: My plant is healthier than Tina's.

UNBALANCED: Painting windows is harder than a wall. (*What are you comparing?*)

BALANCED: Painting windows is harder than painting a wall.

CONFUSING: Hugo tries harder than anyone on the team. (*Isn't Hugo on the team?*)

CLEAR: Hugo tries harder than anyone else on the team.

**Practice A Recognizing Logical Comparisons**

*Read each sentence. Then, write whether the comparison is unbalanced or balanced.*

**Example:** My room is neater than my brother.

**Answer:** unbalanced

1. The Atlanta airport is busier than San Francisco. \_\_\_\_\_
2. Cara's smile is warmer than Laurie. \_\_\_\_\_
3. Stan's house is roomier than ours. \_\_\_\_\_
4. Jan's coat was a darker gray than mine. \_\_\_\_\_
5. Dean's glasses are thicker than Arlen. \_\_\_\_\_

**Practice B Revising to Make Comparisons Logical**

*Read the sentences. If a sentence contains an illogical comparison, rewrite the sentence correctly. If a sentence has no error, write correct.*

**Example:** Stan's gold watch cost more than any watch he has.

**Answer:** Stan's gold watch cost more than any other watch he has.

1. I like apples more than any fruit.  
\_\_\_\_\_
2. The air in Los Angeles is more polluted than Cleveland.  
\_\_\_\_\_
3. Gillian scored higher than anyone in the class.  
\_\_\_\_\_
4. Kathie's computer runs faster than anyone's.  
\_\_\_\_\_
5. He was clumsier than any other person in our family.  
\_\_\_\_\_

**Writing and Speaking Application**

Write three sentences that follow this pattern: \_\_\_\_\_ is \_\_\_\_\_ than \_\_\_\_\_. Read your sentences to a partner, who will correct any illogical comparisons. Then, switch roles.



Name \_\_\_\_\_ Date \_\_\_\_\_

**108 TROUBLESOME ADJECTIVES AND ADVERBS**

Use the adjective *bad* with a linking verb, such as *feel*, *look*, or *smell*. Use the adverb *badly* with an action verb, such as *perform* or *sing*.

Use *good* with nouns or after linking verbs. Use *well* with action verbs or to describe health. Use *fewer* to answer the question *How many?* Use *less* to answer the question *How much?*

INCORRECT: She sang bad in the show. Sara feels badly about what happened.

CORRECT: She sang *badly* in the show. Sara feels *bad* about what happened.

INCORRECT: Less people attended the game. The dancers performed good.

CORRECT: *Fewer* people attended the game. The dancers performed *well*.

Be careful where you place the word *just* or *only* in a sentence. If you mean “no more than,” then *just* or *only* should go right before the word it modifies. Otherwise, the sentence may be confusing.

CONFUSING: I only brought one sweater. The team just lost by one run.

CLEAR: I brought *only one* sweater. The team lost by *just one* run.

**Practice A Using *Bad* and *Badly*, *Good* and *Well*, *Fewer* and *Less***

Read each sentence. Then, circle the word in parentheses that correctly completes the sentence.

**Example:** The child behaved (bad, badly).

**Answer:** The child behaved (bad, badly).

1. She felt (bad, badly) about missing the class.
2. She acted really (good, well).
3. The garbage smelled (bad, badly).
4. I called you no (fewer, less) than six times.
5. You managed so (good, well) on your own.
6. The chef prepared this meal (bad, badly).
7. Juan-Carlos played soccer (good, well).
8. There seems to be (fewer, less) cake now.
9. (Fewer, Less) than ten people showed up.
10. This pineapple tastes very (good, well).

**Practice B Revising for Troublesome Modifiers**

Read the sentences. Rewrite the sentences that contain errors in the use of modifiers. If a sentence has no error, write correct.

**Example:** Gina understands computers very good.

**Answer:** Gina understands computers very well.

1. I sent less than five e-mails this morning. \_\_\_\_\_
2. How good did you do on the test? \_\_\_\_\_
3. Logan handled the interview badly. \_\_\_\_\_
4. Artie wears only red sweaters. \_\_\_\_\_
5. Jake just knows a few words of Spanish. \_\_\_\_\_

**Writing and Speaking Application**

Imagine you are a sports announcer at a basketball or soccer game. Write a skit in which you describe the event and the players. Use the words *good*, *well*, *bad*, and *badly* in your skit. Perform your skit for the class. Have your classmates listen for and point out any errors with modifiers.

Name \_\_\_\_\_ Date \_\_\_\_\_

# 109 USING PERIODS

**A period indicates the end of a sentence or an abbreviation.**

Use a period to end a declarative sentence—a sentence of fact or opinion. Use a period to end most imperative sentences—sentences that give directions or commands. Use a period to end a sentence that contains an indirect question. Use a period after most abbreviations and initials. Do not use periods with acronyms, words formed with the first or the first few letters of a series of words.

Declarative Sentence: Thanksgiving is a busy time at the airport.  
 Imperative Sentence: Be there on time.  
 Indirect Question: The pilot asked me if I wanted to see the cockpit.  
 Abbreviations: Mr. D.V.M. Assoc. St. Sgt.  
 Initials: Harry S. Truman J. P. Morgan Elizabeth A. Davis

## Practice A Adding Periods

Read each sentence. Then, add periods where they are needed. Circle each period you add.

**Example:** Ms Casey's flight leaves at six in the morning  
**Answer:** Ms<sub>o</sub> Casey's flight leaves at six in the morning<sub>o</sub>

- Don't get off the train too soon
- K M Davenport works at Bronson Bros
- The farmer's market is open on Pine Ave
- Wait here for me
- My appointment is with Jason J Jackson, M D
- Louisa M Alcott wrote *Little Women*
- I once saw Sammy Davis Jr live
- C W is now head chef at the new restaurant
- The waiter asked mom for her order
- Lt Jon T Gray is in the U S Navy

## Practice B Using Periods

Read each sentence. Then, on the line, write it correctly, adding periods.

**Example:** Sen Black asked our group if we supported NATO  
**Answer:** Sen. Black asked our group if we supported NATO.

- Ms Rachel teaches preschool \_\_\_\_\_
- Don't rush \_\_\_\_\_
- Charles M Smith works at Allen Frank and Co \_\_\_\_\_
- My sister's favorite books are by P D Eastman \_\_\_\_\_
- Address your letter to William C Schwartz \_\_\_\_\_
- The new shopping area is downtown on River St \_\_\_\_\_
- Mr Rawls designed the new C N Building \_\_\_\_\_
- Our principal at C C Junior High is Mrs Juno \_\_\_\_\_
- Clean your room before going to the gym \_\_\_\_\_
- Joe E Ramsey and Nicole M Dann are engaged \_\_\_\_\_

## Writing and Speaking Application

Write a complaint letter to an imaginary company. Use one abbreviation. Read your letter to a partner, who should tell the abbreviation. Then, switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

**110 USING QUESTION MARKS****A question mark follows a word, phrase, or sentence that asks a question.**

Interrogative Sentence: What is the best way to make spaghetti?

Word: You are very late today. Why?

Phrase: We could work on this experiment Saturday. What time?

**Practice A Identifying Questions***Read the sentences. Then, circle a period if it should be a question mark.***Example:** Dad asked me if I would come home early. Why.**Answer:** Dad asked me if I would come home early. Why?

- |   |  |
|---|--|
| 1. When can I help you move. Wednesday.             | 6. You won a trophy last year. For what.         |
| 2. What is your favorite television series.         | 7. Let's practice our parts for the play. Where. |
| 3. Can your parents drive me to the game.           | 8. Is your jacket in the closet. Or in the car.  |
| 4. Let's go in the morning. What time.              | 9. Where do you want to go this summer.          |
| 5. Can you wait until I get there before you start. | 10. The shuttle lands today. At what hour.       |

**Practice B Writing Questions***Read the items. Rewrite each one on the line, using question marks where they are needed. If no question mark is needed, write correct.***Example:** Someone must have invented sticky notes. Who.**Answer:** Someone must have invented sticky notes. Who?

- You said you aren't going to Maria's. Why not. \_\_\_\_\_
- Dinner is ready now. Can you come. \_\_\_\_\_
- When did Walter Payton play for the Bears. \_\_\_\_\_
- You named your puppy Lucky. Why. \_\_\_\_\_
- Let's go to the mall after school. What time. \_\_\_\_\_
- Ms. Arthur asked me if I would return her book. \_\_\_\_\_
- Won't you please come with me. \_\_\_\_\_
- The temperature seems fine to me. Are you comfortable. \_\_\_\_\_
- Mary said the milk has to be poured. How many glasses. \_\_\_\_\_
- What did you think of Dad's new recipe for chicken. \_\_\_\_\_

**Writing and Speaking Application**

Writing a short conversation about food, and include two questions. With a partner, read aloud the two parts. The speaker should make the questions sound like questions. Then, switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

**111 USING EXCLAMATION MARKS**

**An exclamation mark at the end of a word, phrase, or sentence shows strong emotion or a forceful command.**

Sentence With Strong Emotion: The view from here is spectacular!  
 Imperative Sentence: Finish and go home!  
 Phrase: What a mess! Oh no!  
 Word: Aw! Halt!

**Practice A Identifying When to Use Exclamation Marks**

*Read each item. Underline each word that should be followed by an exclamation mark.*

**Example:** Whoops. That was my mistake.

**Answer:** Whoops. That was my mistake.

1. Yes. I'd be delighted to join you.
2. How awful. I feel sorry for her.
3. Whew. That marathon wore me out.
4. You leave me speechless.
5. Your new bike is great.
6. Oh. You're back.
7. Watch out. Cars don't stop here.
8. There's my favorite movie star.
9. No way. That's a very bad idea.
10. Wow. I like your new hair style.

**Practice B Writing Using Exclamation Marks**

*Read each item. Rewrite it on the line. Use one exclamation mark where it is needed in each item.*

**Example:** Am I ever lucky. I just won the prize.

**Answer:** Am I ever lucky! I just won the prize.

1. Go. I can't talk now. \_\_\_\_\_
2. Oops. I overwatered that plant. \_\_\_\_\_
3. Terrific. That's great news. \_\_\_\_\_
4. Hey, look who's here. \_\_\_\_\_
5. Yuk. This soup tastes awful. \_\_\_\_\_
6. The food at that restaurant is delicious. \_\_\_\_\_
7. Oh dear. I've lost my key. \_\_\_\_\_
8. Jason's new game is awesome. \_\_\_\_\_
9. Definitely. Count on me to help. \_\_\_\_\_
10. Please come. It will be fun. \_\_\_\_\_

**Writing and Speaking Application**

Imagine hearing you just won first prize in a contest. Write what you might say in two sentences. Use one exclamation mark. Then, take turns with a partner. Listen to each other read aloud the sentences. Tell where the exclamation marks belong.

Name \_\_\_\_\_ Date \_\_\_\_\_

**112 USING COMMAS IN COMPOUND SENTENCES**

**A compound sentence consists of two or more main, or independent, clauses that can be joined by a coordinating conjunction, such as *and, but, for, nor, or, so, or yet*.**

Use a comma before the conjunction that joins main, or independent, clauses in a compound sentence. If the conjunction joins single words, phrases, or subordinate clauses, do not use a comma.

Compound Sentence: She will not join the chorus, nor will she take voice lessons.

Single Words: Violins and violas are similar instruments.

Phrases: Should we practice in the garage or in the basement?

**Practice A Adding Commas in Compound Sentences**

*Read each sentence. If the sentence is correct, write C. If a comma is missing, underline the word that should be followed by a comma and add the comma.*

**Example:** Austin and Taylor went to the concert but neither of them stayed until the end.

**Answer:** Austin and Taylor went to the concert, but neither of them stayed until the end.

1. Jan takes piano lessons and I take guitar. \_\_\_\_
2. Jo is coming tomorrow and you should too. \_\_\_\_
3. Brit takes ballet at a studio on First. \_\_\_\_
4. Mom has a collection of CDs and sheet music. \_\_\_\_
5. I either listen to the radio or I play CDs \_\_\_\_
6. What time is the show and how long is it? \_\_\_\_
7. The play runs on Saturday and Sunday. \_\_\_\_
8. Evan got the lead for his audition. \_\_\_\_

**Practice B Rewriting Sentences**

*Read each sentence. Rewrite the sentence on the line, adding a comma where needed.*

**Example:** She and I like soccer but neither of us made the team.

**Answer:** She and I like soccer, but neither of us made the team.

1. The soccer game was close yet we won.

\_\_\_\_\_

2. Dad took me to a golf tournament but I thought it was boring.

\_\_\_\_\_

3. Mom wants me to take tennis lessons but I'm not interested.

\_\_\_\_\_

4. Gymnasts need to practice every day or they do not improve.

\_\_\_\_\_

5. I practice gymnastics every day so my balance is great.

\_\_\_\_\_

6. I like to ice skate and I like to go skiing.

\_\_\_\_\_

**Writing and Speaking Application**

Write a two-sentence description of a sport. Use one compound sentence. Then, with a partner, take turns reading your sentences. Your partner should listen for and tell where the comma belongs in your sentences. Then, switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

**113 AVOIDING COMMA SPLICES**

**Avoid comma splices. A comma splice occurs when two or more sentences have been joined with only a comma.**

INCORRECT: Rebecca sings in her church choir, Mariah sings in the glee club.

CORRECT: Rebecca sings in her church choir. Mariah sings in the glee club.

**Practice A Identifying Comma Splices**

Read each item. If the item is correct, write C on the line. If it has a comma splice, circle the error.

**Example:** My sister writes the newsletter, I want to do that some day.

**Answer:** My sister writes the newsletter, I want to do that some day.

- |  |   |
|--|---|
| 1. Amber wrote an editorial for her class paper, it was about school uniforms. _____   | 6. Jennifer wrote about the basketball team, she won a prize. _____               |
| 2. She is in favor of school uniforms, but I do not like them at all. _____            | 7. Miguel is a good photographer, his photos are often displayed in school. _____ |
| 3. Bryan wrote an editorial about sports, I didn't agree with him. _____               | 8. I want to get a camera. Then, I can take good photographs. _____               |
| 4. Mr. Palmer is our newspaper sponsor, he has done this job for twenty years. _____   | 9. The photography club meets on Tuesdays, I play baseball that day. _____        |
| 5. Some stores in town put ads in the paper, this is how we pay for printing it. _____ | 10. I could join the club in the spring, and I look forward to doing so. _____    |

**Practice B Rewriting Incorrect Sentences**

Read the numbered items. If it is correct, write C. If it has a comma splice, rewrite it on the line below it.

**Example:** We have to limit our television time, Mom says we watch too much.

**Answer:** We have to limit our television time. Mom says we watch too much.

- My favorite shows are on Thursdays. That's the day I have practice. \_\_\_\_\_  
\_\_\_\_\_
- I want one of those machines to record shows, Dad says no. \_\_\_\_\_  
\_\_\_\_\_
- A new show is starting in the fall, it's on Thursdays. \_\_\_\_\_  
\_\_\_\_\_
- Ryan's mother limits his television viewing to an hour a day, that's it. \_\_\_\_\_  
\_\_\_\_\_
- I tried to tell Mom about educational shows, that argument doesn't work. \_\_\_\_\_  
\_\_\_\_\_

**Writing and Speaking Application**

Write several sentences about a favorite television show. Avoid comma splices. Take turns reading your sentences aloud with a partner. Your partner should listen carefully and tell how many periods you wrote. Then, switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

**114 USING COMMAS IN A SERIES****Use commas to separate three or more words, phrases, or clauses in a series.**

A comma follows each of the items except the last one in a series. The conjunction *and* or *or* is added after the last comma. There are two exceptions to this rule. If each item except the last is followed by a conjunction, do not use commas. Also, do not use a comma to separate groups of words that are considered to be one item.

Series of Words: China, Japan, and India are countries in Asia.

Series of Phrases: I looked for my key on the hook, in the drawer, and under the table.

Exceptions: My parents will take us to Florida or Alabama or Georgia.

For dessert we could have strawberries and cream, an orange, or apples and dip.

**Practice A Recognizing Commas in a Series**

Read each sentence. If the sentence is correct, write C on the line. If a comma is missing, write that word and the comma on the line.

**Example:** Some ducks, swans and geese are native to Asia.

**Answer:** swans,

- |   |   |
|---|---|
| 1. The baby ducks followed the mother into the pond across it, and up the bank. _____ | 5. My grandparents traveled to Shanghai Hong Kong, and Beijing last year. _____ |
| 2. Swans eat leaves, seeds and roots of plants that grow in ponds. _____              | 6. Among China's wildlife are pandas, tigers and alligators. _____              |
| 3. Sailboats, tugboats, and ships were in the harbor. _____                           | 7. Laura, Molly, and Katie are collaborating on a project about China. _____    |
| 4. The mail is always late on Mondays, Wednesdays and Fridays. _____                  | 8. Katie brought pictures and maps and postcards from China. _____              |

**Practice B Adding Commas**

If a sentence is correct, write C on the line. If the sentence has an error in commas, underline the word that should be followed by a comma and add the comma.

**Example:** Most people do not want ants, spiders or other insects in their homes.

**Answer:** Most people do not want ants, spiders, or other insects in their homes.

- Ms. Price teaches in the summer through the fall, and into May. \_\_\_\_\_
- She has traveled to Europe, Asia and Australia. \_\_\_\_\_
- Traveling means buying a ticket, packing suitcases, and getting to the airport. \_\_\_\_\_
- Chinese foods include roast duck, dumplings and steamed buns. \_\_\_\_\_
- The Chinese New Year's celebration includes lanterns, dances, and fireworks. \_\_\_\_\_
- Megan, John and I are doing a report on foods around the world. \_\_\_\_\_
- Before a party, you must invite guests, put up decorations and choose music. \_\_\_\_\_
- Nick couldn't find Kyle or Kevin or Cole. \_\_\_\_\_

**Writing and Speaking Application**

Write about a celebration, using a series with commas. Take turns with a partner reading your sentences aloud. Your partner should tell where commas belong. Then, switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

**115 USING COMMAS BETWEEN ADJECTIVES**

**Use commas to separate adjectives of equal rank. Do not use commas to separate adjectives that must appear in a specific order. Do not use a comma to separate the last adjective in a series from the noun it modifies.**

There are two ways to tell whether the adjectives in a sentence are of equal rank. Consider this sentence: She is a *kind, generous* friend.

Try using the word *and* in the sentence: She is a *kind and generous* friend.

Try changing the word order: She is a *generous, kind* friend.

**Practice A Identifying Correct Comma Use**

*Read each sentence. Identify the comma error. Write Add or Omit on the line to show how to correct the sentence. Then, circle the word before the error.*

**Example:** Cheyenne is a strong, healthy, eighth-grader.

**Answer:** Cheyenne is a strong, healthy, eighth-grader. Omit

1. Ella is a pleasant cheerful girl. \_\_\_\_\_
2. I got a nasty, painful, burn. \_\_\_\_\_
3. He turned into a mischievous quarrelsome teen. \_\_\_\_\_
4. My cat had four, little kittens. \_\_\_\_\_
5. Mr. Owens lives in the next, brick house. \_\_\_\_\_
6. Vanessa is a loving loyal daughter. \_\_\_\_\_
7. These baggy, loose, pants don't fit me. \_\_\_\_\_
8. The frisky active puppy is wearing me out. \_\_\_\_\_

**Practice B Rewriting Sentences**

*Read each sentence. Then, rewrite each sentence, correcting any misplaced or missing commas.*

**Example:** The sly unafraid coyote is looking for food.

**Answer:** The sly, unafraid coyote is looking for food.

1. The fat, furry, squirrel is ready for winter. \_\_\_\_\_
2. Twelve, bright yellow tulips are blooming. \_\_\_\_\_
3. The amazing tall skyscraper is downtown. \_\_\_\_\_
4. Mr. Evans is a thoughtful, considerate, teacher. \_\_\_\_\_
5. The wacky foolish clown made us laugh. \_\_\_\_\_
6. The sour cold lemonade tastes wonderful. \_\_\_\_\_
7. The enormous showy house looks cold. \_\_\_\_\_
8. Mom loves her soft fluffy new hat. \_\_\_\_\_

**Writing and Speaking Application**

Write a brief description of a character in a book. Use at least two sentences with adjectives in a series. Circle any commas. Then, take turns with a partner reading aloud and listening to your descriptions.



# 116 USING COMMAS AFTER INTRODUCTORY WORDS, PHRASES, AND CLAUSES

When a sentence begins with an introductory word, phrase, or other structure, that word, phrase, or other structure is usually separated from the rest of the sentence by a comma.

Introductory word	Samantha, where is your jacket? Unfortunately, we cannot afford to go this year.
Introductory phrase	To study effectively, you need a quiet space. Across from the library, there is a post office.
Introductory adverbial clause	As long as the good weather lasts, we can go hiking every Saturday.

## Practice A Adding a Comma

Read each sentence. Underline the word that should be followed by a comma. Then, add the comma.

**Example:** Brandon what is your opinion about the new rule?

**Answer:** Brandon, what is your opinion about the new rule?

- No my mom says I can't go on Saturday.
- Throughout the year we will take field trips.
- To learn the rules read this list.
- In front of the room you will see a poster.
- So that everyone has a chance draw straws.
- Actually we're not really finished.
- Besides keeping you fit exercise is fun.
- While we wait we can listen to music.
- Please will you forgive me?
- On account of snow there's no school.

## Practice B Rewriting Sentences

Rewrite each sentence, adding the comma needed after the introductory word, phrase, or clause.

**Example:** With Rebecca and Abigail I am making refreshments for the party.

**Answer:** With Rebecca and Abigail, I am making refreshments for the party.

- Yes you are right to say that we should form a committee.  
\_\_\_\_\_
- Among my classmates and friends I know a few good athletes.  
\_\_\_\_\_
- Wherever those flowers are planted they will grow.  
\_\_\_\_\_
- Though the time is very short I know we can finish the work.  
\_\_\_\_\_
- After the movie we are going out to dinner.  
\_\_\_\_\_
- Josh what time do you have?  
\_\_\_\_\_

## Writing and Speaking Application

Write three sentences about a trip, real or imaginary. Use one introductory word, introductory phrase, and introductory clause. Then, take turns with a partner reading your sentences. Listen and tell where a comma belongs in your partner's sentences.

Name \_\_\_\_\_ Date \_\_\_\_\_

**117 USING COMMAS WITH PARENTHETICAL EXPRESSIONS**

**A parenthetical expression is a word or phrase that is not essential to the meaning of the sentence. These words or phrases generally add extra information to the basic sentence.**

Use commas to set off parenthetical expressions from the rest of the sentence.

<b>Names of people being addressed</b>	This seat, Brad, is for you. Please return the library book, Lindsey.
<b>Certain adverbs</b>	The dog, also, needs to be walked soon.
<b>Common expressions</b>	You may, perhaps, disagree with me.
<b>Contrasting expressions</b>	The restaurant is on Second Street, not Third.

**Practice A Recognizing Parenthetical Expressions**

*Read each sentence. Then, underline the parenthetical element and add one comma if it is at the end of a sentence or two commas if it is in the middle.*

**Example:** The performance therefore will go on as planned.

**Answer:** The performance, therefore, will go on as planned.

1. My students also are ready for the recital.
2. I like to read novels not short stories.
3. Finish your homework Garrett before dinner.
4. The auditorium on the other hand is clean.
5. An exercise class is important too.
6. The announcement is of course overdue.
7. Stop before speaking Cassie.
8. Summer school is a bad idea in my opinion.
9. Will you take out the trash Diana?
10. These shoes not those are mine.

**Practice B Rewriting Sentences With Parenthetical Expressions**

*Read each sentence. Then, on the line provided, write the sentence. Set off the parenthetical expression with a comma or two commas.*

**Example:** The final score however was not predicted.

**Answer:** The final score, however, was not predicted.

1. I never intended of course to miss the bus. \_\_\_\_\_
2. Would you Briana distribute the pencils? \_\_\_\_\_
3. How many people therefore are coming? \_\_\_\_\_
4. There may be fifteen students at most not more. \_\_\_\_\_
5. The candidate in my opinion is not qualified. \_\_\_\_\_
6. Would you feed my cat while I'm away Elijah? \_\_\_\_\_
7. This book not that one is about Maine. \_\_\_\_\_
8. I'm feeling better however. \_\_\_\_\_
9. Go to bed early Kelly because you need the sleep. \_\_\_\_\_
10. Dave's dog not mine dug that hole. \_\_\_\_\_

**Writing and Speaking Application**

Write two sentences about an opinion you hold. Use at least one parenthetical expression and underline it. Then, with a partner, take turns reading and listening to each other's sentences. Discuss the parenthetical expressions and how commas are used.

Name \_\_\_\_\_ Date \_\_\_\_\_

**118 USING COMMAS WITH NONESSENTIAL EXPRESSIONS**

Nonessential expressions can be left out without changing the meaning of the sentence. Set them off with commas.

<b>Essential Nonessential</b>	<b>Appositives and Appositive Phrases</b> The book <i>The Yearling</i> was made into a movie. <i>The Yearling</i> , a classic book, was made into a movie.
<b>Essential Nonessential</b>	<b>Participial Phrases</b> The man teaching Ms. Ray's class is a substitute. Mr. Cohn, a substitute teacher, took Ms. Ray's class.
<b>Essential Nonessential</b>	<b>Adjectival Clauses</b> We wanted someone who could pitch for our team. Jenna, who is a good pitcher, joined the team.

**Practice A Labeling Essential and Nonessential Sentences**

Read each sentence. Then, write *Essential* if the underlined phrase or clause is needed for the meaning. Write *Nonessential* if the phrase or clause can be left out.

**Example:** The boy playing the trumpet is the star.

**Answer:** Essential

- The poem, my favorite, is included in this book. \_\_\_\_\_
- Victor, who is trying to get in shape, is lifting weights. \_\_\_\_\_
- The girl acting silly is really shy. \_\_\_\_\_
- The movies playing now are not worth seeing. \_\_\_\_\_
- The puppy, which is frisky, can be trained. \_\_\_\_\_

**Practice B Using Commas With Nonessential Expressions**

Read the sentences. Rewrite the sentences, adding commas where necessary. If a sentence is punctuated correctly, write *C* on the line.

**Example:** My mother frowning made me uncomfortable.

**Answer:** My mother, frowning, made me uncomfortable.

- The cat independent as ever always welcomes me.  
\_\_\_\_\_
- The power which went out in the storm is now restored.  
\_\_\_\_\_
- My friend an expert player is teaching me the game of chess.  
\_\_\_\_\_
- The girl talking to the teacher is new in the class.  
\_\_\_\_\_
- My cousin who speaks Spanish will tutor me.  
\_\_\_\_\_

**Writing and Speaking Application**

Write a two-sentence description of a person, animal, or thing. Use at least one nonessential expression and underline it. Then, with a partner, take turns reading your descriptions. Discuss where commas are needed.

Name \_\_\_\_\_ Date \_\_\_\_\_

**119 USING COMMAS WITH DATES AND GEOGRAPHICAL NAMES**

**When a date has several parts, use a comma after each item. When a geographical name is made up of a city and a state, use a comma after each item.**

Commas prevent dates from being unclear. Commas are used when both the month and the date are used as an appositive to rename a day of the week.

Date With Year: The twins were born on May 4, 2007, in Topeka.

Date With Day: Friday, September 15, is the final deadline.

Cities and States: We drove through Cheyenne, Wyoming, and Boise, Idaho.

**Practice A Adding Commas**

*Read the sentences. Add commas where they are needed.*

**Example:** My sister is going to school in Minneapolis Minnesota until June.

**Answer:** My sister is going to school in Minneapolis, Minnesota, until June.

1. Valentine's Day fell on Sunday February 14 2010.
2. My friend is moving to Baltimore Maryland.
3. Saturday October 18 is the date we chose.
4. The bus arrives in Oakland California at two.
5. Who was born on January 15 1929?
6. Dad started his business on March 2 2001.
7. He found the cat near Denver Colorado.
8. Sunday March 24 we'll be home.
9. Ayo was born May 11 2009 in Ohio.
10. The ship leaves from Miami Florida at seven.

**Practice B Rewriting Sentences**

*Read the sentences. Rewrite each one, using commas correctly.*

**Example:** Early on August 29 2005 Hurricane Katrina struck New Orleans.

**Answer:** Early on August 29, 2005, Hurricane Katrina struck New Orleans.

1. Asheville North Carolina has mountain views. \_\_\_\_\_
2. On Monday December 31 we will celebrate. \_\_\_\_\_
3. They were married on June 1 1997 in Spokane. \_\_\_\_\_
4. They moved to Bend Oregon two years later. \_\_\_\_\_
5. The last day of school is Thursday May 26 this year. \_\_\_\_\_
6. We took the train to Boise Idaho last summer. \_\_\_\_\_
7. The letter was written on November 21 1870. \_\_\_\_\_
8. We got our dog on September 27 2005 from the shelter. \_\_\_\_\_
9. It starts on Monday February 10 and lasts a week. \_\_\_\_\_
10. The deed was signed on July 8 1946 in Iowa. \_\_\_\_\_

**Writing and Speaking Application**

Write two sentences about a historical place or date. Use commas in dates and geographical names. With a partner, take turns reading and listening to your sentences. Discuss where you used commas.

Name \_\_\_\_\_ Date \_\_\_\_\_

**120 USING COMMAS IN NUMBERS**

With large numbers of more than three digits, count from the right and add a comma to the left of every third digit to separate it from every fourth digit. Use commas with three or more numbers written in a series. Do not use a comma with ZIP codes, telephone numbers, page numbers, years, serial numbers, or house numbers.

<b>Large numbers</b>	4,320,787 subscribers	<b>Telephone numbers</b>	(846) 367-6297
<b>Numbers in a series</b>	pages 35, 36, and 51	<b>Years</b>	1915
<b>ZIP codes</b>	60525	<b>House numbers</b>	6058 Park Court

**Practice A Using Commas**

Read the items. Rewrite each number or group of numbers on the line, adding commas where needed. If no commas are needed, write correct.

**Example:** the year 1984

**Answer:** correct

- 1998455 members \_\_\_\_\_
- ZIP code 62690 \_\_\_\_\_
- Items 15 16 and 17 \_\_\_\_\_
- 31760 square feet \_\_\_\_\_
- 2800000 miles into space \_\_\_\_\_
- population of 567000 \_\_\_\_\_
- 7665 Crane Avenue \_\_\_\_\_
- telephone number (249) 676-9833 \_\_\_\_\_
- 65000 dollars \_\_\_\_\_
- 1700 pieces of music \_\_\_\_\_

**Practice B Identifying Correct Comma Use**

Read the sentences. Underline the correctly written numbers. Rewrite any numbers that do not use commas correctly.

**Example:** The population of New York City is about 8214426.

**Answer:** 8,214,426

- The public library has 33613 users. \_\_\_\_\_
- Request photographs 67, 83, and 129. \_\_\_\_\_
- The new stadium will cost 23000000 dollars to build \_\_\_\_\_
- There are about 86400 seconds in one day. \_\_\_\_\_
- Mars is about 141600000 miles from the sun. \_\_\_\_\_
- My aunt's Zip code is 60349. \_\_\_\_\_
- There are at least 15,000 species of fish. \_\_\_\_\_
- The public library has some 570054 books. \_\_\_\_\_
- The new town hall will be finished in the year 2012. \_\_\_\_\_
- The museum has 48000 square feet. \_\_\_\_\_

**Writing and Speaking Application**

Write a short description of a make-believe underwater kingdom. Use at least two numbers that need commas. Find a partner and take turns reading your descriptions to each other. Listen to the descriptions, and then discuss the comma use in the numbers.

Name \_\_\_\_\_ Date \_\_\_\_\_

# 121 USING COMMAS WITH ADDRESSES AND IN LETTERS

Commas are used in addresses, salutations of friendly letters, and closings of all letters.

Address of two or more parts	Claire Peters, 415 Acorn Court, Corpus Christi, Texas 78454
Address in letter or on envelope	Juan Ramirez 21 Ninth Street New York, NY 12559
Salutation	Dear Jack,
Closing	Sincerely,

## Practice A Adding Commas

Read each item. Find where a comma is needed in each one. Add the comma and circle it. If an item is correct, write correct on the line.

**Example:** 4567 San Carlos Boulevard

**Answer:** correct

- Your friend \_\_\_\_\_
- Lansing Michigan 58769 \_\_\_\_\_
- Dear Megan \_\_\_\_\_
- Olympia Washington 98765 \_\_\_\_\_
- 9857 Golf Road \_\_\_\_\_
- 80 Willow Court \_\_\_\_\_
- As ever \_\_\_\_\_
- 7772 Tenth Street \_\_\_\_\_
- Richmond Virginia 31208 \_\_\_\_\_
- Raleigh North Carolina 20257 \_\_\_\_\_

## Practice B Identifying Missing Commas

Read the letter. There are four commas missing. On the lines that follow the letter, write the word that comes before the missing comma and the comma.

**Example:** Harrisburg Pennsylvania 48766

**Answer:** Harrisburg,

April 2, 2010

Dear Andrew

Thank you for sending me the book. I am really enjoying reading about Harry Potter's adventures. I will return the book to you when I am finished. You said you lost David's address. It is 202 Marshall Road Baltimore Maryland. Write me soon.

Your friend

Noah

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

## Writing and Speaking Application

Write the address for a character in a book. You can make up the address. Use commas correctly. Circle each comma. Then, take turns with a partner reading and listening to the addresses. Discuss where commas belong.

Name \_\_\_\_\_ Date \_\_\_\_\_

**122 USING COMMAS WITH DIRECT QUOTATIONS****Commas are used to separate direct quotations from other parts of a sentence.****EXAMPLE:** “I can’t go to soccer practice,” Mya said, “because I have gymnastics.”**Practice A Identifying Correct Comma Use With Direct Quotations***Read each pair of sentences. Write correct on the line next to the one with correct use of commas.***Example:** “I practice every day,” Oliver said, “and I’m improving.”

“I practice every day,” Oliver said “and I’m improving.”

**Answer:** “I practice every day,” Oliver said, “and I’m improving.” correct

1. The coach said, “It’s time to get serious.” \_\_\_\_\_  
The coach said “It’s time to get serious.” \_\_\_\_\_
2. “We haven’t played well,” he said “so we need to try harder.” \_\_\_\_\_  
“We haven’t played well,” he said, “so we need to try harder.” \_\_\_\_\_
3. Chris said “I want to win this week.” \_\_\_\_\_  
Chris said, “I want to win this week.” \_\_\_\_\_
4. “I want to win, too,” said Nick “and I think we can do it.” \_\_\_\_\_  
“I want to win, too,” said Nick, “and I think we can do it.” \_\_\_\_\_
5. “Now get on the field” said the coach, “and show you mean it.” \_\_\_\_\_  
“Now get on the field,” said the coach, “and show you mean it.” \_\_\_\_\_

**Practice B Rewriting Sentences***Read each sentence. Find the mistake with commas. Then, rewrite the sentence correctly.***Example:** “We knew we could win,” said Grace “and we did.”**Answer:** “We knew we could win,” said Grace, “and we did.”

1. “You dribbled the ball well” said Jamie.  
\_\_\_\_\_
2. “Your passing game” said Grace, “was better than ever.”  
\_\_\_\_\_
3. Faith said “We finally played like a team.”  
\_\_\_\_\_
4. “I think,” said Lily “that eight goals is our all-time record.”  
\_\_\_\_\_
5. “You are right” replied Faith, “and I’m proud of it.”  
\_\_\_\_\_

**Writing and Speaking Application**

Write a two-sentence conversation about a sport. Use commas with direct quotations in each sentence. With a partner, take turns reading and listening to your conversations. Discuss the commas you both used.

Name \_\_\_\_\_ Date \_\_\_\_\_

**123 USING SEMICOLONS TO JOIN INDEPENDENT CLAUSES**

Use a semicolon to join related independent clauses that are not joined by the conjunction *and, or, nor, for, but, so, or yet*. Use a semicolon to join independent clauses separated by either a conjunctive adverb or a transitional expression.

EXAMPLES: Dogs barked, cats meowed, and birds chattered; the shelter was a very noisy place.  
The puppy looked at me with sad eyes; of course, I took him home.

Some conjunctive adverbs	also, besides, consequently, first, furthermore, however, indeed, instead, moreover, nevertheless, otherwise, second, then, therefore, thus
Some transitional expressions	as a result, at this time, for instance, in fact, on the other hand, that is

**Practice A Identifying Words Used With Semicolons**

Read each sentence. Then, underline the conjunctive adverb or transitional expression.

**Example:** Animals need homes; also, people need pets.

**Answer:** Animals need homes; also, people need pets.

- I think cats make good pets; indeed, I think they are the best.
- Ina likes my cat; however, she has a dog.
- Cats need little attention; in fact, sometimes they like to be alone.
- Many people prefer cats; for instance, more people own cats than own dogs.
- Do some research before you get a pet; first, talk to pet owners.
- Read articles about different animals; also, check Internet sites.
- Some dogs need space; on the other hand, some do well in city apartments.
- A pet is a pal; moreover, it is a responsibility.
- Don't think of walking a dog as a chore; instead, see it as good exercise.
- Pets are great fun; nevertheless, they require a little effort.

**Practice B Writing Sentences With Semicolons**

Read the two independent clauses in each item. Then, join them in one sentence using a semicolon along with a conjunctive adverb or transitional expression. Write the sentence on the line.

**Example:** My report is due in a week. I haven't started yet.

**Answer:** My report is due in a week; however, I haven't started yet.

- I don't mind writing a report. It's just hard to get started.

---

- Choosing a topic slowed me down. I was stumped.

---

- Africa interests me. It was my first choice.

---

- That topic was too big. I needed to narrow it.

---

**Writing and Speaking Application**

Write two closely related sentences about pets. Exchange sentences with a partner. Each of you should combine the two sentences and write them with a semicolon. Then, read the combined sentences aloud and discuss the way semicolons are used.



Name \_\_\_\_\_ Date \_\_\_\_\_

**124 USING SEMICOLONS TO AVOID CONFUSION**

**Consider the use of semicolons to avoid confusion when items in a series already contain commas.**

Place a semicolon after all but the last complete item in a series.

**EXAMPLES:** Tony's birthday is Sunday, February 28; Robert's is Monday, March 1; and mine is Friday, March 5.  
A lion, Leo; a baboon, Baby; and a pheasant, Fancy, were new additions to the zoo.

**Practice A Rewriting Sentences**

*Read each sentence. Find the mistake with semicolons. Rewrite the sentence.*

**Example:** The novel portrays war, features historical people, such as Ben Franklin, and grabs the reader's interest with action.

**Answer:** The novel portrays war; features historical people, such as Ben Franklin; and grabs the reader's interest with action.

1. The games are set for Saturday, July 4, Saturday, July 11; and Friday July 17.  
\_\_\_\_\_
2. The officers are Ben, president; Amber, vice-president, Dan, treasurer; and Carlos, special events.  
\_\_\_\_\_
3. You should plan to help on Sunday, January 3, Saturday, January 9; and Sunday, January 24.  
\_\_\_\_\_
4. Last summer, our teacher went to Lima, Peru, Santiago, Chile; and Caracas, Venezuela.  
\_\_\_\_\_

**Practice B Writing Sentences With Semicolons**

*Read each sentence. Rewrite it correctly on the line, using semicolons where needed in place of commas to avoid confusion.*

**Example:** We'll exercise on December 28, 2009, January 5, 2010, and January 7, 2010.

**Answer:** We'll exercise on December 28, 2009; January 5, 2010; and January 7, 2010.

1. My homework is to read the history textbook, pages 302–313, do the math problems, Chapter 16, and finish an art project.  
\_\_\_\_\_
2. Special performances will be on Saturday, March 20, Sunday, March 21, and Wednesday, March 24.  
\_\_\_\_\_
3. Olivia, my cousin from New York, Christian, my cousin from Miami, and Cody and Vicki, my cousins from Chicago, will be here for the holidays.  
\_\_\_\_\_
4. The dealer sells cars, sedans, and wagons, vans, small and large, and pickup trucks.  
\_\_\_\_\_

**Writing and Speaking Application**

Write a sentence about things sold in a store. Use semicolons to avoid confusion. With a partner, take turns reading and listening to your sentences. Then, discuss the semicolons in both sentences.

Name \_\_\_\_\_ Date \_\_\_\_\_

**125 USING COLONS**

**Use a colon after an independent clause to introduce a list of items. Do not use a colon after a verb or a preposition. Use a colon to introduce a long or formal quotation.**

**EXAMPLES:** Cat breeds include the following: Ragdoll, Manx, and Russian Blue.  
The U.S. Constitution begins: "We the people of the United States . . ."

Some Additional Uses of the Colon		
To separate hours and minutes	10:00 A.M.	7:15 P.M.
After the salutation in a business letter	Dear Mr. Kelly:	Dear Sir or Madam:
On warnings and labels	Warning: Fog Ahead	Caution: May cause sleepiness.

**Practice A Using Colons**

*Read the sentences. If a sentence is correct, write correct on the line. If a colon or colons should be added, insert the colon or colons where they are needed.*

**Example:** These are the ingredients, chicken, celery, carrots, and salt.

**Answer:** These are the ingredients: chicken, celery, carrots, and salt.

- The campers followed the rule book: Make sure fires are out. \_\_\_\_\_
- The following countries are on the tour, Kenya, Tanzania, and Zambia. \_\_\_\_\_
- Note: Must be prescribed by a doctor. \_\_\_\_\_
- Stars in space go through a life cycle: birth, phases, and death in an explosion. \_\_\_\_\_
- Our choices for flight times are 6 40, 9 20, or 11 05 in the morning. \_\_\_\_\_
- We are shipping these things 12 books, a set of dishes, and 18 pictures. \_\_\_\_\_

**Practice B Using Colons**

*Read the sentences. On the line, rewrite each sentence with a colon correctly placed.*

**Example:** Caution Slippery When Wet      **Answer:** Caution: Slippery When Wet.

- For the science project, you need these items, magnets, a pushpin, scissors, and string.  
\_\_\_\_\_
- Caution, For Tile Floors Only  
\_\_\_\_\_
- The recipe calls for the following, fruit, low-fat sour cream, honey, and nuts.  
\_\_\_\_\_
- We are moving only these things, an antique chest, a walnut table, and six chairs.  
\_\_\_\_\_
- Here's how to care for our dog, feed him, walk him, and play with him.  
\_\_\_\_\_

**Writing and Speaking Application**

Write a list of directions for caring for a pet. Use a colon before the list. With a partner, take turns reading your sentences. Your partner should tell where the colon belongs.

Name \_\_\_\_\_ Date \_\_\_\_\_

**126 USING QUOTATION MARKS WITH QUOTATIONS**

**A direct quotation represents a person's exact speech or thoughts. An indirect quotation reports the general meaning of what a person said or thought.**

Enclose <b>direct quotations</b> in quotation marks.	Julie said, "We are studying Jamestown."
<b>Indirect quotations</b> do not require quotation marks.	Sara said that it was settled in 1607.
Place a comma after an <b>introductory expression</b> .	Julie said, "The settlers were from England."
Place a comma, question mark, or exclamation mark inside the quotation mark with a <b>concluding expression</b> .	"What do you know about the settlers?" asked Sara.
In an <b>interrupting expression</b> with one sentence, use new quotation marks for the rest of the quotation.	"They came on three ships," said Julie, "and were men and boys."
In an <b>interrupting expression</b> with two sentences, place a period after the interrupter, and then write the second quoted sentence as a full quotation.	"One of them was John Rolfe," said Sara. "He married Pocahontas."

**Practice A Labeling Direct and Indirect Quotations**

Write D if the sentence contains a direct quotation. Write I if it contains an indirect quotation.

**Example:** April said that she likes television comedies.

**Answer:** I

- Vince said, "I like action shows." \_\_\_\_\_
- "Why do you like them?" asked April.  
\_\_\_\_\_
- Vince said, "I think they are exciting."  
\_\_\_\_\_
- April agreed that some of them are all right.  
\_\_\_\_\_
- Vince said, "Watch the new one."  
\_\_\_\_\_
- "When is it on?" asked April. "I'll give it a try." \_\_\_\_\_
- Vince said that it was on Mondays at 7:00.  
\_\_\_\_\_
- "You must watch the new comedy," April insisted. \_\_\_\_\_
- Vince asked what it was about. \_\_\_\_\_
- "It's about three teens," replied April.  
\_\_\_\_\_

**Practice B Punctuating Expressions**

Read the sentences. Rewrite each sentence, adding commas and quotation marks where needed.

**Example:** Nat asked Will you be on our team?

**Answer:** Nat asked, "Will you be on our team?"

- Ella asked What project are you doing? \_\_\_\_\_
- We're not sure yet said Nat. \_\_\_\_\_
- I'd like to study Jamestown said Abby. \_\_\_\_\_
- That sounds good to me, Ben agreed. \_\_\_\_\_
- Then, we agree said Nat. Let's decide when to meet. \_\_\_\_\_
- I can get together tomorrow Ella said. \_\_\_\_\_

**Writing and Speaking Application**

Write a brief conversation among three or four people. Circle your quotation marks. With a partner, take turns reading your conversations. Then, discuss how quotation marks are used.

Name \_\_\_\_\_ Date \_\_\_\_\_

**127 USING QUOTATION MARKS WITH OTHER PUNCTUATION MARKS**

A comma or period used with a direct quotation goes inside the final quotation mark. Place a question mark or an exclamation mark inside the final quotation mark if the end mark is part of the quotation. Place a question mark or an exclamation mark outside the final quotation mark if the end mark is part of the entire sentence, not part of the quotation.

EXAMPLES: "The test is tomorrow," said Margaret, "so I must study."

Tim asked, "Do you think you will do well?"

Did you say, "I got an A on the last test"?

**Practice A Identifying Correct Sentences**

Read each sentence. Decide if it shows quotation marks used correctly with other punctuation. Write C for correct or I for incorrect.

**Example:** Kim asked, "When is the bus coming?"

**Answer:** Kim asked, "When is the bus coming?"     C    

1. "Have you cleaned your room yet" Dad asked? \_\_\_\_\_
2. "I worked all day", she said. \_\_\_\_\_
3. Imagine her saying, "I think I can do it"! \_\_\_\_\_
4. I shouted out loud, "Knock it off!" \_\_\_\_\_
5. Did Uncle Fred say, "I'm coming next week?" \_\_\_\_\_

**Practice B Rewriting Sentences**

Read the sentences. Decide whether the missing punctuation goes inside or outside the quotation marks. Then, rewrite the sentence correctly on the line.

**Example:** "Did you say," asked Gabriella, "that the report is due today"

**Answer:** "Did you say," asked Gabriella, "that the report is due today?"

1. "Oh no" I replied. "I'm not finished yet." \_\_\_\_\_
2. "Will you ask for an extension" he asked. \_\_\_\_\_
3. I can't believe she said, "No excuses" \_\_\_\_\_
4. Did Les say "I can play that song" \_\_\_\_\_
5. "I want to write about the Spanish explorers" he said. \_\_\_\_\_
6. "Have you done research" she asked. \_\_\_\_\_
7. I screamed, "Go, team" \_\_\_\_\_
8. Did Mom say, "Come home right after school" \_\_\_\_\_

**Writing and Speaking Application**

Write two sentences of a conversation between a teen and a parent. With a partner, read aloud your sentences. Then, talk about both conversations. Do you agree about the proper punctuation?

Name \_\_\_\_\_ Date \_\_\_\_\_

**128 USING SINGLE QUOTATION MARKS FOR QUOTATIONS WITHIN QUOTATIONS**

Use single quotation marks ( ' ') to set off a quotation within a quotation. The rules for using commas and end marks with single quotation marks are the same as they are with double quotation marks.

EXAMPLES "Did you say, 'He's late' or 'He's great'?" asked Mac.

She said, "I heard someone shout 'Hey,' so I turned around."

**Practice A Identifying Correct Sentences**

Read the sentence pairs. Find the one that uses single quotation marks correctly. Write C for correct on the line after that sentence.

**Example:** He said, "I heard Carl call, Let's go, so I got my jacket."

He said, "I heard Carl call, 'Let's go,' so I got my jacket."

**Answer:** He said, "I heard Carl call, 'Let's go,' so I got my jacket." \_\_\_\_\_ C

1. "Did you say, 'Pass me a roll,' or 'Pass me a bowl'?" asked Trevor. \_\_\_\_\_  
"Did you say, Pass me a roll, or Pass me a bowl?" asked Trevor. \_\_\_\_\_

2. Kate said, " I heard someone yell, 'Help,' so I came." \_\_\_\_\_  
Kate said, "I heard someone yell, Help, so I came." \_\_\_\_\_

3. Pat asked, "What did you think when Gabby said, Don't come?" \_\_\_\_\_  
Pat asked, "What did you think when Gabby said, 'Don't come'?" \_\_\_\_\_

4. "Did you hear me say, 'Yes,' or didn't you catch it?" asked Lindsey. \_\_\_\_\_  
"Did you hear me say, Yes, or didn't you catch it?" asked Lindsey. \_\_\_\_\_

5. Kelly said, "I heard her cry, Oops, and thought she needed help." \_\_\_\_\_  
Kelly said, "I heard her cry, 'Oops,' and thought she needed help." \_\_\_\_\_

**Practice B Rewriting Sentences**

Read the sentences. Rewrite each sentence, using single quotation marks where needed.

**Example:** Monica said, "Do you remember when Seth offered, I'll loan you the book?"

**Answer:** Monica said, "Do you remember when Seth offered, 'I'll loan you the book'?"

1. Sophie asked, "When did Ms. Wheeler announce, Your essays are due on Friday?"

\_\_\_\_\_

2. Carol said, "I heard you call, Hi, before I saw you coming toward me."

\_\_\_\_\_

3. Debbie asked, "When did you hear him say, I can't ever agree to that?"

\_\_\_\_\_

4. Shannon asked, "Did Molly say, Please pass the water this way?"

\_\_\_\_\_

5. Miguel said, "I heard him shout, Watch out, before I saw the car."

\_\_\_\_\_

**Writing and Speaking Application**

Write a sentence about something you haven't heard clearly. Use single quotation marks. With a partner, take turns reading your questions. Then, discuss whether you each used single quotation marks correctly.

Name \_\_\_\_\_ Date \_\_\_\_\_

**129 PUNCTUATING EXPLANATORY MATERIAL WITHIN QUOTES**

Sometimes it is necessary to add information to a quotation to explain it more fully. In that case, brackets tell your reader that the information did not come from the original speaker.

**EXAMPLE:** The president of the chamber of commerce said, “We are proud of our new mall and the variety of stores it gives our town [Brookfield].”

**Practice A Identifying Explanatory Material Within Quotes**

Read the sentences. Write the word or words that are explanatory and should be put in brackets.

**Example:** The speaker said, “I regret that I cannot continue in this job city manager.”

**Answer:** [city manager]

1. The teacher wrote to parents, “Soon we will read in class a wonderful book *Call of the Wild* by Jack London.” \_\_\_\_\_
2. Ms. Evans said, “As principal of this middle school Spring Creek, I am pleased to announce we will begin construction on the addition to our building in the spring.” \_\_\_\_\_
3. “We the residents of the Brooks community wish to thank everyone for their support.” \_\_\_\_\_
4. At the banquet, Mr. Russell announced, “The winner of this trophy First Place in Swimming is our team captain, Paul Mason.” \_\_\_\_\_
5. The jet pilot said, “I did only what any trained pilot does. I brought my plane down in the river the Hudson because I had no other choice.” \_\_\_\_\_

**Practice B Using Brackets for Explanatory Material Within Quotes**

Read the items. Rewrite each one on the lines, enclosing the explanatory material in brackets.

**Example:** The CEO said, “Our company SWS Solutions is merging with Diskware on November 23.”

**Answer:** The CEO said, “Our company [SWS Solutions] is merging with Diskware on November 23.”

1. The master of ceremonies announced, “This year’s Greatest Achievement Award goes to Ben Barry for his success in his new business B. B. & Sons.”  
\_\_\_\_\_  
\_\_\_\_\_
2. “We the committee wish to put in nomination these names for class president, vice-president, and secretary.”  
\_\_\_\_\_  
\_\_\_\_\_
3. The senator announced, “I am pleased that the Senate passed the transportation bill S.38.”  
\_\_\_\_\_  
\_\_\_\_\_

**Writing and Speaking Application**

Write an announcement that might be made by a government official. Use brackets for explanatory material. With a partner, take turns reading your sentences.

Name \_\_\_\_\_ Date \_\_\_\_\_

**130 USING QUOTATION MARKS FOR DIALOGUE****A conversation between two or more people is called a dialogue.**

In a dialogue, indent to begin a new paragraph with each change of speaker. Add quotation marks around a speaker's words. Always identify a new speaker.

**Practice A Using Quotation Marks in Dialogue**

Read the five items below. Write them as three paragraphs on the lines. Use quotation marks.

**Example:** What is the difference between an autobiography and a biography the teacher asked.  
An autobiography is written by the person it is about said Chloe.

**Answer:** "What is the difference between an autobiography and a biography?" the teacher asked.  
"An autobiography is written by the person it is about," said Chloe.

1. The teacher asked What subjects come up in autobiographies?
2. The subjects are different because authors' lives are different. Some writers like nature said Jen.
3. I like to read about different animals in nature.
4. Lee said I like reading about sports.
5. My favorite autobiographies tell about baseball he explained.

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**Practice B Revising Dialogue for Punctuation and Paragraphs**

Read the dialogue. Then, rewrite the dialogue on the lines. Add quotation marks and other punctuation, and begin new paragraphs where needed.

**Example:** Who remembers what the autobiography by Annie Dillard was about? asked the teacher.

**Answer:** "Who remembers what the autobiography by Annie Dillard was about?" asked the teacher.

We read something from an autobiography by Gary Paulsen said Josh. I remember that one responded Cindy but I liked Annie Dillard's descriptions better. My favorite was about a baseball player said Lee. I liked reading about traveling around the country with a dog, said Kev. I think the writer was John Steinbeck he added. Traveling reminds me of Mark Twain said Lee.

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**Writing and Speaking Application**

Write a brief dialogue about authors or books. Use quotation marks; indent paragraphs for new speakers. With a partner, read your dialogue. Then, discuss quotation marks and paragraphs.

Name \_\_\_\_\_ Date \_\_\_\_\_

**131 USING QUOTATION MARKS IN TITLES**

Use quotation marks to enclose the titles of short written works and of a work that is part of a collection. Use quotation marks around the titles of episodes in a television or radio series, songs, and parts of a long musical composition.

Title of a short story	"The Drummer Boy of Shiloh"
Chapter from a book	"The Quiet Crisis" from <i>The World Is Flat</i>
Title of a short poem	"Winter Moon"
Title of an article	"Saving the Wetlands"
Title of an episode	"American Eagle" from <i>Nature</i>
Title of a song	"Come Away With Me"

**Practice A Adding Quotation Marks**

Read each sentence. Add quotation marks for each title. Circle the quotation marks.

**Example:** We read the story Charles last week.

**Answer:** We read the story (C)harles(C)last week.

1. Read the article The Ten Best Cities soon.
2. Side by Side is Gram's favorite song.
3. The best chapter so far is Perhaps an Accident.
4. The short story The Tell-Tale Heart is scary.
5. Have you seen Two Days in October on *American Experience*?
6. I like the old song Stardust.
7. My magazine article is How to Be a Friend.
8. Have you read the story Raymond's Run yet?

**Practice B Using Quotation Marks for Titles**

Read the sentences. Rewrite each sentence on the line. Enclose the title in quotation marks.

**Example:** Our next story in the literature book is The White Umbrella.

**Answer:** Our next story in the literature book is "The White Umbrella."

1. I liked the story Thank You, M'am. \_\_\_\_\_
2. Mom is reading Short Cuts, Healthy Eating. \_\_\_\_\_
3. Did Dad read O Captain! My Captain!? \_\_\_\_\_
4. On what page does A Retrieved Reformation begin? \_\_\_\_\_
5. Emma Lazarus wrote The New Colossus. \_\_\_\_\_
6. My favorite poem is Taught Me Purple. \_\_\_\_\_
7. Did you say the title is Those Winter Sundays? \_\_\_\_\_
8. Chapter 12 is The Foolish and the Weak. \_\_\_\_\_

**Writing and Speaking Application**

Write two sentences recommending a magazine article. Then, take turns with a partner reading your sentences. Partners should identify the titles. Discuss your use of quotation marks.



Name \_\_\_\_\_ Date \_\_\_\_\_

**132 USING UNDERLINING AND ITALICS IN TITLES**

**Underline or italicize the titles of long written works and publications that are published as a single work.**

Underlining is used only in handwritten or typewritten material. In printed material, italic (slanted) print is used instead of underlining.

UNDERLINING: The Old Man and the Sea ITALICS: *The Old Man and the Sea*

<b>Title of a book or play</b>	<i>The Pearl, The Diary of Anne Frank</i>
<b>Title of a long poem</b>	<i>The Waste Land</i>
<b>Title of a magazine or newspaper</b>	<i>St. Louis Post Dispatch, The Week</i>
<b>Title of a movie or a television series</b>	<i>Rear Window, Frasier</i>
<b>Title of a long work of music or a music album</b>	<i>Genius Loves Company</i>
<b>Title of a painting or sculpture</b>	<i>Jean Renoir Sewing, David</i>
<b>Air, sea, and spacecraft</b>	<i>Nautilus</i>
<b>Words and letters used as names for themselves; foreign words</b>	How do you spell <i>neighbor</i> ? <i>Gracias</i> is “thank you” in Spanish.

**Practice A Identifying Titles**

Circle each title or other words that need underlining or italics.

**Example:** Have you seen Van Gogh’s Self-Portrait at the Art Institute of Chicago?

**Answer:** Have you seen Van Gogh’s Self-Portrait at the Art Institute of Chicago?

1. My brother watched the film The Wizard of Oz.
2. Monet painted Water Lilies.
3. I found the album Good Evening New York City on the shelf.
4. We saw Degas’ sculpture Little Dancer of 14 Years at the art museum.
5. I read the book The Moves Make the Man.
6. Do you subscribe to People?
7. The word philosopher begins with the letters ph.
8. He asked, “Comment ça va?” to find out how it is going.
9. The Santa Maria was one of Columbus’s ships.
10. I have a recording of the opera Carmen.

**Practice B Using Underlining for Titles**

Read the sentences. Then, underline the title in each one.

**Example:** We went to see a performance of the musical Showboat.

**Answer:** We went to see a performance of the musical Showboat.

1. Have you seen reruns of The Honeymooners?
2. We ordered An Evening With Il Divo: Live in Barcelona for our music collection.
3. We have Time delivered every week.
4. This is a reproduction of the famous painting, The Artist’s Mother, by Whistler.

**Writing and Speaking Application**

Write a two-sentence description of a television series. Underline the title. Then, take turns with a partner reading and listening to your sentences. Partners should identify the titles. Talk about how each of you used underlining for the title.

Name \_\_\_\_\_ Date \_\_\_\_\_

**133 USING HYPHENS IN NUMBERS****Hyphens are used to join compound numbers and fractions.**Use a hyphen when you write two-word numbers from *twenty-one* through *ninety-nine*.

EXAMPLES: seventy-one      twenty-three

Use a hyphen when you use a fraction as an adjective but not when you use a fraction as a noun.

EXAMPLES: One-half the stadium is empty.      One half of the sandwiches are gone.

**Practice A Using Hyphens in Numbers***Read the following items. Write each item, adding hyphens where needed. If an item is correct, write correct.***Example:** twenty two computers**Answer:** twenty-two computers

- |                                    |                                       |
|------------------------------------|---------------------------------------|
| 1. one third cup of raisins _____  | 6. one quarter of the crop _____      |
| 2. two thirds of the states _____  | 7. twenty nine new stores _____       |
| 3. a three quarters majority _____ | 8. thirty three cars on the lot _____ |
| 4. fifty five chairs _____         | 9. three quarters of a mile _____     |
| 5. eighty nine dollars _____       | 10. sixty two employees _____         |

**Practice B Proofreading for Hyphens***Read the sentences. Rewrite the words in each sentence that need a hyphen. If an item does not need a hyphen, write correct.***Example:** The car gets twenty three miles per gallon.**Answer:** twenty-three

- One half of the parents attended the open house. \_\_\_\_\_
- Fifty five cats were entered in the show. \_\_\_\_\_
- The directions call for screws one half inch long. \_\_\_\_\_
- Thirty seven students came to cheer us on. \_\_\_\_\_
- Three quarters of the highway repairs are completed. \_\_\_\_\_
- Ninety one homes have cable television. \_\_\_\_\_
- The library bought forty five new books. \_\_\_\_\_
- The restaurant can seat seventy two people. \_\_\_\_\_
- Eighty one votes were cast by proxy. \_\_\_\_\_
- The recipe calls for one quarter cup almonds. \_\_\_\_\_

**Writing and Speaking Application**

Write a description of purchases by a school. Use three hyphens in numbers. Then, take turns with a partner reading and listening to your descriptions. Can you and your partner name the numbers that need hyphens?

Name \_\_\_\_\_ Date \_\_\_\_\_

**134 USING HYPHENS FOR PREFIXES AND SUFFIXES**

The following prefixes are often used before proper nouns: *ante-*, *anti-*, *post-*, *pre-*, *pro-*, and *un-*. Check a dictionary when you are unsure about using a hyphen.

Use a hyphen after a prefix that is followed by a proper noun or adjective.

EXAMPLES: pro-Russian treaty      mid-June

Use a hyphen in words with the prefixes *all-*, *ex-*, and *self-* and the suffix *-elect*.

EXAMPLES: self-made      president-elect

**Practice A Using Hyphens**

Read the following phrases. Then, write each phrase on the line, adding hyphens where needed.

**Example:** post Vietnam War era

**Answer:** post-Vietnam War era

- |                                  |                                     |
|----------------------------------|-------------------------------------|
| 1. mid February trip _____       | 6. anti Latin American treaty _____ |
| 2. ex chairman _____             | 7. pro Mexican feeling _____        |
| 3. pre Columbian artifacts _____ | 8. all city chorus _____            |
| 4. self governing body _____     | 9. grief support group _____        |
| 5. trans Asian route _____       | 10. post Reconstruction times _____ |

**Practice B Proofreading for Hyphens**

Read the sentences. Rewrite each sentence on the line, adding hyphens where needed.

**Example:** The ex governor has written a book.

**Answer:** The ex-governor has written a book.

- The senator elect favors health-care reform. \_\_\_\_\_
- The chapter is about the post Civil War period. \_\_\_\_\_
- He has his self interests in mind. \_\_\_\_\_
- English newspapers are showing pro American support. \_\_\_\_\_
- Many immigrants arrived in the pre World War I years. \_\_\_\_\_
- He is an ex professional football player. \_\_\_\_\_
- The mid year dues are ten dollars. \_\_\_\_\_
- The ex ambassador is speaking tonight. \_\_\_\_\_
- The playoffs are in mid March. \_\_\_\_\_
- Protestors held anti American signs. \_\_\_\_\_

**Writing and Speaking Application**

Write two sentences about a period in history. Use at least two hyphens with prefixes or suffixes. Then, read your sentences aloud to a partner. Have your partner tell which words need hyphens. Then, switch roles with your partner.

Name \_\_\_\_\_ Date \_\_\_\_\_

**135 USING HYPHENS IN COMPOUND WORDS****Compound words are two or more words that must be read together to create a single idea.**

Use a hyphen to connect two or more words that are used as one compound word, unless the dictionary gives a different spelling.

EXAMPLES: son-in-law      great-great-uncle

**Practice A Using Hyphens in Compound Words***Read the following phrases. Then, write each phrase on the line, adding hyphens in the compound nouns.***Example:** a double dipper**Answer:** a double-dipper

- |                                  |                                    |
|----------------------------------|------------------------------------|
| 1. a great grandson _____        | 6. for her own self interest _____ |
| 2. both fathers in law _____     | 7. the mayor elect _____           |
| 3. an attorney at law _____      | 8. a show off _____                |
| 4. a jack in the box _____       | 9. her sons in law _____           |
| 5. his great granddaughter _____ | 10. his sister in law _____        |

**Practice B Proofreading for Hyphens***Read the sentences. Rewrite each sentence on the line, adding hyphens where needed.***Example:** My great uncle lives in Panama.**Answer:** My great-uncle lives in Panama.

- Less pay for a job with less stress is a trade off. \_\_\_\_\_
- The tall boy is our school's president elect. \_\_\_\_\_
- Mom is visiting her sister and brother in law. \_\_\_\_\_
- I found the cross reference to a later chapter helpful. \_\_\_\_\_
- My great grandmother just retired. \_\_\_\_\_
- Mrs. Nelson has six great grandchildren. \_\_\_\_\_
- He said I have a lot of self control. \_\_\_\_\_
- Two of my great grandparents are living. \_\_\_\_\_
- This gadget is a real time saver. \_\_\_\_\_
- My sister in law drove me to soccer practice. \_\_\_\_\_

**Writing and Speaking Application**

Write a three-sentence description of a reunion. Use at least three compound nouns and circle them.

Read your sentences aloud to a partner, who will name the compound nouns that need hyphens. Then, switch roles.

Name \_\_\_\_\_ Date \_\_\_\_\_

**136 USING HYPHENS WITH COMPOUND MODIFIERS**

Hyphens help your reader group information properly. A hyphen is not necessary when a compound modifier follows the noun it describes. However, if a dictionary spells a word with a hyphen, the word must always be hyphenated, even when it follows a noun.

Use a hyphen to connect a compound modifier that comes before a noun. Do not use a hyphen with a compound modifier that includes a word ending in *-ly* or in a compound proper adjective.

EXAMPLES: We try to eat well-balanced meals. a single-handed effort  
a carefully prepared dinner the Puerto Rican cooking

**Practice A Using Hyphens With Compound Modifiers**

Read the following phrases. Then, write each phrase on the line, adding hyphens where needed. If the phrase does not need a hyphen, write correct.

**Example:** white collar job

**Answer:** white-collar job

- |  |                                      |
|--|--------------------------------------|
| 1. a quick witted girl _____             | 6. an easy to follow recipe _____    |
| 2. a flawlessly chosen menu _____        | 7. long term goals _____             |
| 3. a four cheese sauce _____             | 8. low income residents _____        |
| 4. a three hour cooking time _____       | 9. a completely amazed visitor _____ |
| 5. a recipe that is easy to follow _____ | 10. a worn out cook _____            |

**Practice B Proofreading for Hyphens**

Read the sentences. Rewrite each sentence on the line, adding hyphens where needed. If no hyphen is needed, write correct.

**Example:** She is a well informed reporter.

**Answer:** She is a well-informed reporter.

- The announcement was carefully written. \_\_\_\_\_
- Marcie is a stage struck teen. \_\_\_\_\_
- Nat is a well qualified applicant. \_\_\_\_\_
- He is a broad minded person \_\_\_\_\_
- It was a closely played game. \_\_\_\_\_
- Do you like my new wash and wear shirt? \_\_\_\_\_
- My wide awake brother couldn't keep quiet. \_\_\_\_\_
- We were shown a comfortably furnished room. \_\_\_\_\_
- The good natured waitress joked with us. \_\_\_\_\_
- She told a hair raising tale. \_\_\_\_\_

**Writing and Speaking Application**

Write a three-sentence description of a person. Use hyphens with two compound modifiers. Read your sentences aloud to a partner, who will identify the compound modifiers with hyphens. Then, switch sentences with your partner. Discuss your sentences.

Name \_\_\_\_\_ Date \_\_\_\_\_

**137 USING HYPHENS AT THE ENDS OF LINES****Hyphens serve a useful purpose when they divide words at the ends of lines.**

However, avoid dividing words at the end of a line whenever possible. If a word must be divided, always divide it between syllables. A hyphen used to divide a word should never be placed at the beginning of the second line. It must be placed at the end of the first line.

**EXAMPLE:** Eve fell off her bike and frac-  
tured her arm.

**Practice A Identifying Correct Use of Hyphens**

*Read the following words. Rewrite each word with a vertical line between syllables that can be divided at the end of a line.*

**Example:** splinter

**Answer:** splin | ter

- |                     |                      |
|---------------------|----------------------|
| 1. matchless _____  | 6. downcast _____    |
| 2. swallow _____    | 7. lecture _____     |
| 3. pestilence _____ | 8. accommodate _____ |
| 4. relentless _____ | 9. inquiring _____   |
| 5. narrative _____  | 10. mitosis _____    |

**Practice B Using Hyphens in Words**

*Read the sentences. If a word has been divided correctly, write correct. If not, rewrite the sentence correctly.*

**Example:** Now that Jan is earning money, she de-  
-posits a little every week in the bank.

**Answer:** Now that Jan is earning money, she depos-  
its a little every week in the bank.

- |   |   |
|---|---|
| 1. Dylan acted badly, and now he is remorse-<br>-ful for what he said to the new boy.<br>_____<br>_____ | 3. The yellow flowers in front have a nice per-<br>fume, but the blue ones don't smell at all.<br>_____<br>_____          |
| 2. Because of the icy rain, the walk was slip-<br>-pery, and Carter fell.<br>_____<br>_____             | 4. Lori is not a great athlete, but she is quite intel-<br>-ligent and gets excellent grades in school.<br>_____<br>_____ |

**Writing and Speaking Application**

Write two sentences about how you might earn money. Use hyphens to break words at the ends of lines. Then, read your sentences aloud to a partner. Switch roles with your partner. Discuss your sentences.

# 138 USING HYPHENS CORRECTLY TO DIVIDE WORDS

Do not divide one-syllable words even if they seem long or sound like words with two syllables. Do not divide a word so that a single letter stands alone. Avoid dividing proper nouns or proper adjectives. Divide a hyphenated word only immediately following the existing hyphen.

Incorrect	har-sh	ceas-ed	e-ven	Rus-sia	self-de-fense
Correct	harsh	ceased	even	Russia	self-defense

## Practice A Identifying Hyphens Used Correctly

Read the following words divided into syllables. If the word is correctly divided, write correct on the line. If the word cannot be divided as shown, write incorrect.

Example: drear-y  
 Answer: incorrect

- |                        |                             |
|------------------------|-----------------------------|
| 1. e-vict _____        | 6. bor-ing _____            |
| 2. self-pi-ty _____    | 7. boom-ed _____            |
| 3. cru-el _____        | 8. heart-s _____            |
| 4. good-look-ing _____ | 9. ho-ax _____              |
| 5. Ja-pan _____        | 10. round-shoul-dered _____ |

## Practice B Using Hyphens to Divide Words

Read the sentences. Rewrite each one to correct the error in the way the hyphen is used to divide the word.

Example: I was sound asleep when the a-larm clock went off.  
 Answer: I was sound asleep when the alarm clock went off.

- Our neighbors are taking a trip to Ken-ya in a few months.  
 \_\_\_\_\_
- I need to learn self-con-trol when it comes to snacks.  
 \_\_\_\_\_
- Every wrong answer is mark-ed on this test.  
 \_\_\_\_\_
- Tammy is a very good all-a-round athlete.  
 \_\_\_\_\_
- My sister and I both a-woke at dawn.  
 \_\_\_\_\_

## Writing and Speaking Application

Write a sentence in two or three lines about a country you would like to visit. Show that you understand how to divide words with hyphens. Take turns with a partner reading and listening to your sentences. Discuss how each of you used hyphens to divide words.

Name \_\_\_\_\_ Date \_\_\_\_\_

**139 USING APOSTROPHES WITH POSSESSIVE NOUNS****Apostrophes are used with nouns to show ownership or possession.**

Add an apostrophe and -s to show the possessive case of most singular nouns and plural nouns that do not end in -s or -es.

EXAMPLES: Xavier's cubby is here. Jess's jacket is on the hook. Let's meet in the men's locker room.

Add an apostrophe to show the possessive case of plural nouns ending in -s or -es. Do not add an -s.

EXAMPLES: The players' trophies arrived. Several coaches' jobs were cut.

Add an apostrophe and -s (or just an apostrophe if the word is a plural ending in -s) to the last word of a compound noun to form the possessive.

EXAMPLES: Her father-in-law's business is in Atlanta.

**Practice A Using Apostrophes to Show Ownership**

Read each phrase. Then, rewrite each phrase using the possessive form.

**Example:** the short tail of the lynx

**Answer:** the lynx's short tail

- |  |   |
|--|---|
| 1. the book club of the women _____    | 6. the games that belong to Mike _____  |
| 2. the pride of the country _____      | 7. the wings of the hummingbirds _____  |
| 3. the place for the harnesses _____   | 8. the travels of the stateswoman _____ |
| 4. the location of Ellis Island _____  | 9. the high banks of levees _____       |
| 5. the disaster of the hurricane _____ | 10. the strut of ibises _____           |

**Practice B Fixing Apostrophes**

Read the sentences. Then, rewrite each sentence on the line, correcting use of the apostrophe.

**Example:** Think about the storie's themes.

**Answer:** Think about the stories' themes.

- This roast beefs' flavor is delicious. \_\_\_\_\_
- The marches' tempo is fast. \_\_\_\_\_
- Let's look for Charlies' backpack. \_\_\_\_\_
- Terrys' grades are excellent. \_\_\_\_\_
- A pennys' value is not much today. \_\_\_\_\_
- These are Marshs' tennis shoes. \_\_\_\_\_
- The ducks' ducklings are following her. \_\_\_\_\_
- I love these blueberries's taste. \_\_\_\_\_
- Her horsewomans' skill is unusual. \_\_\_\_\_
- My watches' band broke. \_\_\_\_\_

**Writing and Speaking Application**

Write three sentences about food, using apostrophes to show ownership. Then, read your sentences aloud to a partner. Have your partner tell the words that have apostrophes. Then, switch roles with your partner.



Name \_\_\_\_\_ Date \_\_\_\_\_

**140 USING APOSTROPHES WITH PRONOUNS****Both indefinite and personal pronouns can show possession.**

Use an apostrophe and -s with indefinite pronouns to show possession. Do not use an apostrophe with possessive personal pronouns. Some personal pronouns act as adjectives. Others act as subjects, objects, and subject complements.

Possessive Pronouns	Singular	Plural
Indefinite pronoun	someone's question	
Personal pronoun as adjective	his basketball	their collection
Personal pronoun as subject, object, and subject complement	Ours is the white house.	These places are theirs.

**Practice A Using Apostrophes**

Read each sentence or phrase. On the line, rewrite the sentence or phrase to correct the mistake. Use correctly a possessive indefinite pronoun or a possessive personal pronoun.

**Example:** their' best game ever**Answer:** their best game ever

1. That point was ours'. \_\_\_\_\_
2. Ours players are here. \_\_\_\_\_
3. The foul was his'. \_\_\_\_\_
4. somebody error \_\_\_\_\_
5. your' game to win \_\_\_\_\_
6. nobody fault \_\_\_\_\_
7. each ones choice \_\_\_\_\_
8. The magazine is mine's. \_\_\_\_\_
9. The gift is yours'. \_\_\_\_\_
10. wagging its' tail \_\_\_\_\_

**Practice B Using Pronouns**

Read the sentences. If the pronoun in a sentence is used correctly, write correct. If a pronoun is used incorrectly, rewrite the sentence correctly.

**Example:** The bird is sitting on its' eggs.**Answer:** The bird is sitting on its eggs.

1. The singer practiced his' songs. \_\_\_\_\_
2. Your' music is on the piano. \_\_\_\_\_
3. Somebody clarinet is here. \_\_\_\_\_
4. Could the cat be hers'? \_\_\_\_\_
5. Their' performance was magnificent. \_\_\_\_\_
7. Someone flute needs to be put away. \_\_\_\_\_
8. The fox is in it's den. \_\_\_\_\_
9. Is the car theirs? \_\_\_\_\_
10. Everybodys' things were on sale. \_\_\_\_\_

**Writing and Speaking Application**

Write three sentences about a musical instrument. Use one possessive indefinite pronoun and one possessive personal pronoun. Then, read your sentences aloud to a partner. Have your partner identify the pronouns you used. Switch roles. Discuss how each of you used apostrophes.

Name \_\_\_\_\_ Date \_\_\_\_\_

**141 USING APOSTROPHES WITH CONTRACTIONS**

Contractions are used in informal speech and writing, especially in dialogue, because they create the sound of speech.

Use an apostrophe in a contraction to show where one or more letters have been omitted.

<b>Verb + not</b>	did not = didn't	have not = haven't
<b>Noun or pronoun + will</b>	they will = they'll	she will = she'll
<b>Noun or pronoun + be</b>	they are = they're	Mel is = Mel's
<b>Noun or pronoun + would</b>	she would = she'd	I would = I'd

**Practice A Using Apostrophes in Contractions**

Read the sentences. Each sentence contains a word group that can be written as a contraction. Write the contractions.

**Example:** I am feeling better.

**Answer:** I'm

- They have not been here before. \_\_\_\_\_
- Maria is the co-captain. \_\_\_\_\_
- They do not enjoy hiking. \_\_\_\_\_
- The storm is not coming today. \_\_\_\_\_
- You are absolutely right. \_\_\_\_\_
- She was not in the cafeteria. \_\_\_\_\_
- Mom has not left work yet. \_\_\_\_\_
- He should have studied. \_\_\_\_\_
- Where is the milk? \_\_\_\_\_
- My books are not here. \_\_\_\_\_

**Practice B Proofreading for Apostrophes**

Read the sentences. Rewrite each sentence, adding apostrophes where needed.

**Example:** Molly cant meet tonight.

**Answer:** Molly can't meet tonight.

- Hes never going to change. \_\_\_\_\_
- Will you see if theyre in the office? \_\_\_\_\_
- She hasnt been here for a year. \_\_\_\_\_
- Arent you in charge here? \_\_\_\_\_
- Were making the turkey and dressing. \_\_\_\_\_
- Theyre making the vegetables. \_\_\_\_\_
- Whats your excuse? \_\_\_\_\_
- Id rather go ice-skating. \_\_\_\_\_
- Wheres the book I was reading? \_\_\_\_\_
- Dads away in New York for a week. \_\_\_\_\_

**Writing and Speaking Application**

Write a short e-mail message. Use apostrophes correctly with three contractions. Circle the apostrophes. Find a partner and take turns reading and listening to your e-mails. Then, discuss how each of you used apostrophes with contractions.

Name \_\_\_\_\_ Date \_\_\_\_\_

**142 USING APOSTROPHES TO CREATE PLURALS****Do not use an apostrophe to form plurals, except in specific instances.**

Use an apostrophe and -s to create the plural form of a letter, numeral, or a word used as a name for itself.

EXAMPLES: Brian has two 1's in his address.  
Remember to say your *thank you's*.

**Practice A Using Apostrophes**

Read the sentences. On the line, write the plural and add an apostrophe.

**Example:** Read your paper and circle all of the 2s.**Answer:** 2's

1. He uses too many *thens* in his sentences. \_\_\_\_\_
2. The word *summarize* has two *ms*. \_\_\_\_\_
3. Do you spell your name with one *t* or two *ts*? \_\_\_\_\_
4. My answer has five 2s in it. \_\_\_\_\_
5. My younger cousin has trouble writing her 5s. \_\_\_\_\_
6. *Jesse* is spelled with two *es*. \_\_\_\_\_
7. My phone number begins with two 4s. \_\_\_\_\_
8. My younger cousin is learning to write his *ys* his week. \_\_\_\_\_
9. *Indiana* has two *ns* in it. \_\_\_\_\_
10. My PIN has two 9s. \_\_\_\_\_

**Practice B Proofreading for Apostrophes**

Read the sentences. Rewrite each sentence on the line, adding an apostrophe where needed.

**Example:** Line up your 0s in a column.**Answer:** Line up your 0's in a column.

- |   |   |
|---|---|
| 1. That address has four 2s in it. _____                          | 6. There are nine 0s in one billion. _____                |
| 2. <i>Sydney</i> spells her name with two <i>ys</i> . _____       | 7. Mom's tote has three Ss on it. _____                   |
| 3. Your <i>ps</i> should drop below the writing line. _____       | 8. There are two <i>lls</i> in <i>Danielle</i> . _____    |
| 4. Will all the Js line up behind James? _____                    | 9. Circle all the +s on your paper. _____                 |
| 5. Does <i>stopped</i> have one <i>p</i> or two <i>ps</i> ? _____ | 10. There are two <i>Alexs</i> in my English class. _____ |

**Writing and Speaking Application**

Write two sentences about the letters in the spelling of a word. Use an apostrophe to create a plural. Circle the apostrophe. With a partner, take turns reading and listening to your sentences. Discuss your use of apostrophes.

Name \_\_\_\_\_ Date \_\_\_\_\_

**143 PARENTHESES**

Parentheses are used to separate information from the rest of a sentence or paragraph.

<b>Set off explanations or other information loosely related to the rest of the sentence.</b>	Abraham Lincoln (16th President) was born in Hardin County, Kentucky, and moved to Indiana when he was eight.
<b>Do not begin a parenthetical sentence within another sentence with a capital letter.</b>	Lincoln ran against Stephen A. Douglas for senator of Illinois in 1858 (their debates are famous) but lost.
<b>End a parenthetical sentence within a sentence with a question mark or exclamation mark but not a period.</b>	When Confederate forces fired on Fort Sumter, Lincoln called for volunteers (would you believe 75,000?) to fight to save the Union.
<b>On its own, a parenthetical sentence begins with a capital letter and ends with an end mark.</b>	Lincoln was assassinated on April 14, 1865, by John Wilkes Booth. (Booth thought he was helping the South.)

**Practice A Using Parentheses**

Read the sentences. Add parentheses where they are needed in the sentences.

**Example:** These words are now famous: “With malice toward none; with charity for all” Lincoln’s Second Inaugural Address.

**Answer:** These words are now famous: “With malice toward none; with charity for all” (Lincoln’s Second Inaugural Address).

- Andrew Johnson became president 1865–1869 after Lincoln was assassinated.
- Gerald Ford took the oath of office when Richard Nixon resigned because of a scandal Watergate.
- James Buchanan was a little-known president some say he was not effective just before Lincoln.
- Dolley Madison one of the most famous First Ladies liked to entertain at the White House.
- Eleanor Roosevelt shy as a child gained recognition as First Lady for her work to help people.

**Practice B Proofreading for Parentheses**

Read the sentences. Rewrite each sentence on the line, using parentheses where appropriate.

**Example:** Two American presidents were named Johnson Andrew Johnson and Lyndon B. Johnson.

**Answer:** Two American presidents were named Johnson (Andrew Johnson and Lyndon B. Johnson).

- Evan was just elected would you believe! president of the hiking club.  
\_\_\_\_\_
- World War II started in 1939, when Nazi Germany invaded Poland, but the United States didn’t enter until 1941 Pearl Harbor.  
\_\_\_\_\_
- Register your dog now the deadline is tomorrow for the dog show in September.  
\_\_\_\_\_
- African elephants are very large animals; they weigh a lot as much as nine tons.  
\_\_\_\_\_

**Writing and Speaking Application**

Write three sentences about an animal that interests you. Use parentheses to separate information. With a partner, take turns reading and listening to your sentences. Try to identify the words in parentheses in each other’s sentences.

Name \_\_\_\_\_ Date \_\_\_\_\_

## 144 BRACKETS

**Use brackets to enclose an explanation in a quote to show that the explanation was not part of the original quote. Use brackets to enclose an explanation in text that is already in parentheses.**

**EXAMPLES:** The class president said, “Ms. Feeney has served the school [Raven Middle School] for ten years.”  
 President James Garfield was shot (by a man upset about not getting an appointment [1881]).

### Practice A Using Brackets

*Read the sentences. Rewrite each sentence on the line, using brackets where appropriate.*

**Example:** The governor said, “I am pleased to announce that the legislature has passed the best bill educational funding in this state in years.”

**Answer:** The governor said, “I am pleased to announce that the legislature has passed the best bill [educational funding] in this state in years.”

1. Chester Arthur (president in the nineteenth century 1881–1885) was considered handsome.

\_\_\_\_\_

2. Our teacher said, “He Chester Arthur was responsible for an early Federal immigration law.”

\_\_\_\_\_

3. The senator said, “For personal reasons, I will not seek another term in the next election 2014.”

\_\_\_\_\_

4. I told the man, “You can take this street Fourth Street all the way to Michigan Avenue.”

\_\_\_\_\_

### Practice B Proofreading for Brackets

*Read the sentences. Add the brackets where they are needed.*

**Example:** The principal announced, “Report to the auditorium in ten minutes 2:00 P.M. for an update.”

**Answer:** The principal announced, “Report to the auditorium in ten minutes [2:00 P.M.] for an update.”

1. The soccer coach said, “The win last week Saturday was a crucial one for our team.”

2. The reporter wrote, “The war Vietnam was not popular at home, and it lasted many years.”

3. John Adams (second President 1797–1801) wrote many letters to Thomas Jefferson.

4. Mom complained, “It’s time we got this room the basement cleaned and organized.”

### Writing and Speaking Application

Write two sentences about someone in your history book. Use brackets. With a partner, take turns reading and listening to your sentences. Discuss how each of you used brackets.

Name \_\_\_\_\_ Date \_\_\_\_\_

**145 USING THE ELLIPSIS**

**An ellipsis ( . . . ) shows where words have been omitted from a quoted passage. It can also mark a pause in dialogue.**

An ellipsis consists of three evenly spaced periods, or ellipsis points, in a row. There is a space before the first ellipsis point, between ellipsis points, and after the last ellipsis point. The plural form of the word *ellipsis* is *ellipses*.

<b>Shows words are omitted from the middle or end of a quoted passage. Use an end mark after an ellipsis at the end of a sentence.</b>	"I speak tonight for the dignity of man and the destiny of democracy. I urge . . . Americans of all religions and of all colors, from every section . . . to join me . . ." —Lyndon B. Johnson, <i>Address to a Joint Session of Congress on Voting Legislation</i> , March 15, 1965
<b>Marks a pause in a dialogue or speech.</b>	Where did you say we should meet . . . on the field?
<b>Shows an incomplete statement.</b>	That's just not going to work . . .

**Practice A Using Ellipses**

*Read the sentences. On the line, write whether the ellipses are used to indicate an omission or a pause.*

**Example:** "Saturday morning was come, and all the summer world was bright . . . Tom appeared on the sidewalk with a bucket of whitewash and a long-handled brush."

**Answer:** omission

- |  |  |
|--|--|
| <p>1. "Tom got safely beyond the reach of punishment, and hastened toward the public square . . ." _____</p> <p>2. Please . . . let's talk. _____</p> <p>3. I . . . I just can't try out this year. _____</p> <p>4. "The boys flew on . . . speechless." _____</p> | <p>5. Where . . . where did you see her? _____</p> <p>6. We will . . . don't you think? _____</p> <p>7. Yes . . . but I need half an hour to get ready. _____</p> <p>8. "His aunt wept over him and . . . finally told him to go on, and ruin himself . . ." _____</p> |
|--|--|

**Practice B Using Ellipses**

*Read the sentences. Write whether ellipses are used to indicate a pause or an incomplete statement.*

**Example:** You see . . . it's hard to explain.

**Answer:** pause

- |  |   |
|--|---|
| <p>1. Well . . . maybe. _____</p> <p>2. Whatever were you thinking . . . _____</p> <p>3. No . . . that's not possible. _____</p> <p>4. Please . . . give me another chance. _____</p> <p>5. Gosh . . . I don't know yet. _____</p> | <p>6. She said . . . I can't remember. _____</p> <p>7. I wonder . . . _____</p> <p>8. How about . . . _____</p> <p>9. You may disagree . . . but I know I'm right about this. _____</p> <p>10. Whew . . . _____</p> |
|--|---|

**Writing and Speaking Application**

Write a two-sentence dialogue about making a plan. Use ellipses. With a partner, take turns reading and listening to your sentences. Pause to show where the ellipses fall. Discuss your use of ellipses with your partner.

# 146 DASHES

**A dash (—) shows a strong, sudden break in thought or speech.**

Like commas and parentheses, dashes separate certain words, phrases, or clauses from the rest of the sentence or paragraph. A dash may also take the place of certain words before an explanation.

<b>Use to show a strong, sudden break in thought or speech.</b>	It was really hot—over a hundred degrees! Please come—and hurry—I need help.
<b>Use in place of <i>in other words, namely,</i> or <i>that is</i> before an explanation.</b>	Amy is here—she must have gotten lonely. An ostrich isn't like other birds—it can't fly.
<b>Use to set off nonessential appositives or modifiers.</b>	The talent show—put on by students—will be Saturday night.

## Practice A Using Dashes

*Read the sentences. Rewrite each sentence on the lines, adding dashes where they are needed.*

**Example:** Jared can't come to the meeting he says he has a team practice.

**Answer:** Jared can't come to the meeting—he says he has a team practice.

- Which city Chicago or San Francisco would you rather see?  
\_\_\_\_\_
- There must have been two dozen geese in that field did you see them?  
\_\_\_\_\_
- I read a review you may have seen it, too of that new movie we talked about.  
\_\_\_\_\_
- Ms. Simon's rule was "go on and return" circle questions you can't answer and go back later.  
\_\_\_\_\_

## Practice B Using Dashes

*Read the sentences. Rewrite each sentence on the lines, adding dashes where they are needed.*

**Example:** That snake I think it's a harmless garden snake startled me!

**Answer:** That snake—I think it's a harmless garden snake—startled me!

- Mosquitoes insects that bite carry diseases.  
\_\_\_\_\_
- Say again I couldn't hear over the loud music.  
\_\_\_\_\_
- I have to clean my room Saturday morning Mom insists on it.  
\_\_\_\_\_
- I am going to the game you may want to come with me to cheer on the team.  
\_\_\_\_\_

## Writing and Speaking Application

Write a two-sentence description of a sound. Use at least one dash. With a partner, take turns reading and listening to your descriptions. Can you identify the places that need dashes in each other's sentences? Discuss your use of dashes.

Name \_\_\_\_\_ Date \_\_\_\_\_

**147 THE WORD I****A capital letter is used for the word *I*, whatever its position in a sentence.**The pronoun *I* is always capitalized.

EXAMPLE: I like animals, and I would like to get a dog.

**Practice A Supplying Capitalization***Read the sentences. On the line, rewrite each sentence, adding the missing capitals.***Example:** i hope i can do better in math class this term.**Answer:** I hope I can do better in math class this term.

1. What can i do to make money to buy a bike? \_\_\_\_\_
2. Madeline and i will turn fourteen on the same day. \_\_\_\_\_
3. If i can't go to the movie, i will watch television. \_\_\_\_\_
4. i can't get a kitten because i'm allergic to fur. \_\_\_\_\_
5. i am supposed to watch my brother today. \_\_\_\_\_
6. i will check to see if our table has been called. \_\_\_\_\_
7. Usually, i help my mom fold laundry. \_\_\_\_\_
8. Will you come along while i walk the twins? \_\_\_\_\_
9. When i called, your dad said you had already left. \_\_\_\_\_
10. Charlotte and i are partners for the project. \_\_\_\_\_

**Practice B Proofreading for Capitalization***Read each sentence. Circle the letter i if it should be capitalized.***Example:** i will look for you when i get to the mall.**Answer:** ①will look for you when①get to the mall.

1. Tim and i are going bike riding later.
2. If i make the debate team, will you come to the debates?
3. i count four guests coming to my dinner party.
4. When i go to high school, i will take world history.
5. i like Asian foods.
6. i am going with my family to help at a work camp.
7. Since i improved my grades, i can go out more often.
8. i really want to see the Grand Canyon.
9. May i please sit down here?
10. i read the directions carefully, but i still got lost.

**Writing and Speaking Application**Write about something you would like to do in the future. Use the word *I* three times.Then, read your explanation aloud to a partner. Have your partner raise a hand when you say the word *I*. Switch roles. Then, discuss if each of you always capitalized the word *I*.



Name \_\_\_\_\_ Date \_\_\_\_\_

# 148 SENTENCES

**The first word in a sentence must begin with a capital letter.**

Capitalize the first word in declarative, interrogative, imperative, and exclamatory sentences.

<b>Declarative</b>	The dinner will be served in the main dining hall.
<b>Interrogative</b>	On what street is the public library?
<b>Imperative</b>	Put your papers on my desk as you leave.
<b>Exclamatory</b>	What a magnificent home!
<b>Partial sentences with the rest understood</b>	Absolutely.

## Practice A Supplying Capitalization

*Read the sentences. Rewrite each sentence on the line, adding the missing capitals.*

**Example:** where is there space for us to meet?

**Answer:** Where is there space for us to meet?

- we could see he was upset yesterday. \_\_\_\_\_
- what do you think was wrong? \_\_\_\_\_
- no way. \_\_\_\_\_
- can you read the last line on the chart? \_\_\_\_\_
- much of the West was settled after the Civil War. \_\_\_\_\_
- what else? \_\_\_\_\_
- the teacher asked us to return our permission forms by Friday. \_\_\_\_\_
- would you lead your group today, Damian? \_\_\_\_\_
- it's famous because it is the tallest building in the world. \_\_\_\_\_
- complete the practice at the end of the chapter for homework. \_\_\_\_\_

## Practice B Proofreading for Capitalization

*Read the sentences. Circle the letters that should be capitalized.*

**Example:** what time does your plane leave?

**Answer:** What time does your plane leave?

- |   |   |
|---|---|
| 1. the computer is up and running.      | 6. how surprising!                          |
| 2. are you sure?                        | 7. watch the new television series tonight. |
| 3. wonderful!                           | 8. when can you return my book?             |
| 4. how did you put this table together? | 9. there is a huge box in the hall.         |
| 5. mom loves her exercise class.        | 10. my cousin will come here this summer.   |

## Writing and Speaking Application

Write a three-sentence description of a recent television program. Use capital letters to begin sentences. Read your description to a partner, who should listen for and name the first words in the sentences. Then, switch roles with your partner.

# 149 QUOTATIONS

A capital letter signals the first word in a direct quotation, a person’s exact words.

Capitalize the first word in a complete sentence.	“Are you coming over?” asked Mia.
Capitalize only the first part of a complete sentence quoted in two parts.	“I planned to,” replied Sam, “but I have too much homework.”
Capitalize the first word in each sentence in the quotation.	“Let’s watch a movie tomorrow, then,” said Mia. “What do you suggest?”

## Practice A Recognizing Capitalization

Read the sentences. Circle each letter that should be a capital. Then, write the word or words correctly.

**Example:** Trudie said, “our class is going on a trip to the science museum.”  
**Answer:** Trudie said, “@ur class is going on a trip to the science museum.” Our

- “when is your trip?” asked Dan. “it sounds interesting.” \_\_\_\_\_
- “we are going on Tuesday,” said Trudie, “in the morning.” \_\_\_\_\_
- Aiden said, “our class went last year and saw mummies.” \_\_\_\_\_
- “that would be fun,” said Trudie. “maybe we will see them, too.” \_\_\_\_\_
- “the bus is coming, so I have to go,” said Aiden. \_\_\_\_\_
- “me, too,” said Dan, “but let us know how the trip works out.” \_\_\_\_\_
- Aiden said, “we might ask our teacher to take us in the spring.” \_\_\_\_\_
- “you’ll hear more from me,” said Trudie. “let’s talk next week.” \_\_\_\_\_

## Practice B Proofreading for Capitalization

Read the sentences. Rewrite each sentence on the line, adding the missing capitals.

**Example:** “do you like to play soccer?” asked Jake. “tryouts are on Monday.”  
**Answer:** “Do you like to play soccer?” asked Jake. “Tryouts are on Monday.”

- “soccer isn’t my favorite sport,” said John.  
\_\_\_\_\_
- Jake said, “it wasn’t my favorite either, until I tried out for the team.”  
\_\_\_\_\_
- “why do you like soccer?” asked John. “is your team good?”  
\_\_\_\_\_
- “the best thing about soccer,” said Jake, “is the team spirit.”  
\_\_\_\_\_
- “that’s right,” said Luke. “our team really enjoys practicing together.”  
\_\_\_\_\_

## Writing and Speaking Application

Write a two- or three-line conversation about a sport. Use capital letters correctly. Take turns with a partner reading and listening to your conversations. Then, discuss how each of you used capital letters with quotations.

Name \_\_\_\_\_ Date \_\_\_\_\_

**150 USING CAPITALIZATION FOR PROPER NOUNS**

An important use of capital letters is to show that a word is a proper noun. Proper nouns name specific people, places, or things.

Capitalize all proper nouns.	Gary Cramer Noreen Toole	Mount Ranier Ohio River	Main Street Gateway Arch
Capitalize each part of a person's full name, including initials.	Margaret Mary Palmer William C. Trent		

**Practice A Using Capitalization for Names of People**

Read the sentences. Write each name, adding the missing capitals.

**Example:** The playwright was eugene o'neill.

**Answer:** Eugene O'Neill

- The boys playing catch with bryce are andre and phil. \_\_\_\_\_
- The two best female athletes in this school are tara and c. j. \_\_\_\_\_
- That poem was written by edgar allan poe. \_\_\_\_\_
- Many uses for peanuts were discovered by george washington carver. \_\_\_\_\_
- Our teacher, emily nicole gleason, has published her first book. \_\_\_\_\_
- The first assembly line was used by henry ford. \_\_\_\_\_
- The telephone was invented by alexander graham bell. \_\_\_\_\_
- I am learning to play "Nocturne" by the composer frederic chopin. \_\_\_\_\_

**Practice B Using Capitalization for Names of Places and Things**

Read the sentences. Write the name of each place and thing on the line, adding any missing capital letters.

**Example:** My grandparents are going to australia and new zealand.

**Answer:** Australia, New Zealand

- In new york, we saw the statue of liberty. \_\_\_\_\_
- The ferry ride across lake michigan was fun. \_\_\_\_\_
- Let's meet at our favorite restaurant on fifth avenue. \_\_\_\_\_
- We are driving through north dakota and montana. \_\_\_\_\_
- We want to stop and see mount rushmore. \_\_\_\_\_
- Our cats are named harlowe, topsy, and teddy. \_\_\_\_\_
- We crossed the english channel to get to france. \_\_\_\_\_
- Isn't the grand canyon an incredible sight? \_\_\_\_\_

**Writing and Speaking Application**

Write a three-sentence description of a state, using proper nouns. Take turns reading your sentences with a partner. Your partner should name the nouns that need capitalization. Then, switch roles.

Name \_\_\_\_\_ Date \_\_\_\_\_

**151 USING CAPITALIZATION FOR PROPER ADJECTIVES**

When a proper noun or a form of a proper noun is used to describe another noun, it is called a proper adjective. Proper adjectives usually need a capital letter.

Proper adjectives	Peruvian	Romanian
Proper adjectives modifying common nouns	Norwegian immigrant	New Jersey shore
Brand names used as adjectives	Winner's Circle sports clothes	

**Practice A Using Capitalization for Proper Adjectives**

Read the sentences. Circle the proper adjectives. Then, on the lines, write the proper adjectives, adding the correct capitalization.

**Example:** The english tea was a gift.

**Answer:** The english tea was a gift. English

- Have you tried the armenian bakery down the street? \_\_\_\_\_
- Mom likes costa rican coffee. \_\_\_\_\_
- Use french bread with the cheese fondue. \_\_\_\_\_
- The scholar is studying some sumerian artifacts. \_\_\_\_\_
- Hector and Alicia are leaving for a hawaiian resort. \_\_\_\_\_
- How do you like these athletes' choice running shoes? \_\_\_\_\_
- Are you taking a spanish class? \_\_\_\_\_
- Richard Burton was a shakespearean actor. \_\_\_\_\_

**Practice B Using Capitalization for Proper Adjectives**

Read the sentences. Circle the proper adjectives. Then, on the lines, write the proper adjectives, adding the correct capitalization.

**Example:** Would you bring me some chinese egg rolls?

**Answer:** Would you bring me some chinese egg rolls? Chinese

- My mom has finnish ancestry. \_\_\_\_\_
- El Salvador is a latin american country. \_\_\_\_\_
- My brother is taking a college course about freudian psychology. \_\_\_\_\_
- The russian astronauts manned a space station. \_\_\_\_\_
- Our family helped a cambodian refugee. \_\_\_\_\_
- Mom worked for an indian trading company in Bombay. \_\_\_\_\_
- Dad gets australian lamb when he goes grocery shopping. \_\_\_\_\_

**Writing and Speaking Application**

Write a two-sentence description of an imaginary product. Use a proper adjective and circle it. With a partner, take turns reading your descriptions. Your partner should listen for and name the proper adjective. Then, switch roles.

Name \_\_\_\_\_ Date \_\_\_\_\_

**152 USING CAPITALIZATION FOR TITLES OF PEOPLE****Whether a title is capitalized often depends on how it is used in a sentence.**

Capitalize the title of a person when it is followed by the person's name or when it is used in direct address. Do not capitalize titles that are used alone or that follow a person's name. With family relationships, capitalize titles used with the person's name or as the person's name, except when the title comes after a possessive noun or pronoun.

<b>Social and professional titles</b>	May I, please, speak to Dr. Smith about the test he has ordered? Yes, Doctor, I will follow your instructions. Eric Smith, the doctor, called us.
<b>Government official's titles</b>	The senators and representatives applauded President Obama's speech.
<b>Family relationship titles</b>	Why is Aunt Joy so sad? Is your aunt in the hospital? Ava's mother is on her way.

**Practice A Using Capitalization for Titles of People**

*Read the sentences. If the title should be capitalized, rewrite the title. If the title should not be capitalized, write correct.*

**Example:** We asked mr. Kirk to explain the problem.

**Answer:** Mr.

1. Do you believe, senator White, that taxes should be increased? \_\_\_\_\_
2. We hoped that father Grogan would plan the service. \_\_\_\_\_
3. Please, uncle Ed, may I come for a visit this weekend? \_\_\_\_\_
4. The letter is addressed to private Ernest Galloway. \_\_\_\_\_
5. When is the governor up for re-election? \_\_\_\_\_

**Practice B Writing Titles of People Correctly**

*Read the sentences. On the line, write the title correctly, adding the correct capitalization. If no capitalization is needed, write correct.*

**Example:** Everyone in the family looks to uncle Vincent for advice.

**Answer:** Everyone in the family looks to Uncle Vincent for advice.

1. Would it be all right, mom, if I went to the concert?  
\_\_\_\_\_
2. Cameron's dad is running for mayor.  
\_\_\_\_\_
3. Makayla asked miss Barber to help her with grammar.  
\_\_\_\_\_
4. The senator can't get that committee organized.  
\_\_\_\_\_

**Writing and Speaking Application**

Write sentences about a news event. Use at least two titles. Circle the titles. Then, with a partner, take turns reading and listening to your sentences. Can your partner name the titles that need capitalization? Do you agree?

Name \_\_\_\_\_ Date \_\_\_\_\_

**153 USING CAPITALIZATION FOR TITLES OF WORKS**

**Capital letters are used for the titles of things such as written works, pieces of art, and school courses.**

Capitalize the first word and all other key words in all kinds of titles. Capitalize the title of a school course when it is followed by a course number or when it refers to a language.

<b>Books, newspapers, magazines</b>	<i>Holes, The Washington Post, Newsweek</i>
<b>Short stories</b>	"A Retrieved Reformation"
<b>Plays, movies</b>	<i>High School Musical</i>
<b>Songs</b>	"The Man on the Flying Trapeze"
<b>Artworks</b>	<i>The Old Guitarist</i> by Picasso
<b>School courses</b>	Spanish, history, Math 7

**Practice A Using Capitalization for Titles of Works**

Write the title, adding the correct capitalization. If no capitalization is needed, write correct.

**Example:** *The diary of anne frank* is a powerful drama.

**Answer:** *The Diary of Anne Frank*

1. I liked the tall tale "paul bunyan of the north woods." \_\_\_\_\_
2. Mom's favorite movie is an old one, *an american in paris*. \_\_\_\_\_
3. Did you like the painting *weeping woman* at the art museum? \_\_\_\_\_
4. We read a good story, about an old man, called "the medicine bag." \_\_\_\_\_
5. My aunt is teaching a course in music at the college. \_\_\_\_\_

**Practice B Use Capitalization for Titles of Works**

Read each sentence. On the line, write the title correctly, adding the correct capitalization.

**Example:** The sculpture *winged victory of samothrace* is amazing.

**Answer:** *Winged Victory of Samothrace*

1. We are putting on a performance of *author of liberty* this weekend.  
\_\_\_\_\_
2. I read the magazine *teen vogue* to learn about fashion.  
\_\_\_\_\_
3. My sister's favorite song is "he lives in you" from *the lion king*.  
\_\_\_\_\_
4. Mom and Dad took me to see the opera *the barber of seville*.  
\_\_\_\_\_
5. The teacher says the sculpture *large arch* is simple but impressive.  
\_\_\_\_\_

**Writing and Speaking Application**

Write a two-sentence description of a play or movie. Use capital letters in the title. Take turns reading your sentences with a partner, who should listen for and say the title.

Name \_\_\_\_\_ Date \_\_\_\_\_

**154 USING CAPITALIZATION IN LETTERS****Several parts of friendly and business letters are capitalized.**

In the heading and inside address, capitalize the street, city, and two-letter state abbreviation. In the heading, also capitalize the month.

EXAMPLES:      Second Avenue      Dallas      TX      November

In the salutation, capitalize the first word, any title, and the name of the person or group mentioned. In the closing, capitalize the first word.

SALUTATIONS:    My dear Michelle,    Dear Mrs. Lane:

CLOSINGS:        Yours truly,                      Your friend,

**Practice A Identifying Correct Capitalization in Letters**

*Read the items. If the capitalization is correct, write correct. If it needs to be revised, rewrite the part or parts correctly on the line*

**Example:** As Ever,

**Answer:** As ever,

1. 5989 seventh avenue \_\_\_\_\_  
fort collins, CO 80524 \_\_\_\_\_  
june 1, 2010 \_\_\_\_\_
2. Dear Aunt Sue, \_\_\_\_\_
3. with Love, \_\_\_\_\_

**Practice B Using Capitalization in Letters**

*Read each sentence. Circle the mistakes in capitalization. Then, rewrite the sentence correctly.*

**Example:** Granddad signed the letter, "love."

**Answer:** Granddad signed the letter, "love." Granddad signed the letter, "Love."

1. The letter is addressed to Mom at 26 sagebrush court, carson city, nv 89701.  
\_\_\_\_\_
2. The letter from DND Company began with "dear ms. parsons:" as the salutation.  
\_\_\_\_\_
3. I signed my letter to Rachel, "your best friend."  
\_\_\_\_\_
4. Letters to me should be sent to 7707 robin lane, lansing, mi 48912.  
\_\_\_\_\_

**Writing and Speaking Application**

Write an address for a letter to a business. With a partner, talk about your examples and the way you used capitalization. Then, switch roles.

Name \_\_\_\_\_ Date \_\_\_\_\_

**155 USING CAPITALIZATION IN ABBREVIATIONS, ACRONYMS, AND INITIALS**

An abbreviation is a shortened form of a word or phrase. An acronym is an abbreviation of a phrase that takes one or more letters from each word in the phrase being abbreviated.

In general, capitalize abbreviations, acronyms, and initials if the words or names they stand for are capitalized.

<b>Initials</b>	Joseph C. Lewis
<b>Titles</b>	Ms. Theresa Morton
<b>Academic degrees</b>	Lance Hayden, J.D.
<b>Acronyms</b>	NATO
<b>Most units of measure are not capitalized</b>	gal.
<b>Two-letter state abbreviations followed by a ZIP code</b>	Dallas, TX 75220

**Practice A Using Capitalization for Abbreviations**

Read the items. Rewrite the abbreviations, adding capitals as needed. If the item is already correct, write correct.

**Example:** Indianapolis, in 46216

**Answer:** IN

- Jacquelyn Baker, d.d.s. \_\_\_\_\_
- st. Louis, Missouri \_\_\_\_\_
- lt. Randy Rudolph \_\_\_\_\_
- Curtis ln. \_\_\_\_\_
- 3 tbs. \_\_\_\_\_
- ms. Jan Smart \_\_\_\_\_
- Ebony Edwards, rn \_\_\_\_\_
- rev. Jesse Jackson sr. \_\_\_\_\_
- Providence, ri 02911 \_\_\_\_\_
- dr. Maurice Kelly \_\_\_\_\_

**Practice B Using Capitalization for Initials and Acronyms**

Read the sentences. Write the initials and acronyms, adding capitals as needed. If the sentence is correct, write correct.

**Example:** Who signed the nafta agreement?

**Answer:** NAFTA

- John Jacob has always been called j. j. \_\_\_\_\_
- Grandmother belongs to aarp. \_\_\_\_\_
- My sister belongs to n.o.w. \_\_\_\_\_
- My class is reading a book by c. s. Lewis. \_\_\_\_\_
- My uncle Todd played in the nhl. \_\_\_\_\_
- The NFL schedules the Super Bowl city years ahead. \_\_\_\_\_

**Writing and Speaking Application**

Make up an acronym and write a sentence with it, using capitalization. Then, read aloud your sentence to a partner. Your partner should listen for and identify your acronym. Then, switch roles with your partner.





# Part 2: Vocabulary and Spelling

## Introduction

Part 2 of the *All-in-One Workbook* will help you develop vocabulary skills by giving you practice with elements of vocabulary and with applying spelling rules.

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## Vocabulary Practice 1: Prefixes

### Prefixes: *a-*, *ab-*, *be-*

A prefix is a word part that is added to the beginning of a base word. A prefix changes the meaning of a word.

**Example:** The prefixes *a-*, and *ab-* can mean "up, out," "not," or "away." Adding *a-*, meaning "up" to the base word *rise*, makes *arise*, which means "to get up." The prefix *be-* means "near."

Combine each prefix with each base word or root. Write the new word in the blank. Then, write the letter of the meaning that belongs with each word. The first one is done for you.

Prefix	Base/Root	New Word	Letter	Meaning
ab-	duct (darkness)	1. abduct	2. f	a. having a distaste for; not inclined
ab-	hor (to shudder)	3.	4.	b. to make calm; to soothe
ab-	normal (normal)	5.	6.	c. to confuse
a-	verse (to turn)	7.	8.	d. to clothe, especially in a fancy way; to decorate
a-	vert (to turn)	9.	10.	e. to act as a friend to
be-	calm (calm)	11.	12.	f. to carry off by force; to kidnap
be-	friend (friend)	13.	14.	g. not normal
be-	fuddle (confuse)	15.	16.	h. to turn away or aside; avoid; keep off
be-	moan (moan)	17.	18.	i. to hate
be-	deck (to decorate)	19.	20.	j. to express regret over

## Vocabulary Practice 2: Prefixes

### Prefixes: *mega-*, *micro-*

A prefix is a word part that is added to the beginning of a base word. A prefix changes the meaning of a word.

**Example:** The prefix *mega-* means "great," "large," or "million." Adding the prefix *mega-*, meaning "million," to the word *bucks*, makes the word *megabucks*, which means "millions of dollars." The prefix *micro-* means "very small."

**A.** Write the word formed by each prefix and root.

Prefix & Meaning	Root/Base & Meaning	New Word
1. <i>mega-</i> (million)	<i>byte</i> (computer unit)	
2. <i>mega-</i> (large, great)	<i>lith</i> (stone)	
3. <i>mega-</i> (large)	<i>phone</i> (sound)	
4. <i>mega-</i> (million)	<i>ton</i> (2,000 pounds)	
5. <i>micro-</i> (very small)	<i>be</i> (from <i>bios</i> , life)	
6. <i>micro-</i> (very small)	<i>film</i> (film)	
7. <i>micro-</i> (very small)	<i>organism</i> (life form)	
8. <i>micro-</i> (very small)	<i>phone</i> (sound)	
9. <i>micro-</i> (very small)	<i>scope</i> (to watch, look at)	
10. <i>micro-</i> (very small)	<i>wave</i> (wave)	

**B.** Write a word that you wrote for Part A that matches each meaning below.

- 1,048,576 units of computer storage \_\_\_\_\_
- device with a lens for making enlarged images of tiny objects \_\_\_\_\_
- instrument that uses an electric current to transmit sound \_\_\_\_\_
- small organism, germ \_\_\_\_\_
- ancient monument or other large stone \_\_\_\_\_
- device used to make the voice sound louder \_\_\_\_\_
- explosive force equaling one million tons of TNT \_\_\_\_\_
- reduced-size record on film of something larger \_\_\_\_\_
- short electromagnetic wave \_\_\_\_\_
- microorganism, germ \_\_\_\_\_

## Vocabulary Practice 3: Prefixes

### Prefixes: *bene-*, *mal-*

A prefix is a word part that is added to the beginning of a base word. A prefix changes the meaning of a word.

**Example:** The prefix *bene-* means "good." The prefix *mal-* means "bad." Adding *mal-* to the base word *treat* makes *maltreat*, which means "to treat badly or wrongly."

**A.** Add a prefix to each word below. Write a word that adds the meaning of "bad" or "badly" to each word.

1. adjusted \_\_\_\_\_
2. formed \_\_\_\_\_
3. practice \_\_\_\_\_
4. content \_\_\_\_\_
5. nutrition \_\_\_\_\_

**B.** Think about the meanings of each prefix and root or suffix. Then, write a definition for the word in bold type. Check your definitions in a dictionary.

1. *bene-* (good) + *factor* (doer) = **benefactor**

Definition \_\_\_\_\_

2. *bene-* (good ) + *ficial* (doing) = **beneficial**

Definition \_\_\_\_\_

3. *bene-* (good) + *ficiary* (to do) = **beneficiary**

Definition \_\_\_\_\_

4. *bene-* (good) + *volent* (wishing) = **benevolent**

Definition \_\_\_\_\_

5. *mal-* (bad) + *ice* (state or condition of) = **malice**

Definition \_\_\_\_\_

**C.** Choose the word that best completes each sentence. Write it in the blank.

maladjusted      malnutrition      benevolent      beneficiary      malice

1. At first the child seemed \_\_\_\_\_ in kindergarten, but later she did well.
2. It's hard not to feel \_\_\_\_\_ toward someone who has wronged you.
3. Mrs. Chin's child will be the \_\_\_\_\_ of all her hard work.
4. Mr. Wasnewski is a kindly, \_\_\_\_\_ gentleman.
5. People can be overweight and still suffer from \_\_\_\_\_.

## Vocabulary Practice 4: Number Prefixes

A prefix is a word part that is added to the beginning of a base word. A prefix changes the meaning of a word.

**Example:** The prefix, or combining form, *centi-* means "one hundred." Adding *centi-*, which means "one hundred," to the base *pede*, which means feet, makes *centipede*, which is a word that names a small animal with many, many legs. Other combining forms also express numbers.

*deca-*, *deci-* = ten                      *quad-* = four

*octa-* = eight                              *sex-* = six

**A.** Write the following words in the correct category of the chart.

centennial	centimeter	century	decade	decathlon
decimal	octagonal	quadruple	sextet	sextuple

Meaning Related to Four	Meaning Related to Six	Meaning Related to Eight	Meaning Related to Ten	Meaning Related to One Hundred
1.	2.	4.	5.	8.
	3.		6.	9.
			7.	10.

**B.** Underline the word from Part A that appears in each of the following sentences. Then, write a number to complete each sentence.

1. An octagonal shape has \_\_\_\_\_ sides.
2. A century consists of \_\_\_\_\_ years.
3. A centennial celebrates \_\_\_\_\_ years of something's existence or success.
4. If you sextuple something, you multiply it by \_\_\_\_\_.
5. The decimal system is based on the number \_\_\_\_\_.
6. A decathlon is a competition consisting of \_\_\_\_\_ events.
7. A group of \_\_\_\_\_ members composes a sextet.
8. A meter consists of \_\_\_\_\_ centimeters.
9. A quadruple room is designed for \_\_\_\_\_ occupants.
10. There are \_\_\_\_\_ years in a decade.

## Vocabulary Practice 5: Suffixes

### Suffixes: -ize, -yze

A suffix is a word part that is added to the end of a base word. A suffix changes the meaning of the word and how it is used in a sentence.

**Example:** The suffix -ize or -yze is a verb-making suffix. The suffix -ize or -yze means "to make."

Often, a noun can be changed into a verb by eliminating its noun-making suffix and adding the verb-making suffix -ize or -yze.

**A.** Write the verb form of each underlined noun to complete the sentence. Choose from these words.

analyze	visualize	economize	idolize	mechanize
paralyze	patronize	publicize	modernize	sympathize

1. Several people express their sympathy for Carlos. They \_\_\_\_\_ with him.
2. Maddy created a visual image of the process to help the rest of us to \_\_\_\_\_ it.
3. The bite of that insect can \_\_\_\_\_ you, but the paralysis is not permanent.
4. You should \_\_\_\_\_ that bookstore; it gives special discounts to every loyal patron.
5. The economy is good right now, but it is still wise to \_\_\_\_\_ on certain purchases.
6. I have just begun work on my analysis. In it, I will \_\_\_\_\_ construction patterns in our town during the last decade.
7. So many teens \_\_\_\_\_ that movie star! He is a motion picture idol.
8. Mary Jo plans to become a mechanic. She studies machines and ways to \_\_\_\_\_ the work we do.
9. That news should be made public. You can \_\_\_\_\_ in the local newspaper.
10. There are many modern buildings on this block, but I hope no one will try to \_\_\_\_\_ that old post office.

**B.** Write the word from Part A that matches each meaning.

1. to be a frequent or regular customer of \_\_\_\_\_
2. to create a mental picture of \_\_\_\_\_
3. to cause complete or partial loss of motion \_\_\_\_\_
4. to be careful about spending money; to spend less \_\_\_\_\_
5. to study in order to determine the nature of something \_\_\_\_\_

## Vocabulary Practice 6: Adjective Suffixes

A suffix is a word part that is added to the end of a base word. A suffix changes the meaning of the word and how it is used in a sentence.

**Example:** Suffixes can determine the part of speech of a word. Words ending with the suffixes *-ive*, *-le*, and *-al* are usually adjectives. The suffix *-ive* means "pertaining to" and the suffixes *-le* and *-al* mean "relating to."

**A.** Write the adjective form of each underlined noun or verb to complete each sentence. Choose from these words.

facial                  sensual                  affirmative                  conclusive                  gradual

1. There is a scar on Melissa's face. It is a \_\_\_\_\_ scar.
2. We will conclude the investigation, because the evidence is not \_\_\_\_\_.
3. It takes years of practice to graduate to the next level. Progress is \_\_\_\_\_.
4. The aroma of bread baking appeals to my sense of smell. Smelling fresh bread is a \_\_\_\_\_ experience.
5. The governor will affirm the rights of the people. Her action will be \_\_\_\_\_.

**B.** Think about the meaning of each word. Then, write a sentence using each adjective.

1. maternal—relating to motherhood

---

2. artificial—not natural; made by people

---

3. agile—able to move quickly and with grace

---

4. passive (adjective)—lacking in energy or will; not active

---

5. volatile—likely to change rapidly; likely to explode

---



## Vocabulary Practice 7: Suffixes

### Suffixes: *-ment*

A suffix is a word part that is added to the end of a base word. A suffix changes the meaning of the word and how it is used in a sentence.

**Example:** The suffix *-ment* is a noun-making suffix. Often, a verb can be changed into a noun by adding the suffix *-ment*. The verb *imprison* becomes the noun *imprisonment* by adding *-ment*. Some nouns that end with *-ment*, such as *tournament*, do not have related verb forms.

**A.** Think about the verb given in each item. Write the noun form of the verb from the list below.

achievement      acknowledgment      alignment      indictment      inducement

- |                |       |            |       |
|----------------|-------|------------|-------|
| 1. align       | _____ | 4. induce  | _____ |
| 2. indict      | _____ | 5. achieve | _____ |
| 3. acknowledge | _____ |            |       |

**B.** Write the noun in each group of related words.

- |                |             |             |       |
|----------------|-------------|-------------|-------|
| 1. environment | natural     | protect     | _____ |
| 2. decorative  | ornament    | examine     | _____ |
| 3. annoy       | sensitive   | sentiment   | _____ |
| 4. moody       | temperament | react       | _____ |
| 5. troublesome | endanger    | predicament | _____ |

**C.** Write the word from Parts A and B that best completes each sentence. Use a dictionary as needed.

1. Conserving resources helps protect the \_\_\_\_\_.
2. The mechanic will check the \_\_\_\_\_ of the tires.
3. The teacher congratulated Jacques on his recent \_\_\_\_\_.
4. We hung the \_\_\_\_\_ over the doorway.
5. The \_\_\_\_\_ of the suspect did not come as a surprise.

## Vocabulary Practice 8: Suffixes

### Suffixes: -al

A suffix is a word part that is added to the end of a base word. A suffix changes the meaning of the word and how it is used in a sentence.

**Example:** The suffix *-al* is an adjective-making suffix. The suffix *-al* means “relating to.” Often, a word can be changed into an adjective by adding the suffix *-al*. For example, the noun *music* becomes the adjective *musical* when the suffix *-al* is added. Often, spelling changes are also made when adding the suffix *-al*.

**A.** Add the suffix *-al* to each noun below. Write the resulting adjective. Check the spelling by referring to this list.

commercial

confidential

controversial

financial

influential

- |                      |                   |
|----------------------|-------------------|
| 1. influence _____   | 4. finance _____  |
| 2. confidence _____  | 5. commerce _____ |
| 3. controversy _____ |                   |

**B.** Think about the meaning of each word below. Write a sentence containing the word. Be sure to use the word as an adjective.

1. residential—relating to an area in which people live \_\_\_\_\_  
\_\_\_\_\_
2. superficial—not necessary \_\_\_\_\_  
\_\_\_\_\_
3. crucial—of central importance \_\_\_\_\_  
\_\_\_\_\_
4. substantial—large; forming a large part of \_\_\_\_\_  
\_\_\_\_\_
5. impartial—not favoring any one person, side, or argument; fair \_\_\_\_\_  
\_\_\_\_\_

## Vocabulary Practice 9: Word Roots

### Word Roots: *-frac-*, *-rupt-*

Word roots form the basic part of the word and give the word its primary meaning. Prefixes and suffixes add specific meanings to roots. If you know the meaning of a root, you can often figure out the meaning of a whole word.

Example: The word roots *-frac-* and *-rupt-* mean “to break.” Adding the suffix *-tion* to the root *-frac-* makes *fraction*, which can mean a part of a whole number, as well as some portion—or broken-off part—of a whole.

**A.** Think about the meanings of the roots *-frac-* and *-rupt-*. Put these meanings together with what you already know and the information given below. Come up with a definition, check it in a dictionary, and then, write it.

1. abrupt (The prefix *a-* means “out.”)

Definition \_\_\_\_\_

2. bankrupt

Definition \_\_\_\_\_

3. corrupt (The prefix *cor-* means “with, together.”)

Definition \_\_\_\_\_

4. disrupt (The prefix *dis-* means “away.”)

Definition \_\_\_\_\_

5. erupt (The prefix *e-* means “forth.”)

Definition \_\_\_\_\_

6. fracture (The suffix *-ure* signals a noun.)

Definition \_\_\_\_\_

7. fragment (The suffix *-ment* signals a noun.)

Definition \_\_\_\_\_

8. infraction (The prefix *in-* means “in, into” and the suffix *-ion* signals a noun.)

Definition \_\_\_\_\_

9. interrupt (The prefix *inter-* means “between, among.”)

Definition \_\_\_\_\_

10. rupture (The suffix *-ure* signals a noun.)

Definition \_\_\_\_\_

**B.** Use each of the following words in a sentence.

rupture

infraction

fragment

disrupt

corrupt

## Vocabulary Practice 10: Word Roots

### Word Roots: *-pond-*, *-posit-*, *-port-*

Word roots form the basic part of the word and give the word its primary meaning. Prefixes and suffixes add specific meanings to roots. If you know the meaning of a root, you can often figure out the meaning of a whole word.

**Example:** The word roots *-pond-* and *-posit-* mean "to place" or "to put." Adding the prefix *de-*, meaning "down," to the root *-posit-* makes *deposit*, meaning "to place in safe keeping" or "to lay down." The word root *-port-* means "to carry."

**A.** Underline all the words with the roots *-pond-*, *-posit-*, and *-port-* in this passage.

composite	disposition	impostor	portable	portfolio
portly	proposition	rapport	supportive	supposition

A portly man boarded a ship. He pretended to be an artist, and he carried a large portfolio and a portable easel. Nevertheless, he was never once seen sketching or drawing. In fact, he rarely came out on deck, he had an unfriendly disposition, and he did not establish a rapport with any other passengers. One day the crew was alerted to the FBI's supposition that an international embezzler was on board. When the FBI faxed a composite sketch of the man, the crew's suspicion that the artist was actually an impostor was confirmed. The FBI's proposition for dealing with the suspect was to take no action until agents could board the ship. The crew was, of course, supportive.

**B.** Write each word you underlined in Part A next to its meaning.

1. capable of being carried \_\_\_\_\_
2. helpful \_\_\_\_\_
3. large carrying case for photos, pictures, or art \_\_\_\_\_
4. feeling of harmony or accord \_\_\_\_\_
5. heavy, stout \_\_\_\_\_
6. something that is supposed; hypothesis \_\_\_\_\_
7. plan, proposal \_\_\_\_\_
8. pretender \_\_\_\_\_
9. personality, emotional makeup \_\_\_\_\_
10. a whole created from parts \_\_\_\_\_

## Vocabulary Practice 11: Word Roots

### Word Roots: *-ject-*, *-tract-*

Word roots form the basic part of the word and give the word its primary meaning. Prefixes and suffixes add specific meanings to roots. If you know the meaning of a root, you can often figure out the meaning of a whole word.

**Example:** The word root *-ject-* means “to throw” or “to hurl.” The word root *-tract-* means “to pull” or “to move.” Adding the suffix *-or* to the root *-tract-* makes the word *tractor*, which names a kind of machine that can pull or move farm equipment and other large things.

**A.** Think about the meanings of the roots *-ject-* and *-tract-*. Put these meanings together with what you already know and the information given below. Come up with a definition for each word, check it in a dictionary, and then, write it.

1. contract (The prefix *con-* means “with, together.”)

Definition \_\_\_\_\_

2. dejected (The prefix *de-* means “down”; here, the suffix *-ed* signals an adjective.)

Definition \_\_\_\_\_

3. detract (The prefix *de-* means “down.”)

Definition \_\_\_\_\_

4. distract (The prefix *dis-* means “away.”)

Definition \_\_\_\_\_

5. eject (The prefix *e-* means “forth.”)

Definition \_\_\_\_\_

6. extract (The prefix *ex-* means “out of.”)

Definition \_\_\_\_\_

7. inject (The prefix *in-* means “in, into.”)

Definition \_\_\_\_\_

8. reject (The prefix *re-* means “back.”)

Definition \_\_\_\_\_

9. retract (The prefix *re-* means “back.”)

Definition \_\_\_\_\_

10. projection (The prefix *pro-* means “forward, ahead,” and the suffix *-ion* signals a noun.)

Definition \_\_\_\_\_

**B.** Use each of the following words in a sentence.

eject

projection

distract

dejected

detract

## Vocabulary Practice 12: Word Roots

### Word Roots: *-pen-*, *-pend-*

Word roots form the basic part of the word and give the word its primary meaning. Prefixes and suffixes add specific meanings to roots. If you know the meaning of a root, you can often figure out the meaning of a whole word.

**Example:** The word roots *-pen-* and *-pend-* mean “to hang” or “to weigh.” Adding the suffix *-ant* to *-pend-* makes *pendant*, which means “something that hangs.” Often *pendant* is used to refer to an ornament that hangs from a necklace.

**A.** Think about each definition. On the line below the definition, explain how each word’s meaning is related to the word root meaning “to hang” or “to weigh.”

1. appendix—extra material usually attached to the end of a piece of writing

---

2. dependable—able to be relied upon, reliable; trustworthy

---

3. dependent—person who relies on another for financial or other support

---

4. dispense—to give out; to prepare and distribute (as medicine)

---

5. expendable—easier to use up or lose than to save or rescue

---

6. expenditure—something paid for; expense

---

7. pendulum—something hanging from a fixed point that swings freely and regularly, and may be used to regulate clocks or other devices

---

8. pension—fixed sum paid regularly to a person

---

9. perpendicular—at right angles to a flat plane or to the horizon; upright

---

10. suspend—to hang; to keep waiting

---

**B.** On a separate sheet of paper, write a sentence containing each of the following words.

perpendicular

expendable

dispense

pension

appendix

## Vocabulary Practice 13: Word Roots

### Word Roots: *-cede-*, *-ces-*, *-dic-*

Word roots form the basic part of the word and give the word its primary meaning. Prefixes and suffixes add specific meanings to roots. If you know the meaning of a root, you can often figure out the meaning of a whole word.

**Example:** The word roots *-cede-* and *-ces-* mean “to go, yield, or give away.” The word root *-dic-* means “to speak, say, tell.” Adding the noun-making suffix *-tion* to the root *-dic-* makes *diction*, meaning “vocal expression” or “pronunciation.”

**A.** Underline all the words with the roots *-cede-*, *-ces-*, and *-dic-* in this passage.

access	ancestor	antecedent	concede	contradict
dictator	predecessor	edict	indicate	intercede

The government of the United States has Greek, Roman, and English antecedents. The English are our closest governmental ancestors, and Greeks are our most obvious ancient influence. Historians also always indicate the influence of Rome. In Rome, the power of the government rested—for a time—with the citizens. Of course, historians concede that not everyone had access to citizenship (this was limited to males of certain classes). Still, this does not contradict the fact that early forms of democratic bodies, such as the Roman senate and assembly, influenced our government. Of course, Rome also had the first dictator. However, Roman dictators were appointed, had power for only six months, and interceded only during times of crisis. A dictator could issue edicts and exercise more power than his predecessor, but this temporary power was thought to be important for the good of the state.

**B.** Write each word you underlined in Part A next to its meaning.

1. permission, liberty, or ability to enter \_\_\_\_\_
2. person who has complete control over a government \_\_\_\_\_
3. those from whom others are descended \_\_\_\_\_
4. preceding events, conditions, or causes \_\_\_\_\_
5. point out; state \_\_\_\_\_
6. to come between opposing people or groups \_\_\_\_\_
7. admit; give in \_\_\_\_\_
8. to say the opposite of \_\_\_\_\_
9. person who previously occupied the same position \_\_\_\_\_
10. proclamation, order, command \_\_\_\_\_

## Vocabulary Practice 14: Synonyms

A synonym is a word similar to or exact in meaning to another word. Knowing synonyms will improve your vocabulary and writing.

**Example:** *Tint* is a synonym for *shade*.

**A.** Write the two words that are synonyms in each group of words below. Use a dictionary or thesaurus as needed.

- |               |            |            |       |
|---------------|------------|------------|-------|
| 1. trite      | needy      | banal      | _____ |
| 2. well-to-do | poor       | destitute  | _____ |
| 3. reveal     | correct    | divulge    | _____ |
| 4. deception  | duplicity  | compassion | _____ |
| 5. hesitation | excitement | exuberance | _____ |
| 6. reject     | embrace    | forswear   | _____ |
| 7. create     | spoil      | indulge    | _____ |
| 8. control    | misdirect  | monopolize | _____ |
| 9. sensible   | passionate | prudent    | _____ |
| 10. terse     | persistent | tenacious  | _____ |

**B.** Replace the underlined word in each sentence with a synonym from Part A.

1. Staying away from the wild animal was a sensible decision. \_\_\_\_\_
2. The diet study volunteers had to reject all junk food. \_\_\_\_\_
3. The parents were shocked by their child's deception. \_\_\_\_\_
4. The more persistent of the two candidates won. \_\_\_\_\_
5. Clichés like “dead as a doorknob” can sound trite in writing. \_\_\_\_\_
6. On hearing the news of the win, Deb reacted with excitement. \_\_\_\_\_
7. Derek has a tendency to control any conversation about sports. \_\_\_\_\_
8. Parents are often advised not to spoil their children. \_\_\_\_\_
9. The witness would not reveal all that she had seen. \_\_\_\_\_
10. Many people were poor during the Great Depression. \_\_\_\_\_



## Vocabulary Practice 15: Synonyms

A synonym is a word similar to or exact in meaning to another word. Knowing synonyms will improve your vocabulary and writing.

**Example:** Vex is a synonym for *annoy*.

**A.** Write the two words that are synonyms in each sentence. Use a dictionary or thesaurus as needed.

1. That was the highest point, or pinnacle, of Edison's achievement. \_\_\_\_\_
2. The creative ad was part of a new and innovative campaign. \_\_\_\_\_
3. I don't know if I can bestir gratitude, but I can at least provoke a response. \_\_\_\_\_  
\_\_\_\_\_
4. Randy was gloomy, but Jacob was even more morose than Randy. \_\_\_\_\_  
\_\_\_\_\_
5. Young children are vulnerable and must be kept away from places where they can be easily harmed. \_\_\_\_\_
6. When the lecturer requested a payment, she received a small stipend. \_\_\_\_\_  
\_\_\_\_\_
7. The common expression "take care" has become a kind of platitude. \_\_\_\_\_  
\_\_\_\_\_
8. If you tarry, you may delay the entire team. \_\_\_\_\_
9. Adulation from critics is the director's favorite kind of praise. \_\_\_\_\_  
\_\_\_\_\_
10. The guard thought the boy's question was impertinent, but he had not intended to be rude. \_\_\_\_\_  
\_\_\_\_\_

**B.** Write a word you wrote in Part A to complete each group of related words.

1. top, highest point, climax, \_\_\_\_\_
2. gloomy, glum, unhappy, \_\_\_\_\_
3. rude, sassy, impolite, \_\_\_\_\_
4. delay, linger, procrastinate, \_\_\_\_\_
5. compensation, consideration, payment, \_\_\_\_\_
6. cliché, common expression, trite remark, \_\_\_\_\_
7. attackable, easily harmed, unprotected, \_\_\_\_\_
8. cause, provoke, work up, \_\_\_\_\_
9. acclaim, applause, praise, \_\_\_\_\_
10. creative, inventive, ingenious, \_\_\_\_\_

## Vocabulary Practice 16: Synonyms

A synonym is a word similar to or exact in meaning to another word. Knowing synonyms will improve your vocabulary and writing.

**Example:** *Greatest* is a synonym for *maximum*.

**A.** Next to each word, write its synonym from the list below. Use a dictionary or thesaurus as needed.

cajole

censure

cower

delete

erroneous

fervid

forage

mundane

repel

prodigious

- |                 |       |                |       |
|-----------------|-------|----------------|-------|
| 1. incorrect    | _____ | 6. search      | _____ |
| 2. enthusiastic | _____ | 7. disapproval | _____ |
| 3. remove       | _____ | 8. common      | _____ |
| 4. drive off    | _____ | 9. urge        | _____ |
| 5. shrink away  | _____ | 10. huge       | _____ |

**B.** Write words from Part A to complete each analogy below.

1. *Piercing* is to *sharp* as *common* is to \_\_\_\_\_.
2. *Go forward* is to *shrink away* as *approach* is to \_\_\_\_\_.
3. *Compliment* is to *disapproval* as *praise* is to \_\_\_\_\_.
4. *Unwanted* is to *remove* as *unnecessary* is to \_\_\_\_\_.
5. *Pull toward* is to *drive away* as *attract* is to \_\_\_\_\_.
6. *Error* is to *incorrect in* as *mistake* is to \_\_\_\_\_.
7. *Tiny* is to *minuscule* as *huge* is to \_\_\_\_\_.
8. *Move* is to *migrate* as *search* is to \_\_\_\_\_.
9. *Persuade* is to *convince* as *urge* is to \_\_\_\_\_.
10. *Fan* is to *enthusiastic* as *admirer* is to \_\_\_\_\_.

## Vocabulary Practice 17: Antonyms

An antonym is a word that is opposite in meaning to another word. Knowing antonyms will improve your vocabulary and writing.

**Example:** *Let go* is an antonym for *restrain*.

**A.** Read each pair of sentences. Complete the second sentence by writing the word from the list that is an antonym for the underlined word or words in the first sentence.

dilute	dormant	eminent	enmity	flippant
lenient	lethargic	pertinent	puerile	vulgar

1. Many of my most energetic friends are in the runners' club.

I felt too \_\_\_\_\_ to join their six-mile runs.

2. The editor wanted to cut the information she felt was unnecessary.

The author argued that the information was \_\_\_\_\_ to the article.

3. Tourists exclaim over the gracious, tasteful interiors at the White House.

There are no \_\_\_\_\_ touches in the decoration there.

4. Most of the students reacted to the opera in a mature way.

Only a few displayed \_\_\_\_\_ behavior.

5. Always try to be respectful of other people's religions.

In respect to people's faith, never display a \_\_\_\_\_ attitude.

6. The woman felt an intense love for those who had helped her children.

Feelings of \_\_\_\_\_ overtook her when she thought of those who had hurt them.

7. If you want to strengthen the solution, add more ammonia.

If you want to \_\_\_\_\_ it, add more water.

8. You should not prune or cut back most shrubs during periods of active growth.

Instead, wait until the shrub is \_\_\_\_\_, which is usually in winter.

9. At first, the principal was unforgiving about the graffiti in the hall.

When an effort was made to remove it, the principal became more \_\_\_\_\_.

10. The recent discovery was made by an unknown researcher.

Several \_\_\_\_\_ researchers had been working on the same problem without success.

**B.** Write an antonym for each word that is different from the antonym used in Part A. Check your answers in a thesaurus or dictionary.

- |                      |                   |
|----------------------|-------------------|
| 1. energetic _____   | 4. love _____     |
| 2. unnecessary _____ | 5. tasteful _____ |
| 3. mature _____      |                   |

## Vocabulary Practice 18: Antonyms

An antonym is a word that is opposite in meaning to another word. Knowing antonyms will improve your vocabulary and writing.

**Example:** *Praise* is an antonym for *denounce*.

**A.** Write the two words that are antonyms in each sentence.

1. When Amy completed the task, she expected to be met with an embrace rather than with a rebuff. \_\_\_\_\_
2. Some found the art appealing while others regarded it as repugnant. \_\_\_\_\_  
\_\_\_\_\_
3. The same actions can prove to be foolish in one situation but sage in another. \_\_\_\_\_  
\_\_\_\_\_
4. Sometimes when you befriend one person, you alienate another. \_\_\_\_\_
5. From the children's point of view, the theme park was entertaining, but, from the adults' point of view, it was tedious. \_\_\_\_\_
6. The building materials for the walls must be completely opaque; do not use anything transparent. \_\_\_\_\_
7. Only Mrs. DiMenna remained serene; all the other applicants were quite obviously nervous. \_\_\_\_\_  
\_\_\_\_\_
8. If left in the sun, the material will become rigid, but soaking it in water will make it pliable again. \_\_\_\_\_
9. Candy's actions were meant to please her brother, but instead they seemed to antagonize him. \_\_\_\_\_
10. Because Zach wanted a frank answer to his question, the slow, careful response he got sounded insincere. \_\_\_\_\_

**B.** Replace the underlined word in each sentence with an antonym from Part A.

1. The idea of swimming in that lake was quite appealing. \_\_\_\_\_
2. Be careful not to befriend the wrong people. \_\_\_\_\_
3. The embrace was not the response that Eliza had been expecting. \_\_\_\_\_
4. Mark's nervous attitude made him stand out in the group. \_\_\_\_\_
5. Everyone recalled the foolish words of the guest speaker. \_\_\_\_\_

## Vocabulary Practice 19 : Homophones

Homophones are words that are pronounced alike but have different spellings and meanings.

**Example:** The words *stationary* and *stationery* have different spellings but the same pronunciation. *Stationary* is an adjective meaning “staying in the same place.” *Stationery* is paper used for a specific purpose, often letter writing.

**A.** You can use memory devices to help you learn the differences between homophones. For example, you might remember that both *stationery* and *paper* contain *er*. Read the definition for each word. Then, make up a memory device of your own for remembering one word in the pair. Write it on the line below each pair of words.

1. **aisle**—a passage, often separating sections of seats; **isle**—island

---

2. **canvas**—firm, closely woven cloth used for sails, as a surface for painting, and for other purposes; **canvass**—to gather opinions or support from all those in a specific district

---

3. **council**—an assembly or meeting; a group appointed for an advisory or law-making role; **counsel**—advise; one who gives advice, especially a lawyer

---

4. **faint**—to lose consciousness temporarily; feeling weak or dizzy; **feint**—a mock blow or attack that draws attention away from the intended point of attack

---

5. **peer**—one who has equal standing with another; **pier**—structure that juts out into the water that may be a place for fishing, landing a boat, or walking

---

**B.** Complete each of the following sentences with the correct word from Part A.

1. Because she had not eaten for two days, Eliza felt \_\_\_\_\_ when she awoke.
2. The \_\_\_\_\_ was severely damaged in the hurricane.
3. Tom does not seek advice from his parents; instead, he looks to his \_\_\_\_\_, Jamal.
4. The \_\_\_\_\_ discussed the likely effects of the proposed new law.
5. The candidate is looking for people to \_\_\_\_\_ our neighborhood.
6. The accused woman and her \_\_\_\_\_ entered the courtroom.
7. The usher led people down the \_\_\_\_\_ of the dark auditorium.
8. A vacation on a small \_\_\_\_\_ sounds attractive to many people.
9. Let's cover this equipment with some \_\_\_\_\_.
10. In a sword competition, the ability to \_\_\_\_\_ can make all the difference.

## Vocabulary Practice 20: Homophones

Homophones are words that are pronounced alike but have different spellings and meanings.

**Example:** The words *aid* and *aide* have different spellings but the same pronunciation. *Aid* is a noun or verb meaning “help given” or “to help.” An *aide* is a person who gives help, often as an assistant to a nurse or teacher.

**A.** Read the definition for each word. Then, write a sentence in which you use each word.

1. **assent**—agreement; **ascent**—movement upward

a. \_\_\_\_\_

b. \_\_\_\_\_

2. **bazaar**—marketplace; fair for the sale of articles, especially for charity; **bizarre**—extremely strange

c. \_\_\_\_\_

d. \_\_\_\_\_

3. **cannon**—large, heavy gun, often mounted on a carriage; **canon**—an authoritative list, as of literature; a body of rules, standards, or norms

e. \_\_\_\_\_

f. \_\_\_\_\_

4. **complement**—to go well together; something that completes something else;  
**compliment**—praise

g. \_\_\_\_\_

h. \_\_\_\_\_

5. **gorilla**—ape of western Africa; **guerrilla**—fighter who is part of an independent unit rather than part of the military establishment

i. \_\_\_\_\_

j. \_\_\_\_\_

**B.** Complete each of the following sentences with the correct word from Part A.

1. We found these unusual brass candlesticks at the \_\_\_\_\_.
2. Beans form a protein \_\_\_\_\_ with rice.
3. Mozart’s works are always mentioned in the \_\_\_\_\_ of great music.
4. The leaders gave their \_\_\_\_\_ to the treaty, and everyone signed.
5. You can see a \_\_\_\_\_ at the San Diego Zoo.

## Vocabulary Practice 21: Analogies

An analogy is a relationship between a pair of words. Analogies show relationships between two pairs of words.

**A.** You have studied several types of analogies: *synonyms*, *antonyms*, *function*, *cause-effect*, *part to whole*, and *type of relationships*. Determine the relationship in the first pair of words. Then, choose the word that completes the analogy.

1. PHARMACY : DRUGSTORE :: CAROUSEL : \_\_\_\_\_  
 a. entertainment      b. horses      c. merry-go-round
2. PROHIBIT : ALLOW :: ENLARGE : \_\_\_\_\_  
 a. shrink      b. photograph      c. expand
3. CHAUFFEUR : DRIVE :: PILOT : \_\_\_\_\_  
 a. helicopter      b. fly      c. airborne
4. SURGEON : DOCTOR :: SEDAN : \_\_\_\_\_  
 a. automobile      b. accident      c. drive
5. SHOVEL : HOLE :: GLUE : \_\_\_\_\_  
 a. loosen      b. paste      c. attachment
6. FLUE : CHIMNEY :: PISTON : \_\_\_\_\_  
 a. combustion      b. gasoline      c. engine
7. PHARAOH : RULER :: TORNADO : \_\_\_\_\_  
 a. storm      b. hurricane      c. summer
8. VETERINARIAN : HEAL :: THERMOMETER : \_\_\_\_\_  
 a. fall      b. measure      c. chill
9. MONGOOSE : MAMMAL :: GRANITE : \_\_\_\_\_  
 a. marker      b. mineral      c. headstone
10. PERMANENT : TEMPORARY :: PURIFIED : \_\_\_\_\_  
 a. polluted      b. water      c. safe

**B.** Choose the word pair that completes the following analogies.

1. REMARKABLE : USUAL :: \_\_\_\_\_  
 a. soggy: flooded      b. constructive: damaging      c. player: victory
2. VIRUS : FLU :: \_\_\_\_\_  
 a. senseless: foolish      b. ill: medicine      c. mole: tunnel
3. SPECULATE : GUESS :: \_\_\_\_\_  
 a. notify: tell      b. invest: stock      c. provoke: insult
4. KINDERGARTEN : SCHOOL :: \_\_\_\_\_  
 a. teacher: instructor      b. story: fiction      c. steeple: church
5. JOKE : ENTERTAIN :: \_\_\_\_\_  
 a. despair: delight      b. comic: comedian      c. lesson: teach

**C.** Beside each analogy in Exercises A, write the type of analogy given.

## Vocabulary Practice 22: Connotations

A connotation is the meaning suggested by a word or phrase. It is different from the denotation, or dictionary definition. Connotations can hint at meanings that are not stated directly. Connotation may be positive, neutral, or negative depending on the context.

**Example:** The words *skinny* and *slender* both mean "lean" or "thin." Yet their connotations are different. *Slender* has positive or neutral connotations, while *skinny*, which can imply unattractive thinness, has negative connotations.

**A.** Complete the sentences with two of the words given. Write a sentence using the third word to convey its connotation. Use a dictionary or thesaurus if necessary.

1. Words that mean "not any extreme" are *average*, *mediocre*, and *normal*.

a. Jason loves math, so his \_\_\_\_\_ test performance surprised the teacher.

b. Such cold weather is just not \_\_\_\_\_ for June!

c. \_\_\_\_\_

2. Three words that describe how something smells are *aromatic*, *pungent*, and *strong*.

d. That chemical is so \_\_\_\_\_ that it made my eyes water.

e. The perfumed scent came from one small bowl filled with \_\_\_\_\_ herbs.

f. \_\_\_\_\_

3. Words that connote "a pattern or hue" include *colorful*, *gaudy*, and *vivid*.

g. I sometimes wear subdued patterns, but that one is too \_\_\_\_\_ for me.

h. Since your suit is dull gray, you should wear a \_\_\_\_\_ tie.

i. \_\_\_\_\_

4. Words that connote "a state in decision making" include *open-minded*, *undecided*, and *wavering*.

j. I first thought that this answer was correct, but now I'm \_\_\_\_\_.

k. You will enjoy your trip if you remain \_\_\_\_\_ about new customs.

l. \_\_\_\_\_

5. Words that connote "a person's reputation" are *famous*, *notorious*, and *well-known*.

m. Wasn't he a \_\_\_\_\_ criminal?

n. My sister is a \_\_\_\_\_ newspaper columnist.

o. \_\_\_\_\_

**B.** On another sheet of paper, write another word with the same meaning and a different connotation to add to each group of italicized words in Part A.



## Vocabulary Practice 23: Commonly Misused Words

A good vocabulary allows you to use the right words when you speak and write. Many words sound alike and cause confusion if not used correctly.

**Example:** The words *moral* and *morale* are often used incorrectly. *Moral* means “virtuous” or “capable or knowing right from wrong.” *Morale* refers to someone’s spirits, as shown by confidence, cheerfulness, and willingness.

**A.** Read the definition for each pair of words. Then, complete each sentence with the correct word.

1. **affect**—to influence or act upon; **effect**—a result
  - a. Not even rainy weather can \_\_\_\_\_ my mood today.
  - b. Since the drought was short, it had no \_\_\_\_\_ on the apple crop.
2. **appraise**—to evaluate or judge; **apprise**—to give notice to, inform
  - a. The school will \_\_\_\_\_ parents of any changes in class assignment.
  - b. Before it lends money for home improvements, the bank will \_\_\_\_\_ the property.
3. **adverse**—harmful or unfavorable; **averse**—having a feeling of distaste; not inclined to
  - a. The leaders of our group were not \_\_\_\_\_ to making one small detour.
  - b. A lack of sleep can have \_\_\_\_\_ consequences for your health.
4. **confidant**—one to whom secrets are disclosed; **confident**—sure of success; bold
  - a. I really have only one \_\_\_\_\_, my best friend.
  - b. Selena has trained for this race for weeks and certainly looks \_\_\_\_\_.
5. **defer**—to put off or postpone; **differ**—to be unlike in some way
  - a. Many people \_\_\_\_\_ marriage until they finish their education.
  - b. The twins look alike, but they \_\_\_\_\_ in two important ways.
6. **descent**—a way down or a slope; **dissent**—disagreement or difference of opinion
  - a. Going up the mountain was easy, but the \_\_\_\_\_ was in darkness.
  - b. In a free country, people are allowed to voice their \_\_\_\_\_.
7. **detract**—to take away from; **distract**—to pull away from the original focus of attention
  - a. The radio is turned down, so it will not \_\_\_\_\_ me from my homework.
  - b. That rumpled shirt will certainly \_\_\_\_\_ from your overall neatness.
8. **respectfully**—showing honor or respect; **respectively**—singly in the order mentioned
  - a. When the judge speaks to you, answer honestly and \_\_\_\_\_.
  - b. My mother and I are \_\_\_\_\_ coach and goalie.
9. **conscience**—a source of moral judgment; **conscious**—aware
  - a. Arden returned my wallet before I was \_\_\_\_\_ of even losing it.
  - b. In new situations, your \_\_\_\_\_ can often help you decide right from wrong.
10. **access**—a way of entering or exiting; **excess**—a surplus; more than normal or necessary
  - a. Our garden is so large that we always have \_\_\_\_\_ tomatoes for the neighbors.
  - b. This fire door provides \_\_\_\_\_ only in emergency situations.

## Vocabulary Practice 24: Commonly Confused Words

A good vocabulary allows you to use words correctly in speaking and writing. Many words sound alike and cause confusion if not used correctly.

**Example:** The words *desert* and *dessert* are often used incorrectly. A *desert* is a place with little rain. A *dessert* is a food that comes at the end of a meal.

**A.** Read the definition for each pair of words. Then, use one word to complete the sentence, and write a sentence using the remaining word.

1. **flagrant**—noticeably bad or offensive; **fragrant**—having a pleasant odor
  - a. Those yard sale signs are in \_\_\_\_\_ violation of the new sign by-law.
  - b. \_\_\_\_\_
2. **sympathy**—a feeling of pity or sorrow; **symphony**—an extended piece of music
  - a. That composer created only one major \_\_\_\_\_ during his lifetime.
  - b. \_\_\_\_\_
3. **sculptor**—one who produces sculptural artwork; **sculpture**—a three-dimensional work of art
  - a. Before carving the mountain, the \_\_\_\_\_ made a small model of the piece.
  - b. \_\_\_\_\_
4. **static**—random noise, such as crackling; **statistic**—a numerical value; a typical number
  - a. My radio batteries may be low, since I hear nothing but \_\_\_\_\_.
  - b. \_\_\_\_\_
5. **recent**—occurring at a time just before the present; **resent**—to feel ill will as a result of a real or imagined grievance
  - a. My first race was awful, but I won the most \_\_\_\_\_ one.
  - b. \_\_\_\_\_
6. **appalling**—causing dismay or frightful; **appealing**—attractive or interesting
  - a. I was awakened by the most \_\_\_\_\_ sound, but it was only a screech owl.
  - b. \_\_\_\_\_
7. **empire**—a large political territory; **umpire**—a person who referees or judges games
  - a. The players quickly learned never to argue with the \_\_\_\_\_.
  - b. \_\_\_\_\_
8. **partition**—something that divides, such as a wall; **petition**—a formal written request
  - a. Before that \_\_\_\_\_ was added, these two classrooms were one big room.
  - b. \_\_\_\_\_
9. **precede**—to come before in order or rank; **proceed**—to go forward or continue
  - a. After the intermission, the play will \_\_\_\_\_ to the end.
  - b. \_\_\_\_\_
10. **persecute**—to oppress or harass with ill-treatment; **prosecute**—to initiate court action against
  - a. Although supervisors may fire poor workers, they cannot \_\_\_\_\_ them.
  - b. \_\_\_\_\_

## Vocabulary Practice 25: Specialized Vocabulary

A basic understanding of health terms helps you read a newspaper, interpret medical articles, and understand medical issues that are discussed and debated.

**A.** Complete each sentence with a word from the list. Use a dictionary as necessary.

amnesia	antidote	cardiac	communicable
contagious	dehydration	epidemic	hygiene
immunization	inoculation	insomnia	medication
quarantine	sedative	sterile	ulcer

1. A doctor will \_\_\_\_\_ someone if they want that person to have no visitors.
2. A \_\_\_\_\_ problem is a problem that involves the heart.
3. To calm someone, a doctor might prescribe a \_\_\_\_\_.
4. An operating room must be \_\_\_\_\_ so that germs do not infect the wound.
5. Scurvy is caused by diet, so it is not \_\_\_\_\_.
6. Spicy foods will cause pain when you have an \_\_\_\_\_ in your mouth, throat, or stomach.
7. Your doctor can give you a \_\_\_\_\_ that will help you breathe more easily.
8. The quickest treatment for mild \_\_\_\_\_ is several glasses of water.
9. In case of accidental poisoning, look on the label to learn the \_\_\_\_\_.
10. People who cannot sleep have \_\_\_\_\_.
11. Once, the standard \_\_\_\_\_ for smallpox was cowpox, a milder disease.
12. The common cold is a highly \_\_\_\_\_ disease.
13. Good \_\_\_\_\_ includes washing your hands before eating.
14. Your \_\_\_\_\_ record has been updated to show your last two booster shots.
15. My whole family got sick during the flu \_\_\_\_\_ last winter.
16. The woman cannot remember the accident, because she has \_\_\_\_\_.

**B.** Each question contains at least one vocabulary word. Answer each question by writing yes or no on the line.

1. If you had insomnia, would a sedative be likely to help? \_\_\_\_\_
2. Does good hygiene help prevent the spread of contagious illnesses? \_\_\_\_\_
3. Is amnesia an antidote for cardiac problems? \_\_\_\_\_
4. Might a doctor quarantine someone who had a communicable disease? \_\_\_\_\_
5. Is an ulcer a type of medication? \_\_\_\_\_

## Vocabulary Practice 26: Specialized Vocabulary

Having a basic understanding of money and banking terms can help you read newspaper articles, understand financial information, and participate in classroom discussions.

assets	collateral	cosigner	creditor
currency	debit	foreclose	interest
liability	lien	usury	withdrawal

**A.** Match the words on this list with their definitions, using a dictionary as necessary.

- |       |   |
|-------|---|
| _____ | 1. a legal claim on a property until a debt is paid               |
| _____ | 2. another person who has signed a loan or document               |
| _____ | 3. money paid for the use of money                                |
| _____ | 4. an item of debt that is shown in an account                    |
| _____ | 5. property to be used as security for a loan                     |
| _____ | 6. removal from   |
| _____ | 7. money in any form  |
| _____ | 8. the lending of money at an unlawful or very high interest rate |
| _____ | 9. any financial obligation, such as money owed or an unpaid bill |
| _____ | 10. any property owned that could be used to settle debts         |
| _____ | 11. to take away the right to pay off a mortgage                  |
| _____ | 12. one who is owed money   |

**B.** Complete each sentence below with a word from this list. Then, write a definition of the term below the sentence. Use a dictionary as needed.

annuity      maturity      investment      unsecured      diversified

- Instead of buying only one company's stock, develop a \_\_\_\_\_ group of stocks.  
\_\_\_\_\_
- You will be guaranteed a regular income if you purchase this \_\_\_\_\_.  
\_\_\_\_\_
- A savings bond is considered a very safe, low-risk \_\_\_\_\_.  
\_\_\_\_\_
- If you need to borrow money, the rate may be higher because you own nothing, so the loan is \_\_\_\_\_.  
\_\_\_\_\_
- This bond will be worth a hundred dollars only if you keep it until \_\_\_\_\_.  
\_\_\_\_\_

## Vocabulary Practice 27: Specialized Vocabulary

Having a basic understanding of French words helps when reading novels, during travel, and participating in different activities.

**A.** Complete each sentence with a word from the list. Use a dictionary as necessary.

blasé	boutique	chaperone	charade
debris	debut	entree	fillet
gourmet	intrigue	masquerade	mirage
naive	rendezvous	résumé	souvenir

1. My cousin is a \_\_\_\_\_ cook, so dinner was superb.
2. A neat, attractive \_\_\_\_\_ can help you get the job of your dreams.
3. I will attend the \_\_\_\_\_ dressed as a five-star general.
4. Although you think you see a puddle of water, it's only a \_\_\_\_\_.
5. Sports card dealers may offer you little if they think you are \_\_\_\_\_ about prices.
6. The soldiers agreed to \_\_\_\_\_ at the barracks at three o'clock sharp.
7. This performance marks Pat's \_\_\_\_\_ as a singer.
8. Although bones are supposed to add taste to fish, I still prefer a \_\_\_\_\_.
9. I bought this outfit at a small \_\_\_\_\_ in Miami.
10. The mystery was filled with wonderful characters and much \_\_\_\_\_.
11. The clerk said "Sorry," but his expression showed that the apology was just a \_\_\_\_\_.
12. When we left the shore, I brought home a big clamshell as a \_\_\_\_\_.
13. Tanya is trying to appear \_\_\_\_\_, but she is actually excited.
14. Please bring the salad at the same time that you serve the \_\_\_\_\_.
15. Every group of six students needs an adult \_\_\_\_\_ on this field trip.
16. The workers will remove the \_\_\_\_\_ from the old shed after the new one is finished.

**B.** Each question contains at least one vocabulary word. Answer each question by writing yes or no on the line.

1. Is a blasé person in a state of fright? \_\_\_\_\_
2. Could a boutique sell gourmet food? \_\_\_\_\_
3. Might two friends want to rendezvous at a masquerade? \_\_\_\_\_
4. Would a fillet ever be a suitable entree? \_\_\_\_\_
5. Could a mirage be a lasting souvenir of a trip? \_\_\_\_\_

## Vocabulary Practice 28: Specialized Vocabulary

A basic understanding of history terms helps when reading a novel or short story, skimming a newspaper, or talking about world events.

**A.** Complete each sentence with a word from the list. Use a dictionary as necessary.

abdicate	amnesty	anarchy	antiquity	coalition
coup	despot	inauguration	neutrality	pacifist

1. What a \_\_\_\_\_ it was to get the support of the runner-up in the election.
2. No elections were held when that \_\_\_\_\_ was in power.
3. People have followed that custom since \_\_\_\_\_, so it would be hard to change.
4. When he said that he would \_\_\_\_\_, the country began looking for a new king.
5. Not wishing to take sides and be pulled into the war, the country declared its \_\_\_\_\_.
6. Three of the major businesses formed a \_\_\_\_\_ to discuss fair practices.
7. Anyone who was a genuine \_\_\_\_\_ could work in a hospital instead of entering combat.
8. Will the government grant \_\_\_\_\_ to soldiers who deserted for family reasons?
9. The country will be in a state of \_\_\_\_\_ unless the new government acts firmly.
10. The president will not actually take power until after the \_\_\_\_\_.

**B.** Match the words on this list with their definitions, using a dictionary as necessary.

contemporary	depose	disarmament	dynasty
feudalism	medieval	renaissance	totalitarian

- |       |  |
|-------|--|
| _____ | 1. a series of rulers who belong to the same family  |
| _____ | 2. relating to or belonging to the Middle Ages   |
| _____ | 3. remove from power or from the throne  |
| _____ | 4. relating to a government made up of a single group that maintains or tries to maintain absolute control over most aspects of life |
| _____ | 5. the act of laying down weapons and arms   |
| _____ | 6. belonging to the same time period or age  |
| _____ | 7. a political, social, and economic system in the Middle Ages   |
| _____ | 8. a revival or a rebirth, usually of culture and art  |

## Vocabulary Practice 29: Specialized Vocabulary

Having a basic understanding of geography words helps when reading adventure stories, during travel, and when discussing news stories.

**A.** Complete each sentence with a word from the list. Use a dictionary as necessary.

arid	cartographer	delta	fjord
irrigation	isthmus	mesa	nomad
plateau	prairie	reservoir	seismology
tundra	uninhabitable	urban	

1. Traveling by boat may be the best way to photograph a \_\_\_\_\_.
2. The sides of the \_\_\_\_\_ were so steep we didn't even try to climb it.
3. Although that land area appears to be an island at high tide; at low tide, an \_\_\_\_\_ connects it to the mainland.
4. Since the city was built on top of a \_\_\_\_\_, it was easy to defend.
5. The \_\_\_\_\_ at the end of the Mississippi River took many years to form.
6. The city never ran out of water after the \_\_\_\_\_ was built.
7. This map was made by an early \_\_\_\_\_, so it may not be very accurate.
8. Few people live on the frozen \_\_\_\_\_ in northern Canada.
9. This area was once dry and dusty, but \_\_\_\_\_ turned it into a garden.
10. Rural areas are shown in green, while \_\_\_\_\_ areas are shown in yellow.
11. A desert is always \_\_\_\_\_, but it is not always hot; some are cold.
12. Since there is neither water nor fertile soil, the island is really \_\_\_\_\_.
13. People who lived on the \_\_\_\_\_ years ago say that it was a sea of grass.
14. Someone familiar with \_\_\_\_\_ can tell you when the last major earthquake occurred.
15. My cousin lives like a \_\_\_\_\_, never staying anywhere for more than a few months.

**B.** Each question contains at least one vocabulary word. Answer each question by writing yes or no on the line.

1. Are the tundra and the prairie both large and treeless? \_\_\_\_\_
2. Is a reservoir usually arid? \_\_\_\_\_
3. Is a nomad someone who studies seismology? \_\_\_\_\_
4. Would you expect a fjord or an isthmus to be near water? \_\_\_\_\_
5. Is a mesa similar to a plateau? \_\_\_\_\_

## Spelling Practice 1: Short and Long Vowel Spellings

Short and long vowel sounds may be spelled several ways. Always note the spelling.

**Examples:** The words *head* and *held* use different spellings for the short e sound. The word *speedy* uses two different spellings for the long e sound.

**A.** Listen for the vowel sounds in each word. If you hear any long vowel sound in the word, write the word in the Long Vowel column. Circle the letters that stand for the long vowel sound. Write words that contain only short vowel sounds in the Short Vowel column.

Word	Long Vowel	Short Vowel
1. acquaint	_____	_____
2. cease	_____	_____
3. clutter	_____	_____
4. conceal	_____	_____
5. ebony	_____	_____
6. erode	_____	_____
7. evaporate	_____	_____
8. grateful	_____	_____
9. hectic	_____	_____
10. humid	_____	_____
11. hydrant	_____	_____
12. impeach	_____	_____
13. intelligent	_____	_____
14. leaflet	_____	_____
15. measles	_____	_____
16. mimic	_____	_____
17. phantom	_____	_____
18. portray	_____	_____
19. promote	_____	_____
20. pulse	_____	_____

**B.** In each group of words, one word is spelled incorrectly. Underline the incorrectly spelled words and write them correctly in the space provided.

1. ebony	conseal	hectic	shingle	_____
2. mimic	intelligent	erode	evaperate	_____
3. impeeche	clutter	grateful	pulse	_____
4. leaflet	phantom	aquaint	stamina	_____
5. hydrant	promote	shceme	erode	_____
6. cease	strengthen	humid	trincket	_____



## Spelling Practice 2: Digraphs

A digraph is a pair of letters that spells one sound. Digraphs are neither long nor short vowel sounds. They can be spelled several ways. Always note the spelling.

**Examples:** The digraph *aw* spells the vowel sound that you hear at the beginning of the word *awkward*. The digraph *au* spells the same vowel sound in *faucet*.

**A.** Determine whether or not each word is spelled correctly. Spell incorrect words correctly. Write the correct spelling of the vowel digraph that was misspelled originally.

Word	Word Spelled Correctly	Digraph
1. aukward	_____	_____
2. booster	_____	_____
3. bough	_____	_____
4. cartune	_____	_____
5. cawliflower	_____	_____
6. chowder	_____	_____
7. compownd	_____	_____
8. deploi	_____	_____
9. devower	_____	_____
10. diloot	_____	_____
11. duplex	_____	_____
12. fawcet	_____	_____
13. flownder	_____	_____
14. growchy	_____	_____
15. hawghty	_____	_____
16. hoyst	_____	_____
17. intrude	_____	_____
18. issoo	_____	_____
19. noysy	_____	_____
20. profownd	_____	_____

**B.** Write a word from the list in Part A that rhymes with each word below.

- The word **louder** rhymes with \_\_\_\_\_.
- The word **complex** rhymes with \_\_\_\_\_.
- The word **subdued** rhymes with \_\_\_\_\_.
- The word **rooster** rhymes with \_\_\_\_\_.
- The word **salute** rhymes with \_\_\_\_\_.

## Spelling Practice 3: Vowels Before *r*

A vowel sound before *r* does not give a clear clue to the spelling. Always note the spelling of these vowels.

**Examples:** The word *dirt* and *hurt* have the same vowel sound, but the letters that stand for this sound are different in each word.

**A.** Sort the words below according to the vowel that comes before *r*. Write them in the correct categories. Some words fit into more than one category.

authority	carpenter	carpeting	carton	detergent
dirty	disturbance	dormitory	flourish	forfeit
furnace	furthermore	glorious	impaired	insert
inverted	malaria	mercy	merely	mortar
partial	porpoise	scar	superb	varnish

Words containing *ar*

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

Words containing *er*

- |           |           |           |
|-----------|-----------|-----------|
| 9. _____  | 10. _____ | 11. _____ |
| 12. _____ | 13. _____ | 14. _____ |
| 15. _____ |           |           |

Words containing *or*

- |           |           |           |
|-----------|-----------|-----------|
| 16. _____ | 17. _____ | 18. _____ |
| 19. _____ | 20. _____ | 21. _____ |
| 22. _____ |           |           |

Words containing *ir* or *ur* or a digraph plus *r*

- |           |           |           |
|-----------|-----------|-----------|
| 23. _____ | 24. _____ | 25. _____ |
| 26. _____ | 27. _____ | 28. _____ |

**B.** Write any six words not shown above that contain a vowel sound before *r*.

\_\_\_\_\_  
\_\_\_\_\_

## Spelling Practice 4: Double and Single Consonants

Consonant sounds may be spelled with one or two letters. Many words use a doubled consonant to stand for a single sound.

**Examples:** The words *rip* and *ripple* spell the same sound two different ways. The word *rip* spells the sound with a single letter, while *ripple* uses a doubled letter.

**A.** Look at the spelling of each word below. If the word contains one doubled consonant, write the word in the column labeled **One**. If the word contains two doubled consonants, write the word in the column labeled **Two**.

Word	One	Two
1. aggravate	_____	_____
2. assassin	_____	_____
3. boycott	_____	_____
4. broccoli	_____	_____
5. channel	_____	_____
6. committee	_____	_____
7. embarrass	_____	_____
8. exaggerate	_____	_____
9. excess	_____	_____
10. immense	_____	_____
11. innocent	_____	_____
12. mattress	_____	_____
13. mayonnaise	_____	_____
14. occasion	_____	_____
15. occurrence	_____	_____
16. pennant	_____	_____
17. possession	_____	_____
18. procession	_____	_____
19. recommend	_____	_____
20. scissors	_____	_____

**B.** In each group of words, one word is spelled incorrectly. Underline the incorrectly spelled words and write them correctly in the space provided.

1. exaggerate	asassin	innocent	procession	_____
2. pennant	aggravate	occasion	comittee	_____
3. embarras	scissors	boycott	mattress	_____
4. tariff	broccoli	occurence	excess	_____
5. channel	tresspass	territory	recommend	_____

## Spelling Practice 5: Compound Words

Two or more words can sometimes be combined to form a new word called a compound. Some compound words have a hyphen or space between the words.

**Examples:** The words *background*, *back-to-back*, and *backyard* are all compounds.

**A.** Determine whether or not each word is spelled correctly. Spell incorrect words correctly in the first column. Then write each word that makes the compound in a separate column.

	Correct Spelling	Words that combine to make compound		
1. backpack	_____	_____	_____	_____
2. behave	_____	_____	_____	_____
3. breakthrough	_____	_____	_____	_____
4. breifcase	_____	_____	_____	_____
5. copyright	_____	_____	_____	_____
6. countdown	_____	_____	_____	_____
7. dinning room	_____	_____	_____	_____
8. double-cross	_____	_____	_____	_____
9. far-fetched	_____	_____	_____	_____
10. keyboard	_____	_____	_____	_____
11. newstand	_____	_____	_____	_____
12. nontheless	_____	_____	_____	_____
13. notwithstanding	_____	_____	_____	_____
14. out-of-date	_____	_____	_____	_____
15. oversihgt	_____	_____	_____	_____
16. quick-witted	_____	_____	_____	_____
17. sadlebag	_____	_____	_____	_____
18. self-esteem	_____	_____	_____	_____
19. self-taght	_____	_____	_____	_____
20. study hall	_____	_____	_____	_____

**B.** In each sentence, one word is spelled incorrectly. Underline the incorrectly spelled words and write them correctly below the sentences.

- Just leave your backpack in the dining-room.
- During the next studyhall, please check the copyright date on the textbook.
- The computer in this briefcase has its own keybord.
- A quickwitted teenager saved the dog from the fire.
- Nonetheless, most of the artists that I interviewed were self taught.
- The newsstand sells out-of-date magazines for only three-fourths of the original price.

## Spelling Practice 6: Unstressed Endings

Many words end with an unstressed syllable. The vowel sounds in these syllables may be spelled in different ways. Final unstressed vowel sounds do not give a clear clue to their spelling. Always note the spelling of these sounds.

**Examples:** The words *ankle* and *quarrel* end with the same vowel sound, but it is not spelled the same way in the two words.

**A.** Sort the words below according to the spelling of the final vowel sound.

authority	carpenter	carpeting	carton	detergent
ankle	arrival	article	author	beetle
betrayal	conqueror	decimal	editorial	entangle
hustle	industrial	journal	liberal	manual
mirror	original	quarrel	rational	scholar
spectacular	startle	steeple	uncertain	wrestle

Words ending in *al*

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

Words ending in *le*

- |           |           |           |
|-----------|-----------|-----------|
| 11. _____ | 12. _____ | 13. _____ |
| 14. _____ | 15. _____ | 16. _____ |
| 17. _____ | 18. _____ |           |

Words ending in *ar*, *el*, *in*, or *or*

- |           |           |           |
|-----------|-----------|-----------|
| 19. _____ | 20. _____ | 21. _____ |
| 22. _____ | 23. _____ | 24. _____ |
| 25. _____ |           |           |

**B.** In each group of words, one word is spelled incorrectly. Underline the incorrectly spelled words and write them correctly in the space provided.

- |  |       |
|--|-------|
| 1. steeple, maneul, wrestle, rational      | _____ |
| 2. liberal, ankle, industrial, auther      | _____ |
| 3. startle, quarrle, conqueror, journal    | _____ |
| 4. decimel, article, uncertain, hustle     | _____ |
| 5. scholar, arrivel, editorial, betrayal   | _____ |
| 6. entangle, spectacular, original, mirrer | _____ |

## Spelling Practice 7: Syllable Patterns

Break longer words into syllables and spell the words by parts. Many words follow certain patterns and divide into syllables in certain ways. Look for these patterns:

### Syllable Patterns with Examples:

2 consonants between two vowels (VCCV)—mir/ror

1 consonant between two vowels; first vowel is long (longVCV)—to/tal

1 consonant between two vowels; first vowel is short (short VCV)—mod/ern

**A.** Determine whether or not each word is spelled correctly. Spell incorrect words correctly. Write the pattern shown in parentheses above that applies to each word. Check your spelling in a dictionary.

Spelling Word	Correct Spelling	Syllable Pattern
1. plungir	_____	_____
2. boenus	_____	_____
3. campis	_____	_____
4. commute	_____	_____
5. crimzon	_____	_____
6. culprit	_____	_____
7. devowt	_____	_____
8. doner	_____	_____
9. endure	_____	_____
10. essay	_____	_____
11. excuze	_____	_____
12. fatal	_____	_____
13. gallep	_____	_____
14. napkin	_____	_____
15. ponder	_____	_____
16. quotea	_____	_____
17. rumer	_____	_____
18. rustic	_____	_____
19. slogin	_____	_____
20. saspense	_____	_____

**B.** Write any nine words not shown above that follow the same vowel patterns:

VC/CV	_____	_____	_____
long V/CV	_____	_____	_____
short VC/V	_____	_____	_____

## Spelling Practice 8: Adding Suffixes

The spelling of some words changes when a suffix is added. A letter may be dropped, changed, or doubled. In some cases, the form of the base word may change.

**Examples:**

dropped letter: surprise + ing = surprising

changed letter: worry + es = worries

doubled letter: unpin + ed = unpinned

changed form: vision + ible = visible

**A.** Determine whether or not each word is spelled correctly. Spell incorrect words correctly. Write the word and the suffix that were combined to make the spelling word. Check your spelling in a dictionary.

Spelling Word	Correct Spelling	Word + Suffix
1. acquitted	_____	_____
2. bubbling	_____	_____
3. certified	_____	_____
4. challengeing	_____	_____
5. comedyian	_____	_____
6. controlling	_____	_____
7. corroded	_____	_____
8. criticized	_____	_____
9. democratic	_____	_____
10. denied	_____	_____
11. divisible	_____	_____
12. evolveing	_____	_____
13. fascinating	_____	_____
14. historical	_____	_____
15. mystified	_____	_____
16. occupied	_____	_____
17. patrolling	_____	_____
18. pitied	_____	_____
19. pledgeing	_____	_____
20. preferred	_____	_____

**B.** Add to the list in Part A three more words that have suffixes. After each word, write the base word and the suffix that was added.

---

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## Spelling Practice 9: More Unstressed Endings

Final unstressed vowel sounds do not give a clear clue to their spelling. Always note the spelling of these sounds.

**Examples:** The words *insurance* and *audience* end with the same vowel sound, but it is not spelled the same way in the two words.

**A.** Sort the words below according to the spelling of the final vowel sound.

absence	adolescent	apparent	arrogant	assistant
attendance	audience	brilliant	confidence	consistent
convenience	elegant	evidence	fluent	fragrant
frequent	independence	influence	ingredient	instant
insurance	performance	permanent	pleasant	resident

Words ending in *ant*

- |          |          |          |
|----------|----------|----------|
| 1. _____ | 2. _____ | 3. _____ |
| 4. _____ | 5. _____ | 6. _____ |
| 7. _____ |          |          |

Words ending in *ent*

- |           |           |           |
|-----------|-----------|-----------|
| 8. _____  | 9. _____  | 10. _____ |
| 11. _____ | 12. _____ | 13. _____ |
| 14. _____ | 15. _____ |           |

Words ending in *ance*

- |           |           |           |
|-----------|-----------|-----------|
| 16. _____ | 17. _____ | 18. _____ |
|-----------|-----------|-----------|

Words ending in *ence*

- |           |           |           |
|-----------|-----------|-----------|
| 19. _____ | 20. _____ | 21. _____ |
| 22. _____ | 23. _____ | 24. _____ |
| 25. _____ |           |           |

**B.** In each sentence, one word is spelled incorrectly. Underline the incorrectly spelled words and write them correctly below the sentences.

- Your assistent seems like an arrogant person.
- The audience loved the brilliant performance of the lead actor.
- Only one permanent resident here is an adoloscant.
- How pleasant it is to be in such a fragrent garden!
- Your attendance has been so consistent that we noticed your absence on Thursday.
- I love the convenience of instant soup, so it is a frequent ingrediant in my cooking.

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |



## Spelling Practice 10: Three-Syllable Words

Break longer words into syllables and spell the words by parts. Remember that each syllable contains only one vowel sound. When you see two vowels together in a word, they form two syllables if they stand for separate sounds.

**Examples:** The word *area* contains three syllables, because the final e and a stand for separate sounds. The word *reread* contains two syllables, because the final e and a stand for one sound, long e.

**A.** Write each list word in the space with a slash (/) between the syllables. Use a dictionary if you are unsure where a syllable ends.

### Spelling Word

1. accurate \_\_\_\_\_
2. bulletin \_\_\_\_\_
3. chemistry \_\_\_\_\_
4. colossal \_\_\_\_\_
5. corduroy \_\_\_\_\_
6. correlate \_\_\_\_\_
7. creative \_\_\_\_\_
8. discipline \_\_\_\_\_
9. exotic \_\_\_\_\_
10. gallery \_\_\_\_\_
11. interval \_\_\_\_\_
12. liable \_\_\_\_\_
13. magnify \_\_\_\_\_
14. muscular \_\_\_\_\_
15. opinion \_\_\_\_\_
16. oxygen \_\_\_\_\_
17. parasite \_\_\_\_\_
18. pelican \_\_\_\_\_
19. popular \_\_\_\_\_
20. premium \_\_\_\_\_

**B.** Write a word from the list that rhymes with each word below.

1. The name **Mallory** rhymes with \_\_\_\_\_.
2. The word **robotic** rhymes with \_\_\_\_\_.
3. The word **dignify** rhymes with \_\_\_\_\_.
4. The word **dentistry** rhymes with \_\_\_\_\_.
5. The word **congregate** rhymes with \_\_\_\_\_.

## Spelling Practice 11: Unusual Spellings

Some words have unusual spellings. These spellings must be remembered.

**Examples:** The word *ecstasy* and *exact* begin with the same sound, but it is spelled differently in each word.

**A.** Many times, one part of a word has an unusual spelling. Write the word from the spelling list that contains each unusual letter combination shown below.

auxiliary	biscuit	boulder	circuit	colleague
cologne	cordial	dialogue	ecstasy	ghastly
jealous	leisure	leopard	lieutenant	limousine
pageant	parliament	plaid	plateau	protein
sergeant	sovereign	vague	villain	wriggle

### Spelling Word

1. ordi \_\_\_\_\_
2. eague \_\_\_\_\_
3. gha \_\_\_\_\_
4. ould \_\_\_\_\_
5. eis \_\_\_\_\_
6. cstac \_\_\_\_\_
7. mous \_\_\_\_\_
8. agea \_\_\_\_\_
9. teau \_\_\_\_\_
10. liam \_\_\_\_\_
11. rcuit \_\_\_\_\_
12. ague \_\_\_\_\_
13. reign \_\_\_\_\_
14. wrig \_\_\_\_\_
15. ogue \_\_\_\_\_
16. lieu \_\_\_\_\_
17. jea \_\_\_\_\_
18. lain \_\_\_\_\_
19. ogne \_\_\_\_\_
20. scuit \_\_\_\_\_
21. tein \_\_\_\_\_
22. liar \_\_\_\_\_
23. rgea \_\_\_\_\_
24. leap \_\_\_\_\_
25. aid \_\_\_\_\_

## Spelling Practice 12: Related Words

Some words are related in meaning and spelling. Learning the spelling of one word helps you spell the other.

**Examples:** The words *child*, *childish*, and *children* are related.

A. Write the two words from the spelling list that are related to each word below.

consume	consumption	deceive	deception	demolish
demolition	denounce	denunciation	illustrative	illustrator
perceive	perception	personal	personality	presume
presumption	pronounce	pronunciation	receive	reception
redeem	redemption	resume	resumption	simplicity
simplify				

### Related List Words

1. illustrate	_____	_____
2. deceptive	_____	_____
3. receptor	_____	_____
4. pronouncement	_____	_____
5. denouncing	_____	_____
6. resuming	_____	_____
7. perceptive	_____	_____
8. presumptive	_____	_____
9. consumer	_____	_____
10. simple	_____	_____
11. demolished	_____	_____
12. redeeming	_____	_____
13. personalize	_____	_____

**B.** In each sentence, one word is spelled incorrectly. Underline the incorrectly spelled words and write them correctly below the sentences.

- Once we decided to simplify our lives, our consumption of snack foods dropped.
- Although I denounce his past actions, he can redeme himself in the future.
- A good illustrater can change your perception of things.
- Someone with your personality will find a warm recepsion in that club.
- I presuem that you plan to demolish that old shack.
- By using the French pronunciation of that word, you will not deceive anyone.

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

## Spelling Practice 13: Pronunciation and Spelling

Some misspellings are caused by pronunciation. A letter may be silent, or a speaker may drop or add a syllable when saying a word.

**Examples:** The word *arctic* is often pronounced as if it were spelled *artic*.

**A.** Write the correct spelling for each misspelled list word below. Circle the letter or letters that were misspelled or omitted originally.

aluminum	different	especially	February	beverage
diamond	library	lightning	literature	miniature
governor	nursery	similarly	particularly	probably
arctic	restaurant	athletic	vacuum	Wednesday

### Spelling Word

- lightening \_\_\_\_\_
- dimond \_\_\_\_\_
- miniture \_\_\_\_\_
- govenor \_\_\_\_\_
- atheletic \_\_\_\_\_
- nursry \_\_\_\_\_
- Febuary \_\_\_\_\_
- proibly \_\_\_\_\_
- artic \_\_\_\_\_
- paticularly \_\_\_\_\_
- specially \_\_\_\_\_
- restrant \_\_\_\_\_
- libary \_\_\_\_\_
- vacume \_\_\_\_\_
- alumnum \_\_\_\_\_
- similarly \_\_\_\_\_
- Wensday \_\_\_\_\_
- litrature \_\_\_\_\_
- bevragge \_\_\_\_\_
- diffrent \_\_\_\_\_

**B.** Add to the list in Part A six more words that you think are often misspelled because of pronunciation. First, write them as they are pronounced, and then, write the correct spelling. Use a dictionary if you are unsure of the spelling.

_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

## Spelling Practice 14: Greek Word Roots

Words and word parts from Greek have spellings that must be remembered.

**Examples :** Greek—khaos English—chaos

**A.** Determine whether or not each word is spelled correctly. The Greek words and word parts may help, since the spelling is sometimes similar. Spell incorrect words correctly. Check your spelling in a dictionary.

Spelling Word	Greek	Correct Spelling
1. ciclone	kuklōn	_____
2. awthentic	authentikos	_____
3. anchor	ankura	_____
4. atmisfere	atmos + sphair	_____
5. arial	aero	_____
6. dynamic	dunamikos	_____
7. monerchy	monarkhia	_____
8. tradgedy	tragoidia	_____
9. photagraphy	photo + graphō	_____
10. monatone	monotonus	_____
11. thermistat	thermos + status	_____
12. pnumonia	pneuma	_____
13. catastraphe	katastrophe	_____
14. charicter	kharakter	_____
15. hemisfere	hemi + sphair	_____
16. anynomous	anōnumos	_____
17. rheteric	rhētorikē	_____
18. pantamime	pantomimos	_____
19. thermameter	thermos + metron	_____
20. amphibian	amphibios	_____

**B.** In each group of words, one word is spelled incorrectly. Underline the incorrectly spelled words and write them correctly in the space provided.

1. monotone	autamatic	amphibian	hemisphere	_____
2. atmosphere	catastrophe	dinamic	cyclone	_____
3. choas	geometry	pantomime	authentic	_____
4. pharmacy	anonymous	photography	tragidy	_____
5. monarchy	ancher	thermometer	rhetoric	_____
6. cylinder	aerial	charactor	pneumonia	_____

# Spelling Practice 15: Words with Prefixes, Roots, and Suffixes

Find the prefix, root, or suffix in an unfamiliar word and spell the word by parts.

**Examples:** The word *immovable* contains a simple prefix, root, and suffix. It is easy to spell when you see that it contains the prefix *im-*, the root *move*, and the suffix *-able*.

**A.** Write the word from the spelling list that contains the prefix, root, or suffix shown below.

advisable	commitment	semifinalist	disastrous	inconspicuous
incredible	disrespectful	exposure	immobilized	inexhaustible
intermission	indefinite	invention	inexcusable	remorseful
revolution	intrusion	undeniable	discouragement	untraceable

## Spelling Word

- courage \_\_\_\_\_
- definite \_\_\_\_\_
- commit \_\_\_\_\_
- exhaust \_\_\_\_\_
- inter- \_\_\_\_\_
- credible \_\_\_\_\_
- mobile \_\_\_\_\_
- disaster \_\_\_\_\_
- invent \_\_\_\_\_
- semi- \_\_\_\_\_
- expose \_\_\_\_\_
- advise \_\_\_\_\_
- deny \_\_\_\_\_
- respect \_\_\_\_\_
- excuse \_\_\_\_\_
- revolve \_\_\_\_\_
- remorse \_\_\_\_\_
- intrude \_\_\_\_\_
- trace \_\_\_\_\_
- conspicuous \_\_\_\_\_

**B.** Add to the list in Part A six additional words that contain one of the prefixes, roots, or suffixes written above.

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |



# Part 3: Academic and Workplace Skills

## Introduction

The one- and two-page activities in Part 3 of the *All-in-One Workbook* provide instruction and practice that will help you develop important academic and workplace skills.

### Contents

Speaking, Listening, Viewing, and Representing Skills .....	204–217
Vocabulary and Spelling Skills .....	218–234
Reading Skills.....	235–252
Study, Reference, and Test-Taking Skills .....	253–261



# Informal Speaking Skills

**Speaking in Class Discussions** Develop confidence about participating in class through preparation and practice.


TAKING PART IN CLASSROOM DISCUSSIONS
<ol style="list-style-type: none"> <li>1. Set goals for your participation.</li> <li>2. Do extra reading on the topic you are studying.</li> <li>3. Plan what you might say prior to the discussion.</li> <li>4. Raise your hand and volunteer to contribute.</li> <li>5. Follow the discussion carefully.</li> <li>6. Observe methods used by others.</li> </ol>




**Giving Directions** When giving directions, be as clear and accurate as possible in your language. Do not confuse your listeners by using vague, overly general statements.

**Making Introductions** Before introducing a person, find out, write down, and memorize all pertinent information about that person.

**Making Announcements** When making an announcement, supply answers to the questions *who?*, *what?*, *when?*, *why?*, and *how?*

 **Exercise 1** **Preparing for a Classroom Discussion.** Prepare for an upcoming classroom discussion by answering the questions below.

1. What goals have you set for your participation? \_\_\_\_\_  
\_\_\_\_\_
2. What extra reading could you do to ensure that you will have something of special interest to say? \_\_\_\_\_  
\_\_\_\_\_
3. What points might you be able to make? \_\_\_\_\_  
\_\_\_\_\_
4. How should you go about contributing to the discussion? \_\_\_\_\_
5. How will you know when it is a good time for you to contribute? \_\_\_\_\_

 **Exercise 2** **Preparing to Make an Announcement.** Prepare to make an announcement about a real or imaginary event by answering the questions below.

1. Whom does the announcement concern? \_\_\_\_\_  
\_\_\_\_\_
2. What is the event being announced? \_\_\_\_\_  
\_\_\_\_\_
3. Where is the event taking place? \_\_\_\_\_  
\_\_\_\_\_
4. When is it taking place? \_\_\_\_\_  
\_\_\_\_\_
5. Why is the announcement being made? \_\_\_\_\_  
\_\_\_\_\_

# Formal Speaking Skills

**Delivering Your Speech** Practice your speech to gain confidence.

## DELIVERING A SPEECH

1. Do not read to your audience.
2. Pronounce your words clearly.
3. Be aware of nonverbal language, such as your movements, posture, facial expressions, and gestures, while you practice delivering your speech.
4. Stay within the time limit you were given for your speech.
5. Be prepared to answer questions from your audience.

**Evaluating a Speech** Evaluate a speech in a way that offers benefits both to the speaker and yourself.

## ITEMS TO CONSIDER WHEN EVALUATING A SPEECH

1. Type of speech
2. Clarity and development
3. Use of details to support main ideas
4. Use of unspoken language
5. Voice projection

### **Exercise 1** Delivering a Speech. Answer the questions below.

1. Why is it important to practice your speech before delivering it? \_\_\_\_\_  
\_\_\_\_\_
2. What is nonverbal language? \_\_\_\_\_  
\_\_\_\_\_
3. How often should you refer to your note cards? \_\_\_\_\_
4. What determines how long your speech should be? \_\_\_\_\_
5. What should you be prepared to do after you have finished delivering your speech? \_\_\_\_\_  
\_\_\_\_\_

### **Exercise 2** Evaluating a Speech. Evaluate a speech given in class by answering the questions below.

1. What type of speech was given? \_\_\_\_\_
2. Did the speaker introduce the topic clearly and develop it well? Support your answer. \_\_\_\_\_  
\_\_\_\_\_
3. Did the speaker support main ideas with appropriate details? Give two examples. \_\_\_\_\_  
\_\_\_\_\_
4. Was the speaker's voice loud enough? \_\_\_\_\_
5. Did the speaker appear confident and support his or her verbal delivery with appropriate nonverbal language? Support your answer. \_\_\_\_\_  
\_\_\_\_\_

# Self-Assessment of a Speech

**Evaluating Your Speaking Skills** When you speak before a group, your goal is to present information to your listeners in an interesting and effective way. When you give a speech, you usually want your words to persuade your listeners to believe or do something. Use this sheet to evaluate your attitudes, speaking skills, and performance.

**Exercise 1** **Evaluating Yourself.** For items 1–4, circle the word that best applies to your speaking habits and techniques.

- |   |       |              |        |
|---|-------|--------------|--------|
| 1. I plan what I'm going to say before I begin to speak.                                    | never | occasionally | always |
| 2. I speak in a clear, confident voice.   | never | occasionally | always |
| 3. I use language and gestures that are appropriate to the occasion, audience, and purpose. | never | occasionally | always |
| 4. I engage listeners by making eye contact.  | never | occasionally | always |
5. I prepare to give a speech in the following ways (check the items that apply):
- \_\_\_\_\_ I do the research necessary to speak intelligently on my topic.
- \_\_\_\_\_ I consider my audience and purpose when choosing anecdotes, facts, details, and quotes to include in my speech.
- \_\_\_\_\_ I organize my ideas in a way that will be clear to follow.
- \_\_\_\_\_ I decide on an appropriate opening statement, quotation, joke, or anecdote that will "hook" listeners.
- \_\_\_\_\_ I rehearse my speech to improve my performance.

6. My strongest skill as a speaker is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. I recently gave a speech on \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. The best part of my speech was \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9. The part that listeners seemed to like best was \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10. If I were to give that speech again, I would make it better by \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Listening Effectively

**Preparing to Listen** Prepare to listen by giving the speaker your complete attention.

SUGGESTIONS FOR PREPARING TO LISTEN
1. Start with a positive attitude.
2. Focus your eyes and ears on the speaker.
3. Concentrate on what the speaker is saying.
4. Block out any distractions.
5. Put away anything that may distract you.
6. Keep a pencil and paper ready in case you want to take notes.
7. Try to find out in advance what topic will be discussed.



**Selecting Information to Remember** Identify and remember the main points and major details while you are listening to the speaker.

IDENTIFYING MAIN IDEAS AND MAJOR DETAILS
1. What is the general topic?
2. What important points are being made about the topic?
3. What needs to be remembered about each point?
4. What examples or facts relate to each point?
5. What clues is the speaker giving about something's importance?
6. Does the speaker repeat an idea or phrase a number of times?
7. What is written on the blackboard?



**Exercise 1** Preparing Yourself to Listen. Answer the questions below.

1. What is the difference between hearing and listening? \_\_\_\_\_  
\_\_\_\_\_
2. How can you avoid daydreaming? \_\_\_\_\_
3. Why should you have a pencil and paper with you when someone speaks? \_\_\_\_\_  
\_\_\_\_\_
4. Why is it helpful to find out in advance what topic will be discussed? \_\_\_\_\_  
\_\_\_\_\_
5. How can your physical condition affect your ability to pay attention? \_\_\_\_\_  
\_\_\_\_\_

**Exercise 2** Listening for Main Ideas and Major Details. Work on improving your listening skills by writing down the main ideas and major details of a lecture given in one of your classes. Use the spaces provided below.

1. Main idea \_\_\_\_\_
2. Major detail \_\_\_\_\_
3. Major detail \_\_\_\_\_
4. Major detail \_\_\_\_\_
5. Major detail \_\_\_\_\_

# Listening Critically

Prepare yourself to listen by giving the speaker your complete attention. While you are listening to a speaker, identify and remember the main points and major details. After the speaker has finished, evaluate your own success as an active listener.

**Exercise 1** **Evaluating Your Listening Skills.** Active listening is an important part of the learning experience. Make a check next to each statement that applies to you in order to help you evaluate your success as an active listener.

Listening Skills	Always	Sometimes	Seldom	Never
1. I think about what the speaker is saying and recognize the main points.				
2. I am polite. I do not interrupt or cause any kind of disturbance.				
3. I concentrate on the words, especially toward the middle of the presentation when I might tend to become distracted.				
4. I ask questions whenever I don't understand something.				
5. I take notes when appropriate.				

**Exercise 2** **Improving Your Listening Skills.** On the lines provided, write a paragraph describing the listening skill(s) you most need to improve and how you intend to go about doing so.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

# Interpreting Maps and Graphs

**Reading Maps** Maps are not only used to study history and geography. They can also help you plan a trip, understand current events, or find out about the weather. The following three steps will help you interpret maps:

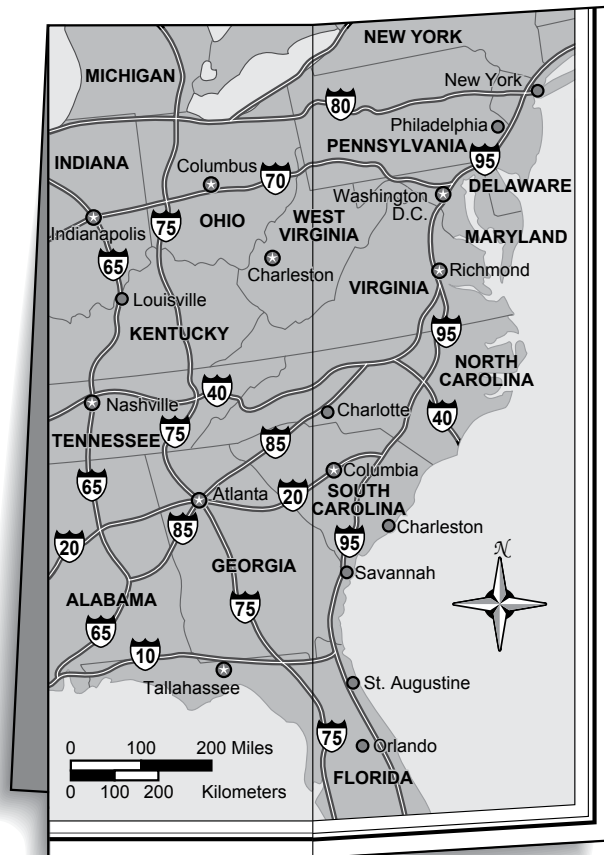
1. Identify the topic of the map. The title will tell you the subject of the map. The key explains the meanings of the map's symbols and colors.
2. Look at a map's scale to determine distances between places. The scale shows you how many inches on the map equal how many actual miles or kilometers.
3. Study the directional arrow to identify north, south, east, and west on a map.

**Reading Graphs** Graphs present statistics, or number facts, in a visual way. A line graph can show you at a glance how statistics change over time—from the population of the world to your batting average. The following four steps will help you interpret line graphs:

1. Use the title to identify the subject of the graph. The source line will tell you where the information was found.
2. Study the labels on the graph. The horizontal (side-to-side) axis usually tells you the time period covered by the graph. The vertical (up-and-down) axis tells you what is being measured.
3. To read the information on the graph, line up the points on the graph with the horizontal and vertical axes to determine how much of something there was at a given time.
4. Draw conclusions about the information presented on the graph.

## **Exercise 1** Reading a Road Map. Answer the following questions about this map.

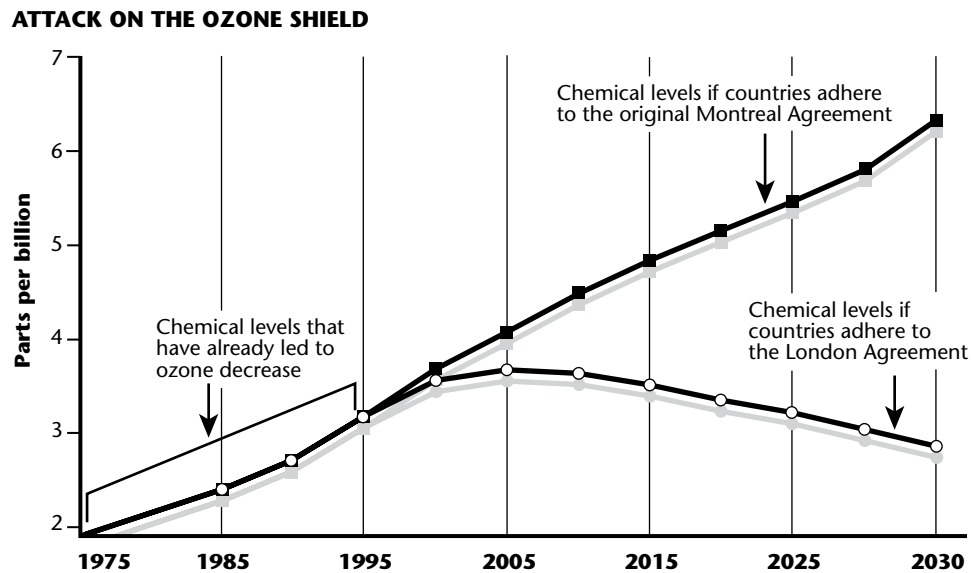
### **Southeastern United States Road Map**



1. What is the title of the map? \_\_\_\_\_
2. Choose a state shown on the map that you would like to visit. List its name and capital, and tell what states are next to it. \_\_\_\_\_
3. If the Joneses travel south from Washington, D.C., which city would they reach first? \_\_\_\_\_
4. If the Joneses want to drive directly from Washington, D.C., the nation's capital, to Charlotte, which interstate highways will they take? \_\_\_\_\_
5. To help the Joneses, calculate how many miles they would need to drive to travel from Charlotte to Atlanta. \_\_\_\_\_ Which interstate highway would they take? \_\_\_\_\_
6. How will the Joneses route be different if they travel from Washington directly to Savannah and St. Augustine? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## **Exercise 2** Reading a Line Graph. Answer the following questions about this line graph.

This graph shows the effects of limiting the release of ozone-damaging chemicals into the air.




1. What is the title of the line graph? \_\_\_\_\_
2. What time period is covered by the graph? \_\_\_\_\_
3. The ozone layer acts like a shield that protects organisms on Earth from some of the dangerous radiation given off by the sun. What was the approximate amount of ozone-damaging chemicals in 1995? \_\_\_\_\_
4. Two meetings proposed controls on the amount of ozone-damaging chemicals that could be released into the atmosphere. What would happen to the amounts of ozone-damaging chemicals released into the air in 2015 according to the London Agreement? \_\_\_\_\_
5. What would happen to the amounts of ozone-damaging chemicals released into the air in 2015 according to the Montreal Agreement? \_\_\_\_\_
6. Which agreement offers better protection for the ozone layer? \_\_\_\_\_

# Viewing Information Media Critically

When you view information media critically, you take the time to analyze the messages you see and hear. Messages from these media can entertain you and help you make decisions. Since they can also influence you in subtle ways, it is important to approach media messages with a critical eye. In order to evaluate what you see, apply the following strategies when viewing a message:

1. **Identify the source.** Try to find out who is responsible for the message. This information will help you figure out the point of view being expressed, and it may also reveal a message's intent. Recognize that media often present an issue through a bias—a personal opinion or strong feeling for or against a subject.
2. **Separate fact from opinion.** A fact is a statement that can be proved true by consulting a reliable source. An opinion is a belief that is based on a writer's attitude or values.
3. **Ask questions.** Ask yourself, "What is the purpose for writing the message?"


 **Exercise 1 Viewing Media.** Watch or listen to a form of nonprint information media, such as a documentary, a television news program or magazine, an interview, an editorial, or a commercial. Then, answer the questions that follow:

1. What is the source of the media message? How might that source's motivation affect the content of the message? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. What is the topic of the message? \_\_\_\_\_
3. How would you categorize the interest of this topic—social, political, or cultural? \_\_\_\_\_
4. What is the length of the message? \_\_\_\_\_
5. Is the coverage in-depth or brief and summarized? Explain. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. List three facts and three opinions that appear in the message. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. What seems to be the point of the message? \_\_\_\_\_  
\_\_\_\_\_
8. Is there any information you would add to the message? If so, what? \_\_\_\_\_  
\_\_\_\_\_
9. Does the presentation of the message convey its points effectively? How? \_\_\_\_\_  
\_\_\_\_\_
10. Overall, what would you do to improve the content of the media coverage presented? \_\_\_\_\_  
\_\_\_\_\_



# Interpreting Fine Art

The elements of visual art—content, medium, color, and structure—contribute to the emotional meaning and impact of a work of art. This is true for graphic art, such as posters, and for fine art, such as paintings and drawings. When you look at art, consider how each element affects your response.

 **Exercise 1** **Examining Fine Art.** Choose a piece of fine art that interests you. Use the following questions to help you examine and analyze it.

## Content

1. What is the subject of the work? Is it realistic? Abstract? \_\_\_\_\_  
\_\_\_\_\_
2. What does it suggest about the artist's purpose? \_\_\_\_\_  
\_\_\_\_\_

## Medium

3. What materials has the artist used? \_\_\_\_\_  
\_\_\_\_\_
4. How do these materials relate to the artist's purpose? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Color

5. What colors has the artist used? \_\_\_\_\_
6. Which moods and emotions do these colors evoke? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. How do the colors reflect the artist's feelings about the subject? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Structure

8. What kind of structure does the artist use—lines or contours, geometric shapes, or brushstrokes? Are the lines horizontal, vertical, diagonal, or curved? If the art is made up of shapes, which ones can be seen? If there are brushstrokes, are they long, short, or layered? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. Where do the lines lead your eyes? \_\_\_\_\_
10. Is there movement in the piece? Explain. \_\_\_\_\_  
\_\_\_\_\_

# Creating Visual Aids

Graphic organizers can be effective tools for thinking and learning, especially if you are a visual learner. Charts, diagrams, clusters, and concept maps are all resources that you can use to organize information visually. Organizers are useful in both reading and preparing for writing. Visual representations of text can help you increase your comprehension and organize your thoughts.

**Exercise 1**

**Creating a Concept Map.** Use the concept map provided to organize the following information on sonar or ultrasonic waves.

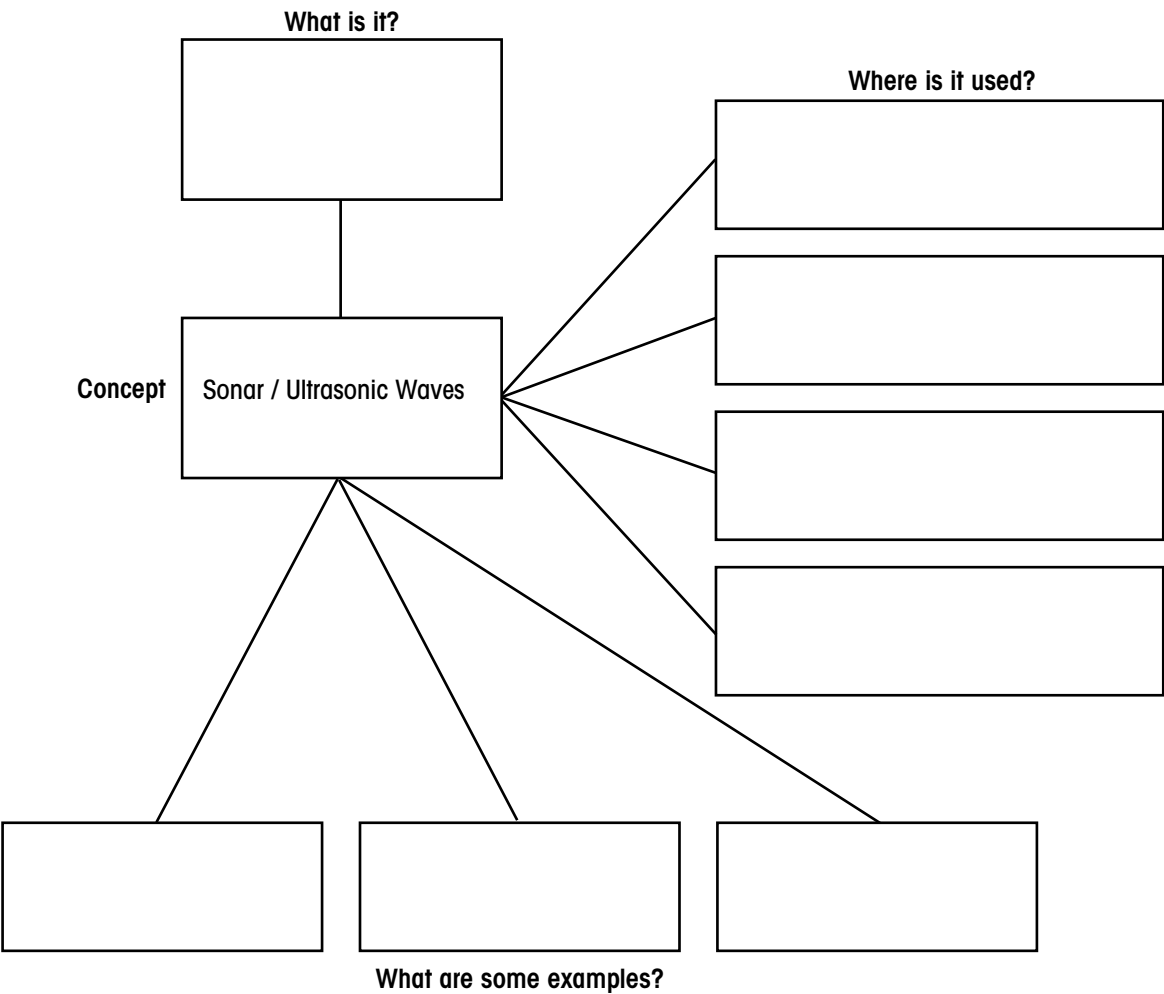
Sonar is a system of detecting reflected sound waves using ultrasonic waves. Sonar gets its name from the first letters of **s**ound **n**avigation and **r**anging. “Navigation” means finding your way around on the ocean or in the air, and “ranging” means finding the distance between objects.

There are at least four ways in which ultrasonic waves are used. In the ocean, dolphins and whales use sonar to determine and locate objects. When whales emit a “ping” sound, for example, they are using sound waves to navigate in the ocean and find their prey.

In the air, bats also use sound waves. As they fly, they send out pulses of sound and then listen to how long the sound takes to return. Bats use sonar in order to navigate and find food, which consists of insects or small animals such as mice, rats, frogs, or birds.

In medicine, doctors use ultrasonic waves to look inside the body to diagnose or treat some medical conditions. For example, doctors can examine a developing baby in its mother’s womb by viewing a picture created with ultrasonic waves.

At home, ultrasonic waves are used to help clean jewelry and electronic components. A sonic toothbrush, for example, uses sound to reach and clean places that toothbrush bristles cannot reach.

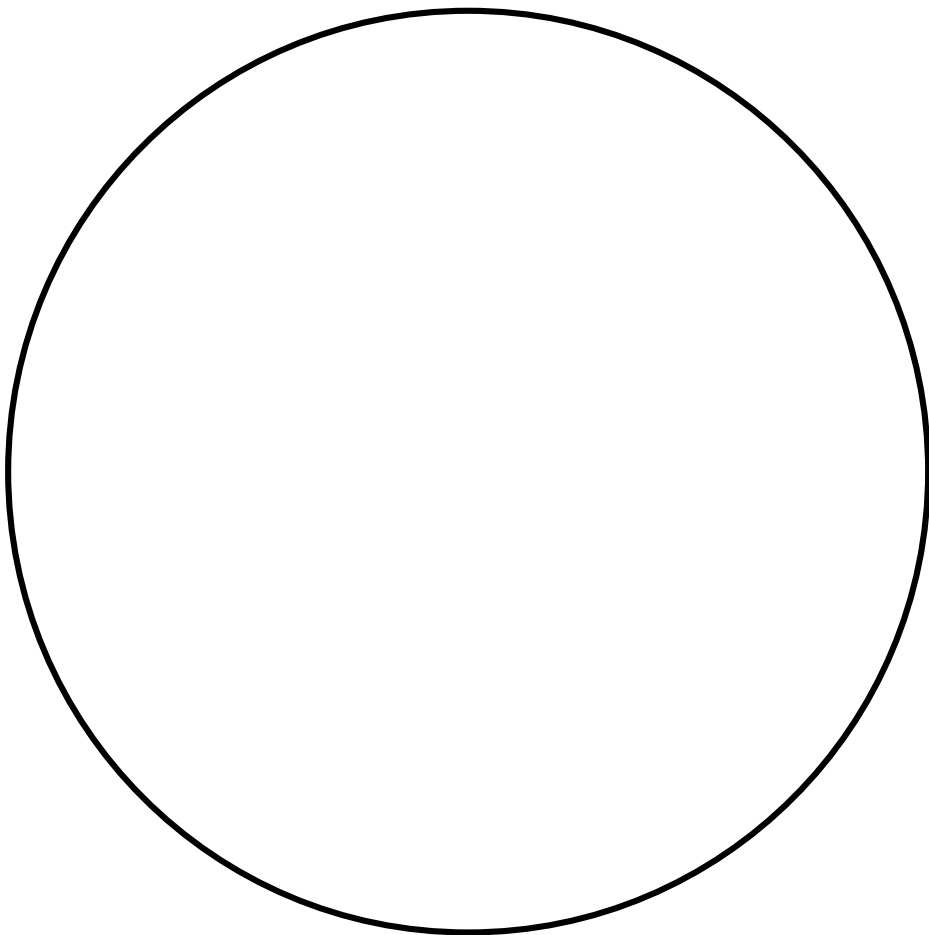


**Exercise 2** **Creating a Pie Chart.** A pie chart shows percentages of parts that make up a whole.

Use the following circle to make a pie chart about the religious population of the world. The circle stands for 100 percent. Divide it approximately to show these percentages.

1. One third of the world's population is made up of Christians (Roman Catholics, Protestants, Orthodox, Anglicans, and other Christians).
2. Muslims are the second-largest in population; 17.7 percent of the world's population is Muslim.
3. Jews comprise only 1% of the world's population.
4. Six percent of the world's population is Buddhist.
5. The Hindu population is 14 percent; this is equal to the percentage of those who follow other religions.
6. Fourteen percent of the world's population is nonaffiliated with any religion.


After you've divided the circle, put a label and percentage in each section, and title the chart "Estimated Religious Population of the World."



# Using Formatting Features

**Using Italics, Capitalization, Bullets, Numbering, and Boldface** When you prepare a manuscript for presentation, you may want to use formatting to emphasize words or phrases. The following are examples of formatting methods:

1. Italics (slanted or underlined text)—used to emphasize words or to set apart terms that will be defined
2. Capitalization—used for headings
3. Bullets (round black dots)—used next to items in a list
4. Numbering—used for items in a list
5. Boldface (darker text)—used for headings or terms being defined

 **Exercise 1** **Using Formatting.** On the line next to each item below, rewrite the item with formatting, showing which method you would use to emphasize it. Then, explain your choice. Change the wording of the item if you need to, but make sure to keep the same meaning.

1. The comedies of Shakespeare (heading) \_\_\_\_\_  
\_\_\_\_\_
2. There are five commands to know for river rafting: right paddle, left paddle, front paddle, back paddle, and jump. \_\_\_\_\_  
\_\_\_\_\_
3. Here are my conditions for helping you with the project: you are serious and cooperative, you do your own work, and you arrive for study sessions on time. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. At first, Gillian was very reticent, shy, at parties. \_\_\_\_\_  
\_\_\_\_\_
5. There are three branches of government: the Executive, the Judicial, and the Legislative. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Working with Multimedia

In a multimedia presentation, you present researched information through slide shows, videos, audio recordings, and fine art, as well as through your written materials. Good planning, preparation, and practice will make your multimedia presentation effective and memorable.

**Exercise 1** Use the following guide to plan your multimedia presentation. Then, answer the questions that follow the steps.

## Planning

1. What is your topic? \_\_\_\_\_
2. What sources will you use to gather your information or content? \_\_\_\_\_  
\_\_\_\_\_

## Preparing

3. What types of media—such as recorded interviews, music, video clips, photographs, or articles—or means of communication do you plan to use? \_\_\_\_\_  
\_\_\_\_\_
4. What equipment will you need? Where will you get the equipment? \_\_\_\_\_  
\_\_\_\_\_

## Presenting

5. How will you show your presentation? \_\_\_\_\_  
\_\_\_\_\_
6. How does your presentation work when you rehearse it? What do you need to practice or revise? \_\_\_\_\_  
\_\_\_\_\_

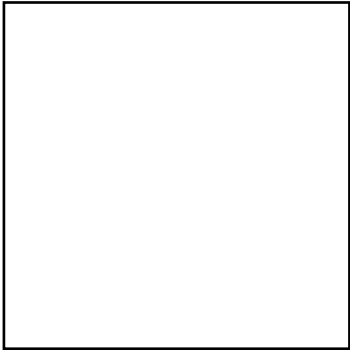
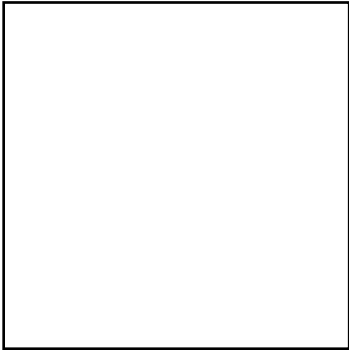
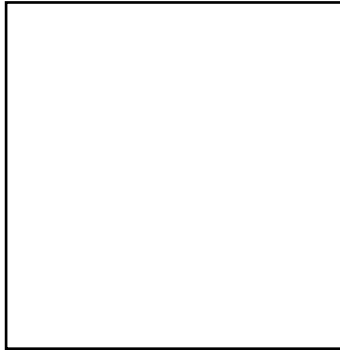
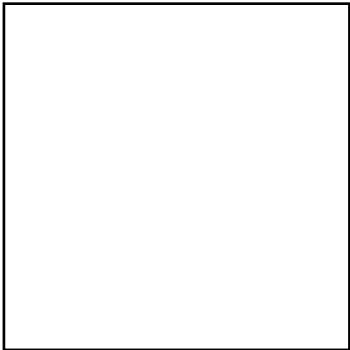
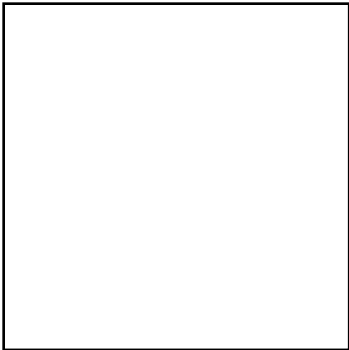
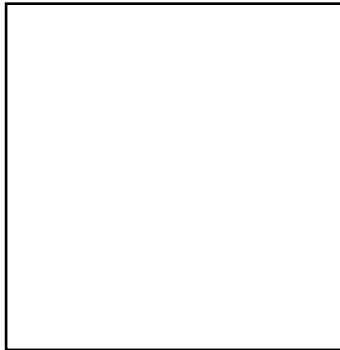
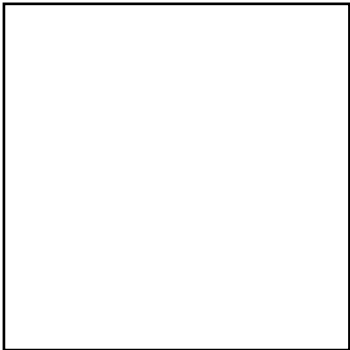
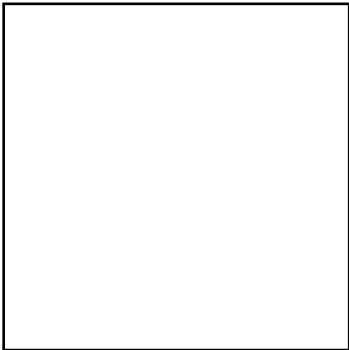
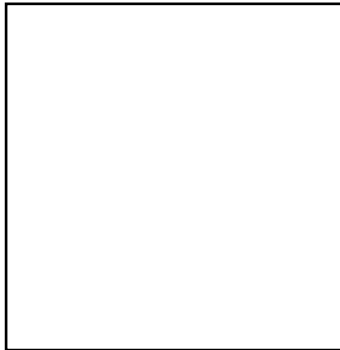
**Exercise 2** Use the outline below to plan your multimedia presentation on paper. Plan the navigation to help users follow your presentation. Include notes to indicate where you will cue each piece of media.

Points to Be Made	Media to Be Used	Cues or Comments
<b>Introduction</b>		
1. _____ _____	1. _____ _____	1. _____ _____
<b>Body</b>		
2. _____ _____	2. _____ _____	2. _____ _____
3. _____ _____	3. _____ _____	3. _____ _____
<b>Conclusion</b>		
4. _____ _____	4. _____ _____	4. _____ _____

# Creating a Video

In order to make a video, a storyboard—a plot in words and pictures—is required to add details to your plan. A storyboard can spark new ideas for plot, character, and setting.

**Exercise 1** **Make Your Own Video.** Use the following storyboard template to plan your video. In each box, sketch out a step in the action. Include a label or written description of what happens in that scene.

	→		→	
1. _____ _____ _____		2. _____ _____ _____		3. _____ _____ _____
	→		→	
4. _____ _____ _____		5. _____ _____ _____		6. _____ _____ _____
	→		→	
7. _____ _____ _____		8. _____ _____ _____		9. _____ _____ _____

# Developing Your Vocabulary Through Listening

It is important to distinguish between *hearing* (what happens automatically when sounds reach your ear) and *listening* (actively paying attention and attempting to understand and retain what you hear).

You listen to teachers, friends, announcements, movies, CDs, instructions, and so on. In order to listen well and learn from it, you can take notes and build your vocabulary by looking up unfamiliar words. You can also figure out the meaning of these words using context clues.

**Exercise 1** For two days, write down five unfamiliar words you hear in conversations and five words you hear on television or radio programs. Try to remember the context in which you hear the words. After each of the ten words, write the context or sentence in which you heard the word. Then look up the word's meaning, and write the meaning on the third line.

**EXAMPLE:** hamstring  
She pulled her hamstring while hiking.  
hamstring: one of the tendons at the back of the human knee

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
10. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Using Context

**Using Context in Daily Reading** Use context clues to guess the meanings of unfamiliar words.

## Steps in Using Context Clues

1. Reread the sentence, leaving out the unfamiliar word.
2. Examine the surrounding words to see if they give any clues.
3. Use the clues to guess the meaning of the word.
4. Read the sentence again, substituting your guess to see if it makes sense.
5. Check your guess by looking up the word in a dictionary.
6. Write the word and the definition in your vocabulary notebook.

**Exercise 1 Using Context.** Read the passage below. Circle the correct meaning of each underlined word. Then, write the words that led you to your choices on the line that follows.

And now, as I still continued to step cautiously onward, there came (1) thronging upon my recollection a thousand vague rumors of Toledo. Of the dungeons there had been strange things (2) narrated—fables I had always deemed them—but yet strange and too ghastly to repeat, (3) save in a whisper. Was I left to (4) perish of starvation in this (5) subterranean world of darkness; or what fate, perhaps even more fearful, awaited me?—Edgar Allan Poe, “The Pit and the Pendulum.”

**EXAMPLE:** recollection: (a) assortment; (b) memory; (c) mind; (d) fear my \_\_\_\_\_

1. thronging: (a) pounding; (b) throbbing; (c) aching; (d) crowding \_\_\_\_\_
2. narrated: (a) sold; (b) told; (c) promised; (d) happened \_\_\_\_\_
3. save: (a) rescue; (b) keep; (c) except; (d) dangerous \_\_\_\_\_
4. perish: (a) die; (b) flourish; (c) hunger; (d) survive \_\_\_\_\_
5. subterranean: (a) above ground; (b) underwater; (c) underground; (d) scary \_\_\_\_\_

**Exercise 2 More Work With Context Clues.** Write a definition for each underlined word. Then, check your definitions in a dictionary.

**EXAMPLE:** Both pines and hemlocks are coniferous trees. cone-bearing

1. Because it is officially a neutral country, Switzerland has never been involved in a war. \_\_\_\_\_
2. Napoleon’s army was vanquished at the Battle of Waterloo. \_\_\_\_\_
3. Because of the fluid in his lungs, the patient’s respiration was labored. \_\_\_\_\_
4. In contrast to chemically active gases, neon is inert. \_\_\_\_\_
5. In fall, geese migrate to warmer, southern regions; in spring they return to their native northern homes. \_\_\_\_\_



# Studying Meanings in the Content Areas

As you read in the content areas, such as science, social studies, and current events, keep a categorized record of unfamiliar words. In science, categorize words by their prefixes, suffixes, or roots, and notice that many science words have Latin roots. In social studies, use categories such as government, political activity, and geography. In current events, use categories such as politics, finance, and education.

**Exercise 1** **Using Categories in Science.** List each of the numbered words in the following paragraphs, and look up their definitions. Then, categorize at least two of the words by whether they fall into earth-science or life-science categories.

Two researchers came upon a (1) cascade in the wood. They heard the sound of (2) cicadas around the base of the trees, so they wondered if they might find birds. They thought they detected (3) dolerite in the rocks along the water. Having studied geological maps, they knew they were near a joining of (4) tectonic plates. Suddenly, beyond some tall ferns, they saw feathers and bobbing beaks and realized they had found a (5) heronry.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Exercise 2** **Creating Current Events Categories.** List each of the numbered words in the following paragraph and look up their definitions. Then, categorize at least two of the words by finding a similarity, such as politics or law.

Although the presidential press secretary tried a policy of (1) appeasement with the press corps, he found that they were determined to (2) besmirch the Administration. There was a rumor of a (3) misdemeanor charge against the President's Chief of Staff. Although this (4) malfeasance threatened to embarrass the President, lawyers had managed to get a (5) continuance until after the election.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

# Keeping a Vocabulary Notebook

**Setting Up a Vocabulary Notebook** Set up a vocabulary notebook and use a dictionary to add new words to your vocabulary. Use “bridge” words to help you remember definitions.

SETTING UP A NOTEBOOK PAGE		
Word	Bridge	Definition
crustacean	crust	a sea animal with a hard shell

**Using Other Study Methods** Use a variety of methods for studying and reviewing new words.

STUDY METHODS
<ol style="list-style-type: none"> <li>1. Set up three-column vocabulary pages in every subject area of your notebook.</li> <li>2. Use index cards to make vocabulary flash cards.</li> <li>3. Use a tape recorder to review definitions.</li> <li>4. Work with a partner, taking turns quizzing each other on new words.</li> </ol>

**Exercise 1** **Working with the Three-Column Notebook Method.** Complete the chart below, using a dictionary to supply missing definitions. Make up your own bridge words—those that will help you remember the meanings. Study the new words and their meanings.

**EXAMPLE:** ferocious      *lion*      *extremely savage; fierce*

	<u>Word</u>	<u>Bridge</u>	<u>Definition</u>
1.	gratuity	_____	_____
2.	distraught	_____	_____
3.	germinate	_____	_____
4.	spontaneous	_____	_____
5.	tremulous	_____	_____
6.	falsetto	_____	_____
7.	conifer	_____	_____
8.	recapitulate	_____	_____
9.	vacillate	_____	_____
10.	intractable	_____	_____

**Exercise 2** **Using Other Study Methods.** Use a dictionary to look up the definition of each word below, and write the definition in the space provided. Copy each word on one side of an index card. On the other side copy its definition. Work with a partner, and quiz each other on the definitions.


**EXAMPLE:** portage      *the carrying of boats and supplies overland between two waterways*

	<u>Word</u>	<u>Definition</u>
1.	reprimand	_____
2.	spelunker	_____
3.	derogatory	_____
4.	disgruntled	_____
5.	mandatory	_____


# Studying New Words

**Techniques for Studying New Words** There are several ways to study new words. Select at least two review methods to help you learn new vocabulary words.

- You can use your notebook that contains words and definitions. Cover up the definitions. Try to remember them, and then write sentences using them.
- You can use flashcards with the word on one side and its definition and subject on the other.
- With a tape recorder, you can record the word with a long pause between it and its definition. Then test yourself by saying the definition during the pause.

 **Exercise 1** **Using Words in Sentences.** Use a dictionary to define each of the following words. Then, use each word in a sentence.

1. effervescent \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. indelicate \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. miscellaneous \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. abundance \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. tenacious \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_


 **Exercise 2** **Using Flashcards or Tape Recorders to Study.** Use a dictionary to define the following words. Then reinforce each word's meaning using either of these methods:

- Make a set of flashcards by jotting down the following words and their definitions.
  - Make a tape recording by recording yourself as you speak each word and its definition.
1. stagnant \_\_\_\_\_  
\_\_\_\_\_
  2. lintel \_\_\_\_\_  
\_\_\_\_\_
  3. trilogy \_\_\_\_\_  
\_\_\_\_\_
  4. granary \_\_\_\_\_  
\_\_\_\_\_
  5. escalate \_\_\_\_\_  
\_\_\_\_\_

# Using a Dictionary and Other Reference Aids

**A Dictionary for Building Vocabulary** Using a dictionary helps build vocabulary skills. Learn about alternate meanings by looking up words and their multiple meanings.

**A Thesaurus for Building Vocabulary** A thesaurus is another good tool for building vocabulary and finding a better way to say what you want to say. A thesaurus supplies a synonym, a word that has the same meaning, so you can replace words hastily chosen with more precise or better suited words.

 **Exercise 1 Using a Dictionary.** Use a dictionary to define five of the twenty-five meanings of the adjective form of the word *free*. Then, write a sentence using the appropriate meaning.

**EXAMPLE:** free      able to move in any direction; not held, as in chains, etc.; not kept from motion; loose  
*The dog wiggled free of his collar and chased after the cat.*

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**draft**, n. 1. [A preliminary sketch]—Syn. plans, blueprint, sketch; see **design** 1.  
 2. [A drink]—Syn. Swallow, glass, quaff; see **drink** 1.  
 3. [A breeze] ]—Syn. Current of air, gust; puff, see **wind** 1.  
 4. [A contrivance for controlling the flow of air] ]—Syn. damper, check, control, flap, front draft, check draft, smoke draft; see also **valve**.  
 5. [An order for payment] ]—Syn. cashier's check, bank draft, (money) order, receipt, promissory note, warrant, coupon, bond debenture, letter of credit, IOU (D); see **check** 1.  
 6. [The selection of troops] ]—Syn. conscription, induction, assignment, registration, allotment, recruiting, lottery, levy, selective service, call of duty; see also **selection** 1.  
 [On draft]—Syn. ready to be drawn (from the cask), bulk, unbottled; see available, potable, ready.

**line**, n. 1. [A row]—Syn. length, list, rank, file, catalogue, order, group, arrangement, range; see also **seam**, **series**.  
 2. [A mark] ]—Syn. outline, tracing, stroke, see **mark** 1.  
 3. [A rope] ]—Syn. cord, filament, steel tape; see **rope**, **wire** 1.  
 4. [Lineal descent] ]—Syn. descent, pedigree, lineage, see **family** 1, **heredity**.  
 5. [A border line] ]—Syn. border, mark, limit; see **boundary**, **edge** 1.

 **Exercise 2 Using a Thesaurus.** Write ten sentences using each of the meanings of the words *draft* and *line* in the thesaurus entries above.

**EXAMPLE:** draft 2.      *I'll take a draft of root beer.*

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# Using Roots

**Using Roots** The root carries the basic meanings of the word. Notice that each of these roots has more than one spelling. A variant spelling for each root is shown.

TEN COMMON ROOTS			
-cap- /-capt-	take, seize	-spec- /-spect-	see
-dic- /-dict-	say or point out	-ten- /-tain-	hold
-mit- /-mis-	send	-ven- /-vent-	come
-mov- /-mot-	move	-vert- /-vers-	turn
-pon- /-pos-	put, place	-vid- /-vis-	see

**Exercise 1** **Using Roots to Define Words.** Match the words in the first column with the meanings in the second column. Place the correct number next to each meaning.

1. retain \_\_\_\_\_ any of several parts that may be put together
2. motion \_\_\_\_\_ act or result of turning around
3. component \_\_\_\_\_ look back over
4. dismiss \_\_\_\_\_ a coming toward
5. advent \_\_\_\_\_ one who looks into things; investigator
6. capture \_\_\_\_\_ act or state of moving
7. revision \_\_\_\_\_ hold back
8. conversion \_\_\_\_\_ that which is said to another to write down
9. inspector \_\_\_\_\_ send away
10. dictation \_\_\_\_\_ the act of result of seizing

**Exercise 2** **Using Roots to Compose Words.** Use each of the roots below (or its variant spelling) to compose a word. Define each word, and use a dictionary to check your definition.

**EXAMPLE:** -pon- repository a place where things are put for safekeeping

1. -cap- \_\_\_\_\_
2. -dic- \_\_\_\_\_
3. -mit- \_\_\_\_\_
4. -mov- \_\_\_\_\_
5. -pon- \_\_\_\_\_
6. -spec- \_\_\_\_\_
7. -ten- \_\_\_\_\_
8. -ven- \_\_\_\_\_
9. -vert- \_\_\_\_\_
10. -vid- \_\_\_\_\_

# Using Prefixes and Suffixes

**Using Prefixes** An easy way to enlarge your vocabulary is to learn the meanings of a few common prefixes. Notice that some prefixes change their spelling when they combine with certain words or roots.

TEN COMMON PREFIXES			
ad (ac-, ap- as-)	to, toward	post	after
com- (co-, con-, cor-)	with, together	re-	back, again
dis-	away, apart	sub- (suc-, suf-, sup-)	beneath, under
ex-	from, out	trans-	across
mis-	wrong	un-	not

**Using Suffixes** A suffix is one or more syllables added at the end of a root to form a new word. A suffix usually changes the word's part of speech.

SEVEN COMMON SUFFIXES			
-able (-ible)	capable of being	-ly	in a certain way
-ance (-ence)	the act of	-ment	the result of being
-ful	full of	-tion (-ion) (-sion)	the act of or state of being
-ity	the state of being		

**Exercise 1** **Using Prefixes to Define Words.** Write a brief definition of each of the words below. Check your definition in a dictionary.

**EXAMPLE:** accumulate \_\_\_\_\_ *to gather together*

- |                           |                           |
|---------------------------|---------------------------|
| 1. disassemble _____      | 6. misunderstanding _____ |
| 2. transcontinental _____ | 7. rearrange _____        |
| 3. acknowledge _____      | 8. correspond _____       |
| 4. suppress _____         | 9. postoperative _____    |
| 5. undesirable _____      | 10. excavate _____        |

**Exercise 2** **Using Suffixes to Define Words.** Match the words in the first column with the meanings in the second. Place the correct number next to the meaning.

- |                 |       |                               |
|-----------------|-------|-------------------------------|
| 1. prediction   | _____ | capable of being noticed      |
| 2. merciful     | _____ | act of relying on             |
| 3. announcement | _____ | capable of being divided      |
| 4. noticeable   | _____ | a foretelling                 |
| 5. creativity   | _____ | the result of being announced |
| 6. reluctantly  | _____ | act or state of being sent    |
| 7. reliance     | _____ | act of being dependent        |
| 8. divisible    | _____ | full of mercy                 |
| 9. mission      | _____ | in a reluctant way            |
| 10. dependence  | _____ | state of being creative       |


# Examining Word Origins

**Loanwords** Loanwords are words in the English language that have been borrowed from other languages.

**Old Words with New Meanings** The English language grows by giving new meanings to existing words by combining them in new ways.


**Coinages** The English language grows through the addition of newly-coined words.

KINDS OF COINAGES	
<i>Acronyms:</i> UNICEF	<i>Blends:</i> telecast
<i>Clipped Words:</i> sub	<i>Brand Names:</i> Calvin's
<i>"People" Words:</i> guillotine	

 **Exercise 1** **Finding the Sources of Borrowed Words.** Look up each word below in a dictionary and write the language of origin. If more than one language is given write the one listed first.

**EXAMPLE:** chauffeur French

1. tomato \_\_\_\_\_
2. poncho \_\_\_\_\_
3. pasta \_\_\_\_\_
4. portage \_\_\_\_\_
5. noodle \_\_\_\_\_
6. sheik \_\_\_\_\_
7. cauldron \_\_\_\_\_
8. raccoon \_\_\_\_\_
9. typhoon \_\_\_\_\_
10. pretzel \_\_\_\_\_

 **Exercise 2** **More Work With Word Origins.** Label each word below as a *combination*, *acronym*, *clipped word*, *"people word,"* *blend*, or *brand name*. Then, write either the words from which it is formed or the identity of the person or product from which it is taken.

**EXAMPLE:** twiddle blend, swirl + fiddle

1. begonia \_\_\_\_\_
2. footnote \_\_\_\_\_
3. Ping-Pong \_\_\_\_\_
4. smog \_\_\_\_\_
5. mike \_\_\_\_\_
6. AWOL \_\_\_\_\_
7. frizzle \_\_\_\_\_
8. mesmerize \_\_\_\_\_
9. uke \_\_\_\_\_
10. Velcro \_\_\_\_\_

# Starting a Personal Spelling List

**Exercise 1** Use this sheet to record words that you frequently misspell. Study the words. Then, have a partner test you on them.

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



# Studying Your Spelling Words

**Your Personal Spelling List** Make a list of words that you misspell, write the list in your notebook, and review it regularly.

PERSONAL SPELLING LIST FORMAT			
Word	Pronunciation	Definition	Sentence/Memory Aid
solemn	sol' əm	Serious	In solemnize the <i>n</i> is pronounced.
stationery	stā' shə ner ē	writing paper	Use stationery to write letters.

**A System for Improving Your Spelling** Use the following method to study the words on your personal spelling list.

A METHOD FOR LEARNING DIFFICULT WORDS
<ol style="list-style-type: none"> <li>1. <i>Look</i> at each word and notice the arrangement of letters.</li> <li>2. <i>Pronounce</i> the word, syllable by syllable.</li> <li>3. <i>Write</i> the word. Say each syllable aloud as you write it.</li> <li>4. <i>Compare</i> the word you wrote with the word in your notebook. If you misspelled the word, circle the incorrect letters and repeat the method.</li> </ol>

**Exercise 1** **Working With Difficult Words.** In the following sentences, circle the correctly spelled word in parentheses. Use a dictionary to check your answers. Record any errors in your spelling notebook.

**EXAMPLE:** The ( defendant , defendant) pleaded not guilty.

1. We planned a (surprise, surprize) party for Paul.
2. Our class is having an (amature, amateur) talent night.
3. Mom was (suspicious, suspicius) of our explanation.
4. The two houses look quite (simalar, similar) from the outside.
5. Voting is a duty as well as a (priviledge, privilege).
6. Jamie is an exceptional (athelete, athlete).
7. We eat in the dining room only on special (ocassions, occasions).
8. A good commander will never (desert, dessert) his troops.
9. Did you ask Mrs. Warner for her chili (recipie, recipe)?
10. The pianist gave an (extraordinary, extrordinary) performance.

**Exercise 2** **Studying Your Spelling Words.** Correct the spelling of each of these misspelled words. Use a dictionary to check your answers.

**EXAMPLE:** royelty      royalty

- |               |       |                 |       |
|---------------|-------|-----------------|-------|
| 1. calender   | _____ | 6. mathamatics  | _____ |
| 2. rehersed   | _____ | 7. illustration | _____ |
| 3. outragous  | _____ | 8. lisence      | _____ |
| 4. obvius     | _____ | 9. nutral       | _____ |
| 5. enviroment | _____ | 10. protene     | _____ |

# Applying Spelling Rules

**Deciding on *ie* or *ei*** When a word has a long *e* sound, use *ie*. When a word has a long *a* sound, use *ei*. And when a word has a long *e* sound that is preceded by the letter *c*, use *ei*.

Long <i>e</i> Sound	COMMON <i>ie</i> AND <i>ei</i> WORDS		
	Long <i>a</i> Sound	Long <i>e</i> After <i>c</i>	Exceptions
grief	neighbor	deceive	either
niece	rein	ceiling	neither
thief	weigh	receive	seize

**Using *-cede*, *-ceed*, and *-sede*** Memorize the words that end in *-cede*, *-ceed*, and *-sede*.

<i>-cede</i> Words		<i>-ceed</i> Words	<i>-sede</i> Words
concede	recede	proceed	supersede
intercede	secede	exceed	
precede		succeed	

**Exercise 1** **Spelling Words With *ie* and *ei*.** Fill in the blank in each sentence with the correctly spelled word in parentheses.

**EXAMPLE:** The child grieved over the loss of his puppy. (greived, grieved)

- The treasure was buried in a corn \_\_\_\_\_. (feild, field)
- That dog is a golden \_\_\_\_\_. (retreiver, retriever)
- Mom immediately \_\_\_\_\_ that something was wrong. (perceived, percieved)
- The movie begins at \_\_\_\_\_ o'clock. (eight, ieght)
- Sue asked for another \_\_\_\_\_ of cake. (peice, piece)
- Tom and Beth brought \_\_\_\_\_ records. (their, thier)
- We cannot get a rebate without the \_\_\_\_\_. (receipt, reciept)
- Ed's athletic \_\_\_\_\_ are remarkable. (acheivements, achievements)
- The \_\_\_\_\_ of the building surprised us. (height, hieght)
- A team of horses pulled the \_\_\_\_\_. (sleigh, sliegh)

**Exercise 2** **Spelling Words With *-cede*, *-sede*, and *-ceed*.** On the line at the right, write the correctly spelled word in each group.

**EXAMPLE:** recede, resede, receed recede

- seceding, seseding, seceding \_\_\_\_\_
- excedingly, exsedingly, exceedingly \_\_\_\_\_
- cede, sede, ceed \_\_\_\_\_
- procedes, prosedes, proceeds \_\_\_\_\_
- precede, presede, preceed \_\_\_\_\_
- supersede, sucsede, sucseed \_\_\_\_\_
- succede, sucsede, succeed \_\_\_\_\_
- accede, acsede, acceed \_\_\_\_\_
- interceded, interseded, interseeded \_\_\_\_\_
- antecedent, antesedent, anteceedent \_\_\_\_\_

# Adding Prefixes and Suffixes

**Adding Prefixes** When a prefix is added to a root or root word, the spelling of the root stays the same.

ADDING PREFIXES	
dis- + service = disservice	re- + examine = reexamine
mis- + spell = misspell	un- + natural = unnatural

**Adding Suffixes** Be aware of spelling changes needed in some root words when a suffix is added.

ADDING SUFFIXES	
harm + -ed = harmed	move + -able = movable
deny + -ing = denying	recur + -ing = recurring
manage + -able = manageable	deny + -ed = denied
grace + -ful = graceful	happy + -ly = happily

**Exercise 1** **Spelling Words With Prefixes.** Form new words by combining one of the following prefixes with each of the numbered roots: dis- mis- re- un-

**EXAMPLE:** appear disappear

- |                     |                       |
|---------------------|-----------------------|
| 1. necessary _____  | 11. spoken _____      |
| 2. management _____ | 12. evaluate _____    |
| 3. trust _____      | 13. unified _____     |
| 4. noticed _____    | 14. imaginative _____ |
| 5. spent _____      | 15. consider _____    |
| 6. friendly _____   | 16. tasteful _____    |
| 7. satisfied _____  | 17. establish _____   |
| 8. direct _____     | 18. named _____       |
| 9. regard _____     | 19. stated _____      |
| 10. involved _____  | 20. respect _____     |

**Exercise 2** **Spelling Words With Suffixes.** Write the new word formed by combining each of the following words and suffixes.

**EXAMPLE:** commit + -ed committed

- |                            |                            |
|----------------------------|----------------------------|
| 1. bounty + -ful _____     | 11. acquit + -ed _____     |
| 2. refer + -ing _____      | 12. foresee + -able _____  |
| 3. trap + -ed _____        | 13. brag + -ing _____      |
| 4. entertain + -ment _____ | 14. encourage + -ing _____ |
| 5. deter + -ence _____     | 15. argue + -ment _____    |
| 6. outrage + -ous _____    | 16. permit + -ing _____    |
| 7. wonder + -ly _____      | 17. merry + -ly _____      |
| 8. grab + -ed _____        | 18. compare + -able _____  |
| 9. handy + -ly _____       | 19. observe + -ance _____  |
| 10. concur + -ence _____   | 20. suffer + -ing _____    |

# Understanding the Influence of Other Languages and Cultures

**Spelling English Words From Other Languages** Seven out of ten words in English come from other languages. That means that English spelling rules always have many exceptions. For some words, you just can't apply the spelling rules you know, so you just have to remember how to spell these words. It may help, though, to be able to recognize words as being from other languages. For example, words that end in *-tion* or *-ent* usually come from French. Words that end in *-o* or *-i* typically come from Italian or Spanish. Words that contain *-nym-* or *-phon-* usually come from Greek.

**Exercise 1 Words From Other Languages.** Read the words below. Write the language from which you believe each word comes.

1. burro \_\_\_\_\_
2. spumoni \_\_\_\_\_
3. synonym \_\_\_\_\_
4. retraction \_\_\_\_\_
5. current \_\_\_\_\_
6. reception \_\_\_\_\_
7. piazza \_\_\_\_\_
8. symposium \_\_\_\_\_
9. stereo \_\_\_\_\_
10. pesto \_\_\_\_\_

**Exercise 2 Choosing the Correct Spelling.** Circle the correctly spelled word in each group. Check your answers in the dictionary.

1. fusily      fusilli      fusiley
2. anonemous    anonimous    anonymous
3. president    presidint    presidant
4. foany      fony      phony
5. initiation    Initiashun    initiation
6. infurno      inferno      infirno
7. resolution    resolushun    resolushen
8. savige      savauge      savage
9. symphony    synphony    symfony
10. confette    confetti    confettee

# Following Spelling Rules

**Forming Plurals** A regular plural is one that is formed by adding either -s or -es to the singular form of the noun. Use your dictionary to check the correct spelling of words with irregular plurals.

SAMPLE PLURALS			
Singular	Plural	Singular	Plural
chestnut	chestnuts	piano	pianos
class	classes	lady-in-waiting	ladies-in-waiting
rose bush	rose bushes	sheriff	sheriffs
bench	benches	cloverleaf	cloverleaves
tomato	tomatoes	pulley	pulleys
henchman	henchmen	child	children
crisis	crises	goose	geese
datum	data	sheep	sheep

Most compound nouns written as single words form their plurals regularly. Compound nouns written with hyphens or as separate words generally form the plural by making the modified word plural.

## Exercise 1 Writing Plurals. Write the plural of each word below in the space provided.

**EXAMPLE:** strawberry strawberries

- |                         |                        |
|-------------------------|------------------------|
| 1. believe _____        | 11. analysis _____     |
| 2. jury _____           | 12. stereo _____       |
| 3. brother-in-law _____ | 13. man-at-arms _____  |
| 4. moose _____          | 14. sweet potato _____ |
| 5. wharf _____          | 15. patch _____        |
| 6. portfolio _____      | 16. monkey _____       |
| 7. ditch _____          | 17. self _____         |
| 8. tax _____            | 18. reindeer _____     |
| 9. library _____        | 19. mouse _____        |
| 10. bus _____           | 20. matchbox _____     |


## Exercise 2 More Work on Plurals. In each blank, fill in the correct plural form of the word in parentheses.

**EXAMPLE:** The three alarm clocks went off at different times. (alarm clock)

- Sandra Bullock and Ashley Judd are famous \_\_\_\_\_. (actress)
- The rancher branded each of the \_\_\_\_\_. (calf)
- \_\_\_\_\_ are more serious crimes than misdemeanors. (felony)
- The forecast calls for \_\_\_\_\_ throughout the day. (snow flurry)
- This jelly was made from \_\_\_\_\_. (gooseberry)
- \_\_\_\_\_ sometimes set off unnecessary information. (parenthesis)
- Both of those \_\_\_\_\_ carry cars, as well as passengers. (ferry boat)
- Several large \_\_\_\_\_ blew down during the storm. (branch)
- \_\_\_\_\_ are sometimes called "pigskins." (football)
- The farmer hitched a team of \_\_\_\_\_ to the wagon. (ox)

# Spelling Homophones


Homophones are words that sound alike but have different spellings and meanings. As a result, these words are often confused in writing.

 **Exercise 1** Choose the correct homophone from the words shown for each of the following sentences.

1. *they're, their*
  - a. \_\_\_\_\_ doing a homework assignment.
  - b. The books with the directions are in \_\_\_\_\_ lockers at school.
2. *to, two, too*
  - a. \_\_\_\_\_ children wanted \_\_\_\_\_ go swimming.
  - b. On such a hot day, the adults may be swimming, \_\_\_\_\_.
3. *bare, bear*
  - a. I'll be traveling for a long time, so I can only bring the \_\_\_\_\_ essentials.
  - b. How can I \_\_\_\_\_ to be away from my cat?
4. *who's, whose*
  - a. \_\_\_\_\_ going to clean up all these papers?
  - b. I think he knows \_\_\_\_\_ they are.
5. *knight, night*
  - a. \_\_\_\_\_ fell over the town.
  - b. Duty called, and the \_\_\_\_\_, suited in armor, left for the battle.
6. *bail, bale*
  - a. The photograph of a field in Nebraska showed a compact and neat \_\_\_\_\_ of hay.
  - b. We had sprung a leak, so I used a container to \_\_\_\_\_ water from the boat.
7. *gait, gate*
  - a. Pecos Bill's horse, Widow Maker, liked to show off by keeping pace in a slow \_\_\_\_\_.
  - b. I'll meet you at the \_\_\_\_\_ outside of my house.
8. *pane, pain*
  - a. He was in a lot of \_\_\_\_\_ when the hammer dropped on his foot.
  - b. The decorative window \_\_\_\_\_ is made of stained glass.
9. *sight, site*
  - a. Her \_\_\_\_\_ has improved, even though she only had the surgery this morning.
  - b. The building \_\_\_\_\_ is on Industrial Avenue.
10. *boarder, border*
  - a. My aunt has a \_\_\_\_\_ who stays at her house and has meals with her.
  - b. The perimeter of the document is called the \_\_\_\_\_.

# Proofreading and Using References

After you finish writing, the last step in the writing process is to proofread your draft. One important part of proofreading is checking your spelling, for which you should always have handy a reference such as a dictionary.

 **Exercise 1** **Checking Your Spelling.** The following sentences are from a first draft of an essay about *The Diary of Anne Frank*. Proofread the sentences to correct all spelling errors. Cross out each misspelled word and write the correct spelling above it.

1. In *The Diary of Anne Frank*, a play set in Amsterdam, Holland, during World War II, we lern what its like to live in fear all the time.
2. This play tells a sad tail about a young girl and her family, including an older sister, who are trapped during the war and hide out to keep themselves from beeing killed.
3. While hiding out in the attick, Anne writes down all kinds of ideas in a diary that becomes very important to her. She likes to right.
4. Stories like the Franks' make us aware of how great the freedom wich most of us take for granted really is.
5. At the begining of Act II, wich begins in darkness, Anne says, "We are all a little thinner. The Van Daans' 'discusshuns' are as violent as ever."
6. Miep and Mr. Kraler's joint effert to save the Franks, the Van Daans, and Mr. Dussel was sucessfull for a while.
7. When Peter's father is caught steeling food, Mrs. Frank gets so made that she yells, "Get out of here!"
8. Anne becomes close too Peter, the boy who's family is trapped there, to. However, the ending isn't happy for them since they are found by the Germans and taken away to concentration camps.

# Using Sections in Textbooks

Use the special features of your textbooks to improve your schoolwork.

## SECTIONS OF TEXTBOOKS

1. The *table of contents* lists units and chapters and the pages on which each begins.
2. The *index* lists alphabetically all subjects covered in the book, as well as the pages on which they are discussed. It is located in the back of the book.
3. The *glossary* (also in the back of the book) defines special terms.
4. Before reading the chapter, look at the questions and exercises at the end of the chapter to preview its contents. Afterwards, the questions and exercises help you to review what you have learned.
5. *Summaries* offer a quick review of what you have read and highlight main points.

**Exercise 1** **Examining the Sections in Your Textbook.** Answer the following questions, using a textbook from another course.

1. How many chapters or units are there? \_\_\_\_\_
2. How many of those chapters and units have you covered in your class? \_\_\_\_\_
3. Is there a chapter introduction? \_\_\_\_\_ What seems to be its purpose? \_\_\_\_\_  
\_\_\_\_\_
4. Examine the chapter-end exercises and questions. Based on those questions, what is one thing you can learn about the contents of a chapter before reading it? \_\_\_\_\_  
\_\_\_\_\_
5. What is the first sentence from the summary at the end of the chapter or unit? \_\_\_\_\_  
\_\_\_\_\_
6. Find one term in the glossary of your textbook. Write the term and its meaning. \_\_\_\_\_  
\_\_\_\_\_
7. Compare the glossary entries with the same entries in a dictionary. How do the entries differ? \_\_\_\_\_  
\_\_\_\_\_
8. Examine some pictures. Describe the pictures and explain how they add important content to the chapters in which they are found. \_\_\_\_\_  
\_\_\_\_\_
9. State one major topic or concept covered in the textbook. \_\_\_\_\_ Which is the faster way of looking it up—using the table of contents or the index? \_\_\_\_\_
10. Is there an appendix? \_\_\_\_\_ If so, what does the appendix contain? \_\_\_\_\_  
\_\_\_\_\_


**Exercise 2** **Surveying Another Textbook.** Use the questions in Exercise 1 to examine a textbook from a different course. Use a separate piece of paper for your answers.



# Using Features of Textbooks

Before you begin to read a chapter of a textbook, you should look at the following features: titles, headings, subheadings, captions, illustrations, and the first and last paragraphs.

Headings are usually larger than the rest of the text, and they are printed in bold, dark, or colored type. They usually state the subject matter covered in the section, and they show you how the material is organized.

 **Exercise 1** Using Features in a Selection of Text. Answer questions 1–4 about the text sample that follows without reading it. Then, read the text sample and answer item 5.

1. How many headings or sections does the text sample contain? \_\_\_\_\_  
\_\_\_\_\_
2. What are the sections? \_\_\_\_\_  
\_\_\_\_\_
3. How can you tell that the sections are of equal importance? \_\_\_\_\_  
\_\_\_\_\_
4. What is the main subject of the sample of text? Use the headings as clues. \_\_\_\_\_  
\_\_\_\_\_
5. Write a question based on one of the sections. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Chapter 1: The Sun's Effect on the Skin

The largest and most visible organ of your body, the skin, is greatly affected by the sun.

### The Role of Melanin

*Melanin* is the dark, protective coloring in the skin. The amount of melanin determines whether a person tans or burns in the sun.

### Severe Sunburn

Sunburn can be a serious problem, causing fever, chills, and first- and second-degree burn damage to the skin. Sun blisters are one defense the body raises against serious burns.

### The Work of Sweat

Without the sweat glands in the skin, the body would overheat and expire. Sweat glands produce about a pint of sweat daily, but in the hot summer, they can produce up to four pints.

### Summer Protection Plan

As you take precautions to protect yourself from the sun in the summer, bear in mind the following five tips: (1) always wear sunscreen outdoors; (2) wear a hat when the sun is highest; (3) wear sunglasses; (4) drink plenty of water; (5) if you do begin to burn, get out of the sun.


# Using Reading Strategies

**Varying Your Reading Style.** Three types of reading styles are *skimming*, *scanning*, and *close reading*. Depending on your purpose, whether it is reading a novel for pleasure or reading a textbook to prepare for a test, you would use one of the following styles.


**Skimming** the text is looking over it to get a quick overview of the contents.

**Scanning** the text is looking over it for particular information. When you scan, look for words related to your topic or purpose for understanding.

**Close reading** is reading the material carefully for thorough understanding.

 **Exercise 1** **Skimming the Headings of a Table of Contents.** Look at a table of contents from one of your textbooks and skim it to answer the following questions.

1. What is the textbook about? \_\_\_\_\_  
\_\_\_\_\_
2. How many units and chapters does the textbook contain? \_\_\_\_\_
3. Approximately how many pages are in each chapter? \_\_\_\_\_
4. Approximately how long would it take to read each chapter? \_\_\_\_\_

 **Exercise 2** **Scanning for Specific Information.** Answer the questions below by scanning the sample text about Scottish poet Robert Burns that follows.


1. What is the title of the passage? \_\_\_\_\_
2. What do you think the passage will be about? \_\_\_\_\_
3. What happened in 1759? \_\_\_\_\_ How did you find out quickly? \_\_\_\_\_
4. What is the name of the song that Burns wrote? \_\_\_\_\_  
How did you find the song title quickly? \_\_\_\_\_
5. For what reason might you read this sample of text closely? \_\_\_\_\_

## Robert Burns: Scottish Poet

Robert Burns, who was born in 1759, is Scotland's national poet. He wrote many poems to be sung to Scottish folk tunes that are etched in the heart of his country's people. His best known song is probably "Auld Lang Syne," which is traditionally sung on New Year's Eve in the United States.

# Using Graphic Organizers

When you read, you often find information that is graphically represented. A graphic organizer, a drawing with words, helps you see how ideas in a text are related. When you read, notice the relationships among the ideas presented.

 **Exercise 1** **Using a Story Map.** Read the short story “A Retrieved Reformation” by O. Henry, which can be found in a literature anthology. Then, fill in the information on each event using the story map provided.

**Title:** \_\_\_\_\_

**Author:** \_\_\_\_\_

**Characters:** \_\_\_\_\_  
\_\_\_\_\_

**Setting:**

<b>Place:</b> _____
<b>Time:</b> _____

**Problem:**

_____
_____

**Goal:**

_____
_____

**Event 1:** \_\_\_\_\_

**Event 2:** \_\_\_\_\_

**Event 3:** \_\_\_\_\_

**Event 4:** \_\_\_\_\_

**Climax**  
(Turning point):

_____
_____

**Resolution**  
(Conclusion):

_____
_____

# Comprehending Nonfiction

There are many kinds of nonfiction. As you read a piece of nonfiction, determine the author's purpose and message. Then, you can respond to the work and evaluate it. Use the following questions as a guide to help you comprehend nonfiction.

## Exercise 1

Title and author of nonfiction \_\_\_\_\_

1. Circle the type of nonfiction.

essay	biography	autobiography	sports	how-to
humor	letter	memoir	careers	astronomy
history	article	geography	personal narrative	
other	_____			

2. Who or what is this nonfiction selection about? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. What is the author's purpose for writing this selection? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. List the main ideas or key points the author wishes to convey. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. What information, facts, or examples does the author include to support the purpose? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. To what group of people would this nonfiction work be most appealing? \_\_\_\_\_

What does the author include to appeal to this audience? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. What technique(s) does the author use to appeal to the reader? Circle one and give an example from the selection.

description	argument	comparison and contrast
emotional language	quotations	personal recollections
other	_____	

\_\_\_\_\_

\_\_\_\_\_

8. Summarize the theme or central idea of this selection. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9. Is there a sentence or short passage that states or strongly implies the message or main idea? \_\_\_\_\_ If so, what is it? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
10. Is this selection written in a style that is clear and interesting? Explain. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
11. Are the details helpful, informative, and understandable? Explain. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
12. Does this selection help you understand people and events? Explain. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
13. Is there something particularly important that you learned from reading this selection? \_\_\_\_\_ If so, write about it and explain its significance. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
14. What do you think is the author's greatest strength as a writer? \_\_\_\_\_  
Write a short paragraph to explain your reason, and give an example from the selection to support your reason. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
15. Would you rate this nonfiction selection as weak, average, or strong? \_\_\_\_\_  
Give reasons for your rating: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Distinguishing Fact from Opinion

A statement of fact can be proven true or false; a statement of opinion cannot.

## RECOGNIZING FACTS AND OPINIONS

1. A statement of fact can be verified by direct observation or measurement.
2. A statement of fact can be tested by an experiment.
3. A statement of fact can be verified in reference books or records.
4. A statement of fact can be verified by consulting an authority.
5. An opinion expresses a personal feeling, a judgment, or a prediction.

**Exercise 1** **Distinguishing Between Fact and Opinion.** Identify each of the statements below as a *fact* or an *opinion*.

**EXAMPLE:** The average man is taller than the average woman. fact

1. The Edmonton Oilers won the Stanley Cup in 1985. \_\_\_\_\_
2. The Edmonton Oilers were the best hockey team in the world in 1985. \_\_\_\_\_
3. The weather in Florida is much nicer than the weather in Maine. \_\_\_\_\_
4. Florida has a warmer climate than Maine does. \_\_\_\_\_
5. The United States has the most democratic form of government of any country in the world. \_\_\_\_\_

**Exercise 2** **More Work with Facts and Opinions.** Write *fact* or *opinion* on the line after each statement.

**EXAMPLE:** This road will be repaired soon because there are many potholes in it. opinion

1. The Lenten Rose is a perennial flower that blooms in a wide range of colors. \_\_\_\_\_
2. Stan will grow up to be over six feet tall because both his parents are very tall. \_\_\_\_\_
3. Running a marathon is nearly impossible. \_\_\_\_\_
4. The Potomac River forms part of the Maryland-Virginia border. \_\_\_\_\_
5. Thomas Jefferson was America's third President. \_\_\_\_\_

# Identifying the Author's Purpose

Authors generally write for a purpose. They often use certain techniques or methods to achieve their purpose.

Purpose	Technique
To inform	Using facts or explanations
To instruct	Providing step-by-step explanations
To offer an opinion	Presenting viewpoints
To sell	Using persuasive techniques
To entertain	Using amusing or exaggerated situations

When reading nonfiction, notice the author's choice of words and the details he or she includes. These clues will help you determine an author's purpose.

**Exercise 1** Read the following paragraphs and explain whether the purpose is most likely to *inform*, *to instruct*, *to offer an opinion*, *to sell*, or *to entertain*.

- Before anyone can begin working on a musical, someone must write a *libretto*, or a script showing the words the actors will speak. This way everyone can follow the story. \_\_\_\_\_  
\_\_\_\_\_
- One day, a teacher was giving a big test to his students. He handed out all of the tests and went back to his desk to wait. Once the test was over, the students all handed the tests back. The teacher noticed that one of the students had attached a \$100 bill to his test with a note that read, "a dollar per point."  
The next class the teacher returned the tests. This student got back his test and \$64 in change.  
\_\_\_\_\_  
\_\_\_\_\_
- Myra Cohn Livingston's *Poem-Making: Ways to Begin Writing Poetry* is an excellent handbook for the budding poet. Basing the work on the formal terminology of poetic techniques, Livingston makes the mechanics of writing a poem understandable. She invites young people to "make the image, the thought, even the sound, come alive" and to enjoy the experience of writing a poem. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- Find a recording of one of the following musicals in your library—*Oklahoma!*, *Carousel*, *The Sound of Music*, *The King and I*—and listen to the sounds of the composer, Richard Rodgers. Think about which songs you particularly like or dislike, and what qualities the music has or lacks that makes you react as you do. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- When reviewing Ellen Goodman's book *Close to Home*, John Leonard of *The New York Times* said, "I'm full of gratitude for having been introduced to a witty and civilized human being in a vulgar and self-pitying decade." \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Applying Forms of Reasoning

**Using Inferences and Generalizations** Think logically to make inferences and draw valid conclusions.

FORMS OF REASONING		
Form	Valid Use	Invalid Use
Inference	A reasonable outcome based on the information being examined	An interpretation or statement that does not follow from the information
Generalization	A conclusion that is based on a large number of examples and takes any exceptions or qualifying factors into account	A conclusion that is based on too few examples or that ignores exceptions or qualifying factors

**Exercise 1** **Analyzing Forms of Reasoning.** Identify the form of reasoning used in each of the following statements as an *inference* or a *generalization*.

**EXAMPLE:** I can see that Susan's car is in her driveway. Susan must be home. inference

1. The bachelor's frown turned into a scowl. He was not happy. \_\_\_\_\_
2. The average boy is taller than the average girl. \_\_\_\_\_
3. Becky is trying a new sport called indoor rock climbing. Becky must be very athletic. \_\_\_\_\_
4. Bill and Rita work on the school newspaper. Bill and Rita must be very smart. \_\_\_\_\_
5. The speaker in "Forgotten Language" by Shel Silverstein said: "Once I heard and answered all the questions of the crickets." The speaker must have imagined conversations in which he or she spoke to crickets, and they answered. \_\_\_\_\_
6. In Wendy Rose's poem "Drum Song," the last stanza reads, "Listen. Women your tongues melt, your seeds are planted mesa to mesa a shake of gourds, a line of mountains with blankets on their hips." Wendy Rose describes women as being responsible for growing the food crops and raising children. \_\_\_\_\_
7. Every book I've read by Isaac Asimov has been science fiction. Isaac Asimov must be a science-fiction writer. \_\_\_\_\_
8. Macedo asked, "What detestable owner had the nerve to rid himself of this bird for a few cents?" Macedo is sentimental, and he sympathizes with the bird. \_\_\_\_\_
9. After reading about folk tales in "Paul Bunyan of the North Woods," I can say that all folk tales are humorous, exaggerated stories glorifying the values necessary for living and working on the American frontier. \_\_\_\_\_
10. Macedo alphabetized the canary's language in order to study its structure, its relation to music, its aesthetic quality, and its ideas. Macedo is a dedicated and methodical scholar. \_\_\_\_\_



# Analyzing the Text

**Uses of Language** Learn to identify different uses of language.

USES OF LANGUAGE	
<b>Denotation</b>	The use of words to present facts or describe a situation objectively
<b>Connotation</b>	The use of words to imply a particular point of view and convey a positive or negative attitude
<b>Jargon</b>	The use of words with specialized meanings in a particular trade or profession

**Exercise 1** **Analyzing the Uses of Language.** Identify each of the items below as *denotation*, *connotation*, or *jargon*.

- The scientists hypothesized for several hours in an attempt to ascertain the significance of the experiment. \_\_\_\_\_
- Lucy's lazy husband lay on the couch snoring while she struggled to make the house presentable for the guest they were expecting. \_\_\_\_\_
- Juan walked slowly down the road. \_\_\_\_\_
- Pete ate three hamburgers and two frankfurters for lunch. \_\_\_\_\_
- Mr. Jackson's dull and boring speech lasted for two hours. \_\_\_\_\_
- At the beginning of each semester, Mrs. Manishevitz takes inventory of her students' interests. \_\_\_\_\_
- Jack spent New Year's Day watching football games on television. \_\_\_\_\_
- Susan wasted the afternoon watching cartoons on television. \_\_\_\_\_
- Students at Webster High School are placed in classes according to their proficiency-achievement levels. \_\_\_\_\_
- Raymond studied all night for his biology test. \_\_\_\_\_

**Exercise 2** **More Work with the Uses of Language.** Follow the directions in Exercise 1.

- The doctor determined that the disease is caused by ultramicroscopic infective agents. \_\_\_\_\_
- A mean-looking man dressed in black lurked outside of the doorway. \_\_\_\_\_
- A man stood against the wall by the front door. \_\_\_\_\_
- Chico cooked roast beef, carrots, cabbage, and potatoes for his family. \_\_\_\_\_
- Rhonda unselfishly agreed to relieve her mother of the burden of cooking dinner for a night. \_\_\_\_\_

# Strategies for Reading Fiction

Fiction is any work of literature in which characters and events have been imagined by the author. Short stories are brief works of fiction and novels are longer ones. As you read a piece of fiction, determine the author's theme or central message. Then, you can respond to the work and evaluate it. Use the following questions as a guide to help you comprehend a short story or novel.

## Exercise 1

Title and author of short story or novel \_\_\_\_\_

1. Where does this story or novel take place? \_\_\_\_\_

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2. Who is the main character in the story or novel? \_\_\_\_\_

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3. What challenge or conflict does the main character encounter?

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4. How is the conflict resolved? \_\_\_\_\_

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5. What other important characters are involved in the conflict? \_\_\_\_\_

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6. What kind of person is the main character, and why do you think he or she behaves the way he or she does? \_\_\_\_\_

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7. What evidence in the story or novel leads you to this opinion of the main character?

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8. How would you describe the mood? How does the author establish this mood? \_\_\_\_\_

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9. Summarize the theme or central idea of this short story or novel.

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10. Is there a sentence or short passage that states or strongly implies the theme? \_\_\_\_\_. If so, what is it?

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11. Are the characters and dialogue believable? Explain. \_\_\_\_\_

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12. Could the details in this story or novel be easily visualized as you read? Explain. \_\_\_\_\_

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13. What predictions and questions occurred to you as you read this story or novel? \_\_\_\_\_

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Were your predictions accurate? \_\_\_\_\_

Were your questions answered? \_\_\_\_\_

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14. In a few sentences, describe an element of the short story or novel that reminds you of something in your own life. \_\_\_\_\_

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15. Would you rate this story or novel as weak, average, or strong? \_\_\_\_\_. Give reasons for your rating.

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# Strategies for Reading Drama

Reading drama is different from reading other literary forms because it is designed to be performed for an audience. The story is told mostly through what the actors say (dialogue) and what they do (action). Stage directions in the script indicate how actors should move and how they should speak their lines. As you read a play, determine the playwright's theme. Then, you can respond to the play and evaluate it. Use the following questions as a guide to help you understand the dialogue and action that make up a play.

## Exercise 1

Playwright and title of play \_\_\_\_\_

1. Who is the main character in the play? \_\_\_\_\_

2. What challenge or conflict does the main character encounter? \_\_\_\_\_

3. How is the conflict resolved? \_\_\_\_\_

4. What other important characters are involved in the conflict? \_\_\_\_\_

5. What kind of person is the main character, and why do you think he or she behaves the way he or she does? \_\_\_\_\_

6. What evidence in the play leads you to this opinion of the main character? \_\_\_\_\_

7. Where and when does this play take place? \_\_\_\_\_  
How does the playwright reveal this information? \_\_\_\_\_

8. How would you describe the mood? \_\_\_\_\_  
How does the playwright establish this mood? \_\_\_\_\_

9. Summarize the theme or central idea of this play. \_\_\_\_\_

10. Is there a short passage or dialogue that states or strongly implies the theme? \_\_\_\_\_  
If so, what is it? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
11. Are the characters and dialogue believable? \_\_\_\_\_ Explain. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
12. Could you envision the stage directions and action of the characters in this play as you read? \_\_\_\_\_ Explain. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
13. What predictions and questions occurred to you as you read this play? \_\_\_\_\_  
Were your predictions accurate? \_\_\_\_\_  
Were your questions answered? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
14. In a few sentences, describe a character or scene in this play that reminds you of something in your own life. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
15. Would you rate this play as weak, average, or strong? \_\_\_\_\_  
Give reasons for your rating. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Strategies for Reading Poetry

Reading poetry often requires effort beyond that used for reading prose. Poems differ in structure from prose, and they also condense meaning into a tightly knit cluster of words called “verse.” To determine the poet’s meaning, listen carefully to what is said and notice who says it. Then, you can respond to the poem and evaluate it. Use the following questions as a guide to help you build strategies for reading poetry.

## Exercise 1

Title and author of poem \_\_\_\_\_

1. Circle the literary techniques the poet uses in this poem.

simile                  metaphor                  personification                  rhyme  
repetition                  onomatopoeia                  alliteration                  other \_\_\_\_\_

2. Circle the word that best describes the tone of the poem.

serious                  peaceful                  frantic                  sad                  frightening  
lively                  funny                  disturbing                  other \_\_\_\_\_

3. In this poem, the poet is attempting to (circle one or more)

tell a story                  create an image  
express a feeling or emotion                  other \_\_\_\_\_

4. Who is the speaker in this poem? \_\_\_\_\_

5. Is the poem written in stanzas? \_\_\_\_\_ If so, how many? \_\_\_\_\_

6. How would you describe the rhythm of the poem?

7. Does the rhythm seem to match the message or meaning of the poem? Explain.

8. How would you describe the mood of the poem? \_\_\_\_\_

9. How does the poet create this mood? \_\_\_\_\_

10. Summarize what you think the poet wants you to know, feel, value, or believe about life from this poem. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
11. What images or word pictures in the poem appeal to your sense of sight, hearing, touch, taste, or smell? Explain. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
12. Does a particular word or phrase carry important meaning for the poem? \_\_\_\_\_. If so, which one? What meaning does it convey?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
13. Paraphrase, or restate in your own words, a line or passage from the poem that you like or that you feel is important.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
14. What did you like or dislike about this poem? Why?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
15. When you reread the poem, did you discover something that was not obvious upon your first reading? Explain your discovery and the reason it may have occurred.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
16. Would you rate this poem as weak, average, or strong? \_\_\_\_\_  
Give reasons for your rating. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Reading Tales from the Oral Tradition

Although writers retell folk tales, myths, and fables in print, they come to us from the oral tradition—the passing along of stories by word of mouth.

- **Folk tales** are stories about ordinary people that reveal the traditions and values of a culture.
- **Myths** are anonymous stories involving gods and goddesses that stress cultural ideals or explain natural occurrences.
- **Legends** are stories that are believed to be based on real-life events and feature larger-than-life people.

As you read a folk tale, myths, or legend, first identify the storyteller's purpose. Then, you can clarify your understanding of them by using the following questions as a guide.

## Exercise 1


Title and author \_\_\_\_\_

1. Circle the type of selection.  
folk tale          myth          legend
2. Circle one or more phrases that describe this selection.  
Tells about events in nature  
Explains how something came into being  
Teaches a moral lesson  
Stresses admirable behaviors or ideals  
Expresses a generalization  
Uses a symbol to stand for an idea  
Expresses an idea common to many people
3. When and where does this story take place? \_\_\_\_\_  
\_\_\_\_\_
4. Of what importance is the setting to the story, if any? \_\_\_\_\_  
\_\_\_\_\_
5. Who are the main characters? \_\_\_\_\_
6. What significant events occur? \_\_\_\_\_  
\_\_\_\_\_
7. Summarize the theme, central idea, or message of this selection. \_\_\_\_\_  
\_\_\_\_\_
8. Is there a sentence or short passage that states or strongly implies the theme, central idea, or message? \_\_\_\_\_ If so, what is it? \_\_\_\_\_  
\_\_\_\_\_
9. What is the storyteller's purpose? \_\_\_\_\_  
\_\_\_\_\_
10. What cultural value, belief, idea, or custom is this selection about? \_\_\_\_\_ What clues led you to your understanding of the culture? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Reading From Varied Sources

Literary works are not the only kind of reading. You may read material from a wide variety of sources, depending on your purpose. You can select from newspapers, magazines, Web pages, or anthologies—collections of short works.

 **Exercise 1** Answer the questions below by writing the letter of the appropriate source from the following list.

- |                                     |   |
|-------------------------------------|---|
| a. <i>Movie Star Monthly</i>        | g. Kite Connoisseurs                    |
| b. British Mystery Stories Movement | h. Poems about the Women's Suffrage     |
| c. <i>a pet adoption Web site</i>   | i. <i>Model Train Monthly</i>           |
| d. <i>The Tennessee Recorder</i>    | j. a Web site about starting a business |
| e. <i>Financial Outlook Daily</i>   | k. <i>Brass Instruments Digest</i>      |
| f. <i>Web World Weekly</i>          | l. <i>Surfers' Monthly</i>              |

1. Which source would you use to read poetry written about Susan B. Anthony? \_\_\_\_\_  
\_\_\_\_\_
2. Where would you go to find out the results of the current exchange rate for the German Deutschemark? \_\_\_\_\_
3. Where would you go to find an apartment for rent in Nashville? \_\_\_\_\_  
\_\_\_\_\_
4. Which source would give you the latest gossip on your favorite actress's wedding and honeymoon? \_\_\_\_\_  
\_\_\_\_\_
5. If you were interested in learning to play the trumpet, which source would give you research information? \_\_\_\_\_  
\_\_\_\_\_
6. Where would you go to find out information on local animal shelters? \_\_\_\_\_
7. Which source would you go to if you wanted to buy a kite? \_\_\_\_\_  
\_\_\_\_\_
8. Where would you go if you wanted to find information to plan a surfing trip? \_\_\_\_\_  
\_\_\_\_\_
9. Where would you go to read Sir Arthur Conan Doyle's *The Hound of the Baskervilles*? \_\_\_\_\_  
\_\_\_\_\_
10. Which source would you go to if you wanted to find out about starting your own business? \_\_\_\_\_  
\_\_\_\_\_

# Taking Notes

**Keeping an Organized Notebook** Keep a neat, well-organized, and complete notebook.

**Making Modified Outlines** Use a modified outline for recording notes briefly and quickly.

**Making Formal Outlines** Use a formal outline to group detailed information precisely according to main ideas, major details, minor details, and subdetails.

## RULES FOR MAKING FORMAL OUTLINES

1. Every level must have at least two items: An outline must have a I and II; an A must have a B; a 1 must have a 2; and so on.
2. Every new level of detail should be indented.
3. All Roman numerals should be in line, all capital letters in line, all regular numbers in line, and all small letters in line.
4. The first word in each item should be capitalized.
5. A period should be placed after each number or letter.

**Writing Summaries** Use a summary to record information in a shortened form.

## RULES FOR WRITING SUMMARIES

1. Identify important words and main ideas as you hear or read them.
2. Hold the main ideas in your mind or jot them down.
3. Combine important information into general statements.
4. Express these statements in your own words, using complete sentences.

**Exercise 1 Using Outlines.** Select a section of the chapter you are currently studying in social studies. On a separate piece of paper, write a modified outline or a formal outline of that section, whichever your teacher prefers.

**Exercise 2 Writing a Summary.** Select a newspaper or magazine article that interests you. Use the questions below to plan a summary of the article.

1. What is the title of the article and who wrote it? \_\_\_\_\_  
\_\_\_\_\_
2. Where and when was the article published? \_\_\_\_\_  
\_\_\_\_\_
3. What is the main idea of the article? \_\_\_\_\_  
\_\_\_\_\_
4. What are the supporting ideas? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Write the main idea and supporting details in summary form.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Using the Library

The library contains extensive information in both print and electronic forms. To keep yourself focused as you look for books, list exactly the information you want to find.

**Exercise 1** **Finding Information in the Electronic Card Catalog.** Answer the questions below, using the information in this electronic catalog screen.

AUTHOR: Hertz, Louis Heilbrouer  
TITLE: The complete book of model aircrafts, spacecrafts, and rockets  
PUBLISHER: Pickford Publishers, 2001.  
CALL NUMBER: 629.1331  
MATERIAL: Book  
LOCATION: Stacks  
STATUS: Available  
bibliog. p. 269  
278 p. ill.  
NOTES: How to purchase and build models in kit form  
SUBJECTS: model aircrafts, spacecrafts, rockets, kitplanes, aviation

1. What is the title of the book? \_\_\_\_\_
2. Who is the author of the book? \_\_\_\_\_
3. What is the call number of the book? \_\_\_\_\_
4. Who is the publisher of the book? \_\_\_\_\_
5. How many pages does the book contain? \_\_\_\_\_
6. What keywords would you use to search for this book? \_\_\_\_\_

**Exercise 2** **Library Scavenger Hunt.** Answer the following questions using reference books, the library catalog, databases, the Internet, or the stacks. Decide where to look, and then, when you have found the answer, write it in the space provided.

1. If you were driving from northern to southern Germany, in what order would you arrive at the following cities: Munich, Berlin, Hamburg, Frankfurt? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Using a classical dictionary, such as Oxford's, what was one of the earliest games played in Greece?  
\_\_\_\_\_  
\_\_\_\_\_
3. Who said "No man can be a patriot on an empty stomach"? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Using an index to poetry, who wrote the following stanzas?
  - a. We shall not cease from exploring,  
And the end of our exploring  
Will be to arrive where we started  
And know the place for the first time. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. Who has seen the wind?  
Neither I nor you;  
But when the leaves hang trembling  
The wind is passing through.

Who has seen the wind?  
Neither you nor I;  
But when the trees bow down their heads  
The wind is passing by. \_\_\_\_\_

\_\_\_\_\_

5. Using *The Reader's Encyclopedia of American Literature*, explain who Pecos Bill was. \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
6. Who said, "his bark is worse than his bite"? \_\_\_\_\_
- \_\_\_\_\_
7. Look in an atlas to find a street map of Rome, Italy. Locate Vatican City, and tell in what direction it is located in relation to Rome—north, south, east, or west—and indicate your source. \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
8. List the title and date of publication of one book in the library by each of the following authors.
- a. Charles B. Nordhoff \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- b. Benjamin Appel \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- c. Arthur Anthony Gladd \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
9. Using *Concise Dictionary of American History*, tell who Daniel Boone was. \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
10. Using an encyclopedia of world geography, explain what K2 is and where it is. \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Using Periodicals and Periodical Indexes

**Periodicals** Use magazines and journals to find concise, current information. Use *The Readers' Guide to Periodical Literature* to find information in magazines and journals.

## LOOKING UP THE INFORMATION IN *THE READERS' GUIDE*

1. Begin with the most recent issue of *The Readers' Guide*.
2. Look up the subject you are interested in. Subjects are listed alphabetically.
3. Read the list of articles for your subject and choose those you want to see.
4. Copy the names, volume numbers, dates, and pages numbers of the magazines you want; check the key in the front if necessary.

**Exercise 1** **Interpreting *The Readers' Guide*.** Look at the following, from *The Readers' Guide* and answer the questions below.

HIKING literature  
The pleasures and perils of hiking.  
D. Blackwell. Mountain Climbing Monthly 99:26-7 Oct '01.

1. What is the main subject? \_\_\_\_\_  
\_\_\_\_\_
2. What is the title of the article? \_\_\_\_\_  
\_\_\_\_\_
3. Who is the author? \_\_\_\_\_  
\_\_\_\_\_
4. In what magazine does the article appear? \_\_\_\_\_  
\_\_\_\_\_
5. Is the article illustrated? \_\_\_\_\_  
\_\_\_\_\_

**Exercise 2** **Using *The Readers' Guide*.** In the library, look up one of the following subjects in *The Reader's Guide*. Then, answer the questions below.

Subjects: Word Processing, Grammy Awards, the Super Bowl, Acid Rain, Skiing

1. What is the date of *The Readers' Guide* that you used? \_\_\_\_\_  
\_\_\_\_\_
2. What topic subheadings does the listing have? \_\_\_\_\_  
\_\_\_\_\_
3. Are there any cross-references to other subjects? If so, what are they? \_\_\_\_\_  
\_\_\_\_\_
4. What is the title of one article listed under your subject? \_\_\_\_\_  
\_\_\_\_\_
5. What is the name of the magazine, volume number, date, and page numbers of the article you listed in item 4? \_\_\_\_\_  
\_\_\_\_\_

# Using Dictionaries

**A Dictionary for Everyday Use** Use a dictionary that best suits your present needs.

**Using Your Dictionary to Check Spelling** Become familiar with the different spelling patterns of the sounds of English words.

**Finding Words Quickly** Learn to use alphabetical order quickly to find words in the dictionary.

## STEPS FOR FINDING WORDS QUICKLY

1. Use the four-section approach.
2. Next use the guide words.
3. Then follow strict, letter-by-letter alphabetical order.

**Understanding Main Entries** Learn to recognize and use the different kind of information contained in a main entry.

## COMMON INFORMATION IN MAIN ENTRIES

spelling	parts-of-speech labels	special labels	derived words
syllabification	etymologies	idioms	synonyms
pronunciation	definitions		

**Exercise 1** **Finding Words Quickly to Check Spelling.** For each word, write the section (1, 2, 3, or 4) in which you would look for it, the guide words on the page on which you find it, and its phonetic spelling.

### EXAMPLE:

	Section	Guide Words	Phonetic Spelling
cholera	<u>1</u>	<u>choir/chop suey</u>	<u>kāl' ə r ə</u>
1. guitar	<u>        </u>	<u>        </u>	<u>        </u>
2. wretched	<u>        </u>	<u>        </u>	<u>        </u>
3. cinnamon	<u>        </u>	<u>        </u>	<u>        </u>
4. rhinoceros	<u>        </u>	<u>        </u>	<u>        </u>
5. psychic	<u>        </u>	<u>        </u>	<u>        </u>

**Exercise 2** **Using the Dictionary.** Use a dictionary to answer the following questions.

1. What is an *anemone*? \_\_\_\_\_
2. What is the meaning of the idiom *with a grain of salt*? \_\_\_\_\_
3. What are three synonyms for *nimble*? \_\_\_\_\_
4. What is the plural form of *criterion*? \_\_\_\_\_
5. What is the noun form of *droll*? \_\_\_\_\_
6. What other forms are given for the prefix *in-*? \_\_\_\_\_
7. What is the etymology of *buckaroo*? \_\_\_\_\_
8. Divide *practitioner* into syllables. \_\_\_\_\_
9. What is the usual spelling of *flavour*? \_\_\_\_\_
10. What does the acronym BASIC stand for? \_\_\_\_\_

# Using Other Print and Electronic References

**Using Reference Sources** The following resources will help you in your studies.

1. Use almanacs, printed books, DVD-ROMs, or the Internet to find specific facts about a variety of information.
2. Use print or DVD-ROM atlases to find information about the geography of countries, parts of countries, and bodies of water.
3. Use biographical reference books to find information about people.

KINDS OF INFORMATION IN ALMANACS	
Statistics for previous year (population, production in key industries, election returns)	Discoverers and inventors
Winners of important prizes	Short biographies of U.S. presidents
Sports records	Astronomical events
	Earthquakes and other disasters
	Postal rates and regulations
	Miscellaneous information about most foreign countries

KINDS OF INFORMATION IN ATLASES	
Climate	Population and location of cities and towns
Natural resources	Boundaries
Surface features of land	Trade routes

SOME BIOGRAPHICAL REFERENCE BOOKS
<i>Current Biography</i> —short biographies of living people
<i>Who's Who in America</i> —facts and dates of living Americans
<i>Webster's Biographical Dictionary</i> —40,000 brief biographies of famous people of the past and present

**Exercise 1** **Recognizing Uses of Reference Books.** Match each item below in the first column with the reference book in which it can be found.


- |                                       |                                      |
|---------------------------------------|--------------------------------------|
| a. General information about Lebanon  | 1. an atlas                          |
| b. Three synonyms for <i>esoteric</i> | 2. an encyclopedia                   |
| c. Lakes in Minnesota                 | 3. <i>Current Biography</i>          |
| d. Information about Hillary Clinton  | 4. <i>Composers Since 1900</i>       |
| e. Two paintings by Grandma Moses     | 5. <i>Modern Men of Science</i>      |
| f. Three novels by Hawthorne          | 6. <i>The World Almanac</i>          |
| g. Music by Cole Porter               | 7. <i>American Authors 1600–1900</i> |
| h. Information about Einstein         | 8. <i>Roget's Pocket Thesaurus</i>   |
| i. The population of Dayton, Ohio     | 9. <i>People of the Earth</i>        |
| j. Marriage customs of the Maori      | 10. <i>Notable American Women</i>    |

**Exercise 2** **Using Other Reference Works.** On a separate sheet of paper, provide the information called for in any five of the items above. Answer in complete sentences.

# Using the Internet

The Internet can be a useful reference source. While researching on the Internet, you may view text, graphics, and sometimes audio or video displays. However, not all information on the Internet is accurate or reliable. Critically evaluate the Web sites that you visit and the information you find.

If you know the address of a particular Web site, simply type it into your Web browser. If you don't know specific addresses, you can use a search engine.

 **Exercise 1 Internet Search.** Find the answers to the following questions on the Internet by using the sources given or a search engine.

1. Find the street address and postal ZIP code for the magazine *The Washingtonian*. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Visit the Tech Museum of Innovation's Web site, and find the starting point of the classic route to the summit of Mt. Everest by taking the interactive tour. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Imagine you are planning a trip to tour castles in England. Research the trip using *www.castlesontheweb.com* or another Web site, and name three castles you would visit. Explain why you would visit them. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. What author won the American Library Association's John Newbery Medal in 2010? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Use the National Park Service Web site to find the number of states the Appalachian Trail passes through. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Strategies for Taking Tests

**Preparing for Tests** Schedule time for several days before a test in order to prepare for it.

PREPARING FOR TESTS
<ol style="list-style-type: none"><li>1. Find out about the nature of the test and what sorts of questions will be on it.</li><li>2. Review any class or reading notes that relate to the material on which you are going to be tested.</li><li>3. Check your knowledge by making up questions on the material you will be tested on.</li><li>4. Memorize material by going over it repeatedly for several days before the test.</li></ol>

**Taking Objective Tests** Budget your time among looking over the test, answering the questions, and proofreading.

PROOFREADING YOUR ANSWERS
<ol style="list-style-type: none"><li>1. Check to see that your name is on each sheet of paper.</li><li>2. Make sure that you have followed directions accurately and completely and that you have answered all the questions.</li><li>3. Read all the test questions and your answers. Correct any errors and complete any answers you were not sure of before.</li></ol>

## **Exercise 1** Preparing for a Test. Answer the questions below.

1. How can you make sure that you will have enough time to review and memorize all the material you need to know for the test? \_\_\_\_\_  
\_\_\_\_\_
2. Why isn't a test a true measurement of your knowledge when you cram for it at the last minute? \_\_\_\_\_  
\_\_\_\_\_
3. How can you determine those areas to which you should devote extra study time? \_\_\_\_\_  
\_\_\_\_\_
4. Why is it important to go over material repeatedly for several days before a test? \_\_\_\_\_  
\_\_\_\_\_
5. Give an example of a way in which you and a friend can assist each other in studying for a test. \_\_\_\_\_  
\_\_\_\_\_

## **Exercise 2** Taking Objective Tests. Answer the questions below.

1. What items should you bring with you to a test? \_\_\_\_\_  
\_\_\_\_\_
2. Why is it important to arrive on time or early for a test? \_\_\_\_\_  
\_\_\_\_\_
3. What should you be aware of when you first skim through a test? \_\_\_\_\_  
\_\_\_\_\_
4. To what types of questions should you plan to devote the most time? \_\_\_\_\_  
\_\_\_\_\_
5. What is the first step you should take in proofreading a test? \_\_\_\_\_  
\_\_\_\_\_

# Answering Objective Questions

You will encounter a variety of types of questions on tests that you take, whether they are classroom tests or standardized tests. Practicing with the different types of questions will give you confidence in taking tests. A good strategy for taking these tests is to first answer all the questions that you know. Then, do the harder questions, but try not to change your first answer.

## **Exercise 1** True/False. On the line, identify the statement as either *T* or *F*.

1. A statement that uses the word *always* or *never* will often be false. \_\_\_\_\_
2. It's a good idea to look for negative words like *not* and *no* when reading a True/False statement. \_\_\_\_\_
3. The word *sometimes* is often in a True statement. \_\_\_\_\_

## **Exercise 2** Matching. Match each person on the right with the war in which he or she was involved. Write the corresponding letter on the line at left.

- |                            |                      |
|----------------------------|----------------------|
| 1. _____ Revolutionary War | a. Audie Murphy      |
| 2. _____ Civil War         | b. Benjamin Franklin |
| 3. _____ World War II      | c. Clara Barton      |

## **Exercise 3** Analogies. Circle the letter of the correct answer.

1. FLUTE : WOODWIND :: TRUMPET : \_\_\_\_\_  
a. brass  
b. horn  
c. band  
d. metal
2. PAPYRUS : PAPER :: QUILL : \_\_\_\_\_  
a. pencil  
b. typewriter  
c. ballpoint  
d. crayon
3. SHADE : CURTAIN :: LINING : \_\_\_\_\_  
a. hem  
b. coat  
c. trim  
d. cape