

GLENCOE LANGUAGE ARTS

Grammar and Language Workbook

GRADE 7



**Glencoe
McGraw-Hill**

New York, New York Columbus, Ohio Woodland Hills, California Peoria, Illinois

Glencoe/McGraw-Hill

A Division of The McGraw-Hill Companies



Copyright © by The McGraw-Hill Companies, Inc. All rights reserved. Except as permitted under the United States Copyright Act of 1976, no part of this publication may be reproduced or distributed in any form or means, or stored in a database or retrieval system, without the prior written permission of the publisher.

Send all inquiries to:
Glencoe/McGraw-Hill
8787 Orion Drive
Columbus, Ohio 43240

ISBN 0-07-820540-9

Printed in the United States of America

2 3 4 5 6 7 8 9 10 009 03 02 01 00

Contents

Handbook of Definitions and Rules	1
Troubleshooter	23
Part 1 Grammar	45
Unit 1 Subjects, Predicates, and Sentences	
1.1 Kinds of Sentences: Declarative and Interrogative	47
1.2 Kinds of Sentences: Exclamatory and Imperative	49
1.3 Subjects and Predicates	51
1.4 Compound Subjects and Predicates	53
1.5 Sentence Fragments	55
1.6 Simple and Compound Sentences	57
Unit 1 Review	59
Cumulative Review	60
Unit 2 Nouns	
2.7 Nouns: Proper and Common	61
2.8 Nouns: Concrete, Abstract, and Collective.....	63
2.9 Nouns: Compound and Possessive.....	65
2.10 Nouns: Distinguishing Plurals, Possessives, and Contractions	67
2.11 Appositives.....	69
Unit 2 Review	71
Cumulative Review: Units 1–2	72
Unit 3 Verbs	
3.12 Action Verbs.....	73
3.13 Verbs: Transitive and Intransitive	75
3.14 Verbs with Indirect Objects	77
3.15 Linking Verbs and Predicate Words	79
3.16 Verb Tenses: Present, Past, and Future	83
3.17 Main Verbs and Helping Verbs.....	87
3.18 Progressive Forms: Present and Past	91
3.19 Perfect Tenses: Present and Past	93
3.20 Irregular Verbs I.....	95
3.21 Irregular Verbs II	97
Unit 3 Review	101
Cumulative Review: Units 1–3	102
Unit 4 Pronouns	
4.22 Pronouns: Personal	103
4.23 Pronouns and Antecedents.....	105
4.24 Using Pronouns Correctly.....	107
4.25 Pronouns: Possessive and Indefinite.....	109
4.26 Pronouns: Reflexive and Intensive.....	111
4.27 Pronouns: Interrogative.....	113
Unit 4 Review	115
Cumulative Review: Units 1–4	116
Unit 5 Adjectives and Adverbs	
5.28 Adjectives	117
5.29 Articles and Proper Adjectives.....	119
5.30 Comparative and Superlative Adjectives	121
5.31 More Comparative and Superlative Adjectives	123
5.32 Demonstratives.....	125
5.33 Adverbs.....	127
5.34 Intensifiers.....	129
5.35 Adverbs: Comparative and Superlative	131
5.36 Using Adverbs and Adjectives	133
5.37 Avoiding Double Negatives	135
Unit 5 Review	137
Cumulative Review: Units 1–5	138
Unit 6 Prepositions, Conjunctions, and Interjections	
6.38 Prepositions and Prepositional Phrases.....	141
6.39 Pronouns as Objects of Prepositions	143
6.40 Prepositional Phrases as Adjectives and Adverbs	145
6.41 Conjunctions and Interjections.....	147
Unit 6 Review	149
Cumulative Review: Units 1–6	150
Unit 7 Clauses and Complex Sentences	
7.42 Simple and Compound Sentences and Main Clauses	153
7.43 Complex Sentences and Subordinate Clauses.....	155
7.44 Adjective Clauses	157
7.45 Adverb Clauses.....	159
7.46 Noun Clauses.....	161
Unit 7 Review	163
Cumulative Review: Units 1–7	164
Unit 8 Verbals	
8.47 Participles and Participial Phrases.....	167
8.48 Gerunds and Gerund Phrases	171
8.49 Infinitives and Infinitive Phrases	175
Unit 8 Review	179
Cumulative Review: Units 1–8	180
Unit 9 Subject-Verb Agreement	
9.50 Making Subjects and Verbs Agree.....	183
9.51 Locating the Subject.....	185
9.52 Collective Nouns and Other Special Subjects	187
9.53 Indefinite Pronouns as Subjects	189
9.54 Agreement with Compound Subjects.....	191
Unit 9 Review	193
Cumulative Review: Units 1–9	194
Unit 10 Diagraming Sentences	
10.55 Diagraming Simple Subjects and Simple Predicates	197

10.56	Diagraming the Four Kinds of Sentences.....	199
10.57	Diagraming Direct and Indirect Objects and Predicate Words	201
10.58	Diagraming Adjectives and Adverbs	203
10.59	Diagraming Prepositional Phrases	205
10.60	Diagraming Compound Sentence Parts.....	207
10.61	Diagraming Compound Sentences	209
10.62	Diagraming Complex Sentences with Adjective and Adverb Clauses.....	211
Unit 10 Review		213
Cumulative Review: Units 1–10		214

Part 2 Usage Glossary217

Unit 11 Usage Glossary

11.63	Usage: <i>accept</i> to <i>a lot</i>	219
11.64	Usage: <i>beside</i> to <i>chose</i>	221
11.65	Usage: <i>in</i> to <i>teach</i>	223
11.66	Usage: <i>leave</i> to <i>sit</i>	225
11.67	Usage: <i>than</i> to <i>whose</i>	227
Unit 11 Review		229
Cumulative Review: Units 1–11		230

Part 3 Mechanics233

Unit 12 Capitalization

12.68	Capitalization of Sentences, Quotations, and Letter Parts	235
12.69	Capitalization of Names and Titles of Persons	237
12.70	Capitalization of Names of Places	241
12.71	Capitalization of Other Proper Nouns and Adjectives.....	245
Unit 12 Review		249
Cumulative Review: Units 1–12		250

Unit 13 Punctuation

13.72	Using the Period and Other End Marks	253
13.73	Using Commas to Signal Pause or Separation	255
13.74	Using Commas in Clauses and Compound Sentences	257
13.75	Using Commas with Titles, Addresses, and Dates	259
13.76	Using Commas with Direct Quotes, in Letters, and for Clarity	261
13.77	Commas in Review.....	263
13.78	Using Semicolons and Colons	265
13.79	Using Quotation Marks I.....	267
13.80	Using Quotation Marks II.....	269
13.81	Italics (Underlining).....	271
13.82	Using Apostrophes.....	273
13.83	Using Hyphens, Dashes, and Parentheses.....	275
13.84	Using Abbreviations.....	277
13.85	Writing Numbers	279
Unit 13 Review		281
Cumulative Review: Units 1–13		282

Part 4 Vocabulary and Spelling285

Unit 14 Vocabulary and Spelling

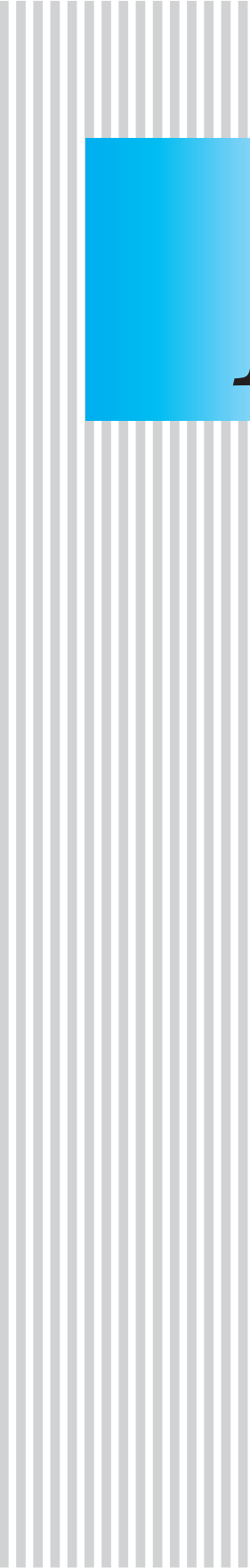
14.86	Building Vocabulary: Learning from Context.....	287
14.87	Building Vocabulary: Word Roots.....	289
14.88	Building Vocabulary: Prefixes and Suffixes	291
14.89	Synonyms and Antonyms.....	293
14.90	Homonyms	295
14.91	Basic Spelling Rules I	297
14.92	Basic Spelling Rules II	299
Review: Building Vocabulary		301
Review: Basic Spelling Rules		303

Part 5 Composition.....305

Unit 15 Composition

15.93	The Writing Process: Prewriting.....	307
15.94	The Writing Process: Drafting.....	311
15.95	The Writing Process: Revising.....	315
15.96	The Writing Process: Editing.....	317
15.97	The Writing Process: Presenting.....	319
15.98	Outlining	321
15.99	Writing Effective Sentences	323
15.100	Building Paragraphs.....	327
15.101	Paragraph Ordering.....	331
15.102	Personal Letters: Formal	335
15.103	Personal Letters: Informal.....	337
15.104	Business Letters: Letters of Request or Complaint.....	339
15.105	Business Letters: Stating Your Opinion	341

Index343



Handbook of Definitions and Rules



SUBJECTS AND PREDICATES

1. The **simple subject** is the key noun or pronoun that tells what the sentence is about. A **compound subject** is made up of two or more simple subjects that are joined by a conjunction and have the same verb.
The **lantern** glows. **Moths** and **bugs** fly nearby.
2. The **simple predicate** is the verb or verb phrase that expresses the essential thought about the subject of the sentence. A **compound predicate** is made up of two or more verbs or verb phrases that are joined by a conjunction and have the same subject.
Rachel **jogged** down the hill.
Pete **stretched** and **exercised** for an hour.
3. The **complete subject** consists of the simple subject and all the words that modify it.
Golden curly hair framed the child's face.
The soft glow of sunset made her happy.
4. The **complete predicate** consists of the simple predicate and all the words that modify it or complete its meaning.
Lindy **ate a delicious muffin for breakfast**.
The apple muffin **also contained raisins**.
5. Usually the subject comes before the predicate in a sentence. In inverted sentences, all or part of the predicate precedes the subject.
(You) Wait for me at the corner. (request)
Through the toys **raced** the **children**. (inverted)
Is the teacher feeling better? (question)
There **are seats** in the first row.

PARTS OF SPEECH

Nouns

1. A **singular noun** is a word that names one person, place, thing, or idea.
aunt meadow pencil friendship
A **plural noun** names more than one person, place, thing, or idea.
aunts meadows pencils friendships
2. To help you determine whether a word in a sentence is a noun, try adding it to the following sentences. Nouns will fit in at least one of these sentences:
He said something about _____. I know something about a(n) _____.
He said something about **aunts**. I know something about a **meadow**.
3. A **common noun** names a general class of people, places, things, or ideas.
sailor city holiday music
A **proper noun** specifies a particular person, place, thing, event, or idea. Proper nouns are always capitalized.
Captain Ahab **Rome** **Memorial Day** *Treasure Island*

4. A **concrete noun** names an object that occupies space or that can be recognized by any of the senses.

leaf melody desk aroma

An **abstract noun** names an idea, a quality, or a characteristic.

peace health strength contentment

5. A **collective noun** names a group. When the collective noun refers to the group as a whole, it is singular. When it refers to the individual group members, the collective noun is plural.

The **family** eats dinner together every night. (singular)

The **council** vote as they wish on the pay increase. (plural)

6. A **possessive noun** shows possession, ownership, or the relationship between two nouns.

Monica's book the **rabbit's** ears the **hamster's** cage

Verbs

1. A **verb** is a word that expresses action or a state of being and is necessary to make a statement. A verb will fit one or more of these sentences:

He _____. We _____. She _____ it.

He **knows**. We **walk**. She **sees** it.

2. An **action verb** tells what someone or something does. The two types of action verbs are transitive and intransitive. A **transitive verb** is followed by a word or words—called the direct object—that answer the question *what?* or *whom?* An **intransitive verb** is not followed by a word that answers *what?* or *whom?*

Transitive: The tourists **saw** the ruins.

The janitor **washed** the window.

Intransitive: Owls **hooted** during the night.

The children **played** noisily.

3. An indirect object receives what the direct object names.

Marcy sent **her brother** a present.

4. A **linking verb** links, or joins, the subject of a sentence with an adjective or nominative.

The trucks **were** red. (adjective)

She **became** an excellent swimmer. (nominative)

5. A **verb phrase** consists of a main verb and all its auxiliary, or helping, verbs.

We **had been told** of his arrival.

They **are listening** to a symphony.

6. Verbs have four **principle parts** or forms: base, past, present participle, and past participle.

Base: I **talk**.

Present Participle: I am **talking**.

Past: I **talked**.

Past Participle: I have **talked**.

7. **Irregular verbs** form their past form and past participle without adding *-ed* to the base form.

PRINCIPAL PARTS OF IRREGULAR VERBS

Base Form	Past Form	Past Participle	Base Form	Past Form	Past Participle
be	was, were	been	lead	led	led
beat	beat	beaten	lend	lent	lent
become	became	become	lie	lay	lain
begin	began	begun	lose	lost	lost
bite	bit	bitten <i>or</i> bit	put	put	put
blow	blew	blown	ride	rode	ridden
break	broke	broken	ring	rang	rung
bring	brought	brought	rise	rose	risen
catch	caught	caught	run	ran	run
choose	chose	chosen	say	said	said
come	came	come	see	saw	seen
do	did	done	set	set	set
draw	drew	drawn	shrink	shrank <i>or</i> shrunk	shrunk <i>or</i> shrunk
drink	drank	drunk			
drive	drove	driven	sing	sang	sung
eat	ate	eaten	sit	sat	sat
fall	fell	fallen	speak	spoke	spoken
feel	felt	felt	spring	sprang <i>or</i> sprung	sprung
find	found	found			
fly	flew	flown	steal	stole	stolen
freeze	froze	frozen	swim	swam	swum
get	got	got <i>or</i> gotten	take	took	taken
give	gave	given	tear	tore	torn
go	went	gone	tell	told	told
grow	grew	grown	think	thought	thought
hang	hung <i>or</i> hanged	hung <i>or</i> hanged	throw	threw	thrown
			wear	wore	worn
have	had	had	win	won	won
know	knew	known	write	wrote	written
lay	laid	laid			

8. The principle parts are used to form six verb tenses. The **tense** of a verb expresses time.

Simple Tenses

Present Tense: She **speaks**. (present or habitual action)

Past Tense: She **spoke**. (action completed in the past)

Future Tense: She **will speak**. (action to be done in the future)

Perfect Tenses

Present Perfect Tense: She **has spoken**. (action just done or still in effect)

Past Perfect Tense: She **had spoken**. (action completed before some other past action)

Future Perfect Tense: She **will have spoken**. (action to be completed before some future time)

9. **Progressive forms** of verbs are made up of a form of *be* and a present participle and express a continuing action. **Emphatic forms** are made up of a form of *do* and a base form and add emphasis or ask questions.

Progressive: Marla **is babysitting**. The toddlers **have been napping** for an hour.

Emphatic: They **do prefer** beef to pork.

We **did ask** for a quiet table.

10. The **voice** of a verb shows whether the subject performs the action or receives the action of the verb. A sentence is in the **active voice** when the subject performs the action. A sentence is in the **passive voice** when the subject receives the action of the verb.

The robin **ate** the worm. (active)

The worm **was eaten** by the robin. (passive)

Pronouns

1. A **pronoun** takes the place of a noun, a group of words acting as a noun, or another pronoun.
2. A **personal pronoun** refers to a specific person or thing. **First-person** personal pronouns refer to the speaker, **second-person** pronouns refer to the one spoken to, and **third-person** pronouns refer to the one spoken about.

	Singular	Plural
First Person	I, me, my, mine	we, us, our, ours
Second Person	you, your, yours	you, your, yours
Third Person	he, she, it, him, her, his, hers, its	they, them, their, theirs

3. A **reflexive pronoun** refers to the subject of the sentence. An **intensive pronoun** adds emphasis to a noun or another pronoun. A **demonstrative pronoun** points out specific persons, places, things, or ideas.

Reflexive: **Nikki** prepares **himself** for the day-long hike.

Intensive: **Nikki himself** prepares for the day-long hike.

Demonstrative: **That** was a good movie! **These** are the files you wanted.

4. An **interrogative pronoun** is used to form questions. A **relative pronoun** is used to introduce a subordinate clause. An **indefinite pronoun** refers to persons, places, or things in a more general way than a personal pronoun does.

Interrogative: **Whose** are these? **Which** did you prefer?

Relative: The bread **that** we tasted was whole wheat.

Indefinite: **Someone** has already told them. **Everyone** agrees on the answer.

5. Use the subject form of a personal pronoun when it is used as a subject or when it follows a linking verb.

He writes stories. Are **they** ready? It is **I**. (after linking verb)

6. Use the object form of a personal pronoun when it is an object.

Mrs. Cleary called **us**. (direct object) Stephen offered **us** a ride. (indirect object)

Sara will go with **us**. (object of preposition)

7. Use a **possessive pronoun** to replace a possessive noun. Never use an apostrophe in a possessive personal pronoun.

Their science experiment is just like **ours**.

8. When a pronoun is followed by an appositive, use the subject pronoun if the appositive is the subject. Use the object pronoun if the appositive is an object. To test whether the pronoun is correct, read the sentence without the appositive.
We eighth-graders would like to thank you.
 The success of **us** geometry students is due to Ms. Marcia.
9. In incomplete comparisons, choose the pronoun that you would use if the missing words were fully expressed.
 Harris can play scales faster than **I** (can).
 It is worth more to you than (it is to) **me**.
10. In questions use *who* for subjects and *whom* for objects.
Who wants another story?
Whom will the class choose as treasurer?

 In subordinate clauses use *who* and *whoever* as subjects and after linking verbs, and use *whom* and *whomever* as objects.
 These souvenirs are for **whoever** wants to pay the price.
 The manager will train **whomever** the president hires.
11. An **antecedent** is the word or group of words to which a pronoun refers or that a pronoun replaces. All pronouns must agree with their antecedents in number, gender, and person.
 Marco's **sister** spent **her** vacation in San Diego.
 The huge old **trees** held **their** own against the storm.
12. Make sure that the antecedent of a pronoun is clearly stated.
 UNCLEAR: Mrs. Cardonal baked cookies with her daughters, hoping to sell **them** at the bake sale.
 CLEAR: Mrs. Cardonal baked cookies with her daughters, hoping to sell **the cookies** at the bake sale.
 UNCLEAR: If you don't tie the balloon to the stroller, **it** will blow away.
 CLEAR: If you don't tie the balloon to the stroller, **the balloon** will blow away.

Adjectives

1. An **adjective** modifies, or describes, a noun or pronoun by providing more information or giving a specific detail.
 The **smooth** surface of the lake gleamed.
Frosty trees glistened in the sun.
2. Most adjectives will fit this sentence:
 The _____ one seems very _____.
 The **handmade** one seems very **colorful**.
3. **Articles** are the adjectives *a*, *an*, and *the*. Articles do not meet the preceding test for adjectives.
4. A **proper adjective** is formed from a proper noun and begins with a capital letter.
 Tricia admired the **Scottish** sweaters.
 Our **Mexican** vacation was memorable.

5. The comparative form of an adjective compares two things or people. The superlative form compares more than two things or people. Form the comparative by adding *-er* or combining with *more* or *less*. Form the superlative by adding *-est* or combining with *most* or *least*.

POSITIVE	COMPARATIVE	SUPERLATIVE
slow	slower	slowest
charming	more charming	most charming

6. Some adjectives have irregular comparative forms.

POSITIVE:	good, well	bad	far	many, much	little
COMPARATIVE:	better	worse	farther	more	less
SUPERLATIVE:	best	worst	farthest	most	least

Adverbs

1. An **adverb** modifies a verb, an adjective, or another adverb. Adverbs tell *how*, *where*, *when*, or *to what extent*.
 The cat walked **quietly**. (how)
 She **seldom** misses a deadline. (when)
 The player moved **forward**. (where)
 The band was **almost** late. (to what extent)
2. Many adverbs fit these sentences:
 She thinks _____. She thinks _____ fast. She _____ thinks fast.
 She thinks **quickly**. She thinks **unusually** fast. She **seldom** thinks fast.
3. The comparative form of an adverb compares two actions. The superlative form compares more than two actions. For shorter adverbs, add *-er* or *-est* to form the comparative or superlative. For most adverbs, add *more* or *most* or *less* or *least* to form the comparative or superlative.
 We walked **faster** than before.
 They listened **most carefully** to the final speaker.
4. Avoid **double negatives**, which are two negative words in the same clause.
 INCORRECT: I have not seen no stray cats.
 CORRECT: I have not seen any stray cats.

Prepositions, Conjunctions, and Interjections

1. A **preposition** shows the relationship of a noun or a pronoun to some other word. A **compound preposition** is made up of more than one word.
 The trees **near** our house provide plenty **of** shade.
 The schools were closed **because of** snow.
2. Common prepositions include these: *about, above, according to, across, after, against, along, among, around, as, at, because of, before, behind, below, beneath, beside, besides, between, beyond, but, by, concerning, down, during, except, for, from, in, inside, in spite of, into, like, near, of, off, on, out, outside, over, past, round, since, through, till, to, toward, under, underneath, until, up, upon, with, within, without*.

3. A **conjunction** is a word that joins single words or groups of words. A **coordinating conjunction** joins words or groups of words that have equal grammatical weight. **Correlative conjunctions** work in pairs to join words and groups of words of equal weight. A **subordinating conjunction** joins two clauses in such a way as to make one grammatically dependent on the other.

I want to visit the art gallery **and** the museum. (coordinating)

Both left **and** right turns were impossible in the traffic. (correlative)

We go to the park **whenever** Mom lets us. (subordinating)

COMMON CONJUNCTIONS

Coordinating:	and	but	for	nor	or	so	yet
Correlative:	both . . . and either . . . or		neither . . . nor not only . . . but also			whether . . . or	
Subordinating:	after	as though		since		when	
	although	because		so that		whenever	
	as	before		than		where	
	as if	even though		though		wherever	
	as long as	if		unless		whether	
	as soon as	in order that		until		while	

4. A **conjunctive adverb** clarifies a relationship.
Frank loved the old maple tree; **nevertheless**, he disliked raking its leaves.
5. An **interjection** is an unrelated word or phrase that expresses emotion or strong feeling.
Look, there are two cardinals at the feeder. **Good Grief!** Are you kidding?

CLAUSES AND COMPLEX SENTENCES

1. A **clause** is a group of words that has a subject and a predicate and is used as a sentence or a part of a sentence. There are two types of clauses: main and subordinate. A **main clause** has a subject and a predicate and can stand alone as a sentence. A **subordinate clause** has a subject and a predicate, but it cannot stand alone as a sentence.

main

sub.

She became a veterinarian because she loves animals.

2. There are three types of subordinate clauses: adjective, adverb, and noun.
- An **adjective clause** is a subordinate clause that modifies a noun or pronoun.
The wrens **that built a nest in the backyard** are now raising their young.
 - An **adverb clause** is a subordinate clause that often modifies the verb in the main clause of the sentence. It tells *when*, *where*, *how*, *why*, or *under what conditions*.
Before they got out, the goats broke the fence in several places.
 - A **noun clause** is a subordinate clause used as a noun.
Whatever we do will have to please everyone. (subject)
The prize goes to **whoever can keep the squirrels away from the feeder**. (object of preposition)

- c. A **gerund** is a verbal that ends in *-ing*. It is used in the same way a noun is used.
Sailing is a traditional vacation activity for the Andersons.
- d. A **gerund phrase** is a gerund plus any complements or modifiers.
Walking to school is common for many school children.
- e. An **infinitive** is a verbal formed from the word *to* and the base form of a verb. It is often used as a noun. Because an infinitive acts as a noun, it may be the subject of a sentence or the direct object of an action verb.
To sing can be uplifting. (infinitive as subject)
Babies first learn **to babble**. (infinitive as direct object)
- f. An **infinitive phrase** contains an infinitive plus any complements or modifiers.
The flight attendants prepared **to feed the hungry passengers**.

SUBJECT-VERB AGREEMENT

1. A verb must agree with its subject in person and number.
The kangaroo **jumps**. (singular) The kangaroos **jump**. (plural)
She **is leaping**. (singular) They **are leaping**. (plural)
2. In **inverted sentences** the subject follows the verb. The sentence may begin with a prepositional phrase, the words *there* or *here*, or a form of *do*.
Into the pond **dove** the *children*.
Does a *bird* **have** a sense of smell?
There **is** a *squeak* in that third stair.
3. Do not mistake a word in a prepositional phrase for the subject.
The **glass** in the window **is** streaked. (The singular verb *is* agrees with the subject, *glass*.)
4. A title is always singular, even if nouns in the title are plural.
Instant World Facts **is** a helpful reference book.
5. Subjects combined with *and* or *both* need a plural verb unless the parts are of a whole unit. When compound subjects are joined with *or* or *nor*, the verb agrees with the subject listed last.
Canterbury and Coventry **have** famous cathedrals.
A bagel and cream cheese **is** a filling snack.
Either two short **stories** **or** a **novel** **is** acceptable for your book report.
6. A verb must agree in number with an indefinite pronoun subject. Indefinite pronouns that are always singular: *anybody, anyone, anything, each, either, everybody, everyone, everything, neither, nobody, no one, nothing, one, somebody, someone, and something*. Always plural: *both, few, many, others, and several*.
Either singular or plural: *all, any, most, none, and some*.
Most of the snow **has** melted. **All** of the children **have** eaten.

USAGE GLOSSARY

a lot, alot Always write this expression, meaning “very much” or “a large amount,” as two words.

The neighbors pitched in, and the job went **a lot** faster.

accept, except *Accept*, a verb, means “to receive” or “to agree to.” *Except* may be a preposition or a verb. As a preposition it means “other than.” As a verb it means “to leave out, to make an exception.”

I **accept** your plan. We ate everything **except** the crust.

all ready, already *All ready* means “completely prepared.” *Already* means “before” or “by this time.”

They were **all ready** to leave, but the bus had **already** departed.

all together, altogether The two words *all together* mean “in a group.” The single word *altogether* is an adverb meaning “completely” or “on the whole.”

The teachers met **all together** after school.

They were **altogether** prepared for a heated discussion.

beside, besides *Beside* means “next to.” *Besides* means “in addition to.”

The sink is **beside** the refrigerator.

Besides the kitchen, the den is my favorite room.

between, among Use *between* to refer to or to compare two separate nouns. Use *among* to show a relationship in a group.

The joke was **between** Hilary and Megan.

The conversation **among** the teacher, the principal, and the janitor was friendly.

bring, take Use *bring* to show movement from a distant place to a closer one. Use *take* to show movement from a nearby place to a more distant one.

You may **bring** your model here.

Please **take** a brochure with you when you go.

can, may *Can* indicates the ability to do something. *May* indicates permission to do something.

Constance **can** walk to school.

She **may** ride the bus if she wishes.

choose, chose *Choose* means “to select.” *Chose* is the past participle form, meaning “selected.”

I **choose** the blue folder.

Celia **chose** the purple folder.

fewer, less Use *fewer* with nouns that can be counted. Use *less* with nouns that cannot be counted.

There were **fewer** sunny days this year.

I see **less** fog today than I expected.

formally, formerly *Formally* is the adverb form of formal. *Formerly* is an adverb meaning “in times past.”

They **formally** agreed to the exchange.

Lydia **formerly** lived in Spain, but now she lives in New York City.

in, into Use *in* to mean “inside” or “within” and *into* to indicate movement or direction from outside to a point within.

The birds nest **in** the trees.

A bird flew **into** our window yesterday.

its, it's *Its* is the possessive form of the pronoun *it*. Possessive pronouns never have apostrophes. *It's* is the contraction of *it is*.

The dog lives in **its** own house. Who is to say whether **it's** happy or not.

lay, lie *Lay* means “to put” or “to place,” and it takes a direct object. *Lie* means “to recline” or “to be positioned,” and it never takes an object.

We **lay** the uniforms on the shelves each day.

The players **lie** on the floor to do their sit-ups.

learn, teach *Learn* means “to receive knowledge.” *Teach* means “to give knowledge.”

Children can **learn** foreign languages at an early age.

Mr. Minton will **teach** French to us next year.

leave, let *Leave* means “to go away.” *Let* means “to allow” or “to permit.”

I will **leave** after fourth period.

Dad will **let** me go swimming today.

loose, lose Use *loose* to mean “not firmly attached” and *lose* to mean “to misplace” or “to fail to win.”

The bike chain was very **loose**.

I did not want to **lose** my balance.

many, much Use *many* with nouns that can be counted. Use *much* with nouns that cannot be counted.

Many ants were crawling near the anthill.

There was **much** discussion about what to do.

precede, proceed *Precede* means “to go or come before.” *Proceed* means “to continue.”

Lunch will **precede** the afternoon session.

Marly can **proceed** with her travel plans.

quiet, quite *Quiet* means “calm” or “motionless.” *Quite* means “completely” or “entirely.”

The sleeping kitten was **quiet**.

The other kittens were **quite** playful.

raise, rise *Raise* means “to cause to move upward,” and it always takes an object. *Rise* means “to get up”; it is intransitive and never takes an object.

Please **raise** your hand if you would like to help.

I left the bread in a warm spot to **rise**.

sit, set *Sit* means “to place oneself in a sitting position.” It rarely takes an object. *Set* means “to place” or “to put” and usually takes an object. *Set* can also be used to describe the sun going down.

Please **sit** in your assigned seats. **Set** those dishes down.
The sun **set** at 6:14.

than, then *Than* is a conjunction that is used to introduce the second element in a comparison; it also shows exception. *Then* is an adverb meaning “at that time.”

Wisconsin produces more milk **than** any other state.
First get comfortable, **then** look the pitcher right in the eye.

their, they're *Their* is the possessive form of the personal pronoun *they*. *They're* is the contraction of *they are*.

The Westons returned to **their** favorite vacation spot.
They're determined to go next year as well.

theirs, there's *Theirs* means “that or those belonging to them.” *There's* is the contraction of *there is*.

Theirs is one of the latest models.
There's another pitcher of lemonade in the refrigerator.

to, too, two *To* is a preposition meaning “in the direction of.” *Too* means “also” or “excessively.” *Two* is the number that falls between one and three.

You may go **to** the library.
It is **too** cold for skating.
There are only **two** days of vacation left.

where at Do not use *at* in a sentence after *where*.

Where were you yesterday afternoon? (*not* Where were you at yesterday afternoon?)

who's, whose *Who's* is the contraction of *who is*. *Whose* is the possessive form of *who*.

Who's willing to help me clean up?
Do you know **whose** books these are?

your, you're *Your* is the possessive form of *you*. *You're* is the contraction of *you are*.

Please arrange **your** schedule so that you can be on time.
If **you're** late, you may miss something important.

CAPITALIZATION

1. Capitalize the first word of every sentence, including direct quotations and sentences in parentheses unless they are contained within another sentence.

In *Poor Richard's Almanack*, Benjamin Franklin advises, “**W**ish not so much to live long as to live well.” (This appeared in the almanac published in 1738.)

2. Capitalize the first word in the salutation and closing of a letter. Capitalize the title and name of the person addressed.

Dear Professor Nichols:
Sincerely yours,

3. Always capitalize the pronoun *I* no matter where it appears in the sentence.
Since **I** knew you were coming, **I** baked a cake.
4. Capitalize the following proper nouns:
 - a. Names of individuals, the initials that stand for their names, and titles preceding a name or used instead of a name
Governor Cordoba **A. C. Shen**
Aunt Margaret **Dr. H. C. Harada**
General Diaz
 - b. Names and abbreviations of academic degrees, and *Jr.* and *Sr.*
Richard Boe, Ph.D.
Sammy Davis Jr.
 - c. Names of cities, countries, states, continents, bodies of water, sections of the United States, and compass points when they refer to a specific section of the United States
Boston **Dade County** **North Carolina** **Australia**
Amazon River **the South**
 - d. Names of streets, highways, organizations, institutions, firms, monuments, bridges, buildings, other structures, and celestial bodies
Route 51 **Circle K Society** **Tomb of the Unknown Soldier**
Golden Gate Bridge **Coventry Cathedral** **North Star**
 - e. Trade names and names of documents, awards, and laws
No-Sneez tissues **the Fourteenth Amendment**
Golden Globe Award **the Monroe Doctrine**
 - f. Names of most historical events, eras, holidays, days of the week, and months
Boston Tea Party **Bronze Age** **Labor Day** **Friday** **July**
 - g. First, last, and all important words in titles of literary works, works of art, and musical compositions
"I Ask My Mother to Sing" (poem) ***Giants in the Earth*** (book)
Venus de Milo (statue) ***America, the Beautiful*** (composition)
 - h. Names of ethnic groups, national groups, political parties and their members, and languages
Hispanics **Chinese** **Irish** **Italian** **Republican party**
5. Capitalize proper adjectives (adjectives formed from proper nouns).
English saddle horse **Thai** restaurant **Midwestern** plains

PUNCTUATION, ABBREVIATIONS, AND NUMBERS

1. Use a period at the end of a declarative sentence and at the end of a polite command.
 Mrs. Miranda plays tennis every Tuesday.
 Write your name in the space provided.
2. Use a question mark at the end of an interrogative sentence.
 When will the new books arrive?

3. Use an exclamation point to show strong feeling and indicate a forceful command.
 Oh, no! It was a terrific concert! Don't go outside without your gloves on!
4. Use a comma in the following situations:
 - a. To separate three or more words, phrases, or clauses in a series
 A tent, sleeping bag, and sturdy shoes are essential wilderness camping equipment.
 - b. To set off two or more prepositional phrases
 After the sound of the bell, we realized it was a false alarm.
 - c. After an introductory participle and an introductory participial phrase
 Marveling at the sight, we waited to see another shooting star.
 - d. After conjunctive adverbs
 Snow is falling; however, it is turning to sleet.
 - e. To set off an appositive if it is not essential to the meaning of the sentence
 Mr. Yoshino, the head of the department, resigned yesterday.
 - f. To set off words or phrases of direct address
 Micha, have you called your brother yet?
 It's good to see you, Mrs. Han.
 - g. Between the main clauses of compound sentences
 Whiskers liked to watch the goldfish, and she sometimes dipped her paw in the bowl.
 - h. After an introductory adverb clause and to set off a nonessential adjective clause
 Whenever we get careless, we always make mistakes.
 Spelling errors, which are common, can now be corrected by computer.
 - i. To separate parts of an address or a date
 1601 Burma Drive, Waterbury, Connecticut
 She was born on February 2, 1985, and she now lives in Bangor, Maine.
 - j. After the salutation and close of a friendly letter and after the close of a business letter
 Dear Dad, Cordially, Yours,
5. Use a semicolon in the following situations:
 - a. To join main clauses not joined by a coordinating conjunction
 The house looks dark; perhaps we should have called first.
 - b. To separate two main clauses joined by a coordinating conjunction when such clauses already contain several commas
 After a week of rain, the farmers around Ames, Iowa, waited hopefully; but the rain, unfortunately, had come too late.
 - c. To separate main clauses joined by a conjunctive adverb or by *for example* or *that is*
 Jen was determined to win the race; nonetheless, she knew that it took more than determination to succeed.

6. Use a colon to introduce a list of items that ends a sentence.
Bring the following tools: hammer, speed square, and drill.
7. Use a colon to separate the hour and the minute in time measurements and after business letter salutations.
12:42 A.M. Dear Sir: Dear Ms. O'Connor:
8. Use quotation marks to enclose a direct quotation. When a quotation is interrupted, use two sets of quotation marks. Use single quotation marks for a quotation within a quotation.
"Are you sure," asked my mother, "that you had your keys when you left home?"
"Chief Seattle's speech begins, 'My words are like the stars that never change,'" stated the history teacher.
9. Always place commas and periods inside closing quotations marks. Place colons and semicolons outside closing quotation marks. Place question marks and exclamation points inside closing quotation marks only when those marks are part of the quotation.
"Giraffes," said Ms. Wharton, "spend long hours each day foraging."
You must read "The Story of an Hour"; it is a wonderful short story.
He called out, "Is anyone home?"
Are you sure she said, "Go home without me"?
10. Use quotation marks to indicate titles of short stories, poems, essays, songs, and magazine or newspaper articles.
"The Thrill of the Grass" (short story)
"My Country 'Tis of Thee" (song)
11. Italicize (underline) titles of books, plays, films, television series, paintings and sculptures, and names of newspapers and magazines.
Up from Slavery (book)
Free Willy (film)
The Spirit of '76 (painting)
Chicago Tribune (newspaper)
Weekend Woodworker (magazine)
12. Add an apostrophe and -s to form the possessive of singular indefinite pronouns, singular nouns, and plural nouns not ending in -s. Add only an apostrophe to plural nouns ending in -s to make them possessive.
everyone's best friend
the rabbit's ears
the children's toys
the farmers' fields

13. Use an apostrophe in place of omitted letters or numerals. Use an apostrophe and -s to form the plural of letters, numerals, and symbols.
 is + not = isn't
 will + not = won't
 1776 is '76
 Cross your *t*'s and dot your *i*'s.
14. Use a hyphen to divide words at the end of a line.
 esti-mate mone-tary experi-mentation
15. Use a hyphen in a compound adjective that precedes a noun. Use a hyphen in compound numbers and fractions used as adjectives.
 a blue-green parrot
 a salt-and-pepper beard
 twenty-nine
 one-third cup of flour
16. Use a hyphen after any prefix joined to a proper noun or a proper adjective. Use a hyphen after the prefixes *all-*, *ex-*, and *self-* joined to a noun or adjective, the prefix *anti-* joined to a word beginning with *i-*, and the prefix *vice-* except in the case of *vice president*.
 all-knowing ex-spouse self-confidence
 anti-inflammatory vice-principal
17. Use dashes to signal a break or change in thought.
 I received a letter from Aunt Carla—you have never met her—saying she is coming to visit.
18. Use parentheses to set off supplemental material. Punctuate within the parentheses only if the punctuation is part of the parenthetical expression.
 Place one gallon (3.8 liters) of water in a plastic container.
19. Abbreviate a person's title and professional or academic degrees.
Ms. K. Soga, Ph.D.
Dr. Quentin
20. Use the abbreviations *A.M.* and *P.M.* and *B.C.* and *A.D.*
 9:45 **A.M.** 1000 **B.C.** **A.D.** 1455
21. Abbreviate numerical measurements in scientific writing but not in ordinary prose.
 The newborn snakes measured **3.4 in.** long.
 Pour **45 ml** warm water into the beaker.
22. Spell out cardinal and ordinal numbers that can be written in one or two words or that appear at the beginning of a sentence.
Two hundred twenty runners crossed the finish line.
 Observers counted **forty-nine** sandhill cranes.
23. Express all related numbers in a sentence as numerals if any one should be expressed as a numeral.
 There were **127** volunteers, but only **9** showed up because of the bad weather.

24. Spell out ordinal numbers.
Nina won **third** place in the spelling bee.
25. Use words for decades, for amounts of money that can be written in one or two words and for the approximate time of day or when A.M. or P.M. is not used.
the nineties **ten** dollars **sixty** cents half past **five**
26. Use numerals for dates; for decimals; for house, apartment, and room numbers; for street or avenue numbers; for telephone numbers; for page numbers; for percentages; for sums of money involving both dollars and cents; and to emphasize the exact time of day or when A.M. or P.M. is used.
June 5, 1971 **Apartment 4G** **\$207.89**
0.0045 **1520 14th Street** **8:20 A.M.**

VOCABULARY AND SPELLING

- Clues to the meaning of an unfamiliar word can be found in its context. Context clues include definitions, the meaning stated; example, the meaning explained through one familiar case; comparison, similarity to a familiar word; contrast, opposite of a familiar word; and cause and effect, a reason and its results.
- The meaning of a word can be obtained from its base word, its prefix, or its suffix.
telegram **tele** = distant dentate **dent** = tooth
subarctic **sub** = below marvelous **-ous** = full of
- The *i* comes before the *e*, except when both letters follow a *c* or when both letters are pronounced together as an $\bar{a}$ sound. However, many exceptions exist to this rule.
yield (*i* before *e*) **receive** (*ei* after *c*) **weigh** ($\bar{a}$ sound) **height** (exception)
- An unstressed vowel is a vowel sound that is not emphasized when the word is pronounced. Determine how to spell this sound by comparing it to a known word.
informant (compare to *information*) **hospital** (*compare to hospitality*)
- When joining a prefix that ends in the same letter as the word, keep both consonants.
illegible **dis**service
- When adding a suffix to a word ending in a consonant + *y*, change the *y* to *i* unless the prefix begins with an *i*. If the word ends in a vowel + *y*, keep the *y*.
tried **played** **spraying**
- Double the final consonant before adding a suffix that begins with a vowel to a word that ends in a single consonant preceded by a single vowel if the accent is on the root's last syllable.
popping **transferred** **unforgettable**
- When adding a suffix that begins with a consonant to a word that ends in silent *e*, generally keep the *e*. If the suffix begins with a vowel or *y*, generally drop the *e*. If the suffix begins with *a* or *o* and the word ends in *ce* or *ge*, keep the *e*. If the suffix begins with a vowel and the word ends in *ee* or *oe*, keep the *e*.
stately **noisy** **courageous** **agreeable**

9. When adding *-ly* to a word that ends in a single *l*, keep the *l*. If it ends in a double *l*, drop one *l*. If it ends in a consonant + *le*, drop the *le*.
meal, meally full, fully incredible, incredibly
10. When forming compound words, maintain the spelling of both words.
backpack honeybee
11. Most nouns form their plurals by adding *-s*. However, nouns that end in *-ch*, *-s*, *-sh*, *-x*, or *-z* form plurals by adding *-es*. If the noun ends in a consonant + *y*, change *y* to *i* and add *-es*. If the noun ends in *-lf*, change *f* to *v* and add *-es*. If the noun ends in *-fe*, change *f* to *v* and add *-s*.
marks leaches rashes foxes
flies elves lives
12. To form the plural of proper names and one-word compound nouns, follow the general rules for plurals. To form the plural of hyphenated compound nouns or compound nouns of more than one word, make the most important word plural.
Wilson's Diazes housekeepers
sisters-in-law editors-in-chief
13. Some nouns have the same singular and plural forms.
deer moose

Composition

Writing Themes and Paragraphs

1. Use **prewriting** to find ideas to write about. One form of prewriting, **freewriting**, starts with a subject or topic and branches off into related ideas. Another way to find a topic is to ask and answer questions about your starting subject, helping you to gain a deeper understanding of your chosen topic. Also part of the prewriting stage is determining who your readers or **audience** will be and deciding your **purpose** for writing. Your purpose—writing to persuade, to explain, to describe something, or to narrate—is partially shaped by who your audience will be.
2. To complete your first **draft**, organize your prewriting into an introduction, body, and conclusion. Concentrate on unity and coherence of the overall piece. Experiment with different paragraph orders: **chronological order** places events in the order in which they happened; **spatial order** places objects in the order in which they appear; and **compare/contrast order** shows similarities and differences in objects or events.
3. **Revise** your composition if necessary. Read through your draft, looking for places to improve content and structure. Remember that varying your sentence patterns and lengths will make your writing easier and more enjoyable to read.

4. In the **editing** stage, check your grammar, spelling, and punctuation. Focus on expressing your ideas clearly and concisely.
5. Finally, prepare your writing for **presentation**. Sharing your composition, or ideas, with others may take many forms: printed, oral, or graphic.

Outlining

1. The two common forms of outlines are **sentence outlines** and **topic outlines**. Choose one type of outline and keep it uniform throughout.
2. A period follows the number or letter of each division. Each point in a sentence outline ends with a period; the points in a topic outline do not.
3. Each point begins with a capital letter.
4. A point may have no fewer than two subpoints.

SENTENCE OUTLINE

- I. This is the main point.
 - A. This is a subpoint of *I*.
 - 1. This is a detail of *A*.
 - a. This is a detail of *1*.
 - b. This is a detail of *1*.
 - 2. This is a detail of *A*.
 - B. This is a subpoint of *I*.
- II. This is another main point.

TOPIC OUTLINE

- I. Main point
 - A. Subpoint of *I*
 - 1. Detail of *A*
 - a. Detail of *1*
 - b. Detail of *1*
 - 2. Detail of *A*
 - B. Subpoint of *I*
- II. Main point

Writing Letters

1. **Personal letters** are usually handwritten in indented form (first line of paragraphs, each line of the heading and inside address, and the signature are indented). **Business letters** are usually typewritten in block or semiblock form. Block form contains no indents; semiblock form indents only the first line of each paragraph.
2. The five parts of a personal letter are the heading (the writer's address and the date), salutation (greeting), body (message), complimentary close (such as "Yours truly,"), and signature (the writer's name). Business letters have the same parts and also include an inside address (the recipient's address).

Heading	_____

_____ Salutation	_____

Body	_____

Complimentary Close	_____
Signature	_____

Heading _____ _____ _____	
_____ _____ _____	Inside Address
_____	Salutation
_____ _____ _____	Body
_____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____
Complimentary Close	_____
Signature	_____

3. Reveal your personality and imagination in colorful personal letters. Keep business letters brief, clear, and courteous.
4. **Personal letters** include letters to friends and family members. **Thank-you notes** and **invitations** are personal letters that may be either formal or informal in style.
5. Use a **letter of request**, a type of business letter, to ask for information or to place an order. Be concise, yet give all the details necessary for your request to be fulfilled. Keep the tone of your letter courteous, and be generous in allotting time for a response.
6. Use an **opinion letter** to take a firm stand on an issue. Make the letter clear, firm, rational, and purposeful. Be aware of your audience, their attitude, how informed they are, and their possible reactions to your opinion. Support your statements of opinion with facts.



Troubleshooter



frag	Sentence Fragment	24
run-on	Run-on Sentence	26
agr	Lack of Subject-Verb Agreement	28
tense	Incorrect Verb Tense or Form	32
pro	Incorrect Use of Pronouns	34
adj	Incorrect Use of Adjectives	36
com	Incorrect Use of Commas	38
apos	Incorrect Use of Apostrophes	41
cap	Incorrect Capitalization	44

Sentence Fragment

PROBLEM 1

Fragment that lacks a subject

frag Martha asked about dinner. (Hoped it was lasagna.)

frag I jogged around the park twice. (Was hot and tired afterward.)

frag Li Cheng raced to the bus stop. (Arrived just in the nick of time.)

SOLUTION

Martha asked about dinner. She hoped it was lasagna.

I jogged around the park twice. I was hot and tired afterward.

Li Cheng raced to the bus stop. He arrived just in the nick of time.

Make a complete sentence by adding a subject to the fragment.

PROBLEM 2

Fragment that lacks a predicate

frag The carpenter worked hard all morning. (His assistant after lunch.)

frag Ant farms are fascinating. (The ants around in constant motion.)

frag Our class went on a field trip. (Mammoth Cave.)

SOLUTION

The carpenter worked hard all morning. His assistant helped after lunch.

Ant farms are fascinating. The ants crawl around in constant motion.

Our class went on a field trip. Mammoth Cave was our destination.

Make a complete sentence by adding a predicate.

PROBLEM 3

Fragment that lacks both a subject and a predicate

frag I heard the laughter of the children. In the nursery.

frag After the spring rain. The whole house smelled fresh and clean.

frag The noisy chatter of the squirrels awakened us early. In the morning.

SOLUTION

I heard the laughter of the children in the nursery.

After the spring rain, the whole house smelled fresh and clean.

The noisy chatter of the squirrels awakened us early in the morning.

Combine the fragment with another sentence.



More help in avoiding sentence fragments is available in Lesson 5.

Run-on Sentence

PROBLEM 1

Two main clauses separated only by a comma

run-on (Extra crackers are available, they are next to the salad bar.)

run-on (Hurdles are Sam's specialty, he likes them best.)

SOLUTION A

Extra crackers are available. They are next to the salad bar.

Make two sentences by separating the first clause from the second with end punctuation, such as a period or a question mark, and starting the second sentence with a capital letter.

SOLUTION B

Hurdles are Sam's specialty; he likes them best.

Place a semicolon between the main clauses of the sentence.

PROBLEM 2

Two main clauses with no punctuation between them

run-on (The law student studied hard she passed her exam.)

run-on (Kamil looked for the leash he found it in the closet.)

SOLUTION A

The law student studied hard. She passed her exam.

Make two sentences out of the run-on sentence.

SOLUTION B

Kamil looked for the leash, and he found it in the closet.

Add a comma and a coordinating conjunction between the main clauses.

PROBLEM 3

Two main clauses without a comma before the coordinating conjunction

run-on You can rollerskate like a pro **but** you cannot ice skate.

run-on Julian gazed at the moon **and** he marveled at its brightness.

SOLUTION

You can rollerskate like a pro, but you cannot ice skate.

Julian gazed at the moon, and he marveled at its brightness.

Add a comma before the coordinating conjunction.



More help in avoiding run-on sentences is available in Lesson 6.

Lack of Subject-Verb Agreement

PROBLEM 1

A subject separated from the verb by an intervening prepositional phrase

agr The stories in the newspaper was well written.

agr The house in the suburbs were just what she wanted.

SOLUTION

The stories in the newspaper were well written.

The house in the suburbs was just what she wanted.

Make sure that the verb agrees with the subject of the sentence, not with the object of a preposition. The object of a preposition is never the subject.

PROBLEM 2

A sentence that begins with here or there

agr Here go the duck with her ducklings.

agr There is the pencils you were looking for.

agr Here is the snapshots from our vacation to the Grand Canyon.

SOLUTION

Here goes the duck with her ducklings.

There are the pencils you were looking for.

Here are the snapshots from our vacation to the Grand Canyon.

In sentences that begin with *here* or *there*, look for the subject after the verb. Make sure that the verb agrees with the subject.

PROBLEM 3

An indefinite pronoun as the subject

- agr* Each of the animals have a unique way of walking.
- agr* Many of the movies was black and white.
- agr* None of the leaves is turning colors yet.

SOLUTION

Each of the animals has a unique way of walking.

Many of the movies were black and white.

None of the leaves are turning colors yet.

Some indefinite pronouns are singular, some are plural, and some can be either singular or plural. Determine whether the indefinite pronoun is singular or plural, and make the verb agree.

PROBLEM 4***A compound subject that is joined by and***

- agr* The students and the teacher adores the classroom hamster.
- agr* The expert and best source of information are Dr. Marlin.

SOLUTION A

The students and the teacher adore the classroom hamster.

Use a plural verb if the parts of the compound subject do not belong to one unit or if they refer to different people or things.

SOLUTION B

The expert and best source of information is Dr. Marlin.

Use a singular verb if the parts of the compound subject belong to one unit or if they refer to the same person or thing.

PROBLEM 5***A compound subject that is joined by or or nor***

- agr* Either Hester or Sue are supposed to pick us up.
- agr* Neither pepper nor spices improves the flavor of this sauce.
- agr* Either Caroline or Robin volunteer at the local food pantry.
- agr* Neither the coach nor the screaming fans agrees with the referee's call.

SOLUTION

Either Hester or Sue is supposed to pick us up.

Neither pepper nor spices improve the flavor of this sauce.

Either Caroline or Robin volunteers at the local food pantry.

Neither the coach nor the screaming fans agree with the referee's call.

Make the verb agree with the subject that is closer to it.



More help with subject-verb agreement is available in Lessons 50–54.

Incorrect Verb Tense or Form

PROBLEM 1

An incorrect or missing verb ending

- tense* We talk yesterday for more than an hour.
- tense* They sail last month for Barbados.
- tense* Sally and James land at the airport yesterday.

SOLUTION

We talked yesterday for more than an hour.

They sailed last month for Barbados.

Sally and James landed at the airport yesterday.

To form the past tense and the past participle, add *-ed* to a regular verb.

PROBLEM 2

An improperly formed irregular verb

- tense* Our hair clinged to us in the humid weather.
- tense* Trent drinked all the orange juice.
- tense* The evening breeze blowed the clouds away.

SOLUTION

Our hair clung to us in the humid weather.

Trent drank all the orange juice.

The evening breeze blew the clouds away.

Irregular verbs vary in their past and past participle forms. Look up the ones you are not sure of. Consider memorizing them if you feel it is necessary.

PROBLEM 3***Confusion between a verb's past form and its past participle***

tense Helen has took first place in the marathon.

SOLUTION

Helen has taken first place in the marathon.

Use the past participle form of an irregular verb, and not its past form, when you use the auxiliary verb *have*.



More help with correct verb forms is available in Lessons 16–21.

Incorrect Use of Pronouns

PROBLEM 1

A pronoun that refers to more than one antecedent

- pro* The wind and the rain came suddenly, but it did not last.
- pro* Henry ran with Philip, but he was faster.
- pro* When Sarah visits Corinne, she is glad for the company.

SOLUTION

The wind and the rain came suddenly, but the rain did not last.

Henry ran with Philip, but Philip was faster.

When Sarah visits Corinne, Corinne is glad for the company.

Substitute a noun for the pronoun to make your sentence clearer.

PROBLEM 2

Personal pronouns as subjects

- pro* Him and Mary unfurled the tall, white sail.
- pro* Nina and them bought theater tickets yesterday.
- pro* Karen and me heard the good news on the television.

SOLUTION

He and Mary unfurled the tall, white sail.

Nina and they bought theater tickets yesterday.

Karen and I heard the good news on the television.

Use a subject pronoun as the subject part of a sentence.

PROBLEM 3***Personal pronouns as objects***

- pro* The horse galloped across the field to Anne and I.
- pro* The new signs confused Clark and they.
- pro* Grant wrote she a letter of apology.

SOLUTION

The horse galloped across the field to Anne and me.

The new signs confused Clark and them.

Grant wrote her a letter of apology.

An object pronoun is the object of a verb or preposition.



More help with correct use of pronouns is available in Lessons 22–27.

Incorrect Use of Adjectives

PROBLEM 1

Incorrect use of good, better, best

- adj* Is a horse more good than a pony?
- adj* Literature is my most good subject.

SOLUTION

Is a horse better than a pony?

Literature is my best subject.

The words *better* and *best* are the comparative and superlative forms of the word *good*. Do not use the words *more* or *most* before the irregular forms of comparative and superlative adjectives.

PROBLEM 2

Incorrect use of bad, worse, worst

- adj* That game was the baddest game our team ever played.

SOLUTION

That game was the worst game our team ever played.

Do not use the suffixes *-er* or *-est* after the irregular forms of comparative and superlative adjectives. Do not use the words *more* or *most* before the irregular forms of comparative and superlative adjectives.

PROBLEM 3***Incorrect use of comparative adjectives***

adj This bike is more faster than my old bike.

SOLUTION

This bike is faster than my old bike.

Do not use *-er* and *more* together.

PROBLEM 4***Incorrect use of superlative adjectives***

adj Kara said it was the most biggest lawn she ever had to mow.

SOLUTION

Kara said it was the biggest lawn she ever had to mow.

Do not use *-est* and *most* together.



More help with the correct use of adjectives is available in Lessons 28–32.

Incorrect Use of Commas

PROBLEM 1

Missing commas in a series of three or more items

com We saw ducks geese and seagulls at the park.

com Jake ate dinner watched a movie and visited friends.

SOLUTION

We saw ducks, geese, and seagulls at the park.

Jake ate dinner, watched a movie, and visited friends.

If there are three or more items in a series, use a comma after each item except the last one.

PROBLEM 2

Missing commas with direct quotations

com “The party” said José “starts at seven o’clock.”

com “My new book” Roger exclaimed “is still on the bus!”

SOLUTION

"The party," said José, "starts at seven o'clock."

"My new book," Roger exclaimed, "is still on the bus!"

If a quotation is interrupted, the first part ends with a comma followed by quotation marks. The interrupting words are also followed by a comma.

PROBLEM 3

Missing commas with nonessential appositives

com Maria our new friend is from Chicago.

com The old lane a tree-lined gravel path is a great place to walk on a hot afternoon.

SOLUTION

Maria, our new friend, is from Chicago.

The old lane, a tree-lined gravel path, is a great place to walk on a hot afternoon.

Decide whether the appositive is truly essential to the meaning of the sentence. If it is not essential, set it off with commas.

PROBLEM 4***Missing commas with nonessential adjective clauses***

com Karen who started early finished with her work before noon.

SOLUTION

Karen, who started early, finished with her work before noon.

Decide whether the clause is truly essential to the meaning of the sentence. If it is not essential, then set it off with commas.

PROBLEM 5***Missing commas with introductory adverb clauses***

com When the wind rises too high the boats lower their sails.

SOLUTION

When the wind rises too high, the boats lower their sails.

Place a comma after an introductory adverbial clause.



More help with commas is available in Lessons 73–77.

Incorrect Use of Apostrophes

PROBLEM 1

Singular possessive nouns

apos Pablos new bicycle is in Charles yard.

apos Bills video collection is really great.

apos That horses saddle has real silver on it.

SOLUTION

Pablo's new bicycle is in Charles's yard.

Bill's video collection is really great.

That horse's saddle has real silver on it.

Place an apostrophe before a final -s to form the possessive of a singular noun, even one that ends in -s.

PROBLEM 2

Plural possessive nouns that end in -s

apos The girls team won the tournament.

apos The boats sails are very colorful against the blue sky.

apos The model cars boxes are in my room.

SOLUTION

The girls' team won the tournament.

The boats' sails are very colorful against the blue sky.

The model cars' boxes are in my room.

Use an apostrophe by itself to form the possessive of a plural noun that ends in -s.

PROBLEM 3***Plural possessive nouns that do not end in -s***

apos The deers best habitat is a deep, unpopulated woodland.

apos The childrens clothes are on the third floor.

SOLUTION

The deer's best habitat is a deep, unpopulated woodland.

The children's clothes are on the third floor.

When a plural noun does not end in -s, use an apostrophe and an -s to form the possessive of the noun.

PROBLEM 4***Possessive personal pronouns***

apos The poster is her's, but the magazine is their's.

SOLUTION

The poster is hers, but the magazine is theirs.

Do not use apostrophes with possessive personal pronouns.

PROBLEM 5**Confusion between its and it's**

apos The old tree was the last to lose it's leaves.

apos Its the best CD I have ever heard them put out.

SOLUTION

The old tree was the last to lose its leaves.

It's the best CD I have ever heard them put out.

Use an apostrophe to form the contraction of *it is*. The possessive of the personal pronoun *it* does not take an apostrophe.



More help with apostrophes and possessives is available in Lessons 10 and 82.

Incorrect Capitalization

PROBLEM 1

Words that refer to ethnic groups, nationalities, and languages

cap

Many irish citizens speak both english and gaelic.

SOLUTION

Many Irish citizens speak both English and Gaelic.

Capitalize proper nouns and adjectives referring to ethnic groups, nationalities, and languages.

PROBLEM 2

The first word of a direct quotation

cap

Yuri said, “the rain off the bay always blows this way.”

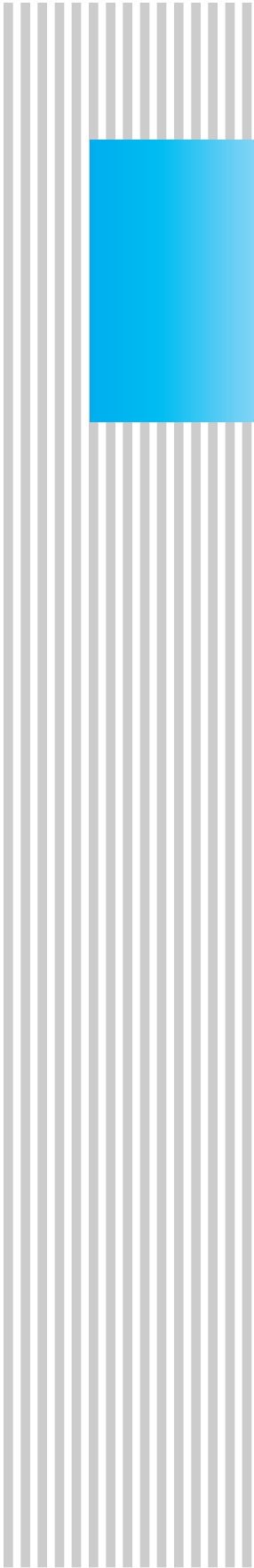
SOLUTION

Yuri said, “The rain off the bay always blows this way.”

Capitalize the first word of a direct quotation if it is a complete sentence. A direct quotation is the speaker’s exact words.



More help with capitalization is available in Lessons 68–71.



Grammar



Unit 1: Subjects, Predicates, and Sentences

Lesson 1

Kinds of Sentences: Declarative and Interrogative

A **sentence** is a group of words that expresses a complete thought. Different kinds of sentences have different purposes. A **declarative sentence** makes a statement. It begins with a capital letter and ends with a period. An **interrogative sentence** asks a question. It begins with a capital letter and ends with a question mark.

My hobby is reading mystery books. (declarative)

Have you read the latest Nancy Drew book? (interrogative)

► **Exercise 1** Write in the blank *dec.* before each declarative sentence and *int.* before each interrogative sentence.

- int. Have you ever played a mandolin?
- _____ 1. Sleet and ice kept us housebound last weekend.
- _____ 2. Do you know how to word process?
- _____ 3. How much do these sweaters cost?
- _____ 4. Those shelves smell like lemon oil.
- _____ 5. Do you think my hair is too long?
- _____ 6. Tamara worked long hours to finish her painting.
- _____ 7. Are you going to Richard's party?
- _____ 8. Was the English test difficult?
- _____ 9. Da-chun and his dad won the sack race.
- _____ 10. I think blue is my favorite color.
- _____ 11. The rusty hinges creaked as Grant opened the old door.
- _____ 12. Were you born in Montana, or did you move here?
- _____ 13. Could you help me with my homework tonight?
- _____ 14. Jane wiped her hand across her forehead.
- _____ 15. Clear expression is an art.

- _____ 16. Grandma is the computer games champion in our family.
- _____ 17. Have you ever seen purple cotton candy?
- _____ 18. This year's starting quarterback is a math genius.
- _____ 19. Who's going to bring the noisemakers?
- _____ 20. Did the squirrels eat all the tulip bulbs?

► **Exercise 2** Write *dec.* before each declarative sentence and *int.* before each interrogative sentence. Add correct punctuation and capitalization where needed.

- dec. the library has several good books on the subject.
- _____ 1. Have you met Nadine
 - _____ 2. will you help me with my home economics project?
 - _____ 3. Polly perched briefly on Aunt Kara's shoulder
 - _____ 4. all the leaves had fallen from the tree within a day or two
 - _____ 5. Can you name that tune
 - _____ 6. Zahara is visiting with her aunt this week
 - _____ 7. Ricardo makes dinner on Tuesdays while his mom studies
 - _____ 8. have you looked it up in the encyclopedia
 - _____ 9. we can't leave until I finish my chores
 - _____ 10. Mirna lives in the apartment above Mrs. Ting
 - _____ 11. Have you taken any classes at the art museum
 - _____ 12. Will you make a copy of that photograph for me?
 - _____ 13. how did Katherine tear the cartilage in her knee
 - _____ 14. Kenny walked across the floor on his hands
 - _____ 15. Have you heard Amelia sing her solo
 - _____ 16. Did you see that boy in the plumed hat?
 - _____ 17. would you like to go to the park with us
 - _____ 18. the refrigerator is almost empty
 - _____ 19. this spider web wasn't here yesterday
 - _____ 20. A strand of ivy was painted around Marcia's room.

Lesson 2**Kinds of Sentences: Exclamatory and Imperative**

The purpose of an **exclamatory sentence** is to express strong feeling. It begins with a capital letter and ends with an exclamation point.

I aced the test! (exclamation)

An **imperative sentence** gives a command or makes a request. Its subject is not stated directly, but is understood to be *you*. Imperative sentences also begin with a capital letter and usually end with a period. A strong command may end with an exclamation point.

(You) Put your essay on my desk when you are finished. (imperative)

(You) Give me a break! (strong imperative)

► **Exercise 1** Write in the blank **exc.** before each exclamatory sentence and **imp.** before each imperative sentence. If a sentence is neither exclamatory nor imperative, write **neither**.

- | <u>exc. or imp.</u> | |
|---------------------|--|
| _____ | Let's get out of here! |
| _____ | 1. Choose one and then pass the rest along. |
| _____ | 2. It's a touchdown! |
| _____ | 3. Please keep this to yourself. |
| _____ | 4. I can do it myself! |
| _____ | 5. Run away from trouble. |
| _____ | 6. Leave the dance before midnight. |
| _____ | 7. Have you ever ridden in a hot-air balloon? |
| _____ | 8. Call 911 in an emergency. |
| _____ | 9. This really makes me angry! |
| _____ | 10. Be particularly careful with this antique clock. |
| _____ | 11. We won! |
| _____ | 12. Be careful! |
| _____ | 13. Rhoda just set a record for the broad jump! |

- _____ 14. The dense grass felt like smooth carpet.
- _____ 15. Let me try!
- _____ 16. Listen to me!
- _____ 17. Wear protective clothing.
- _____ 18. Kiss the Blarney Stone before you leave Ireland.
- _____ 19. That's a great idea!
- _____ 20. Remember to stand when Dr. Chou enters the room.
- _____ 21. I can't believe it!
- _____ 22. Please pass the honey.
- _____ 23. Joachim dressed as a chocolate bar for the costume party.
- _____ 24. Are you interested in going to a movie?
- _____ 25. Move the picnic table to the shade.
- _____ 26. Apricot jam is a good glaze for baked ham.
- _____ 27. How clever of you!
- _____ 28. Be alert to rapidly changing weather conditions.
- _____ 29. Give me a chance!
- _____ 30. I don't believe it!
- _____ 31. Be careful.
- _____ 32. Never disturb nesting birds.
- _____ 33. Tuck your pants inside your socks when hiking.
- _____ 34. Our new neighbors moved in yesterday.
- _____ 35. Define the word *monsoon*.
- _____ 36. Did you notice the price of that saddle?
- _____ 37. There is a Thai restaurant around the corner from us.
- _____ 38. Hold that pose while I adjust the camera lens.
- _____ 39. What a mess your room is!
- _____ 40. Raise the flag at sunrise.

Lesson 3**Subjects and Predicates**

Every sentence has a subject and a predicate, which together express a complete thought. The **subject** of a sentence tells whom or what the sentence is about. The **predicate** of the sentence tells what the subject does or has. It can also tell what the subject is or is like.

SUBJECT PREDICATE

Sunlight shone through the cracks in the old shed.

The **simple subject**, usually a noun or a pronoun, is the main word or group of words in the complete subject. The **complete subject** is the simple subject with all of its modifiers. The **simple predicate**, which is always a verb, is the main word or group of words in the complete predicate. The **complete predicate** is the simple predicate with all of its modifiers.

	SUBJECT	PREDICATE
SIMPLE	The noise of the thunder	scared the children.
COMPLETE	The noise of the thunder	scared the children.

► **Exercise 1** Draw a line between the complete subject and the complete predicate. Underline each simple subject once and each simple predicate twice.

Ireland is known as the Emerald Isle.

1. The rolling, green landscape glows against its blue backdrop.
2. Mild temperatures keep the lush vegetation deep green.
3. Regular rainfall keeps the soil dark and moist.
4. Trees once added greatly to the greenness.
5. Little woodland remains in Ireland today, however.
6. Farmlands cover most of central Ireland.
7. Many mountain ranges rise near the coasts.
8. Ireland's highest peak is in the Mountains of Kerry.
9. Kerry is one of Ireland's twenty-six counties.
10. Kerry is a beautiful area of lakes and mountains.
11. Ireland's beautiful landscape inspired her many writers and artists.

12. Dramatists from the Emerald Isle include Padraic Colum, Sean O'Casey, and John Synge.
13. These playwrights' works appear at the Abbey Theater in Dublin.
14. William Butler Yeats started this theater.
15. Yeats was a memorable Irish poet and dramatist.
16. He lived during the time known as the Irish Literary Revival.
17. Other writers of this age were James Joyce, George Augustus Moore, and George Russell.
18. Joyce is the most famous of the three.
19. He often wrote about Dublin and about the Irish people.
20. The influence of Irish writers extended beyond their native country.
21. George Bernard Shaw was popular in English and American theaters.
22. Shaw's works include *Arms and the Man*, *Man and Superman*, and *Pygmalion*.
23. Oscar Wilde also found fame in England and the United States.
24. Wilde is the author of *A Woman of No Importance* and *The Importance of Being Earnest* as well as the novel *The Picture of Dorian Gray*.
25. Several Irish painters perfected their craft with the help of the Royal Hibernian Academy.
26. Two Irish artists are Maurice MacGonigal and Estella Solomon.
27. Artists from Ireland produced great treasures over the years.
28. Each captured the beauty of the Emerald Isle.

Lesson 4**Compound Subjects and Predicates**

A sentence may have more than one simple subject or simple predicate. Two or more simple subjects that have the same predicate form a **compound subject**. The subjects are joined by *and*, *or*, or *but*.

Keisha or **Alex** can fix that bike for you.

A **compound predicate** has two or more simple predicates, or verbs, that have the same subject. The simple predicates are connected by *and*, *or*, or *but*.

Wasps **drink** nectar and **eat** other insects.

► **Exercise 1** Draw one line under each part of a compound subject. Draw two lines under each part of a compound predicate.

Furniture and knickknacks were available at the craft show.

1. Sally and Mike will lead the parade.
2. Spaghetti and manicotti were the restaurant's specialties.
3. The people in the village first resisted but then accepted the new factory.
4. New carpet or wallpaper would brighten this old kitchen.
5. Before the show, Simon and Ashley practiced their dialogue.
6. The lucky quarter rolled and bounced down the steps.
7. Pink or peach will be the color of the bridesmaids' gowns.
8. A clown with shoes the size of clipper ships sang and danced at Carley's birthday party.
9. Lindsay and Neil filled food baskets for the homeless in their community.
10. The speaker hesitated but soon began his presentation.
11. Sleet or rain is predicted for the tri-state area tonight.
12. Jake baked brownies and cooked pasta for the surprise party.
13. Mr. Lawson wrote, directed, and produced this musical.
14. The old car's engine sputtered but eventually roared to life.

15. The crowd called and waved to the three astronauts.
16. Leave your jacket on the coat rack or hang it in the closet.
17. In the program, Claire and Sue were listed before Scott.
18. Crocuses or daylilies would grow well there.
19. Basil, olive oil, and spinach are used in that recipe.
20. The tailback slashed, spun, and pounded his way through the opposing team's defense.
21. The Spanish Club and field hockey are Dora's favorite extracurricular activities.
22. Our soccer team played hard but lost the game in the last minute.
23. Joan, Tom, or Wing will head the decorations committee.
24. On election day, the levy will pass or fail.
25. Cake and ice cream were served to all the guests.
26. Alligators or sea lions will be the topic of her report.
27. Books, clothes, and other items had been collected and sold at the fundraiser.
28. Sven hurried but missed his plane.
29. Dr. Tarini writes or phones every participant in the study once a week.
30. Cards and letters on behalf of the popular television program poured into the network's corporate offices.
31. The pinch hitter swung at every pitch but missed the ball each time.
32. Pizza or cherry pie is Arthur's favorite snack.
33. The Thomases and the Jordans are planning a trip to Costa Rica.
34. Suits and ties are worn daily at that all-boys school.
35. The rings of Saturn and the moons of Jupiter have been seen through this telescope.

Lesson 5**Sentence Fragments**

A sentence must have a subject and a predicate and must express a complete thought. A group of words that does not have both a subject and a predicate is an incomplete sentence, or **sentence fragment**.

The truck, an old red one. (lacks a predicate)

Slowly climbed the steep hill. (lacks a subject)

On the country road outside of town. (lacks a subject and a predicate)

► **Exercise 1** Write *sent.* in the blank if the group of words is a sentence and write *frag.* if it is a fragment.

- frag. Learned about bees.
- _____ 1. Geneticist Warwick Kerr studied honeybees.
- _____ 2. At the University of São Paulo in Brazil.
- _____ 3. In 1956 he imported some African queen bees.
- _____ 4. These bees had a savage reputation.
- _____ 5. Attacked animals and people without warning.
- _____ 6. However, African bees sting only to defend their nest.
- _____ 7. Most stinging incidents occur during the swarming season.
- _____ 8. The hot summer months.
- _____ 9. Stinging incidents by large numbers of bees are uncommon.
- _____ 10. Dr. Kerr carefully kept the bees in enclosures.
- _____ 11. Not another beekeeper.
- _____ 12. Allowed twenty-six queens and their swarms to escape.
- _____ 13. The African bees readily nested in the wilds of Brazil.
- _____ 14. Reproducing quickly and swarming frequently.
- _____ 15. The African honeybees began to spread.
- _____ 16. In all directions.

P Honey bees, digger wasps, and red ants.

- ▶ Writing Link** Write four complete sentences containing both a subject and a predicate.

[illegible]

Lesson 6**Simple and Compound Sentences**

A **simple sentence** has one subject and one predicate. However, a simple sentence may have a compound subject, a compound predicate, or both.

Saturn and **Jupiter** are the two largest planets in our solar system. (compound subject)

Queen bees **survive** the winter and **lay** eggs in the spring. (compound predicate)

Juan and **Luis** **throw** and **catch** the softball. (compound subject and compound predicate)

A **compound sentence** contains two or more simple sentences joined by a comma and a coordinating conjunction or by a semicolon. (*and, but, or, nor* or *for*)

Priscilla enjoys reading about technology, **but** she doesn't care for science fiction.

Paramecium are very small; a microscope is needed to examine them.

A **run-on sentence** is two or more sentences incorrectly written as one sentence. To correct a run-on sentence, divide it into separate sentences or add the necessary words or punctuation to form one complete sentence.

Run-on: The movie was long I got restless.

Corrected: The movie was long. I got restless.

Corrected: The movie was long, and I got restless.

► **Exercise 1** Write **S** in the blank before each simple sentence, **C** before each compound sentence, and **R** before each run-on sentence.

- S** The directions are simple and straight-forward.
- _____ 1. Florida and Georgia are the only southern states I've visited, but I've been in every state in New England.
- _____ 2. Skating and skiing are Aaron's favorite cold weather sports.
- _____ 3. Turn right at the stop sign go left at the next corner.
- _____ 4. Six inches of snow are predicted, I'd better find my boots.
- _____ 5. Both Kuma and Angie enjoy hiking and backpacking.
- _____ 6. Try it, you'll like it.
- _____ 7. Liam had a solo in last year's concert; he hopes to have one this year, too.

- _____ 8. Niabi plays both the oboe and the piano and plays them very well.
- _____ 9. George and Helene can't agree on a country for their report, but they want to choose one in Eastern Europe.
- _____ 10. Lately, all of my clothes seem too small.
- _____ 11. The meal ended with carrot cake and tea.
- _____ 12. Why do I have to clean my room and the bathroom?
- _____ 13. I have too many clothes, my closet is stuffed.
- _____ 14. We went to the reptile house, and later we saw the pachyderms.
- _____ 15. I always agree with Marta, and Marta always agrees with me.
- _____ 16. The shelves are filled with books, but I can't find one I want.
- _____ 17. Tia can't come she has to baby-sit.
- _____ 18. Conserve resources, use them wisely.
- _____ 19. Please be kind to Amy; she needs a friend right now.
- _____ 20. Should I take the bus to school, or should I walk?
- _____ 21. Rain forced cancellation of the game, it is rescheduled for next week.
- _____ 22. Beth and Ricardo need a ride to the pep rally tomorrow.
- _____ 23. The storm blew down a tree on our street, but there was no other damage.
- _____ 24. We have a new system for recycling at home.
- _____ 25. Don't use a stapler, use paper clips.
- _____ 26. Look for Jeff and Dominic in the crowd.
- _____ 27. Yoko's aunt lives in California, and her uncle lives in Arizona.
- _____ 28. A canoe is not as stable as a rowboat, be careful not to tip it.
- _____ 29. Terry has just moved here, and she doesn't know very many people.
- _____ 30. The accident ruined the car, fortunately no one was seriously injured.



Unit 1 Review

► **Exercise 1** Write *dec.* before each declarative sentence, *int.* before each interrogative sentence, *imp.* before each imperative sentence, and *exc.* before each exclamatory sentence.

- imp. Button your sweater.
- _____ 1. How much memory does that computer have?
- _____ 2. Tricia, your hair's on fire!
- _____ 3. The Lopez family enjoys watching old movies together.
- _____ 4. How can I get this project done on time?
- _____ 5. Georgia knows that author.
- _____ 6. Try to have supper ready at six o'clock.
- _____ 7. You look elegant!
- _____ 8. That combination of colors is quite striking.
- _____ 9. Put out the trash on Wednesday morning.
- _____ 10. Both soccer and tennis have great teams this year.
- _____ 11. Get the fire extinguisher!
- _____ 12. Will you turn out the lights before you go to bed?
- _____ 13. Turn out the lights before you go to bed.
- _____ 14. Pull the thorn out before your finger blisters.

► **Exercise 2** Draw one line under the complete subject and two lines under the complete predicate.

1. Marla's pet monkey chatters all day long.
2. Enrico's mom has photos of her trip to South America.
3. The population of the United States is increasing.
4. Do you know how to make snickerdoodles?
5. I am so excited!
6. Larry hid Easter eggs in his neighbor's backyard.

Cumulative Review: Unit 1

► **Exercise 1** Write *S* next to each simple sentence, *C* next to each compound sentence, *frag.* next to each sentence fragment, and *R* next to each run-on sentence. Draw one line under each simple subject and two lines under each simple predicate in the simple and complex sentences.

frag.

Too sweet to be forgotten.

- _____ 1. Lucy practices jai alai four hours a day.
- _____ 2. Mount Fuji, one of the most famous volcanoes in Japan.
- _____ 3. I played the marimba, and George played guitar.
- _____ 4. The musty cave housed ancient Mayan carvings.
- _____ 5. The judge banged the gavel, and a hush fell instantly over the courtroom.
- _____ 6. The candle cast a dim glow upon the curtain, the scene looked eerie.
- _____ 7. The success of the demonstration.
- _____ 8. Max rode Lightning through the stream and up the hill.
- _____ 9. Shot a few hoops with Jim yesterday.
- _____ 10. Shovel the walks, please.
- _____ 11. Díaz and Benny coach a little league team.
- _____ 12. Josh washed and polished the car.
- _____ 13. Enlisted in the Coast Guard at eighteen.
- _____ 14. The sleepy lion with the orange mane.
- _____ 15. Rain fell for hours the basement flooded.
- _____ 16. Ivan the Great was the first czar of Russia; however, Ivan the Terrible was more powerful.
- _____ 17. Sergei's family is from Moscow.
- _____ 18. The wolf huffed and puffed.
- _____ 19. Moved round the cove and next to the cliffs.
- _____ 20. The job was easy, but the pay was low.

Unit 2: Nouns

Lesson 7

Nouns: Proper and Common

A **noun** names a person, place, thing, or idea. A **singular noun** names one person, place, thing, or idea. A **plural noun** names more than one. Plural nouns are usually formed by adding *-s* or *-es* to the singular noun.

SINGULAR:	student	bench	hotel	truth
PLURAL:	students	benches	hotels	truths

A **proper noun** names a specific person, place, thing, or idea. A **common noun** names any person, place, thing, or idea.

PROPER:	Thomas Alvarez	Canada	Sears Tower	the Bronze Age
COMMON:	man	country	building	age

► **Exercise 1** Write *sing.* in the blank if the italicized word is a singular noun. Write *pl.* if it is plural.

- pl. Juanita suggested that my *boys* visit the circus.
- _____ 1. Circus Royale was the name of the circus that came to *town* last week.
- _____ 2. The opening *parade* was a great introduction to the event.
- _____ 3. The nine *elephants* were trained by a man named Zingarelli.
- _____ 4. One of the best acts was a family of *acrobats* from Paris.
- _____ 5. A *juggler* managed to juggle eight saucers at once.
- _____ 6. A band played *marches* by Sousa and rags by Joplin.
- _____ 7. The ringmaster's voice was loud enough to be heard without a *microphone*.
- _____ 8. When the wildcat *act* appeared, the audience applauded with glee.
- _____ 9. Besides lions and *tigers*, a cheetah and a panther were in the act.
- _____ 10. After the wildcat act, fourteen *clowns* emerged from a tiny car.
- _____ 11. Do you have any idea how all of them could fit into that tiny *car*?
- _____ 12. Although they used a *net*, the Flying Greiners were thrilling on the trapeze.
- _____ 13. My little *sister*, Nina, wants to learn to perform on the high wire.

_____ 14. However, my favorite act was the *magician*.

_____ 15. I would go to *circuses* every week if I had the chance.

► **Exercise 2** Draw one line under each common noun and two lines under each proper noun.

P.T. Barnum has a name that reminds many people of the circus.

1. He was born in Bethel, Connecticut, as Phineas Taylor Barnum.
2. In 1841, Barnum began to work in New York City, managing the American Museum.
3. Charles Dickens and Edward VII were among those who came to the museum.
4. Charles S. Stratton probably brought in the most money.
5. Only 25 inches tall, Stratton called himself “General Tom Thumb.”
6. In 1871, William Cameron Coup joined Barnum to take the circus on the road.
7. They called it “The Greatest Show on Earth.”
8. The two showmen amazed many government leaders, including Abraham Lincoln and Queen Victoria.
9. During the run of the circus, Barnum served a term as mayor of Bridgeport, Connecticut.
10. After some time in politics, Barnum visited the London Zoo.
11. There, he acquired a large African elephant.
12. The elephant, named Jumbo, weighed over six tons!
13. James A. Bailey, a later partner of Barnum, helped to improve the circus.
14. Before his death in 1891, Barnum hosted many famous people, including Mark Twain.
15. In 1907, after Bailey died, the Ringling Brothers bought the show.

► **Writing Link** Write two or three sentences about what job you would like to have in a circus. Include both common and proper nouns.

Lesson 8**Nouns: Concrete, Abstract, and Collective**

Concrete nouns name things that you can recognize with your senses.

Abstract nouns name ideas, qualities, or feelings.

A **collective noun** gives a single name to a group of individuals. When referring to a group as a unit, the noun is singular. When referring to the individual members of the group, the noun is plural.

The **mob** was waiting at the door for the store to open. (a unit, singular)
The **panel** are discussing the issues with each other. (individual members, plural)

CONCRETE:	ABSTRACT:	COLLECTIVE:
inventor	idea	crowd
city	progress	committee
calendar	time	family
jazz	culture	team

► **Exercise 1** Write in the blank *concrete* or *abstract* to identify the type of noun in *italics*.

- abstract The boys had great *sympathy* for Juan's situation.
- _____ 1. Why did Sharon begin playing the *tuba*?
- _____ 2. The entire house was decorated with excellent *taste*.
- _____ 3. Barry's adoration for his grandmother brought her much *joy*.
- _____ 4. The hissing of the *radiator* distracted him.
- _____ 5. The barbershop quartet rehearsed in the *cafeteria*.
- _____ 6. The spectators saw the entire production on a huge *monitor*.
- _____ 7. *Cleanliness* is important to my mother.
- _____ 8. If anyone has a better *idea*, I'll support it.
- _____ 9. Dad enjoyed listening to *music* on his new car CD player.
- _____ 10. My friend brought some *oranges* back from Florida.
- _____ 11. The *success* of the recycling program depended on everyone's cooperation.

- _____ 12. Margit's new *bedspread* is very colorful.
- _____ 13. It took *courage* to sing the solo in front of so many people.
- _____ 14. Aside from one *baby*, the audience was extremely quiet.
- _____ 15. Bella showed great *ability* for solving logic problems.

► **Exercise 2** Draw two lines under the verb that agrees with the collective noun subject.

The band (is, are) polishing their instruments before the competition.

1. A new committee (has been, have been) formed to plan the field trip.
2. The team (selects, select) their officers by secret ballot.
3. The Audubon Society (promote, promotes) the conservation of wild birds.
4. The audience (is, are) aware that they were lucky to get tickets.
5. Because it is fed only once daily, the flock (eats, eat) very fast.
6. The trio (performs, perform) at many local festivities.
7. My family (begin, begins) the holiday at six o'clock.
8. The jury (is, are) all members of the community.
9. The team (has, have) an awards banquet at the end of the regular season.
10. A panel of judges (presides, preside) over the Supreme Court.
11. Although it is small, our orchestra (is, are) well rehearsed.
12. The school club (provides, provide) assistance to local charities.
13. The committee (disagrees, disagree) with each other about proper procedure.
14. Outside my bedroom window, the swarm of bees (buzzes, buzz) loudly.
15. The matinee audience (is, are) usually smaller than the evening crowd.

► **Writing Link** Write a short paragraph about selecting officers for a club to which you belong. Use examples of concrete, abstract, and collective nouns.

Lesson 9**Nouns: Compound and Possessive**

Compound nouns are nouns that are made up of two or more words. To form a plural of a compound noun written as one word, add *-s* or *-es*. Add *-es* to words ending in *ch*, *sh*, *s*, *x*, and *z*. When the compound noun is hyphenated or written as more than one word, make the most important part of the noun plural.

doorknobs mailboxes great-grandmothers dining rooms sisters-in-law

A **possessive** noun names who or what owns or has something. To form the possessive for all singular nouns and for plural nouns not ending in *-s*, add an apostrophe and an *-s*. To form the possessive of all plural nouns already ending in *-s*, add only an apostrophe.

a girl's coat Hans's job children's voices boys' shoes bakeries' cakes

► **Exercise 1** Write in the blank the correct plural form of the compound noun in parentheses.

- | | |
|---------------------------|--|
| _____ grandmothers | During the holidays, we visit both of my (grandmother). |
| _____ | 1. The (teardrop) fell from her cheek as she sobbed. |
| _____ | 2. (Moonbeam) cut through the trees of the forest. |
| _____ | 3. After school, we hurled (snowball) at our friends. |
| _____ | 4. (Earthworm) improve the soil in our garden. |
| _____ | 5. At the end of the contest, the (runner-up) collected their awards. |
| _____ | 6. This Olympics is filled with (record holder). |
| _____ | 7. My Aunt Minya collects (nutcracker). |
| _____ | 8. Before bedtime, Carla's father reads her two (nursery rhyme). |
| _____ | 9. Our family tradition calls for all (mother-in-law) to bake a pie at Thanksgiving. |
| _____ | 10. Just before sunrise, the (morning star) twinkle beautifully. |
| _____ | 11. (Lighthouse) protect the coastline of Maine. |
| _____ | 12. The (lifeguard) at the amusement park do a noble job. |

- _____ 13. The city is repairing several (overpass).
 _____ 14. Old houses have (keyhole) that you can look through.
 _____ 15. My little sister has a whole collection of (music box).

► **Exercise 2** Write in the blank the possessive form of the noun in *italics*.

- _____ *Ann's* _____ *Ann* calculator was missing from her bookbag.
 _____ 1. George *Washington* troops crossed the Delaware River.
 _____ 2. Sonja was surprised by her *son* interests.
 _____ 3. *Charles* new bike sparkled in the sun.
 _____ 4. The *class* projects exceeded the teacher's expectations.
 _____ 5. My part-time job fits most *students* needs.
 _____ 6. Her science *project* name was "Food Production Without Soil."
 _____ 7. For the poster, we clipped words and pictures from my *mother* magazines.
 _____ 8. Fresh *vegetables* flavor often exceeds that of canned ones.
 _____ 9. Many *countries* goals include less crime.
 _____ 10. The *animals* habitats are quickly being destroyed.
 _____ 11. A *crop* yield can supply hundreds with food.
 _____ 12. *Marta Evans* hobbies include skiing and dancing.
 _____ 13. Some believe that the *atmosphere* ozone layer is disappearing.
 _____ 14. The two *teachers* classes all followed the same theme.
 _____ 15. The football *team* hopes were dashed in the playoffs.

► **Writing Link** Write a short paragraph about a favorite leisure activity. Be sure to include compound and possessive nouns (both singular and plural).

Lesson 10**Nouns: Distinguishing Plurals, Possessives, and Contractions**

Some plural nouns and possessive nouns sound alike, but their spellings and meanings differ.

The **farmers** harvested the corn. (plural noun)

The **farmers'** harvests were plentiful. (plural possessive noun)

The **farmer's** harvest is finished. (singular possessive noun)

A **contraction** is a word made by combining two words into one by leaving out one or more letters and adding an apostrophe.

Katarina's homework is perfect. (possessive)

Katarina's preparing for the test. (contraction of *Katarina is*)

► **Exercise 1** Write *possessive*, *contraction*, or *plural* to identify the type of noun in italics.

- possessive The Old *West's* method of delivering mail was the Pony Express.
- _____ 1. The Pony *Express's* name comes from the mail carriers riding ponies.
- _____ 2. The *service's* route stretched between St. Joseph, Missouri, and Sacramento, California.
- _____ 3. The Pony Express was around in the early *1860s*.
- _____ 4. *Senator William H. Russell's* freighting firm funded the Pony Express.
- _____ 5. *Russell's* better known than Senator Willam Gwin, the man who helped him.
- _____ 6. The mail *prices* once cost five dollars for a one-half-ounce letter.
- _____ 7. However, the *costs* soon dropped to only one dollar.
- _____ 8. The *rider's* equipment included a special mailbag and sometimes a weapon.
- _____ 9. Some famous Pony Express *riders* included historical figures like "Buffalo Bill" Cody.
- _____ 10. Another of the *Express's* famous riders was "Pony Bob" Haslam.
- _____ 11. It was amazing the way the *riders* could change horses so quickly.

- _____ 12. As a result, the Pony *Express's* average speed was two hundred miles per day.
- _____ 13. Although they faced many *troubles*, few riders were seriously hurt.
- _____ 14. After the transcontinental telegraph opened, the Pony Express shut down in two *days*.
- _____ 15. The Pony Express—*that's* the basis for the modern American postal system.

► **Exercise 2** Underline the noun in parentheses that best completes each sentence.

(Telephones, telephone's) have changed greatly over the past few years.

1. Speaker (phones, phone's) are already commonplace in some American homes.
2. The cellular (phones, phone's) mobility is very convenient.
3. Many (satellites, satellite's) have replaced familiar phone lines.
4. Satellite communication eliminates many (delays, delay's).
5. New (horizons, horizon's) are upon us as we enter the twenty-first century.
6. Telephones that include video (images, image's) are already being perfected.
7. These (videophones, videophone's) may soon become standard communication.
8. Many (computers, computer's) regulate the phone lines.
9. Business (executives, executives') travels are simplified with this technology.
10. Can you imagine the (problems, problem's) people used to have with the old phones?
11. Now salespeople can show their (products, products') on television.
12. Then, (payments, payment's) can be completed over the phone.
13. A regular telephone (visits, visit's) a good cure for loneliness.
14. Taking place over phone lines, online data (services, service's) connect people across the world.
15. Soon, most people will have access to all (types, type's) of communication.
16. A (persons, person's) going to be amazed at all the new possibilities.

Lesson 11**Appositives**

An **appositive** is a noun placed next to another noun to identify it or add information about it.

My brother, **Jean**, will accompany me to the boat.

An **appositive phrase** is a group of words that includes an appositive and other words that describe the appositive. Many appositives are set off by commas.

Raji Pabijan, **a distinguished geologist**, will speak at the Science Club meeting.

► **Exercise 1** Underline each appositive or appositive phrase.

Connie, my neighbor, waters her yard every day.

1. Trucks, large and small cargo carriers, come in all colors.
2. A toy poodle, the smallest house dog, makes an excellent pet.
3. Jerry, my uncle from Wisconsin, took me to the Packers' game.
4. Macy's, a large department store, is centered in New York.
5. In that movie I had a job as an extra, an actor in a group scene.
6. The bald eagle, our national bird, soared above the trees.
7. Flying a Spitfire, a plane used in World War II, was once my grandfather's job.
8. Benito Grasselli, a friend of mine, is a professional artist.
9. Ken and Joyce, Ken's wife, are business partners.
10. Min, the leader of our club, had the final decision.
11. I finished the hole with a birdie, only two strokes.
12. Michelle, the more experienced of the two, was promoted over Janil.
13. I would love a bright red Porsche, a sports car.
14. The car, a battered green sedan, was parked in the driveway.
15. I invited Dale, my friend from Washington, to have breakfast.
16. Camelot was defended by King Arthur's court, the knights of the Round Table.
17. The pyramid of Khufu, the Great Pyramid, loomed over the explorers.

18. Carla and Ramón, the writers of the school play, came on stage to take a bow.
19. The Special Olympics, an international program, supports physical fitness for mentally or physically challenged athletes.
20. An excellent librarian, my grandma worked in a library all her life.

► **Exercise 2** Underline each appositive or appositive phrase. Add commas.

Kayley, my dog, is a mixture of German shepherd and collie.

1. Alice visited Dave her second cousin.
2. That car the green Ford belongs to my grandmother.
3. The oak a slow-growing tree is highly prized for lumber.
4. The nylon tent a new model sleeps six.
5. She drives a foreign car a Japanese model.
6. He saw Jack Miller the well-known painter before he came home.
7. Mrs. Hernandez our principal is new to our school.
8. Jogging a vigorous exercise is good for one's circulation.
9. Carl's son, Tomás, is nine years old.
10. Penicillin an antibiotic is used to treat bacterial infections.
11. Annette the tallest girl in school plays center on the basketball team.
12. The chainsaw an old one broke.
13. Have you met Mrs. Fernandez our substitute teacher?
14. Kareem the new boy at school sings very well.
15. We always look forward to Thanksgiving dinner a wonderful meal.
16. The house a log cabin had a green door.
17. Vegetables the leafy kind make excellent contributions to the diet.
18. Trigger a palomino was Roy Rogers' horse.
19. Bill Peschak my trumpet teacher plays with the symphony.
20. A talented man my father was often asked to play the piano at parties.



Unit 2 Review

► **Exercise 1** Write in the blank *plural, possessive, contraction, or appositive* to identify the word in italics.

 appositive

Herve, the *server*, deserved a large tip.

1. The children laughed at the *monkeys* in the cage.
2. The *Newmans'* vacation was last month.
3. *Sheila's* on her way to the skating rink.
4. Molly, my *friend*, wants to borrow my bicycle.
5. After the dance, *Helmut's* leaving for Rome.
6. Do you know if the *cat's* come back?
7. *Conestogas* were the famous wagons of the western trails.
8. Give it to Jake, the *butler*.
9. All the *mechanic's* tools were missing.
10. John lost his baseball, a *souvenir*.
11. Rosita married my cousin *Harry*.
12. *Jimmy's* not home.
13. The scene was crowded with *ambulances* and workers.
14. *Rover's* not the smartest dog who ever lived.
15. The bright *lights* of the midway attracted every child in town.
16. Is there a *beginner's* position available?
17. His *father's* name is Amahl.
18. Marta, a petite *woman*, could wear her daughter's clothes.
19. The waves from the large *boats* disturbed the swimmers.
20. Can you see this from a *teacher's* point of view?

Cumulative Review: Units 1–2

► **Exercise 1** Draw a vertical line between the complete subject and the complete predicate. Underline the nouns in the complete subject and circle the nouns in the complete predicate.

Jason and his friend ran to the theater.

1. Kim liked John's picture of the Vietnam Veterans Memorial.
2. The class toured the new factory.
3. The kitchen, filled with pots and pans, sparkled.
4. At the campground, the counselors split the children into four groups.
5. The computer in my father's office can do some amazing tricks.
6. My boss asked the employees to work extra hours.
7. The writer of the play is a complete genius.
8. The uncomfortable family waited patiently in the lobby.
9. Who is going to the theater with us?
10. Andy removed the magazine from the office.
11. The Lin family enjoyed a holiday at the Grand Canyon.
12. The history test is on Thursday.
13. Grandma was shocked to be in the Queen's ceremony.
14. Honda has plants all over the world.
15. Uncle Miller's prize pig won the contest at the fair.
16. The store is on the corner of Pearl Street and Maple Lane.
17. *Air Force One* is reserved for the president.
18. Those radishes are as large as turnips!
19. The actors argued with the director over the scene.
20. Luis bought a new set of paintbrushes from the hobby shop.

Unit 3: Verbs

Lesson 12

Action Verbs

An **action verb** is a word that names an action and tells what a subject does. It may contain more than one word. Action verbs can express physical actions or mental actions.

She **kicks** the ball. (physical action) She **likes** piano lessons. (mental action)

Have, has, and had are often used before verbs. They can also be used by themselves as action verbs when they name what the subject owns or holds.

The sports arena **has** 20,000 seats. Our coaches **had** a new playbook.
The opponents **have** blue uniforms. We **have played** this team before.

► **Exercise 1** Draw two lines under each action verb. Write *physical* or *mental* in the blank to indicate whether the verb expresses physical action or mental action.

- physical Many athletes successfully represented the United States in the modern Olympics.
- _____ 1. African American Jesse Owens broke world records in track and field events.
- _____ 2. Owens attended The Ohio State University.
- _____ 3. At a 1935 event in Ann Arbor, Michigan, Owens broke three world records.
- _____ 4. Many people consider Owens the greatest track-and-field athlete ever.
- _____ 5. Owens won four gold medals at the 1936 Summer Olympics in Berlin, Germany.
- _____ 6. Owens's strong performance angered Adolf Hitler.
- _____ 7. Owens wore the victor's oak leaf crown during the presentation ceremony.
- _____ 8. Owens later gave many speeches about values and moral principles.
- _____ 9. Another African American athlete captured the world's attention in the 1960 Italy games.

- _____ 10. Cassius Clay boxed his way to the light heavyweight gold medal.
- _____ 11. Clay later changed his name to Muhammad Ali.
- _____ 12. Ali gained the title of heavyweight champion of the world four years later.
- _____ 13. Other Americans in the 1960 Olympics challenged their opponents, too.
- _____ 14. Wilma Rudolph dazzled the crowds in the track-and-field competition.
- _____ 15. Rudolph ran for gold medals in the 100- and 200-meter track events.
- _____ 16. Al Oerter, an American discus thrower, dominated his event from 1956 to 1968.
- _____ 17. Oerter claimed four gold medals for his accomplishments.
- _____ 18. During practice in 1964, Oerter ripped the cartilage from his rib cage.
- _____ 19. In bandages and ice packs, he competed despite his injury.
- _____ 20. He threw for another Olympic record and his third straight gold medal.
- _____ 21. That same year, American swimmer Dawn Fraser clocked an Olympic record in the 100-meter event.
- _____ 22. Eight years later, American swimmer Mark Spitz achieved additional recognition for the United States.
- _____ 23. In Mexico City four years earlier, Spitz had promised himself six gold medals.
- _____ 24. However, he won only two medals.
- _____ 25. For the next four years, Spitz pushed himself to the limit.
- _____ 26. In Munich in 1972, Spitz competed again.
- _____ 27. This time he promised nothing.
- _____ 28. He remembered the disappointment of the Mexico City games.
- _____ 29. In Munich, he beat all previous times in four individual events.
- _____ 30. Spitz also teamed with three other Americans in three relay races.
- _____ 31. They all earned gold medals.
- _____ 32. In total, Spitz won seven gold medals in a single Olympics.

Lesson 13**Verbs: Transitive and Intransitive**

Depending on its use in a particular sentence, an action verb can be either transitive or intransitive. A **transitive verb** is followed by a word or words called the **direct object** that answers the question *what?* or *whom?* An **intransitive verb** is an action verb that does not have a direct object.

TRANSITIVE: Shawn **painted** landscapes and portraits. (*Landscapes and portraits* make up the compound direct object that answers the question *what?* Shawn painted.)

INTRANSITIVE: Shawn **painted** beautifully. (There is no direct object answering the question *what?* or *whom?* Shawn painted.)

► **Exercise 1** Draw two lines under each action verb. Draw one line under each direct object. In the blank, write *T* if the verb is transitive or *I* if the verb is intransitive.

- T Aaron painted his house white.
- _____ 1. Hiroko plays softball and tennis every summer.
- _____ 2. The pigeon drank water from the muddy puddle.
- _____ 3. The eagle soared higher and higher in the sky.
- _____ 4. The stern judge gave a harsh sentence to the defendant.
- _____ 5. The happy baby wore a toothless grin.
- _____ 6. New Zealand lies about 1,000 miles (1,600 kilometers) southeast of Australia.
- _____ 7. City council meets once a week.
- _____ 8. Maria prepares dinner for the family.
- _____ 9. The artist paints colorful, geometric designs.
- _____ 10. The news reporter lifted her eyebrows in disbelief.
- _____ 11. The news of war shocked the nation and the world.
- _____ 12. The timid man muttered under his breath.
- _____ 13. Most dinosaurs resembled birds in their leg and foot structure.
- _____ 14. The assistant coach made a suggestion.
- _____ 15. The buffalo herd stampeded across the prairie.

- _____ 16. Mr. Armstrong bragged about his five children.
- _____ 17. The magician pulled a bird out of his sleeve.
- _____ 18. The proud peacock displayed its feathers.
- _____ 19. The dental technician cleaned teeth with expertise.
- _____ 20. The sad clown wiped his eyes with an oversized handkerchief.
- _____ 21. The small airplane landed safely in the snowstorm.
- _____ 22. Alma poured syrup over her waffle.
- _____ 23. Bette Davis won two Academy Awards for best actress in the 1930s.
- _____ 24. Most diamond crystals have eight sides.
- _____ 25. The giant octopus lives in the Pacific Ocean.
- _____ 26. Candy Lightner founded Mothers Against Drunk Driving (MADD) in 1980.
- _____ 27. The skillful waitress carried four plates of food to the table.
- _____ 28. Latoya lit a candle after the power outage.
- _____ 29. The ball dropped in Times Square on New Year's Eve.
- _____ 30. The rugged trail wound over hills and through a thick forest.
- _____ 31. The comedian amused everyone in the audience.
- _____ 32. The elevator stopped on the tenth floor.
- _____ 33. The friendly dog barked happily.
- _____ 34. The chess champion challenged her rival to another match.
- _____ 35. The choir sang holiday songs.
- _____ 36. In 1980, Mount St. Helens erupted in a huge blast.
- _____ 37. The drummer played a drum solo.
- _____ 38. Fred studied science and history in study hall.
- _____ 39. Water flooded the basement after the downpour.
- _____ 40. The boy grumbled about his responsibility to take out the garbage.
- _____ 41. To Neal's dismay, the teacher assigned homework over the weekend.
- _____ 42. The canoe floated peacefully in the large pond.

Lesson 14**Verbs with Indirect Objects**

In addition to a direct object, an indirect object may follow an action verb. An **indirect object** answers the question *to whom?* or *for whom?* an action is done.

The doctor gives the **patient** some medicine. (*To whom* did the doctor give medicine?)

Mario reserved **us** a seat. (*For whom* did Mario reserve a seat?)

The indirect object always comes between the verb and the direct object. To determine if a word is an indirect object, put the preposition *to* or *for* in front of it, and change its position in the sentence. If it is an indirect object, the sentence will still make sense.

I gave **Jo** a game. (*Jo* is the indirect object before the direct object, *game*.)

I gave a game **to Jo**. (To determine whether it is an indirect object, *Jo* can be placed behind the preposition *to* and the sentence still makes sense.)

► **Exercise 1** Write in the blank whether the word in italics is a **DO** (direct object) or an **IO** (indirect object).

- IO** Mrs. Cruz made her *children* lunch.
- _____ 1. The electrician installed the light *fixture*.
- _____ 2. The eager student showed the *teacher* her latest poem.
- _____ 3. The game show host asked the contestants difficult *questions*.
- _____ 4. Alice explained the movie *plot* to Troy.
- _____ 5. The young girl could not describe her *feelings*.
- _____ 6. Fluffy white clouds covered the *sky*.
- _____ 7. Alex sent his *teacher* a get-well card.
- _____ 8. The roller coaster gave *me* an upset stomach.
- _____ 9. The voters elected a *newcomer* to office.
- _____ 10. The seamstress carefully stitched the *hem* of the dress.
- _____ 11. The coach brought the *team* a healthful snack.
- _____ 12. The assistant gave his *boss* some phone messages.

- _____ 13. Jason bought his *grandmother* stationery for her birthday.
- _____ 14. Albert Schweitzer won the *Nobel Peace Prize* in 1952.
- _____ 15. We fed our *cat* leftover turkey.
- _____ 16. The junior high teacher graded *papers* at night.
- _____ 17. The gourmet chef tasted her new *entree*.
- _____ 18. Mitsuyo's father saved *us* seats at the baseball game.
- _____ 19. Eric took his brother's *advice*.
- _____ 20. The slugger hit the *ball* out of the park.

► **Exercise 2** Draw two lines under each action verb and one line under each indirect object.

Jason brought his mother his report card.

1. The catcher threw the pitcher a new ball.
2. The football punter kicked the ball to the other team.
3. The Book Club president brewed coffee for the members.
4. The company sent its employees holiday bonuses.
5. The curious toddler pulled the puppy's ears.
6. The clerk sold the customers three computers.
7. The noisy dog disturbed the quiet neighborhood.
8. The conductor praised the violin players.
9. The firefighters showed the students the procedure for putting out a fire.
10. Jamaal showed his friends his baseball card collection.
11. The school board president presented Superintendent Stover a plaque at his retirement banquet.
12. The pediatrician gave the boy a flu shot.
13. Raul's mother made him a chocolate milkshake.
14. The earthquake shook our house.
15. Jeff threw his dog the Frisbee.
16. Jessica's friends gave her a bridal shower before her wedding.

Lesson 15**Linking Verbs and Predicate Words**

A **linking verb** connects the subject of a sentence with a word in the predicate that identifies or describes the subject. *To be* in all its forms is the most common linking verb.

George Washington **was** a general. (The linking verb *was* links *general* to the subject, *George Washington*.)

The computer **will be** useful. (The linking verb *will be* links *useful* to the subject, *computer*.)

COMMON LINKING VERBS

appear	feel	look	seem	sound	taste
become	grow	remain	smell	stay	turn

► **Exercise 1** Draw two lines under each verb. Place a check (✓) in the blank next to each sentence that contains a linking verb.

- ✓ _____ Niagara Falls looks breathtaking.
- _____ 1. Niagara Falls is a most spectacular natural wonder!
- _____ 2. The water plunges over a cliff in two separate waterfalls.
- _____ 3. The American Falls lies within the United States.
- _____ 4. Its home state is New York.
- _____ 5. The Horseshoe Falls lies within Canada.
- _____ 6. Ontario is its home province.
- _____ 7. The Niagara River is the source of both of these waterfalls.
- _____ 8. This river becomes part of the border between the United States and Canada.
- _____ 9. It carries the overflow from four of the Great Lakes.
- _____ 10. Niagara Falls is about halfway between Lake Erie and Lake Ontario.
- _____ 11. Goat Island separates the Horseshoe Falls and the American Falls.
- _____ 12. A huge amount of water roars over the cliffs every second.
- _____ 13. Eighty-five percent of the water flows over the Horseshoe Falls.
- _____ 14. The water supply seems unending.

- _____ 15. Niagara Falls is a great source of power.
- _____ 16. The water moves through hydroelectric power plants downstream.
- _____ 17. The Robert Moses power plant is a facility on the American side of the river.
- _____ 18. Two Sir Adam Beck power plants are Canadian.
- _____ 19. The falls provides electricity for many nearby industries.
- _____ 20. The name *Niagara* is an old Iroquois word.
- _____ 21. The actual word was *onguiaahra*, “the strait.”
- _____ 22. The waterfalls formed about twelve thousand years ago.
- _____ 23. Lake Erie overflowed with water from a great ice sheet.
- _____ 24. This overflow became the Niagara River.
- _____ 25. The river flowed over a high cliff.
- _____ 26. The water gouged a deep gorge at the bottom of the cliffs.
- _____ 27. The gorge remains deep.
- _____ 28. The gorge grows larger and larger over time.
- _____ 29. In fact, it reaches about seven miles beyond Niagara Falls.
- _____ 30. Nearly three miles below Niagara Falls, the Whirlpool Rapids begin.
- _____ 31. The rushing water erodes the underlying rock layers.
- _____ 32. Over time, the violent current carved a round basin out of the rock.
- _____ 33. The Cave of the Winds exists behind the American Falls.
- _____ 34. It formed under a shelf of hard limestone.
- _____ 35. The formation of such a cave seems very interesting.
- _____ 36. Hard, thick limestone layers cover softer layers of limestone, sandstone, and shale.
- _____ 37. Water erodes the softer under layers first.
- _____ 38. Because of this, the hard top layers soon extend beyond the other layers in certain places.

A linking verb connects the subject of a sentence with a noun or an adjective in the predicate. A **predicate noun** follows a linking verb and tells what the subject is. A **predicate adjective** follows a linking verb and describes what the subject is like. Predicate nouns or predicate adjectives may be compound.

Lance is my **brother** and my best **friend**. (compound predicate noun)

He is **loyal** and **trustworthy**. (compound predicate adjective)

► **Exercise 2** Draw two lines under each verb. Write *PN* above each predicate noun and *PA* above each predicate adjective. Not all sentences contain a PN or PA.

PN

A trip to Niagara Falls is a treat.

1. The air grows misty near the waterfalls.
2. You feel the mist on your face.
3. A thunderous noise greets visitors upon their arrival.
4. The never-ending din is horrific.
5. Tourists seem awestruck by the environment.
6. At night, wide beams of colorful lights look beautiful on the cascades of water.
7. Each year about ten million people visit Niagara Falls.
8. Recreational parks remain areas of enjoyment near the falls.
9. Visitors seldom grow weary of the beautiful sights of the area.
10. Many hotels and gift shops look successful.
11. Tourism is big business at Niagara Falls.
12. Many industries also operate close by.
13. Some people feel angry about the nearby businesses and industries.
14. To them, businesses ruin the area's scenic beauty.
15. Steamers are the transportation for the tourists.

- ▶ Writing Link** Write a paragraph using linking verbs, predicate nouns, and predicate adjectives to describe a tour you might lead as a guide for a travel agency.

[illegible]

Lesson 16**Verb Tenses: Present, Past, and Future**

The **tense** of a verb tells when an action takes place.

The **present tense** of a verb names an action that is happening now or happens regularly. It can also express a general truth.

In the present tense of a verb, the base form of the verb is used with all subjects except singular nouns and *he, she, or it*. When the subject is a singular noun or *he, she, or it*, *-s* or *-es* is added to the verb.

Lou **hears** the airplane overhead. (happening now)

I **speak** to my uncle once a week. (happens regularly)

The president **serves** a four-year term. (expresses a general truth)

The **past tense** of a verb names an action that already happened. The past tense of many verbs is formed by adding *-ed* to the base form of the verb.

The teacher **graded** papers yesterday.

The **future tense** of a verb names an action that will take place in the future. In the future tense the word *will* is used before the verb. Sometimes *shall* is used when the pronoun *I* or *we* is the subject.

They **will see** the play tomorrow night. We **shall be** late.

► **Exercise 1** Draw two lines under each verb. Write its tense, *present*, *past*, or *future*, in the blank.

- | | |
|----------------------------|--|
| _____ present _____ | Winter officially <u>starts</u> in December. |
| _____ | 1. John Steinbeck earned the 1962 Nobel Prize in literature. |
| _____ | 2. Squirrels gather nuts every autumn in preparation for winter. |
| _____ | 3. Carlos will play second base in tomorrow's game. |
| _____ | 4. Wilma fielded the ball very well in yesterday's game. |
| _____ | 5. Polar bears often wander into populated areas in Canada. |
| _____ | 6. Great brown bears weigh up to 1,540 pounds (700 kilograms). |
| _____ | 7. Canada contains one third of the world's supply of fresh water. |
| _____ | 8. Mai visited her relatives in Vietnam two years ago. |
| _____ | 9. Na and his uncle will travel to the United States next year. |

- _____ 10. During the holidays, people enjoy family traditions.
- _____ 11. Jared carved the turkey last Thanksgiving.
- _____ 12. Sally lists her resolutions every New Year's Day.
- _____ 13. The choir will visit the retirement home next week.
- _____ 14. The plant-eating stegosaurus lived many years ago.
- _____ 15. Mrs. Johnson will test her students tomorrow.
- _____ 16. The pilot carefully landed the airplane during the storm last night.
- _____ 17. The craters on the moon look like dark spots.
- _____ 18. The running back scored four touchdowns in our last game.
- _____ 19. Aunt Rosa will walk at least one mile a day.
- _____ 20. The bus stops at Lincoln and Reed once every hour.
- _____ 21. Lawanda plays with her baby brother every night before bedtime.
- _____ 22. The stock market crashed in October of 1929.
- _____ 23. The puppy followed its master everywhere.
- _____ 24. Our country will elect a new leader.
- _____ 25. My grandparents remember the old radio dramas.
- _____ 26. Laura's great-grandmother lived in Europe during World War II.
- _____ 27. Alkas often talks about her after-school job.
- _____ 28. President Nixon resigned in August of 1974.
- _____ 29. Last night our dog destroyed the throw pillows on our couch.
- _____ 30. Americans vote for a president every four years.

► **Exercise 2** Write in the blank the tense of the verb as indicated in parentheses.

Kurt will absorb himself in each new project. (*absorb*, future)

1. The student council _____ communication between teachers and students. (*help*, present)
2. Who _____ in your home in ten years? (*live*, future)
3. The president _____ to Europe in one month. (*travel*, future)

4. The continent of Europe _____ Asia. (*border*, present)
5. Mrs. Samuels _____ a Book Club meeting every Tuesday. (*attend*, present)
6. Bruno _____ his brother with his homework. (*help*, future)
7. The frisky puppy _____ the ball when I threw it. (*chase*, past)
8. The sick baby _____ a lot at night. (*cough*, present)
9. The school newspaper always _____ the students on the honor roll. (*list*, present)
10. When she was a child, Mrs. Nguyen _____ to go to college. (*want*, past)
11. The letter _____ fond memories of last summer. (*trigger*, past)
12. The garden _____ in Grandpa's capable hands. (*flourish*, future)
13. Every day after school, Lindsay _____ down a glass of milk. (*gulp*, present)
14. Barney _____ sticks only for his master. (*fetch*, present)
15. We _____ the lock, but it still would not work. (*jiggle*, past)
16. The leaves _____ busily in the fall breeze. (*swirl*, present)
17. Bryce _____ various politicians in the variety show. (*imitate*, future)
18. The old cloth quickly _____ the child's spilled milk. (*absorb*, past)
19. They _____ the door open with this piece of wood. (*wedge*, present)
20. The tiny spring _____ merrily. (*trickle*, present)
21. The crowd _____ in surprise. (*gasp*, past)
22. On Sunday they _____ the new organ. (*dedicate*, future)
23. The committee _____ the evening's music. (*vary*, future)
24. Anna _____ most of her work in the morning. (*accomplish*, present)
25. The young pianist _____ as he began his performance. (*tremble*, past)
26. The couple _____ through the mall each evening. (*stroll*, present)
27. Storms often _____ one's travel plans. (*delay*, present)
28. The strong clap of thunder _____ the campers awake. (*jolt*, past)

Lesson 17**Main Verbs and Helping Verbs**

Verbs have four principal parts that are used to form all tenses.

PRINCIPAL PARTS OF THE VERB CALL

Base Form	Present Participle	Past Form	Past Participle
<i>call</i>	<i>calling</i>	<i>called</i>	<i>called</i>

A **helping verb** helps the **main verb** tell about an action or make a statement. A **verb phrase** consists of one or more helping verbs followed by a main verb.

The girl is **calling** her parents. (*Is* is the helping verb, and the present participle *calling* is the main verb. Together they form a verb phrase.)

The most common helping verbs are *be*, *have*, and *do*. Forms of the helping verb *be* include *am*, *is*, and *are* in the present and *was* and *were* in the past. They combine with the present participle of the main verb. Forms of the helping verb *have* include *have* and *has* in the present and *had* in the past. They combine with the past participle form of a verb.

We have **explored** this cave. (*Have* is the helping verb, and the past participle *explored* is the main verb. Together they form a verb phrase.)

► **Exercise 1** Draw two lines under each participle. Write in the blank whether it is a **pres. part.** (present participle) or a **past part.** (past participle).

- pres. part. The sailor is anchoring the sailboat.
- _____ 1. Every year my aunts have shopped together on the day after Thanksgiving.
- _____ 2. Wars have claimed countless lives throughout history.
- _____ 3. Advancements in telecommunication technology are enhancing our daily lives.
- _____ 4. Has your father called the bank about your savings account?
- _____ 5. Usually by April, the winter's snow has melted.
- _____ 6. On the far side of the lake, the two are fishing at their favorite spot.
- _____ 7. The set of instructions with the kit was confusing to everyone.
- _____ 8. The sculptor has molded the clay into a bud vase.

- _____ 9. The special weather report had advised viewers against unnecessary travel.
- _____ 10. As a special project for school, I am interviewing our state representative.
- _____ 11. The carpenters were altering our house plans unnecessarily.
- _____ 12. The Quick Lunch Deli is catering the dinner next Saturday.
- _____ 13. Fran had apologized for her tardiness.
- _____ 14. The car's fan belt has squealed several times before.
- _____ 15. The special invitation was requesting our presence at the gala affair.
- _____ 16. Because of bad weather, the program has been postponed indefinitely.
- _____ 17. Our close family friends are inviting us to their lakeside cabin.
- _____ 18. In the final scene of the film, the horse and rider were fading into the sunset.
- _____ 19. While in Florida, we had plucked grapefruit right from the tree.
- _____ 20. I am currently residing in an apartment in New York City.
- _____ 21. Feng Ying was preparing the food for the banquet.
- _____ 22. We have looked everywhere for the missing pen.
- _____ 23. They had already discovered the rust spot on the car.
- _____ 24. I am looking forward to my grandma's visit.
- _____ 25. The fish were becoming ill from the dirty water.

► **Exercise 2** Draw two lines under the correct form of the helping verb in parentheses.

The children (was, were) playing on the swingset.

1. The school (had, have) changed very little over the years.
2. Sue (was, were) looking at the beautiful rainbow.
3. The bird (is, are) soaring over the purple mountains.
4. The determined team (was, had) practicing for two hours each night.
5. Environmentalists (were, have) urged people to recycle.
6. The owl (were, was) looking for a place to nest in the abandoned barn.

7. The cat (was, had) spied a plump mouse scurrying across the floor.
8. The home owner (was, were) thinking about tearing down the old garage.
9. The cattle (had, were) grazing contentedly in the field.
10. The excited children (were, had) watched their favorite movie.
11. The snow (is, has) stopped coming down.
12. The colorful fruit salad (were, was) chilling in the refrigerator.
13. The whole school (has, is) depending on us.
14. The heat wave (had, was) making people miserable.
15. The funny clown (is, were) performing with the touring circus.
16. Last year Hilda (is, had) wished for a new gerbil.
17. The crab (was, have) crawling across the hot sand.
18. The starfish (is, had) washed up on the seashore.
19. The lifeguard (was, has) shielding her eyes from the sun.
20. The children (had, were) picked up seashells in the morning.
21. My dad (was, had) finishing the spaghetti when Mom asked for more.
22. The city council member (was, had) advocated new lights for our streets.
23. The Drama Club (was, had) meeting in the auditorium.
24. We (are, have) waiting for the pep rally to begin.
25. Our best soccer player (was, has) wounded his knee.

► **Exercise 3** Draw two lines under the correct form of the helping verb in parentheses and two lines under each participle to complete each verb phrase. Write in the blank whether the participle is a *pres. part.* (present participle) or a *past part.* (past participle).

- pres. part. The soft music (was, had) relaxing to me.
- _____ 1. Surfers (are, was) riding the waves with abandon.
- _____ 2. Vincent (was, has) putting on his new shoes for the first time.
- _____ 3. The train (have, had) derailed late last night.
- _____ 4. The helicopter (were, is) hovering over the accident.
- _____ 5. The movie (were, has) played for eight weeks.

- ▶ Writing Link** Write a paragraph about going to a music store with a friend. Use main verbs and helping verbs with both present and past participles.

[illegible]

Lesson 18**Progressive Forms: Present and Past**

The **present progressive form** of a verb names an action or condition that is continuing in the present. The present progressive form of a verb consists of the present form of the helping verb *be* and the present participle of the main verb.

PRESENT PROGRESSIVE FORM**SINGULAR****I am watching.****You are watching.****He, she, or it is watching.****PLURAL****We are watching.****You are watching.****They are watching.**

The **past progressive form** of a verb names an action or condition that was continuing for some time in the past. The past progressive form of a verb consists of the past form of the helping verb *be* and the present participle of the main verb.

PAST PROGRESSIVE FORM**SINGULAR****I was hoping.****You were hoping.****He, she, or it was hoping.****PLURAL****We were hoping.****You were hoping.****They were hoping.**

► **Exercise 1** Write the present progressive (pres. prog.) form or past progressive (past prog.) form of the verb given in parentheses.

Historians are discovering more about the exploration of the New World.

(*discover*, pres. prog.)

- Native Americans _____ in the Americas for many years before Christopher Columbus arrived. (*live*, past prog.)
- They _____ in well-established civilizations. (*dwell*, past prog.)
- Native Americans _____ from Asia. (*migrate*, past prog.)
- Many Native Americans _____ from diseases brought from Europe. (*die*, past prog.)
- Columbus _____ on behalf of the Spanish rulers. (*sail*, past prog.)
- He _____ to chart a new course to Asia. (*hope*, past prog.)
- Researchers _____ Columbus's early voyages. (*study*, pres. prog.)

8. Other countries _____ voyages to the New World. (*make*, past prog.)
9. The English _____ to the mid-Atlantic coast. (*travel*, past prog.)
10. The French _____ in the Northeast. (*settle*, past prog.)
11. In the late 1400s, rulers and merchants _____ more and more traveling expeditions. (*finance*, past prog.)
12. They _____ for increased trade and riches. (*hope*, past prog.)
13. The spice trade in Asia _____ profitable. (*become*, past prog.)
14. Columbus's ships _____ gold, spices, birds, and plants. (*carry*, past prog.)
15. These early explorers _____ some attention. (*receive*, present prog.)

► **Exercise 2** If the verb in parentheses is in the present tense, write its present progressive form in the blank. If the verb is in the past tense, write its past progressive form.

- | | |
|--|--|
| <p>_____ <u>were claiming</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>Spanish explorers (claimed) lands in North, Central, and South America in the early 1500s.</p> <p>1. Amerigo Vespucci (claimed) he arrived in mainland America before Columbus.</p> <p>2. A German mapmaker (decided) to name America after this Italian explorer.</p> <p>3. Most historians (dismiss) Amerigo Vespucci's claim.</p> <p>4. Juan Ponce de León, a Spaniard, also (explored) the New World.</p> <p>5. In 1493, he (sailed) on Christopher Columbus's second voyage.</p> <p>6. Ponce de León (founded) a Spanish settlement in Puerto Rico in 1508.</p> <p>7. He (governed) the island for three years.</p> <p>8. He (learned) about the legendary Fountain of Youth from the Native Americans.</p> <p>9. The explorer, with an expedition, (searched) for it.</p> <p>10. He (discovered) other lands, including present-day Florida, during his search.</p> |
|--|--|

Lesson 19**Perfect Tenses: Present and Past**

The **present perfect tense** of a verb names an action that happened some time in the past. It also names an action that happened in the past and is still happening now. The present perfect tense consists of the helping verb *have* or *has* and the past participle of the main verb.

PRESENT PERFECT TENSE**SINGULAR****I have traveled.****You have traveled.****He, she or it has traveled.****PLURAL****We have traveled.****You have traveled.****They have traveled.**

The **past perfect tense** of a verb names an action that happened before another event or action in the past. The past perfect tense of a verb consists of the helping verb *had* and the past participle of the main verb.

I had traveled.**You had traveled.****They had traveled.****► Exercise 1 Write in the blank the present perfect tense of the verb in parentheses.**Some students have missed school because of the weather. (miss)

1. The townspeople _____ for the cold winter. (prepare)
2. Thousands _____ new snow shovels. (purchase)
3. E & Z Salting _____ all of its salt trucks. (check)
4. Many families _____ their storm windows. (install)
5. Some car owners _____ chains for their tires. (acquire)
6. Parents _____ boxes of warm winter clothing from storage. (retrieve)
7. Children _____ for new snow sleds. (ask)
8. The weather reporter _____ people about frostbite. (warn)
9. Many people _____ for a mild winter. (wish)
10. Even the squirrels _____ for winter. (prepare)
11. They _____ an assortment of nuts. (gather)
12. Many animals' coats _____ in preparation for a cold winter. (thicken)
13. Many of the birds _____ south already. (travel)

14. Some, such as cardinals, _____ for the winter. (remain)
15. My dog _____ to stay inside more than usual. (like)
16. My brother always _____ the cold weather. (enjoy)
17. He _____ big forts out of snow. (construct)
18. He _____ snow into big balls to make snowmen. (roll)
19. My parents _____ an old hat for the snowman. (provide)
20. My father _____ wood for my grandmother's fireplace. (collect)

► **Exercise 2** Write in the blank the past perfect tense of the verb in parentheses.

My baby sister had experienced her first winter. (experience)

1. Everyone _____ for an early spring. (hope)
2. The frigid winter _____ people to stay indoors. (cause)
3. The snowstorms _____ the bus service for a few days. (stop)
4. Driving in so much snow _____ in many accidents. (result)
5. Only a small amount of the ice below the snow _____. (melt)
6. The snowplows _____ only the main streets. (reach)
7. By the time we shoveled our walk, six inches of new snow _____.
(arrive)
8. Authorities _____ school for two days in a row. (cancel)
9. Ice and extremely cold temperatures _____ power lines to snap. (cause)
10. At one point, the mayor _____ an emergency town meeting. (call)
11. Some families _____ in with relatives. (move)
12. I _____ very few people exercising outside. (notice)
13. People were worried because the snow _____ for three days.
(continue)
14. Truck drivers _____ their routes because they could not travel
through the snow-filled city streets. (alter)
15. People _____ that they needed to stock up on supplies. (realize)

Lesson 20**Irregular Verbs I**

The irregular verbs below are grouped according to the way their past form and past participle are formed.

IRREGULAR VERBS

PATTERN	BASE FORM	PAST FORM	PAST PARTICIPLE
One vowel changes to form the past and the past participle.	begin	began	begun
	sing	sang	sung
	spring	sprang or sprung	sprung
The past form and the past participle are the same.	swim	swam	swum
	bring	brought	brought
	catch	caught	caught
	feel	felt	felt
	get	got	got <i>or</i> gotten
	keep	kept	kept
	lead	led	led
	leave	left	left
	lose	lost	lost
	make	made	made
	pay	paid	paid
	say	said	said
	seek	sought	sought
	sit	sat	sat
	think	thought	thought
	win	won	won

► **Exercise 1** Write in the blank the past tense or the past participle of the verb in parentheses.

Several recent presidents have made a lasting impression on the American public. (make)

- Before his presidency, John F. Kennedy had _____ involved in World War II as an officer in the United States Navy. (get)
- He _____ recognition for saving a disabled sailor after their PT boat was destroyed. (win)
- Despite an injured back, he _____ safely to shore towing the crewman. (swim)

4. As president, Kennedy _____ to put the first man on the moon. (seek)
5. He _____ that it was important to accomplish this before the Soviet Union did. (feel)
6. Kennedy _____ that the goal was to reach the moon before the end of the 1960s. (say)
7. The United States _____ Kennedy to an assassin's bullet in 1963. (lose)
8. The Soviet Union _____ ahead of the United States space program. (keep)
9. However, the Americans finally _____ up with the Soviet Union in the "space race." (catch)
10. In 1969, the United States astronauts _____ it to the moon. (make)
11. Neil Armstrong was the first person who _____ his footprints on the moon. (leave)
12. Many Americans have _____ praises of Kennedy for inspiring this event. (sing)
13. After Kennedy's death, Lyndon Johnson _____ the country. (lead)
14. Johnson _____ the 1964 election with 61 percent of the popular vote. (win)
15. President Johnson _____ a "War on Poverty." (begin)
16. He _____ increased U.S. involvement in Vietnam. (seek)
17. Some Americans have _____ that Johnson was wrong to send so many troops. (think)
18. Many think we _____ a dear price in Vietnam. (pay)
19. The war also _____ unhappiness and unrest at home. (bring)
20. Partially provoked by the Vietnam war, public demonstrations _____ up during the 1960s. (spring)
21. Johnson _____ office in 1968. (leave)
22. After Johnson, Richard M. Nixon _____ in the Oval Office. (sit)
23. Nixon _____ his campaign focused on traditional values. (keep)
24. He _____ to make diplomatic trips to China. (seek)

Lesson 21**Irregular Verbs II**

The following irregular verbs are grouped according to the way their past form and past participle are formed.

IRREGULAR VERBS

PATTERN	BASE FORM	PAST FORM	PAST PARTICIPLE
The base form and the past participle are the same.	become come run	became came ran	become come run
The past form ends in <i>-ew</i> and the past participle ends in <i>-wn</i> .	blow draw fly grow know throw	blew drew flew grew knew threw	blown drawn flown grown known thrown
The past participle ends in <i>-en</i> .	bite break choose drive eat fall give ride rise see speak steal take write	bit broke chose drove ate fell gave rode rose saw spoke stole took wrote	bitten <i>or</i> bit broken chosen driven eaten fallen given ridden risen seen spoken stolen taken written
The past form and the past participle do not follow any pattern.	am, are, is do go tear wear	was, were did went tore wore	been done gone torn worn
The base form, past form, and past participle are all the same.	cut let	cut let	cut let

► **Exercise 1** Write in the blank the past tense or the past participle of the verb in parentheses.

Have you worn your new skirt yet? (wear)

1. I have _____ the same movie seven times. (see)
2. Yoko has _____ in several cross-country races. (run)
3. Steven _____ three inches in only one year! (grow)
4. The Adams have _____ to the state park four times this summer.
(drive)
5. The little girl _____ the black licorice. (choose)
6. Chris has _____ his red remote-controlled car to his best friend. (give)
7. The gold and red leaves have _____ from the tree. (fall)
8. The autumn wind _____ the newspaper across the lawn. (blow)
9. The foul ball _____ the window of a nearby car. (break)
10. The woman had never _____ such happiness. (know)
11. The pitcher has _____ too many slow pitches. (throw)
12. The geese _____ in an orderly V-shaped formation. (fly)
13. The spider has _____ into the corner. (go)
14. Then she _____ home plate. (steal)
15. Ms. Mazurik _____ upset during her phone call. (become)
16. My goldfish has _____ the plastic plant in its bowl. (bite)
17. Have you _____? (eat)
18. I have _____ happy with my grades these last few weeks. (am)
19. What has she _____ to earn that award? (do)
20. The experienced pilot has _____ many different kinds of planes. (fly)
21. The catcher _____ the ball to second base. (throw)
22. I already _____ lunch. (eat)
23. The neighbor's dog _____ the tail of a stray cat. (bite)
24. The presidential candidate has _____ a running mate. (choose)

25. Diana's parents have _____ to the principal. (speak)
26. Omar _____ in second in the spelling bee. (come)
27. The sun _____ slowly above the horizon. (rise)
28. Have you _____ on the biggest roller coaster in the park? (ride)
29. The puppy _____ the toddlers pet him. (let)
30. This is the second pair of jeans I have _____ in a month. (tear)
31. Our class has _____ to members of Congress. (write)
32. Leonardo Da Vinci has _____ many scientific illustrations. (draw)
33. I _____ through the green and white frosting of the birthday cake. (cut)
34. President Harry S. Truman _____ up in Independence, Missouri.
(grow)
35. Esteban _____ gloves when he shoveled the sidewalk. (wear)
36. Helen's family _____ to Washington, D.C. (go)
37. The baserunner had already _____ third base. (steal)
38. I have not _____ that new comedy. (see)
39. Michael has _____ five books out of the library. (take)
40. I _____ the constellation Orion in last night's sky. (see)

► **Exercise 2** Underline the verb in parentheses that best completes each sentence.

I (falled, fell) from my bicycle yesterday.

1. My English teacher has (spoked, spoken) to me about revising my paper.
2. I have (did, done) that puzzle before!
3. I have never (saw, seen) such lovely flowers!
4. Has your shoelace (tore, torn)?
5. Tina's mom (drove, driven) her to tennis practice.
6. The Bexley Lions have (were, been) on a winning streak.
7. Judy (come, came) to the conclusion that she needed a part-time job.
8. The robins have (flew, flown) south for the winter.

- ▶ Writing Link** Write a paragraph about what you did after school one day this week. Use at least four past forms and four past participles from the list on page 97.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Unit 3 Review

► **Exercise 1** Draw two lines under each verb. In the blank, write *transitive*, *intransitive*, or *linking* to identify the kind of verb. Write *PN* above each predicate noun and *PA* above each predicate adjective.

- _____ linking The principal appeared ^{PA} calm.
- _____ 1. Several mice lived behind the wall.
- _____ 2. All of the jackets were brown.
- _____ 3. I discovered a box of macaroni and cheese in the pantry.
- _____ 4. The largest dog gave the others the food.
- _____ 5. The people seemed very grateful for the help.
- _____ 6. My cat chased some mice away.
- _____ 7. The painting was an orange and white watercolor.
- _____ 8. The goose hissed loudly.
- _____ 9. The skater lost her skates.
- _____ 10. The singer gave the guitar to her manager.

► **Exercise 2** Draw two lines under each verb or verb phrase. In the blank, write the tense or form of the verb: *present*, *past*, *future*, *present perfect*, *past perfect*, *present progressive*, or *past progressive*.

- _____ past My father gave me my allowance.
- _____ 1. We will attend the city council meeting tonight.
- _____ 2. Congress is suggesting a new tax.
- _____ 3. We played volleyball in gym class.
- _____ 4. Students were complaining about the football team's defeat.
- _____ 5. The teacher had asked for more work.
- _____ 6. This has become the best event of the summer.

Cumulative Review: Units 1–3

► **Exercise 1** Draw one line under each complete subject and two lines under each complete predicate. Above each noun, write *prop.* for proper or *com.* for common.

com. My family prop. has toured Europe.

1. Dr. Drew, famous for his work during World War II, organized blood banks for the Red Cross.
2. My uncle was a soldier in Vietnam.
3. Her collection of baseball cards is in the closet.
4. We attended a band concert at Roosevelt Junior High.
5. Riverview Hospital employs students as aides.
6. Vivian and I listen to the radio every Sunday.
7. Hiroshi and his family visited Mount Rushmore, near Rapid City, South Dakota.
8. Mario drove with his dad in their old Toyota to the Kenwood Mall.
9. Our class, with the help of Mrs. Bluth, an outside specialist, studied Shakespeare and put on skits.

► **Exercise 2** Draw two lines under each verb or verb phrase. In the blank, write the tense or form of the verb: *present*, *past*, *future*, *present perfect*, *past perfect*, *present progressive*, or *past progressive*.

- | | |
|------------------------|--|
| <u>present perfect</u> | Who <u>has given</u> food items to the needy? |
| _____ | 1. We are celebrating the last day of school. |
| _____ | 2. Scientists use highly technical equipment. |
| _____ | 3. I will read more about world history. |
| _____ | 4. I was waiting for a spot on the team. |
| _____ | 5. Dale had given the teacher his homework assignment. |
| _____ | 6. Ahmik played tennis in a summer league. |

Unit 4: Pronouns

Lesson 22

Pronouns: Personal

A **pronoun** is a word that takes the place of a noun or a group of nouns.

A **personal pronoun** replaces the subject or object in a sentence. It refers to a specific person or thing and can be singular or plural. A **subject pronoun** is used as the subject of a sentence. An **object pronoun** is used as the object of a verb or of a preposition.

He enjoys the movie. **They** enjoy the movie. (used as the subject)

Tara opened the book and read **it**. (used as the object of a verb)

David gave the tickets to **us**. (used as the object of a preposition)

SINGULAR SUBJECT	PLURAL SUBJECT	SINGULAR OBJECT	PLURAL OBJECT
I	we	me	us
you	you	you	you
he, she, it	they	him, her, it	them

► **Exercise 1** Write in the blank the personal pronoun that replaces the word or phrase in parentheses.

_____ **He** (Walt Disney) was one of the most famous motion picture producers in history.

- _____ 1. (Walt Disney) may be best known for creating Mickey Mouse.
- _____ 2. However, (Disney) had many other achievements during his lifetime.
- _____ 3. Some of (the achievements) include creating the first cartoon with sound.
- _____ 4. (Cartoon characters) made Disney famous around the world.
- _____ 5. Along with his partner, (Disney) brought to life characters such as Donald Duck, Goofy, and Pluto.
- _____ 6. (The Disney studio) also makes feature-length animated movies.
- _____ 7. (Disney) is credited with the first feature-length animated movie.
- _____ 8. (That animated film) was called *Snow White and the Seven Dwarfs*.

- _____ 9. Many other successful movies followed (that one).
- _____ 10. (Some of the successful films) were *Dumbo*, *Pinocchio*, *Fantasia*, and *Bambi*.
- _____ 11. In the 1950s, (Disney and his partners) began to make films with live actors, too.
- _____ 12. *Treasure Island* and *20,000 Leagues Under the Sea* were some of (the films).
- _____ 13. (Audiences) loved the musical *Mary Poppins* in 1964.
- _____ 14. (Mary Poppins) was a nanny who could fly.
- _____ 15. All children seem to love (Mary Poppins).
- _____ 16. However, (Disney's work) was not limited to films.
- _____ 17. (Disney) also developed programs for television.
- _____ 18. (*The Mickey Mouse Club*) entertained many children who watched it on television.
- _____ 19. *The Mickey Mouse Club* was also a success for (Disney).
- _____ 20. (Two large amusement parks) also bear Disney's name.

► **Exercise 2** Write in the blank the personal pronoun that replaces the italicized word or phrase. Also, write *subj.* (subject) or *obj.* (object) to identify its usage.

- They, subj. _____ *Filmmakers* found that animals were easier to draw than people.
- _____ 1. *The dictionary* defines animation as "to bring to life."
- _____ 2. *Animators* give the illusion of life and movement to drawings, cartoons, and other objects.
- _____ 3. Hand-drawn pictures are only a small part of *animating*.
- _____ 4. Most of *today's animated movies* include sound and many special effects.
- _____ 5. Computers help animators give life to *cartoons and other objects*.
- _____ 6. Animated characters' movements should look smooth to *the people watching*.
- _____ 7. To achieve smoothness, *animators* create one drawing for each frame of film.
- _____ 8. A single word said by *a little girl in a cartoon* may take as many as eight drawings.

Lesson 23**Pronouns and Antecedents**

The noun or group of words to which a pronoun refers is called its **antecedent**. A pronoun must agree in number and gender with its antecedent.

Sue went to the store. **She** bought some fruits and vegetables. (*Sue* is the antecedent of *she*.)

The antecedent must be clear.

Todd looks like his father. He is an optometrist. (unclear)

Todd looks like his father. His father is an optometrist. (clear)

They sell many used cars at the dealership. (unclear)

The dealership sells many used cars. (clear)

► **Exercise 1** Write the correct pronoun in each blank. Then, draw an arrow to its antecedent. Be sure the pronoun agrees in number and gender with the antecedent.

Jane and Carla went to the store. They left soon after I did.

- Kim looked as though she had seen a ghost. _____ must have been very scared.
- We ran into Tim at the mall. _____ was in a hurry.
- I saw the car accident. _____ seemed to happen in slow motion.
- Our tour guide showed us his favorite sights. _____ took us to many great places.
- The potholes in the road made our trip a bumpy ride. _____ made the car shake.
- Olivia gave the book to Steve. _____ gave _____ to _____ as a present.
- The wrestlers are on a winning streak. Fans love to watch _____.
- The mud was thick everywhere. _____ made football practice hazardous.
- Sumi, Richard, and I reached the top quickly. _____ were out of breath.
- We read Aesop's fable "The Lion and the Mouse." _____ was amusing.

11. My little brother left when he saw the spiders. _____ is afraid of _____.
12. Antonio ran for class treasurer. _____ won easily.
13. We walked carefully to avoid the broken glass. Pieces of _____ were everywhere.
14. I looked everywhere for Sarah. _____ was nowhere to be found.
15. Frank and I rode our bikes after school. _____ were home before dark.
16. Jerod knocked over the paint cans. Then _____ picked _____ up.
17. We had lima beans for dinner. I didn't eat any because I don't like _____.
18. Ahmed mowed lawns last summer. _____ earned enough money to buy a bike.
19. Pat and Mariko walked to the movie. _____ were tired when they got home.
20. Dad spoke to James and me about the mess. He told _____ to clean it up.
21. The choir recital lasted more than three hours. _____ had two intermissions.
22. Kangaroos are interesting. _____ nourish their young in pouches.
23. Ben and Scott joined Benito and me for a set of tennis. _____ beat _____ by two games.
24. Melanie was injured in a bicycle accident. _____ broke her wrist.
25. Our campground was hidden behind many trees. _____ was difficult to find.
26. Alberto and I joined the science club. _____ go every Friday after school.
27. The noises outside bothered Jill. _____ made sleep difficult for _____.
28. Graham moved here from New Zealand. _____ and his family adjusted well.
29. Claire plays the piano and the trumpet. _____ plays _____ equally well.
30. Yvonne is interested in medicine. _____ wants to be a doctor someday.

Lesson 24**Using Pronouns Correctly**

Subject pronouns (*I, you, he, she, it, we, you, they*) are used in compound subjects.

She and Larry planned to sing a duet.

In formal writing and speech, use a subject pronoun after a linking verb.

The owner of that jacket is **she**.

Object pronouns (*me, you, him, her, it, us, you, them*) are used in compound objects.

Mother told Carmen and **me** to wear our jackets.

An object pronoun should also be used as the object of a preposition.

Eric asked someone to ride with **him**.

► **Exercise 1** Underline the pronoun in parentheses that best completes each sentence.

He and (I, me) played checkers.

1. Inali lent his skateboard to (I, me).
2. Should Erica and (I, me) meet you and (her, she)?
3. Stacy and (her, she) are making the scenery for the play.
4. The teacher told Nancy and (I, me) to work together.
5. I used to baby-sit for Jane and (he, him).
6. Brad and (I, me) packed our suitcases for vacation.
7. I met Joel and (he, him) in the library.
8. Uncle Jack brought gifts for Katrina and (I, me).
9. The winner of the poetry contest was (her, she).
10. Daniel's pen pal sent a letter to (he, him).
11. Would you like a photograph of (her, she)?
12. We spoke to (he, him) after class.
13. After we became peer counselors, anyone with a problem came to (we, us).

14. Jordan lent his bike helmets to Marty and (I, me).
15. Chad and (I, me) were not invited to the party.
16. Let's keep this just between you and (I, me).
17. The little boy is named after (he, him).
18. Phil and (me, I) tried to climb over the fence.
19. My cuts felt better after my dad put bandages on (them, they).
20. Math interests (us, we) more than science.

► **Exercise 2** Underline the pronoun in parentheses that best completes each sentence. In the blank, write *O* for object or *S* for subject to identify the correct form.

- _____ 0 The magician performed for the sixth graders and (us, we).
- _____ 1. Max and (he, him) shared a chocolate malt.
 - _____ 2. Mr. Baird showed Kari and (her, she) how to do the experiment.
 - _____ 3. The music was too loud for Erin and (I, me).
 - _____ 4. Meagan and (I, me) usually rode the bus.
 - _____ 5. The team complained that the opponents didn't shake hands with (they, them).
 - _____ 6. (Us, We) and Hiroko did a report on the Civil War.
 - _____ 7. My brother helped Joe and (I, me) with our homework.
 - _____ 8. Jessie was grateful for the help I gave (her, she).
 - _____ 9. I trust my brother Tim, and I often confide in (he, him).
 - _____ 10. The biggest roller coaster in the park was the favorite one for (us, we).
 - _____ 11. Both he and (I, me) are eligible for the prize.
 - _____ 12. The day was too rainy for (us, we) to go outside.
 - _____ 13. Dad told David and (I, me) that he would take us fishing Saturday.
 - _____ 14. (He, him) and Tom went to the swim meet together.
 - _____ 15. The computer class is easy for Andy and (her, she).
 - _____ 16. (Them, They) and Yoko roasted marshmallows over the fire.

Lesson 25**Pronouns: Possessive and Indefinite**

A **possessive pronoun** shows who or what has something. Possessive pronouns replace possessive nouns. They may come before a noun or may be used alone.

	USED BEFORE NOUNS	USED ALONE
Singular:	my, your, his, her, its	mine, yours, his, hers, its
Plural:	our, your, their	ours, yours, theirs

Tara's teacher was Mrs. Rodriguez. **Her** teacher was Mrs. Rodriguez.
The book was Sara's. The book was **hers**.

► **Exercise 1** Underline each possessive pronoun.

Tell them not to wear their hats inside.

- Her diary was ruined when she dropped it in the mud.
- Chad wants a video game like hers.
- Are these our baseballs or theirs?
- My drawing won an award in the contest.
- The keys on the table are yours.
- Our favorite place to drive is in the country.
- The dog wagged its tail at dinnertime.
- Here is your hockey stick.
- My brother lost his wallet at the football game.
- Our goal was to help the children learn to ice skate.
- Your sweater looks just like mine.
- Because their match was in another city, the soccer players took a bus.
- The orthodontist put braces on my teeth.
- Did you bring your radio along?
- Miguel has been my friend since his family moved here three years ago.

An **indefinite pronoun** does not refer to a particular person, place, or thing. Some indefinite pronouns are singular, some are plural, and some can be either singular or plural. The indefinite pronouns *all*, *any*, *most*, *none*, and *some* can be singular or plural, depending on the sentence.

Is **anyone** coming to the party? A **few** of the boys are coming.

All of the sheet music is here. **All** are attending the show.

	SINGULAR		PLURAL
another	everybody	no one	both
anybody	everyone	nothing	few
anyone	everything	one	many
anything	much	somebody	others
each	neither	someone	several
either	nobody	something	

► **Exercise 2** Draw one line under the indefinite pronoun in each sentence. Draw two lines under the correct verb in parentheses.

All of the computers in the lab (are, is) working.

1. Some of the students (make, makes) no effort to pay attention.
2. Everyone (run, runs) when the coach blows her whistle.
3. Both (worry, worries) that the levy won't pass.
4. Most of the students (pass, passes) the tests easily.
5. Nothing (change, changes) their minds.
6. One (get, gets) goose bumps thinking about that scary movie.
7. Someone (turn, turns) off the television at bedtime.
8. All of the archaeologist's discoveries (are, is) fascinating.
9. Many (know, knows) about the ride of Paul Revere.
10. Each of the picture frames (were, was) cracked.
11. Both of the girls (talk, talks) about careers in pharmacy.
12. If others (were, was) as helpful as Pedro, there would be no problem.
13. Everybody (agree, agrees) that Margo did the right thing.
14. No one (are, is) as dedicated as Sandra.
15. Several of the teachers (are, is) planning a field trip.

Lesson 26**Pronouns: Reflexive and Intensive**

A **reflexive pronoun** refers to a noun or another pronoun and indicates that the same person or thing is involved. A reflexive pronoun is formed by adding *-self* or *-selves* to certain personal and possessive pronouns.

REFLEXIVE PRONOUNS

Singular: myself yourself himself herself itself
Plural: ourselves yourselves themselves

George bought **himself** a birthday present.

An **intensive pronoun** adds emphasis to a noun or pronoun that has already been named.

You **yourself** can understand how I feel.

► **Exercise 1** Underline the reflexive or intensive pronoun in each sentence. Draw an arrow to the noun or pronoun it refers to.

Deep-sea divers dive to observe sea life, which itself can be fascinating.

1. Deep-sea divers must take measures to protect themselves under water.
2. Divers wear wet suits to protect themselves from the cold of the deep water.
3. If you were a diver, you would buy yourself a JIM suit or a helmet.
4. The JIM suit itself contains a breathing apparatus to help divers breathe.
5. This type of suit allows divers to lower themselves to a depth of 2,000 feet.
6. Helmets are needed for extra weight when divers themselves do not need to move around much.
7. If swimming in strong ocean currents, you would need weight to keep yourself down.
8. You would also need help to keep yourself breathing.
9. Divers use external air supplies to enable themselves to breathe under water.

10. A diver must supply himself or herself with a mixture of oxygen and different gases.
11. Divers must also protect themselves against decompression sickness, or “the bends.”
12. This illness manifests itself with joint pain, and it can be fatal.
13. The bends occurs when divers raise themselves to the top too quickly.
14. Divers must time themselves to be sure they rise at the right speed.

► **Exercise 2** Fill in the blank with the correct intensive or reflexive pronoun.

One book that Rachel Carson herself wrote was called *Silent Spring*.

1. One person who made _____ a career based on the sea was Rachel Carson.
2. Carson didn’t see the ocean for _____ until after college.
3. However, the sea _____ fascinated Carson at a young age.
4. She earned a degree for _____ in marine zoology from Johns Hopkins University in 1932.
5. In that era, there were few jobs for scientists _____ and even fewer for women scientists.
6. Carson found work for _____ as a writer for a radio show about the sea.
7. Later she became an aquatic biologist with the U.S. Bureau of Fisheries, no small feat in _____.
8. A conflict between science and writing resolved _____ when she realized she could do both.
9. Her first book, *Under the Sea-Wind*, described struggles sea creatures find _____ facing.
10. In 1949 Carson _____ was finally able to visit the deep.
11. Carson put on a diver’s helmet and explored the reefs of the Florida Keys for _____.
12. Her later life was marked with conservation efforts that we _____ can learn from.

Lesson 27**Pronouns: Interrogative**

An **interrogative pronoun** is used to introduce an interrogative sentence.

Who and *whom* refer to people. *Which* and *what* refer to things.

Whose shows possession.

Who will bring Andreas to the dance? To **whom** should the check be made payable?

Which of the poems is your favorite? **What** is the best way to study for the test?

Whose is that?

(Do not confuse *whose* with *who's*, the contraction for *who is*.)

► **Exercise 1** Underline the word in parentheses that best completes each sentence.

(Which, What) of these medicines is the best remedy for a cold?

1. (Who, Whom) is the girl in the blue dress?
2. (Whose, Who's) is this?
3. (What, Which) is the name of the team in red?
4. (Who, Whom) likes to play pinball at the arcade?
5. For (who, whom) does Sheila make those cookies?
6. (Which, Who) is the story about the future of the planet?
7. With (who, whom) does your brother work?
8. To (who, whom) does Marcus send letters?
9. (What, Which) of the names did you choose for the puppy?
10. (What, Which) does your mom like to play on the guitar?
11. (Who, Whom) has completed the assignment?
12. (Which, What) of the cars is in the driveway?
13. (Who's, Whom) can you see on the stage?
14. (Who, Whom) is the highest ranking official in the United States?
15. To (who, whom) did Jay lend his video game?

16. (Which, What) are you doing after school today?
17. (What, Who) is the answer to his question?
18. (Who, Whom) do you trust?
19. (Which, What) of the recipes did your mom use?
20. (What, Which) did you think of his speech?

► **Exercise 2** Fill in the blank with the correct interrogative pronoun.

Who is your favorite musical performer?

1. _____ should we do about the broken vase?
2. To _____ were you talking when I saw you in the hall?
3. _____ of those instruments is yours?
4. _____ is playing football after school?
5. _____ can I help you do?
6. _____ do you call when you need advice?
7. _____ are his chances of winning the race?
8. _____ of those snakes is poisonous?
9. _____ is the language that the people of Borneo speak?
10. _____ of your new shirts will you wear to the recital?
11. _____ wrote the novel *Little Women*?
12. _____ did you decide to do for the science project?
13. _____ is going to make the brownies for the bake sale?
14. _____ does an archaeologist do?
15. To _____ did you deliver the messages?
16. _____ of the computers did you use in the lab?
17. _____ remembered to pick up the pizza?
18. _____ did Winona photograph for the school paper?
19. _____ is the most difficult subject for you?
20. From _____ did you get that bracelet?



Unit 4 Review

► **Exercise 1** Underline the pronoun in each sentence. Write *poss.* (possessive), *per.* (personal), *ref.* (reflexive), *int.* (intensive), *ind.* (indefinite), or *inter.* (interrogative) to indicate the type of pronoun.

- inter. Whom did Cristina ask to the dance?
- _____ 1. She and Jason finished the race at the same time.
- _____ 2. Jerry was proud of himself for achieving the goal.
- _____ 3. To whom is the letter addressed?
- _____ 4. Ellen fastened her seat belt before Gordon left.
- _____ 5. Anyone interested in the stars can be in the Astronomy Club.
- _____ 6. The speech was interesting to Ahmed and me.
- _____ 7. The members of the rescue team did not consider themselves heroes after finding the lost girl.
- _____ 8. Which is the song Beth chose to sing?
- _____ 9. Only Congress itself can declare war.
- _____ 10. The doctor told Aunt Carol to take better care of herself.
- _____ 11. Each of the students has done a report on the book.
- _____ 12. Jeanette often does errands for her grandmother.
- _____ 13. Whose is that CD?
- _____ 14. Wendy and I played in the soccer tournament.
- _____ 15. Most of the students rode in the parade.
- _____ 16. Who found the stray dog?
- _____ 17. Everyone knows the story "Little Red Riding Hood."
- _____ 18. The argument was between Kevin and him.
- _____ 19. Your part in the play is a large role.
- _____ 20. Akia bought himself the book to celebrate.

Cumulative Review: Units 1–4

► **Exercise 1** Draw a vertical line between the subject and predicate in each sentence. In the blank, write whether the verb is in the present, past, future, present perfect, or past perfect.

_____ present perfect

William|has written many letters to me.

_____ 1. Kim will go to the bus stop in a few minutes.

_____ 2. The dogs barked loudly at the stranger.

_____ 3. The young girl in the front booth ate cole slaw and two hamburgers.

_____ 4. I have seen that movie several times.

_____ 5. Ray presents the awards at the banquet.

_____ 6. I had waited for Ty for two hours.

_____ 7. Zach will join the Debate Club when he is old enough.

_____ 8. The pencils and notebooks are in my backpack.

_____ 9. Fred and Joan had been good friends in fifth grade.

_____ 10. They have gone away for the weekend.

► **Exercise 2** Underline the word in parentheses that best completes each sentence.

(Saturdays, Saturday's) game was his best ever.

1. (Keats, Keats's) poetry inspired him.

2. The army is engaged in the (nations, nation's) battle.

3. The (childrens, children's) favorite sport was soccer.

4. The portrait looked nothing like Dan and (he, him).

5. I made dinner for Jake and (them, they).

6. The (choirs, choir's) performance got a standing ovation.

7. (Who's, Whose) going to play this video game?

8. (Us, We) and Aunt Lydia will stay for the entire show.

Unit 5: Adjectives and Adverbs

Lesson 28

Adjectives

An **adjective** is a word that provides information about the size, shape, color, texture, feeling, sound, smell, number, or condition of a noun or a pronoun. Most adjectives come before the words they modify.

Bright sunlight bathed the **sandy** beach.

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

Movies are **popular** throughout Europe and America.

The present participle and past participle forms of verbs are often used as adjectives and predicate adjectives. A **present participle** is formed by adding *-ing* to a verb. A **past participle** is usually formed by adding *-ed* to a verb.

The sound of a thunderstorm is **frightening**. (present participle)

The **varied** shapes of pasta do not alter its taste. (past participle)

► Exercise 1 Underline each adjective.

The beautiful city of St. Petersburg was founded in 1703.

1. St. Petersburg is famous for its architecture.
2. Architects were brought from the West to design elegant palaces.
3. Peter the Great wanted a magnificent city.
4. Impressive St. Petersburg has lush parks and lovely streets.
5. Several leaders after Peter added more features to the city.
6. Elizabeth, the daughter of Peter, built two palaces.
7. Catherine, wife of Peter III, obtained many outstanding pieces of art for the palaces.
8. After the death of Vladimir Lenin in 1924, this fascinating city was renamed Leningrad, but in 1991 the name was changed back to St. Petersburg.
9. Today, it still contains two major museums.

10. Ornate details of the original city grace every corner.
11. Gilded statues decorate the bridges and spacious squares.
12. In the center of square stands a bronze statue of Peter the Great.
13. Now a museum, St. Isaac's Cathedral has one of the largest domes in the world.
14. The dome is covered with a hundred kilograms of pure gold.
15. It is one of the many sights that make St. Petersburg a glorious city.

► **Exercise 2** Write *PA* above each predicate adjective and *part.* above each participle.

part.

The first Russian ballet school was opened in thriving St. Petersburg in 1738.

1. Nearly 150 years later, a talented ballet dancer appeared in the same city.
2. Anna Pavlova's family was poor.
3. Nevertheless, she joined into the famed Imperial School of Ballet in St. Petersburg.
4. Anna's teachers were famous themselves.
5. In 1899 Anna Pavlova became a respected member of the Imperial Ballet.
6. She seemed eager to improve in her art.
7. She was successful in the lead role in *Giselle*.
8. After several years Pavlova received the desired title of prima ballerina.
9. Her dancing style was classical.
10. While others tried new approaches, she remained faithful to the traditional methods.
11. Pavlova achieved great success in several celebrated tours.
12. Her controlled yet artful movements won her many fans.
13. Her performances were magical to those who had never seen ballet before.
14. A few of Pavlova's breathtaking performances are still available.
15. You can see them in the enchanting film *The Immortal Swan*.

Lesson 29**Articles and Proper Adjectives**

The words *a*, *an*, and *the* make up a special group of adjectives called **articles**. *A* and *an* are called **indefinite articles** because they refer to one of a general group of people, places, things, or ideas. *A* is used before words beginning with a consonant sound. *An* is used before words beginning with a vowel sound.

a fountain **a** carnival **a** union **an** orchard **an** envelope

The is called a **definite article** because it identifies specific people, places, things, or ideas.

The pot of gold was discovered at **the** end of **the** rainbow.

Proper adjectives are formed from proper nouns. A proper adjective always begins with a capital letter.

Maria practiced **Irish** step dancing on Mondays and **Italian** cooking on Thursdays.

Some proper adjectives are the same as the related proper nouns. Most proper adjectives are formed from proper nouns by adding an ending such as *-an* (German, Moroccan, American, African), *-ian* (Belgian, Indian, Egyptian, Russian), *-ese* (Japanese, Portuguese, Sudanese, Chinese), or *-ish* (Scottish, British, Swedish, English). Some are irregular and should be checked in a dictionary.

► **Exercise 1** Write the correct indefinite article for each word or group of words.

 a pair of gloves

_____ 1. Native American folktale

_____ 11. signature

_____ 2. organ

_____ 12. newspaper

_____ 3. wind tunnel

_____ 13. umbrella

_____ 4. suitcase

_____ 14. factory

_____ 5. ostrich

_____ 15. icicle

_____ 6. electric car

_____ 16. railroad

_____ 7. surfboard

_____ 17. duchess

_____ 8. butterfly

_____ 18. airport

_____ 9. encyclopedia

_____ 19. university

_____ 10. schedule

_____ 20. African spiritual

► **Exercise 2** Rewrite the phrase, changing the italicized words to a proper adjective. Consult a dictionary if necessary.

the economist *from Germany* the German economist

1. a rock group *from Britain* _____
2. the painting *from America* _____
3. a program *from Sweden* _____
4. a novel *from England* _____
5. a radio *from Japan* _____
6. the language *from Portugal* _____
7. the song *from Ireland* _____
8. ivory statue *from Egypt* _____
9. the leather *from Morocco* _____
10. the coat *from Russia* _____
11. dance *from South America* _____
12. a gourd whistle *from the Sudan* _____
13. the flower *from China* _____
14. the wood *from Africa* _____
15. the inventor *from Belgium* _____
16. the fabric *from India* _____
17. the dessert *from Greece* _____
18. the horn *from East Africa* _____
19. the skater *from Norway* _____
20. the suit *from Italy* _____

► **Writing Link** Write three sentences about your favorite kind of food. Underline each article. Use at least one proper adjective.

Lesson 30**Comparative and Superlative Adjectives**

Adjectives can compare two or more nouns or pronouns. The **comparative form** of an adjective compares two things or people. The **superlative form** of an adjective compares more than two things or people. For most one-syllable and some two-syllable adjectives, *-er* and *-est* are added to form the comparative and superlative.

The blue car is **larger** than the red one. (comparative)

The green truck is the **largest** vehicle in the parking lot. (superlative)

Some adjectives form irregular comparatives and superlatives.

ADJECTIVE	COMPARATIVE	SUPERLATIVE
good	better	best
bad	worse	worst
many	more	most
much	more	most
little (amount)	less	least

► **Exercise 1** Write in the blank the correct form of the adjective in parentheses.

Mount Everest is the world's highest mountain peak. (high)

- The parrots were _____ this morning than yesterday. (loud)
- That is the _____ monkey I've ever seen. (small)
- The tree in my front yard is the _____ in the neighborhood. (tall)
- The new well has to be _____ than the old one. (deep)
- The _____ bell of that kind is in New York City. (large)
- I think my packages are _____ than yours. (heavy)
- Twyla is taking lessons so that she can be an even _____ actress. (good)
- That is the _____ book in the library. (strange)
- Don't open the door any _____. (wide)
- This ceiling is the _____ in the entire building. (low)
- My brother grew six inches last year so now he looks even _____. (thin)
- We'll just have to get a much _____ ladder. (long)

13. Jillian is the _____ writer in the class. (good)
14. The _____ person in our family is Great-Aunt Tillie. (old)
15. Mrs. Bourke said this puzzle is _____ than the last one. (easy)
16. Look for the _____ fruit you can find. (fresh)
17. The team's record is _____ this year than last. (bad)
18. Krista's ring cost _____ than Carol's bracelet. (little)
19. Julia is three years _____ than I am. (young)
20. Try to sand this wood so it is a little bit _____. (smooth)
21. Haven't we had the _____ weather recently? (odd)
22. Your card expresses _____ sympathy than the others. (much)
23. I've grown much _____ in the last few years. (wise)
24. Last week I had the _____ fun ever. (much)
25. Get the _____ water you can. (cold)
26. Next time we will buy _____ supplies. (few)
27. This basement is _____ than I'd like it to be. (damp)
28. I have many baseball cards, but Jake has _____. (many)
29. Have you seen Amanda's _____ haircut of all? (new)
30. Make the lights _____ than this, please. (dim)
31. Don't you think it is _____ this summer than last? (hot)
32. Ramón has the _____ eyes I've ever seen. (brown)
33. Bring me the _____ pencil you have. (sharp)
34. Tonight will be even _____ than last night. (foggy)
35. The very _____ people accomplish the most. (busy)
36. Leonard was _____ than ever after he read the letter. (angry)
37. Ellie's new dress is the _____ blue I've ever seen. (pale)
38. The sidewalk is _____ than when you arrived. (icy)
39. Jim has the _____ sense of humor of anyone I know. (keen)
40. That was the _____ dream I've ever had. (bad)

Lesson 31**More Comparative and Superlative Adjectives**

The comparative and superlative forms of most one-syllable and some two-syllable adjectives are formed by adding *-er* and *-est* to the adjective. However, for most adjectives with two or more syllables the comparative and superlative are formed by adding *more* and *most* before the adjective.

Tennis is **more popular** at my school than field hockey. (comparative)

Computer games are the **most popular** form of entertainment. (superlative)

An adjective of three or more syllables uses *less* and *least* to form the negative comparative and superlative.

Do you have any styles that are **less traditional**? (negative comparative)

Eileen is the **least traditional** member of the family. (negative superlative)

Do not use *more*, *most*, *less*, or *least* before adjectives that already end with *-er* or *-est*. This is called a double comparison and is incorrect.

The **smaller** instruments have **higher** pitches. (not *more smaller* or *more higher*)

► **Exercise 1** Write the indicated form of each adjective.

beautiful *comparative* more beautiful

1. likable *comparative* _____
2. careful *superlative* _____
3. numerous *superlative* _____
4. familiar *negative comparative* _____
5. wonderful *comparative* _____
6. modern *superlative* _____
7. dramatic *negative superlative* _____
8. surprised *comparative* _____
9. profitable *negative superlative* _____
10. efficient *superlative* _____
11. reluctant *negative comparative* _____
12. helpful *comparative* _____

13. gracious *comparative* _____

14. elaborate *superlative* _____

15. difficult *negative superlative* _____

► **Exercise 2** Write in the blank the correct form of the adjective in parentheses.

Zookeeping sounds like the most enjoyable job a person could have.
(enjoyable)

1. I want to be the _____ zookeeper at the city zoo. (dedicated)
2. What could be _____ than taking care of animals? (rewarding)
3. Of course, I will need _____ experience with animals than I have had in the past. (reliable)
4. So far, my _____ accomplishment has been to hold my dog Pepper long enough to give him a bath. (impressive)
5. I can gain _____ experience than I get with Pepper by caring for my neighbors' pets. (useful)
6. When I am older, I hope to become the _____ assistant Pepper's veterinarian has ever had. (hard-working)
7. Then I will go to college and become even _____. (knowledgeable)
8. Aunt Sara is the _____ zookeeper I know. (respected)
9. She says some animals are _____ than others. (cooperative)
10. Some are _____ than others, too. (playful)
11. Her pets at home seem _____ than the zoo animals. (friendly)
12. They appear to be _____ with humans than zoo animals ever can be. (comfortable)
13. My aunt thinks I am _____ with animals than most students my age. (skilled)
14. She is giving only the _____ students a tour of the zoo. (promising)
15. I don't know which of us is _____ than the other. (excited)

Lesson 32**Demonstratives**

The words *this*, *that*, *these*, and *those* are called **demonstratives**. They demonstrate, or point out, people, places, or things. *This* and *these* point out people or things close by, and *that* and *those* point out people or things at a distance. *This* and *that* are singular; *these* and *those* are plural.

When *this*, *that*, *these*, and *those* describe nouns, they are **demonstrative adjectives**. Demonstrative adjectives point out something and describe nouns by answering the questions *which one?* or *which ones?* When *this*, *that*, *these*, and *those* point out something and take the place of nouns, they are **demonstrative pronouns**.

DEMONSTRATIVE ADJECTIVES

That piano is too heavy to move.

Consider buying **this** bicycle.

Those mountains are enormous.

Who can play **these** games?

DEMONSTRATIVE PRONOUNS

That is a beautiful piano.

This is the world's best bicycle.

Those are the Alps.

Who can play **these**?

The words *here* and *there* should not be used with demonstrative adjectives. The words *this*, *these*, *that*, and *those* already point out the locations *here* and *there*. The object pronoun *them* should not be used in place of the demonstrative adjective *those*.

This ancient rattle is called a sistrum. (not *This here ancient rattle*)

Those finger cymbals are the smallest cymbals. (not *Them finger cymbals*)

► **Exercise 1** Underline the word in parentheses that best completes each sentence.

(This, These) packages need to be delivered today.

1. (Them, Those) shells from Fiji certainly make an interesting collection.
2. Tools like the ones in (this, these) exhibit have been used by people for thousands of years.
3. (Those, These) coins in my hand are Spanish money.
4. (These, These here) speakers provide a clearer sound than the others.
5. (This, That) dessert Akili has in the back of the room is baklava.
6. (Them, Those) seeds will produce lettuce and carrots.
7. Statues like (this here, this) one are made from brass or bronze.

8. (That, This) large gong at the back of the stage makes a deep, rich sound.
9. Flowers like (that, that there) grow in tropical climates.
10. Celebrations like the one in (this, that) picture I am framing are held in Indonesia.
11. (Those, Those there) are bamboo sticks used to make baskets.
12. (That, Those) discovery Ben Franklin made was electricity.
13. (This, These) stores sell sporting goods.
14. (That, Those) instruments will be used in the science experiment.
15. (That, That there) tape contains my favorite music.

► **Exercise 2** Write *adj.* in the blank if the demonstrative is an adjective and *pro.* if the demonstrative is a pronoun.

- pro. These belong to the girl who lives next door.
- _____ 1. This appears to be the best seat available.
 - _____ 2. Please send me those in the mail.
 - _____ 3. Does anyone know how to bake this cake?
 - _____ 4. You can check that book out of the library tomorrow.
 - _____ 5. That singer is quite talented.
 - _____ 6. Those do not heat as well as some.
 - _____ 7. Take these to the room down the hall.
 - _____ 8. This aisle contains what Susan wants.
 - _____ 9. These tickets are for the concert Tuesday night.
 - _____ 10. Dave hopes that will help us.
 - _____ 11. George and Ivan painted those posters for the athletic banquet.
 - _____ 12. This will surely amuse Hannah's guest.
 - _____ 13. Those tangerines taste delicious after a spicy meal.
 - _____ 14. Give these to the gentleman in the gray suit.
 - _____ 15. That ship has been docked for three days now.

Lesson 33

Adverbs

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

Jennifer smiled **broadly** at the audience. (modifies verb)

The first-place medal went to a **very** worthy contestant. (modifies adjective)

The conversation ended **rather** abruptly. (modifies adverb)

When modifying a verb, an adverb may describe *how*, *when*, or *where* the action is done.

Erin approached Mrs. Binder **cautiously**. (describes *how*)

Try to get to school **early**. (describes *when*)

Ron and I have looked **there**. (describes *where*)

Many adverbs are formed by adding *-ly* to adjectives. However, not all words that end in *-ly* are adverbs. The words *friendly*, *lively*, *kindly*, and *lonely* are usually adjectives. Similarly, not all adverbs end in *-ly*. The following words are all adverbs that do not end in *-ly*: *afterward*, *sometimes*, *later*, *often*, *soon*, *here*, *there*, *everywhere*, *not*, *fast*, *hard*, *long*, and *straight*.

► Exercise 1 Underline each adverb.

I went to bed too late last night so now I'm tired.

1. Pedro enthusiastically supported Zach's bid for student council president.
2. Spend your money wisely.
3. Marissa waited quietly for the play to begin.
4. Lightly underline the words you want to emphasize.
5. Now I want everyone to turn to page 36.
6. After surgery Lu Chan stretched his muscles slowly and painfully.
7. Ada whispered softly so she would not disturb the other people.
8. Will you sit close to me?
9. I am terribly confused about the schedule.
10. This project is finally and completely finished.

11. The sun shone brightly through the thin haze.
12. Look around and see what is different.
13. Sarah was extremely disappointed when she realized she could not go.
14. My horse Buttercup trotted gingerly along the bridle path.
15. It often seems like hard work, but I guess it's worth it.

► **Exercise 2** Draw an arrow from each adverb to the word it modifies.

Do you think we will be received graciously?

1. Mac looked everywhere for his jacket but could not find it.
2. Tom threw the ball fast and hard.
3. Soon it will be time to go to sleep.
4. Dorothy asked her questions firmly but politely.
5. Mimi was extremely exhausted after the mile run on a hot day.
6. The goalie defended forcefully but gracefully.
7. Matt's parents briefly spoke to his teacher.
8. Though the path was marked for beginning backpackers, it seemed rather steep to us.
9. Rosemarie is very conscientious about everything she does.
10. Who is on the phone now?
11. Stacey was somewhat hesitant at first, but now she is enthusiastic.
12. The president's press conference seemed unusually short.
13. What did you do next?
14. The volunteer coordinator at the library greeted us cheerfully.
15. Please carry the tray carefully.

Lesson 34

Intensifiers

When modifying a verb, an adverb may give information about *when*, *where*, or *how* the action of a sentence takes place. When describing an adjective or another adverb, an adverb often emphasizes or intensifies the word it modifies. An adverb that emphasizes or intensifies an adjective or adverb is called an **intensifier**.

This information is **rather** new so it won't be in the encyclopedia.
Jeff finished **just** slightly behind Audrey in the two-mile race.

Common intensifiers used to describe adjectives and other adverbs include *almost*, *extremely*, *just*, *nearly*, *practically*, *quite*, *rather*, *really*, *so*, *somewhat*, *such*, *too*, and *very*.

► Exercise 1 Draw an arrow from each intensifier to the word it modifies.

Barry and Pat were  extremely anxious to get the results.

1. I am somewhat unclear about the details.
2. Jorge's score on that test was nearly perfect.
3. Although I was quite nervous, I appeared calm and collected.
4. The dinner was really delicious.
5. Chico almost always comes to school with Mr. Fernandez.
6. Mrs. Phillips is a very dedicated teacher.
7. That serving is just enough for me.
8. Grandma was rather annoyed with Jason.
9. This crossword puzzle seems too easy.
10. These flowers are so beautiful.
11. Anita is an extremely sound sleeper.

12. Both my parents have to work quite late tonight so I have to watch Tommy.
13. This model airplane takes too much time to put together.
14. I am so proud of you!
15. Those watches are practically indestructible.
16. These directions are very confusing.
17. I think this sweatshirt is too large so I would like to exchange it.
18. My mom is rather tense about her speech, though she has practiced it several times.
19. Can you hear me over such loud noise?
20. Andy grew nearly four inches over the summer.

► **Exercise 2** Underline the word that the italicized intensifier modifies. In the blank, identify the underlined word as an *adj.* (adjective) or *adv.* (adverb).

- adv. I would prefer to proceed *rather* slowly.
- _____ 1. Manuel is an *extremely* careful worker.
 - _____ 2. Katherine's room is always *somewhat* messy.
 - _____ 3. Grandpa is *such* a good swimmer.
 - _____ 4. Perhaps you are being *just* too cautious.
 - _____ 5. Guitar music can be *very* soothing.
 - _____ 6. Waverly is a *quite* accomplished chess player.
 - _____ 7. The disease spread *very* rapidly throughout the school.
 - _____ 8. The reunion took place *rather* recently.
 - _____ 9. Mrs. Leal *quite* proudly introduced her family.
 - _____ 10. Denise *practically* always finishes her homework before dinner.
 - _____ 11. That's *just* enough salt; do not add any more.
 - _____ 12. Pam got a *really* different haircut last week.
 - _____ 13. Nick and Steve both play tennis *rather* effortlessly.
 - _____ 14. Hula hoops were *enormously* popular in the 1950s.

Lesson 35**Adverbs: Comparative and Superlative**

The **comparative form** of an adverb compares two actions. The **superlative form** of an adverb compares more than two actions. Short adverbs use *-er* as the comparative ending and *-est* as the superlative ending. Long adverbs require the use of *more* or *most*.

The bus is running **later** than usual this morning.
 This is the **latest** I have ever arrived at school.
 I will try to wait **more patiently**, but it won't be easy.
 Abram attends the club meetings **most frequently**.

Some adverbs form comparatives and superlatives in an irregular manner.

ADVERB	COMPARATIVE	SUPERLATIVE
well	better	best
badly	worse	worst
little (amount)	less	least
far (distance)	farther	farthest
far (degree)	further	furthest

The words *less* and *least* are used before both short and long adverbs to form the negative comparative and superlative.

Which one is used **less frequently**?
 The back room is in use the **least often**.

Do not use *more*, *most*, *less*, or *least* before adverbs that already end in *-er* or *-est*.

► **Exercise 1** Rewrite the sentence or phrase using the indicated form of the italicized adverb.

Work <i>swiftly</i> .	comparative	<u>Work more swiftly.</u>
1. Approach <i>slowly</i> .	comparative	_____
2. Get <i>well</i> .	comparative	_____
3. <i>far</i> from my mind	superlative	_____
4. <i>finely</i> carved	superlative	_____
5. Come <i>quickly</i> .	comparative	_____
6. <i>favorably</i> received	comparative	_____
7. ran <i>fast</i>	superlative	_____

Name _____ Class _____ Date _____

- | | | |
|-----------------------------------|------------------|-------|
| 8. <i>far away</i> | comparative | _____ |
| 9. came <i>soon</i> | comparative | _____ |
| 10. went <i>smoothly</i> | superlative | _____ |
| 11. worked <i>industriously</i> | neg. comparative | _____ |
| 12. reacted <i>affectionately</i> | neg. superlative | _____ |
| 13. answered <i>intelligently</i> | neg. superlative | _____ |
| 14. settled <i>comfortably</i> | neg. comparative | _____ |
| 15. listened <i>calmly</i> | comparative | _____ |

► **Exercise 2** Write in the blank the correct form of the adverb in parentheses.

Of the three students, Sondra always arrives _____. (late)

- Jacob traveled _____ than Rachel to attend the reunion. (far)
- Pasqual reacted _____ than Scott. (eagerly)
- Samantha accepted the criticism _____ than Jack. (graciously)
- Our principal reacted _____ of all. (favorably)
- Which of the employees progressed _____ towards her goal? (far)
- Jenny performed _____ today than yesterday. (well)
- Of Miami, Orlando, and Tallahassee, Miami is the _____ south. (far)
- Mr. Aravjo follows the stock market _____ than my dad does. (closely)
- Jonathan finished his homework _____ than usual yesterday. (early)
- Which of these four low-priced cars performed _____ in the tests? (badly)

► **Writing Link** Write a paragraph comparing two sports. Use comparative adverbs.

Lesson 36**Using Adverbs and Adjectives**

Adverbs and adjectives are often confused, especially when they are used after verbs. Use a **predicate adjective** after a linking verb (such as *be*, *seem*, *appear*, or *become*) to describe the subject of the sentence. Use an **adverb** to describe an action verb.

The winner seemed **breathless** as she crossed the finish line. (predicate adjective)
She collapsed **breathlessly** when the race was over. (adverb)

Good, *bad*, *well*, and *badly* are often used incorrectly. *Good* and *bad* are adjectives; use them after linking verbs. *Well* and *badly* are adverbs; use them to describe action verbs. *Well* may also be used as an adjective when describing someone's health.

Sean and Lila should be **good** after so much practice. (predicate adjective)
The weather was **bad** when we left. (predicate adjective)
Katie sang **well** today even though she has a cold. (adverb)
The number of absentees **badly** affected the band's performance. (adverb)

► **Exercise 1** Underline the word in parentheses that best completes each sentence.

Philo Taylor Farnsworth was an (unusual, unusually) high school student.

1. He worked (careful, carefully) on an idea for a new invention.
2. He thought pictures could be sent (easy, easily) through the air like sound.
3. Philo was (eager, eagerly) to learn more so he attended the University of Utah.
4. However, after his father died, he dropped out of school and searched (quick, quickly) for a job.
5. One of his interviewers, George Everson, seemed (great, greatly) impressed with his invention.
6. Everson and a partner were (possible, possibly) able to help.
7. In fact, they were (happy, happily) to provide the money for Philo to develop a working model of his system.
8. This system, known as television, was developed (slow, slowly) in a rented house in Los Angeles.

9. Neighbors were (suspicious, suspiciously) and called the police.
10. The police toured the house but remained (complete, completely) confused about what Philo was trying to make.
11. A new investor, W.W. Crocker, insisted (sudden, suddenly) that Philo move his laboratory to San Francisco.
12. (Simple, Simply) pictures painted on a piece of glass were the first images to appear on television.
13. Philo's efforts to improve his invention went (bad, badly), but he persisted.
14. In 1930 Philo's invention was (good, well) enough to receive patents.
15. Then Philo was (glad, gladly) to share his ideas with the companies that were interested in it.

► **Exercise 2** Write *adv.* (adverb) or *PA* (predicate adjective) in the blank to identify the word in *italics*.

- PA Many television programs are *entertaining*.
- _____ 1. From the early days of television, entertainment was *frequently* found on the small screen.
 - _____ 2. Singers, actors, and comedians performed *well* on the new medium.
 - _____ 3. Programs varied *slightly* in length, with many as short as fifteen minutes.
 - _____ 4. Famous radio personalities were *soon* familiar faces on television.
 - _____ 5. New stars were born *swiftly* as well.
 - _____ 6. Before long, evenings in front of the television became *common*.
 - _____ 7. Everyone was *fascinated* by the live images broadcast into each home.
 - _____ 8. News could *immediately* show important world events.
 - _____ 9. Sports fans seemed *pleased* that they could watch many games in their living rooms.
 - _____ 10. As the years went by, more and more uses were *certainly* discovered for television.

Lesson 37**Avoiding Double Negatives**

Negative words express the idea of “no.” The negative word *not* often appears in shortened form as part of a contraction.

is + not = isn't

can + not = can't

will + not = won't

Other words besides *not* may be used to express the negative. Each negative word has several opposites. These are **affirmative words**, or words that show the idea of “yes.”

NEGATIVE

never

nobody

none

no one

nothing

nowhere

scarcely, hardly

AFFIRMATIVE

ever, always

anybody, somebody

one, all

everyone, someone

something, anything

somewhere, anywhere

some, any

Two negative words used together in the same sentence create an error called a **double negative**. Avoid using double negatives. Only one negative word is necessary to convey a negative meaning. Correct a sentence that has a double negative by removing one of the negative words or by replacing one of the negative words with an affirmative word.

► **Exercise 1** Underline the word or words in parentheses that best complete each sentence.

Doesn't (nobody, anybody) understand the question?

1. They didn't do (anything, nothing) to solve the problem.
2. No one (ever, never) succeeds all the time.
3. Don't use (no, any) sugar in that recipe.
4. Sometimes it seems I can't (never, ever) win, but then I do.
5. No one (can, can't) play basketball in this weather.
6. The car didn't go (anywhere, nowhere); it just went in circles.
7. She looked inside the box, but there (was, wasn't) anything in it.
8. He hardly (ever, never) makes a mistake.

9. They hoped for some help, but they didn't get (none, any).
10. Nobody did (nothing, anything) wrong, but they still got into trouble.
11. No one (wouldn't, would) forget to study for the test.
12. They had brought (nothing, anything) with them.
13. Nobody (can, can't) swim better than Melissa.
14. The homework is lost; I can't find it (anywhere, nowhere).
15. No one (should, shouldn't) break traffic laws.
16. (Anybody, Nobody) in the back of the stadium could scarcely see the game.
17. Nothing bad (ever, never) happens to me.
18. You won't (never, ever) succeed in school unless you study.
19. We (shouldn't, should) ever turn in arithmetic work without checking it.
20. Lek tried to find an easy way to learn math, but he couldn't find (none, any).

► **Exercise 2** Write in the blank the contraction for the word in *italics*.

- _____ hadn't Isra *had not* ever seen snow until today.
- _____ 1. We can start now because Jacob *is not* coming today.
- _____ 2. *Were not* Jane and Abay scheduled to perform?
- _____ 3. You *will not* believe what just happened to me!
- _____ 4. I *do not* think I have met you before.
- _____ 5. Tony *did not* get to the bus stop on time this morning.
- _____ 6. Mom just *would not* change her mind.
- _____ 7. Brad *was not* planning on joining the choir, but he changed his mind.
- _____ 8. Alison and Karen still *cannot* agree on a topic.
- _____ 9. You *should not* tell secrets when other people are around.
- _____ 10. Jamie wanted to play softball, but she *could not*.



Unit 5 Review

► **Exercise 1** Draw an arrow from the word in *italics* to the word it modifies. Write *adj.* in the blank if the word in *italics* is an adjective and *adv.* if it is an adverb.

adj. Ivan's accomplishment is the *best* news I have heard this week.

- _____ 1. After missing the rebound the first time, Marion jumped *again*.
- _____ 2. All *the* trees in the orchard were filled with ripe fruit.
- _____ 3. We could tell from the beginning that the play was about something *very* silly.
- _____ 4. Chris and Ahmed are taking their boat out on a *fairly* large river.
- _____ 5. The politician *somewhat* reluctantly answered the reporter's question.
- _____ 6. Betsy Ross designed the first *American* flag in 1776.
- _____ 7. Uncle Giovanni has a unique walk and a great *bellowing* voice.
- _____ 8. The story I am about to tell you is absolutely *true*.
- _____ 9. The diplomat handled the *delicate* situation quite well.
- _____ 10. The Toshio family *rarely* play tennis for more than three hours at a time.
- _____ 11. *Those* members gave away the location of our secret clubhouse.
- _____ 12. Everything seems to come *fully* alive in the spring.
- _____ 13. Holly brought an *overdue* book back to the library.
- _____ 14. Please take *this* film to the shop on the corner.
- _____ 15. The soccer team worked *swiftly* to score another goal.
- _____ 16. Lila was fascinated by the *stone* statue in the center of the courtyard.
- _____ 17. *These* muffins are the best I have ever tasted.
- _____ 18. The advertisement states that other games are *available*.

Cumulative Review: Units 1–5

► **Exercise 1** Write the part of speech above each word in italics: *N* (noun), *V* (verb), *pro.* (pronoun), *adj.* (adjective), or *adv.* (adverb).

N

adj.

Ben gave a *short* speech after dinner.

1. *The* Watsons *are going* fishing in Montana.
2. *She* will plan the meeting with the committee *members*.
3. Chef Ramirez *often* makes *us* delicious meals.
4. The *pretty* quilt had a design of *red* and blue rings.
5. A porch swing *gently moved* back and forth in the breeze.
6. A *bright* moon glowed against the midnight *sky*.
7. We will meet *them* near the *sparkling* fountain.
8. *That* began a friendship which continues to *this* day.
9. Miranda *is hosting* a birthday *party* Friday night.
10. Samdi *himself taught* Rick how to ski.
11. Laura was a junior *bridesmaid* in her cousin Tina's wedding.
12. A *small* bird fluttered *quietly* from one tree to another.
13. *They* could *hear* some musicians rehearsing in the next room.
14. The grandfather clock *chimed* the *new* hour.
15. I have never tried *this* sport *before*.
16. Tanya *helps* her father in the *greenhouse* each day after school.
17. The *whimpering* dog *slowly* curled up in a corner of the kitchen.
18. *It* rolled across the highway until *someone* picked it up.
19. Janice and *Saul* *will enter* the pie-eating contest.
20. *Wildflowers* grow in the *green* meadow next to the pond.

► **Exercise 2** Draw two lines under each verb or verb phrase. Write in the blank whether the verb is *T* (transitive), *I* (intransitive), or a *LV* (linking verb).

- T Lena brought two friends to the picnic.
- _____ 1. Many boxes were piled up inside the house.
- _____ 2. Through the telescope, Michelle could see several constellations.
- _____ 3. Our class took a field trip to the Art Institute of Chicago.
- _____ 4. Samantha became treasurer of the garden association.
- _____ 5. Tim made the shirt himself.
- _____ 6. The night air seemed chilly to the guests at the outdoor reception.
- _____ 7. Julian climbed up the mountain to the abandoned cottage.
- _____ 8. A glistening sailboat was docked next to a small yacht.
- _____ 9. Aunt Nadine sent Missy a beautiful necklace with her birthstone in it.
- _____ 10. Kendra studies geography each day after lunch.
- _____ 11. The bread in the oven smells wonderful.
- _____ 12. Mrs. Callahan is the chairperson of the social committee.
- _____ 13. Dad and I are building new shelves for the basement.
- _____ 14. We explored the new shop on the corner Sunday afternoon.
- _____ 15. Bill experimented with his new computer the entire evening.
- _____ 16. Bridget plays the piano quite well for a beginner.
- _____ 17. The sky appeared gray and cloudy in spite of the sunny forecast.
- _____ 18. Jason paints incredibly accurate portraits.
- _____ 19. The song on the radio is one of my favorites.
- _____ 20. They walked through the Park of Roses.
- _____ 21. The bird's song was truly melodic.
- _____ 22. Jasmine sent me a postcard from Greece.

► **Exercise 3** Write in the blank the correct form (comparative or superlative) of the adjective or adverb in parentheses.

My uncle makes the _____ best burritos imaginable. (good)

1. The book I am reading for this book report is _____ than the book I read for the last one. (long)
2. Barbara must be the _____ sprinter on the team. (fast)
3. Diane's speech was _____ delivered than Catherine's. (calmly)
4. Jeremy's house is the _____ from the ballpark, so he may be a little late. (far)
5. The campaign produced results _____ than we expected. (soon)
6. That movie has been _____ awaited than the other one. (eagerly)
7. The person with the _____ slogan wins the contest. (creative)
8. Juan chose the _____ apple and the largest dessert. (small)
9. Of everyone in the play, Yolanda learned her lines _____. (quickly)
10. The temperature today is _____ than it was yesterday. (cold)
11. Raymond seems _____ now that his family has moved to their new home. (happy)
12. The _____ thing happened to Christy on her way to school. (strange)
13. Denny's brother is four years _____ than he is. (young)
14. We crossed the river at its _____ point. (wide)
15. This cereal costs much _____ than that one. (little)
16. Though she couldn't arrive by the time the concert started, Keisha promised to come _____. (late)
17. Mom said the homemade vase was the _____ gift she could have received. (great)
18. Ms. Hadley welcomed the guests _____ than Ms. Tilford did. (graciously)
19. This week's football game was much _____ than last week's game. (short)
20. That is the _____ shade of purple I've ever seen! (beautiful)

Unit 6: Prepositions, Conjunctions, and Interjections

Lesson 38

Prepositions and Prepositional Phrases

A **preposition** is a word that connects a noun or a pronoun to another word in a sentence. A **compound preposition** consists of more than one word.

I can meet you **at** the library. Eat vegetables **instead of** junk food.

A **prepositional phrase** is a group of words that begins with a preposition and ends with a noun or pronoun called the **object of the preposition**.

We walked **along the beach**. They stood **beside us**.

COMMONLY USED PREPOSITIONS

about	before	during	off	to
above	behind	for	on	toward
across	below	from	onto	under
after	beneath	in	out	until
against	beside	inside	outside	up
along	between	into	over	upon
among	beyond	like	since	with
around	by	near	through	within
at	down	of	throughout	without

COMMONLY USED COMPOUND PREPOSITIONS

according to	aside from	in front of	instead of
across from	because of	in place of	on account of
along with	far from	in spite of	on top of

► **Exercise 1** Underline each prepositional phrase. Draw a second line under the preposition or compound preposition and circle the object of the preposition.

Food contains nutrients that we need for good health.

1. There are six groups of nutrients: carbohydrates, fats, proteins, water, minerals, and vitamins.
2. We could not live without carbohydrates.

3. Energy stored in carbohydrates is released quickly.
4. Among the carbohydrates are sugars, starch, and fiber.
5. Some foods with sugar have few nutrients.
6. Sugar, however, is found in all fruits.
7. Our bodies also get sugar from young vegetables.
8. Refined sugar is found in products like candy and soft drinks.
9. Along with bread, pasta and potatoes provide us with starch.
10. Our bodies break down starch into glucose.
11. Glucose then releases energy throughout our bodies.
12. We get our fiber through foods like vegetables and grains.
13. Fiber does not release energy within our bodies.
14. However, because of fiber, our digestive tract is kept healthy.
15. Many doctors believe in a high-fiber diet to guard against cancer.
16. Like carbohydrates, fats also provide energy.
17. Fats release energy slowly, instead of the quick release from carbohydrates.
18. We also have healthy skin and hair because of fats.
19. However, too much saturated fat from food turns into excess body fat.
20. Saturated fats come from animal products.
21. Unsaturated fats are found in vegetables and nuts.
22. Because of proteins children can develop into healthy adults.
23. Proteins supply material for the production of new cells.
24. Fish, poultry, and milk supply protein to our bodies.
25. Combinations of other foods, like nuts and grains, also provide protein.
26. Perhaps you never thought about water for nourishment.
27. Yet, no one can live without water in his or her body.
28. Water helps control the temperature inside the body.
29. Blood, which contains water, carries oxygen to the cells.
30. Minerals are important for bone strength.

Lesson 39**Pronouns as Objects of Prepositions**

When a pronoun is the object of a preposition, use an object pronoun, not a subject pronoun.

Sherilyn threw the ball to Cindy. Sherilyn threw the ball to **her**.

If a preposition has a compound object with both a noun and a pronoun, use an object pronoun.

LaToya entered the race with Carmen and **me**.

Use the object pronoun *whom* after a preposition.

To **whom** did you give the folder? The person with **whom** I'm going is Tad.

► **Exercise 1** Draw two lines under each preposition or compound preposition. Underline the correct form of the pronoun in parentheses.

The dog likes to run with Tammy and (he, him).

1. Give the books to Eduardo and (I, me).
2. I never heard of either Mr. Cameron or (him, he).
3. There is some difference of opinion between Juana and (they, them).
4. Is that the teacher of (whom, who) you speak so highly?
5. Oh, you got here in front of (I, me).
6. I'll go later because I don't want to run into (him, he).
7. I like to sit near Keshia and (her, she).
8. Don't get caught between the bear cub and (she, her).
9. If you hurry, you can go to the concert with (we, us).
10. Hakeem stood behind Tracy and (me, I) and yelled "Boo!"
11. This present is from Martha and (he, him).
12. To (who, whom) should I address this package?
13. Aside from Zina and (them, they), who else was there?
14. I don't think the nurse appreciated the jokes by Jim and (me, I).

15. I don't want to leave without (her, she).
16. Food of any kind looks delicious to (we, us) starving hikers.
17. I don't want to sit in front of (him, he).
18. We came to the party without the Joneses or (them, they).
19. The balloons floated above (we, us).
20. The speech was given by (she, her).
21. Yoko will give her book report for the teacher and (they, them).
22. Mother sat between Jim and (I, me).
23. When the halfback went down, the whole opposing team piled on top of (he, him).
24. They lost their home in the flood, and I feel sorry for (they, them).
25. Is that the person behind (whom, who) you sat at the movie?
26. Because she knows so much about the outdoors, I like camping with (her, she).
27. Why don't you come to the parade along with Sam and (us, we)?
28. I threw the ball beyond (them, they).
29. The baby took her first steps toward Dad and (we, us).
30. The king had been fighting against (they, them) for years.
31. The broken lamp in our den fell on top of (she, her).
32. I met the explorer about (who, whom) you wrote in your letter.
33. Joe wants to go to the spelling bee in place of (I, me).
34. They want to paint a portrait of Toshi and (him, he).
35. The painter shouted at the worker on the ladder above (she, her).
36. I think Pravat looks quite a bit like (he, him).
37. The new students feel accepted by the teacher and (we, us).
38. Lara stood in awe of the beautiful valley below (her, she).
39. I always feel uncomfortable around Diana and (her, she).
40. The victim of the robbery pointed to the suspect and (he, him).

Lesson 40**Prepositional Phrases as Adjectives and Adverbs**

A prepositional phrase sometimes functions as an **adjective phrase** that tells about a noun or a pronoun.

The land **around the lake** was rocky. (The prepositional phrase *around the lake* describes the noun *land*.)

An **adverb phrase** is a prepositional phrase that tells about a verb, an adjective, or another adverb. An adverb phrase tells *when*, *where*, or *how* the action in the verb takes place.

The mice hid **from the owl**. (describes the verb *hid*)

The horse is tired **after his workout**. (describes the adjective *tired*)

The cat slept late **in the morning**. (describes the adverb *late*)

► **Exercise 1** Underline each prepositional phrase. Write *adj.* or *adv.* in the blank to identify the type of phrase.

- adj. Translators of Spanish work here.
- _____ 1. Do you know the name of that monument?
- _____ 2. In a strong voice, the actor delivered his speech.
- _____ 3. The cat jumped off the fence.
- _____ 4. I can't understand the label on the package.
- _____ 5. My relatives from Phoenix are coming next week.
- _____ 6. The Bonillas have a new deck in their backyard.
- _____ 7. After classes, the scientist gave a lecture.
- _____ 8. A pep rally was held in the gym.
- _____ 9. I'd love a piece of that pie!
- _____ 10. I bought you a new book about astronomy.
- _____ 11. A loud crash came from the darkened house.
- _____ 12. We spent all of our allowance.
- _____ 13. Did I leave my keys in your car?

- _____ 14. Because of the broken ski lift, we had to climb the mountain.
- _____ 15. The percussion section is practicing on their drums.
- _____ 16. Between halves, the band performed a splendid show.
- _____ 17. I dreamed I traveled to Paris.
- _____ 18. The cat with the long fur is ours.
- _____ 19. She is going to vote in the mid-year election.
- _____ 20. We'll get there sooner if we take the road through the hills.

► **Exercise 2** Underline each prepositional phrase. Circle the word it describes.

Raul works in a busy office.

1. Jorge wrote a piece for the school band.
2. We waited for at least a half hour!
3. We plan to meet Fernando at the video store.
4. Della got a flat tire on her bicycle.
5. The art museum has marble lions with huge paws.
6. Don likes to work the crossword puzzles in the newspaper.
7. The mountain goats climbed up the rocky hillside.
8. The lion groomed her cubs with her tongue.
9. The coach left suddenly during the rally.
10. Enrique took photographs of the stained glass windows.
11. The audience focused on the lead singer.
12. Aurelia adjusted the eyepiece on her telescope.
13. The wind blew with frightening suddenness.
14. The winning runner crossed the finish line in a flash.
15. The prospector stored his gold in a safe.
16. The Academy Awards show is broadcast to a worldwide audience.
17. The elms along our street have all died.
18. The house near the waste dump had to be evacuated.

Lesson 41**Conjunctions and Interjections**

A **coordinating conjunction** connects words or phrases in a sentence. The words *and*, *but*, *or*, *for*, and *nor* are coordinating conjunctions. Such conjunctions can be used in several ways.

Rain **or** snow is expected tomorrow. (compound subject)

Floodwaters reached the levee **and** flowed over it. (compound predicate)

Angel called to Carla **and** Olivia. (compound object of a preposition)

I can't run fast, **but** I can run long distances. (compound sentence)

Correlative conjunctions are pairs of conjunctions. They include *both/and*, *either/or*, *neither/nor*, and *not only/but also*.

Madeline **not only** plays hockey **but also** teaches it to younger students. (compound predicate)

An **interjection** is a word or phrase that expresses feelings but has no grammatical connection to the sentence. Separate interjections from the sentence with a comma or an exclamation point, depending on the strength of feeling.

Oh, you don't need to worry. **Ouch!** I really am sunburned.

COMMON INTERJECTIONS

aha	come on	ha	oh, no	ouch	whoops
alas	gee	hey	oh, well	phew	wow
awesome	good grief	hooray	oops	what	yes

► **Exercise 1** Underline each conjunction. Write whether it joins a compound subject (*subj.*), a compound predicate (*pred.*), a compound object of a preposition (*obj.*), or a compound sentence (*sent.*).

obj. I really miss the humor of Angie and Gwen.

_____ 1. Hiroshi and Takeo competed in the finals.

_____ 2. The audience booed and hissed at the villain.

_____ 3. I will study with either Mom or Dad.

_____ 4. The tornado picked up the empty car and threw it against the barn.

_____ 5. Botany and astronomy are Jake's main interests.

_____ 6. We asked Belle to dinner, but she had other plans.

- _____ 7. Mr. Lee gave grades to the seventh- and eighth-grade classes.
- _____ 8. The runner jumped the gun and was disqualified from the race.
- _____ 9. Manny and I have to write a report.
- _____ 10. Georgia not only has a paper route but also works at a craft shop.
- _____ 11. I think Mr. Wilson will recover, but his family is not hopeful.
- _____ 12. Grandma thinks it will rain tomorrow, for her joints are aching.
- _____ 13. Both Mini and Poloma are good at the shot put.
- _____ 14. Chocolate is good for neither dogs nor cats.
- _____ 15. The cat pounced at the bird but missed it.
- _____ 16. We will travel to either Yellowstone or Yosemite next summer.
- _____ 17. I can't roller skate, but I'm a whiz on a skateboard.
- _____ 18. The dog comes to neither my call nor the whistle.
- _____ 19. Aunt Renee or Uncle Johnny will call us tonight.
- _____ 20. Tatanka cared for the orphaned baby raccoon and then released it.

► **Exercise 2** Circle the interjection in each sentence.

Wow! I see the parade coming!

- 1. We're going to be late. Oh, no!
- 2. Hooray, the teacher decided not to give us a test today!
- 3. Whoops! I guess I misjudged the distance from the couch to the floor.
- 4. Alas, someone else got my favorite parking space.
- 5. I thought there was no rainbow, but, wow, there it is!
- 6. Yes, I'd love to go to the car show with you.
- 7. Aha! I thought I saw you creeping up on me.
- 8. Hey, aren't you Marcy's brother?
- 9. I forgot these boots have holes in them. Good grief!
- 10. Oh, no, the squirrel is in the birdfeeder again.

 Unit 6 Review

► **Exercise 1** Draw one line under each preposition and two lines under each conjunction. Circle each interjection.

Yes! Tyrone and I get to go to the pool.

1. The neighbor's dog and our cat like to chase each other.
2. Wow, did you see my photograph in the paper?
3. Neither Mae nor Mason entered the contest.
4. I don't know whether to wear my shorts or my jeans to the rally.
5. Oops, I dropped my ring into the garbage disposal.
6. Hey! Don't throw the ball or swing that bat in the house!
7. Do I like to swim in the pool? Yes!
8. Dad not only built much of our house but also painted it.
9. Monica and Rachel are identical twins, but they have very different interests.
10. Oh, no, the raccoons have dragged the garbage out of the can again.
11. Dad bought tickets for Mom and her.
12. Jed will study either painting or sculpture in college.
13. It's almost time for the game. Hooray!
14. Our school won the band competition and got a trophy. Awesome!
15. Wow, Adita shot from center court and scored three points.
16. Janine liked the movie a lot, but I thought it was silly.
17. Have you ever heard of either Florence Nightingale or Clara Barton?
18. Good grief! That was a difficult test!
19. Sally delivered holiday cards to her paper route customers.
20. Koko gave his dog a bath and then cleaned himself with a big towel.

Cumulative Review: Units 1–6

► **Exercise 1** Label each noun, verb, adjective, and adverb by writing *N*, *V*, *adj.*, or *adv.* above the correct word or words.

adj. *N* *V* *V* *adj.* *N* *adv.*
The scientists will announce their new discovery tomorrow.

1. The ancient train crept slowly up the steep, dangerous hill.
2. The faster runners quickly tackled the slower quarterback.
3. The small gymnast gracefully performed her final exercise.
4. After the accident victims had been treated, the room became quiet.
5. When the movie was completed, the VCR rewound the videotape.
6. Reggie and Yana will compete in the finals of the contest tomorrow.
7. The rain fell heavily, and the river rose steadily.
8. The professional skiers sped smoothly down the steep slope.
9. The long movie was awfully boring.
10. When the squirrel and my cat met in the garage, both animals fled.
11. On our summer vacation, we drove through twelve states.
12. The performance by the band at halftime was spectacular.
13. The baby has been crying for several hours.
14. I have not seen Jason or Terry lately.
15. After his encounter with a skunk, we washed our dog in tomato juice.
16. On the wild pitch, the quick runner stole home easily.
17. A flock of gulls lands in the parking lot of the mall each morning.
18. Take your feet off the table!
19. Ellen writes to me regularly.
20. Buffalo were very numerous in the West.
21. Have you ever held a long-haired rabbit?
22. Sign me up for the Music Club.

► **Exercise 2** Draw one line under each simple subject and two lines under each simple predicate. Then draw a vertical line between the complete subject and complete predicate.

The singing birds wake us early each morning.

1. The hot sand scorched my bare feet.
2. That long-legged wading bird is either a heron or an egret.
3. The players in the red jerseys are the Midtowners.
4. The videotape goes into this opening.
5. Our neighbors across the street collect old records.
6. That girl in the yellow raincoat looks like my cousin.
7. I will tell you the plot of the movie.
8. Several students from our school qualified for the finals.
9. The hungry alligator slid off the bank and into the water.
10. We will see the dinosaur exhibit tomorrow.
11. The carrier always throws the paper right in front of our door.
12. The townspeople collected food for the victims of the flood.
13. Our class recycles its paper and plastic.
14. The sound of approaching thunder echoed through the hills.
15. The lifeguard called people out of the pool.
16. Jacob's skateboard easily avoided the cracks in the sidewalk.
17. Greg's sister wants to be a scientist.
18. The skaters circled the arena to the strains of ballet music.
19. Our guidance counselor gave me good advice about college.
20. Several limbs from the tree fell during the violent windstorm.
21. Your paintings are so original!
22. Our first experiment flowed smoothly.
23. Mariette visits the residents at Autumn Years Nursing Home.
24. My dog shamelessly begs food from everybody.

► **Exercise 3** Draw one line under each preposition or compound preposition and two lines under each conjunction. Circle each interjection.

Phew, this blister on my foot not only hurts but also slows me down.

1. Hey, should I read the book or see the movie first?
2. Put the produce into the crisper and the dry goods on top of the counter.
3. Jack sits across from me and between Lila and Betty.
4. According to our teacher, the universe is older and larger than imaginable.
5. Ogima studies after school, but I wait until evening.
6. Yes, Hano will climb Mount Baldy in the spring.
7. Sonia not only identifies plants but also gives their Latin names. Wow!
8. Either Molly or her sister will represent our school in the contest.
9. Oh, no, that video is at the other store.
10. Namid volunteers at the recycling center during the weekend.
11. I met Marsha and her brother, Joshua, outside the art museum.
12. Across from the park are railroad tracks and a patch of rare flowers.
13. Alas, someone is sitting in my favorite seat.
14. The lion crept toward the grazing zebras, but they sensed his presence and fled.
15. Hey, didn't we do this page of problems already?
16. Neither Tonia nor Sophie remembers where she lived during her childhood.
17. I got an A on my report. Hooray!
18. Good grief! Sam taped his family and sent the video to that TV show.
19. Would I like to play with that band? Yes!
20. Where in the world did you find that bicycle, and how old is it?
21. Do you use one capful of ammonia or one cup of bleach?
22. John, covered with sticky cobwebs, emerged from the attic.
23. Light the electric candles displayed in the window.
24. Ha! I don't believe a word of that story about the monster under your bed.

Unit 7: Clauses and Complex Sentences

Lesson 42

Simple and Compound Sentences and Main Clauses

A **simple sentence** has one complete subject and one complete predicate.

COMPLETE SUBJECT

A pretty flower

Roses and tulips

COMPLETE PREDICATE

grows in the garden.

grow and bloom in the garden.

A **compound sentence** contains two or more simple sentences. Each simple sentence within a compound sentence is called a **main clause**. Main clauses are joined either by a comma followed by a conjunction or by a semicolon. The comma may be omitted if the main clauses are very short.

I watch **and** I learn.

Flowers are delicate, **and** they need tender care.

Flowers are delicate; they need tender care.

► **Exercise 1** Write in the blank *simple* or *compound* to identify the type of sentence.

compound

Mexican food is very unique, and it has a spicy flavor.

- _____ 1. People across America have developed an appreciation for Mexican food.
- _____ 2. We enjoy going to a Mexican restaurant, but sometimes we must wait in line for over an hour.
- _____ 3. The taco is a popular item, and it is easy to prepare.
- _____ 4. A taco usually consists of a folded corn tortilla, ground beef, cheese, lettuce, and tomato.
- _____ 5. Tacos come in two varieties; their shells can be either hard or soft.
- _____ 6. Some cooks buy taco shells already made; others fry and form the shells themselves.
- _____ 7. Browning ground beef in a shallow skillet is the first step.
- _____ 8. Drain the grease frequently; too much grease makes tacos unhealthful.
- _____ 9. Spices and chopped onions can be added to the cooked ground beef.
- _____ 10. A layer of ground beef is then spooned into the taco shell.

- _____ 11. I like cheese on top of the beef; some add lettuce.
- _____ 12. Chunks of red tomatoes give the taco a colorful appearance.
- _____ 13. Toppings such as black olives and sour cream can also be added.
- _____ 14. Some people add hot sauce or salsa.
- _____ 15. Tacos are nutritious, and they are also delicious.

► **Exercise 2** Underline each main clause. Add a comma or a semicolon as needed.

Food from specific countries is known as ethnic food; a large variety exists.

1. Ethnic foods come from around the world and they can be found all over the United States.
2. World foods add diversity to American cuisine they provide a flavorful change of pace.
3. Many ethnic foods use common ingredients but they taste different because of the spices.
4. Chinese soft noodles are long, thin strips of pasta and some pasta dumplings contain cheese or meat.
5. Regional foods normally use local ingredients these are fresh and economical.
6. The different flavors come from special ingredients some may not be available in your area.
7. Different styles of Chinese cooking include Szechwan, Mandarin, and Cantonese Szechwan is spicier than the others.
8. Chinese food is popular and fortune cookies are always fun!
9. Thai dishes often include rice but sometimes rice noodles are used instead.
10. The names of some Thai dishes begin with the words *kin khao* this expression means “come eat.”

Lesson 43**Complex Sentences and Subordinate Clauses**

A **complex sentence** has a main clause and one or more subordinate clauses. A **main clause** has a subject and a predicate, and it can stand alone as a sentence. A **subordinate clause** also has a subject and a predicate, but it cannot stand alone as a sentence. It depends on the main clause to complete its meaning. It can act as an adjective, an adverb, or a noun.

MAIN CLAUSE

They are playing music

We must stop skating

I will tell you

SUBORDINATE CLAUSE

that I like to hear. (adjective)

when the music stops. (adverb)

what happened at the rink. (noun)

► **Exercise 1** Write in the blank *simple* or *complex* to identify the type of sentence.

- _____ **complex** February 2, which is the midpoint of winter, is an unusual holiday.
- _____ 1. It is Groundhog Day and is celebrated all over the country.
- _____ 2. The groundhog, which is actually a woodchuck, emerges from hibernation on that day.
- _____ 3. If the groundhog sees its shadow, there will be six more weeks of winter weather.
- _____ 4. After the groundhog sees its shadow, it returns to its burrow until spring.
- _____ 5. If the day is cloudy and the groundhog does not see its shadow, spring will come early.
- _____ 6. The groundhog stays outside because it expects spring.
- _____ 7. People enjoy this custom although most do not believe in it.
- _____ 8. Statistical evidence does not support this popular superstition.
- _____ 9. The groundhog that most people watch for is in Punxsutawney, Pennsylvania.
- _____ 10. Its name is Phil, probably from the word *fillip*, which means “anything that stirs or livens up.”
- _____ 11. About seven thousand townspeople gather on February 2 and watch for the famous groundhog.

- _____ 12. Since the tradition began in 1887, the furry forecaster has seen its shadow all but eleven times.
- _____ 13. Our Groundhog Day tradition is based on an old German fable.
- _____ 14. This fable says that if an animal casts a shadow on February 2, there will be bad weather.
- _____ 15. This fun tradition inspired the 1993 movie *Groundhog Day*, which takes place in Punxsutawney.

► **Exercise 2** Underline each main clause. Write in the blank *simple* or *complex* to identify the type of sentence.

complex

The groundhog, which is also called a woodchuck, is a kind of marmot.

- _____ 1. This makes it a member of the squirrel family.
- _____ 2. Adult groundhogs are usually two feet long, including their bushy tails, which are about five inches long.
- _____ 3. They have coarse brownish-gray fur with hints of red.
- _____ 4. Groundhogs live in the eastern and central United States where there are open fields.
- _____ 5. They feed on grasses and whatever vegetation they can find.
- _____ 6. They particularly like plants such as clover and alfalfa.
- _____ 7. When groundhogs come out of their holes to look for food, they stop to listen for signs of danger.
- _____ 8. Because groundhogs often sit still on their haunches, they can be easy targets for hunters.
- _____ 9. Groundhogs hibernate in burrows during the winter months.
- _____ 10. Before they hibernate, they eat large amounts of food.
- _____ 11. Groundhogs are able to sleep for most of the winter because the food they ate turns to fat.
- _____ 12. Groundhogs are fun and fascinating animals to observe, especially since there is an annual holiday named after them!

Lesson 44**Adjective Clauses**

An **adjective clause** is a subordinate clause that modifies a noun or pronoun in the main clause. An adjective clause follows the word it modifies. As with any subordinate clause, an adjective clause has a subject and a verb, but is not a complete sentence and cannot stand by itself. Generally, an adjective clause begins with a **relative pronoun** such as *that, which, who, whom, whose, whoever, or whomever*. It can also begin with *where* or *when*. A relative pronoun that begins an adjective clause can be the subject of the clause.

This book, **which was written in 1915**, is very interesting.

A railroad flare produces a bright flame **that can be seen hundreds of yards away**.

► **Exercise 1** Draw one line under each adjective clause. Draw a second line under each word that introduces an adjective clause.

Cartoon characters that were introduced in the 1930s are still popular today.

1. A university is a college where many subjects are studied.
2. Cable television, which was originally used to bring in distant stations, provides many types of specialized programming.
3. Juke boxes that used to play a song for a dime now cost much more.
4. Help came at a time when Stan needed it most.
5. John Chapman, who was nicknamed Johnny Appleseed, planted apple seeds in Ohio, Indiana, and Illinois.
6. Hummingbirds are tiny birds that are less than three inches long.
7. The Irish wolfhound, which is a hunting dog, is the tallest breed of the species.
8. The diver whose turn it was waved to the crowd.
9. Hurricanes are tropical cyclones that have wind speeds of up to 150 miles per hour.
10. Abraham Lincoln, who moved from Illinois to Washington, grew up in Kentucky.
11. The *Arabian Nights* is a collection of stories that have been passed down from one generation to the next.

12. Is Natalie the keyboard player whom you asked to join the band?
13. I need to edit this report that I am writing.
14. Many students who bring their lunches to school buy milk in the cafeteria.
15. Athens, which is the capital of Greece, is believed to have been named after Athena.
16. Moshe, who has written music for other schools, wrote the music for our class play.
17. The cook on duty this evening, whoever that may be, will prepare an excellent meal.
18. He who laughs last laughs best.
19. The giant armadillo, which can grow to more than three feet long, lives in South America.
20. Susan B. Anthony, who was a schoolteacher, was active in the antislavery movement.

► **Exercise 2** Draw one line under each adjective clause. Draw an arrow to the noun that it modifies.

The woman  who received the award gave a fine speech.

1. Jacques, whom we haven't met until now, just enrolled at our school.
2. The clock that I just bought has a digital readout.
3. Acrobats perform complicated feats that seem to defy gravity.
4. Maria is the student whose poetry won a prize.
5. Many people in Belgium speak Flemish, which is similar to Dutch.
6. The *Katzenjammer Kids*, which was one of the first comic strips to appear in a periodical, appeared in *American Humorist* in 1897.
7. Mr. Griffin is a teacher whom you will like.
8. Can you see the mountain that lies just beyond the tree line?
9. Thuong likes to walk on trails where he can see wildlife.
10. Most people have days when they cannot get organized.

Lesson 45**Adverb Clauses**

An **adverb clause** is a subordinate clause that often modifies a verb in the main clause of a complex sentence. It can also modify an adjective or an adverb. An adverb clause tells *how, when, where, why, or under what conditions* the action occurs. When an adverb clause introduces a sentence, it is usually separated from the main clause by a comma. When an adverb clause comes at the end of a sentence, it usually does not take a comma.

Before she signs up for next year's classes, Deena will talk with her counselor.
Calvin passed the ball **because his teammate had an open shot**.

The first word of an adverb clause is a **subordinating conjunction**.

COMMON SUBORDINATING CONJUNCTIONS

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

► **Exercise 1** Underline each adverb clause. Circle the subordinating conjunction.

You should count your pages before you begin.

1. Builders use plywood in the construction of small boats because it is easy to shape.
2. I haven't spoken with Jane since she moved.
3. Airplanes sometimes fly to unscheduled cities when the weather is bad.
4. I'll wear my sandals if the weather is warm.
5. Whenever I walk to school, my cat follows me down the street.
6. Please read the book while it's still available from the library.
7. Since it was just painted, don't lean against the wall.
8. Tomatoes taste best when they're fully ripened.
9. Everybody ate dessert after they finished eating the main course.

10. Although it was written in 1814, “The Star-Spangled Banner” did not become the official national anthem until 1931.
11. Soldiers must stand at attention when they speak to an officer.
12. I’ll cut the grass today if it doesn’t rain.
13. When they feel threatened, dogs sometimes display aggressive behavior.
14. Incandescent and fluorescent bulbs produce light differently although they both serve the same purpose.
15. The concert will end at 10:30 P.M. unless the audience insists on several encores.
16. You will receive extra credit if you turn in your project early.
17. Grace swims better than she dives.
18. The pep rally won’t begin until the last class of the day has ended.
19. Keiko wrote her name on the chalkboard after she finished the problem.
20. Elena will groom the horse in the morning so that she can ride it in the afternoon.

► **Exercise 2** Underline each adverb clause. Draw an arrow to the verb that it modifies.

Dad painted the fence because he didn’t want it to rust.

1. When the principal called her name, Rosa stepped up to the podium.
2. Binoculars and telescopes magnify images because they have special lenses.
3. Whenever I hear the words of Dr. Martin Luther King Jr., I feel inspired.
4. Always check the expiration date before you buy perishable food.
5. Sprinters run at their limit during their races whereas distance runners pace themselves.
6. After the winter sports season ends, the athletes attend a banquet.

Lesson 46**Noun Clauses**

A **noun clause** is a subordinate clause used as a noun. It may serve as a subject, direct object, predicate noun, or object of a preposition.

Whoever rides in a car should wear seat belts. (subject)

Claude said **that he is watching television**. (direct object)

Listening to tapes is **how I learned Spanish**. (predicate noun)

Please listen to **what the director says**. (object of a preposition)

WORDS THAT INTRODUCE NOUN CLAUSES

how	what	where	who	whomever
however	whatever	which	whom	whose
that	when	whichever	whoever	why

► **Exercise 1** Draw one line under each noun clause. Draw a second line under each word that introduces a noun clause.

You can read whichever book you like.

1. City Hall is where the parade begins.
2. I don't know which one I should choose.
3. Jamaal's little sister likes to do whatever he does.
4. When you reach the next grade level depends on how well you study.
5. Whoever needs a new locker should sign the sheet outside the office.
6. Our science teacher explained why the sun turns shades of pink and red at sunset.
7. The clerk said that this was the last sweatshirt in stock.
8. Can you please demonstrate how this computer works?
9. New York is where people of many nationalities live.
10. José couldn't add any facts to what had already been said.
11. However you want to arrange the living room furniture is okay with me.
12. He told me what he wanted for his birthday.
13. Whatever you want to eat is fine with me.
14. Do you remember when you tried to throw the ball all the way to home plate?

15. The test question asked whose ancestors lived in Egypt and Syria.
16. The field trip was different from what they had expected.
17. Joel said that he will visit his cousin this summer.
18. Friday evening is when I watch comedies.
19. For your party, you can invite whomever you want.
20. Why he dropped that pass is a mystery.

► **Exercise 2** Underline each noun clause. In the blank, identify the clause as *subj.* (subject), *DO* (direct object), *OP* (object of a preposition), or *PN* (predicate noun).

- PN A steep hill and plenty of snow are what we need for sledding.
- _____ 1. Your athletic skills will be valuable in whichever sport you choose.
 - _____ 2. Whoever is waiting for the governor should stand in line.
 - _____ 3. When Canadian geese head south is the time of winter's approach.
 - _____ 4. The coach said that this is going to be the best team in several years.
 - _____ 5. Choir directors seek whoever has a good voice.
 - _____ 6. His problem is that he doesn't write down his assignments.
 - _____ 7. This is how students select their major.
 - _____ 8. Pay close attention to what I do.
 - _____ 9. Is Lieutenant Blaine the person with whom I'll be speaking?
 - _____ 10. How wars are lost is the subject of the book.
 - _____ 11. Doctors can explain why proper nutrition is so important.
 - _____ 12. That the politicians differ in opinion is obvious.
 - _____ 13. Isaac Newton proved that comets and planets are subject to the laws of gravity.
 - _____ 14. A computer will process whatever is entered into it.
 - _____ 15. Who sent the yellow roses is a mystery to me.
 - _____ 16. The city council will be presenting awards to whoever has made important contributions to the community.



Unit 7 Review

► **Exercise 1** Underline each subordinate clause. Write in the blank, *adj.* for adjective clause, *adv.* for adverb clause, or *N* for noun clause.

- adj. This magazine has pictures of hair styles that you can do yourself.
- _____ 1. Before you leave, fill in all the answers.
- _____ 2. Dogs that undergo extensive training assist people with special needs.
- _____ 3. Airplanes fly above storm clouds whenever they can.
- _____ 4. Whoever arrives first will win the door prize.
- _____ 5. If it rains, the game will be canceled.
- _____ 6. Ricky knew that the library book was due.
- _____ 7. The tickets that have come back from the printer are now on sale.
- _____ 8. Alligators and crocodiles live in tropical regions because they are cold-blooded.
- _____ 9. England is where the Wimbledon tennis tournament takes place.
- _____ 10. Police officers who visit the schools teach classes on safety and crime prevention.
- _____ 11. Pineapples, which grow on bushes, weigh several ounces and have a spiny covering.
- _____ 12. Whenever the referee calls a foul, the clock stops.
- _____ 13. Whoever owns a vintage 78 r.p.m. recording must handle it very carefully.
- _____ 14. The sound that you heard was made by a stringed instrument.
- _____ 15. Farmers whose land is not eroded can grow many crops.
- _____ 16. Movies portray dinosaurs as vicious creatures although many were really gentle plant-eaters.
- _____ 17. Cactus plants survive in very dry regions because they retain moisture.
- _____ 18. Architects must know what the purpose of a building is.
- _____ 19. The library subscribes to magazines that are published all over the world.
- _____ 20. Derek breathed a sigh of relief after he won the election.

Cumulative Review: Units 1–7

► **Exercise 1** Write *adj.* or *adv.* in the blank to indicate whether the italicized word is an adjective or adverb.

adv.

Be sure to cook the meat *slowly*.

- _____ 1. The weather service is predicting a *harsh* winter.
- _____ 2. Our math test was *extremely* difficult.
- _____ 3. Musicians must practice *diligently* before concerts.
- _____ 4. Many operas are sung in *foreign* languages.
- _____ 5. This music is *too* loud!
- _____ 6. Have you read *this* book?
- _____ 7. Johann Sebastian Bach wrote music in the *Baroque* style.
- _____ 8. I worked *hard* to finish my English paper on time.
- _____ 9. The puzzle was *hard* so I asked for help.
- _____ 10. Be sure to lock the *inner* gate before you leave.
- _____ 11. This building is *taller* than the one we visited yesterday.
- _____ 12. Because Houston is a large city, I have always wanted to travel *there*.
- _____ 13. Luis searched *everywhere* for the book.
- _____ 14. The museum is having an exhibit of *Chinese* art.
- _____ 15. Please call him back *immediately*.
- _____ 16. Antonio *almost* scored a goal in Saturday's game.
- _____ 17. Joshua plays the piano very *well*.
- _____ 18. The mechanics worked *quickly* to fix the race car.
- _____ 19. Janna waited *patiently* while her teacher graded her paper.
- _____ 20. Only the *fastest* horses run in the Kentucky Derby.

► **Exercise 2** Underline each preposition and circle each conjunction. Identify the kind of conjunction by writing *coord.* (coordinating) or *subord.* (subordinating).

- coord. This game of mine has new batteries, but it still doesn't work.
- _____ 1. Movie cameras use film, but video cameras record their images on magnetic tape.
- _____ 2. The weather forecaster predicted wind and snow during the coming week.
- _____ 3. The lights don't work, and the switch for the fuse is broken.
- _____ 4. Tim won't be able to attend summer school unless there is another vacancy in the class.
- _____ 5. Connecticut is a small state, but it has many places of interest.
- _____ 6. The number zero has no numerical value, nor can it be a denominator in a fraction.
- _____ 7. Compasses point north, but they do not point to the true northernmost spot on Earth.
- _____ 8. Because the weather was good, my brother played basketball outside the house.
- _____ 9. Does this computer work or should I call the repair department?
- _____ 10. I haven't had food this good since I left New York in the spring.
- _____ 11. Don't touch the computer by the window if it is still printing.
- _____ 12. Football requires a great deal of stamina, but so does soccer.
- _____ 13. Hydrofoil watercraft move at greater speeds than conventional boats because they can glide across the water.
- _____ 14. Tim rode his bike behind the house, and Fred rode his skateboard along the sidewalk.
- _____ 15. Let's lift weights at the gym before we go play tennis.
- _____ 16. Although there are many endangered species in America, there is much we can do to help them.
- _____ 17. We'll win this game if you make this field goal before the end of the half.

_____ 18. Mark Twain visited several foreign countries and wrote about the experience in *Innocents Abroad*.

_____ 19. I feel better, though I haven't regained all of my strength yet.

_____ 20. The mail hasn't come yet, nor have the boxes of books arrived.

► **Exercise 3** Underline each subordinate clause. In the blank, identify the clause as *adj.* (adjective), *adv.* (adverb), or *N* (noun).

adv. _____ Dew forms on grass before the sun comes up.

_____ 1. The streetlights automatically turn on when darkness falls.

_____ 2. The Irish firefighter is the one who rescued my cat.

_____ 3. Louisa May Alcott wrote *Little Women* when she served as a nurse during the Civil War.

_____ 4. What happened during science class surprised everybody.

_____ 5. Candles that come in many colors have only a few scents.

_____ 6. Championship games are held in whichever stadium can hold the most people.

_____ 7. Aesop wrote fables that used animals in the roles of people.

_____ 8. The principal gave awards to students whose grade averages were above 3.5.

_____ 9. Whichever color you decide to wear will be fine with me.

_____ 10. Ancient people drew pictures on cave walls whenever they wanted to record important events.

_____ 11. Tamil wants to go on a vacation where he can learn to ski.

_____ 12. Rachel is often tired in school because she goes to sleep too late.

_____ 13. Although they perform many calculations per second, computers cannot think for themselves.

_____ 14. Many students who live far from school ride school buses.

_____ 15. Since there are more than 800,000 insect species, they outnumber all other animals.

_____ 16. I know that our television is not working well.

Unit 8: Verbals

Lesson 47

Participles and Participial Phrases

A **present participle** is formed by adding *-ing* to a verb. It functions as the main verb in a verb phrase (used with forms of *be*) or as an adjective.

The lion was **roaring**. (present participle as main verb)

The **roaring** lion scared us. (present participle as adjective)

A **past participle** is usually formed by adding *-ed* to a verb. It functions as the main verb in a verb phrase (used with forms of *have*) or as an adjective.

The mystery had **baffled** the police. (past participle as main verb)

The **baffled** police looked for clues. (past participle as adjective)

Do not confuse the past participle with the past form of a verb.

The drummer **joined** the band. (past form)

The drummer had **joined** the band. (past participle)

A **participial phrase** is a group of words that includes a participle and other words that complete its meaning. It is used as an adjective. A participial phrase can appear before or after the word it describes. Place the phrase as close as possible to the modified word to avoid unclear meaning.

Growling furiously, the bear clawed at the bars of its cage.

The insects **mounted in this frame** are part of a much larger collection.

► **Exercise 1** Underline each participle. Write *V* (verb) or *adj.* (adjective) in the blank to indicate its use in the sentence.

- adj. The young campers had an exciting time.
- _____ 1. Mark Walker had invited Diego to join him and his parents on a wilderness trip.
- _____ 2. Diego had never camped before.
- _____ 3. Arriving at the campsite, everyone helped put up the tents.
- _____ 4. Two pitched tents would be their homes for the next week.
- _____ 5. Mr. Walker, inspecting their work, praised the boys for their efforts.
- _____ 6. While the adults were preparing supper, the boys went for a hike.
- _____ 7. The boys discovered a discarded set of antlers from a deer.

- _____ 8. The hikers, beaming with pride, displayed their trophy at the campsite.
- _____ 9. Then they all ate a delicious meal prepared by Mrs. Walker.
- _____ 10. Mr. Walker made cornbread in a frying pan.
- _____ 11. Tasting delicious, the food disappeared in record time.
- _____ 12. Diego, feeling content, savored every bite of the meal.
- _____ 13. “Do you know what you young men will be doing after the meal?” asked Mark’s dad.
- _____ 14. Looking at his friend, Mark replied, “We have to clean up.”
- _____ 15. That night, waking with a start, Diego heard a strange sound outside the tent.
- _____ 16. Shaking, he fumbled for his flashlight in his backpack.
- _____ 17. He heard a crackling noise and then a loud crash.
- _____ 18. The startled Diego shone his light in the direction of the noise.
- _____ 19. Two skunks had knocked over the trash cans.
- _____ 20. The boy ran for the tent and told the others what he had seen.

► **Exercise 2** Underline each participle or participial phrase. Circle the noun it modifies.

Scattering in all directions, the campers evaded the skunk.

1. Many campers tell about frightening encounters with skunks.
2. This animal, scampering along many wooded areas, lives only in the Western Hemisphere.
3. Skunks come in various sizes, depending on the type.
4. The striped skunk is the most common type.
5. It is a furry, black animal with white stripes radiating down its back.
6. In the daytime, sleeping skunks rest in underground dens.
7. Hunting at night, most skunks catch their own food.
8. Their diet consists mainly of small rodents, caterpillars, and other insects, but they also eat limited amounts of fruit and grain.
9. While out at night, wandering skunks sometimes surprise people.

10. The skunk is notorious for the foul, stinking liquid it sprays.
11. This liquid, called *musk*, comes from glands at the base of the tail.
12. Startled by a skunk, a person must remember to use caution.
13. Any alarmed person who sees a skunk should remain calm.
14. Running from the threat, many people scare the skunk.
15. Instinct causes a frightened skunk to spray.
16. The skunk will try to escape, spraying wildly.
17. It is very difficult to remove the stinking substance from clothes.
18. Soaked in tomato juice, clothes may begin to lose the smell.
19. However, the remaining odor usually lasts several days.
20. Experienced campers know to keep their distance from skunks and other wild animals.

► **Exercise 3** Underline each participle or participial phrase. If it is used as an adjective, draw an arrow to the word it modifies.

Exploring the woods, the students saw many forms of life.

1. Springing from every spot, life fills a forest.
2. Both plants and animals exist in a balancing act of survival.
3. The crawling insects even have a role.
4. A complicated food web connects all the creatures to each other.
5. All the energy in an ecosystem is cycling continuously.
6. The interconnected food chain begins with plants of all sizes.
7. Plants called producers make their own food.
8. All around the world, plants are producing food from sunlight.
9. Called photosynthesis, this process is the main function of leaves.
10. Animals, being hunters, cannot produce food this way.
11. Eating the plants, many animals feed themselves.

12. Plant-eating animals are primary consumers.
13. Other larger animals eat the smaller unprotected ones.
14. Hiking in the woods, we can see all types of creatures.
15. For example, one may see a raccoon living in a tree.
16. Evidence of the amazing diversity of life is everywhere.
17. It is sad to see this diversity threatened by a forest fire.
18. However, some controlled forest fires can be good.
19. Happening naturally, forest fires can be a beneficial part of nature.
20. Forest fires can remove dead trees that are just taking up space.
21. Removing trees, fires can allow new fields of grass to grow.
22. Replenishing the soil, the ashes from a fire provide fresh nutrients.
23. Unfortunately, humans are still starting forest fires.
24. In spite of fires, life is continuing to exist everywhere.
25. Many spirited animals escape the blazes and move to nearby land.
26. Sometimes a changing forest causes some populations to increase.
27. Large families of grazing deer continue to fill the land.
28. Running through the woods, deer are beautiful creatures.
29. When they die, the remaining material decays.
30. Helping break down the remains of plants and animals, decomposers complete the food cycle.
31. These microscopic organisms constantly remove rotting material from the ecosystem.
32. These tiny organisms are serving a purpose in the forest.

Lesson 48**Gerunds and Gerund Phrases**

A **gerund** is a verb form that ends in *-ing* and is used as a noun.

Traveling can be pleasant or tedious. (gerund as subject)

Prilly dreaded **moving**. (gerund as direct object)

A **gerund phrase** is a group of words that includes a gerund and other words that complete its meaning.

Assigning the chores took longer than expected. (gerund phrase as subject)

The family enjoyed **fishing in the bayou**. (gerund phrase as direct object)

Do not confuse gerunds with participles, which also end in *-ing*. They are distinguished by their function in a sentence.

Freddy is **coloring**. (participle as main verb)

Maria thrived on the **loving** attention. (participle as adjective)

Crying is not always a sign of sadness. (gerund as subject)

► **Exercise 1** Underline each gerund or gerund phrase.

Giggling uncontrollably is her way to show that she is nervous.

1. Gregor tremendously enjoyed showing his dogs.
2. Taking a long drive calms many people.
3. To buy the new bike, Ava began saving her money.
4. Cleaning the bathroom is a chore that almost no one enjoys.
5. Many people cannot stand waiting in long lines.
6. Hoping for the best is a healthy practice.
7. Walking is good exercise.
8. The state championships involved competing for the grand prize.
9. Donating money to charity was the purpose of the car wash.
10. Mina's father always liked encouraging the team.
11. Including others in games shows good sportsmanship.
12. Joining the navy has been Kofi's dream since childhood.
13. Adding and subtracting are necessary in division problems.

14. Mark began updating his existing computer file.
15. Rayna finished reading the book.
16. Leading the group is a harder job than I first thought.
17. Finding a bone in my fish sandwich caused me to lose my appetite.
18. Kareem studied fencing at the local gym.
19. Stimulating the frog's leg was the first step in the biology lab procedure.
20. Shedding tears can be a sign of both joy and sorrow.
21. Dana went to the studio to learn dancing.
22. Drinking and driving is a dangerous activity.
23. Eating is allowed only in the lobby.
24. Threading a needle takes steady hands.
25. Trading baseball cards is Elena's favorite hobby.
26. Coming home before ten is a house rule that Kenji never broke.
27. The mosquitoes finally stopped biting.
28. Wearing the itchy sweater bothered Maria.
29. The team started playing.
30. Uncle Howard enjoyed catching that large fish.
31. Winning the game was taking precedence.
32. Flying jets is a career I am considering.
33. The chopped tree began falling.
34. Carving the Thanksgiving turkey has been Grandpa's job for years.
35. I like learning about endangered species.
36. Shrinking the company's debt has been on the president's mind.
37. Creeping across the backyard is how my cat is sneaking up on birds.
38. Swimming the backstroke was the specialty of the athlete.
39. I enjoyed seeing my old friend.
40. I accept cleaning the garage as my weekend chore.

► **Exercise 2** Underline each gerund or gerund phrase. Write in the blank its use in the sentence: *S* for subject or *DO* for direct object.

 S Eating large amounts of fudge is fattening.

- _____ 1. Caring for the various plants in the garden requires a large amount of Oke's time.
- _____ 2. I am enjoying going to the movies every weekend.
- _____ 3. Maria loves riding the roller coaster at the amusement park.
- _____ 4. Collecting stamps from Africa was one of Mr. Kanduja's hobbies.
- _____ 5. Raking the leaves became a daily chore throughout the autumn season.
- _____ 6. My mother is organizing the recycling in the community.
- _____ 7. Filling all those balloons was an extremely difficult task.
- _____ 8. Does table tennis at the recreation center require bringing your own ball?
- _____ 9. Jennifer began singing when she was three years old.
- _____ 10. Bowling in a league is an excellent way to meet people.
- _____ 11. Succeeding in sales requires self-confidence.
- _____ 12. Wrestling, swimming, and running keep Matt busy.
- _____ 13. Did Jerry remember dropping his notebook?
- _____ 14. Flying kites is a popular activity at the park.
- _____ 15. Frying meat too quickly will cause the outside to burn and the inside to be undercooked.
- _____ 16. Peeling onions makes many people cry.
- _____ 17. The orchestra began playing the national anthem.
- _____ 18. Acting silly comes easily for Marvin.
- _____ 19. Raising crops on this land will require a lot of hard work.
- _____ 20. Removing prejudice is a worthy national goal.
- _____ 21. Sledding down the snow-covered hill became a regular winter activity.
- _____ 22. Braking hard, the car avoided hitting the deer.
- _____ 23. Skating is a terrific way to develop good balance.
- _____ 24. Swimming in the stream is forbidden by the police.

- _____ 25. Miette enjoys taking long walks in the country.
- _____ 26. Reading improves your vocabulary.
- _____ 27. My dog finally stopped howling.
- _____ 28. Digesting dairy products is a problem for some people.
- _____ 29. Following the rules in any sport is the responsibility of the players.
- _____ 30. Sleeping on the cold, hard ground was never Li Cheng's idea of fun.
- _____ 31. Do you know that your job will require driving a car?
- _____ 32. Pushing or shoving in the lunch line will not be tolerated.
- _____ 33. Hauling logs from the river to the sawmill was Ellen's part-time job.
- _____ 34. The staff enjoyed meeting in the kitchen with Chef Albert.
- _____ 35. Calling long distance is much more economical these days than in our grandparents' era.
- _____ 36. Whistling a tune is a sign of both happiness and nervousness.
- _____ 37. The whistling valve brought us a warning.
- _____ 38. Drumming is an old term for selling goods.
- _____ 39. Speaking clearly was the teacher's best quality.
- _____ 40. The squeaking of the chairs bothered everyone in the class.

► **Writing Link** Write a paragraph about learning to ride a bicycle. Use at least five gerunds in your description.

Lesson 49**Infinitives and Infinitive Phrases**

An **infinitive** is a verb form that uses the word *to* followed by the base form of a verb. It often functions as a noun, as either a subject or a direct object. An infinitive can also function as an adjective or adverb. When *to* is used as part of an infinitive, it is not a preposition.

To fly has been a dream of humans since ancient times. (infinitive as subject)

Most people like **to sing**. (infinitive as direct object)

We rode the bus **to the mall**. (prepositional phrase)

An **infinitive phrase** is a group of words that includes an infinitive and other words that complete its meaning.

To keep one's promise is a sign of good character. (infinitive phrase)

► **Exercise 1** Underline each infinitive or infinitive phrase.

I prefer to listen to music in my room.

1. Gary is practicing to become the best player ever.
2. The coach wants us to achieve good results.
3. We need to train our dog systematically.
4. The instructor asked me to stop the car.
5. To chew gum can be fun.
6. To keep the lead is difficult.
7. Who wants to go to the zoo?
8. The restaurant wants to satisfy its customers.
9. Ever since childhood, to train dolphins was her goal.
10. Harry wanted to begin the game on a good footing.
11. To ring the bell was her job.
12. His aunt wanted to buy him the book.
13. To feed a pet can lift one's spirits.
14. To sing in a rock band was Ann's goal.

15. To help Ben prepare the meal involves giving the cookbook to him.
16. My dog loves to ride in the car.
17. To think of the best way to the stadium was difficult.
18. Who wants to sit beside Grandma?
19. Before dinner, my father likes to ride his exercise bike.
20. To win the game would be a sweet victory.
21. On his way to school, Beka needs to make a left-hand turn.
22. To teach a class can be both difficult and fun.
23. To cook dinner will not take long.
24. To swing is a child's delight.
25. Sonia wants to pay for the ice cream.
26. Pedro loves to pop popcorn after school.
27. The lions hoped to spring at the hyenas.
28. To leave before the end of the show was rude.
29. To run in the Olympics was Jesu's dream.
30. To grow older is a natural part of life.
31. We all need to eat nutritious food.
32. The president proposed to cut taxes.
33. To do that math problem was our homework.
34. To know the secret is the key.
35. Who volunteers to drive to the movie?
36. The officer told the students to be careful crossing the intersection.
37. Stuart learned to write poetry from his English teacher.
38. Feng Ying likes to grow geraniums in the window box.
39. To rise to the top is an energetic goal.
40. Barbie's goal is to win a gold medal at the Special Olympics.

► **Exercise 2** Underline each infinitive or infinitive phrase. Write in the blank its use in the sentence: *S* for subject or *DO* for direct object.

- DO I need to finish my homework.
- _____ 1. I love to hug my collie.
- _____ 2. To act on a Broadway stage is one of Jenny's fondest dreams.
- _____ 3. To become a concert pianist requires hours of practice every day.
- _____ 4. To bake the perfect raspberry pie was one of Grandpa's talents.
- _____ 5. José needed to get his car at the gas station.
- _____ 6. Athletes must learn to lose gracefully.
- _____ 7. To reach the highest level in the video game is the purpose of finding the hidden passage.
- _____ 8. To write the article for the school paper took talent.
- _____ 9. To win the game is a real challenge.
- _____ 10. Abdul hoped to find pictures of his great-grandparents.
- _____ 11. We need to arrive at least two hours early.
- _____ 12. Dawit and Carmen wanted to raise the flag at the opening ceremonies.
- _____ 13. To leave before the storm would be a smart idea.
- _____ 14. The coaches planned to test the team's endurance.
- _____ 15. To eat more than one piece of pie is greedy.
- _____ 16. Micah and Jamal have learned to finish their homework before bedtime.
- _____ 17. Wanting only a laugh, Enrique never intended to insult anyone.
- _____ 18. The constant dripping of the faucet threatened to drive him insane.
- _____ 19. To own real estate requires saving much money.
- _____ 20. To run all the way to the edge of the park is exhausting.
- _____ 21. All the boys wanted to join the choir.
- _____ 22. I am trying to find photos of whales.
- _____ 23. To win a soccer match takes teamwork.
- _____ 24. To teach a large class requires much patience.

- _____ 25. Would Carlos like to visit his uncle in Oregon?
- _____ 26. The referee told the booth to restart the game clock.
- _____ 27. To be sure before proceeding may lessen problems later.
- _____ 28. To change schools can be a scary experience.
- _____ 29. Growing a good crop of tomatoes proves to be time consuming.
- _____ 30. The poet likes to read his poems at the neighborhood bookstore.
- _____ 31. To organize a family reunion demands a great amount of planning.
- _____ 32. Ever since she can remember, Marilyn has wanted to become a country-western singer.
- _____ 33. While no one liked to cook, everyone liked to eat.
- _____ 34. To serve and to lead were the president's wishes.
- _____ 35. In response to public opinion, the council decided to hire seven new police officers.
- _____ 36. To find the correct answer is not always easy.
- _____ 37. Because she was so hungry, Suchin wanted to get a sandwich.
- _____ 38. Brushing your teeth with baking soda helps to clean them.
- _____ 39. Robin wanted to mail the package, but she needed more postage.
- _____ 40. To match Dan's ability is certainly an accomplishment.

► **Writing Link** Write a paragraph about learning to swim. Include at least six infinitives.



Unit 8 Review

► **Exercise 1** Write in the blank *part.* (participle), *ger.* (gerund), or *inf.* (infinitive) to identify the italicized word or words.

- part. The *unfinished* pizza remained on the table.
- _____ 1. *Gazing* at the sky, Emil imagined he could fly.
- _____ 2. For her birthday, Will is *giving* his sister a new tape player.
- _____ 3. *Riding* was the most popular activity at camp except for swimming.
- _____ 4. *To make* the team requires both coordination and speed.
- _____ 5. The entire family enjoys *playing* tennis.
- _____ 6. Their new recording is *selling* very well.
- _____ 7. Marion had *prepared* for the piano recital.
- _____ 8. The *worried* parents finally found the boy.
- _____ 9. The cousins all agreed *to write* to each other.
- _____ 10. We enjoy *singing* folk songs.
- _____ 11. They planned *to make* the variety show an annual event.
- _____ 12. We couldn't get out because of the car *parked* behind us.
- _____ 13. Where did you learn *to repair* your bicycle?
- _____ 14. *Bounding* down the stairway, the dog greeted its master.
- _____ 15. *Feeding* the cats is Meg's daily chore.
- _____ 16. The carriage *bouncing* along the street was a collector's item.
- _____ 17. I began *jogging* around the track every day.
- _____ 18. *To err* is human.
- _____ 19. *Reading* between the lines is a hidden talent.
- _____ 20. Arthur found the cow *grazing* in the neighbor's vegetable garden.

Cumulative Review: Units 1–8

► **Exercise 1** Underline each prepositional phrase. Write *adj.* (adjective) or *adv.* (adverb) in the blank to identify the kind of phrase. Circle each coordinating, correlative, and subordinating conjunction.

- adj. The key to the neighbor's house was missing, but Derek had a spare.
- _____ 1. In the morning she was tired and cranky.
- _____ 2. I not only can remember the name of that substitute teacher, but also can remember what he wore that day.
- _____ 3. The realtor would not wait inside the house because it was spooky.
- _____ 4. The hat on the elderly lady's head was both bizarre and charming.
- _____ 5. Our swingset and birdbath were damaged in yesterday's storm.
- _____ 6. The shark swam around the coral reef when the fishing boat appeared.
- _____ 7. Both strawberries and bananas are used in the fruit salad.
- _____ 8. The first room on the left is yours.
- _____ 9. The people became quiet before the golfer putted on the green.
- _____ 10. All of the construction workers wore yellow hard hats and heavy work boots.
- _____ 11. The sign in the front yard was neither correct nor legible.
- _____ 12. My new CD player will be ready by Monday or Tuesday.
- _____ 13. I looked into the classroom but saw nobody I knew.
- _____ 14. Ryan never drinks iced tea without lemon and sugar.
- _____ 15. They went fishing during the early morning hours since the weather was calmer.
- _____ 16. The wooden fence between these houses needs nails and paint.
- _____ 17. Although Mr. Wang coached the soccer team, most of his time was spent teaching health and physical education.
- _____ 18. Elizabeth was brave during the crisis, but she panicked later.
- _____ 19. Under the bed were a worn slipper and a giant dust ball.
- _____ 20. The lanky man with the black hair and the bushy beard is our math teacher.

► **Exercise 2** Write *con.* (concrete), *abst.* (abstract), *col.* (collective), or *comp.* (compound) in the blank to identify the type of noun in italics. Some nouns will fit more than one category.

con., col.

The *team* from Wilson Junior High won the debate.

- _____ 1. Checkers is one of the world's oldest board *games*.
- _____ 2. Lianna Black had the original *idea* for the project.
- _____ 3. Our Siamese cat won a *blue ribbon* at last month's show.
- _____ 4. Many people are interested in learning about their *past*.
- _____ 5. The *crowd* at the State Theater anxiously awaited the opening performance.
- _____ 6. Cole knew it was *time* to clean his room when he could no longer see his carpet.
- _____ 7. My best friend, Jen, hates *peanut butter*.
- _____ 8. In the 1960s *audiences* were out of control at the Beatles' concerts.
- _____ 9. Our school library sold *bookmarks* to raise money for improvements.
- _____ 10. Alissa used her mechanical *skill* to fix her sister's bike.
- _____ 11. The *committee* announced its decision to fire the district manager.
- _____ 12. The jury listened carefully to the *cross-examination* of the witness.
- _____ 13. Ben's *hope* is that he will be able to visit Washington, D.C.
- _____ 14. Ms. Walker always stressed *creativity* for our journal assignments.
- _____ 15. Clam chowder is a popular soup in *New England*.
- _____ 16. The class voted on which *videotape* to watch.
- _____ 17. Stan called the *electrician* to connect the wiring in the basement.
- _____ 18. As the sky began to darken, the *parade* proceeded down Main Street.
- _____ 19. We saw that the little boy was in *danger*, so we called the police.
- _____ 20. During the peaceful protest, the courthouse steps were bathed in *candlelight*.

► **Exercise 3** Underline the verbal or verbal phrase. In the blank, write *ger.* (gerund), *part.* (participle), or *inf.* (infinitive).

- ger. Moving to Williamsburg sparked Nicole's interest in history.
- _____ 1. Will writing to the publisher have any effect?
- _____ 2. Patches prefers to eat his dog food at room temperature.
- _____ 3. The Hiking Club discovered the remains of a log cabin destroyed by fire.
- _____ 4. Lindsay needed the counselor to advise her on the best courses.
- _____ 5. My grandmother enjoys golfing on the weekends.
- _____ 6. Cleaning the roadsides not only helps the environment but also saves money for the highway department.
- _____ 7. Catered by professionals, the banquet was a flawless success.
- _____ 8. Applauding enthusiastically, the audience prompted another curtain call.
- _____ 9. Pedro, trying to be brave, opened the door to the shed and went inside.
- _____ 10. Obedience schools help to train owners as well as their dogs.
- _____ 11. John tried painting a mural on the wall.
- _____ 12. Leading the race for student council made Tommy Han happy.
- _____ 13. A worthwhile use of free time is volunteering at the community's soup kitchen.
- _____ 14. Inching its way through the driving snow, the taxi delivered my grandparents from the airport.
- _____ 15. Scuba diving is a favorite sport in Bermuda.
- _____ 16. Marlin plans to study marine biology in college.
- _____ 17. The campers staying in the Will-o'-the-Wisp Cabins will wash the dishes tonight.
- _____ 18. I like to compose silly song lyrics.
- _____ 19. Typing 65 wpm, Vicki quickly finished her history paper.
- _____ 20. To win first chair in the flute section, Julia practiced every day after school.

Unit 9: Subject-Verb Agreement

Lesson 50

Making Subjects and Verbs Agree

If the subject of a sentence is singular, then the verb of the sentence must also be singular. If the subject is plural, then the verb must also be plural. When the subject and the verb are both singular or both plural, they are said to **agree in number**.

That **tree loses** its leaves early in the fall. (both singular)

Those **trees lose** their leaves late in the fall. (both plural)

The irregular verbs *be*, *do*, and *have* can be main verbs or helping verbs. In either case, they must agree with the subject.

Singular: **She is** painting a portrait. **He does** well. **It has** a good plot.

Plural: **They are** artists. The **students do** try. **They have** completed the lesson.

► **Exercise 1** Draw two lines under the verb in parentheses that best completes each sentence.

Astronomers (studies, study) the galaxies.

1. Our galaxy's name (is, are) the Milky Way.
2. The Milky Way (consists, consist) of the sun and other stars, the nine planets, gas, and dust.
3. The combined light from all the stars (spreads, spread) out to form a band of light across the sky.
4. In the night sky the Milky Way (resembles, resemble) spilled milk.
5. Throughout history there (has, have) been many legends about the Milky Way.
6. We now (knows, know) that Galileo, with his improved telescope, first confirmed that the light source was the stars.
7. This is not surprising because there (is, are) about 100 billion stars in our galaxy.
8. The Milky Way is flat like a disk, but it (bulges, bulge) at the center.
9. The spiral arms of the Milky Way (radiates, radiate) from this center.

Name _____ Class _____ Date _____

10. Our solar system (exists, exist) 30,000 light years from the center, or two-thirds of the way out on an arm.
11. The stars (rotates, rotate) around the central bulge.
12. The sun (completes, complete) one orbit of the galaxy every 225 million years, which is one cosmic year.
13. While our galaxy has billions of stars, other larger galaxies (contains, contain) even more stars.
14. Two dozen galaxies (makes, make) up the “Local Group.”
15. Amazingly, scientists (believes, believe) there are billions of other galaxies in the universe!

► **Exercise 2** Underline the subject of each sentence. Fill in each blank with the verb in parentheses that best completes the sentence.

A meteor looks like a star falling from the sky. (looks, look)

1. Meteors _____ often called shooting stars. (is, are)
2. A meteor _____ a streak of light that occurs when interplanetary particles vaporize. (is, are)
3. Many meteors occurring together _____ a meteor shower. (creates, create)
4. Comets' debris _____ most meteor showers. (produces, produce)
5. The particles then _____ Earth's atmosphere. (enters, enter)
6. A very large meteor _____ not completely vaporize. (does, do)
7. The particles _____ known as meteorites when they hit the Earth. (is, are)
8. Meteorites sometimes _____ meteorite craters when they hit the moon, Earth, or other planets. (forms, form)
9. Meteorites _____ classified by their composition. (is, are)
10. They _____ different combinations of minerals, such as iron and nickel. (contains, contain)

Lesson 51**Locating the Subject**

The verb must agree with the subject even when the subject and verb are separated. Sometimes a prepositional phrase separates the subject and verb.

The **goal** of those charities **is** to provide shelter for homeless people. (The prepositional phrase *of those charities* separates the subject *goal* and the verb *is*.)

Sometimes the subject comes after the verb, as in sentences that begin with *here* or *there*.

Here **is** the **book** you looked for yesterday. (*Book* is the subject; *is* is the verb.)

In an interrogative sentence, a helping verb may come before the subject.

Does your **dog** really **eat** grapes? (*Dog* is the subject; *Does* is the helping verb; *eat* is the main verb.)

► **Exercise 1** Draw one line under the subject and two lines under the verb in each sentence.

Does he have your new phone number?

1. There are more cookies in the kitchen.
2. The night sky, in all its splendor, amazes us.
3. Here are the papers from the storeroom.
4. Has your mother called you?
5. The door with the broken lock has caused us much trouble.
6. There are eight boys in our class.
7. Here is the answer to your problem.
8. The grandmother of the Vasquez children drops them off at school.
9. The kittens on the windowsill watch the birds.
10. There is a bug in your hair.
11. Do the little girls know their address?
12. Here is my favorite picture in the museum.
13. Cars with air bags appear safer than those without them.

14. The boy with the red hair is buying his ticket first.
15. The director of both bands was leading the march.
16. Here is the best recipe for chocolate chip cookies.
17. People from all corners of the world come for the artist's exhibit.
18. Was Kelly happy with her final performance?
19. The teacher, with a nod of his head, indicates his approval.
20. The story about heroic animals was Arturo's favorite.

► **Exercise 2** Draw two lines under the verb in parentheses that best completes each sentence.

The windows in the family room (was, were) very dirty.

1. The cheerleaders from the other team (does, do) a cheer for us before each game.
2. There (is, are) many boys trying out for the soccer team.
3. Sabine's years in Europe (appears, appear) to be happy ones.
4. They (waits, wait) in line for the choir tryouts.
5. (Does, Do) the boys have a snack after school?
6. Here (is, are) the ingredients for the salad.
7. There (is, are) nothing that Jane won't do for a laugh.
8. Our friends from youth group (visits, visit) us regularly.
9. The members of our team (wears, wear) blue and white uniforms.
10. The principal of the school (changes, change) the school's dress code every year.
11. Here (comes, come) the trumpet players.
12. The temperature in the cabins (rises, rise) rapidly.
13. On the table (sits, sit) the trophies we won.
14. Derek with his friends from school (climbs, climb) the tree in his backyard.
15. The chairs in the corner (is, are) antiques.
16. Here (is, are) the article that I told you about.
17. (Does, Do) this subject interest you?
18. The tables in the cafeteria (needs, need) wiping.

Lesson 52**Collective Nouns and Other Special Subjects**

A **collective noun** names a group. It has a singular meaning when it describes a group that acts as a unit. It has a plural meaning when it describes members of the group acting as individuals.

The **class reads** every day. The **class read** from their textbooks.

Some nouns that end in -s take a singular verb.

Mathematics is my best subject. **Mumps is** a childhood disease.
The **news is** good.

Some nouns that end in -s take a plural verb.

Here **are** the **binoculars**. **Are** my **clothes** ready? Where **are** the **pliers**?
The **scissors are** on the desk. These **jeans are** mine.

A title of a book or work of art is always singular.

***Little Women* is** a book by Louisa May Alcott.

If an amount is treated as a single unit, it is singular. If it is treated as many individual units, it is plural.

Twenty dollars is the price of the radio I want.
Twenty dollars are scattered on the floor.

► **Exercise 1** Draw two lines under the verb in parentheses that best completes each sentence.

Her clothes (was, were) destroyed in the fire.

1. *Where the Red Fern Grows* (is, are) the book our teacher assigned us.
2. The news (is, are) the only program that my father watches.
3. Five dollars (was, were) lying on the ground, so I turned them in at the office.
4. The binoculars (helps, help) us see the stage from our balcony seats.
5. The group (talks, talk) about the issues that concern each of them.
6. Mathematics (was, were) my favorite subject until I took government.
7. *A Tale of Two Cities* (becomes, become) very exciting toward the end.
8. Your jeans (is, are) still in the dryer.

9. Three dollars (is, are) the price we charge for a car wash.
10. *Guys and Dolls* (starts, start) at eight o'clock this evening.
11. My clothes (gets, get) dirty when I wash the car.
12. *The Water Lilies* (is, are) a painting by the French impressionist Claude Monet.
13. Mumps (makes, make) the face swell up.
14. Millions of dollars (was, were) lost in the bank robbery.
15. The team (was, were) defeated last Saturday.
16. Fifty-five dollars (is, are) too much to pay for that dress.
17. Those scissors (cuts, cut) through anything.
18. After the meeting, the group (goes, go) their separate ways.
19. The class (takes, take) field trips every Friday.
20. Pliers (works, work) well in loosening bolts.
21. The team (accepts, accept) its award at the assembly today.
22. *The Grapes of Wrath* (was, were) written by John Steinbeck.
23. The good news (is, are) that I did well on my science test.
24. Four hours (seems, seem) like a long time to wait in line for tickets.
25. The scissors (is, are) too big for the little girl to hold.
26. The faculty (holds, hold) sessions with each of their students' parents.
27. Twenty minutes (lasts, last) forever when you're waiting for a phone call.
28. Your glasses (breaks, break) every time you sit on them.
29. Twelve days (is, are) a long time to wait for my birthday.
30. Evan's family (has, have) just moved into that house.

► **Writing Link** Write three sentences about clubs you can join at your school. Include collective nouns and other special subjects.

Lesson 53**Indefinite Pronouns as Subjects**

An **indefinite pronoun** does not refer to a specific person, place, or thing. Many indefinite pronouns take a **singular** verb:

another, anybody, anyone, anything, each, either, everybody, everyone, everything, much, neither, nobody, no one, nothing, one, somebody, someone, something

Everybody wants to sign the petition. (singular)

Some indefinite pronouns take a **plural** verb:

both few many others several

Many of the students arrive early. (plural)

Other indefinite pronouns may take a **singular or plural** verb, depending on what follows them:

all any most none some

All of the parents agree with Mr. Jackson's opinion. (plural)

Not **all of the work is** lost. (singular)

► **Exercise 1** Draw two lines under the verb in parentheses that best completes each sentence.

Several of his antique toys (was, were) very valuable.

- Another in my collection of books (arrives, arrive) today.
- Everybody in my class (wants, want) to win the candy sale prize.
- Both of the boys (attends, attend) science club regularly.
- (Is, Are) anybody going to the band concert?
- Everyone (chooses, choose) a different animal to imitate.
- Few (makes, make) apple pie like my aunt does.
- Everyone in that show (makes, make) me laugh.
- Everything in that store (is, are) made from chocolate.
- No one (makes, make) a noise in the library.
- Many of the ideas (was, were) good ones.

Name _____ Class _____ Date _____

11. Nothing (is, are) as difficult as it seems.
12. One (is, are) never sure if Rhonda is being serious.
13. Few of the parents (was, were) as proud as my stepfather.
14. Somebody (helps, help) Dad make dinner every night.
15. Several of the songs (was, were) cut from the choir program.
16. Much (was, were) done to protect the endangered species.
17. Both of the scientists (has, have) made important discoveries.
18. Each of the vegetables (was, were) important for our diet.
19. Many (has, have) tried to change Randy's mind.
20. Everybody (volunteers, volunteer) to help the teacher pass out the papers.

► **Exercise 2** Fill in the blank with the verb in parentheses that best completes the sentence.

Few undertake the training schedule of a marathon runner. (undertakes, undertake)

1. Anything _____ an improvement on the current color of the room. (is, are)
2. Several of the artifacts _____ found among the ancient ruins. (was, were)
3. Few _____ the message of that movie. (understands, understand)
4. Someone _____ out the trash every Tuesday. (takes, take)
5. All of the soldiers _____ at attention when the flag is raised. (stands, stand)
6. Many of the books _____ the space program. (discusses, discuss)
7. No one _____ standing in line for tickets to that concert. (minds, mind)
8. Most of the table _____ covered with plates of food. (was, were)
9. Others _____ the bus, but Michael likes to walk. (takes, take)
10. Something _____ Anita when she sits by the window. (bothers, bother)
11. All of us _____ ready for summer vacation. (is, are)
12. When Tony eats spaghetti, none _____ on the plate. (remains, remain)
13. Either of the ties _____ well with this striped shirt. (goes, go)
14. Many _____, but few succeed in changing the dress code. (tries, try)

Lesson 54**Agreement with Compound Subjects**

A **compound subject** consists of two or more subjects that share the same verb.

Micah and Rosa cheered at the basketball game.

Two or more subjects joined by *and* or by *both . . . and* take a plural verb.

Skiing **and** ice skating **are** my favorite winter sports.

Both Liz and Jessica do well in math class.

However, if *and* joins words that refer to a single person or thing, the subject is singular and takes a singular verb.

A singer **and** songwriter from Missouri **is** here today.

When a compound subject is joined by *or*, *nor*, *either . . . or*, or *neither . . . nor*, the verb agrees with the subject closer to it.

Neither Bob nor his parents are at the barbecue.

► **Exercise 1** Draw two lines under the verb in parentheses that best completes each sentence.

Nachos and peanuts (is, are) his favorite snacks.

- English and art (is, are) the subjects I like most.
- Neither the coach nor the players (looks, look) forward to Friday's game.
- Both Shari and Nigel (brings, bring) yogurt in their lunches.
- Max or Jerod (does, do) the washing, and Sarah does the waxing.
- Hamburgers, hot dogs, and french fries (is, are) on the menu.
- Either magazines or newspapers (was, were) acceptable at the paper drive.
- Both singers and dancers (performs, perform) in the parade.
- Neither bowling nor tennis (interests, interest) Cody.
- Mario's piano teacher and mentor (is, are) an outgoing person.
- Two nickels or a dime (works, work) in that vending machine.
- Either the blue blouse or the pink shirt (looks, look) good with those pants.
- Sad songs or movies (makes, make) Yvonne cry.

13. Rock or country music (appeals, appeal) to Russ.
14. Boy Scouts and Girl Scouts (earns, earn) badges for their efforts.
15. Blankets and sleeping bags (is, are) necessary for camping.
16. Both Melinda and Trey (works, work) in the cafeteria.
17. Neither drinks nor food (is, are) permitted in the library.
18. Girls or boys can (joins, join) the debate team.
19. Saturday, Sunday, and Monday (is, are) the days Paula helps at the retirement home.
20. Reading, drawing, and painting (amuses, amuse) Ethan in his free time.

► **Exercise 2** Write *A* in the blank if the subject and verb agree or *D* if they do not agree.

- A Both Mrs. Copeland and her students were at the museum.
- _____ 1. Neither Tammy nor Seth look worried.
 - _____ 2. Ordinarily Mitch or Rachel join me for lunch.
 - _____ 3. Choir and band are activities that I enjoy.
 - _____ 4. Maybe Janet or Sasha remember me.
 - _____ 5. The ventriloquist and his puppet were the hit of the talent show.
 - _____ 6. Neither my mom nor my dad was able to come to the show.
 - _____ 7. Both Joel and Marty plans to go to the party.
 - _____ 8. The boy and his puppy runs together every morning.
 - _____ 9. Talking and chewing gum are forbidden in study hall.
 - _____ 10. Daisies, roses, and a carnation was in the bouquet.
 - _____ 11. Vicksburg and Gettysburg is Civil War battle sites.
 - _____ 12. My favorite lunch is soup and a sandwich.
 - _____ 13. Either a spoon or a fork is appropriate to use.
 - _____ 14. The skater and her parents were waiting for her scores.
 - _____ 15. Neither Jason nor Samantha like pizza.
 - _____ 16. Doctors and nurses watch the sick boy closely.



Unit 9 Review

► **Exercise 1** Draw two lines under the verb in parentheses that best completes each sentence.

Here (is, are) the recipe for my triple chocolate brownies.

1. The Pep Club (cheers, cheer) at every football game.
2. Many of my friends (is, are) going to the bonfire tonight.
3. Dave or his brothers (plays, play) in every baseball game.
4. Lacrosse (is, are) a challenging sport.
5. The banks of the river (floods, flood) during the heavy rains.
6. Four dollars an hour (is, are) what the Bennetts pay their baby-sitters.
7. Each (has, have) his or her own way of doing things.
8. Most of Mark Twain's books (contains, contain) humor.
9. Few (appreciates, appreciate) his strange sense of fashion.
10. Mr. Harding (teaches, teach) English in a creative way.
11. The boss (wants, want) to hire a new staff for the project.
12. Mumps (is, are) a contagious disease.
13. Both of the students (scores, score) high on their tests.
14. Abbott and Costello (was, were) famous comedians.
15. The coach's wife (sits, sit) on the bench.
16. Both Joe DiMaggio and Ty Cobb (was, were) great baseball players.
17. Gisele's coach and teacher (is, are) Mrs. Monahan.
18. Neither music nor clowns (cheers, cheer) up the sad little boy.
19. The class (works, work) on the assignment as a group.
20. Everyone (wants, want) to go to the play-off game.

Cumulative Review: Units 1–9

► **Exercise 1** Draw one line under the complete subject and two lines under the complete predicate. Circle the sentence if it is a fragment.

The pig waddled across the pen and sat in the mud.

1. The maraca player kept Jake’s attention.
2. We rode the bus.
3. The mayor, the governor, and the president attended the banquet.
4. The guest on the talk show recommended his new film.
5. The audience at the rock concert danced and sang along with the musicians.
6. Won’t even last another day with that problem.
7. Isaac constantly reminded people how to spell his name.
8. Visited a college the other day.
9. We rode all the way to the top of the Eiffel Tower on our tour of France.
10. The elephants, the bears, and the large cats were my favorite attractions at the zoo.
11. The roller coaster threw Jon and Afi against the side of the car.
12. A large door to the cathedral.
13. The local cable company sponsored a charity event.
14. Our backpacking trip was cancelled because of bad weather.
15. My grandmother jogs five miles every day.
16. A trip to Canada was one of Jaelyn’s dreams.
17. Never again in a million years!
18. Chika must pay taxes on her wages.

19. My uncle puts ketchup on everything he eats.

20. Nightcrawler worms make great bait.

► **Exercise 2** Fill in the blank with the form of the verb in parentheses that best completes the sentence.

Last night, my father drank three glasses of soda. (drink)

1. If we had _____ the game, we would have been state champions.
(win)
2. Who _____ that place to eat last weekend? (choose)
3. My mom _____ me the TV remote control when I was sick in bed.
(bring)
4. Because I _____ the grass, I missed the football game. (cut)
5. That performer once _____ in the school choir. (sing)
6. We were relieved when my aunt _____ home from the hospital.
(come)
7. If you had _____ the tickets right there, they would not be lost. (lay)
8. At the gourmet restaurant, my father has _____ calf brains! (eat)
9. According to legend, King Arthur _____ the Holy Grail. (seek)
10. I can't believe that you _____ to that concert a year ago! (go)
11. Li Cheng's family cheered when she _____ in the meet. (swim)
12. Nancy had _____ up all the balloons herself. (blow)
13. Tomorrow I _____ my sister the latest exercise videocassette. (buy)
14. My cousins had _____ their own vegetable garden. (grow)
15. Sandi _____ the door for heat before she opened it. (feel)
16. Max had _____ away from the stables when he realized he had left
the stable door open. (ride)
17. Because his credit was good, the bank _____ Haloke \$10,000. (lend)
18. The principal had _____ at many assemblies in the past. (speak)

19. My little brother giggled as the monkey _____ from the vine. (swing)

20. It's a good thing I _____ your advice and stayed home. (take)

► **Exercise 3** Draw one line under the subject in parentheses that best completes each sentence.

The (student, students) watch the movie silently.

1. (Gary, Gary and Camille) eats a hot-fudge sundae.
2. Before the show, the (performer, performers) practice lines.
3. When my (dog, dogs) eat, I also have a snack.
4. Hearing the lifeguard's whistle, the (swimmer, swimmers) exit the pool.
5. The lost (bill, bills) are in my coat pocket.
6. Why (don't, doesn't) the crowd leave?
7. (Those, That) is my reason for leaving.
8. (A field, Fields) of corn stretch for miles along the road.
9. The (sweater, sweaters) with the fancy buttons costs fifty dollars.
10. The art (gallery, galleries) downtown display the paintings made by my mother.
11. At the street festival, (Brad, Brad and Alma) buys some cotton candy.
12. The new (puppy, puppies) chew on anything they can reach.
13. (This map, These maps) show the way to the caves.
14. (She, They) watches the children next door every Saturday.
15. Zach's favorite (book, books) is a mystery.
16. When I have headaches, (Mother, Mother and Father) give me aspirin.
17. Right now, the (network, networks) are airing the State of the Union Address.
18. The (day, days) before the big game is filled with excitement and confusion.
19. The (soldier, soldiers) enters battle.
20. The (child, children) wear heavy coats in the winter.

Unit 10: Diagraming Sentences

Lesson 55

Diagraming Simple Subjects and Simple Predicates

Diagram simple subjects and simple predicates by drawing a horizontal line separated by a vertical line.

Write the simple subject to the left of the vertical line and the simple predicate to the right of the vertical line. Be sure to write only the simple subject and the simple predicate in this part of the diagram. Capitalize any words that are capitalized in the sentence.

A simple predicate may also include helping verbs.

Kittens play.

Kittens	play
---------	------

Dogs are barking.

Dogs	are barking
------	-------------

► Exercise 1 Diagram each simple subject and simple predicate.

1. Snow falls.

6. Clouds float.

2. Leaves change color.

7. The bells are ringing.

3. My bicycle broke.

8. The breezes blow.

4. The donkey brays.

9. The fence is breaking.

5. The flowers bloom.

10. Takeo is speaking.

Name _____ Class _____ Date _____

11. The rabbits hop.

18. Henry writes a story.

12. The glasses broke.

19. Mr. Reyes said it.

13. Jamal laughs.

20. I called Steven.

14. Yuri sings.

21. We will attend the concert.

15. The television makes noise.

22. Peter was playing the guitar.

16. She will ask permission.

23. He threw the ball.

17. Juan has bought a pen.

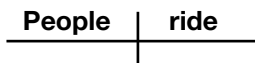
24. I had seen the musical.

Lesson 56**Diagraming the Four Kinds of Sentences**

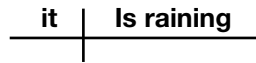
Study the diagrams below of the simple subject and simple predicate of the four basic kinds of sentences. Regardless of the word order in the sentence, the location of the simple subject and simple predicate in a sentence diagram is always the same. In an imperative sentence, the subject is often understood and written in parentheses.

DECLARATIVE

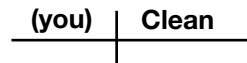
People ride bikes.

**INTERROGATIVE**

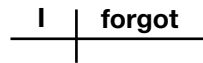
Is it raining?

**IMPERATIVE**

Clean the dishes.

**EXCLAMATORY**

I forgot my books!

► **Exercise 1** Diagram each simple subject and simple predicate.

- | | |
|----------------------------|--------------------------|
| 1. The sheep are bleating. | 6. I lost my club badge. |
| 2. Are you writing poetry? | 7. Candida is singing. |
| 3. Do purchase that CD. | 8. Give me my tape. |
| 4. Our cat is meowing. | 9. Hold the net! |
| 5. When did you meet him? | 10. You must study. |

Name _____ Class _____ Date _____

11. Do you have the phone number?

18. The pond froze last week.

12. The show is starting!

19. The parakeet is escaping!

13. Wash your face.

20. Was that thunder?

14. Kelly is here.

21. The balloons are drifting away.

15. Where are the horses?

22. Wait a minute!

16. Mow the lawn.

23. Did Josh find his sneakers?

17. I laughed out loud.

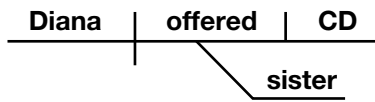
24. The cake is gone!

Lesson 57**Diagraming Direct and Indirect Objects and Predicate Words**

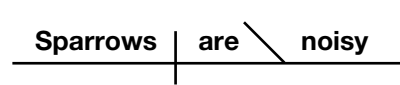
Place the direct object to the right of the verb when diagraming. Set it off from the verb by a vertical line that does not extend below the horizontal line.

Predicate nouns and predicate adjectives are also written on the horizontal line after the verb, but they are separated from a linking verb by a slanted line. Locate indirect objects on a line below and to the right of the verb with a slanted line touching the verb.

Diana offered her sister the CD.



Sparrows are noisy.



► **Exercise 1** Diagram each simple subject, simple predicate, direct object, indirect object, predicate noun, and predicate adjective.

1. Benito called his father.
2. My bike is new.
3. Lorena ate the pear.
4. Francis rode the pony.
5. Hakeem sold Charlie the bike.
6. Beth lost her watch.
7. Hazel sent me the letter.
8. Carl heard the song.
9. Jerome gave the horse an apple.
10. Ted plays chess.

Name _____ Class _____ Date _____

11. Mali threw Terry the ball.

18. That bush seems dead.

12. Bill mowed the lawn.

19. Mr. Cardona signed the note.

13. The dog fetched me the paper.

20. Tiffany guaranteed us a change.

14. The game was great.

21. The cat chased the mouse.

15. The day grew warm.

22. My dad is a teacher.

16. Pat is the center on the team.

23. His answer seems correct.

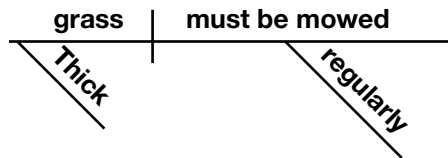
17. Sally became happy.

24. My aunt will give me a videotape.

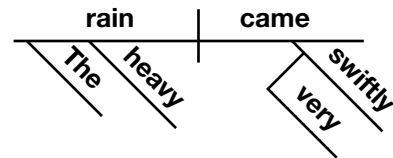
Lesson 58**Diagramming Adjectives and Adverbs**

Place adjectives, including articles, on slanted lines beneath the nouns or pronouns that they modify. Place adverbs on slanted lines beneath the verbs, adjectives, or other adverbs that they modify.

Thick grass must be mowed regularly.



The heavy rain came very swiftly.



► **Exercise 1** Diagram the following sentences.

1. The bright snow sparkles.

5. Red-breasted robins wake early.

2. Janis runs very fast.

6. Andy regularly throws great pitches.

3. Emily speaks well.

7. Good chess matches take a long time.

4. Mark Twain wrote great stories.

8. Hairstyles change often.

9. My dog barks fiercely.

15. Jennifer gave her mom a new watch.

10. I love foreign languages.

16. Old books need careful preservation.

11. Yellow canaries sing sweetly.

17. Sailboats dot the blue bay.

12. The Chinese poet wrote beautiful poetry.

18. Brown sparrows chirp their songs loudly.

13. The white cat sleeps quietly.

19. The young salesclerk refunded the nice man his money.

14. Teenagers usually prefer fashionable clothes.

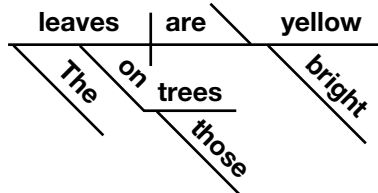
20. Tall, thick trees completely cover those distant hills.

Lesson 59

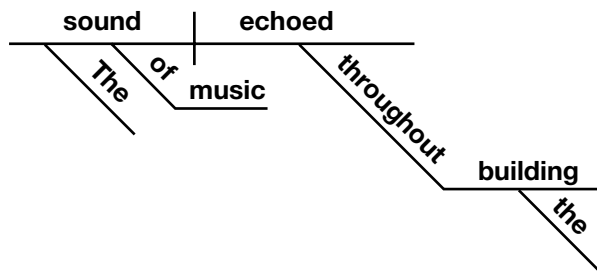
Diagramming Prepositional Phrases

Connect a prepositional phrase to the noun or verb it modifies. Put the preposition on a slanted line and the object of the preposition on a horizontal line.

The leaves on those trees are bright yellow.



The sound of music echoed throughout the building.



► Exercise 1 Diagram the following sentences.

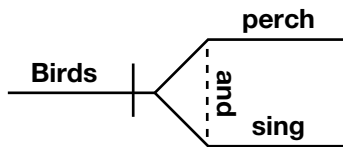
1. The color of the sky is red.
2. Our track team runs across the golf course.
3. My dog went into Mr. Jones's yard.
4. Puppies of that color are rare.

5. We listen to that CD often.
6. Rudy stands within earshot.
7. You should not handle kittens of a very young age.
8. My skill with a bow is improving.
9. Olympus Mons is the largest volcano on Mars.
10. Sam went with his family.
11. Our squad of runners finished behind their squad.
12. Carlos lost everything in his satchel.
13. We stood in the surf for some time.
14. The flowers of early spring sprouted under the leaves.
15. My cat sleeps in the sun on the windowsill.
16. The news of the win spread quickly throughout the school.

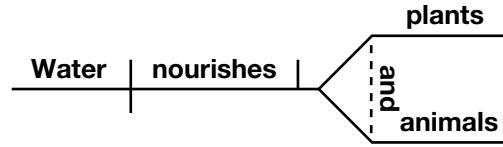
Lesson 60**Diagramming Compound Sentence Parts**

Coordinating conjunctions such as *and*, *but*, and *or* join words, phrases, or sentences. Diagram these compound parts of a sentence by placing the second part below the first. Write the coordinating conjunction on a dotted line connecting the two parts.

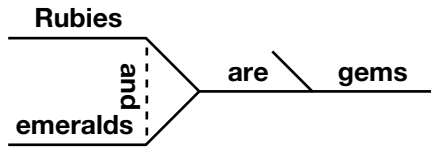
Birds perch and sing.



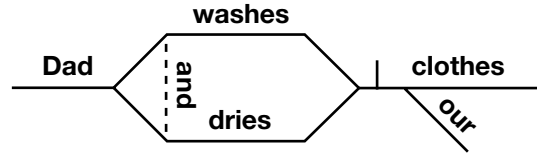
Water nourishes plants and animals.



Rubies and emeralds are gems.



Dad washes and dries our clothes.



► **Exercise 1** Diagram the following sentences.

1. Emilio and Fred read comics.

3. Marcos or Jim will eat the leftovers.

2. Sarah prefers ice cream and cola.

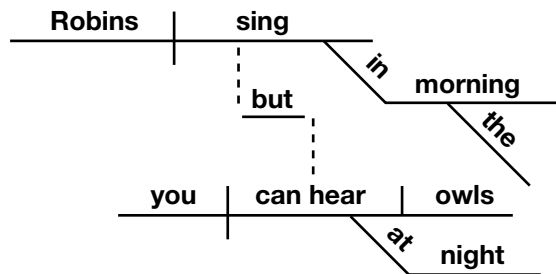
4. Alta sits and studies.

5. Mrs. Welch coaches and plays tennis.
6. Tin whistles and bagpipes make lively music.
7. Apaches and Navahos inhabited the Southwest.
8. Buy or borrow a recorder for class.
9. A thesaurus and a dictionary are necessary school resources.
10. Freezing rain and sleet fell steadily.
11. Sarah gave her brother CDs and tapes.
12. The fog and mist filled the river valleys and glens.
13. The bear and her cub were fishing in the stream.
14. Eagles and hawks are extremely sharp-eyed hunters.

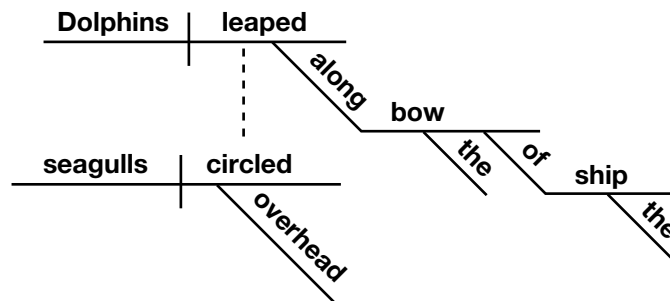
Lesson 61**Diagramming Compound Sentences**

Diagram each main clause of a compound sentence separately. Use a vertical dotted line to connect the verbs of each clause if the main clauses are connected by a semicolon. If the main clauses are connected by a conjunction such as *and*, *but*, or *or*, place the conjunction on a solid horizontal line connected to the verb of each clause by a vertical dotted line.

Robins sing in the morning, but you can hear owls at night.



Dolphins leaped along the bow of the ship; seagulls circled overhead.



► **Exercise 1** Diagram the following sentences.

1. The horses pulled the plow, and the farmer followed the horses.
2. We crossed the bridge, and then we entered the city.

3. You must find the papers; then take them to the teacher.
7. Ramon enjoys the city, but he lives in the country.
4. I would rather eat pizza for lunch, or maybe we can eat hamburgers.
8. Hiroshi is the drummer, and Sandy is the guitarist.
5. Elizabeth painted the picture, but she did not frame it.
9. Did you watch television last night, or did you read?
6. Wild European rabbits live in large warrens; other rabbits live individually.
10. Listen to the rain; it falls steadily.

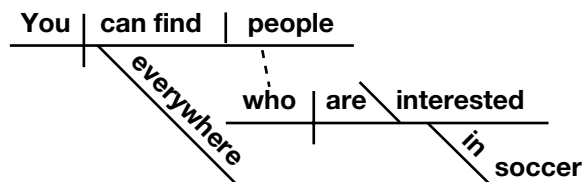
Lesson 62**Diagraming Complex Sentences
with Adjective and Adverb Clauses**

Diagram a complex sentence with an adjective or adverb clause by placing the adjective or adverb clause below the main clause.

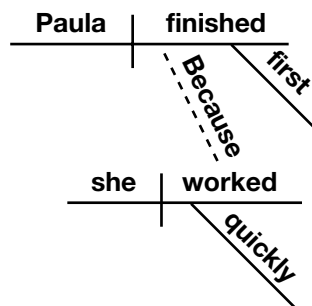
Draw a dotted line between the relative pronoun that introduces the adjective clause and the noun or pronoun it modifies in the main clause. Then diagram the relative pronoun according to its function in its own clause.

Draw a dotted line between the verb in the adverb clause and the verb, adjective, or adverb it modifies in the main clause. Write the subordinating conjunction on the dotted line connecting the verb to the word it modifies.

You can find people everywhere who are interested in soccer.



Because she worked quickly, Paula finished first.



► **Exercise 1** Diagram the following sentences.

1. He recognized the grizzly bear that stood upright.
2. She sneezed when she had a cold.

3. The solidiers uncovered a cargo plane that had huge propellers.
7. While other predators have lived on Earth, the Tyrannosaurus rex outranks all of them.
4. It was the Pooles who lost their canary.
8. King Kong had forearms that were eight feet in length.
5. The town, which has a fine history museum, is picturesque.
9. The Pima were powerful warriors who protected their farms from Apache raiders.
6. Wherever they searched in the woods, mushrooms were common.
10. Though Susan had many bracelets, one with her initials was her favorite.



Unit 10 Review

► Exercise 1 Diagram the following sentences.

1. The white blood cells in your blood fight infection.
2. The Notre Dame sports teams are called the Fighting Irish.
3. Mini caught the baseball.
4. The infant cried because he was hungry.
5. Vito accidentally ate some bad meat, but he did not become ill.
6. I had a backache and stomach cramps yesterday.
7. That actor has played the noble hero and the evil villain.
8. The movie that we saw received great reviews.

Cumulative Review Units 1–10

► **Exercise 1** Underline each adverb and adjective clause in the following sentences. Write *adj.* (adjective) or *adv.* (adverb) in the blank to identify the clause.

- adj. Are these the baseball cards that you bought?
- _____ 1. Samantha tells stories that astound us.
 - _____ 2. The book that is on the table is not mine.
 - _____ 3. We called Kevin, whose bike had been stolen.
 - _____ 4. After I buy the CD, I will call you.
 - _____ 5. This coat is one that she will like.
 - _____ 6. Cal was sad when he heard the news.
 - _____ 7. The teacher who knew the subject gave the lecture.
 - _____ 8. It was not the job that I had wanted.
 - _____ 9. The dog buried the bone where no one would find it.
 - _____ 10. We will help you if you will let us.
 - _____ 11. Your model car, which I put on your desk, needs polishing.
 - _____ 12. Juan wore the jacket, although he didn't like it.
 - _____ 13. Unless it is too late, we will call her.
 - _____ 14. The lilac bush that we planted is blooming already.
 - _____ 15. Those new clothes that you bought are fantastic.
 - _____ 16. I watch this video whenever I have time.
 - _____ 17. This is the teacher whom you requested.
 - _____ 18. Wherever they are, they are late.
 - _____ 19. She did not believe me until you told her the story, too.
 - _____ 20. Your show remains on the air while my favorite program has been cancelled.

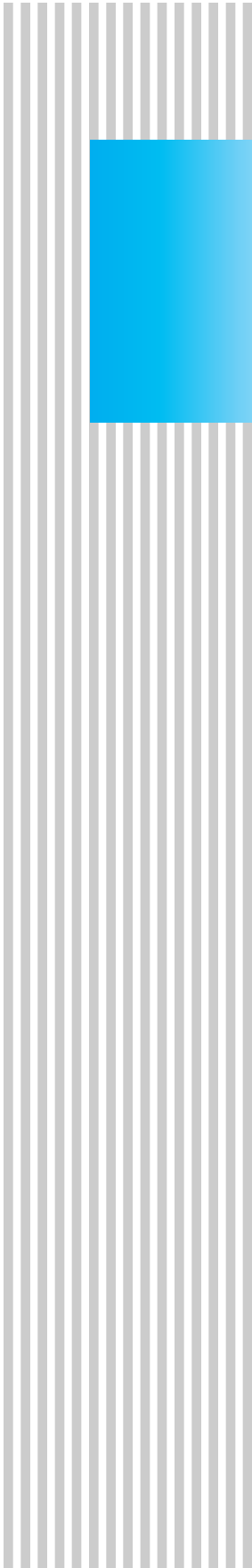
► **Exercise 2** Underline each participle or participial phrase, gerund or gerund phrase, and infinitive or infinitive phrase. Then write the type of word or phrase in the blank.

- _____ gerund _____ Sherry loves painting.
- _____ 1. Our team is a winning team.
- _____ 2. Holding a grudge does one no good.
- _____ 3. Running is Carla's favorite sport.
- _____ 4. Mr. Smith says he dreads public speaking.
- _____ 5. Learning a foreign language is hard work.
- _____ 6. Our team must practice more often if they want to win.
- _____ 7. I like eating hamburgers and salad.
- _____ 8. We hope to have a better team next year.
- _____ 9. I prefer walking home from school.
- _____ 10. Recognizing the importance of the test, we studied hard.
- _____ 11. Having all these household chores keeps me busy.
- _____ 12. When is the best time to call them?
- _____ 13. Laughing loudly, he walked into the class.
- _____ 14. I think cleaning the patio is an easy job.
- _____ 15. Your story has a new beginning.
- _____ 16. Discovering the solution to a problem is great fun.
- _____ 17. My dog is a trusted pet.
- _____ 18. Is that a real wishing well?
- _____ 19. The radio, tuned to my favorite station, was bothering my mother.
- _____ 20. You have to work hard to succeed.

► Exercise 3 Underline each preposition or prepositional phrase, and circle each conjunction.

The ball is in the drawer or on the desk.

1. Jerry and Hector like to go to town.
2. Why did the Bears try for two points?
3. They listened to the advice.
4. Did you hear about the accident?
5. The cat came from the door and into the kitchen.
6. You left the lawn mower under the tree.
7. Thunder comes before rain and after lightning.
8. I like boats and ships.
9. Until she comes, let's go into the arcade.
10. For your dessert, would you prefer ice cream or sherbet?
11. The puppy ran into the living room.
12. We were tired but happy.
13. After the game, we went to the restaurant and mall.
14. Class ended, but I was not finished.
15. They feared the threat of rain.
16. It happened around noon.
17. Maria came home with a new coat and a book bag.
18. The wind beat heavily against the window.
19. I like that movie with the fast action and car chases.
20. Yolanda dives gracefully off the high board.



Usage



Unit 11: Usage Glossary

Lesson 63

Usage: *accept to a lot*

Words that are similar are sometimes misused.

accept, except *Accept* means “to receive.” *Except* means “other than.”

I **accept** your apology. Everyone is here **except** Lisa.

all ready, already *All ready* means “completely prepared.” *Already* means “before” or “by this time.”

I am **all ready** for the exam. They had **already** eaten.

all together, altogether *All together* means “in a group.” *Altogether* means “completely” or “entirely.”

The puppies sleep **all together** in the box. You are **altogether** too modest.

a lot *A lot* means “very much.” It is always two words. Because its meaning is vague, it is more acceptable to use *many* or *much* or to give a specific amount.

Our library has **a lot** of books. (vague)

Our library has more than five thousand books. (clear)

► **Exercise 1** Underline the word or words in parentheses that best complete each sentence.

I met everyone (accept, except) Suki at the game.

1. I (all ready, already) saw this movie.
2. Mother did not (accept, except) my explanation for being late.
3. Can we travel (all together, altogether) in one car?
4. The noisy television was (all together, altogether) too distracting.
5. I like all vegetables (accept, except) cabbage.
6. Cory completed all the items on the test (accept, except) the last one.
7. The mail carrier asked if we would (accept, except) the package.
8. The radios are piled (all together, altogether) in the storeroom.

9. (A lot of, Many) people came to the memorial service.
10. I don't (all together, altogether) trust this skateboard!
11. She can carry everything (accept, except) the tent.
12. The lead runner has (all ready, already) completed the race.
13. There was no sound (accept, except) the twitter of a bird.
14. Did she (accept, except) his invitation to the party?
15. Call me when everyone is (all ready, already) to go.

► **Exercise 2** Write in the blank the correct form of the italicized word or words. If the italicized word or words are correct, write *C* in the blank.

- _____ already Has her brother *all ready* passed the math exam?
- _____ 1. This test is *all together* too hard.
 - _____ 2. I have written thank-you notes to everyone *accept* Grandma.
 - _____ 3. You should have received an answer *all ready*.
 - _____ 4. We will jump out *all together* and yell "Surprise!"
 - _____ 5. The house is *already* for them to move in.
 - _____ 6. We have *a lot of* flowers in our yard.
 - _____ 7. I am *all together* exhausted!
 - _____ 8. He has cleaned all the rooms *accept* his bedroom.
 - _____ 9. After our pranks, Uncle Max was *altogether* disgusted with us.
 - _____ 10. I have *a lot of* confidence in you.
 - _____ 11. The mother wolf tried to keep her pups *altogether* for safety.
 - _____ 12. I thought you had visited Mammoth Cave *all ready*.
 - _____ 13. I can find all the constellations *except* Cassiopeia.
 - _____ 14. The astronaut will *accept* the keys to the city.
 - _____ 15. The class is *already* for winter vacation.
 - _____ 16. Will they *except* a check at that store?
 - _____ 17. Keep the children *all together* until they have crossed the street.
 - _____ 18. All the Smiths can swim *accept* Jean.

Lesson 64**Usage: *beside to chose***

beside, besides *Beside* means “next to.” *Besides* means “in addition to.”

My shoes are **beside** my bed. **Besides** music, I love astronomy.

between, among Use *between* for two things or people. Use *among* for three or more things or people.

The treaty was made **between** the United States and France.

The six new students discussed the schedule **among** themselves.

bring, take *Bring* means “to carry from a distant place to a closer one.” *Take* means “to carry from a nearby place to a more distant one.”

Please **bring** me the paper. Ivan **takes** his suits to the cleaners.

choose, chose *Choose* means “to select.” *Chose* is the past tense of *choose*.

I usually **choose** mystery novels. Yesterday I **chose** a biography.

► **Exercise 1** Underline the word in parentheses that best completes each sentence.

Please (bring, take) this briefcase to your mother.

1. There is no difference in price (between, among) these four jackets.
2. This suitcase is too heavy, so I will not (bring, take) it on the trip.
3. Our dog sleeps (beside, besides) the radiator after its bath.
4. Can you (bring, take) me to school if I miss the bus?
5. This will be a secret (between, among) you and me.
6. The paper (choose, chose) to run a front-page story about yesterday's fire.
7. She speaks many languages (beside, besides) English.
8. I will (bring, take) my gym clothes when I come home from school today.
9. The championship game is (between, among) the Falcons and the Tigers.
10. He doesn't want to (choose, chose) between pizza and fried chicken.
11. We plant our vegetables in rows (beside, besides) the garage.
12. Will you (bring, take) me a souvenir from your trip?

13. I have to (choose, chose) an outfit to wear to the party.
14. (Beside, Besides) the orchestra, Ms. Roberts also conducts the band.
15. (Bring, Take) the dog for a walk before you study.

► **Exercise 2** Write in the blank the correct form of each italicized word. If the italicized word is correct, write *C* in the blank.

besides

Many birds *beside* cardinals visit my bird feeder.

- _____ 1. Did you *take* the lawn mower back to the Thayers?
- _____ 2. I *choose* to take an art course at the museum last summer.
- _____ 3. Kenji doesn't see the difference *among* the two computers.
- _____ 4. Distribute these questionnaires *between* audience members.
- _____ 5. Where is the dictionary that belongs *beside* the chair?
- _____ 6. We should *take* the geraniums inside before the first frost.
- _____ 7. I must *chose* a topic for my report.
- _____ 8. There was much movement *between* the many horses in the corral.
- _____ 9. *Beside* Hans, whom else did you see at the game?
- _____ 10. Just *among* you and me, who do you think will win tonight?
- _____ 11. Is the library the building *besides* the arcade?
- _____ 12. Will you come with me to *bring* the cat to the vet?
- _____ 13. There was constant singing *between* all the birds in our yard.
- _____ 14. Last night Sal *choose* to study at the library instead of at home.
- _____ 15. Let's *take* our recent photographs when we visit Grandpa.

► **Writing Link** Write two or three sentences about a choice you've made. Use *choose* and *chose* at least once.

Lesson 65**Usage: *in to teach***

in, into *In* means “inside.” *Into* indicates an action toward the inside.

Bears live **in** a den. He chased the calves **into** the barn.

its, it's *Its* is the possessive form of *it*. *It's* is the contraction of *it is*.

The cat licked **its** fur. **It's** time to watch the news.

lay, lie *Lay* means “to put” or “to place.” *Lie* means “to recline” or “to be positioned.”

Lay the tomatoes in the sun to ripen. My dog likes to **lie** in the sun.

learn, teach *Learn* means “to receive knowledge.” *Teach* means “to give knowledge.”

Tricia **learns** about astronomy. Mr. Bonilla **teaches** English to foreign students.

► **Exercise 1** Underline the word in parentheses that best completes each sentence.

Don't (lay, lie) on the grass in your good clothes.

1. Can you (learn, teach) me how to program the VCR?
2. I will (lay, lie) newspapers on the floor before I paint.
3. Rex is (in, into) his doghouse.
4. The squirrel is burying many of (its, it's) nuts.
5. Does your town (lay, lie) north or south of the river?
6. I hope (its, it's) not too late for supper.
7. Reiko has difficulty getting (in, into) the car because of the cast on her leg.
8. Frank hopes to (learn, teach) Spanish before he visits Mexico.
9. The builder (lays, lies) down a foundation of concrete blocks.
10. If there is not enough helium (in, into) the balloon, it will sink.
11. Diego hopes to (learn, teach) his brother to swim.
12. (Its, It's) hard to watch the game from the top rows of the stadium.
13. The valley (lays, lies) between two mountain ranges.

14. Will the sandbags keep the river water from rushing (in, into) the houses?
15. Irene is trying to (learn, teach) her baby sister to tie her shoes.
16. The magazine changed (its, it's) cover logo.
17. (Lay, Lie) your pencils down when you have finished the test.
18. Did you (learn, teach) your lines for the play yet?
19. The colt stuck (its, it's) head into the bucket of oats.
20. The tent is rolled up (in, into) your backpack.

► **Exercise 2** Write in the blank the correct form of each italicized word. If the italicized word is correct, write *C* in the blank.

- _____ learn The student likes to *teach* about marine life.
- _____ 1. When they saw the tornado, the family rushed *in* the storm cellar.
 - _____ 2. My bedroom *lays* just above the living room.
 - _____ 3. Dimas wants to *teach* me how to take pictures.
 - _____ 4. The oak tree shed *it's* leaves early this year.
 - _____ 5. The cat stayed *into* the closet until the thunder stopped.
 - _____ 6. I don't think I'll ever *learn* how to ski!
 - _____ 7. Where did you *lay* that report?
 - _____ 8. I think I'll *lay* on the couch for a while.
 - _____ 9. *Its* too bad he can't come to the game.
 - _____ 10. The X-ray technician helped my uncle *lay* down on the table.
 - _____ 11. Where did Mr. Leal *learn* students before he came to our school?
 - _____ 12. Stay *into* the house until your fever is gone.
 - _____ 13. The quilt lost all *its* color in the sun.
 - _____ 14. Several strawberry beds *lay* in the back garden.
 - _____ 15. I didn't *learn* about World War II until last year.
 - _____ 16. The artist *lies* her paints and brushes on the table.
 - _____ 17. *Its* too late to call them now.
 - _____ 18. The car lost two of *its* hubcaps on the long trip.

Lesson 66**Usage: *leave to sit***

leave, let *Leave* means “to go away.” *Let* means “to allow.”

We will **leave** for the game soon. **Let** me carry that package for you.

loose, lose *Loose* means “not firmly attached.” *Lose* means “to misplace” or “to fail to win.”

The shutters are **loose**. Do not **lose** the house key. I hope we don’t **lose** the game.

raise, rise *Raise* means “to cause to move upward.” *Rise* means “to move upward.”

Raise the painting a little higher. The hot-air balloon began to **rise**.

set, sit *Set* means “to place” or “to put.” *Sit* means “to place oneself in a seated position.”

Please **set** that package on the floor. Don’t **sit** on the wet paint!

► **Exercise 1** Underline the word in parentheses that best completes each sentence.

The director, Mrs. Kwan, (sets, sits) her chair at the front of the stage.

1. “Everyone (set, sit) down so we can read the play,” she said.
2. Alma said, “I didn’t mean to (loose, lose) my script, but I did.”
3. She asked me to (leave, let) her read from my copy.
4. Mrs. Kwan did not (set, sit) quietly as we read.
5. She liked to (raise, rise) often and show us where a piece of furniture would be placed onstage.
6. “Wear old, (loose, lose) clothing for rehearsal, because the stage will be very dusty,” she warned us.
7. My character was a young girl who wanted to (leave, let) her small hometown and go to work in a factory.
8. She wanted to (raise, rise) from the position of worker to supervisor of the factory.
9. One of the other characters tried not to (leave, let) her get ahead.

10. The stagehands began to (raise, rise) and lower the various curtains.
11. We laughed to see them (leave, let) one curtain come down right in front of Mrs. Kwan.
12. As opening night approached, Mrs. Kwan told us, “I want you all to work hard on this play, but I don’t want you to (loose, lose) sleep over it.”
13. I could hardly (set, sit) through dinner on the day our play opened.
14. However, mother would not (leave, let) me go without a good meal.
15. “I didn’t (raise, rise) my daughter to be a skinny actress,” she joked.
16. Finally she turned me (loose, lose) to hurry to school.
17. When I got to the dressing room, I (set, sat) my makeup on the long table.
18. “I hope my parents didn’t (loose, lose) their tickets because of their excitement,” said my friend Alma.
19. The intercom in the dressing room was to (leave, let) us hear the sounds from the auditorium.
20. The noise increased as more and more people came in to (set, sit) down.
21. With the noise and excitement, I needed fresh air, so I asked someone to (raise, rise) the window a little.
22. Then, my heart pounded as I watched the huge velvet curtain slowly (raise, rise) for the beginning of the play.
23. The leading character walked onstage to (set, sit) a suitcase on the living room floor.
24. As I waited for my cue, I felt as if there were butterflies (loose, lose) in my stomach.
25. Soon it was time to (raise, rise) the home set and replace it with the factory scenery.
26. As I made my entrance, I did not (leave, let) my nerves distract me.
27. I calmly crossed the stage to (set, sit) down my factory tools and to deliver my first lines.
28. I hoped I would not (loose, lose) my memory and forget what to say.
29. Then I could feel my voice (raise, rise) up clearly into the rafters.
30. The applause at the end of the scene did (leave, let) me know I had done my job well.

Lesson 67**Usage: *than* to *whose***

than, then *Than* introduces the second part of a comparison. *Then* means “at that time.”

I am taller **than** my friend. We’ll see you **then**.

their, they’re *Their* is the possessive form of *they*. *They’re* is the contraction of *they are*.

This is **their** home. **They’re** leaving on vacation.

whose, who’s *Whose* is the possessive form of *who*. *Who’s* is the contraction of *who is*.

Whose striped sock is this? **Who’s** knocking on the door?

► **Exercise 1** Underline the word in parentheses that best completes each sentence.

I introduced myself to the twins and (than, then) we became friends.

1. Jamil and Kwasi are twins (who’s, whose) family emigrated from Nigeria.
2. (Their, They’re) both in my class, although I know Jamil better than Kwasi.
3. Jamil likes to joke that he’s older (than, then) Kwasi by three minutes.
4. When they play “(Who’s, Whose) Who?” we have to be really quick to guess.
5. Although (their, they’re) looks seem identical, there are small differences.
6. Jamil has slightly larger ears (than, then) his brother has.
7. Kwasi is the one (who’s, whose) arms are longer.
8. If they look so much alike, (than, then) what are we supposed to do?
9. The boys agreed to wear (their, they’re) hair in different styles.
10. On some days (their, they’re) also dressed differently.
11. Both boys play sports, and sometimes (their, they’re) coaches can’t tell them apart.
12. Kwasi plays soccer, while Jamil is the one (who’s, whose) a terrific runner.
13. Jamil runs faster (than, then) anyone else in our school.
14. You will never guess (who’s, whose) record he broke when he ran the 200-meter dash.

15. Even though he's faster (than, then) I am, we are still good friends.

► **Exercise 2** Write in the blank the correct form of each italicized word. If the italicized word is correct, write *C* in the blank.

Who's

_____ *Whose* from a family that has twins?

- _____ 1. Twins *whose* genes are the same are called identical twins.
- _____ 2. *Their* so much alike that it is hard to tell them apart.
- _____ 3. Fraternal twins, as far as genes are concerned, are no more alike *then* siblings.
- _____ 4. With fraternal twins, a mother can give birth to a boy and *then* three minutes later give birth to a girl.
- _____ 5. Twins—especially identical twins—tend to share a much closer bond *then* other siblings do.
- _____ 6. Often when twins are very young, they invent *their* own language to use with each other.
- _____ 7. Since no one else can understand what *their* saying, this adds to feelings of closeness.
- _____ 8. Researchers study twins *who's* lives have been very different due to separation at birth.
- _____ 9. Similarities between identical twins raised apart are more *then* amazing.
- _____ 10. *They're* personalities, intelligence, habits, hobbies, tastes, likes, and dislikes are often the same despite different upbringings.
- _____ 11. Twins across the country feel a special bond and form clubs to keep in touch with *whose* doing what.
- _____ 12. *Then*, every year they get together in Twinsburg, Ohio, for the annual Twins Day Festival.

 Unit 11 Review

► **Exercise 1** Underline the word or words in parentheses that best complete each sentence.

Let's go out and (lay, lie) in the sun.

1. Will you (bring, take) the life preserver over to the other side of the boat?
2. I like to sing (in, into) the shower.
3. (Beside, Besides) the championship, which other games have you attended?
4. The principal and the teacher spoke quietly (between, among) themselves outside the classroom door.
5. Joker pulled (loose, lose) from his leash, but I caught him when he stopped to pick up a stick.
6. There is a shopping mall so large that (its, it's) spread out over several acres.
7. The children watched as the huge, brightly colored balloon began to (raise, rise) into the air.
8. I doubt that anyone can (learn, teach) me to roller skate!
9. It's time to (leave, let) Joshua cross the street by himself.
10. I need some room to (lay, lie) out my science project.
11. Those people think (their, they're) the only citizens who have concerns.
12. Mother and Father will (set, sit) at the head of the table.
13. I thought the Sammons were coming (all together, altogether) in the same car.
14. I'm glad that yesterday I (choose, chose) Sal as my reading partner.
15. We can carry all the suitcases (accept, except) that large blue one.
16. The black car has more rust (than, then) the green one.
17. (Who's, Whose) the captain of this team?
18. The dog chased the cat (in, into) the shed.
19. Please feel free to (bring, take) your grandmother to our gathering.
20. I have (all ready, already) seen that movie.

Cumulative Review: Units 1–11

► **Exercise 1** Draw a line under each prepositional phrase. Draw a second line under each preposition. Then, circle each object of a preposition.

Take the pie from the oven and set it on the pie rack.

1. The river flowed beneath the bridge and then into a reservoir.
2. In front of that famous painting stood people in huge groups.
3. The dog ran among the sheep to force them inside the enclosure.
4. Aside from Marcy, no one wants any of the pie.
5. Our car slid on the ice and bounced off the curb.
6. You have been a good friend throughout this long crisis.
7. Write to the publisher and ask for more information.
8. The birds quickly flew away from the cat.
9. All of us will help the senior citizens with their grocery carts.
10. The emergency van drove around town warning people of the hurricane.
11. Stand in front of me and you will see better.
12. Jackie's cat sleeps on that rug.
13. The wildebeests plunged into the river and swam across it.
14. I can't imagine our school without you.
15. There is a stack of old papers on top of the refrigerator.
16. I think the couch will look better across from the fireplace.
17. Julene carefully climbed up that ladder.
18. The ice chunks slid off the roof.
19. The captain of the tennis team practiced for the upcoming match against the best team in the league.
20. The *Voyager* spacecraft will eventually travel beyond the solar system.

► Exercise 2 Draw one line under each noun or pronoun and two lines under each verb.

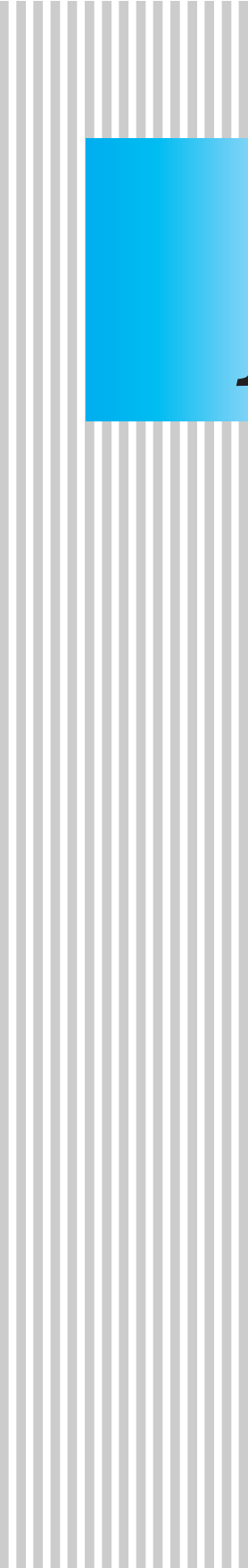
Sedimentary rock usually contains many fossils.

1. We will have exercised for two hours by the time the class ends.
2. Mother says Rex is a pure collie, but I am sure he is just a mutt.
3. Do you think a pair of earmuffs will make a good gift for her?
4. The detective questioned the suspect but did not get a confession.
5. This food is too spicy for me.
6. George, John, and Helen gave their mother a ride on the tractor.
7. The weeds fill more space in my garden than the flowers.
8. Please, do not set those on the stereo.
9. The kite has red stripes and is visible for miles.
10. We sat for hours in the traffic jam.
11. I prefer orange juice to that kind of soda.
12. The two teams ran out on the field while their respective fans cheered them.
13. They will conduct tours through that old steamship down at the riverfront.
14. The runner took a wrong turn, but she won the race anyway.
15. The colt pranced across the field to his mother.
16. When the lights flickered, we lit the candles.
17. A loud sound signaled that we were nearing the ocean.
18. When the plane landed safely, everyone breathed easily again.
19. When the ice broke on the river, it sounded like a gunshot.
20. Leroy will present his comedy act at the club tonight.
21. We had already sung that song when our director arrived.
22. That is mine, but you may borrow it if you wish.
23. Do you know who is entering the writing contest?
24. To whom are you giving your CD?

► Exercise 3 Underline the word or words in parentheses that best complete each sentence.

I keep my telescope (beside, besides) my bed.

1. Tomorrow we will (choose, chose) players for our team.
2. I thought the mayor's response was (all together, altogether) appropriate.
3. Can you (bring, take) Reiko to school before you go to work?
4. The police did not (accept, except) the suspect's alibi.
5. The majorettes waited (beside, besides) the grandstand.
6. Mario put the boxes (in, into) the car trunk.
7. Those dogs seem to think (their, they're) the kings of the neighborhood!
8. Should I (leave, let) Lenny have a snack before supper?
9. Don't (set, sit) that dish on the newly polished surface!
10. This poor bicycle is on (its, it's) last legs.
11. Guess (who's, whose) the new basketball coach at school!
12. I want to (learn, teach) about alligators and crocodiles on our trip to Florida.
13. Ted tried to (raise, rise) the blind slowly so the sun would not hurt his eyes.
14. If we (loose, lose) the game tonight, everyone will be very disappointed.
15. If you'll be around after the dance, we'll see you (than, then).
16. When I (lay, lie) flat on a rock, I feel like a desert snake.
17. The license plate has come (loose, lose) from the car.
18. This act will (bring, take) the show to a close.
19. The teacher gathered us (all together, altogether) to tell us about the award.
20. (Beside, Besides) collecting newspapers, our class recycles plastic and cans.



Mechanics



Unit 12: Capitalization

Lesson 68

Capitalization of Sentences, Quotations, and Letter Parts

Capitalize the first word of a sentence, including the first word of a direct quotation that is a complete sentence.

An apple a day keeps the doctor away.
Ricardo said, "**H**istory is my favorite subject."

Do not capitalize an indirect quotation. An **indirect quotation** does not repeat the speaker's exact words, nor does it appear in quotation marks. Often, the word *that* introduces an indirect quotation.

Ricardo said that **h**istory is his favorite subject.

When a quoted sentence is interrupted by an explanatory phrase such as *he said*, do not capitalize the second part of the sentence. Always capitalize the pronoun *I*.

"This music," said Diana, "**i**s wonderful."
"If the phone rings," he said, "**I**'ll answer it."

If a new sentence begins the second part of a quotation, put a period after the explanatory phrase and capitalize the second part.

"I like this show," said Marcus. "**I**t's funny."

Capitalize the first word in the salutation of a letter and the title and name of the person being addressed. Capitalize a title used in place of a name.

Dear Mr. Trinh: **To** whom this may concern: **Dearest Carolyn,** **Dear Sir:**

Capitalize the first word in the closing of a letter.

Sincerely yours, **Yours truly,**

► Exercise 1 Underline the correct letter in parentheses.

(J, j)amaal said, "(T, t)his is my favorite food."

1. (M, m)om wanted me to tell you that (Y, y)ou should be home before dinner.
2. Keshia said, "(I, i)'ll call you later."
3. (C, c)ordially (Y, y)ours,
4. "(T, t)oday," said our teacher, "(I, i)s the first day of the science fair."

5. “(R, r)ead this,” said Rafi. “(I, i)t’s very funny.”
6. (V, v)ery (T, t)ruly (Y, y)ours,
7. “(M, m)ost of the time I just read,” said Jim.
8. (T, t)he principal asked, “(W, w)here were you yesterday?”
9. (M, m)y computer does not work correctly.
10. (D, d)ear (M, m)adame:
11. Carlos said that (H, h)e was expecting a good grade on the test.
12. Sunee said, “(I, i) wish I could have seen the play.”
13. “(T, t)his is the right answer,” said Dan.
14. (W, w)ith (B, b)est (W, w)ishes,
15. “(C, c)het,” said Mali, “(I, i)s going to tutor me in math.”
16. “Nina wrote this,” said the teacher. “(S, s)he wants to read it to the class.”
17. “(I, i)f you understand division,” said Poloma, “(F, f)ractions won’t be very hard.”
18. Catalina said that (T, t)his was the last bag of cookies.
19. (D, d)ear (C, c)ustomer:
20. (H, h)e told me that (H, h)e ran all the way home.
21. “(D, d)id she see it?” asked Alicia. “(I, i) know she likes comedies.”
22. “Honolulu,” said Kenji, “(I, i)s a beautiful city.”
23. “(W, w)ell,” exclaimed Alicia, “(T, t)hat should do it!”
24. (D, d)ear (M, m)iss Sharvy:
25. Geoff said that (T, t)he water was too cold for swimming.
26. “(I, i) can’t wait,” said Nguyen. “(I, i)’m hungry now.”
27. Cecilia said, “(D, d)on’t wait for me. I’ll join you later.”
28. (M, m)ost of the students said they (F, f)inished their reports in less than a week.
29. “(C, c)all me,” she said, “(W, w)hen you’re ready to leave.”
30. (Y, y)our (F, f)riend,
31. Luis said that (T, t)he other team had a better record.
32. Bonita asked, “(H, h)as anyone seen my book?”

Lesson 69**Capitalization of Names and Titles of Persons**

Capitalize a person's name and initials.

Paul Revere Susan St. James John F. Kennedy F.D.R.

Capitalize a title or an abbreviation of a title that comes before a person's name or that is used in direct address.

Sen. Mike Gravel Mr. Schmidt Sgt. York Dr. Gibson Governor Brown
Then **Corporal Salazar** said, "Here's the report, **Colonel.**"

Do not capitalize a title that follows or is a substitute for a person's name.

Dukakis, the former **governor** of Massachusetts, ran with **Bentsen**, the former **senator** from Texas.

Capitalize names and abbreviations of academic degrees that follow a person's name. Also capitalize *Jr.* or *Sr.* when it follows a name.

Mary Pulaski, M.D. Jacques Burton, Attorney at Law Alan Karlin, Ph.D.
Ramon Delgado Jr.

Capitalize words that show family relationships when they are used as titles or substitutes for a person's name.

Is **Aunt Winona** visiting this week?

Next month, **Father** will install a dishwasher.

Do not capitalize words that show family relationships when they follow a possessive noun, a possessive pronoun, or an article.

My **uncle** is a veterinarian.

She became an **aunt** when her **sister** had a baby.

Always capitalize the pronoun **I**.

This is one class **I** think **I** am going to like.

► **Exercise 1** Underline the correct letter in parentheses.

Please come bowling with me and my (U, u)ncle.

1. (M, m)r. and (M, m)rs. (N, n)elson (B, b)urton enjoy the sport of (B, b)owling.
2. Bowling is popular with the entire (B, b)urton (F, f)amily.
3. Nelson (B, b)urton, (S, s)r., was a champion during the sport's "Golden Age."

4. His (S, s)on, (N, n)elson (J, j)r., has an instructional segment on a network sports show.
5. The (W, w)ebbers of St. Louis are also famous bowlers.
6. (P, p)ete (W, w)eber, (S, s)r., is a champion bowler and author.
7. (M, m)r. (W, w)eber wrote a book about bowling that featured his (S, s)on and (D, d)augher.
8. The bowler's (S, s)on, (P, p)ete (W, w)eber (J, j)r., is also a champion bowler.
9. Sometimes (C, c)ousin (B, b)ob, who is an excellent bowler, considers becoming a professional bowler.
10. His (M, m)other and (F, f)ather do not encourage him, however.
11. Although bowling can be fun, (I, i) prefer to watch football.
12. (W, w)alter (C, c)amp, a football player for Yale University, helped to modernize football.
13. In 1905 (P, p)resident (T, t)heodore (R, r)oosevelt called for changes in the rules of football to make the game safer.
14. Football was a popular sport with (J, j)ohn (F, f). (K, k)ennedy.
15. On the White House lawn, (P, p)resident (K, k)ennedy would play touch football with his (F, f)amily.
16. Another political figure, (J, j)ack (K, k)emp, has a connection with football.
17. Before being elected to the House of Representatives, (C, c)ongressman (K, k)emp was a professional football player.
18. Another sport (I, i) watch and study is basketball.
19. (J, j)ames (N, n)aismith, (M, m).(D, d)., invented basketball in December 1891.
20. Before (M, m)r. (N, n)aismith became a doctor, he was an instructor at the YMCA Training School in Springfield, Massachusetts.
21. (B, b)ill (B, b)radley, a (S, s)enator from New Jersey, played basketball at Princeton University.

22. Later, (S, s)enator (B, b)radley played professional basketball for the New York Knickerbockers.
23. (J, j)ulius (E, e)rving, one of the most exciting players of the National Basketball Association, was nicknamed (D, d)r. (J, j.)
24. (U, u)ncle Brady, my (A, a)unt, and my (F, f)ather once saw him play in Philadelphia.
25. Neither my (B, b)rother nor (I, i) ever saw (D, d)r. (J, j.) play.
26. Although (I, i) find football and basketball fun, my (F, f)ather prefers the game of tennis.
27. In 1873 (M, m)ajor (W, w)alter (C, c)lopton (W, w)ingfield modified indoor court tennis and invented a new game.
28. The game (M, m)aj. (W, w)ingfield came up with was called lawn tennis.
29. Some people argue that (M, m)ajor (H, h)arry (G, g)em of England, who played a form of tennis in the 1860s, should share the credit for founding the sport with (W, w)ingfield.
30. (M, m)ary (E, e)wing (O, o)uterbridge introduced lawn tennis to the United States in 1874.

► **Exercise 2** Draw three lines under each letter that should be capitalized.

A few years ago uncle claudio played baseball for the detroit tigers.

1. Another Tiger player was the legendary ty cobb.
2. One good baseball movie starred geena davis and tom hanks.
3. Another baseball movie, *The Natural*, starred robert redford.
4. ernest lawrence thayer wrote a poem about baseball in 1901 called “Casey at the Bat.”
5. In 1908, jack norworth wrote the words to the popular song called “Take Me Out to the Ball Game.”
6. When aryn’s uncle took us to a major league game, I can remember hearing the familiar organ music.
7. uncle scott and his friend, dr. keller, bought us hot dogs and peanuts for a snack.
8. In 1839 abner doubleday created ground rules for the game.

9. Various forms of baseball were played before mr. doubleday's efforts.
10. In 1876 william a. hulbert headed a committee that founded the National League of Professional Baseball Clubs.
11. Baseball's first commissioner was the kenesaw mountain landis.
12. Mr. landis, who was also a judge, was appointed to this position in 1921.
13. To ensure an honest sport, landis enforced a strict ethical code for baseball players.
14. In 1944 judge landis passed away.
15. He was succeeded by albert chandler.
16. In 1965 william eckert became commissioner.
17. Commissioner eckert was a retired general.
18. Bowie kuhn replaced general eckert in 1969.
19. One of baseball's most famous players is george herman "Babe" ruth.
20. Babe ruth hit 714 home runs during his career.
21. ruth's record was broken on April 8, 1974, by henry louis "Hank" Aaron.
22. hank aaron hit 755 home runs during his career.
23. Another famous player was jack roosevelt "Jackie" robinson.
24. In 1947 mr. robinson became the first African American to play in the big leagues.
25. My Grandfather remembers watching mickey mantle.
26. In 1985 mickey charles mantle published his autobiography, *The Mick*.
27. I asked grandma Joyce about the time she met willie mays.
28. He hit 660 home runs, grandma told me, and was one of the most exciting baseball players in history.
29. Another great baseball player was roberto walker clemente from Puerto Rico.
30. In 1995 cal ripkin jr. broke lou gehrig's record for consecutive games played.

Lesson 70**Capitalization of Names of Places**

Capitalize the names of specific places because they are proper nouns. However, do not capitalize articles and prepositions that are part of these places. Capitalize the names of cities, counties, states, countries, regions, and continents.

Australia Ethiopia Orange County the United States of America

Capitalize the names of geographical features and bodies of water.

Pacific Ocean the Sahara Cape Horn Mt. Everest Strait of Hormuz

Capitalize the names of sections of the country, but do not capitalize compass points when they indicate direction. Do not capitalize adjectives derived from words indicating direction.

New England the South the Pacific Northwest southern California
northern wind eastern Indiana Texas is south of Oklahoma.

Capitalize the names of streets and highways.

High Street Interstate 10

Capitalize the names of buildings, bridges, and monuments.

World Trade Center Bay Bridge Vietnam Veterans Memorial

Capitalize the names of celestial bodies and constellations.

Andromeda Saturn Orion Exceptions: the moon the sun

► **Exercise 1 Underline the correct letter in parentheses.**

Have you ever been to (M, m)inneapolis, (M, m)innesota?

1. The (U, u)nited (S, s)tates (O, o)f (A, a)merica has many scenic attractions.
2. To the (N, n)orth lies (A, a)laska, the last (F, f)rontier.
3. Alaska's (S, s)tate flag features the (B, b)ig (D, d)ipper.
4. The (W, w)est (C, c)oast is more than just beaches and sunshine.
5. The (I, i)mperial (V, v)alley in (S, s)outhern (C, c)alifornia produces excellent crops when irrigated.
6. The (G, g)olden (G, g)ate (B, b)ridge at the entrance of (S, s)an (F, f)rancisco (B, b)ay is one of the (W, w)orld's longest suspension bridges.

7. Our nation's highest temperature ever, 134°F, was recorded in (D, d)eath (V, v)alley in (S, s)outhwest (C, c)alifornia.
8. Our lowest temperature ever recorded was -80°F in (P, p)rospect (C, c)reek, (A, a)laska.
9. (D, d)eath (V, v)alley is also our (C, c)ountry's driest place, receiving less than two inches of precipitation annually.
10. Precipitation varies greatly, however, as (M, m)ount (W, w)aialeale in (H, h)awaii receives about 460 inches of rain each year.
11. Much of (C, c)alifornia's cultural influence comes from (M, m)exico and (E, e)astern (A, a)sia.
12. (C, c)alifornia's neighbors, (A, a)rizona and (N, n)evada, are extremely dry.
13. A ski resort, (C, c)loudcroft, is 4,000 feet above the (D, d)eserts of (N, n)ew (M, m)exico.
14. Further (N, n)orth, (W, w)ashington and (O, o)regon have vast forests.
15. The (C, c)ascade (M, m)ountains include the (V, v)olcanoes (L, l)assen (P, p)eak in (C, c)alifornia and (M, m)ount (S, s)aint (H, h)elens in (W, w)ashington (S, s)tate.
16. The (R, r)ocky (M, m)ountains are the largest mountain system in (N, n)orth (A, a)merica, and they extend from (N, n)orthern (A, a)laska all the way (S, s)outh to (N, n)orthern (N, n)ew (M, m)exico.
17. The largest of the lower forty-eight states is (T, t)exas.
18. Two of (A, a)merica's largest cities, (H, h)ouston and (D, d)allas, are in (T, t)exas, but they seem small on a map of such a large state!
19. The (A, a)lamo, located in (S, s)an (A, a)ntonio, is the site of a famous battle.
20. (T, t)exas's (S, s)outhern border is a (R, r)iver called the (R, r)io (G, g)rande.
21. (M, m)esa (V, v)erde (N, n)ational (P, p)ark is also found in the (S, s)outhwest.
22. Another well-known (R, r)iver, (T, t)he (M, m)ississippi (R, r)iver, is 2,350 miles long.
23. It is an important part of the lore of (L, l)ouisiana.
24. The (G, g)ulf (O, o)f (M, m)exico, from (F, f)lorida to (S, s)outhern (T, t)exas, is bordered by the (G, g)ulf (C, c)oastal (P, p)lain.

25. The (A, a)labama, (M, m)ississippi, (R, r)io (G, g)rande, and (T, t)rinity (R, r)ivers flow into the (G, g)ulf (O, o)f (M, m)exico.
26. Jazz, a unique (A, a)merican style of music, was born in (N, n)ew (O, o)rleans, (L, l)ouisiana.
27. Like many cities in the (S, s)outh, New Orleans enjoys warm weather while the (N, n)orth endures cold winters.
28. Farther to the (E, e)ast and (S, s)outh of (L, l)ouisiana, (F, f)lorida is especially popular during the winter months.
29. Historic (G, g)eorgia, (N, n)orth of (F, f)lorida, is an industrial giant in the (S, s)outh.
30. A sand dune at (K, k)itty (H, h)awk, (N, n)orth (C, c)arolina, is the site of the Wright Brothers' first flight in 1903.

► **Exercise 2** Draw three lines under each letter that should be capitalized.

Many people like to vacation in the mountains of the eastern united states.

1. The Great Smoky mountains are located in tennessee.
2. The appalachian mountains run parallel to the atlantic ocean.
3. This mountain range extends from Quebec, canada, to northern Alabama.
4. The highest peak in the Appalachians is mount mitchell at 6,684 feet.
5. The appalachian trail is a 2,020-mile footpath that runs from Maine to georgia.
6. Extending from southeastern maine across the eastern and southern states to eastern texas are the Coastal Lowlands.
7. This region includes virginia, which is just north of north carolina.
8. Thomas Jefferson's home, monticello, is located near charlottesville, virginia.
9. The atlantic Coastal Plain includes several rivers, the delaware, the hudson, and the potomac, as well as Cape Cod bay, Chesapeake bay, and Long island Sound.
10. Our nation's capital, washington, d.c., is near Chesapeake bay.
11. George Washington's home, mount vernon, stands near the potomac river.

12. To the north, new england is home to several scenic states, including vermont.
13. The green mountains in Central Vermont supply much of our country's maple syrup.
14. The empire state, new york, has many famous attractions.
15. The nation's busiest financial district is on wall street.
16. The statue of Liberty, a gift from france, has greeted immigrants from many Nations.
17. For many years, the Empire State building was the tallest skyscraper in the world.
18. New york city has tremendous ethnic diversity.
19. Near Buffalo, New york, Niagara Falls borders canada.
20. A northern state, minnesota is usually the first to feel the cold, icy air of winter.
21. The midwest is called "America's Heartland."
22. The largest city in this area is chicago, illinois.
23. The sears tower in chicago is taller than the empire state building.
24. Rivers of the midwest include the mississippi, the missouri, and the ohio.
25. The great lakes are five lakes that provide a resource for both industry and recreation.
26. In Southern Michigan, detroit is famous for manufacturing automobiles.
27. The National road runs East and West through the middle of Ohio.
28. It was first known as the Great National pike.
29. Work began on the road in 1811, and it went from cumberland, maryland, to vandalia, illinois.
30. It is now paved from washington, d.c., to st. louis, missouri, and is known as the National old trail road.

Lesson 71**Capitalization of Other Proper Nouns and Adjectives**

Capitalize the names of clubs, organizations, businesses, institutions, religions, and political parties.

Joe's Diner Toronto Blue Jays Southern Baptist Libertarian party

Capitalize brand names but not the nouns following them.

Olivet macaroni Sparkle shampoo Reflections metal polish

Capitalize the names of important historical events, periods of time, and documents.

the Battle of the Bulge the First Amendment the Middle Ages

Capitalize the days of the week, months of the year, and holidays. Do not capitalize the seasons.

Wednesday July Bastille Day winter

Capitalize the first, last, and all other important words in the titles of books, plays, songs, articles, movies, television shows, magazines, newspapers, and book chapters.

Toledo Dispatch "Coming Through the Rye" Old Yeller Pastoral Symphony

Capitalize the names of ethnic groups, nationalities, and languages.

Mexican Hebrew Chinese Thai

Capitalize proper adjectives formed from the names of ethnic groups and nationalities.

Arabic language Irish music German author

► **Exercise 1** Rewrite the word or words in italics, adding the appropriate capitalization. If the sentence is correct, write *C* in the blank.

On Sunday, we will celebrate *mother's day*. **Mother's Day** _____

1. My father used to watch *the jack benny show*. _____
2. We bought our car from the *ford motor company*. _____
3. The football team played *mayfield high school*. _____
4. Abeque decided to take *french*. _____

Name _____ Class _____ Date _____

5. The *battle of gettysburg* was a violent incident. _____
6. I heard a musician playing in *central park*. _____
7. The article in the *phoenix gazette* was very well researched. _____
8. My favorite breakfast food is *krispy krunch cereal*.

9. The dinosaurs lived in the *mesozoic era*. _____
10. Many *world war II* pilots flew over the Pacific Ocean. _____
11. Alfonso's family hosted a big picnic on the *fourth of july*. _____
12. Do you have to work this *saturday*? _____
13. Let's plant a tree in honor of *arbor day*. _____
14. I was moved to tears reading *the diary of anne frank*. _____
15. Sometimes the temperature drops below zero in *the winter months*. _____
16. Many people sent money and supplies to *ethiopian families* during the great famine.

17. My history class watched the film detailing the life of *the apache geronimo*.

18. Every year my family gives money to *the march of dimes*. _____
19. I have sometimes looked at the magazine *u.s. news & world Report*. _____

20. Akili programmed her universal remote to operate her *Zenith television*.

21. My mother attended summer school at the *university of wisconsin*.

22. Jake protected his car with the latest product, *ultra-sheen car wax*.

23. The *battle of wounded knee* took place in 1890. _____
24. The government offices were closed on Monday in recognition of *President's Day*.

25. Modern housing is found on *navaho reservations*. _____
26. After graduation from college, Lindsay wanted to be a reporter for *the dallas morning news*. _____
27. Bach's work *the art of the fugue* was left unfinished. _____
28. We enjoyed seeing a display of *african art* over the weekend. _____
29. On a bright *winter day in january*, the family decided to go skiing.

30. On Saturday we saw *the chicago cubs of the national league* play baseball in Wrigley Field. _____

► **Exercise 2** Draw three lines under each letter that should be capitalized.

We visited a jewish synagogue.

1. My cousin joined the democratic party.
2. Many people eat turkey on thanksgiving day.
3. On wednesdays I have piano lessons.
4. The boston globe is an excellent newspaper.
5. World war I was also called the Great War.
6. The watson heating and cooling company employs practically the entire town.
7. I have never been to the pontiac silverdome.
8. Garry tried to play the english horn.
9. Uncle James belongs to the vietnam veterans of america.
10. For Christmas I bought my cousin a subscription to *popular mechanics*.
11. The Stamp act was passed in 1765.
12. My sister joined the Girl scouts of america.
13. Several films have been made of Steinbeck's novel *of mice and men*.
14. Have you eaten at that new restaurant, hamburger heaven?
15. Do you know the beatles' song, "I want to hold your hand"?

16. Europe fell into the dark ages for about 500 years.
17. I was able to buy boardwalk and Park place the last time I played Monopoly.
18. In the autumn I like to listen to the song "autumn leaves."
19. My favorite kind of food is chinese food.
20. Have you ever been to yellowstone national park?
21. Both Franz and Donna had ball games on tuesday, wednesday, or friday through the month of july.
22. Parts of Mark Twain's book *life on the mississippi* were published in the *atlantic monthly* as "old times on the mississippi."
23. The tokyo national museum has a valuable collection of asian art.
24. The symphony performs at the palace theater.
25. The spanish, french, and mexican flags once flew over Texas.
26. Every saturday Ben and his friends treated themselves to pizarro's pizza.
27. The U.S. constitution and the declaration of independence are two important american documents.
28. The period of human culture during which stone tools were first used is known as the stone age.
29. Many people with a norwegian background settled in Minnesota.
30. The cousins sat on the porch swing and sang "my old kentucky home" and "suwannee river."

► **Writing Link** Write four sentences in which you demonstrate the correct use of at least four of the capitalization rules in this lesson.

 Unit 12 Review

► **Exercise 1** Draw three lines under each letter that should be capitalized. Draw a slash (/) through each letter that should be lowercase.

Our country's thirty-third President was a democrat from Missouri.

harry truman, the thirty-third President of the United states, served his Terms from 1945 to 1953. born in lamar, Missouri, Truman became a Lieutenant in the National guard. After a brief Military career, truman entered politics and eventually became vice President under Franklin d. roosevelt. Truman became President when F. d. r. died on april 12, 1945, only eighty-three days after the beginning of the term. among president Truman's accomplishments was overseeing the Victory in europe after World WAR II. Later in his Career, he led the western nations against communism in the korean war. Harry Truman, a southern democrat, is known for creating The Truman doctrine and NATO (the North Atlantic treaty organization).

Some lighter aspects of Truman's Life include his 1948 victory over Thomas e. dewey. Early polling data suggested that dewey would Win. Newspapers were even printed with the quote, "dewey defeats truman." Truman's defeat of republican Thomas Dewey was considered an upset.

Truman did not seek Reelection in 1952. "i have served my Country long," He said, "And i think efficiently and honestly. i do not think it is my duty to spend another Four Years in the White House."

After leaving the white house on january 20, 1953, Truman returned to his home in independence, missouri. The Former President continued to be active in Politics and in the democratic party. Soon his friends began raising funds to build the Harry Truman library in independence. The Library opened in 1957 and holds Truman's Papers and Souvenirs.

Truman died on december 26, 1972, and was buried in the Truman library courtyard.

Cumulative Review: Units 1–12

► **Exercise 1** Circle each pronoun and underline each noun. If the noun is a proper noun, write *prop.* above it.

Who wants to drive to Lincoln Junior High School? ^{*prop.*}

1. The holidays were coming, and I could not wait for Thanksgiving.
2. Jeff read the cartoon and laughed at it.
3. I would like a solid oak desk for my birthday.
4. The costume Hussein wore, King Arthur, was the best one there.
5. It bothered me when Jim screamed in the car.
6. The U.S. Congress is out of session.
7. The car drove over the hill and into the night.
8. We love to shop for them at Bloomingdale's.
9. Clint bought himself a brand new pair of skis.
10. I saw Chan drive his Ford into the town of Burbank.
11. Pazi sold her first short story to a magazine.
12. James answered the telephone for his friend.
13. Tony had a friend take a picture of him shaking the hand of Don Mattingly.
14. The deer leaped through the underbrush of the forest.
15. Clay, my younger brother, likes to pretend that he is John Wayne.
16. Everyone agreed that the telephone given to Gene was very nice.
17. My family has traveled to France, Belgium, and the English countryside.
18. You had better water your Christmas poinsettia.

19. Whose is this cherry-flavored soda?

20. In history class, we are studying the involvement of Germany in World War II.

► **Exercise 2** Underline the verbal phrase. Write in the blank *participial*, *gerund*, or *infinitive* to identify the type of phrase.

- _____ gerund I have always enjoyed eating bacon and eggs.
- _____ 1. Diego has always wanted to learn a foreign language.
- _____ 2. Printing out a long document takes much time.
- _____ 3. To wait in line for movie tickets may be dull, but it is often worthwhile.
- _____ 4. My mother relaxed, drinking a warm cup of coffee.
- _____ 5. The science teacher, believing in her theory, demonstrated the concept.
- _____ 6. Solving logic puzzles is one of my hobbies.
- _____ 7. For his part-time job, Obike decided to work at the supermarket.
- _____ 8. Strumming the guitar, Rayna sang a folk song.
- _____ 9. The school board planned to meet next Wednesday.
- _____ 10. Who does not enjoy playing a fun game?
- _____ 11. Fighting between nations broke out again this weekend.
- _____ 12. Feeling nauseated, Debbie left the amusement park.
- _____ 13. His dream was to be an action hero in the movies.
- _____ 14. In the 1960s our goal was to reach the moon.
- _____ 15. The track star, defeated in a close race, congratulated the winner.
- _____ 16. Beating the clock was the object of the game.
- _____ 17. Daneene enjoys dancing to fast music.
- _____ 18. Playing the tuba, he marched across the field.
- _____ 19. To write a kind letter can really raise someone's spirits.
- _____ 20. Beautifully displayed here, this sculpture is very expensive.

► **Exercise 3** Draw three lines under each letter that should be capitalized. Draw a slash (/) through each letter that should be lowercase.

my Family loves to watch old tarzan Movies.

1. “wait here,” He said. “i’ll only be a minute.”
2. Father, mother, uncle Jake, and my sister have all joined me to celebrate.
3. The Coach told me That i need to practice more.
4. “My favorite TV show,” Ina said disappointedly, “Is not on tonight.”
5. dear Mr. jameson:
6. My report concerned general george s. patton, a famous World War II General.
7. After practice, coach seckel handed us october’s schedule.
8. Douglas fairbanks jr. starred in many Movies.
9. Why would i ever want to leave, dad?
10. After attaining his degree, he could now sign letters as domingo pena, ph.d.
11. i observed the big dipper in the winter sky.
12. Deep in the gobi, the chinese found Dinosaur bones.
13. When i start a career, I want to work on Madison avenue.
14. The strait Of Gibraltar lies between spain and Morocco.
15. Why would mother want to move to northern california?
16. This summer, my mother read *the Scarlet letter* By Nathaniel hawthorne.
17. My background includes language studies in french, Irish, And welsh.
18. The atlantic ocean borders the east coast.
19. Andy warhol is famous for his Paintings of campbell’s soup cans.
20. In 1823, president Monroe issued the monroe doctrine.

Unit 13: Punctuation

Lesson 72

Using the Period and Other End Marks

Use a **period** at the end of a declarative sentence or an imperative sentence. A declarative sentence makes a statement. An imperative sentence gives a command or makes a request.

Kahlil went to the convenience store. (statement)

Don't forget the vegetables. (command)

Please tell us all about your good fortune. (request)

Use a **question mark** at the end of an interrogative sentence. An interrogative sentence asks a question.

Is Matt in the seventh grade?

Use an **exclamation point** at the end of an exclamatory sentence or after an interjection. An exclamatory sentence expresses strong feeling. An interjection is a word or group of words that expresses strong emotion.

What a wonderful surprise! Hooray! You have finally arrived!

► **Exercise 1** Place a **C** in the blank next to each sentence that has correct end punctuation. Correct the end punctuation of the other sentences.

- C** Why do all these tomatoes look so different?
- _____ 1. Many varieties of tomatoes are available that suit different purposes!.
- _____ 2. Is the tomato a fruit or a vegetable?
- _____ 3. The tomato is considered a fruit.
- _____ 4. That simply cannot be true?.
- _____ 5. Our family usually plants four kinds of tomatoes.
- _____ 6. The Rutgers variety is best suited for producing lots of juice!
- _____ 7. Are these yellow ones good.
- _____ 8. Yes, they are very low in acid content.
- _____ 9. Beefsteak tomatoes grow very large and have lots of firm flesh?
- _____ 10. They are wonderful for slicing and serving as a side dish.

- _____ 11. Don't eat that one without washing it.
- _____ 12. When he first saw these, all Mark could say was, "Wow. "
- _____ 13. May I take one of these home.
- _____ 14. My mother will be astounded!
- _____ 15. What are these tiny little ones?
- _____ 16. They are called cherry tomatoes!
- _____ 17. Aren't they perfect for salads and snacking
- _____ 18. This pear-shaped variety is called Roma?
- _____ 19. What on Earth are they for?
- _____ 20. Because they are very solid, they make wonderful paste for use in sauces.

► **Exercise 2** Add the best end mark to each sentence.

Do you enjoy working with plants?

1. Last week, our class took a tour of a large greenhouse
2. The business is named Green with Ivy
3. I can't believe the huge size of the place
4. Is this the largest in our area
5. Mr. Tappan specifically said, "Don't touch anything"
6. Be quiet, look, and listen
7. How much of the space was filled with starts of vegetable plants
8. The owner, Nadia Pavlik, cultivates fourteen varieties of tomatoes
9. I never dreamed that there were so many kinds of cabbage
10. The plants are started from seed grown in peat moss
11. Do you know why a constant mist of water is sprayed over the plants
12. Fertilizer is dissolved in the water for maximum growth of the plants
13. The acres of annual flowers were a fantastic sight
14. Did you see the many colors of petunias
15. Wow! I counted seventeen colors of impatiens

Lesson 73**Using Commas to Signal Pause or Separation**

Use a **comma** to show a pause after an introductory word. Also use commas to separate three or more items in a series.

No, I won't be attending the meeting. (introductory word)

The cat jumped off the counter, landed on a throw rug, and skidded across the floor. (series)

Use a comma after two or more introductory prepositional phrases, an introductory adverb clause, an introductory participle, or an introductory participial phrase.

In the middle of winter, a flower is an encouraging sight. (two prepositional phrases)

Although we were cold, we still had a good time. (adverb clause)

Remembering the open window, Josh ran upstairs. (participial phrase)

Use commas to set off appositives that are not essential to the meaning of the sentence or to set off words that interrupt the flow of thought in a sentence.

Uncle Doug, Dad's youngest brother, works for an insurance company. (non-essential appositive)

Ice hockey, to be sure, can be a violent sport. (interruption)

Use commas to set off names in direct address.

Charlene, you may begin.

► **Exercise 1** Add commas where necessary. Use the delete symbol (✂) to eliminate commas used incorrectly. If the sentence is correct, write **C** in the blank.

- _____ To many people in the United States, autumn brings to mind one kind of tree.
- _____ 1. From the Atlantic to the Mississippi this beloved tree paints forests scarlet.
- _____ 2. Leaf watchers come by car bus and bicycle to experience this tree's beauty.
- _____ 3. Attracted by the breathtaking reds yellows and oranges of this tree tourists begin taking in the sights around the middle of October.
- _____ 4. Yes, other trees also turn color in the fall.
- _____ 5. Ash black cherry oak and sweet bun trees put on quite a show.

- _____ 6. However, only one tree you understand can wear so many different beautiful costumes.
- _____ 7. Starting in September or October this tree signals the beginning of autumn.
- _____ 8. Of course this tree is the sugar maple.
- _____ 9. The sugar maple is a favorite because of its colorful leaves; furthermore, it has many other uses.
- _____ 10. All maples but especially the sugar maple are important woods in furniture making.
- _____ 11. Sugar maple wood is used to make chairs tables beds and dressers.
- _____ 12. Sugar maple also known as rock or hard maple is used in the manufacture of floors boxes and crates.
- _____ 13. The wood of the sugar maple can also be made into veneer.
- _____ 14. Veneer a thin sheet of wood is sliced from a tree trunk.
- _____ 15. After the veneer is removed from the trunk, it can be glued onto inexpensive wood.
- _____ 16. Therefore, inexpensive wood can be made to look like expensive wood.
- _____ 17. The round and dense crown of the sugar maple keeps buildings cool in hot weather.
- _____ 18. Finally, the sugar maple is a favorite tree for yet another reason.
- _____ 19. Pancake and waffle eaters please tell us why the sugar maple is your favorite tree!
- _____ 20. The sugar maple is, of course, the source of maple syrup.
- _____ 21. Made from boiled-down sap real maple syrup is a rare and delicious treat.
- _____ 22. The sugar maple known as *acer saccharum* is one of several types of maples.
- _____ 23. Others include the red maple and the silver maple.
- _____ 24. The red maple turns red yellow and orange in the autumn.

Lesson 74**Using Commas in Clauses and Compound Sentences**

Use a **comma** before a coordinating conjunction such as *and*, *or*, or *but* when it joins main clauses in a compound sentence.

My grandparents came to visit, **and** they brought me a present.

Ali may choose football, **or** he may prefer to play soccer.

Use a comma to set off an adverb clause that comes at the beginning of a complex sentence. Adverb clauses begin with subordinating conjunctions such as *after*, *although*, *as*, *because*, *before*, *considering (that)*, *if*, *since*, *so that*, *though*, *unless*, *until*, *when*, *where*, *whether*, and *while*.

Unless a miracle happens, the Raiders will lose the game.

Do not use a comma with an adverb clause that comes at the end of a sentence.

Peter was late **because he stopped to help Kurt**.

► **Exercise 1** Add commas where necessary. Write **C** in the blank if the sentence is correct.

- _____ Diamonds are a beautiful gemstone, and they are the hardest natural substance on Earth.
- _____ 1. Since time began diamonds have been highly-prized gemstones.
- _____ 2. Gem diamonds are a lasting investment and they grow more valuable with age.
- _____ 3. Because they are very hard diamonds are used as tools as well as ornaments.
- _____ 4. Most industrial diamonds are used as cutting tools.
- _____ 5. Impurities give a diamond off-color spots or they cause a cloudy appearance.
- _____ 6. These impurities lessen a diamond's brilliance.
- _____ 7. Diamonds with flaws are used in industry but the more perfect ones become gems.
- _____ 8. Though artificial diamonds have been produced synthetically diamonds are rare natural stones.
- _____ 9. The General Electric Company was the first to make synthetic diamonds and to use such stones commercially.
- _____ 10. Whether natural or synthetic diamonds are formed of pure carbon.

- _____ 11. Diamonds are formed deep in the earth or synthetic ones are made in laboratories.
- _____ 12. Both kinds of diamonds are measured in metric units called *carats* because they are rather small.
- _____ 13. One metric carat equals one fifth of a gram.
- _____ 14. Gems are cut into various shapes with many sides.
- _____ 15. These sides are called *facets* and they enhance the gem's brilliance.

► **Exercise 2** Add commas where necessary. Use the delete (✂) symbol to eliminate commas used incorrectly.

Although some exceptions exist, most gemstones are minerals✂ that can be polished to become items of beauty.

1. Amethysts range from violet to purple in color and these beautiful stones were used in both Greek and Roman jewelry.
2. Although aquamarine is of the same family as the emerald the abundance of aquamarine makes it less valuable.
3. Copper carbonate is deep blue, and is found in most copper mines.
4. Bloodstone is a dark green quartz spotted with red jasper and it is often used in rings.
5. Although it was once applied to any red stone the name *carbuncle* refers to a garnet cut in a special way.
6. Cat's-eye is found in a great range of colors but its distinctive mark is the streak or line through the middle like a cat's eye.
7. Whether it is used for earrings or pendants the clear yellow citrine is very popular.
8. The pearl is not a true gemstone, because it comes from an oyster.
9. Both pearl, and coral are by-products of sea animals.
10. A brilliant deep-green emerald is very valuable, because it is very rare.
11. Although they are usually deep red garnets can be found in almost any color except blue.
12. The Chinese have used jade for centuries and Asian works of art often include huge jade carvings.

Lesson 75**Using Commas with Titles, Addresses, and Dates**

Use **commas** before and after the year when it is used with both the month and the day. Do not use a comma if only the month and the year are given.

Beethoven was born on December 4, 1770, and died in March 1827.

Use commas before and after the name of a state or county when it is used with the name of a city. Do not use a comma after the state if it is used with a ZIP code.

The Jacksons moved here from Tupelo, Mississippi, last fall.

Write to me at 12 Sarandon Circle, Bainbridge Island, WA 98110.

Use a comma or a pair of commas to set off an abbreviated title or degree following a person's name.

The letter was signed Hilda Greenberg, Ph.D., and dated last week.

► **Exercise 1** Place a **C** in the blank beside each sentence that is punctuated correctly.

- C** Jake moved to Portland, Oregon, on July 3, 1994.
- _____ 1. Anne and Charles were married on September 13, 1827.
- _____ 2. Is Kansas City, Missouri the sight of the Truman Library?
- _____ 3. Upon returning home, we found that Nyoko Hayashi L.L.D., was the interim chairperson.
- _____ 4. Maria would never forget the flood of April 1990.
- _____ 5. Every year, Chris Meyer, R.N., donated money to his alma mater.
- _____ 6. The diary began on May 27 1942 and continued for eighteen years.
- _____ 7. The information plate on the back reveals that the TV was made in Korea.
- _____ 8. The name, Orville Montoya, L.P.A., was well known in the area.
- _____ 9. We will have Elaine Warner, Ph.D., as our guest speaker.
- _____ 10. Their family doctor, Ramos Hernandez D.O., was located in Tulsa.
- _____ 11. Our choir will sing in Tokyo Japan this summer.
- _____ 12. Is November 11, 1944 the correct date of the D-Day Invasion?
- _____ 13. The company's address is 4967 Alder Avenue, Louisville, KY, 40299.

- _____ 14. New York, New York, has been nicknamed “The Big Apple.”
- _____ 15. December 12, 1913 marked the beginning of our business, Mom’s Apple Pies.
- _____ 16. Mr. Salazar accepted a position with a software company in Toronto Ontario.
- _____ 17. There was a postmark on the envelope which read Ada, OK 74820.
- _____ 18. Kevin Applegate M.A. was hired as the new English teacher.
- _____ 19. Gary, Indiana, is a large industrial port on Lake Michigan.
- _____ 20. Do you know what’s special about July 4, 1776?

► **Exercise 2** Add commas where necessary. Use the delete symbol () to eliminate commas used incorrectly.

Gary became Gerald Hopkins, Ph.D., in February, 1946.

1. The first-aid training was administered by Juanita Oliver L.P.N.
2. July, 1976, marked two hundred years of independence for the United States.
3. The ZIP code for, Pine Beach, New Jersey, is 08741.
4. Have you read the book *Time Is Money* by Anita Moore C.P.A.?
5. Chicago Illinois was the site of a World’s Fair.
6. Send your order to P.O. Box 777, Forney, TX, 75126.
7. Does Cosby Tennessee have a shopping mall?
8. When did Alma get her M.A., degree?
9. Confederate forces attacked Fort Sumter on April 12 1861.
10. People came from as far away as Fort Wayne Indiana to see the light show.
11. My baby brother was born on the seventeenth of August, 1991.
12. Why is the address 10 Downing Street, London England famous?
13. The city of Pisa Italy is famous for its Leaning Tower.
14. Your entry must be in the mail before October 15 1996.
15. Ulysses S. Grant was elected president in November, 1868 and took office in March, 1869.
16. While Quentin is recuperating, you may send cards to General Hospital, 1438 Recovery Drive, Indianapolis IN 46206.

Lesson 76**Using Commas with Direct Quotes,
in Letters, and for Clarity**

Use a comma or pair of commas to set off a direct quotation.

"My cousin," Marla said, "will be thirteen next week."

Use a comma after the salutation of a friendly letter and after the closing of both a friendly and a business letter.

Dear Melanie, Your friend, Sincerely yours,

Use a comma to prevent misreading.

Compared to Maine, Maryland is a southern state.

► **Exercise 1** For each item, add commas where necessary.

Tina said, "I like anchovies."

1. Yours Truly
2. As she rang the little bell, Mom announced "Dinner is served."
3. While eating the chicken pecks at the ground to get its food.
4. Dear Aunt Mary
5. We expected that because Kelvin had warned us.
6. "The rabbit" cried Teresa "has disappeared from its cage!"
7. "You may work on your solar system projects with a partner" explained the science teacher.
8. Because of the rain fields were too muddy for plowing.
9. Instead of five seven points was the winning margin.
10. The supervisor said "I think you will become absorbed in the landscaping project once you get started."
11. "Admission is six dollars" said the attendant.
12. Love always
13. Unlike horses cows chew a cud.

14. Jاليا said "This is a great party!"
15. Anthony said "I am afraid of the man wearing the scary costume."
16. Prior to the snow trails in the woods were easily passable.
17. Sincerely yours
18. Stronger than his brother Tom lifted the log over the fence.
19. After Jim Bob will step to the plate.
20. Although the Bears were winning the game was only in the second quarter.
21. Ms. Wilson declared "Always be on time if you want to succeed."
22. Since breakfast was late lunch will be delayed.
23. Better than tapes compact discs offer extremely accurate reproduction.
24. Good-bye for now
25. The weather forecaster stated "Snow is unlikely."
26. Except for Pablo Lisa had the highest score.
27. In 1985 497 students graduated from Memorial High School.
28. Dear Rita
29. "I have a dream " announced Martin Luther King, Jr.
30. "Today " remarked Jane "is the first day of May."
31. "I searched for more of Tolkien's works " Bill said "after reading The Hobbit and the ring trilogy."
32. His opening words were "I am so afraid to speak in public!"
33. "Once upon a time " Frank read "there was a buried treasure."
34. The sign said "Keep off the grass."
35. With best regards
36. The ad read "No down payment."
37. Larger than cars trucks are designed for hauling cargo.
38. "Give me a hand " requested the leader.
39. All the bewildered mayor could say was "Who was that masked man?"
40. Compared to the railroad cars are much faster.

Lesson 77**Commas in Review**

► Exercise 1 For each item, add commas where necessary.

After a long journey on a bus, our trip ended on March 9, 1995.

1. Turning the corner I saw Benny Drew and Cliff climb into a taxi.
2. Undoubtedly they will arrive before dark.
3. Humming to herself Dora tried to recall the words to the song.
4. For thousands of years nomadic peoples have lived in desert areas.
5. Jenny of course had to have her own way.
6. The Seminoles proud Native Americans are from the southeastern part of the country.
7. Officer Kono how long have you been on the force?
8. Much of our woodland is disappearing and many of our wetlands are drying up.
9. Because of the lack of natural predators the deer population is growing rapidly.
10. Miguel received his first remote-controlled car on May 7 1992.
11. Is Paris France where the Eiffel Tower is located?
12. Karina Miller D.V.M. will speak at the next meeting of the Towerton Humane Society.
13. Before the dinner guests arrived in white limousines.
14. The quail gets its nickname from its call “Bob White, Bob White.”
15. Your buddy
16. Unless we find the directions Georgia won’t help with the assembly of the model car.
17. Hoping to find my ring I continued the search.
18. The factory relocated to Kilgore Tennessee.
19. The door of the barn in my backyard is white but the rest of the barn is red.
20. Mr. O’Brien’s garden contained carrots peas green beans and corn.
21. Yes you may go to the volleyball match.
22. Walking on air Ken could hardly wait to show his report card to his father.

- 23. In the nick of time the rabbit darted into its burrow.
- 24. Ms. Ramirez the report is on your desk.
- 25. The grass in the backyard is very tall but Robert will mow it after school.
- 26. Mail the disk to Box 323 Topeka KS 66603.
- 27. The man’s business card read “Harold Jenkins, C.P.A.”
- 28. Carrying two slickers and an umbrella Aunt Rose was prepared for the weather.
- 29. “Please” said the officer “try to remain calm.”
- 30. Dear Dad
- 31. Instead of Eve Hector presided over the meeting.
- 32. Julia’s favorite sports are basketball diving and fencing.
- 33. Lions are very large but the smaller cheetah can outrun them.
- 34. Mercenaries soldiers for hire have been used in many conflicts.
- 35. I warned you James that lying would cause you problems.

► **Writing Link** Write a friendly letter to describe your nearest neighbors to a friend in another state. Use direct quotations and commas where necessary.

Mechanics

Lesson 78**Using Semicolons and Colons**

Use a **semicolon** to join parts of a compound sentence when a conjunction such as *and*, *but*, or *or* is not used. Use a semicolon to join parts of a compound sentence when the main clauses are long and are subdivided by commas.

The thunder sounded louder; the downpour was only minutes away.
Mom's bird feeders, all fourteen of them, constantly needed to be refilled; but our yard had more sparrows, chickadees, and robins than any place in town.

Use a **colon** to introduce a list of items that ends a sentence. Use a phrase such as *these*, *the following*, or *as follows* before the list. Do not use a colon immediately after a verb or a preposition.

The jerseys are available in the following colors: red, blue, green, and purple.
Claire bought fabric, thread, and buttons.

Use a colon to separate the hour and the minute when writing the time of day.
Use a colon after the salutation of a business letter.

The mail carrier usually arrives at 3:15 P.M.

Dear Ms. Carley:

To whom this may concern:

► **Exercise 1** Add colons or semicolons where necessary. Use the delete symbol (↵) to eliminate any colons or semicolons used incorrectly.

Flying kites is a popular pastime; people all over the world fly creative kites.

1. Murray went straight home but after he reached his house, he realized that he hadn't brought his homework.
2. I have the following things to trade four video cartridges, a catcher's mitt, and a set of handlebars.
3. The Kos' new home has: a tennis court, a three-car garage, and a swimming pool.
4. The eclipse will begin at 5 34 A.M.
5. Dear Ms. Esterbrook
6. Camels are impressive creatures they are much larger than one might imagine.
7. The weather was very good for gardens this summer our flowers bloomed more than any time I can remember.

8. Without hesitation, Kevin took the oath now he is a full-fledged police officer.
9. Mom, I need the following items a red sweater, my stamp collection, and several extra pairs of socks.
10. The movie begins at 830 P.M.
11. The items missing from the first-aid kit were: a tourniquet, adhesive tape, and iodine.
12. His library is filled with many kinds of books his favorites are the mysteries.
13. Did you mean 620 A.M. or P.M.?
14. Dear Mrs. Gallagher
15. Those persons selected for the dance committee are as follows Karen, Estella, Harvey, and May-Li.
16. Can you be there by 1015?
17. Sue and Harry walked home from school they got caught in the rain when they were halfway home.
18. The Athletic Boosters will meet at 730 P.M.
19. By the time the bus got to Akira's stop, the rain had stopped but as he stepped off the bus, he landed in a deep puddle.
20. Most of the electronics available here were made; in Japan, Korea, or Mexico.
21. This letter is to confirm your order for the following items a fishing rod, a spinning reel, and a tackle box.
22. Dear Councilman Harper
23. On our hike, I saw these animals two deer, a muskrat, a rabbit, and four squirrels.
24. Manuel selected the following electives art, choir, and band.
25. Kyle sent postcards: to Angie, Martha, and Hiroshi but Martha's card never arrived.
26. Sarah received these presents a softball bat, a socket set, and a blow dryer.
27. The nominees for president are; Phil, Caroline, and Soku.
28. Some of the items to be auctioned are: a bedroom suite, a dinette set, and a television.

Lesson 79**Using Quotation Marks I**

Use **quotation marks** before and after a direct quotation. Also use quotation marks with a divided quotation.

"Step right up and try your luck," shouted the carnival worker.
"Pasta," remarked Mr. Cortez, "actually originated in China."

Use a **comma** or commas to separate a phrase such as *he said* from the quotation itself. Place the comma outside opening quotation marks, but inside closing quotation marks.

Troy asked, "Where are the baseball bats?"
"Someday," said Gwen, "I hope to live in Hawaii."

► **Exercise 1** Add quotation marks and commas where necessary.

"Competitive rabbit shows," stated Mr. Sanchez, "are becoming very common."

1. Tabitha asked What makes one rabbit better than another?
2. That depends on what breed of rabbits you are talking about answered Chuck.
3. Each breed said Mr. Sanchez is judged according to a written standard.
4. Emily said The standards are set by the American Rabbit Breeders Association.
5. Every part of the rabbit has some value in the standard said Rick.
6. Even eye color and toenail color count added Emily.
7. My neighbor, Mr. Brown, has some Dutch rabbits said Tabitha.
8. What asked Chuck is the most important thing about a Dutch rabbit?
9. The Dutch rabbit answered Rick has distinctive markings on its head, feet, and body.
10. Since the markings vary on every animal said Emily the judge must decide which one is closest to perfection.
11. The breeds called commercial breeds emphasize meat producing qualities said Mr. Sanchez.
12. All the other breeds he continued are collectively called fancy.
13. Netherland Dwarfs are very tiny rabbits he said.

14. Tabitha asked Are Flemish giants just the opposite?
15. Chuck replied Yes! I saw one of those at the fair.
16. How much did it weigh? asked Rick.
17. I don't know exactly, Chuck responded but it was more than twenty pounds.
18. Tabitha inquired Are there a lot of different breeds?
19. The American Rabbit Breeders Association," answered Emily recognizes forty-four breeds.
20. The average rabbit show she said has more than one thousand entries.
21. She added There are nearly two thousand shows each year.
22. An elimination is a serious fault that can be corrected explained Mr. Sanchez.
23. Emily said Eliminations include things like colds and broken toenails.
24. What asked Chuck is a disqualification?
25. That is a serious fault that is permanent said Mr. Sanchez and cannot be corrected.
26. He asked Who can give examples of a disqualification?
27. Emily replied Two disqualifications I can name are buck teeth and, in a colored rabbit, white spots.
28. Tabitha said It sounds like owners take these shows seriously.
29. Many exhibitors pay big prices for winning stock said Rick.
30. I have sold winning animals for as much as a thousand dollars added Mr. Sanchez.
31. A beginner he said can expect to pay about forty dollars for a good rabbit.
32. Are there any shows near here? asked Tabitha.
33. The Metropolitan Rabbit Fanciers holds its annual show at our fairgrounds said Emily.
34. Chuck added It is held on the second weekend of April.

Lesson 80**Using Quotation Marks II**

A **period** is always placed inside closing quotation marks.

Ed said, "Let me help you with that heavy carton."

Place a **question mark** or **exclamation point** inside the closing quotation marks when it is part of the quotation. Place a question mark or exclamation point outside the marks when it is part of the entire sentence.

Sam asked, "Is there any more chocolate?" (part of the quotation)

Did I hear you say, "Buy it now, pay for it later"? (part of the entire sentence)

Use **quotation marks** for the title of a short story, essay, poem, song, magazine or newspaper article, or book chapter.

"The Ransom of Red Chief" (short story)

"Invictus" (poem)

"Love Me Tender" (song)

► **Exercise 1** Add quotation marks as needed.

"Be sure," reminded Cara, "that you take a warm sweater."

1. April screamed, Watch out!
2. Grandpa said, Please pass the biscuits.
3. Mark Twain wrote a short story called Baker's Blue Jay Yarn.
4. How many people replied, Not me?
5. Pablo announced, I am going to Cancun for my vacation next month.
6. Have you ever read a poem called Old Ironsides?
7. The title of the article you are looking for is Ducks, Ducks, and More Ducks.
8. Joe exclaimed, What a big dog!
9. Fame is the title song from the Broadway show of the same name.
10. A title like Sonnet XIV gives no clue to the content of the work.
11. Montel said, This is a good reason to take a break.
12. Who sang the song Respect?
13. The newspaper headline read Seven Youths Earn Awards.

14. My favorite story in the anthology was *In the Bag*.
15. Did Gerald really say, Money is no object?
16. China, said Janice, is a land of great, proud heritage.
17. The Gift of the Magi was written by O. Henry.
18. Which story is shorter, *Sisterhood* or *Golden Feet*?
19. I Know That My Redeemer Liveth is an example of an aria from an oratorio.
20. Puff, the Magic Dragon is a folksong.
21. Dave Calls Me for Advice appeared in the magazine *Ask Miss Sarah*.
22. Did Andrew Lloyd Webber compose I Don't Know How to Love Him?
23. Can you imagine the cheers when our coach said, You played flawlessly?
24. Our librarian put an article in the school paper called New for You.
25. Music of the Night is from *Phantom of the Opera*.
26. Because you have worked hard, Coach Andretti announced, practice will be over early.
27. When you were young, asked Amy, were there electric lights?
28. Harold won the contest with his essay entitled I Choose the Trumpet.
29. Ah! shrieked Rivka, A mouse!
30. Fanfare for the Common Man was composed by Aaron Copeland.

► **Writing Link** Write a short conversation among three people.

Lesson 81**Using Italics (Underlining)**

Use italics (underlining) to identify the title of a book, play, film, television series, magazine, or newspaper.

Inherit the Wind (play)

Newsweek (magazine)

Animal Farm (book)

► Exercise 1 Underline each word that should be in italics.

Judy Blume wrote the humorous book Freckle Juice.

1. The Red Badge of Courage, by Stephen Crane, is one of the shortest novels in literature.
2. Archibald MacLeish's J.B. is a play which tells the story of the biblical Job in a modern setting.
3. One of the most spectacular movies ever produced is Ben Hur.
4. Roots, tracing author Alex Haley's ancestors, impressed television viewers.
5. Would you say that Time is the leading news magazine?
6. Other newspapers picked up this article from the Cleveland Plain Dealer.
7. We argued over who wrote The Hound of the Baskervilles.
8. If you like fiction that is based on history, you should read A Tale of Two Cities.
9. How many movies entitled Frankenstein have been released?
10. His article on raising rabbits was published in Country Living.
11. One of John Philip Sousa's most famous marches is named for a newspaper, the Washington Post.
12. For her birthday, Kimiko's mother gave her a subscription to Writer's Digest.
13. Hailed as one of the greatest novels ever, Gone with the Wind is an epic drama of the Civil War.
14. My first dramatic role was in a play called The Lottery.
15. The musical My Fair Lady is based on the play Pygmalion.
16. For good fantasy tales, buy a copy of Amazing Stories.

17. Before coming to the Daily News, Frances was a staff reporter for the Clarion.
18. He plans to call his novel *My Own Man Again*.
19. Mark Twain's *The Prince and the Pauper* is an excellent work based on a case of mistaken identity.
20. Mary Martin starred in both the stage and the movie versions of *Peter Pan*.
21. Saluting the dedication of the underdog, the film *Rocky* and its several sequels have drawn huge crowds.
22. How many times have you seen this episode of *Little House on the Prairie*?
23. My sister eagerly awaits every issue of *American Girl*.
24. I follow the market reports in *U.S.A. Today*.
25. My aunt's favorite movie is Alfred Hitchcock's *Rear Window*.
26. Edith Wharton wrote an insightful novel entitled *Ethan Frome*.
27. *Annie* and *Annie Get Your Gun* are totally different musical plays.
28. Marlon Brando became famous for his role in *On the Waterfront*.
29. Do you remember the television series *The Cosby Show*?
30. Mother's subscription to *Good Housekeeping* has expired.
31. Did you know that Benjamin Franklin was the founder of *The Saturday Evening Post*?
32. *Twenty Thousand Leagues Under the Sea* is an early masterpiece in the science fiction realm.

► **Writing Link** Write a paragraph about your favorite television series.

Lesson 82**Using Apostrophes**

Use an **apostrophe** and an s ('s) to form the possessive of a singular noun or of a plural noun not ending in s.

dog + 's = dog's Charles + 's = Charles's women + 's = women's
geese + 's = geese's

Use an apostrophe alone to form the possessive of a plural noun that ends in s.

engineers + ' = engineers' Smiths + ' = Smiths' songs + ' = songs'

Use an apostrophe and an s ('s) to form the possessive of an indefinite pronoun.

anyone + 's = anyone's somebody + 's = somebody's

Do not use an apostrophe in a possessive pronoun.

The dog wagged **its** tail. This coat is **hers**.

Use an apostrophe to replace letters that have been omitted in a contraction.

can + not = can't it + is = it's they + are = they're we + will = we'll

Use an apostrophe to form the plurals of letters, figures, and words when they refer to themselves.

four *g's* seven *6's* *and's, but's, and or's*

► **Exercise 1** Underline the correct form of the word in parentheses.

(Sheila's, Sheilas') jacket is hanging on the back of the door.

1. Have you met (Carlos', Carlos's) brother?
2. I am looking for the (children's, childrens') coats.
3. I am feeding the (Joneses', Jones') cat while they are on vacation.
4. Marcie found (someone's, someones) purse on the floor of the classroom.
5. Alan (couldnt, couldn't) understand our lack of enthusiasm.
6. Donna was awakened by the two (movers', mover's) shouts.
7. The baby robin flapped (its, it's) wings in vain.
8. Linda was fascinated by the (cars, car's) unique horn.
9. Please direct Carl to the (boy's, boys') locker room.

10. (It's, Its) about time for the meeting to start.
11. If Patty gets a hit, (we're, were) sure to win the game.
12. Mr. Ulrich didn't receive (anyones, anyone's) homework on time.
13. The six (Americans', American's) tour bus left an hour ago.
14. Johann tried to join the (women's, womens') discussion.
15. Lemon pie is (Margarets, Margaret's) specialty.
16. The (house's, houses) exterior was painted white.
17. Adequate housing became the two (cities', citie's) most urgent problem.
18. Your decision (isnt, isn't) very popular.
19. The results of the (mens', men's) downhill were just posted.
20. Joan said that the soccer ball was (her's, hers).
21. No (*buts*, *but's*), Raji; just do it!
22. The bald eagle is one of our (nation's, nations) symbols.
23. (Manufacturers, Manufacturers') warranties do not cover that part.
24. (Everyone's, Everyones') lunches were placed on the third shelf.
25. If (you'll, youll) hold my place, I will get punch for both of us.
26. My phone number ends with three (3s, 3's).
27. The first team to compete is (our's, ours).
28. (Carmen's, Carmens') phone number is unlisted.
29. The accident was (nobodys', nobody's) fault.
30. All of the (drivers, drivers') cargoes were perishable.
31. Have you seen (Thomas', Thomas's) skateboard?
32. Is the (Jenkins's, Jenkines') dog named Hoover?
33. Shingles were missing from the (sheds, shed's) roof.
34. The (musicians's, musicians') lively performance made the audience cheer loudly.
35. The (conductor's, conductors) stand has been misplaced.

Lesson 83**Using Hyphens, Dashes, and Parentheses**

Use a **hyphen** to show the division of a word at the end of a line. Always divide the word between its syllables.

Will and Cindy decided to enroll in the table tennis tournament sponsored by the Athletic Club.

Use a hyphen in compound numbers from twenty-one through ninety-nine. Use a hyphen in a fraction that is used as a modifier. Do not use a hyphen in a fraction used as a noun.

The new restaurant served seventy-eight dinners last night.

James awoke one-half hour before Harry. (modifier)

One third of the money raised will be spent on research. (noun)

Use a hyphen or hyphens in certain compound nouns. Check the dictionary to see which ones need hyphens. Use a hyphen in a compound modifier only when it precedes the word it modifies.

My great-aunt loves to knit. Sid is Lou's brother-in-law.

A well-rehearsed band played first. Our band was well rehearsed.

Use a **dash** to show a sudden break or change in thought. If the sentence continues, use a second dash to mark the end of the interruption.

Mary—she just turned twelve—is my neighbor.

Use **parentheses** to set off material that is not part of the main statement but that is, nevertheless, important to include.

The yo-yo (a spinning top on a string) has been popular for years.

► **Exercise 1** Insert hyphens, dashes, or parentheses as needed. Write *C* in the blank if the sentence is correct.

_____ There were thirty-six books on the selective reading list.

_____ 1. Rolanda's dad is thirty seven years old.

_____ 2. The *streusel* a German dessert made by Hans's mother was the hit of the picnic.

_____ 3. The audience was thrilled by the long-awaited performance.

_____ 4. The scoreboard donated by Christy's Grocery needs to be replaced.

_____ 5. Mr. Jones the man who owns the Palace Theater gave us free passes.

- _____ 6. Does a light-year measure distance or time?
- _____ 7. Bingo was a well trained dog.
- _____ 8. Dr. Khanduja he's from India is my family doctor.
- _____ 9. Of all the sports available to the class, basketball drew the largest number of participants.
- _____ 10. Saint Bernards huge, hardy dogs are popular in the Alps.
- _____ 11. Don't you just love French fried onion rings?
- _____ 12. The clock on my desk a present from Mom is shaped like a computer.
- _____ 13. That book has twenty-two chapters.
- _____ 14. The Lions members of the Monroe High School soccer team thwarted our entire offense.
- _____ 15. After dinner, we visited with my great grandmother.
- _____ 16. Despite its shop worn appearance, George purchased the magazine.
- _____ 17. The brown gelding—we now have four horses—proved to be a terrific pleasure horse.
- _____ 18. Especially in summer, the woods behind Aunt Meredith's barn were fascinating to every member of the family.
- _____ 19. The basketball team scored eighty eight points.
- _____ 20. Three fourths of our class had the flu last week.
- _____ 21. Rance is our first string tackle.
- _____ 22. My cousin Phil he turned thirteen last month is staying with me for the weekend.
- _____ 23. With great relish, Akira looked forward to his monthly relaxing weekend at the cabin.
- _____ 24. The kiwi a small flightless bird native to Australia lays a large egg in proportion to its body size.
- _____ 25. The middle-aged man longed to return to his youth.
- _____ 26. The marching band boasted ninety five members.

Lesson 84**Using Abbreviations**

Abbreviate titles and professional or academic degrees that follow names.

Mr. Albert Huang **Jr.** (Junior) Kim Birchfield, **Ph.D.** (Doctor of Philosophy)
Arlene Johnson, **M.D.** (Medical Doctor) **Dr.** Stephen Zwilling

Use all capital letters and no periods for abbreviations that are pronounced letter by letter or as words. Exceptions are U.S. and Washington, D.C., which do use periods.

NCAA (National Collegiate Athletic Association)

RAM (random-access memory) PBS (Public-Broadcasting System)

Use the abbreviations A.M. (*ante meridiem*, “before noon”) and P.M. (*post meridiem*, “after noon”) for exact times. For dates use B.C. (before Christ) and, sometimes, A.D. (*anno Domini*, “in the year of the Lord,” after Christ.)

Abbreviate calendar items only in charts, lists, and graphs.

Mon. Wed. Sun. Mar. Oct. Dec.

Abbreviate units of measure in scientific writing, such as charts, lists, and graphs.

inch(es) **in.** foot (feet) **ft.** gram(s) **g** liter(s) **l** cubic centimeter(s) **cc**

Abbreviate street names on envelopes.

Street **St.** Road **Rd.** Avenue **Ave.** Court **Ct.** Boulevard **Blvd.**

Use the Postal Service abbreviations for the names of states on envelopes.

Maryland **MD** Texas **TX** Utah **UT** North Carolina **NC**

► **Exercise 1** Look at each item in parentheses. If it can be abbreviated in that sentence, write the abbreviation. If the sentence is correct as it is, write **C**.

WPA The (Works Projects Administration) provided jobs during the Depression.

_____ 1. (Doctor) Louis Pasteur invented a way to make milk safer for drinking.

_____ 2. Beacon Station (Road) is where the old mill is located.

_____ 3. Linda Gomez, (Medical Doctor), has an office near here.

_____ 4. Remind Sarah to take her medicine at 8:00 (post meridiem).

_____ 5. Darnell’s father works for the (Central Intelligence Agency).

- _____ 6. The pitcher holds two (liters) of lemonade.
- _____ 7. Valerie's birthday is (September) 14.
- _____ 8. Neil Allen (Junior) will follow in his father's footsteps.
- _____ 9. Emile Green, (Doctor of Philosophy), was the speaker at my cousin's commencement
- _____ 10. The young tree in our yard is seventy-two (inches) high.
- _____ 11. She will return to class on (Monday).
- _____ 12. (North Atlantic Treaty Organization) began as a defense group.
- _____ 13. Jeannie moved to Sycamore (Street) last week.
- _____ 14. Miriam sent the letter to Teresa Kazuo, (Certified Public Accountant), on April 13.
- _____ 15. The mall on Fillmore (Boulevard) is the closest mall.
- _____ 16. At 6:18 (*ante meridiem*) our plane takes off.
- _____ 17. Send the flowers to 378 Shropshire (Court) in Boca Raton.
- _____ 18. That tiny vial holds 1 (cubic centimeter).
- _____ 19. The alligator was twelve (feet) longer than the ferret.
- _____ 20. We toured the (National Aeronautics and Space Administration) headquarters for two hours.

► **Exercise 2** Rewrite each phrase using the correct abbreviation.

- | | |
|-----------------------------|---------------------------------|
| 37 kilometers <u>37 km</u> | |
| 1. 76 Avondale Court _____ | 8. Hansberger Avenue _____ |
| _____ | _____ |
| 2. October 8, 1865 _____ | 9. Tonawanda, New York _____ |
| 3. Thornton, Idaho _____ | _____ |
| 4. Topeka, Kansas _____ | 10. 2:00 in the afternoon _____ |
| 5. 300 yards _____ | 11. 10 Downing Street _____ |
| 6. 6. anno Domini 375 _____ | _____ |
| 7. United Nations _____ | 12. Lansing, Michigan _____ |

Lesson 85**Writing Numbers**

Always spell out ordinal numbers. Also spell out numbers that you can write in one or two words. For numbers of more than two words, use numerals.

Maureen placed **second** in the spelling bee. (ordinal number)

My father is **thirty-four** years old. (one word)

Yasser's house is 214 miles from the border. (more than two words)

Spell out any number that begins a sentence, or reword the sentence so that the number appears later.

One hundred seven days remain until Christmas.

Write a very large number as a numeral followed by the appropriate word, for example, *million* or *billion*.

Relief is needed for **14 million** flood victims.

If one number in a sentence is in numerals, related numbers must be in numerals.

I picked **109** bushels of apples while Joyce picked **95** bushels.

Use words for amounts of money that can be written in one or two words, for the approximate time of day, and for the time of day when A.M. or P.M. is not used.

four cents a quarter past **four** half past **two** **two** o'clock

Use numerals for dates; for decimals; for house, apartment, and room numbers; for street or avenue numbers; for telephone numbers; for page numbers; for percentages; for amounts of money involving both dollars and cents; to emphasize the exact time of day; or when A.M. or P.M. is used.

April 10, 1874 **13** percent **\$50.60** **4:07 P.M.**

► **Exercise 1** Write in the blank the correct form for each number. Write **C** if the number is written correctly.

thirty-seven For his science project, Bela collected 37 different insects.

_____ 1. We have 246 seventh graders at our school.

_____ 2. 400 is an enviable batting average.

_____ 3. Did the NFL draw more than 30 million fans this year?

_____ 4. The Adamsville Blue Angels finished 1st in their soccer league.

_____ 5. Be at my house by 5:00.

- _____ 6. Whose phone number is five five five zero four one one?
- _____ 7. There are 19 trees in the picnic area.
- _____ 8. The old computer had only five hundred twelve kilobytes of RAM.
- _____ 9. One hundred four people brought their vehicles to our car wash.
- _____ 10. Some of the night sky's visible stars are more than nine billion miles away.
- _____ 11. "Today is the 2nd time you have not completed your homework," said Mr. Ortega.
- _____ 12. The bus will leave at 6:10 A.M.
- _____ 13. With tax, that will be seven dollars and fifty-six cents.
- _____ 14. Marcie has twenty-four comic books.
- _____ 15. The paper reported that fewer than nine hundred forty persons voted in our precinct.
- _____ 16. Two hundred eleven cards graced Tamaka's hospital room.
- _____ 17. The population of Sweden is just over 8 million.
- _____ 18. Besides having 90 sheep, the rancher owned fourteen horses.
- _____ 19. By the tenth day, Mi-Young had fully recuperated.
- _____ 20. On Thursday, the movie will run at five after nine P.M. on ABC.
- _____ 21. Driver, take me to thirty-eight Mountain View Boulevard.
- _____ 22. Can you believe this costs only 25 dollars?
- _____ 23. The local deer population is estimated at 650.
- _____ 24. 38 members attended the meeting.
- _____ 25. Earth is ninety-three million miles from the sun.
- _____ 26. Mieko lost her purse on the 7th day of her tour.
- _____ 27. The bell for third period rings at nine fifty-seven A.M.
- _____ 28. An-Li was born on July first nineteen eighty-three.
- _____ 29. After paying tax, the customer received only nine cents in change.
- _____ 30. Our profit margin was less than eight %.

Unit 13 Review

► **Exercise 1** Write the correct word, phrase, number, or abbreviation in the blank. Write *C* in the blank if the sentence or phrase is correct. Use *italics* (underlining) or quotation marks as needed.

- | | |
|--|---|
| <p>_____ <i>C</i> _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>Micah won the lottery in August 1990.</p> <p>1. Yours truly,</p> <p>2. Doctor Amma Yamaguchi</p> <p>3. Twenty-five million</p> <p>4. Alvin read 23 books.</p> <p>5. I can barely remember my great-grandmother.</p> <p>6. Kelly—she’s on vacation now—is my best friend.</p> <p>7. Did Ernest Hemmingway write the novel <i>The Old Man and the Sea</i>?</p> <p>8. Dear Sir,</p> <p>9. Dad’s favorite poem is <i>Trees</i>.</p> <p>10. James’ last name is Guerrero.</p> |
|--|---|

► **Exercise 2** Edit the following sentences. Add any punctuation that is needed and use the delete symbol (↵) to mark any punctuation that should be removed.

Daydreaming, Jorge leaned his head, against the wall.

1. Ms. Jefferson asked What were the *Nina* and the *Santa Maria*?
2. After weeks of concern Dr Martin was glad to see the rain it came in time to save his rose garden.
3. Yes I heard the assignment we are to read pages, 93–97.
4. Yawning I looked out the window to see the Joneses dog, chasing our cat.
5. Marla said The hand as you know is quicker than the eye.
6. The batter, a lanky left hander swung at the first three pitches.
7. Mrs. Thiele may Margaret come to my house?

Cumulative Review: Units 1–13

► **Exercise 1** Draw three lines under each letter that should be capitalized. Add any needed punctuation.

While we were on the plane we met dr. henry kissinger.

1. During our stay in paris we visited the louvre and notre dame cathedral.
2. Grandma's house is an example of victorian architecture but it has been remodeled.
3. The pirates are making a strong bid to win the pennant and all of pittsburgh is supporting them.
4. The british monarchy has its seat at buckingham palace in london.
5. "Somewhere over the rainbow" was first sung by judy garland one of Hollywood's former leading ladies.
6. Are the washington redskins i never followed that team in the american football conference
7. Can you tell me who wrote the book *dr. jekyll and mr. hyde*?
8. We went to visit aunt rita who lives in tyler and my two uncles in galveston.
9. Oko's afternoon classes are as follows math, English, and biology.
10. The band played concerts in england france and all european countries bordering the mediterranean.
11. The panel included pastor ferrera professor jenkins and doctor adkins.
12. My favorite vacation was our trip to grand canyon national park and it seems like only yesterday
13. Because she wants to become a professional musician, inez invested in the *larousse dictionary of music*.
14. Durrell's new horse a registered tennessee walker is very well trained.
15. Myron's favorite instruments are the trombone the french horn and the tuba.
16. Donna and Felipe went to new orleans on the delta queen a sternwheeler and returned by railroad.

17. Alta enjoys both italian and greek cuisine.
18. Millie's family is renowned for fine-quality hampshire hogs
19. Before Jonas came to school he dropped off dad's dry cleaning.
20. Roxie the girl next door likes canadian bacon on her pizza.

► **Exercise 2** Write *M* in the blank if the group of words in *italics* is a main clause, *S* if it is a subordinate clause, or *N* if it is not a clause.

- M My alarm goes off at seven, but *I seldom get up at that time*.
- _____ 1. *Unless I fall asleep before ten*, I am going to watch the news special.
- _____ 2. Juan likes tacos, but *his sister can't eat them*.
- _____ 3. *Since Guillaume made the first-string team*, his confidence has blossomed.
- _____ 4. Candace has a paper route, and *she always has plenty of pocket money*.
- _____ 5. Erik went home *before the end of the game*.
- _____ 6. Ian caught seven fish *before he ran out of bait*.
- _____ 7. Elvis has a skateboard; *Sharon has two skateboards*.
- _____ 8. Otters are aquatic mammals, and *they are among the most playful creatures on earth*.
- _____ 9. *Whenever Paloma runs the meeting*, the business session progresses smoothly.
- _____ 10. *Walking down the street*, Osvaldo whistled happily.
- _____ 11. *Growing up has many pitfalls*, and Abeque experienced many of them.
- _____ 12. Mary ran the vacuum *while Jimmy did the dusting*.
- _____ 13. I ordered ice cream, but *Dad had a milkshake*.
- _____ 14. We purchased all new furniture *since last month's flood*.
- _____ 15. *When Dad sleeps late*, we all pitch in and do his chores.
- _____ 16. The potatoes and carrots are from the garden *down by the creek*.
- _____ 17. The Soap Box Derby is a lot of fun, but *I have become too busy to participate*.
- _____ 18. *Because my sister is a paramedic*, she has taught CPR to all of us.
- _____ 19. *Beausde of my high grades*, my name appeared on the honor roll.
- _____ 20. Hatsu kissed Aunt Koto good-bye, but *I was too shy to kiss her*.

► **Exercise 3** Write *G* in the blank if the word in italics is a gerund, *P* if it is a participle, or *V* if it is a verb.

- V The movie star was *waving* to her many fans.
- _____ 1. The kids were *sliding* down the banister.
- _____ 2. *Making* the baseball team was a great achievement for Takashi.
- _____ 3. Isaac, *feeling* very contented, stretched out on the sofa.
- _____ 4. *Swaying* in the breeze, the branches scratched against the side of the house.
- _____ 5. Each member is *making* a valuable contribution to the success of the team.
- _____ 6. *Killing* time is a wasteful activity.
- _____ 7. *Exploring* the old barn, the girls found a huge cowbell.
- _____ 8. The twins were *looking* at the catalog.
- _____ 9. Jason loved *hiking* more than any other activity.
- _____ 10. Ralph, *sleeping* till noon, missed breakfast and lunch.
- _____ 11. *Encouraging* her younger sister is fun for Nell.
- _____ 12. The *galloping* horse skidded to a stop.
- _____ 13. The Millers are all experts at *fishing*.
- _____ 14. Kosey had *prepared* a terrific presentation.
- _____ 15. *Glowing* with pride, Marc displayed the empty space where a tooth used to be.
- _____ 16. The Scouts liked *camping* in Keller's Hollow.
- _____ 17. Mom always enjoys *reading*.
- _____ 18. *Looking* into the refrigerator, Alfonso asked, "When do we eat?"
- _____ 19. *Leading* the burro proved to be a monumental task.
- _____ 20. Hans was *eating* some strawberries.



Vocabulary and Spelling



Unit 14: Vocabulary and Spelling

Lesson 86

Building Vocabulary: Learning from Context

You can often figure out the meaning of an unfamiliar word through context. The **context** of a word is the words and sentences that surround it. The chart below lists different kinds of context clues.

TYPE OF CONTEXT CLUE	CLUE WORDS	EXAMPLES
Definition The meaning of the unfamiliar word is stated in the sentence.	<i>that is</i> <i>in other words</i> <i>or</i> <i>which means</i>	The soldiers tried to camouflage, <i>or</i> disguise, the tanks.
Example The unfamiliar word is explained through examples.	<i>like</i> <i>such as</i> <i>for example</i> <i>for instance</i> <i>including</i>	Wild animals use many forms of habitation, <i>such as</i> dens, burrows, and nests.
Comparison The unfamiliar word is shown to be similar to a familiar word.	<i>too</i> <i>also</i> <i>likewise</i> <i>similarly</i>	The lead driver accelerated; those behind him sped up, <i>too</i> .
Contrast The unfamiliar word is shown to be different from a familiar word.	<i>but</i> <i>on the other hand</i> <i>unlike</i> <i>however</i>	The suspect evaded the police for several days, <i>but</i> they finally caught him.

► **Exercise 1** Draw a line under the word or words that help you understand the italicized word in each sentence. Circle the clue words. Write the meaning of the italicized word in the blank.

I always avoid *toxic* plants such as poison ivy. poisonous

1. Alicia did not like the *curfew* in her town. For example, if she had to be home by 8:00 P.M., she could not study late in the public library. _____
2. Unlike Kenji, who *fidgets* constantly, Chiyo sits calmly at her desk during class.

3. The *foraging* raccoons also searched for food in the campgrounds. _____
4. The dodo bird is *extinct*; the passenger pigeon, too, is no longer in existence.

5. The papers were scattered *haphazardly*, which means they were thrown every which way. _____
6. The desks were *cumbersome*, on the other hand, the chairs were easy to manage.

7. Some *placards* called for the mayor's recall; other posters called for his impeachment, too. _____
8. The cabin at the lake is *rudimentary*; in other words, we cook in the fireplace and sleep in sleeping bags on the floor. _____
9. Some of Esperanza's exercises were *strenuous*. However, others were much easier to do. _____
10. The motel sign read "*Vacancy*," that is, rooms were still available. _____
11. The county helped with the national *census*; the city also assisted with the population count. _____
12. Our *cistern* was overflowing, unlike the other wells in the community. _____
13. Penny was *aloof* at first, but she became more friendly after a few days at her new school. _____
14. Haloke is *resourceful*; for instance, he can find a solution to any problem.

15. *Conifers*, such as pines and firs, stay green all through the winter. _____

16. The robbers' *cache*, or hiding place, was discovered by hikers. _____

Lesson 87**Building Vocabulary: Word Roots**

A **root** is the main part of a word, and it carries the main meaning of the word. By knowing the meanings of common word roots, you can usually figure out the meanings of unfamiliar words. Study the word roots and their meanings on the chart. When a word root is a complete word, it is called a **base word**.

ROOT	WORD	MEANING
<i>script</i> means "writing"	inscription	something written
<i>spec</i> means "see" or "look"	spectacles	devices that improve eyesight
<i>aud</i> means "hear"	audible	can be heard
<i>duct</i> or <i>duce</i> means "lead"	conductor	leader of an orchestra
<i>pel</i> or <i>pul</i> means "push"	repellant	substance that pushes insects away
<i>ject</i> means "throw"	reject	throw back
<i>port</i> means "carry"	portable	can be carried
<i>dict</i> means "tell" or "say"	dictator	sole ruler

► **Exercise 1** Draw a line under the root of each word. Using a dictionary when needed, write a short definition of each word.

spectacle **something seen that is unusual or entertaining**

1. reporter _____
2. auditorium _____
3. projector _____
4. prescription _____
5. spectators _____
6. dictate _____

Name _____ Class _____ Date _____

7. introduction _____
8. export _____
9. propulsion _____
10. contradict _____
11. prospector _____
12. description _____
13. porter _____
14. audience _____
15. propellers _____
16. conduct _____
17. eject _____
18. rejection _____
19. audition _____
20. suspect _____

► **Exercise 2** Draw a line under the word that best fits the definition in parentheses.

I cannot compel you to study. (force)

1. The speculators filled the stock exchange. (people looking for business opportunities)
2. I object to your tone of voice. (am opposed)
3. The new drapes reduced the noise in the large room. (made smaller)
4. The silly clown made a spectacle of himself. (something viewed that is amusing or unusual)
5. The boss gave dictation to her secretary. (spoken words)
6. The public transportation situation in the city has grown worse. (the carrying of people and goods)
7. I found that strange word in the dictionary. (book of words in the language)
8. Will you subscribe to that new magazine? (order or sign up for)

Lesson 88**Building Vocabulary: Prefixes and Suffixes**

A **prefix** can be added to the beginning of a word and a **suffix** can be added to the end of a word. Prefixes and suffixes change the meanings of root words. The spelling of a word can change when a suffix is added.

PREFIXES**Prefixes**

un-, dis-, non-, im-, and il- usually mean "not" or "the opposite of"

Examples

unwrapped
dishonest
nonprofit
immortal
illogical

Meanings

not wrapped
not honest
not for profit
not mortal
not logical

re- means "again" or "back"

reheat

heat again

super- means "above" or "beyond"

supersonic

above the speed of sound

sub- means "below" or "under"

subzero

below zero

fore- means "front" or "before"

forenoon

before noon

post- means "after"

postwar

after the war

uni- means "one"

unicycle

one-wheeled vehicle

bi- means "two"

biweekly

every two weeks

tri- means "three"

triangle

with three angles

► **Exercise 1** Using a prefix and a base word, write a new word in the blank that matches the definition.

One-wheeled bicycle unicycle

- | | |
|----------------------------------|---------------------------------|
| 1. not legal _____ | 6. every three months _____ |
| 2. not true _____ | 7. beyond the natural _____ |
| 3. the opposite of comfort _____ | 8. the opposite of sense _____ |
| 4. undersea vehicle _____ | 9. soil under the surface _____ |
| 5. apply again _____ | 10. the front of the head _____ |
| | 11. not expensive _____ |

12. not approve _____ 16. the opposite of practical _____
 13. to date after today _____
 14. state again _____ 17. front paws _____
 15. two-winged airplane _____ 18. over heated _____

SUFFIXES

Suffixes

-ship and *-hood* mean
"state of" or "condition of"
-ment means "act of"
or "state of"
-ward means "in the
direction of" or "toward"
-ist means "one who"
-ish means "like"
-ous means "full of"
or "like"
-al means "like" or
"having to do with"

Examples

neighborhood
friendship
management
homeward
archaeologist
childish
courageous
alphabetical

Meanings

state of being neighbors
state of being friends
act of managing
toward home
one who studies
archaeology
like a child
full of courage
having to do with the
alphabet

► **Exercise 2** Use a base word and a suffix to form a new word that matches the definition.

- | | |
|--------------------------------------|------------------------------------|
| 1. one who studies science _____ | 8. act of improving _____ |
| 2. toward the sky _____ | 9. full of peril _____ |
| 3. act of being excited _____ | 10. state of being false _____ |
| 4. state of being a leader _____ | 11. having to do with logic _____ |
| 5. one who writes novels _____ | 12. one who studies geology _____ |
| 6. having to do with tradition _____ | 13. one who plays the violin _____ |
| 7. full of humor _____ | 14. full of thunder _____ |
| | 15. like a boy _____ |
| | 16. toward the sea _____ |

Lesson 89**Synonyms and Antonyms**

Synonyms are words that mean the same or about the same as each other.

Antonyms are words that mean the opposite of each other.

Binte **raced** through her test and **hurried** out to soccer practice. (synonyms)
Kikuyu **raced** through the first part of the course and then **crawled** over the finish line. (antonyms)

Sometimes you can form an antonym by adding a prefix meaning “not.”

I thought my report was **complete**, but my teacher told me it was **incomplete**.

► **Exercise 1** Draw a line under the synonym in parentheses that means the same or about the same as the italicized word in the sentence.

Dinosaurs were *astonishing* animals. (fierce, well-polished, surprising)

1. Many species of animals and plants are no longer on Earth; they have become *extinct*. (mature, nonexistent, hidden)
2. Some *species* died out because of natural causes. (kinds, special, scientists)
3. *Meteorological* factors, such as periods of drought or severe cold, caused many animals to become extinct. (disease, climate, war)
4. Plant-eating dinosaurs were often eaten by *carnivores*. (meat eaters, gorillas, vegetables)
5. Today, many species of animals are *endangered*. (imperiled, migrating, adapting)
6. Human activities often destroy the *habitats* of animals. (food, homes, health)
7. If a single oak tree is cut down, 280 species may be affected because they are *linked* with that tree in a food chain. (connected, familiar, hostile)
8. Many food chains have a *delicate* balance and can be easily destroyed. (strong, filmy, fragile)
9. If owls die out because trees are cut down, the animals on which owls *prey* grow more numerous and become pests. (feed, sit, nest)
10. Rain forests *harbor* millions of animal and plant species. (endanger, shelter, number)
11. Scientists fear that continual destruction of rainforest plants will deprive humans of *remedies* for many diseases. (germs, descriptions, cures)

12. Other human behavior also makes it difficult for plants and animals to *survive*. (hide, live, hunt)
13. Chemicals *pollute* the environment, poisoning many species. (color, extend, dirty)
14. When these poisons get into animals' bodies, the adults cannot *reproduce*. (eat, breed, sleep)
15. The pesticide DDT is so dangerous that authorities *banned* it in many areas. (encouraged, sold, prohibited)
16. People also *poach* animals for their skins, tusks, and fur. (hunt, raise, protect)
17. Although such activities are *illicit* in many places, the trade in endangered animal products continues. (encouraged, profitable, illegal)
18. When *alien* species are brought to a new area, they often crowd out native species who are already there. (colorful, foreign, adaptable)
19. When rabbits were brought to Australia, their numbers *increased* until they killed off crops. (shrank, stabilized, grew)
20. Today many people who are concerned about the environment *strive* to protect endangered species around the world. (refuse, try, agree)

► **Exercise 2** In order for the sentence to make sense, underline the word in parentheses that is the antonym of the italicized word in the sentence.

Zoos often house many *common* animals so that they may breed in safety.
(normal, rare, sleepy)

1. Some endangered species are being put into *unprotected* areas. (safe, special, illegal)
2. The *tiny* Serengeti National Park in Tanzania, Africa, is home to more than two million rhinos, leopards, zebras, and giraffes. (enormous, overdeveloped, rare)
3. The government of India set up Operation Tiger to help people *hunt* the tigers. (see, raise, protect)
4. Wildlife refuges often have problems because they are *overfunded*. (anti-animal, substandard, underfunded)
5. Manatees are water mammals that have become *numerous* because many are killed or injured by boat propellers. (injured, rare, independent)
6. Environmentalists have created *desert* reserves in order to protect the manatees. (forest, mountain, marine)

Lesson 90**Homonyms**

Homonyms are words that sound alike or are spelled alike but have different meanings. The word *homonym* comes from Greek words that mean *same names*. There are two kinds of homonyms. The first type, **homographs** are spelled alike but have different meanings and often have different pronunciations.

The **sow** watched the farmer **sow** his crops. (homographs)

The second type of homonym, **homophones**, are words that sound alike but have different spellings and different meanings.

I **know** you want to stay up late, but I still say **no**. (homophones)

► **Exercise 1** Write *N* above the italicized homograph if it is a noun, *V* if it a verb, and *adj.* if it is an adjective.

V

The teacher will *record* our scores.

1. I have a *record* of my grades.
2. Terri has taken the *lead*.
3. Carla is our *lead* cheerleader.
4. A strong *wind* knocked over our antenna last night.
5. Sook will *wind* the tape.
6. Jamal *read* about it in the school paper.
7. Nancy Drew mysteries are a good *read*.
8. That is a strange *object*.
9. How can you *object* to this video?
10. The *fleet* sailed into the harbor.
11. The *fleet* deer sailed over the thorny hedge.
12. I won't shed a *tear* over spilled milk.
13. Charles saw a *tear* in my new jacket.
14. Listen to those motorcycles *tear* down the street.
15. Yoshi must learn to tie a *bow* tie.

16. A viking ship had a high *bow*.
17. The fans are really *wound* up for the game.
18. I thought you *wound* the old clock yesterday.
19. A white *dove* landed on the park bench.
20. Sheila *dove* off the high board.

► **Exercise 2** Draw a line under the words that are homophones. A sentence may contain several homophones.

My dad bought a small sailboat at the boat sale.

1. The baby threw the toy through the bars of his crib.
2. It has been a week since my operation, but I still feel weak.
3. Their packages were sitting out there all day, so I suppose they're soaked with rain by now.
4. I simply will not tie this silly knot!
5. It's not fair for the bus company to raise its fare again!
6. Are you two going to the game, too?
7. I hear a finch over here in the trees.
8. The wind blew so hard that the ocean's blue water turned to grey.
9. If you give me another pear to pare, then I will have a pair.
10. The expert sailor sailed straight through the narrow strait.
11. The presence of my grandmother usually means there are presents for us.
12. I can't wait any longer to lose the weight I put on.
13. We had to brake quickly to avoid the water that was spilling out of the break in the levee.
14. Will you give me some peace if I give you another piece of pie?
15. Solada got the one thing she really wanted when the Tigers won the championship game.
16. It gave Molly great pain to tell her father she had broken the window pane.
17. Ouch, I poked a finger in my eye!
18. While I had the flu, a bird flew down the chimney flue and into the house.

Lesson 91**Basic Spelling Rules I****SPELLING IE AND EI**

The *i* comes before *e*, except when both letters follow *c* or when both letters are pronounced together as an $\bar{a}$ sound as in **neighbor** and **weigh**.

achieve grieve deceive ceiling weight

There are some exceptions to this rule, so you should memorize their spellings. Exceptions include *species*, *weird*, *either*, *seize*, *leisure*, and *protein*.

SPELLING UNSTRESSED VOWELS

An unstressed vowel sound is a sound that is not emphasized when the word is spoken. For example, the second syllable (*i*) in *sim-i-lar* is an unstressed vowel sound. If you are not sure which vowel to use when spelling an unstressed syllable, think of a similar word. In the word *rel__tive*, is the missing letter *a*, *e*, *i*, *o*, or *u*? Think of the word *relation*, which uses the vowel *a*, to spell the word *relative*.

► **Exercise 1** Write in the blank the correct spelling for each word. If a word is already correct, write *correct*. Use a dictionary if necessary.

- | | | |
|----------------|---------------|-----------------|
| releif | relief | |
| 1. retreive | _____ | 13. viel |
| 2. cieling | _____ | 14. defanition |
| 3. compitition | _____ | 15. seizure |
| 4. neither | _____ | 16. decieve |
| 5. neice | _____ | 17. oppisite |
| 6. imaganary | _____ | 18. hygeine |
| 7. height | _____ | 19. conceit |
| 8. weird | _____ | 20. eighth |
| 9. receipt | _____ | 21. wiegh |
| 10. createve | _____ | 22. informitive |
| 11. diet | _____ | 23. photagraph |
| 12. observent | _____ | 24. special |

SUFFIXES AND SILENT E

For most words that end with silent *e*, keep the *e* when adding a suffix. When you add the suffix *-ly* to a word that ends in *l* plus silent *e*, drop the *-le*. Also drop the silent *e* when you add a suffix beginning with a vowel or a *-y*.

safe + *-ly* = safely drizzle + *-ly* = drizzly bubble + *-ing* = bubbling

SUFFIXES AND FINAL Y

For words ending with a vowel + *y*, keep the *y* when adding a suffix. For words ending with a consonant + *y*, change the *y* to *i*. The exception is when the suffix begins with an *i*. To avoid having two *i*'s together, keep the *y*.

joy + *-ful* = joyful silly + *-ness* = silliness cry + *-ing* = crying

ADDING PREFIXES

When you add a prefix to a word, do not change the spelling of the word.

il- + legal = illegal *re-* + cook = recook *un-* + tie = untie

► **Exercise 2** Use the spelling rules in this lesson to spell the words indicated.

copy + *-ing* = copying

- | | |
|-----------------------------------|-----------------------------------|
| 1. bite + <i>-ing</i> = _____ | 13. rely + <i>-ed</i> = _____ |
| 2. migrate + <i>-ion</i> = _____ | 14. peppy + <i>-est</i> = _____ |
| 3. sleepy + <i>-ly</i> = _____ | 15. sprinkle + <i>-ed</i> = _____ |
| 4. <i>pre-</i> + heat = _____ | 16. trouble + <i>-ing</i> = _____ |
| 5. tune + <i>-ful</i> = _____ | 17. ice + <i>-y</i> = _____ |
| 6. nerve + <i>-ous</i> = _____ | 18. peace + <i>-ful</i> = _____ |
| 7. imagine + <i>-able</i> = _____ | 19. startle + <i>-ed</i> = _____ |
| 8. <i>un-</i> + truthful = _____ | 20. <i>sub-</i> + atomic = _____ |
| 9. waste + <i>-ful</i> = _____ | 21. <i>dis-</i> + respect = _____ |
| 10. fly + <i>-er</i> = _____ | 22. froth + <i>-y</i> = _____ |
| 11. spray + <i>-ing</i> = _____ | 23. babble + <i>-ing</i> = _____ |
| 12. advise + <i>-able</i> = _____ | 24. cry + <i>-er</i> = _____ |

Lesson 92**Basic Spelling Rules II****DOUBLING THE FINAL CONSONANT**

Double the final consonant when a word ends with a single consonant following one vowel and the word is one syllable or the last syllable is accented both before and after adding the suffix.

jog + *-er* = jogger omit + *-ed* = omitted

Do not double the final consonant if the accent is not on the last syllable or if the accent moves when a suffix is added.

enter + *-ed* = entered refer + *-ence* = reference

Also do not double the final consonant if the word already ends in two consonants or if the suffix begins with a consonant.

sing + *-er* = singer equip + *-ment* = equipment

When adding the suffix *-ly* to a word ending in *-ll*, drop one *l*.

hill + *-ly* = hilly bull + *-ly* = bully

FORMING PLURALS

Form the plural of most nouns ending in *-s*, *-sh*, *-ch*, *-x*, or *-z* by adding *-es*. If the noun ends with a consonant + *-y*, change the *y* to *i* and then add *-es*.

patch + *-es* = patches fox + *-es* = foxes fly + *-es* = flies

Add *-s* to nouns ending with a vowel + *-y* or *o* as well as to nouns ending with a consonant + *o*.

toy + *-s* = toys patio + *-s* = patios solo + *-s* = solos

Some common exceptions are cargo-cargoes, hero-heroes, and tomato-tomatoes.

If a noun ends with a vowel + *-f* or *-lf*, change the *f* to a *v* and add *-es*. If a noun ends with *-fe*, change the *f* to a *v* and add *-s*. Just add an *-s* for nouns ending with *-ff*. and for some nouns ending with a vowel + *-f*.

loaf + *-es* = loaves half + *-es* = halves wife + *-s* = wives
knife + *-s* = knives roof + *-s* = roofs sniff + *-s* = sniffs

Irregular plurals include man-men, mouse-mice, goose-geese, foot-feet, woman-women, child-children, and tooth-teeth.

FORMING COMPOUND WORDS

Keep the complete spelling of the original words in the compound.

snow + storm = snowstorm broad + cast = broadcast gear + shift = gearshift

► **Exercise 1** Use the rules from this lesson to write the plural form of each word.

child **children** _____

- | | | | |
|-----------|-------|--------------|-------|
| 1. wolf | _____ | 11. hobby | _____ |
| 2. piano | _____ | 12. injury | _____ |
| 3. glass | _____ | 13. leaf | _____ |
| 4. tax | _____ | 14. kangaroo | _____ |
| 5. igloo | _____ | 15. chimney | _____ |
| 6. self | _____ | 16. mouse | _____ |
| 7. calf | _____ | 17. scarf | _____ |
| 8. staff | _____ | 18. whiff | _____ |
| 9. tomato | _____ | 19. photo | _____ |
| 10. buzz | _____ | 20. marsh | _____ |

► **Exercise 2** Write in the blank the correct spelling for each word.

donkies **donkeys** _____

- | | | | |
|---------------|-------|----------------|-------|
| 1. grabing | _____ | 11. housboat | _____ |
| 2. tooths | _____ | 12. waltzs | _____ |
| 3. forgetable | _____ | 13. womans | _____ |
| 4. skiscraper | _____ | 14. potatos | _____ |
| 5. shopping | _____ | 15. cuffves | _____ |
| 6. ladys | _____ | 16. wooly | _____ |
| 7. spys | _____ | 17. baskeball | _____ |
| 8. singging | _____ | 18. gooses | _____ |
| 9. bushes | _____ | 19. ferrys | _____ |
| 10. melodys | _____ | 20. preference | _____ |



Unit 14 Review: Building Vocabulary

► **Exercise 1** Underline the word or words in parentheses that best complete each sentence. Use a dictionary if necessary.

(Their, They're) planning to attend the Computer Club meeting.

1. After his heart surgery, the patient was wheeled to the (preoperative, postoperative) ward.
2. The wild (boar, bore) is a fierce animal native to the forests of Asia and North Africa.
3. Because the angry man's tone was so vengeful, I decided to (open the door, call the police).
4. When the flexion returned to the woman's wrist after the operation, she was able to (wash, bend) it again.
5. The lawyer carried the important legal papers in a leather (scolex, portfolio).
6. The fisherman from Nova Scotia spoke a (dialect, semaphore) so unusual that we had a hard time understanding him.
7. The prince vouchsafed the traveler passage through his territory; as a result, the traveler (succeeded, failed) in reaching the distant castle.
8. In preindustrial society, most people earned their living by working (in factories, on farms).
9. A metronome beside the piano helped the students (play the correct notes, count the correct rhythm).
10. Since she began (telecommuting, collating) in her job, my mother is able to spend much more time at home.
11. Pollution from burning fossil fuels can damage the (stratosphere, biosphere), the part of the earth's atmosphere where we live.

- 12. The photographer asked us to (wait, weight) in her studio.
- 13. The impecunious students had to go without coal to heat their room; likewise, the family across the hall had little (intelligence, money).
- 14. Because they coproduced the award-winning film, (one, both) of them will receive the prize.
- 15. I could tell the patient’s (gustatory, visual) abilities were damaged because he couldn’t taste anything.
- 16. The way he taps his pencil during tests is beginning to (great, grate) on my nerves.
- 17. My little sister went to an audiologist to have her (vision, hearing) tested.
- 18. My grandmother’s (library card, antique diamond pin) was irreplaceable.
- 19. Because my mom saw no color in my (pallid, glowing) face, she put me to bed.
- 20. The king’s message was benedictory, and his subjects (rejoiced, grew fearful).

► **Exercise 2** Write a synonym and an antonym for each word. Use your dictionary or thesaurus as needed.

WORD	SYNONYM	ANTONYM
sad	glum	happy
1. feeble		
2. excited		
3. optional		
4. rapid		
5. stay		
6. liberal		
7. sunset		
8. criticize		
9. smart		
10. saunter		
11. careful		
12. childish		



Unit 14 Review: Basic Spelling Rules

► Exercise 1 Underline the word or phrase that is spelled correctly.

The two presidents announced they were completely (committed, committed) to seeking peace.

1. The first thing Mom did when we moved into our new apartment was to assemble the (bookshelves, bookshelfs).
2. A (bookkeeper, bookeeper) for a company needs to know how to use a computer.
3. There must be six or seven (partys, parties) planned for our eighth-grade graduation.
4. Kristin was (totally, totaly) surprised when she received the package.
5. Three former (secretary of the interiors, secretaries of the interior) were present for the hearings.
6. The (remainning, remaining) test questions don't look too difficult.
7. Our family and the (Ramirezs, Ramirezes) often do things together.
8. The clown was wearing a goofy checked jacket with ugly (striped, stripped) pants.
9. Many different (species, specieses) are considered endangered.
10. (Shoing, Shoeing) a thousand-pound workhorse can't be an easy job!
11. Almost every music group today makes (videos, videoes).
12. Telephoning everyone doesn't seem like a (practicel, practical) solution to the problem.
13. Both teams played (their, thier) best game of the season.
14. Miranda doesn't get nervous at all when the (spotlight, spotlight) is on her.
15. The weather in April is so (changeable, changable)!
16. When the singer asked if the crowd was ready to rock and roll, the crowd (shoutted, shouted) back "Yes!"

17. The governor will make a (statment, statement) at 3:30 this afternoon about the hurricane damage.
18. She would have (applied, applyed) for the program by now if she were really interested.
19. The scoreboard showed nothing but (zeros, zeroes) for the Milton batters through eight innings.
20. Uncle Roy got a (fishhook, fishhook) in his finger and had to take it out carefully.

► **Exercise 2** Write the new word formed by combining two words or by combining the word with the prefix or suffix indicated. Use a dictionary if necessary.

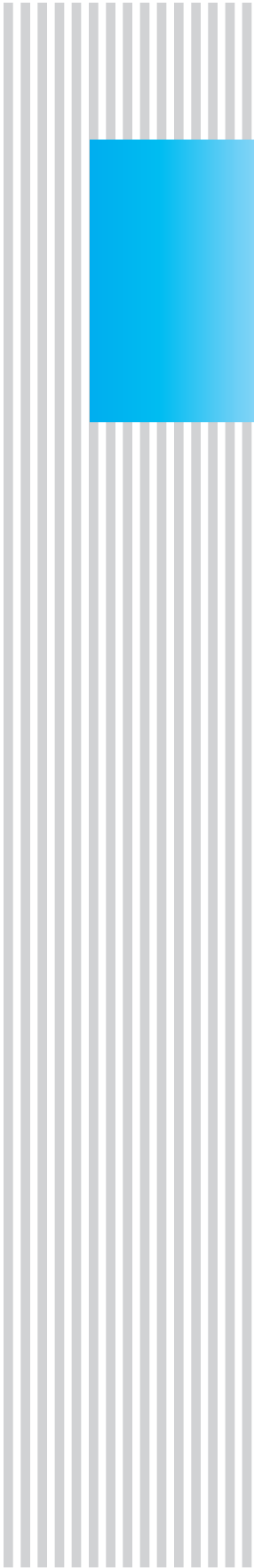
plant + *-ing* **planting** _____

- | | |
|----------------------------------|----------------------------------|
| 1. broken + <i>-ness</i> _____ | 11. play + book _____ |
| 2. incredible + <i>-ly</i> _____ | 12. sincere + <i>-ly</i> _____ |
| 3. hill + <i>-ly</i> _____ | 13. stop + <i>-ed</i> _____ |
| 4. <i>mis-</i> + spelling _____ | 14. flee + <i>-ing</i> _____ |
| 5. suit + case _____ | 15. escape + <i>-ing</i> _____ |
| 6. propel + <i>-ed</i> _____ | 16. develop + <i>-ment</i> _____ |
| 7. blue + berry _____ | 17. open + <i>-ness</i> _____ |
| 8. use + <i>-able</i> _____ | 18. <i>un-</i> + natural _____ |
| 9. curl + <i>-ly</i> _____ | 19. state + <i>-ed</i> _____ |
| 10. fame + <i>-ous</i> _____ | 20. <i>re-</i> + alignment _____ |

► **Exercise 3** Write the plural form of each word in the blank.

fox **foxes** _____

- | | |
|----------------------|----------------|
| 1. mouse _____ | 5. essay _____ |
| 2. disc jockey _____ | 6. photo _____ |
| 3. ax _____ | 7. folly _____ |
| 4. leaf _____ | 8. Jones _____ |



Composition



Unit 15: Composition

Lesson 93

The Writing Process: Prewriting

Before you begin writing, you must decide what to write about. There are a number of **prewriting** exercises that will help you decide on a topic. The **topic** is the subject you are going to write about. *Freewriting* is a prewriting method by which you build on a thought. A writer freewrites by not lifting the pen from the paper, thereby writing out a continuous series of thoughts. Other prewriting methods include *collecting information* on different subjects and *compiling lists*. Yet another prewriting exercise might be *asking* general questions. Once you have decided on a topic, make a cluster diagram to further develop your ideas. Consider your purpose in writing. Some purposes are to tell a story, to persuade, to inform, to describe, or to amuse. Finally, think about your audience. The people for whom you write will determine your choice of words and the writing style you use. Keep in mind how much your audience already knows about the topic.

► **Exercise 1** Try a freewriting exercise in which you write about the first thought that occurs to you. Compile any ideas or images related to this thought in one continuous piece of writing.

[illegible]

► **Exercise 2** List five things about three different topics that interest you. Feel free to list things that you may have written down in the previous freewriting exercise.

Bicycles: racing bikes, dirt bikes, ten-speeds, bike races, bike trails.

► **Exercise 3** Choose three items or ideas from Exercise 2, and write a topic sentence about each one.

I wish we had a bike trail near my house.

► **Exercise 4** Identify the topic of each sentence. Tell whether the purpose is to persuade, to inform, to describe, to tell a story, or to amuse.

The recent lack of rain has hurt the gardens and lawns. **Topic:** lack of rain

Purpose: to inform

1. Motor scooters are very noisy. **Topic:** _____

Purpose: _____

2. We should have canceled the picnic when we saw the storm clouds. **Topic:** _____

Purpose: _____

3. I spent the summer at my aunt's home on the coast. **Topic:** _____

Purpose: _____

4. The first time I was ever in a canoe was my last! **Topic:** _____

Purpose: _____

5. Watching birds in the nearby park is relaxing. **Topic:** _____
Purpose: _____
6. You should not ride your bikes on a busy street. **Topic:** _____
Purpose: _____
7. My special method of studying works really well. **Topic:** _____
Purpose: _____
8. Every day, on the way to school, I see an old horse all alone in a field.
Topic: _____
Purpose: _____
9. There are ten reasons our class should help keep the school grounds clean.
Topic: _____
Purpose: _____
10. My favorite author is Mark Twain. **Topic:** _____
Purpose: _____

► **Exercise 5** Write a sentence that conveys both the stated topic and purpose.

Topic: stories **Purpose:** to persuade your friend that making up stories is a good way to pass the time Making up stories is a great way to pass the time because it's fun and creative.

1. **Topic:** class car wash **Purpose:** to persuade the class to organize a car wash

2. **Topic:** a favorite magazine **Purpose:** to inform friends about a magazine that you like very much _____
3. **Topic:** ant farm **Purpose:** to describe an ant farm that you once had _____

4. **Topic:** giving your dog a bath **Purpose:** to amuse your classmates

5. **Topic:** a sports car **Purpose:** to describe it _____

6. **Topic:** the recycling program in your community **Purpose:** to inform friends about what they can do to help. _____

7. **Topic:** toad in the house **Purpose:** to amuse your friends _____

8. **Topic:** favorite television show **Purpose:** to persuade everyone to watch the show _____

9. **Topic:** first time you went to a play **Purpose:** to tell a story about the experience _____

10. **Topic:** your weekend activities **Purpose:** to describe what you did over the weekend _____

► **Exercise 6** For each audience listed below, write a brief paragraph about the following topic:

Topic: Should the biology class take a group trip to Sea World?

1. **Audience:** students

2. **Audience:** principal and school board

3. **Audience:** parents

Lesson 94**The Writing Process: Drafting**

Drafting is the next stage of the writing process. It involves putting your ideas into sentence and paragraph form. Use your prewriting notes, lists, or clusters to guide your writing. The combined topic and purpose for writing is called the **theme**. Clearly state your theme in a **thesis statement** in the first paragraph. Each following paragraph consists of a topic sentence that states a main idea, followed by sentences that support or tell more about that idea. Every paragraph should relate to the theme that is stated in the first paragraph. How you write depends on your audience. Think about your readers, and carefully choose the **style**, or **voice**, that you want to use. The voice can be formal and businesslike or informal and friendly.

► Exercise 1 Write a thesis statement that goes with each topic and purpose.

Topic: black cats **Purpose:** to inform a friend about silly superstitions Black cats are objects of silly superstitious beliefs.

1. **Topic:** pets **Purpose:** to inform friends about pet ownership _____

2. **Topic:** William Shakespeare **Purpose:** to inform your classmates about the playwright _____

3. **Topic:** baseball **Purpose:** to describe the game _____

4. **Topic:** sports clubs **Purpose:** to persuade friends to start a sports club _____

5. **Topic:** Garfield, the cat **Purpose:** to amuse readers _____

6. **Topic:** summer jobs **Purpose:** to persuade the reader to look for a summer job _____

7. **Topic:** family picnic **Purpose:** to tell a story _____

Name _____ Class _____ Date _____

8. **Topic:** saving money **Purpose:** to persuade a friend to save money

9. **Topic:** flying buffaloes **Purpose:** to amuse friends _____

10. **Topic:** honey **Purpose:** to describe honey _____

11. **Topic:** a sunset **Purpose:** to describe its beauty _____

12. **Topic:** a day at an amusement park **Purpose:** to describe what you did _____

13. **Topic:** civic issues **Purpose:** to persuade students to be concerned about their
community _____

14. **Topic:** student meetings **Purpose:** to inform students about methods of running a
student meeting _____

15. **Topic:** Thomas Edison **Purpose:** to inform your classmates about his inventions

16. **Topic:** the joys of playing the guitar **Purpose:** to persuade the reader to learn how to
play the guitar _____

17. **Topic:** honor society **Purpose:** to describe the honor of being asked to join _____

18. **Topic:** a favorite musical group **Purpose:** to inform friends about the songs on a new
CD that you like _____

► **Exercise 2** Write a thesis statement for each theme.

Theme: the tragedy of the American Civil War The Civil War was a great tragedy for America.

1. **Theme:** the fun of shopping for clothes _____
2. **Theme:** the importance of remembering names and faces _____

3. **Theme:** the value of knowing about computers _____

4. **Theme:** bicycling is fun and a good form of exercise _____

5. **Theme:** learning about useful study tips _____

6. **Theme:** Eleanor Roosevelt, wife of President Franklin D. Roosevelt _____

7. **Theme:** the fascinating planet Mars _____
8. **Theme:** painting in watercolor _____
9. **Theme:** those odd porcupines _____
10. **Theme:** knowing about fats in foods _____

11. **Theme:** Tyrannosaurus rex _____
12. **Theme:** the great Sioux leader Red Cloud _____

13. **Theme:** a visit to a park _____
14. **Theme:** the dolphin _____
15. **Theme:** reading the novels of Cynthia Voigt _____

► **Exercise 3** Write three related sentences that provide details to support each topic sentence.

A good dictionary is a student's best friend.

Not only does a dictionary provide definitions for words, but it also gives their pronunciations. It can
give you the part of speech and origin for a word you have selected. This can be very helpful when
you are trying to write a good paper.

1. Mathematics is a very important subject to study. _____

2. Summertime is the best time of the year. _____

3. I would like to visit an archaeological museum. _____

► **Exercise 4** Write one brief paragraph related to each theme. Use the voice indicated.

1. **Theme:** a story to amuse your friends **Voice:** talkative and friendly.

2. **Theme:** a letter of complaint to your town's newspaper **Voice:** formal and firm, yet respectful.

Lesson 95**The Writing Process: Revising**

Revising what you have already written helps you improve the first draft. Look for three things as you revise: *meaning*, *unity*, and *coherence*. Meaning refers to your theme. Did you stick to your topic? Unity refers to organization. Is the organization of your sentences logical? Do the details support the topics? Coherence refers to flow. Is your writing clear, natural, and interesting? Did you accomplish your purpose? Did you keep your audience in mind?

► Exercise 1 Revise and rewrite each paragraph for meaning, unity, and coherence.

1. Just as important as being a speaker is being an active listener. When you speak, look at the person. Don't interrupt. Having good conversation skills is important in relating to people. You also need to read a lot. Show interest in what the other is saying. Keep eye contact. Keep to the subject.

2. A most unloved plant has been garlic. Not allowed to eat it in India were Brahmins, and Hsuan Ch'uang made a law two thousand years ago that if somebody wanted to eat garlic, they had to eat outside of town. The English ate it for hundreds of years, but by the nineteenth century gave it up because they thought it the food of foreigners. It produces bad breath. It is tasty. It has health benefits.

3. Wigs were popular during Revolutionary War America. Men and women in town wore powdered wigs all the time. The wigs itched. The American militia from the countryside and the frontier wore their long hair without wigs, and townspeople were afraid of them at first. Some people powdered their hair as if they were wigs. The powdering process always raised dense clouds and made everyone cough. That is why they had special “powder rooms.”

4. Earth’s twin planet is Venus. It is so named because of its similar size and density. Its clouds made its surface a complete mystery because they obscured it so heavily. Radar data have eventually been provided by space probes from Russia and America. Now we know that the surface temperature is almost 900 degrees fahrenheit and that carbon dioxide makes up 94 percent of the planet’s atmosphere. Its clouds are made up of sulfuric acid. One picture each of the surface was beamed back to Earth by two Russian probes that landed in 1975 and 1982. Then they melted.

Lesson 96**The Writing Process: Editing**

Edit your revised writing by checking various elements of grammar, such as correct word usage, subject-verb agreement, verb tenses, and clear pronoun references. Look again at your sentences. Are there any awkward run-on sentences or sentence fragments? **Proofread** your paper to check for spelling, punctuation, and capitalization. These are common proofreading symbols:

MARK	MEANING	EXAMPLE
^ (caret)	insert	w ⁱ ng
✂ (dele)	delete	bird e
# ^	insert space	new [#] bicycle
⌋	close up space	semi⌋colon
≡	capitalize	<u>mary</u>
/	make lowercase	<u>T</u> heir
⬭ ^{sp}	check spelling	⬭writting ^{sp}
⤿	switch order	⬭out⬭watch
⊙	insert period	Look at this⊙
^ ;	insert comma	Joey [^] Ray, and Robert...
¶	new paragraph	...how I felt. ¶ Just then....

► **Exercise 1** Edit and proofread each sentence.

my sister stacy bought a Note book and she filled it with home work assignments.

1. Have you call her yet.
2. Tanya speak to me about it tomorrow.
3. The choir sung that all ready.
4. Hakeem brought yesterday the project.
5. I go to the Mmall after school.
6. The team are ready for the game.

7. George washington was our first one.
8. The game is exciting of hockey.
9. Snow, a sled, and a hill side makes for great summer fun.
10. Scandinavians say is a good day, Friday, for mariage.
11. Aunt hazel not live in boston.
12. I loves learning French.
13. Was born Abraham Linclon in a logcabin.
14. I heard that Amanda and Charles ain't comming.
15. I learned to tie knots there in the GirlScouts.
16. can we skate on the pond and if it is frozen enough?
17. Them big amusement parks are packed with fun activities.
18. The best food ever invented has been pizza!
19. Geology, my best subject, I think.
20. Sally loves calligraphy to do all the time.
21. Cal lost his homework when thewind blwe it a way.
22. The byrds sang beautifully outside the windwo.
23. I hopedyou werent late to the Rock concert.
24. My new bycicle isn't broken; it just needs oilling.
25. Sheila thought so, too, didm't she.
26. juan went too the movies with out me.
27. Carla will you come her?
28. She don't know if they are coming?
29. Puncuation are important, good grammar too.
30. The thundar clap startled Me.
31. why dont you come over, sue?
32. Does Sheila know where are my glasses?
33. Dhe moon shone brightly on the heath.
34. Mercury is My favorite planet.
35. I luv my schoolBooks.

Lesson 97**The Writing Process: Presenting**

After completing a piece of writing, you may want to **present**, or share, your writing with others. As early as the prewriting stage, you should have your audience in mind. Knowing the audience often defines the final format for your work. Possible audiences include a school or local newspaper, a class, a community, a magazine, or a contest. If the presentation is oral, *visual aids* such as pictures or photographs can add flavor to your presentation. For more information about magazines that publish the work of young writers, check your school or local library.

► Exercise 1 Suggest an audience for each writing described below.

An opinion about a local issue school newspaper, local newspaper, city council

1. a story about your school _____
2. a book review _____
3. an essay on pets _____
4. a review of school activities over the past year _____
5. a story about your childhood _____
6. a science paper describing an experiment _____
7. a romance story _____
8. a biography of a music star _____

Name _____ Class _____ Date _____

9. a complaint about street repair _____

10. a story about your favorite hobby _____

► **Exercise 2** Suggest a visual aid to help you present a piece of writing.

a story about a birthday party a party hat, a favor, or photo or illustration of a birthday cake

1. a story about a family pet _____

2. a research paper on rain and storms _____

3. a poem about flowers _____

4. a review of a book that you liked _____

5. a story about the family home _____

6. an explanation of the rules of football _____

7. a speech to fellow students about civic responsibility _____

8. a story about pirates _____

9. a call for students to clean up the environment _____

10. the outline of an amusing play that you like _____

Lesson 98**Outlining**

Writing the first draft is easier if you organize the material created by your prewriting work. One way to organize data is **outlining**. In this way, you can organize your writing, mapping out each paragraph. Always work from the general to the specific and follow a logical sequence. Putting all your prewriting information on index cards is very helpful. Show your main topics by using Roman numerals, and show your supporting information with capital letters. Then organize the supporting information with regular numbers.

- I. Deciding to buy a bicycle
 - A. Preparing to shop for the bike
 - 1. happy and excited
 - 2. looked in phone book for bike shops
 - 3. made a list of shops nearby
 - B. Going into the first shop
 - 1. told the salesperson what I was interested in
 - 2. looked at several bicycles
 - 3. found three that I really liked
- II. Trying to make a choice

► **Exercise 1** Rewrite the following outline so that it has a logical sequence.

- I. Our two dogs
 - A. Fido
 - 1. the family cat, Tiger, striped
 - 2. Fido, our big dog, likes to play in the yard
 - 3. Fluffy, our little dog
 - 4. Fluffy sleeps all day
 - 5. Fido's tricks
 - B. Fluffy likes riding in the car
 - 1. Willy, the parakeet, likes to sing and is bright yellow
- II. Tiger sleeps on a windowsill
 - A. Tiger has a toy mouse
 - 1. Our parakeet is named Willy

_____	_____
_____	_____
_____	_____

► Exercise 2 Organize the following topics and details into an outline on penguins.

They are excellent swimmers; have short, stocky bodies; wings that function as flippers; have webbed feet, they raise their young on land; although they are birds, they cannot fly; feathers are waterproof; white front; they live in the Southern Hemisphere, Australia, New Zealand, Antarctica; they live mainly on fish and krill; they lay their eggs on land; krill is a small crustacean; live in colonies called rookeries; fat keeps them warm in icy water; short, thick feathers; black in back

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Lesson 99**Writing Effective Sentences**

Sentences are the building blocks of writing. The writer uses them just as a builder uses bricks, mortar, and wood. All sentences do not need to follow the same pattern. Varying your sentences makes your writing more interesting and enjoyable to read. You can vary the length of the sentences. You can vary the structure by using a combination of simple, compound, and complex sentences. A change in sentence pattern can help emphasize a particular point. In verbs, avoid **passive voice** and use **active voice** wherever possible. In active-voice sentences, the subject performs the action. In passive-voice sentences the action is performed on the subject. Use the passive voice only if you really do not want to say who or what is performing the action.

► **Exercise 1** Combine the four sentences of each group into one interesting topic sentence.

- a. Louis Agassiz was a geologist.
- b. He lived during the nineteenth century.
- c. He thought that ice once covered North America.
- d. No one believed him.

When the nineteenth-century geologist Louis Agassiz thought that ice once covered North America, no one believed him.

1.
 - a. Bicycling is fun.
 - b. It is a healthy form of exercise.
 - c. You also get to see the countryside.
 - d. You can travel with friends.
2.
 - a. Kyle paints portraits.
 - b. Kyle is my cousin.
 - c. He has many portraits in his studio.
 - d. His work is well known and respected.

3.
 - a. Polar bears are huge.
 - b. They are the largest land animals in their domain.

- c. Sometimes they are called the “Lords of the Arctic.”
- d. Seals are their main source of food.

4. a. Ludwig van Beethoven was born in 1770.
b. His talent was soon recognized.
c. He lost his hearing completely by the time he was 40 years old.
d. The famous composer never heard his greatest work.

5. a. Chichén Itzá is an important archaeological site.
b. It is located on the Yucatan peninsula in Mexico.
c. The Maya people built it.
d. It has an astronomical observatory.

6. a. Teak is an important natural resource.
b. It is a very hard wood.
c. It can be found from eastern India to Malaysia.
d. It is used for various wood products.

7. a. Water skiing is very challenging.
b. It started in the 1920s.
c. It originated in southern France and the United States.
d. There are national and international competitions.

8. a. Ben Franklin was a writer.
b. He worked at the printing trade.
c. He eventually became a diplomat.
d. He wrote a really entertaining autobiography.

9. a. Hay fever is a common ailment.
b. It is actually considered a disease.

- c. It is most commonly exhibited by an allergy to grasses.
- d. It happens in the fall.

- _____
- _____
10. a. Indian summer occurs in November.
- b. It consists of hazy days and cold, clear nights.
- c. The exact origin of the term *Indian summer* is uncertain.
- d. Interestingly, both the United States and Europe have an Indian summer.

► **Exercise 2** Write whether each sentence has an active or passive voice verb. Rewrite any sentence you think needs its verb changed.

The mail carrier was barked at by the dog. **Passive; The dog barked at the mail carrier.**

1. The bird was watched by the cat. _____
2. Li Cheng called me yesterday. _____
3. Sam and Betty were given the lessons by Mr. Cardona. _____
4. We were soaked by the steadily falling rain. _____
5. This shirt was bought for me by my mom. _____
6. The tropical breezes were loved by them. _____
7. Those robins were singing in the tree. _____
8. The length of the field was run by the rabbit. _____
9. The bicycle tire was deflated by the puncture. _____
10. The swimming pool was crowded by our class. _____

► Exercise 3 Rewrite the following paragraph with effective sentences.

The Erie Canal was completed by New York State in 1825. It was first proposed by Governor Morris in 1777. Work was begun in 1817. Much of the canal was dug by Irish laborers. A canal was also wanted by Ohio. Work was begun in 1825. Thousands of workers were killed by malaria and cholera. The Ohio canals were officially opened in 1833 after eight years of work.

Lesson 100**Building Paragraphs**

You can build a paragraph in different ways. **Chronological order** places events in the order in which they happened.

After we entered the zoo, we first went to see the lions, then we saw the alligators, and finally we visited the elephants.

Spatial order describes the way something looks.

The zoo is a very big place. Near the entrance to the left are the lion dens. The alligator pens surrounded by water are in the middle of the zoo. The elephants are located behind the picnic areas on the far side of the zoo.

Compare/contrast order shows similarities and differences. Notice how the compare and contrast order makes a very interesting zoo paragraph:

In our zoo, the lion dens are big and roomy with lots of space for the lions to roam about. The alligator pens are much smaller, however, and contain a lot of water. The area that holds the elephants is the largest of all. It covers many acres.

A good writer learns to use all three orders for effective writing.

► **Exercise 1** Number the following ten sentences in chronological order.

- _____ I rode to the store.
- _____ After paying the clerk, I left.
- _____ Mother gave me the grocery list.
- _____ My Mother asked me to go to the store.
- _____ I put the basket on the handle bars and was ready to go.
- _____ I got out the bicycle.
- _____ She asked for bread and milk.
- _____ I returned home.
- _____ Looking for the bread, I found the milk first.
- _____ Then I got the bread.

[illegible]

Lesson 101**Paragraph Ordering**

Make sure you carefully organize your paragraphs with unity and coherence.

Unity means that your paragraph not only opens with a topic sentence, but that the supporting details are related to that topic. **Coherence** means that your comparisons are clear and logical, and that the chronological details are in a correct understandable order. Be sure that ideas are properly linked by transitions. Transitions are words or phrases that connect thoughts between sentences or between paragraphs.

COMMON TRANSITIONS

after	because	here	later	next to
also	before	how	like	on the other hand
although	finally	however	likewise	then
and	for example	in addition	meanwhile	therefore
as a result	furthermore	in front of	moreover	until then

► Exercise 1 Rewrite the following paragraphs for unity and coherence.

I am a student. My time is important for me. Time is important for all of us students. If we organize our time better, we can do more of the things we want to do.

The first of the four simple rules for organizing time well is to know what you want to get done. The second rule is to make a list of things you need to do. The third is to put the list in order. Rule number four is work on the most important thing first.

Decide on the things you want to get done. Write them down. Make a list of what you need to do in order to get them done. If you want to study for a test, write down the amount of time that you need to spend each day studying for it. If you want to buy a bike, note how much it costs and how much you will have to save for it.

Get a calendar. Write a list of things to do each day. Keep your goals in mind. Do the most important thing on your list first. This is the fourth simple rule. Get it done and then go on to the next. You only get one or two things done a day? That is okay. They would not have gotten done by you in any other system either. I'll bet that if you keep at this for a few weeks, you will notice a big improvement.

Name _____ Class _____ Date _____

► **Exercise 2** Rewrite each pair of sentences using a transitional word or phrase to link them.

I love to eat soft pretzels.

I always buy one at basketball games.

I love to eat soft pretzels. Therefore, I always buy one at basketball games.

1. Moira went to the mall.
She didn't stay long.

2. Our cat climbed the tree.
It jumped down.

3. I worked for several hours on my essay.
I finished it at 11:00 P.M.

4. Cows were grazing in the field.
Sheep and horses were grazing there.

5. Joey hates tomatoes.
He loves spaghetti sauce.

6. Maya Angelou wrote an autobiography.
She is a poet.

7. The band marched onto the football field.
The cheerleaders were leading a cheer.

8. Early in the day we went to the science museum.
We went to the art museum.

9. We did many fun things on our day off from school.
We went to a movie.

10. I am waiting for Toshi to return my new CD.
I will listen to my old one.

► **Exercise 3** Read each paragraph for unity and coherence. Draw a line through any sentence that does not support the main idea.

- 1. In much of the country, pioneers preferred oxen to horses. Oxen were better suited to plowing rough and stony ground. While horses were faster, oxen were stronger and steadier. Horses are beautiful and make good pets. Oxen also cost less than horses, both to buy and to feed.
- 2. Doing jigsaw puzzles is a wonderful way to relax. You stare at those little pieces, looking for the shape and color you need, and the time goes by quickly. Building models is also a fun way to relax. A good puzzle can take many days to complete. When you finally put in that last piece, you get a great feeling of satisfaction and accomplishment.

► **Writing Link** Write a short paragraph about a favorite holiday. Include at least three transitional words or phrases.

Lesson 102**Personal Letters: Formal**

Personal letters are usually letters to relatives or friends. You write them to keep in touch—to find out what the other person is doing, how he or she is feeling, or to tell something about yourself. **Formal personal letters** may be letters to people you do not know well or to whom you want to show respect, such as older relatives. A personal letter can also be a thank-you note or invitation. All these letters are important and much appreciated by those who receive them.

► Exercise 1 Answer the following questions about this personal letter.

123 Oak Avenue
Small Water, Nebraska 60000

June 5, 1996

Dear Uncle Basir,

I hope that you and Aunt Zina are doing well. Everything is fine here. The school year comes to a close soon. I will miss all the school activities. Perhaps this summer I can work in the library. I think I would enjoy it, and I would always have plenty to read!

How are my cousins, Calid and Anna? I hope they are well. I will write to them soon. When do you think that you might be able to visit us? We look forward to seeing you.

Sincerely,
Mimi

1. Who is Uncle Basir, and why is Mimi writing to him? _____

2. Is this a good model of a formal personal letter? Why or why not? _____

3. When Uncle Basir writes back, what might he say? _____

► **Exercise 2** Answer the following questions about this personal letter.

123 Elm Street
Hillsdale, Kansas 51111

July 16, 1996

Dear Aunt Lucy,

Thank you very much for the birthday gift you sent to me. I always wanted a baseball mitt like that, and I will use it in every game I play. I hope you and Uncle Jim are well. Thanks again.

Sincerely,

Louise

1. Why did Louise write this letter? _____

2. Would you have written this letter the same way? Why or why not? _____

► **Exercise 3** Write an invitation to a friend for a birthday party that your parents are planning for you. Be creative. Mention the kinds of food that will be served, as well as any games or other activities.

Lesson 103**Personal Letters: Informal**

Another form of personal letter is the **informal letter**. An informal letter is a letter you write to a close friend. It may be written in much the same way as you talk. You want to be clearly understood, and you want to help encourage your friend to write back to you. Informal letters often include postcards and letters to pen pals.

► Exercise 1 Answer the following questions about this personal letter.

123 Shady Lane
Little Creek, Iowa 34444

June 15, 1996

Dear Sarah,

Now that school is out for the summer, I have time to write to you. How are you doing? I miss you, Luis, Bill, and Hiroko. How did the tennis team do? Is Mrs. Smith feeling better? Write with the news when you can.

I like my school here. I have met many people and made some new friends. It is hard, of course, to make new friends after having such nice friends as all of you. But it will be okay.

My writing teacher is really interesting. She has had a number of stories published, and she encourages me to write my poetry. I feel very good about that.

Your friend,

Jenny

1. Who is Sarah, and why is Jenny writing to her? _____

2. Is this a good model of an informal personal letter? Why or why not? _____

3. When Sarah writes back, what might she say? _____

► **Exercise 2** Answer the following questions about this personal letter to a pen pal.

123 Forest Lane
Mount Cedar, Missouri 22225

June 20, 1996

Dear Yoshi,

Hi! My name is Ben, and I am writing to you from America. I am excited to write to someone in another country because I have never done this before. I hope you and your family are well. I live in Mount Cedar, Missouri, and I have a brother and a sister. Do you have a brother or sister, too? I go to Mount Cedar Middle School. My favorite subjects are writing and social studies.

Write to me and let me know more about yourself. Someday I would like to go to Japan. It would be great to meet you.

Take care,
Ben

1. Who is Yoshi and why is Ben writing to him? _____

2. If you were Ben, how would you improve this letter? _____

3. Rewrite Ben's letter using the suggestions you made in your answer to question 2.

Lesson 104**Business Letters: Letters of Request or Complaint**

A **letter of request** is a type of business letter you write when you want to inquire about a service or need information from someone. Such letters should be courteous, state clearly what you are inquiring about and why, and include the information necessary to respond.

A **letter of complaint** must be no less courteous than a letter of request. In a letter of complaint, you should state the problem, explain how it happened, and propose a reasonable solution. Use language that will persuade your readers to take action, not make them angry. A letter of complaint needs to be well-organized and businesslike.

► **Exercise 1** Answer the following questions about this letter of request.

Dear Mr. Smith:

My name is Carla Jones, and I am a student at Lincoln Middle School. As you know, the school year is coming to a close. I understand that some students work as apprentices at the library during the summer. My teacher, Ms. Sanchez, suggested that I contact you and ask for more information. I would be very interested in any opportunity to help in the library. At your convenience, please let me know if this would be possible. Thank you very much for the information.

Sincerely,
Carla Jones

1. What important information is missing from this letter? _____

2. Why is this information so important? _____

3. Is this letter well-organized? _____

4. Is this letter polite or impolite? Use examples to support your answer. _____

► **Exercise 2** Think of a situation in which you would need to write to someone for information. Then write a letter of request asking for the information.

► **Exercise 3** Answer the following questions about this letter of complaint.

Attention: City Park Service

You people have no idea how to take care of the bike trail in the city park. Do you care at all about it, or do you even know it is there? Maybe you sleep all the time. I try to ride my bike there from time to time, but I find it littered with junk, tree limbs, and big branches! And you never keep the pedestrians off of it? How am I supposed to ride when it is crowded with walkers? Do you people work at all? I am disgusted. If I were old enough to vote, I would vote against any funding for the Park Service.

Sincerely disgusted,
Trent Conrad

1. Is this a good letter of complaint? Why or why not? _____

2. How would you improve this letter? _____

Lesson 105**Business Letters: Stating Your Opinion**

Some business letters are written simply to express an opinion. In an **opinion letter**, your opinion is the main idea. If you want to persuade others to agree with your position, you will probably need to supply evidence that supports your opinion. Examples of opinion letters include letters to the editor of a magazine or newspaper as well as letters to businesses about how they operate.

► Exercise 1 Answer the following questions about this opinion letter.

South Coast Video
333 Mohawk St.
Circleville, OH 12335

December 2, 1996

Dear Manager:

I often go to your video store to rent movies. But the last few times I have gone I have found very little that interests me. Many of the movies for rent were films I have already seen, but most of them I would not care to watch—ever! They are violent and gruesome. Why must you have so many movies like that on your shelves? Please try to get some good movies. I especially want to see *Miracle on 34th Street*, *E.T.*, and *Little Women*. I look forward to visiting your video store again soon. Have a nice day.

Sincerely,
Jane Becker

1. What is Jane's opinion of the video store? _____

2. Does she express her opinion well? _____

► Exercise 2 You have just heard that your all-time favorite television show is going to be taken off the air. Write a letter to the network stating your opinion about why the show should be kept on. Be clear and courteous.

► **Exercise 3** Answer the following questions about this letter to the editor.

The Weekly Planet
Comics Editor
556 Vine St.
Hartford, CT 35444

June 25, 1996

Dear Editor:

I see you have just changed your comics page. Why did you do it? You took out the best comics and put in junky, unfunny, and stupid ones. Who would want to read your comics page now? Not me! My parents and sister used to like your comics page. We read it eagerly. But now, yuck! Everyone in my family is sick about it. We are all terribly disappointed. This is just one family's opinion, and you won't pay attention to it anyway. It is too bad.

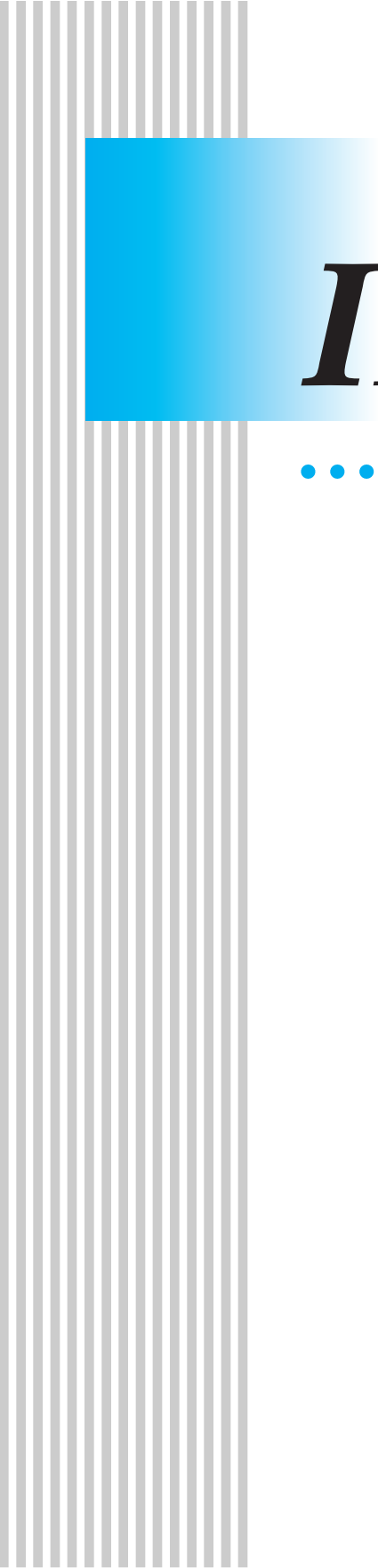
Sincerely,

Cameron Ford

1. What is Cameron's opinion about the comics page? _____

2. Does he express his opinion well? _____

3. How could this letter be improved? _____



Index



Index

A

A, *an* (usage), 119
 A, *an*, *the* (articles), 8, 119
 Abbreviations, correct use of, 18, 277
 Abstract nouns, defined, 4, 63
Accept, *except*, 12, 219
 Action verbs, defined, 4, 73
 Active voice, 6, 323
 Adjective clauses, 9, 157
 diagraming, 211
 commas with, 40
 Adjective phrases
 as infinitive phrases, 11, 175
 as participial phrases, 10, 167
 as prepositional phrases, 10, 145
 Adjectives, defined, 7–8, 117
 articles as, 8, 119
 avoiding errors in, 36–37, 133
 comparative forms of, 7–8, 121, 123
 demonstrative, 125
 diagraming, 203
 hyphen in compound, 275
 predicate, 4, 79, 81
 proper, 8, 119, 120
 superlative, 7–8, 121, 123
 Adverb clauses, 9, 159
 avoiding errors in, 40
 Adverb phrases
 as infinitive phrases, 175
 as prepositional phrases, 10, 145
 Adverbs, defined, 8, 127
 avoiding errors in, 36, 133, 135
 comparative forms of, 8, 131
 conjunctive, 9
 diagraming, 203
 negative words as, 8, 135
 superlative form of, 8, 131
 Agreement
 pronoun-antecedent, 7, 34, 105
 subject-verb, 11 28–31, 183, 185, 187, 189, 191
 and collective nouns, 187
 and compound subjects, 11, 30, 191
 and indefinite pronouns, 11, 29, 189
 and intervening prepositional phrases, 11, 28, 185
 in inverted sentences, 11
 and special subjects, 11, 187

with titles, 187

All ready, *already*, 12, 219
All together, *altogether*, 12, 219
A lot, not *alot*, 12, 219
Already, *all ready*, 12, 219
Altogether, *all together*, 12, 219
Among, *between*, 12, 221
 Antecedents, defined, 7, 105
 agreement of pronouns with, 7, 34, 105
 clear pronoun reference, 7, 105
 Antonyms, 293
 Apostrophes, rules for using, 17, 273
 in contractions, 18, 273
 in possessive nouns and pronouns, 17, 41–43, 65, 67, 273
 in special plurals, 17, 42, 273
 Appositive phrases, defined, 10, 69
 Appositives, defined, 10, 69
 Articles, 8, 119
 Auxiliary (helping) verbs, defined, 4, 87

B

Bad, *worse*, *worst*, 36
Beside, *besides*, 12, 221
Between, *among*, 12, 221
 Block form for letters, 21, 339
Bring, *take*, 12, 221
 Business letters, 21–22, 339–341
 letters of request, 22, 339
 stating opinion, 22, 341
But, coordinating conjunction, 9
 as preposition, 8

C

Can, *may*, 12
 Capitalization, rules for, 14–15, 44, 235, 237, 241, 245
 in direct quotations, 14, 44, 235
 in family names and titles of persons, 15, 237
 of first words of sentences, 14, 235
 of proper adjectives, 15, 44, 245
 of proper nouns, 3, 15, 44, 245
 of sections of country, 15, 241
Choose, *chose*, 12, 221
 Chronological order, 20, 327–328
 Clauses, defined, 9–10, 155, 157, 159, 161

See also Adjective clauses, Adverb clauses, Dependent clauses, Independent clauses, Main clauses, Noun clauses, Subordinate clauses

Clue words, 19, 287
 Collective nouns, defined, 4, 63, 187
 agreement of verb with, 4, 187
 Colons, rules, 17, 265
 Commas, rules, 16, 38–40, 255, 257, 259, 261
 with addresses, 16, 259
 and adverb clauses, 16, 255, 257
 with appositives, 16, 39, 69, 255
 after salutations and closes in letters, 16, 261
 and compound sentences, 16, 153, 257
 in direct address, 16, 255
 in direct quotations, 17, 38, 261, 267
 and introductory phrases, 16, 40, 255
 with nonessential elements, 16, 39–40, 69, 255
 in series, 16, 38, 255
 with titles, 259
 Common nouns, defined, 3, 61
 Comparative form, modifiers, 7–8, 36–37, 121, 123, 131
 Compare/contrast order, 20, 327
 Complete predicates, defined, 3, 51
 Complete subjects, defined, 3, 51
 Complex sentences, defined, 9–10, 155
 diagraming, 211
 Compound elements
 diagraming, 207, 209
 nouns, 20, 65, 275, 300
 numbers, hyphens in, 18, 275
 predicates, 3, 53, 57
 sentences, 57, 153
 subjects, 3, 30–31, 57, 191
 Concrete nouns, defined, 4, 63
 Conjunctions, defined, 9, 147
 conjunctive adverbs, 9
 coordinating, 9, 27, 147
 correlative, 9, 147
 diagraming, 207, 209
 list, 9
 subordinating, 9, 159, 257
 Context clues, 19, 287

Contractions, 18, 67, 273
 Conversations, punctuating, 17, 38,
 44, 235, 267, 269
 Coordinating conjunctions, 9, 27,
 147, 207
 Correlative conjunctions, 9, 147

D

Dashes, 18, 275
 Dates, punctuating, 16, 18, 19,
 259
 Declarative sentences, defined, 10,
 47
 diagraming, 199
 Degrees of comparison, 7–8, 36–37,
 121, 123, 131
 Demonstrative adjectives, 125
 Demonstrative pronouns, 6, 125
 Dependent (subordinate) clauses,
 9–10, 155, 157, 159, 161
 punctuating, 40, 257
 Diagraming
 adjectives, 203
 adverbs, 203
 clauses, 211
 complex sentences, 211
 compound sentences, 209
 direct objects, 201
 indirect objects, 201
 predicate words, 201
 predicates, 197, 199, 207
 prepositional phrases, 205
 simple sentences, 197, 199
 subjects, 197, 199, 207
 Direct objects, defined, 4, 6, 75
 diagraming, 201
 gerunds and infinitives as, 11,
 171, 175
 Double negatives, avoiding, 8, 135
 Drafting, 20, 311
 practice, 311–314
 theme, 311
 style, voice, 311
 thesis statement, 311
 topic sentence and related
 sentences, 311

E

Each, agreement with, 11, 29, 110
 Editing, 21, 317
 practice, 317–318
 proofreading marks, 317
Either, agreement with, 30, 191
 Emphatic verbs, defined, 6
Except, accept, 12, 219
 Exclamation points, 16, 49, 253

quotation marks and, 17, 269
 Exclamatory sentences, defined, 10,
 49
 diagraming, 199

F

Fewer, less, 12
Formally, formerly, 13
 Fragments, sentence, defined, 55

G

Gerund phrases, defined, 11, 171
 Gerunds, defined, 11, 171
Good, better, best, 36

H

Helping (auxiliary) verbs, 4, 87
 Homonyms, 295
 Hyphens, rules, 18, 275

I

Imperative sentences, defined, 10, 49
 diagraming, 199
In, into, 13, 223
 Indefinite pronouns, defined, 6, 29,
 110, 189
 list, 110, 189
 Independent (main) clauses, 9–10,
 153, 155
 Indirect objects, defined, 4, 77
 Indirect quotations, 235
 Infinitive phrases, defined, 11, 175
 Infinitives, defined, 11, 175
 used as adjectives, 175
 as adverbs, 175
 as nouns, 11, 175
 Inquiry, letters of, 22, 339
 Inside addresses in letters, 21–22
 Intensive pronouns, 6, 111
 Interjections, defined, 9, 147
 list, 147
 Interrogative pronouns, defined, 6,
 113
 Interrogative sentences, defined, 10,
 47, 253
 diagraming, 199
Into, in, 13, 223
 Intransitive verbs, defined, 4, 75
 Inverted order in sentences, 3, 11, 28
 Irregular verbs, 5, 32–33, 95, 97
 Italics, 17, 271
Its and it's, 13, 43, 223

L

Lay, lie, 13, 223
Learn, teach, 13, 223

Leave, let, 13, 225
Less, fewer, 12
Let, leave, 13, 225
 Letter writing, 21–22, 335, 337, 339,
 341
 business, 21–22, 339, 341
 letters of request, 22, 339–340
 personal, 335, 337
See also Business letters,
 Personal letters
Lie, lay, 13, 223
 Linking verbs, 4, 79, 81
Loose, lose, 13, 225

M

Main (independent) clauses, 9–10,
 153, 155
Many, much, 13
May, can, 12
 Modifiers
 adjective clauses, 9, 157
 adjectives defined, 7–8, 117
 adverb clauses, 9, 159
 adverbs defined, 7–8, 127
 comparisons, degrees, 7–8,
 36–37, 121, 123, 131
Much, many, 13

N

Negatives, double, avoiding, 8, 135
 Negative words as adverbs, 8, 135
Neither, agreement with, 30, 191
 Nominative case, pronouns, 6, 103,
 107
Nor, in compound sentences, 30,
 191
 Noun clauses, 9, 161
 Nouns, defined, 3–4, 61, 63, 65, 69,
 187
 abstract, 4, 63
 as appositives, 69
 collective, 4, 63, 187
 common, 3, 61
 compound, 65
 concrete, 4, 63
 contractions, 67
 as gerunds, 171
 as infinitives, 175
 as objects of prepositions, 10, 141
 plurals, 3, 20, 61, 67
 possessive, 4, 17, 41–43, 65, 67
 proper, 61
 singular, 3, 61
 as subjects, 3, 51
 Numbers and Numerals, 18, 279–280
 and hyphens, 275–276

O

Objective case, pronouns, 6, 103, 107, 143
 Objects of prepositions, defined, 10, 141
 as pronouns, 10, 107, 141, 143
 Outlines, writing, 21, 321

P

Paragraphs, building, 20, 327
 chronological order, 20, 327
 compare/contrast order, 20, 327
 spatial order, 20, 327
 Paragraphs, ordering, 20, 331
 coherence, 331
 unity, 331
 Parentheses, 18, 275
 punctuation with, 18
 Participial phrases, defined, 10, 167
 Participles, defined, 10, 167
 as adjectives, 10, 167
 as verbs, 4–5, 87, 95, 97, 167
 Passive voice, 6, 323
 Periods, rules, 15, 253, 269
 Personal letters, 21–22, 335, 337
 Personal pronouns, defined, 6, 103
 cases of, 6, 34–35, 103
 first person, 6
 intensive, 6, 111
 possessive, 6, 109
 reflexive, 6, 111
 second person, 6
 third person, 6
 Phrases, defined, 10–11
 See also Appositive phrases, Gerund phrases, Infinitive phrases, Participial phrases, Prepositional phrases, Verbals and Verbal phrases
 Plural nouns, 3, 20, 61, 67
 Plurals, spelling of, 20, 61
 Possessive apostrophes, 17, 41–43, 65, 67, 273
 Possessive nouns, 4, 17, 41–42, 65, 67, 273
 Possessive case, pronouns, 6, 109
Precede, proceed, 13
 Predicate adjective, 4, 79, 81
 Predicate noun, defined, 4, 79, 81
 Predicates
 complete, 3, 51
 compound, 3, 53
 simple, 3, 51
 Prefixes, 18–19, 291
 Prepositional phrases, defined, 10, 141

 diagraming, 205
 as adjectives, 145
 as adverbs, 145
 object of the preposition, 10, 141
 pronouns, 107, 143
 Prepositions, defined, 8, 141
 compound, 8, 141
 list, 8, 141
 Presentation, of writing, 21, 319
 Prewriting, 20, 307
 choose a topic, 20, 307
 determine the audience, 20, 307
 determine the purpose, 20, 307
 practice, 307–310
 Principal parts of verbs, 4–5, 87
Proceed, precede, 13
 Progressive verbs, defined, 6, 91
 Pronouns, defined, 6, 103
 antecedents of, 7, 34, 105
 agreement with, 11
 as objects of prepositions, 143
 cases of, 6, 34–35, 103, 143
 demonstrative, 6, 125
 indefinite, 6, 29, 110, 189
 intensive, 6, 111
 interrogative, 6, 113
 personal, 6, 103
 possessive, 6, 109
 reflexive, 6, 111
 relative, 6, 157
 who, whom, 7, 113, 157, 161

Proofreading, 317
 Proper adjectives, 8, 15, 245
 Proper nouns, defined, 3, 15, 61, 241, 245
 Punctuation rules. *See specific types.*

Q

Question marks, 15, 47, 253
 and quotation marks, 17, 269
Quiet, quite, 13
 Quotation marks
 with colons or semicolons, 17
 in direct quotations, 17, 38, 267
 within a quotation, 17
 with titles of short works, 17, 269
 Quotations, capitalizing, 14, 44, 235

R

Raise, rise, 13, 225
 Reflexive pronouns, 6, 111

Regular verbs, 4–6, 87
 Relative pronouns, 6, 157
 Revising, 20, 315
 coherence, 20, 315
 meaning, 315
 practice, 315–316
 unity, 20, 315
Rise, raise, 13, 225
 Roots of words, 19, 289
 Run-on sentences, defined, 26–27, 57

S

Semiblock form of letters, 21
 Semicolons, 16, 153, 265
 to correct run-on sentences, 26
 Sentence, defined, 47
 Sentence fragments, 24–25, 55
 Sentence structure
 complex, 10, 155, 211
 compound, 10, 57, 153, 209
 simple, 10, 57, 153, 197
 Sentences, effective, 323
 active voice, 6, 323
 varied length, 323
 varied structure, 323
 Sentences, kinds of
 declarative, 10, 47, 199
 exclamatory, 10, 49, 199
 imperative, 10, 49, 199
 interrogative, 10, 47, 199
 Sentences, run-on, 26–27, 57
 Series, commas in, 16, 38, 255
 colon before, 17, 265
Set, sit, 14, 225
 Simple predicates, defined, 3, 51
 Simple sentences, defined, 10, 57, 153, 197
 Simple subjects, defined, 3, 51
 Singular nouns, 3, 61
Sit, set, 14, 225
 Spatial order, 20, 327
 Spelling
 adding *-ly* and *-ness*, 20, 298, 299
 doubling the final consonant, 19, 299
 forming compound words, 20, 300
 of plural nouns, 20, 299
 of prefixes, 19, 291, 298
 of suffixes, 19, 292, 298
 of *ie* and *ei*, 19, 297
 of unstressed vowels, 19, 297
 Subject-verb agreement, 11, 28–31, 183, 185, 187, 189, 191

- and collective nouns, 187
- and compound subjects, 11, 30, 191
- and indefinite pronouns, 11, 29, 189
- and intervening prepositional phrases, 11, 28, 185
- in inverted sentences, 11
- and special subjects, 11, 187
- with titles, 11, 187
- Subjects
 - agreement of verb with, 11, 28–31, 183, 185, 187, 189, 191
 - complete, 3, 51
 - compound, 3, 30–31, 57, 191
 - gerunds and infinitives as, 171, 175
 - noun clauses as, 161
 - simple, 3, 51
- Subordinate (dependent) clauses, 9–10, 155, 157, 159, 161
- Subordinating conjunctions, 9, 159, 257
 - list, 159, 257
- Suffixes, 19, 292, 298
- Superlative form, 7–8, 36–37, 121, 123, 131
- Synonyms, 293

T

- Take, bring*, 12, 221
- Teach, learn*, 13, 223
- Tenses, defined, 5, 83
 - future, 5, 83
 - future perfect, 5
 - past, 5, 83
 - past perfect, 5, 93
 - present, 5, 83
 - present perfect, 5, 93
- Than, then*, 14, 227
- Their, they're*, 14, 227
- Theirs, there's*, 14
- Theme, writing, 20–21, 311
- Then, than*, 14, 227
- There's, theirs*, 14
- Thesis statement, writing, 311
- They're, their*, 14, 227
- To, too, two*, 14
- Topic sentences, 307
- Transitive verbs, defined, 4, 75

U

- Understood subject *you*, 3, 49, 199
- Usage glossary, 12–14, 219–228

V

- Verb phrases, defined, 4, 87
- Verbals and Verbal phrases
 - defined, 10
 - See also* Gerunds, Infinitives, Participles
- Verbs, defined, 4, 73
 - action verbs, 4, 73, 75, 77
 - agreement with subjects, rules, 11, 28–31, 183, 185, 187, 189, 191
 - auxiliary (helping), 4, 87
 - emphatic, 6
 - intransitive, 4, 75
 - irregular, regular, 5, 32–33, 95, 97
 - linking, 4, 79, 81
 - lists, 5, 79, 95, 97
 - principal parts of irregular, 5, 95, 97
 - principal parts of regular, 4–6, 87
 - progressive, 6, 91
 - tenses of, 5, 83, 93
 - See* Tenses
 - transitive, 4, 75
 - voice of, active and passive, 6, 323
- Vocabulary building, 19–20, 287–292
 - from context, 19, 287–288
 - prefixes and suffixes, 18–19, 291, 298
 - word roots, base words, 19, 289
- Voice of verbs, defined, 6
 - active, 6, 323
 - effective use of, 323
 - passive, 6, 323

W

- Where at*, avoiding, 14
- Who, whom*, 7, 113, 157, 161
- Who's, whose*, 14, 227
- Writing process. *See* specific steps.
- Writing letters, 21–22, 335, 337, 339
- Writing paragraphs, 20–21, 327, 331

Y

- You*, as understood subject, 3, 49, 199
- Your, you're*, 14