

GLENCOE LANGUAGE ARTS

***Teacher's Annotated Edition***

# Grammar and Language Workbook

**GRADE 8**



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# *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 **principal 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**.

**Regular verbs** form their past form and past participle by adding *-ed* to the base form.



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> shrunken
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** missed 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)

3. Main and subordinate clauses can form several types of sentences. A **simple sentence** has only one main clause and no subordinate clauses. A **compound sentence** has two or more main clauses. A **complex sentence** has at least one main clause and one or more subordinate clauses.

Simple:                      main  
The apples fell off the tree.

Compound:                      main                      main  
The dancers bowed, and the audience clapped.

Complex:                      sub.                      main  
Because they turn to face the sun, these flowers are called sunflowers.

4. A sentence that makes a statement is classified as a **declarative sentence**.

My dad's favorite horses are buckskins.

An **imperative sentence** gives a command or makes a request.

Please close the door on your way out.

An **interrogative sentence** asks a question.

When will the mail carrier arrive?

An **exclamatory sentence** expresses strong emotion.

Watch out!

What a view that is!

## Phrases

1. A **phrase** is a group of words that acts in a sentence as a single part of speech.
2. A **prepositional phrase** is a group of words that begins with a preposition and ends with a noun or pronoun, which is called the **object of the preposition**. A prepositional phrase can act as an adjective or an adverb.  
The house **on the hill** is white. (modifies the noun *house*)  
Everyone **in the house** heard the storm. (modifies the pronoun *everyone*)  
The geese flew **toward warmer weather**. (modifies the verb *flew*)
3. An **appositive** is a noun or pronoun that is placed next to another noun or pronoun to identify it or give more information about it. An **appositive phrase** is an appositive plus its modifiers.  
Our sister **Myra** is home from college. Her college, **Purdue University**, is in Indiana.
4. A **verbal** is a verb form that functions in a sentence as a noun, an adjective, or an adverb. A **verbal phrase** is a verbal and other words that complete its meaning.
  - a. A **participle** is a verbal that functions as an adjective. Present participles end in *-ing*. Past participles usually end in *-ed*.  
The **squeaking** floor board gave me away.                      The **twisted** tree was ancient.
  - b. A **participial phrase** contains a participle and other words that complete its meaning.  
**Moving quickly across the room**, the baby crawled toward her mother.

- 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 word *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 quotation 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 *ā* sound. However, many exceptions exist to this rule.  
**yield (*i* before *e*)      receive (*ei* after *c*)      weigh (*ā* 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      disservice**
- 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.  
Wilsons                      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).

<b>Heading</b>	_____
	_____
	_____
_____ <b>Salutation</b>	
_____	
_____	
_____	
_____	
<b>Body</b>	
_____	
_____	
_____	
_____	
_____	
_____	
_____	
<b>Complimentary Close</b>	_____
<b>Signature</b>	_____

<div> <div>Heading</div> <div> <div></div> <div></div> <div></div> </div> </div>	
<div> <div></div> <div></div> <div></div> </div>	<div> <div>Inside Address</div> </div>
<div> <div></div> </div>	<div> <div>Salutation</div> <div></div> <div></div> <div></div> </div>
<div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> </div>	<div> <div>Body</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> </div>
<div> <div>Complimentary Close</div> <div></div> </div>	
<div> <div>Signature</div> <div></div> </div>	

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*



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## Sentence Fragments

### 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 3.***

## Run-on Sentences

### 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* Most of the leaves is turning colors.

**SOLUTION**

**Each of the animals has a unique way of walking.**

**Many of the movies were black and white.**

**Most of the leaves are turning colors.**

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 53–57.***

## 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 18–24.***

## 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 25–30.***

## 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 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 31–34.***

## 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 78–81.***

## 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 Lesson 84.***

## 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

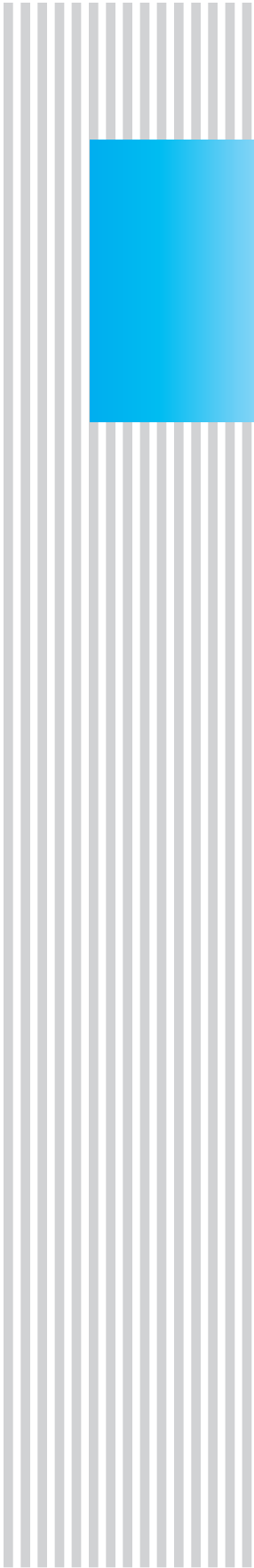
**Yuri said, “The rain off the bay always blows this way.”**

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 73–76.***





# *Grammar*





# Unit 1: Subjects, Predicates, and Sentences

## Lesson 1

### Kinds of Sentences: Declarative and Interrogative

A group of words that expresses a complete thought is a **sentence**. All sentences begin with a capital letter. A **declarative sentence** makes a statement. It ends with a period. An **interrogative sentence** asks a question. It ends with a question mark.

Florida summers are very hot. (declarative)

Are summers in Florida very hot? (interrogative)

► **Exercise 1** Write in the blank *dec.* (declarative) if the sentence makes a statement or *int.* (interrogative) if the sentence asks a question.

- int. Can you help me with my algebra?
- dec. 1. I'm going swimming today.
- int. 2. Is the president addressing the nation on television tonight?
- dec. 3. My grandfather was an army sergeant.
- dec. 4. Mitchell plans to audition for the choir.
- dec. 5. Margaret bought this dress in Mexico.
- int. 6. Claire, will you help me practice my lines?
- int. 7. Are you going to camp this summer?
- dec. 8. You are good at solving puzzles.
- int. 9. How long did it take you to read *The Red Badge of Courage*?
- dec. 10. Our soccer team won the league championship.
- dec. 11. The butterfly slowly unfolded its wings.
- dec. 12. The wind knocked down a large tree.
- int. 13. Have you met the new teacher yet?
- int. 14. Which wrestlers won their matches?
- dec. 15. The title of the mystery novel was misleading.

- dec. 16. Kyle pulled the burrs out of Queenie's matted hair.
- int. 17. What is the weather forecast for tomorrow?
- int. 18. Has anyone seen my blue folder?
- int. 19. Are snowflakes all the same shape?
- int. 20. Do you and your friends appreciate the same kinds of music?

► **Exercise 2** Punctuate each of the following sentences with a period or question mark.

The new car is midnight blue.

1. Have you met Danielle yet?
2. Who is hungry?
3. This computer doesn't work.
4. The fire engines roared past us.
5. Suzanne wandered home from school.
6. Did Clyde get the part he wanted in the musical comedy?
7. The desk was cluttered with all kinds of papers.
8. Janice and Shawna went to the movies last night.
9. Will you put up a new bulletin board?
10. Will Pablo know what to do?
11. Paula opened the door carefully.
12. Can you hear the music from the auditorium?
13. Does anyone here know Italian?
14. Akira does not like to read mysteries.
15. Did you read the entire book last night?
16. Could everyone stay seated until we're finished?
17. How much would this famous painting be worth?
18. The clouds gave way to sunshine.
19. What made the dog bark?
20. The window blinds are closed.

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

A sentence may do more than express a statement or ask a question. An **exclamatory sentence** expresses a strong emotion. It ends with an exclamation point. An **imperative sentence** gives a command or makes a request. It ends with a period.

Look out! (strong emotion)

Don't forget the party Saturday. (command)

Please mail these letters on your way to Janet's house. (request)

► **Exercise 1** Write in the blank **exc.** (exclamatory) if the sentence expresses a strong feeling. Write **imp.** (imperative) if the sentence gives a command or makes a request. Add a period or an exclamation point as needed.

\_\_\_\_\_ **imp.** Remember to keep your eyes on the ball at all times.

\_\_\_\_\_ **imp.** 1. Don't stay up too late.

\_\_\_\_\_ **exc.** 2. What a terrific day we had at the zoo!

\_\_\_\_\_ **exc. or imp.** 3. Watch out for that low branch! **or** .

\_\_\_\_\_ **imp.** 4. Tell me more about your fishing trip.

\_\_\_\_\_ **exc. or imp.** 5. Don't run in the halls! **or** .

\_\_\_\_\_ **imp.** 6. Buy more glue when you go to the store.

\_\_\_\_\_ **imp.** 7. Clean up your desk, please.

\_\_\_\_\_ **imp.** 8. Let's go watch the parade.

\_\_\_\_\_ **exc.** 9. That muddy dog just stole my hamburger!

\_\_\_\_\_ **imp.** 10. Try to solve the puzzle before the contestant does.

\_\_\_\_\_ **imp.** 11. Let the baby sleep.

\_\_\_\_\_ **exc.** 12. Oh, you just sat in some wet paint!

\_\_\_\_\_ **imp.** 13. Feed the dog at the same time every day.

\_\_\_\_\_ **imp.** 14. Turn in your book report next week.

\_\_\_\_\_ **exc.** 15. I can't wait until Grandma gets here!

- \_\_\_\_\_ **imp.** 16. Go to sleep.
- \_\_\_\_\_ **imp.** 17. Walk through the flower bed carefully.
- \_\_\_\_\_ **exc. or imp.** 18. Speak louder! **or** .
- \_\_\_\_\_ **exc.** 19. I have never felt so frightened!
- \_\_\_\_\_ **imp.** 20. Play that song again.
- \_\_\_\_\_ **imp.** 21. Be home by ten o'clock.
- \_\_\_\_\_ **imp.** 22. Wait for me at the corner.
- \_\_\_\_\_ **imp.** 23. Put more paint on the other side.
- \_\_\_\_\_ **imp.** 24. Don't cross the street against the light.
- \_\_\_\_\_ **imp.** 25. Wait for an hour before you go swimming.
- \_\_\_\_\_ **exc.** 26. That's my favorite song!
- \_\_\_\_\_ **imp.** 27. Put on some mosquito repellent.
- \_\_\_\_\_ **imp.** 28. Walk quickly to the nearest exit.
- \_\_\_\_\_ **exc.** 29. This movie is funny!
- \_\_\_\_\_ **exc.** 30. I never even saw the ball!
- \_\_\_\_\_ **imp.** 31. Answer the phone politely.
- \_\_\_\_\_ **exc.** 32. I aced the test!
- \_\_\_\_\_ **imp.** 33. Please come to our party.
- \_\_\_\_\_ **exc.** 34. You did a great job!
- \_\_\_\_\_ **exc.** 35. I lost my keys!
- \_\_\_\_\_ **imp.** 36. Be sure to remember your umbrella.
- \_\_\_\_\_ **imp.** 37. Be careful going down the stairs.
- \_\_\_\_\_ **imp.** 38. Bring a Number 2 pencil to class.
- \_\_\_\_\_ **imp.** 39. Watch how I do this.
- \_\_\_\_\_ **exc.** 40. This food is delicious!

**Lesson 3****Sentence Fragments**

Every sentence must have a subject and a predicate to express a complete thought. The **subject** part of a sentence names who or what the sentence is about. The **predicate** part tells what the subject does or has. It can also describe what the subject is or is like.

**SUBJECT**            **PREDICATE**  
My friend Joel    will play in the volleyball tournament.

A **sentence fragment** is a group of words that lacks a subject, a predicate, or both. A fragment does not express a complete thought.

Will play in the volleyball tournament. (lacks a subject)

My friend Joel. (lacks a predicate)

Without a doubt. (lacks both a subject and a predicate)

Without a doubt, my friend Joel will play in the volleyball tournament.  
(expresses a complete thought)

► **Exercise 1** Write *sentence* in the blank before each word group that expresses a complete thought. Write *fragment* next to each word group that does not express a complete thought.

- |                 |  |
|-----------------|--|
| <u>fragment</u> | Wore her warmest sweater.  |
| <u>sentence</u> | 1. The survivors of the earthquake showed great courage.         |
| <u>fragment</u> | 2. Caused problems everywhere.                                   |
| <u>sentence</u> | 3. Every Sunday their family went hiking.                        |
| <u>sentence</u> | 4. Even the rain couldn't dampen their spirits.                  |
| <u>fragment</u> | 5. Rode calmly and quietly in the backseat.                      |
| <u>fragment</u> | 6. Rose in the air like a bird.                                  |
| <u>fragment</u> | 7. Of his meal untouched.  |
| <u>sentence</u> | 8. Hundreds of firefighters fought the forest fires last summer. |
| <u>sentence</u> | 9. The thought escaped him.                                      |
| <u>fragment</u> | 10. As fragile as glass.   |
| <u>fragment</u> | 11. In the park for our picnic.                                  |

- sentence 12. Our newspaper arrived late on Tuesday.
- fragment 13. Janette, who's coming at four.
- fragment 14. Simply everywhere.
- fragment 15. Postponed for the second time.
- sentence 16. Ted climbed to the top of the stadium.
- sentence 17. They played their very best.
- fragment 18. In every nook and cranny.
- fragment 19. Available at five o'clock.
- sentence 20. She was preparing her résumé.

► **Exercise 2** Write a complete sentence by adding a subject, a predicate, or both to each sentence fragment. Punctuate your sentences correctly. **Answers may vary.**

- Grinned and cackled. The ugly troll grinned and cackled.
1. Marla and Kimberly. Marla and Kimberly walked home.
2. On the shelves. Theo put the books on the shelves.
3. Dusted the books. Ramona dusted the books.
4. Maple and elm trees. Maple and elm trees lined the avenue.
5. Greeted Eloisa. Mr. Sanders greeted Eloisa.
6. At the library. Rosa's class looked at books at the library.
7. John Kimura the dentist. John Kimura, the dentist, opened his office.
8. Looked at Isabel. Everyone looked at Isabel.
9. Flat, sandy fields. Flat, sandy fields surround the town.
10. The mystery of space. The mystery of space still amazes us.
11. In the closet. She hung her coat in the closet.
12. Busy traffic. Busy traffic clogged city streets.
13. Carmen and her sister. Carmen and her sister baked cookies.
14. Followed the directions. The tourists followed the directions.
15. Saw the falling star. Steve and Todd saw the falling star.
16. Around the bend. The raft floated around the bend.



**Lesson 4****Subjects and Predicates: Simple and Complete**

Both a subject and a predicate may consist of more than one word. The **complete subject** includes all of the words in the subject part of a sentence. The **complete predicate** includes all of the words in the predicate part of a sentence.

**COMPLETE SUBJECT    COMPLETE PREDICATE**

My younger brother    likes alphabet soup for lunch.

The **simple subject** is the main word or group of words in the complete subject. The **simple predicate** is the main word or group of words in the complete predicate. The simple predicate is always a **verb**, a word or words that express an action or a state of being.

**SIMPLE SUBJECT    SIMPLE PREDICATE**

My younger **brother**    **likes** alphabet soup for lunch.

► **Exercise 1** Draw a vertical line between the complete subject and the complete predicate.

People|call Australia the continent "down under."

1. Australia|is one of the most spectacular countries in the world.
2. The country|is both the smallest continent and the largest island.
3. This small continent|lies in the Southern Hemisphere.
4. The coastline of Australia|is irregular.
5. It|measures 12,210 miles.
6. The island state of Tasmania|once formed the southeastern corner of the mainland.
7. The Great Barrier Reef|continues along the eastern coast for 1,250 miles.
8. Four species of coral reef|compose the chain of reefs and islands.
9. Australia's western regions|form a great plateau.
10. The climate|ranges from temperate to tropical.
11. Forty percent of Australia|has only two seasons: hot and wet or warm and dry.
12. The average rainfall|ranges from five to fifteen inches.
13. Australia's natural lakes|fill with water only after heavy rains.

14. The country's major lakes are salt water.
15. Most of the land is desert.
16. Australia's four deserts include the Simpson, the Gibson, the Great Sandy, and the Great Victoria.
17. Few rivers exist in the western part of this country.
18. Aqueducts and tunnels channel water from the Snowy Mountains for irrigation and hydroelectric power in the southeast.
19. The Australian Alps rise to 7,310 feet in the Eastern Highlands.
20. Ayers Rock in central Australia is a tourist attraction.

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

Australia has many unique plants and animals.

1. Forests cover the east coast of Tasmania.
2. The forests consist mainly of pine trees.
3. The dingo is a doglike animal.
4. It hunts sheep.
5. Dingoes prey on kangaroos as well.
6. Many people find wallabies interesting.
7. They are small members of the kangaroo family.
8. Wallabies belong to the marsupial order.
9. Female wallabies carry their young in a pouch.
10. Two species of crocodiles dwell in Australia.
11. The Queensland lungfish has no gills.
12. A lungfish breathes with a single lung.
13. Six hundred fifty species of birds live in Australia.
14. One hundred species of venomous snakes lurk on the ground.
15. The ocean offers seventy species of sharks.
16. Sharks pose no threat to people in most cases.

**Lesson 5****Subjects and Predicates: Compound**

A sentence may have more than one simple subject or simple predicate.

A **compound subject** is two or more simple subjects that have the same predicate. The subjects are joined by *and*, *or*, *either...or*, *neither...nor*, or *but*.

**Oregon** and **Washington** lie in the Pacific Northwest. (compound subject)

A **compound predicate** is two or more simple predicates, or verbs, that have the same subject. The verbs are connected by *and*, *or*, *either...or*, *neither...nor*, or *but*.

Many people neither **enjoy** nor **appreciate** modern art. (compound predicate)

► **Exercise 1** Each of these sentences has either a compound subject, a compound predicate, or both. Draw one line under the simple subjects in each compound subject. Draw two lines under the simple predicates in each compound predicate.

Water streamed across the street and ran into the gutter.

1. Apples and pears grow on trees.
2. Workers pick apples and package them for sale.
3. Joi and her sisters sang for the congregation.
4. Wes or Raquel showed the office to the guests.
5. We ate and slept on the bus.
6. The ceiling and the walls are the same color.
7. Both Arizona and New Mexico have hot deserts.
8. Thoughtful neighbors and friends of the family sent sympathy cards.
9. Either red or blue clashes with this color.
10. Copper and iron have many uses.
11. In 1947, French president Charles de Gaulle and his party strengthened the central government of France.
12. Many Europeans both understand and use the English language.
13. Crocodiles and alligators swim in the water but hunt on land.

14. Boll weevils seek the scent of cotton and destroy the plants.
15. A city council or other government body discusses the proposed law and votes on it.
16. Both tennis and badminton require rackets.
17. Puppies and kittens play and sleep most of the day.
18. Scientists perform research with care and conduct experiments with even more care.
19. Crabs and lobsters crawl along the ocean floor.
20. Farmers grow crops in the summer and harvest them in the fall.
21. Marie and Pierre Curie won the 1903 Nobel Prize in physics.
22. Exercise and diet are the keys to good health.
23. Fred Astaire and Ginger Rogers danced, acted, and sang in many movies.
24. Dams hold back water and prevent flooding.
25. The papers, books, and pencils lie in a neat pile on the desk.
26. Students study in the classroom and exercise in the gymnasium.
27. A calculator or computer adds, subtracts, multiplies, and divides rapidly.
28. One large box or several small cartons hold many books.
29. Trains and trucks carry large amounts of food and goods.
30. Tomas and his family swam and hiked last weekend.
31. Water freezes at 32°F and boils at 212°F.
32. The soccer team ran and kicked its way to victory.
33. Hurricanes or other strong winds uproot trees.
34. The carpenters measured and cut the wood for our new barn.
35. Cars and trucks burn diesel fuel.
36. The president and her cabinet posed for photographs.
37. The freshman class raised money and donated presents to charity.
38. Lorraine read the book and wrote her report in one week.
39. Prisms and other glass objects separate light into its component colors.
40. The Congo River begins in Zaire, flows 2,718 miles, and empties into the Atlantic Ocean.

**Lesson 6****Simple and Compound Sentences**

A **simple sentence** has one subject and one predicate. The subject and the predicate in a simple sentence may be simple or compound.

SUBJECT	PREDICATE
Oscar	fed the dog.
Oscar and Cathy	fed and groomed the dog.

A **compound sentence** contains two or more simple sentences joined by a comma and a coordinating conjunction (*or, nor, and, either...or, neither...nor, but*) or by a semicolon.

Oscar fed the dog, **and** he groomed him.  
Oscar's dog likes to run; Cathy's dog prefers to sleep.

Two or more simple sentences joined incorrectly result in a **run-on sentence**.  
Correct a run-on sentence by writing separate sentences, by adding a comma and a conjunction, or by adding a semicolon.

Patti practiced every day for the recital she played flawlessly. (run-on)  
Patti practiced every day for the recital. She played flawlessly. (separated)  
Patti practiced every day for the recital, and she played flawlessly. (joined by a comma and a conjunction)  
Patti practiced every day for the recital; she played flawlessly. (joined by a semicolon)

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

- C**   The trumpets blared, and the king entered the room.
- S**   1. Ketchup makes french fries taste better.
- S**   2. I walked and walked for days.
- C**   3. Hydrogen has weight, but you can't weigh it on an ordinary scale.
- R**   4. Air is taken into the lungs oxygen is absorbed into the bloodstream.
- C**   5. You can buy your ticket in advance, or you can buy it at the door.
- S**   6. Radar detects objects in darkness and bad weather.
- C**   7. Humans can't see well in the dark, nor can they hear sounds more than about one kilometer away.

- C 8. I read it, but I didn't understand it.
- S 9. Korean foods and Thai foods can be very spicy.
- C 10. You can ask questions, but you may not find the answers.
- S 11. The choir sang and clapped for the audience.
- S 12. Neither fog nor hail stops the letter carrier.
- R 13. Max found the light bulb he couldn't find a ladder.
- C 14. The first modern computer was built in 1946; it processed 5,000 calculations per minute.
- S 15. The South American condor is smaller and heavier than the California condor.

► **Exercise 2** Draw one line under each simple subject and two lines under each simple predicate. Circle each coordinating conjunction.

Stuart dialed the phone, and he waited for someone to answer.

- The athletes ran for a long time, and they breathed hard.
- I went there last year, but I cancelled my reservation this year.
- She called me, but she wrote more often.
- I studied hard, and I passed the test.
- Did you find it, or do you need my help?
- The skies were cloudy, but I saw no rain.
- He just sat there; nobody talked to him.
- Most plants require plenty of sunlight, but some plants thrive in low light.
- Colorado is a beautiful state, and it has nice weather.
- The game was close, but we won it in the last minute.
- I can ride a bike, and I can also fix it.
- Chimpanzees live in the rain forests of Africa; they eat berries, fruit, and some meat.
- Pluto is the smallest planet in the solar system, and it is farthest from the sun.
- Rice tastes good, but I prefer potatoes.
- Tanya saw the birds, and she heard their calls.



## Unit 1 Review

► **Exercise 1** Draw a vertical line between each complete subject and complete predicate. If a sentence is compound, circle the coordinating conjunction.

Evelyn | heard the birds, (but) she | couldn't see them.

1. An American, Theodore Maiman, | developed the laser in 1960.
2. The Canadian flag | bears a red maple leaf.
3. The flags of Italy and Hungary | share the same colors, (but) the stripes | differ.
4. Scott Joplin | received a special Pulitzer citation in 1976.
5. Amphibians and reptiles | are cold-blooded animals.
6. Chicago and Atlanta | have big, busy airports, (but) Chicago's airport | is busier.
7. Babe Zaharias | won three U.S. Women's Open golf titles, (and) Betsy Rawls | claimed the title four times.
8. Vostok, Antarctica, | holds the record for the lowest temperature on the earth's surface.
9. A galaxy | is a system of stars, dust, and gas.
10. Sharon | walked out the door, (and) everyone | waved good-bye.
11. The Senate | has 100 members, (and) the House of Representatives | consists of 435 members.
12. Islam | is the major religion of northern Africa and the Middle East.
13. Both Presidents Harrison and Tyler | began their terms in 1841.
14. The respiratory system | provides the body with oxygen and rids it of carbon dioxide.
15. The plate tectonic theory | explains certain changes in the earth's crust.
16. Nina | wore a blue shirt, (and) both she and Robin | wore blue jeans.
17. The carpenters | painted and wallpapered the bedroom and the hallway.
18. Billie Jean King | holds four U.S. tennis championship titles and won at Wimbledon six times.
19. Umberto Nobile, an Italian, | flew over the North Pole in an airship in 1926.
20. Warm air | expands and rises, (and) cool air | descends.

## Cumulative Review: Unit 1

► **Exercise 1** Write *declarative*, *interrogative*, *exclamatory*, or *imperative* in the blank to identify the kind of sentence. Add the correct punctuation mark. Write *fragment* if the word group is not a complete thought.

- |                      |   |
|----------------------|---|
| <u>imperative</u>    | Bring me a glass of water, please.                            |
| <u>declarative</u>   | 1. On Tuesday morning the choir leaves for its European tour. |
| <u>declarative</u>   | 2. Our area of the state has received twelve inches of snow.  |
| <u>interrogative</u> | 3. Which person concealed the evidence?                       |
| <u>exclamatory</u>   | 4. What a mess that puppy made!                               |
| <u>fragment</u>      | 5. On a day everyone could be there                           |
| <u>imperative</u>    | 6. Sit over here away from the door.                          |
| <u>declarative</u>   | 7. Brianna was promoted to editor of the school newspaper.    |
| <u>interrogative</u> | 8. Have you ever tried fly-fishing?                           |
| <u>exclamatory</u>   | 9. This ride is making me dizzy!                              |
| <u>imperative</u>    | 10. Meet us outside the restaurant at 11:30 A.M.              |

► **Exercise 2** Write *S* in the blank before each simple sentence and *C* before each compound sentence. Draw one line under each simple subject and two lines under each simple predicate.

- |          |  |
|----------|--|
| <u>S</u> | The <u>nail</u> <u>had punctured the right front tire</u> .                                    |
| <u>S</u> | 1. The <u>tallow</u> <u>was used</u> in candles and soap.                                      |
| <u>C</u> | 2. <u>Are these blueprints</u> all right, or <u>will you need</u> others?                      |
| <u>C</u> | 3. <u>Pikes Peak</u> <u>is</u> in Colorado; <u>it is</u> 14,110 feet above sea level.          |
| <u>S</u> | 4. Outdoor <u>sports</u> <u>are</u> great, but only in the summer.                             |
| <u>S</u> | 5. <u>Cardinals</u> <u>nest</u> in our yard every spring.                                      |
| <u>C</u> | 6. <u>Ballet interests Emily</u> ; <u>she is seeing</u> <i>The Nutcracker</i> this weekend.    |
| <u>S</u> | 7. <u>People</u> <u>lease</u> cars from Uncle Ferdinand.                                       |
| <u>C</u> | 8. <u>We</u> <u>decided</u> on the Italian food, and <u>Margo</u> <u>ordered</u> Mexican food. |



## Unit 2: Nouns

### Lesson 7

### Nouns: Proper and Common

A **noun** names a person, place, thing, or idea. When a word names a specific person, place, thing, or idea, it is a **proper noun**. The first word and all other important words in proper nouns are capitalized. When a word names any person, place, thing, or idea, it is a **common noun**. Common nouns are not capitalized.

	PERSON	PLACE	THING	IDEA
Proper Noun:	Sinia Yakov	Canada	Bill of Rights	Islam
Common Noun:	man	country	document	religion

► **Exercise 1** Underline each common noun and circle each proper noun. Draw three lines under each proper noun that should be capitalized.

Dr. martin luther king Jr. was the highly respected african american who led the civil rights movement during the 1950s and 1960s.

1. A baby named martin luther king jr. was born in atlanta, Georgia.
2. His family lived in a two-story house on Auburn avenue.
3. His father, martin Luther King sr., was a minister and the son of a sharecropper.
4. His mother, Alberta williams king, was a teacher.
5. King skipped two grades at booker T. Washington high school.
6. Still a teenager, king graduated from morehouse College.
7. King first thought of becoming a doctor or a lawyer but finally decided to go into the ministry.
8. While still at morehouse, king was ordained in the church of his father.
9. King was elected co-pastor at the church upon his graduation from college.

10. The hardworking young man went on to graduate school at crozer theological  
Seminary in chester, Pennsylvania.
11. King was very intelligent and an avid reader.
12. King studied the ideas of people such as martin luther, mohandas Gandhi, jesus of  
nazareth, aristotle, plato, and adam smith.
13. King earned the degree of bachelor of divinity at crozer.
14. King won a fellowship to go to the university of his choice for his doctorate.
15. King chose to go to boston university.
16. King also took courses in philosophy at Harvard.
17. While at boston university, king met an intelligent and beautiful woman named  
coretta scott.
18. Coretta scott was a soprano, studying voice at the new england conservatory of music.
19. King and scott married a few years after their first encounter.
20. Coretta and Martin Luther King jr. had four children: yolanda denise, Martin luther III,  
dexter, and Bernice albertine.
21. While still working on his doctoral degree, king received a letter from a church in  
montgomery, Alabama.
22. The letter stated that the church would be happy to have king preach.
23. The church was located on dexter avenue and was called the dexter avenue baptist  
church.
24. The church was close to the impressive alabama state capitol, where the legislature meets.
25. Ironically, Jefferson davis had been sworn in as the new president of the Confederacy  
on the steps of that same building.

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

**Concrete nouns** name things that can be experienced with any of the five senses—touch, sight, hearing, smell, and taste. **Abstract nouns** name ideas, qualities, or feelings that cannot be experienced with any of the five senses.

Abstract Nouns: sadness truth freedom intelligence justice  
Concrete Nouns: frown book rain library music

► **Exercise 1** Underline each concrete noun once and each abstract noun twice.

My dad tells me cleanliness is important.

1. A commercial pilot must have a lot of flying experience.
2. My uncle, aunt, and cousin live in a large trailer.
3. The judge reminded the witness to tell the truth.
4. The inventor had an idea that would help the auto industry improve safety.
5. The playful beagle liked to chase its tail.
6. The hardworking farmer was disappointed with the weather.
7. The walls and ceiling of the room were black with age and dirt.
8. Clouds covered the sun and sky.
9. Many people voted in the elections last fall.
10. The veterinarian spent time and energy examining horses.
11. My cat gets great pleasure on the windowsill on a sunny day. (**or day**)
12. During the holiday season, the malls are bursting with people.
13. The museum held paintings and sculptures of great beauty.
14. The girl's bravery during the disaster did not go unnoticed. (**or disaster**)
15. As huge waves crashed onto the shore, the beachcombers fled in fear.
16. The college students lived in a quiet dormitory.
17. The florist made a bouquet of roses for their anniversary.
18. The teacher at the preschool showed much patience.

19. Small children like to play with blocks.
20. The tennis player hit the ball with accuracy and determination.
21. At the traffic light, the driver pressed the brake.
22. The long-legged spider spun a web under the stairs in the basement.
23. The newspaper had a big article about the economy.
24. The black crow sat on the fence and stared at the scarecrow.
25. Using coupons is a good way for shoppers to cut costs.
26. The triathlete collapsed with exhaustion after reaching the finish line.
27. While taking the test, the student frowned in concentration.
28. Tourists watched in fascination as the volcano oozed lava.
29. The leek is a type of onion that blooms in the spring.
30. The bird in the tree held the interest of the cat.
31. The painter looked at the canvas in satisfaction.
32. After listening to the patient, the psychologist fell deep into thought.
33. Late into the evening, the chemist worked in the laboratory.
34. The children took great care to be gentle when holding the hamster.
35. The bodybuilder lifted the heavy barbell with ease.
36. Unable to find the toy, the baby cried in frustration.
37. The athlete possessed raw talent and ability.
38. A conference to deal with hunger and starvation was held in a hotel.
39. A well-balanced diet helps to maintain good health.
40. Scientists have found that many industrial processes are not good for the environment.

► **Writing Link** Write a paragraph that describes your city or town and what you like or dislike about it. Use both concrete and abstract nouns.

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**Lesson 9****Nouns: Compounds, Plurals, and Possessives**

**Compound nouns** are nouns that are made up of two or more words. Compound nouns can be one word, like the word *football*, or more than one word, like *rocking chair*. Other compound nouns have two or more words that are joined by hyphens, such as *hand-me-down*.

To form the plural of most compound nouns written as one word, add *-s* or *-es*. To form the plural of compound nouns that are hyphenated or written as more than one word, make the most important part of the noun plural.

**ONE WORD**

snowmobile**s**, baseball**s**, grandfather**s**

**HYPHENATED**

father**s**-in-law    baby-sitter**s**    runner**s**-up

**MORE THAN ONE WORD**

home run**s**    music box**es**    quarter horse**s**    surgeon**s** general

A **possessive noun** names who or what has something. Possessive nouns can be common or proper nouns, singular or plural, compound or not. To form the possessive of all singular nouns and of plural nouns not ending in *-s*, add an apostrophe and *-s*. To form the possessive of plural nouns already ending in *-s*, add only an apostrophe.

boy**'s**    boss**'s**    Luis**'s**    women**'s**    puppy**'s**

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

jelly bean    jelly beans

1. fund-raiser    fund-raisers

2. attorney-at-law    attorneys-at-law

3. sister-in-law    sisters-in-law

4. nutcracker    nutcrackers

5. stomachache    stomachaches

6. funny bone    funny bones

7. sweatshirt    sweatshirts

8. motor home    motor homes

9. sergeant at arms    sergeants at arms

10. beehive    beehives

11. color guard    color guards

12. steam iron    steam irons

13. farmhand    farmhands

14. workshop    workshops

15. stepfather stepfathers                      18. minute hand minute hands  
 16. mailbox mailboxes                      19. drawstring drawstrings  
 17. bill of health bills of health                      20. field trip field trips

► **Exercise 2** Complete each sentence by writing the correct possessive form of the noun in parentheses.

Marietta's hands felt cold and clammy. (Marietta)

1. The young sailor sounded the ship's horn. (ship)
2. The players' performance during the big game was not good enough to win. (players)
3. Dennis's test scores improved dramatically. (Dennis)
4. The bobcat's teeth were sharp as razors. (bobcat)
5. The Ramoses' vacation was relaxing and fun. (Ramoses)
6. I can do a lot of my homework on my parents' computer. (parents)
7. The birds' loud and persistent chirping caused Cole to wake up. (birds)
8. The teacher enjoyed the sound of the children's laughter. (children)
9. During autumn, the leaves' colors change. (leaves)
10. The Liberty Bell's weight is more than one ton. (Liberty Bell)
11. The women's movement began to gain momentum. (women)
12. After the touchdown, the fans' cheering was deafening. (fans)
13. The hook caught in the fish's mouth. (fish)
14. In the sunlight, the plant's leaves grew wildly. (plant)
15. The cook's soup was piping hot and delicious. (cook)
16. Illinois's largest city is Chicago. (Illinois)
17. The bus's route never changed. (bus)
18. Queen Victoria's reign was one of the longest in Great Britain's history. (Queen Victoria)

**Lesson 10****Nouns: Collective**

A **collective noun** names a group that is made up of individuals.

The **family** struggled through the **crowd** to see the **band**.

**COLLECTIVE NOUNS**

class	family	herd	audience	orchestra	panel
staff	team	swarm	jury	flock	

Collective nouns can have either a singular or a plural meaning. When referring to the group as a unit, the noun has a singular meaning and takes a singular verb. When referring to the individual members of the group, the noun has a plural meaning and takes a plural verb.

The **team works** on its defensive plays.

The **team go** to their individual lockers.

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

The audience (leaves, leave) their seats.

1. The book club (discusses, discuss) their personal opinions of the plot.
2. The class (is, are) going on a bus to the art museum.
3. The choir from East High School (sings, sing) the loudest.
4. The elephant herd (makes, make) a thundering noise during a stampede.
5. The baseball team (boasts, boast) an excellent batting average.
6. The budget committee (reaches, reach) a final decision.
7. The entire class (takes, take) a trip to Washington, D.C.
8. The theater troupe (comes, come) out separately at the end of the play.
9. The bee swarm (buzzes, buzz) around the hive.
10. The jury (argues, argue) among themselves over the verdict.
11. The debating team (wins, win) almost every time.
12. The band (puts, put) their instruments away after practice.
13. The barbershop quartet (knows, know) their individual parts.

14. The audience (gives, give) the singer a standing ovation.
15. The class (reports, report) on their chosen topics.
16. The math department (decides, decide) which classes they will teach.
17. Boy Scout Troop 10 (raises, raise) money for a camping trip.
18. The Supreme Court (rules, rule) on many of its cases each year.
19. The wolf pack (decreases, decrease) in size after a hard winter.
20. City council (goes, go) to their respective seats before the meeting begins.
21. The flock (flies, fly) in a southerly direction.
22. The restaurant staff (shares, share) their tips with each other.
23. The army platoon (marches, march) on the military base.
24. The U.S. Congress (consists, consist) of members from all fifty states.
25. College athletics (seems, seem) to be a profession in some cases.
26. The crowd (stirs, stir) as the politician takes the platform.
27. The family (sleeps, sleep) soundly in their rooms.
28. The orchestra (draws, draw) a big crowd.
29. The track team (runs, run) well as a whole.
30. The subcommittee (calls, call) for a meeting with the entire committee.
31. The band (appeals, appeal) to people of all ages.
32. The school board (presents, present) its proposal to the superintendent.
33. The volleyball team (practices, practice) their serving techniques.
34. The Music Club (listens, listen) to operas together every Tuesday.
35. The public (supports, support) its mayor.
36. The herd (roams, roam) the countryside aimlessly.
37. The jury (submits, submit) its verdict to the judge.
38. The mob of protestors (is, are) getting out of hand.
39. The Senate (contains, contain) fewer members than the House of Representatives.
40. The choir (knows, know) their individual parts.



**Lesson 11****Distinguishing Plurals, Possessives, and Contractions**

A **contraction** is a word made by combining two words into one and leaving out one or more letters from the two words. An apostrophe shows where the letters have been omitted.

can + not = can't      singer + is = singer's

Most plural and possessive nouns and certain contractions end with the letter -s. As a result, they sound alike, but their spellings and meanings are different.

Plural Noun	The <b>singers</b> wrote the song.
Plural Possessive Noun	The <b>singers'</b> song is enjoyable.
Singular Possessive Noun	We heard the <b>singer's</b> song.
Contraction	The <b>singer's</b> the songwriter.

► **Exercise 1** Write **pl.** above each plural noun (not including plural possessives), **poss.** above each possessive noun, and **con.** above each contraction.

**con.** Ernest Hemingway's one of the most influential American writers of the twentieth century. **pl.**

- con.** Hemingway's won two prestigious awards—the Nobel Prize and the Pulitzer Prize. **pl.**
- poss.** Hemingway's birthplace was Oak Park, Illinois.
- As a boy and youth, Hemingway spent many a summer's day in northern Michigan. **poss.**
- poss.** Hemingway's family owned a cottage on Waloon Lake.
- Hemingway made many friends there. **pl.**
- Native Americans of the region were among his group of friends. **pl.**
- Some of his friends' adventures appeared in his books and short stories. **poss.** **pl.** **pl.**
- The young Hemingway's writing career began in Kansas City. **poss.**
- Hemingway was one of many reporters for the city's newspaper, the *Kansas City Star*. **pl.** **poss.**
- con.** Kansas City's one of many cities Hemingway visited. **pl.**
- At age eighteen, the young man's thoughts wandered overseas. **poss.** **pl.**
- Hemingway traveled to Milan, Italy, on the first of his transatlantic flights. **pl.**

13. World War I's battles were still raging. poss. pl.
14. Hemingway's job was ambulance deputy with an American field service unit. poss.
15. The day that Hemingway arrived, a factory full of munitions blew up. pl.
16. After a few months' time, Hemingway was badly wounded in both legs. poss. pl.
17. These wartime experiences provided many of the details for Hemingway's novel about World War I, called *A Farewell to Arms*. pl. poss.
18. Several of his short stories' details can also be traced back to Hemingway's time spent in Milan. poss. pl. poss.
19. After the war, Hemingway took trips to many different cities and countries. pl. pl. pl.
20. Hemingway's known for discovering places that would later become tourist attractions. con. pl.

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

One of (Hemingway's, Hemingways') adventures was an African safari.

1. Hemingway made (preparation's, preparations) for the trip.
2. Some of Hemingway's finest (story's, stories) were written as a result of the safari.
3. The (writers', writer's) imagination was also captured by Spain.
4. (Hemingways, Hemingway's) first exposure to a bullfight overwhelmed the writer.
5. Many of his (stories, stories') themes are about bullfighting.
6. Hemingway also journeyed to (Switzerland's, Switzerland's) cities.
7. The writer made several (trips, trip's) to Switzerland as a reporter for the *Toronto Star*.
8. Hemingway wrote stories about the (countries', country's) winter sports.
9. (Readers', Readers) admiration for Hemingway's writing was strong.
10. Hemingway lived in the (United States', United States) for much of his adult life.
11. Hemingway put his (roots, root's) down in Key West, Florida, in the 1920s and 1930s.
12. Key West was a source for a great deal of Hemingway's (writings, writing's).
13. The themes of these stories are as diverse as the (writers, writer's) life.
14. (Boats', Boats) always appealed to Hemingway.

**Lesson 12****Appositives**

An **appositive** is a noun that is placed next to, or in apposition to, another noun to identify it or add information to it.

Franklin Delano Roosevelt's wife, **Eleanor**, was a famous humanitarian.

An **appositive phrase** is a group of words that includes an appositive and other words that describe the appositive.

Roosevelt, **our thirty-second president**, was the only U.S. president to be elected to the presidency four times.

An appositive phrase that is not essential to the meaning of the sentence is set off from the rest of the sentence by commas. However, if the appositive is essential to the meaning of the sentence, commas are not used.

► **Exercise 1** Underline each appositive or appositive phrase, and circle the noun it identifies.

George Washington, commander of the Continental Army, led troops during the Revolutionary War.

- Washington's picture is on a coin, the quarter.
- John Adams succeeded the president, George Washington, as president of the United States.
- Adams's wife, Abigail, was well-read and outspoken.
- Thomas Jefferson wrote the first draft of a historic document, the Declaration of Independence.
- Jefferson designed Monticello, his thirty-two room house.
- Dolly Madison, wife of James Madison, rescued important government documents from the White House before fire could destroy them.
- James Monroe was said to have nursed the wounds of the famous French soldier, the Marquis de Lafayette.
- Monroe was president when the United States acquired Florida, a populous territory.
- John Quincy Adams, the son of the second president, served only one term.

10. A former governor of New York, Martin Van Buren capitalized on the popularity of his predecessor, Andrew Jackson.
11. William Henry Harrison's nickname, "Old Tippecanoe," came from his military victory at the Battle of Tippecanoe in 1811.
12. Harrison's successor John Tyler, was the first person to become president because of the death of the current president.
13. The "dark horse" candidate, James K. Polk, was backed by the Democratic party.
14. Polk wished to acquire California, a Mexican Territory.
15. Zachary Taylor, "Old Rough and Ready," achieved much popularity as a general in the Mexican War.
16. Taylor, the twelfth president, died after only a year in office.
17. Franklin Pierce's good friend Nathaniel Hawthorne helped to promote his presidential candidacy.
18. The Supreme Court case Dred Scott v. Sanford was decided during James Buchanan's presidency.
19. Buchanan was defeated by the Republican candidate Abraham Lincoln.
20. Lincoln one of our greatest presidents, had to lead the country during a bloody civil war.
21. Lincoln earned the nickname the "Great Emancipator."
22. The assassin John Wilkes Booth shot and killed Lincoln one month after he began his second term.
23. The vice president, Andrew Jackson, was sworn in as president after Lincoln's death.
24. The celebrated Civil War general Ulysses S. Grant became the eighteenth president of the United States in 1869.
25. Rutherford B. Hayes's wife, Lucy, was the first wife of a president to hold a college degree.
26. The United States battleship Maine blew up in Cuba's harbor during William McKinley's presidency.



## Unit 2 Review

► **Exercise 1** Underline each common noun once and each proper noun twice. Write in the blank *plural*, *possessive*, *contraction*, or *appositive* to identify the word in italics.

- |                    |  |
|--------------------|--|
| <u>contraction</u> | <u>Neil Armstrong's</u> a famous <u>astronaut</u> .  |
| <u>possessive</u>  | 1. The <u>Empire State Building</u> used to be <u>America's</u> tallest <u>building</u> .  |
| <u>contraction</u> | 2. <u>Jon's</u> an excellent <u>skater</u> , and his <u>brother's</u> a great <u>swimmer</u> .   |
| <u>contraction</u> | 3. The <u>buckeye's</u> a <u>kind</u> of <u>chestnut</u> .   |
| <u>plural</u>      | 4. <u>Edwin Hubble</u> was the <u>first</u> to show that the <u>universe</u> contains other <u>galaxies</u> besides the <u>Milky Way</u> . |
| <u>possessive</u>  | 5. The <u>boy's</u> <u>teacher</u> taught him <u>volleyball's</u> finer <u>points</u> .  |
| <u>possessive</u>  | 6. The <u>crowd</u> at <u>Cape Kennedy</u> cheered the <u>rocket's</u> <u>lift-off</u> .   |
| <u>possessive</u>  | 7. <u>Neal</u> was born on his <u>grandfather's</u> <u>farm</u> in western <u>Oklahoma</u> .   |
| <u>plural</u>      | 8. The <u>Pointer Sisters</u> sing <u>songs</u> with complicated <u>harmonies</u> .  |
| <u>appositive</u>  | 9. <u>Isaiah</u> , my best <u>friend</u> , is moving to <u>Kansas City</u> , <u>Missouri</u> .   |
| <u>plural</u>      | 10. <u>Governor Stevenson</u> is the best <u>governor</u> our <u>state</u> has had in several <u>years</u> .                               |
| <u>plural</u>      | 11. The <u>campers</u> took <u>backpacks</u> and <u>flashlights</u> when they camped out in the <u>Appalachian Mountains</u> .             |
| <u>contraction</u> | 12. <u>Hillary's</u> going to try out for the next <u>musical</u> .  |
| <u>appositive</u>  | 13. The <u>musical</u> <u>Oklahoma!</u> will be presented to the <u>Parent-Teacher Association</u> .                                       |
| <u>possessive</u>  | 14. The <u>contestants</u> had to memorize one of <u>Robert Frost's</u> <u>poems</u> .   |
| <u>plural</u>      | 15. The <u>tourists</u> attended the <u>rodeo</u> celebrating <u>Annie Oakley</u> .  |
| <u>contraction</u> | 16. <u>Maureen's</u> the most talented <u>flutist</u> in the <u>Johnson Middle School Orchestra</u> .                                      |
| <u>appositive</u>  | 17. <u>Mrs. Phillips</u> , the <u>children's</u> <u>teacher</u> , has a keen <u>sense</u> of <u>fashion</u> .                              |
| <u>possessive</u>  | 18. The <u>fullback's</u> <u>helmet</u> fell off when he was tackled.  |

## Cumulative Review: Units 1–2

► **Exercise 1** Draw a vertical line between the subject and the predicate. Underline the noun in parentheses that best completes each sentence.

The (bicycle's, bicycles) tire | rolled down the street.

1. My dad's scrambled (eggs, eggs') | were too runny to eat.
2. The identical (twins, twins') clothes | always matched.
3. Madame Dupont | taught her (student's, students) how to make Croque Monsieurs.
4. I | love to read the Brontë (sisters, sisters') books.
5. Carlos, Isaac, and Hasan | sold popcorn at (Saturdays', Saturday's) soccer match.
6. Edgar Allan (Poe's, Poes') story *The Black Cat* | is very scary.
7. Shirley and her (friend's, friends) | went to the mall after cheerleading practice.
8. John (Hancocks, Hancock's) signature | was the first signature on the Declaration of Independence.
9. Many tourists | are attracted to (Hawaii's', Hawaii's) beaches.
10. My parents' favorite singing group | was the (Beatle's, Beatles).
11. The collie | chewed up the (childrens', children's) toys.
12. My mother's (brother-in-laws, brothers-in-law) from Detroit | go to the Pistons' games.
13. The five (maid of honors, maids of honor) at my sister's wedding | wore pink.
14. The (newspapers, newspapers') headlines | were about the earthquake in Japan.
15. The chicken pox | attacked both (preschools', preschools) children.
16. Eugene and Jennifer | were (runner-ups, runners-up) in the poetry contest.
17. Paul Cézanne | painted many still-life (paintings', paintings).
18. The drama club | invited all the (actor's, actors') families to the play's dress rehearsal.
19. My (friends', friends) and I | had ice cream after dinner and before the concert.
20. Susie and Maria | enjoy trying (Grandmother's, Grandmothers) recipes.

## Unit 3: Verbs

### Lesson 13

### Action Verbs

The main word in a complete predicate of a sentence is the verb. An **action verb** is a word that names an action. Action verbs can express either physical or mental actions.

The white cloud **floated** lazily across the sky. (physical action)

Mary **thought** about the painting. (mental action)

*Have, has, and had* are also action verbs when they name what the subject owns or holds.

Jim **has** an entire set of Mark Twain books. (owns)

Jim **has** experience as a character actor. (holds)

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

- |                 |  |
|-----------------|--|
| <u>physical</u> | Horses <u>help</u> humans in many ways.  |
| <u>physical</u> | 1. Long ago, medieval knights <u>fought</u> battles atop powerful horses.        |
| <u>physical</u> | 2. Lighter horses <u>carried</u> lords and ladies on fox hunts.                  |
| <u>physical</u> | 3. Travelers sometimes <u>rode</u> horses on long journeys.                      |
| <u>physical</u> | 4. Later, the wealthy <u>traveled</u> in horse-drawn carriages.                  |
| <u>mental</u>   | 5. Farmers also <u>relied</u> on horses in the past.                             |
| <u>physical</u> | 6. American farms <u>had</u> more than 20 million horses and mules in 1900.      |
| <u>physical</u> | 7. Today, many persons <u>keep</u> horses.                                       |
| <u>mental</u>   | 8. Children especially <u>love</u> shaggy, bright-eyed ponies.                   |
| <u>mental</u>   | 9. Gentle Shetland ponies <u>delight</u> young children.                         |
| <u>physical</u> | 10. Shetlands <u>stand</u> only four hands (21 inches) high!                     |
| <u>physical</u> | 11. Sturdy and energetic, ponies <u>perform</u> many tasks.                      |
| <u>physical</u> | 12. The Chincoteague ponies <u>run</u> wild on an island off the Virginia coast. |
| <u>physical</u> | 13. According to legend, they <u>swam</u> ashore from a Spanish ship.            |

- physical** 14. The Spanish also brought horses to the Native Americans.
- physical** 15. Some Native Americans became skillful horsemen.
- physical** 16. They used horses in bison hunts.
- mental** 17. The Native Americans preferred the colorful Pinto and Appaloosa breeds.
- physical** 18. Bands of wild horses—Mustangs—roamed wild and free in the American West.
- physical** 19. Other types of horses never left the city.
- physical** 20. Shire horses pull wagons and carts through the narrow streets of London.
- physical** 21. Circus horses perform before appreciative audiences around the world.
- physical** 22. Police officers ride horses through busy city streets.
- physical** 23. Inside or outside the city, people train horses for many kinds of tasks.
- mental** 24. Horses learn signals through constant repetition.
- physical** 25. Eventually they respond to even the slightest signal from the rider.
- physical** 26. A good rider commands his or her mount effortlessly.
- physical** 27. The horse follows the rider's hand, leg, and body signals.
- mental** 28. Horses appreciate a familiar set of rules.
- physical** 29. For example, the rider always mounts a horse from its left side.
- mental** 30. Unfamiliar situations frighten some horses.
- physical** 31. However, horses have many excellent qualities.
- mental** 32. A horse remembers pleasant and unpleasant events from years before.
- mental** 33. Horses enjoy a thorough grooming each day.
- physical** 34. Horses eat grass, hay, and grain.
- physical** 35. Their stomachs hold eighteen quarts of food.
- physical** 36. A horse requires ten to twelve gallons of fresh water daily.

► **Writing Link** Imagine that you can have any horse you want. Use action verbs to describe the horse you would choose.

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\_\_\_\_\_



**Lesson 14****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 answer the question *what?* or *whom?* An **intransitive verb** is an action verb that does not have a direct object.

Transitive: The pilot **landed** the antique **airplane**. (*Airplane* is the direct object that answers the question *landed what?* after the verb *landed*.)

Intransitive: The pilot **landed** carefully. (There is no direct object answering the question *landed what?* or *whom?*)

► **Exercise 1** Draw two lines under each action verb. Circle each direct object. Write *T* in the blank if the verb is transitive or *I* if the verb is intransitive.

- T   The pilot started the airplane.
- T   1. Wilbur and Orville Wright built the first successful airplane.
- T   2. They built their machine in Ohio.
- T   3. They took it to Kitty Hawk, North Carolina, for its first flight.
- T   4. Orville Wright flew the first airplane on December 17, 1903.
- I   5. The winds at Kitty Hawk blew steadily that day.
- I   6. The twelve-horsepower engine sputtered.
- T   7. Soon it lifted the 750-pound plane into the air for a flight of 120 feet.
- I   8. Orville's brother, Wilbur, ran alongside.
- T   9. This first flight lasted only twelve seconds.
- T   10. The Wright brothers made three more flights that day.
- T   11. The longest one lasted fifty-nine seconds.
- T   12. Few newspapers carried news about the first flight.
- T   13. The brothers made improvements on their airplane and their flight techniques.
- I   14. Other designers worked hard.
- I   15. More successful airplanes appeared.

- T 16. Of course, the first pilots had no flight instructors.
- I 17. Louis Blériot flew across the English Channel in 1909.
- T 18. In 1910, Glenn H. Curtiss piloted his craft from Albany to New York City.
- I 19. Airplane technology grew quickly.
- T 20. At first, persons used open fields as airports.
- T 21. Some airports today retain the word *field* in their names.
- I 22. Air fields operated as early as 1909.
- T 23. Workers built twenty airports in three years.
- I 24. In 1914, the First World War began.
- T 25. Both sides in the war found new uses for airplanes.
- I 26. The number of air fields expanded because of the new airplane technologies.
- T 27. After the war, even the U.S. Postal Service realized its need for airplanes.
- T 28. In the 1930s, passengers used planes as an important means of transportation.
- T 29. The government counted 1,036 airports in the United States in 1927.
- I 30. Today more than eleven thousand airports exist in the United States.
- T 31. Fewer than one thousand of them serve large planes.
- T 32. Planners established airports close to cities for convenience.
- T 33. They chose the sites carefully.
- T 34. Nonetheless, airports created problems for some persons.
- T 35. Jet engines generate more noise than propeller engines.
- I 36. Nearby residents complain sometimes about the noise problem.

► **Writing Link** Would you like to become a pilot someday? Write a paragraph explaining why or why not. Use transitive and intransitive verbs.

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**Lesson 15****Verbs with Indirect Objects**

Both a direct object and an indirect object may follow an action verb in a sentence. An **indirect object** tells *to whom* or *for whom* the verb's action is done.

Kara sold **Matt** the bicycle. (*Matt* tells *to whom* Kara sold the bicycle. *Bicycle* is the direct object.)

Indirect objects follow certain rules. First, indirect objects are found only in sentences that have direct objects. Second, an indirect object always comes before a direct object. Finally, the prepositions *to* or *for* can be inserted before the indirect object; its position in the sentence can be changed, and the sentence will still make sense.

Levi threw **Jake** the football. (*Jake* is the indirect object before the direct object, *football*.)

Levi threw the football **to Jake**. (The meaning of the sentence is unchanged. *Jake* was an indirect object in the first example.)

► **Exercise 1** Write **DO** above each direct object and **IO** above each indirect object. Not every sentence has an indirect object.

Wrenn left <sup>IO</sup> Josh <sup>DO</sup> his video.

1. Yuri threw <sup>IO</sup> Karen <sup>DO</sup> the ball.
2. The jeweler sold the couple <sup>IO</sup> two lovely <sup>DO</sup> rings.
3. Roberto refunded Rayna <sup>IO</sup> the cost <sup>DO</sup> of the unused ticket.
4. Mr. Kenja gave Miki and Vance <sup>IO</sup> permission <sup>DO</sup> for their project.
5. The student council assigned our class <sup>IO</sup> the clean-up <sup>DO</sup> project.
6. Pablo paid the clerk <sup>IO</sup> two dollars <sup>DO</sup> for the birthday card.
7. Ted's mom sent our family <sup>IO</sup> the photograph <sup>DO</sup>.
8. Jean-Luc speaks French <sup>DO</sup> fluently.
9. Sarah guaranteed Ali <sup>IO</sup> full payment <sup>DO</sup> for his work at her print shop.
10. Alicia lent Steve <sup>IO</sup> her history <sup>DO</sup> book.
11. Mona showed Emilio <sup>IO</sup> her new tennis <sup>DO</sup> racket.
12. Mr. Hayes presented the team <sup>IO</sup> the first-place <sup>DO</sup> trophy.

13. Joanna handed the mail carrier her letter. IO DO
14. Boris gave Anita the ruler. IO DO
15. Seth taught our class sign language last year. IO DO
16. Will made his dog a house. IO DO
17. During the game, Salahi passed Harry the ball for three lay-ups. IO DO
18. Carl approached the intersection cautiously. DO
19. Sheila asked her teacher the new student's name. IO DO
20. We chose Tammi as our team captain. DO
21. James offered his classmate a ride to the science fair. IO DO
22. They refunded Dad the overcharge. IO DO
23. Sally owed Tanya a CD. IO DO
24. Akira sold a children's magazine his story. IO DO
25. Drew told the children a story at the library last Saturday. IO DO
26. Alex bought Jean a ticket to the movie. IO DO
27. Isabel lent me her portable radio for the picnic. IO DO
28. Debra walked her dog after dinner. DO
29. The carpenter built the Rileys some beautiful kitchen cabinets. IO DO
30. The captain showed his troops the plan. IO DO
31. She assigned the class a paper that would be due in one week. IO DO
32. Ahmed left the rare bird some food on his way to school. IO DO
33. The principal often offers students and teachers his advice. IO IO DO
34. Charlie taught the vocalist the new aria. IO DO
35. Terry assured the client of his support in the matter. DO
36. The deer leapt the creek with ease. DO
37. Philip conceded Kamil the argument. IO DO
38. Mrs. Jones brought Henry his homework. IO DO

**Lesson 16****Linking Verbs and Predicate Words**

A **linking verb** joins the subject of a sentence with a noun or adjective in the predicate that identifies or describes the subject. *Be* in all its forms (*am, is, are, was, were*) is the most common linking verb. Other linking verbs include *appear, become, feel, grow, look, seem, smell, sound, taste, and turn*.

Corinne **was** captain. (The linking verb *was* links *captain* to the subject, *Corinne*.)

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

- ✓      The bird is red.
- ✓      1. The grass became brown and dry during the drought.
- ✓      2. The delicious dessert was cherry cobbler.
- \_\_\_\_\_ 3. Karen asked for that book for her birthday.
- \_\_\_\_\_ 4. His answer annoyed me.
- ✓      5. The exterior of the new auditorium appears stately.
- ✓      6. Cally looks hot and weary after mowing the grass.
- ✓      7. The wonderful train ride became an impressive memory.
- \_\_\_\_\_ 8. My younger sister played Tiny Tim in the play.
- ✓      9. The auctioneer of the old property was Alice's father.
- ✓      10. The annual school choral production was a success.
- \_\_\_\_\_ 11. The smell of burning leaves brought memories of the past.
- \_\_\_\_\_ 12. The country church bells sounded across the meadow.
- ✓      13. Our old barn is a warm shelter for the cattle in winter.
- \_\_\_\_\_ 14. Colette ran the marathon in record time.
- ✓      15. Jamal's new bicycle seemed too large for him.
- ✓      16. The long line of school buses became a caravan for the team.
- ✓      17. Today the summer skies seem extremely blue.

- ✓ 18. The old candy bar tasted stale.
- ✓ 19. The novel soon turned dull.
20. The movie ended too quickly.

The words that follow a linking verb and identify or describe the subject are called **subject complements**. The two kinds of subject complements are predicate nouns and predicate adjectives. A **predicate noun** follows a linking verb and renames the subject. A **predicate adjective** follows a linking verb and describes the subject. Predicate nouns and predicate adjectives may be compound.

Corinne was a **team captain** and a **friend**. (compound predicate noun)  
She sounded **tired** but **hopeful**. (compound predicate adjective)

► **Exercise 2** Write *PN* above each predicate noun and *PA* above each predicate adjective.

PA

The Grand Canyon is spectacular at any time of the year.

- PN
1. Those mountains become a source of water for our city.
  2. The toddler sounded fussy and sleepy.
 

PA
PA
  3. Their opinions on the matter turned sour.
 

PA
  4. Manufacturing was the major industry.
 

PN
  5. The new foreign exchange student seems homesick.
 

PA
  6. The young actor's face appeared old and unhappy with the makeup.
 

PA
PA
  7. Ellie looked joyful over her first-place award.
 

PA
  8. The storm grew intense during the early morning hours.
  9. The secretary automatically becomes the president the following year.
 

PN
  10. The old trapper's cabin smelled damp and musty.
 

PA
PA
  11. Jamil felt anxious about his driver's test.
 

PA
  12. The proposed program sounds innovative.
 

PN
  13. Professor Kohler became an authority on the Mesozoic era.
 

PA
PA
  14. The tin soldier looked serious and strong in his place on the shelf.
 

PN
  15. The first buds of spring soon became beautiful flowers.

16. Robyn grew nervous before exams. <sup>PA</sup>
17. The green apples tasted bitter to everyone. <sup>PA</sup>
18. Sonja became the class expert on astronomy. <sup>PN</sup>
19. The weather turned sunny during our camping trip. <sup>PA</sup>
20. Every other Saturday Mel was the substitute mail carrier. <sup>PN</sup>
21. The handblown glass ornament looked fragile. <sup>PA</sup>
22. The twin boys sounded excited about their new baby sister. <sup>PA</sup>
23. These frogs were tadpoles not too long ago. <sup>PN</sup>
24. The authors felt honored by the recognition. <sup>PA</sup>
25. The highway was once an old wagon train route. <sup>PN</sup>

► **Exercise 3** Draw two lines under each verb. Write *PN* above each predicate noun and *PA* above each predicate adjective. Some sentences do not have a predicate noun or predicate adjective.

- My birthday cake looks beautiful. <sup>PA</sup>
1. The car appeared old and rusty. <sup>PA</sup> <sup>PA</sup>
2. Those tulips look fantastic in the spring sunshine. <sup>PA</sup>
3. The old stairway in Kelly's house seems long. <sup>PA</sup>
4. Jafar convinced Jennifer of his sincerity.
5. The November weather turned cold and miserable. <sup>PA</sup> <sup>PA</sup>
6. Steve sickened at the thought of missing his plane.
7. The new team member is Laurie's cousin. <sup>PN</sup>
8. Last winter began too soon.
9. The shadows were dark and silent. <sup>PA</sup> <sup>PA</sup>
10. The roads appeared glassy after the ice storm. <sup>PA</sup>
11. My little brother begged for the video.

12. The stately bare tree looked <sup>PA</sup> eerie against the sky at twilight.

13. In the middle of the street sat a yellow cat.

14. Mr. Smith grew <sup>PA</sup> angry at himself.

15. That farm truck is <sup>PA</sup> full of golden corn.

16. Teri became <sup>PN</sup> the fastest runner on the track team.

17. Mrs. Vaughn sounded <sup>PA</sup> confident about the new computer program.

18. Pecan pie tastes <sup>PA</sup> rich and sweet.

19. The snow lies <sup>PA</sup> heavily on the rooftops.

20. Marcie's father is <sup>PN</sup> a firefighter.

21. Vacation time grew <sup>PA</sup> short toward the end of August.

22. Buffalo, New York, was <sup>PN</sup> their destination.

23. The salty sea air smelled <sup>PA</sup> fresh and welcoming to Kirsten.

24. The dinosaurs in the movie appeared <sup>PA</sup> lifelike.

25. The small acorn became <sup>PN</sup> a giant oak.

► **Writing Link** Write a paragraph describing what you might see on a winter walk in the woods. Use linking verbs and predicate words.

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## Lesson 17

# Present and Past Tenses

**Tense** refers to the form of the verb that shows the time of the action.

The **present tense** refers to an action that is happening now, to an action that happens regularly, or to a situation that is generally true. The present tense and the base form of a verb are the same when used with all subjects except singular nouns or *he*, *she*, or *it*. In these cases *-s* or *-es* is added to the verb.

I **smell** the fresh bread. (happening now)

The coach **calls** practice daily. (happens regularly, generally true)

The **past tense** refers to an action that has already occurred. The past tense of many verbs is formed by adding *-ed* to the base form of the verb.

I **smelled** the bread earlier.

Isabel **called** the coach.

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

- |                |  |
|----------------|--|
| <u>present</u> | Archaeologists <u>study</u> the past.  |
| <u>past</u>    | 1. Herodotus <u>lived</u> centuries ago in Asia Minor.   |
| <u>present</u> | 2. No one <u>knows</u> the exact dates of his birth and death.   |
| <u>past</u>    | 3. According to historians, he <u>lived</u> between 484 B.C. and 420 B.C.                              |
| <u>past</u>    | 4. The Roman orator Cicero once <u>called</u> Herodotus “the Father of History.”                       |
| <u>present</u> | 5. Today historians <u>study</u> his books about the Persian Empire.                                   |
| <u>past</u>    | 6. Herodotus <u>considered</u> his own work an “inquiry.”  |
| <u>present</u> | 7. Many individuals <u>enjoy</u> his lively style of writing.  |
| <u>past</u>    | 8. The historian <u>gained</u> knowledge for his books during his journeys.                            |
| <u>past</u>    | 9. He <u>traveled</u> widely through Greece, the Middle East, and North Africa.                        |
| <u>present</u> | 10. His books <u>show</u> his gift as a storyteller of history.  |
| <u>past</u>    | 11. Other historians of this period <u>encountered</u> difficulties with some of Herodotus’s accounts. |

- present 12. Herodotus remains the main source of original information on Greek history between 550 B.C. and 479 B.C.
- past 13. Through his travels he learned about the customs and history of other peoples.
- present 14. His books show his boundless curiosity about peoples and their customs.
- past 15. Herodotus described his accounts of their customs.
- present 16. His first four books describe the history and divisions of the Persian empire.
- past 17. Ancient rulers accumulated large archives of documents and records about their achievements.
- present 18. Archaeologists study records and remains.
- past 19. Even Herodotus showed interest in fossils as a link to the past.
- present 20. The works of Herodotus preserve the past for all humankind.

► **Exercise 2** Draw two lines under each verb. Correct each sentence by writing in the blank the past tense form of the verb.

- conducted Archaeologists conduct that excavation in 1936.
- uncovered 1. Two travelers first uncover Native American cities in 1839.
- discovered 2. John Lloyd Stephens and Frederick Catherwood discover the lost city of Copan.
- persisted 3. Stephens and Catherwood persist in their search.
- noticed 4. They notice great stone stairs in the Honduran jungle.
- hacked 5. They hack the jungle undergrowth.
- gripped 6. Amazement grips them at the top of the stairs.
- perceived 7. The two perceive a vast temple below them.
- traced 8. Catherwood traces outlines on ruled paper.
- produced 9. He produces drawings and paintings of Copan's monuments.
- contracted 10. Unfortunately, Catherwood contracts malaria.
- published 11. Stephens publishes a book about their discoveries.

- described 12. He describes the ancestors of the region's Mayan peoples.
- thrived 13. The Mayan civilization thrives from the fourth to the sixteenth centuries.
- lived 14. More than 1,000 years ago, 100,000 persons live in the ancient city of Tikal.
- lasted 15. Classic Mayan civilization lasts until the tenth century.
- possessed 16. City centers possess great numbers of pyramids and palaces.
- weakened 17. Civil war weakens the cities, however.
- abandoned 18. Eventually, the common citizens abandon their mighty rulers.
- improved 19. Their greatest contribution improves the lives of everyone.
- developed 20. They develop foods different from any other foods in the world.

► **Exercise 3** Draw two lines under each verb. Correct each sentence by writing in the blank the present tense of the verb.

- wonder People constantly wondered about life on Earth many years ago.
- excite 1. Discoveries about prehistoric times on Earth excited even young children.
- provide 2. Archaeologists, geologists, and paleontologists provided us with these discoveries and their revelations about the past.
- study 3. Geologists studied the history of Earth and its life through rocks.
- collect 4. Scientists who collected fossils are paleontologists.
- examine 5. Archaeologists examined material remains such as fossils, artifacts, and relics of past human life and activities.
- contain 6. Rocks contained such fossils and remains of the past.
- reveal 7. Fossils revealed to us the history of life on Earth.
- form 8. They formed over long periods of time.
- show 9. Fossils such as pieces of bone, a tooth, or an impression in a rock showed us examples of past life.
- calculate 10. Geologists calculated the ages of the layers of rock.

remains 20. Unfortunately, the complete history of Earth remained a secret.

[illegible]

**Lesson 18****Main Verbs and Helping Verbs**

All verbs have four principal parts that are used to form the tenses.

**PRINCIPAL PARTS OF THE VERB TALK**

BASE FORM	PRESENT PARTICIPLE	PAST	PAST PARTICIPLE
talk	talking	talked	talked

Other tenses are formed by combining the present participle and the past participle with helping verbs. A **helping verb** helps the **main verb** tell about an action or make a statement. One or more helping verbs followed by a main verb is called a **verb phrase**.

They **are talking** to Sheila about the game. (*Are* is the helping verb, and *talking* is the main verb. Together they form a verb phrase.)

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

► **Exercise 1** Draw two lines under the correct helping verb in parentheses and two lines under the participle. Write *pres. part.* or *past part.* in the blank to indicate whether the participle is present or past.

- pres. part.      Alonso (is, has) winning the race.
- pres. part.      1. Ricardo and Craig (are, have) arriving tomorrow.
- past part.      2. Our team (was, had) worked hard to win the pennant.
- pres. part.      3. Sally (is, has) joining our debate team.
- pres. part.      4. My dog Rusty (is, has) always barking at something.
- pres. part.      5. The class (is, has) going to the museum.
- past part.      6. The buses (were, had) arrived late at the auditorium.
- past part.      7. The workers (had, were) painted the bleachers for the first time.
- pres. part.      8. My bike (is, has) working fine since it was in the shop.
- past part.      9. Mason's sisters (are, have) played many women's sports.
- past part.      10. Dad (was, had) looked everywhere for his keys.

- pres. part. 11. Georgia's friends (have, are) receiving the awards.
- past part. 12. Trent (were, had) printed the poster.
- pres. part. 13. The new student (is, has) registering at school.
- pres. part. 14. My friends (have, are) watching the video this afternoon.
- pres. part. 15. The Sanchez family (is, has) moving in next door.
- pres. part. 16. Mr. Chen (is, had) reserving the tickets.
- past part. 17. Isabel (are, was) awarded a prize.
- past part. 18. Someone (is, has) marked up my new book.
- pres. part. 19. The horses (are, have) running across the park.
- past part. 20. The sailboats (were, had) tossed by the storm.
- pres. part. 21. Anne (is, had) walking to the store.
- pres. part. 22. Don and Karen (have, are) joining us for the trip.
- past part. 23. Jodi and Hasan (are, have) experimented with a glider.
- pres. part. 24. The teachers (were, had) evaluating the students.
- pres. part. 25. The clouds (are, have) gathering to produce a shower.
- past part. 26. The jet planes (is, had) soared over the town.
- past part. 27. The airplane (is, has) replaced the train for rapid travel.
- past part. 28. Our pen pals (are, have) enjoyed the video of our school.
- pres. part. 29. Artists (have, are) coming to give us a presentation.
- past part. 30. Music (are, has) ranked among my favorite subjects.
- pres. part. 31. The sleek cat (is, had) crouching as if ready to pounce.
- past part. 32. The birthday gifts (were, had) covered in shiny paper.
- past part. 33. We (were, have) exposed to excellent sound quality at the concert.
- past part. 34. Tina (is, had) succeeded in every sport she tried last year.
- pres. part. 35. Languages (are, has) fascinating to me.
- past part. 36. I (were, had) suspected that it would rain.
- past part. 37. The garden (is, has) remained my parents' pride and joy.
- past part. 38. The owners (are, have) placed the sheep in their pens.

**Lesson 19****Verb Forms: Present Progressive and Past Progressive**

The present tense of a verb describes an action that occurs repeatedly. The **present progressive form** of a verb refers to an action that is continuing in the present. The present participle of the main verb and the helping verb *am*, *are*, or *is* combine to make up the present progressive form.

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

The **past progressive form** of a verb refers to an action that was continuing at some point in the past. The present participle of the main verb and the helping verb *was* or *were* combine to make up the past progressive form.

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

► **Exercise 1** If the verb in *italics* is in the present tense, write its present progressive form in the blank. If it is in the past tense, write its past progressive form.

- |                      |  |
|----------------------|--|
| <u>was looking</u>   | Brett <i>looked</i> at the history book.                                 |
| <u>was hindering</u> | 1. The rain <i>hindered</i> our plans yesterday.                         |
| <u>is greeting</u>   | 2. I see Carl's father <i>greet</i> s visitors at the door today.        |
| <u>is pacing</u>     | 3. Sally <i>paces</i> her sports training wisely.                        |
| <u>was placing</u>   | 4. Ted <i>placed</i> first in the finals this year when he won the meet. |
| <u>was missing</u>   | 5. Duwane <i>missed</i> the announcement.                                |
| <u>are moving</u>    | 6. If you <i>move</i> tomorrow, let me know.                             |
| <u>is surviving</u>  | 7. Apparently, our grass <i>survives</i> the long dry spell.             |
| <u>is regulating</u> | 8. Carrie <i>regulates</i> her study time.                               |
| <u>is heating</u>    | 9. The summer sun <i>heats</i> up the morning.                           |

- |                        |  |
|------------------------|--|
| <u>are laboring</u>    | 10. The ants in Margo's ant farm <i>labor</i> ceaselessly.                     |
| <u>is registering</u>  | 11. Chet <i>registers</i> before the game begins.                              |
| <u>am recommending</u> | 12. I <i>recommend</i> you see that movie before its run is over.              |
| <u>is singing</u>      | 13. My parakeet <i>sings</i> while I study.                                    |
| <u>is measuring</u>    | 14. The play-off game <i>measures</i> up with the one last year.               |
| <u>are tying</u>       | 15. You <i>tie</i> the package securely.                                       |
| <u>is touching</u>     | 16. Harry <i>touches</i> on the main point of the idea.                        |
| <u>were scolding</u>   | 17. The birds <i>scolded</i> me for disturbing their nest.                     |
| <u>were settling</u>   | 18. The exchange students <i>settled</i> down in their new homes.              |
| <u>am treating</u>     | 19. I <i>treat</i> my bike better than my brother treats his car.              |
| <u>was thanking</u>    | 20. Susan <i>thanked</i> us before she left.                                   |
| <u>is walking</u>      | 21. Naomi <i>walks</i> to school every day this term.                          |
| <u>is washing</u>      | 22. Ali <i>washes</i> his uniform after every competition.                     |
| <u>is wavering</u>     | 23. Linda <i>wavers</i> between majoring in chemistry and majoring in biology. |
| <u>are wrestling</u>   | 24. The neighbors <i>wrestle</i> with the move.                                |
| <u>are urging</u>      | 25. They <i>urge</i> us to see the play.                                       |
| <u>am returning</u>    | 26. I <i>return</i> your book to the library.                                  |
| <u>was watching</u>    | 27. Elizabeth <i>watched</i> that program after the news.                      |
| <u>are utilizing</u>   | 28. When you <i>utilize</i> your best speed on the turn, be careful.           |
| <u>is shaping</u>      | 29. Ophelia <i>shapes</i> the clay into the beautiful figurine.                |
| <u>was smiling</u>     | 30. The sun <i>smiled</i> warm and bright on the afternoon.                    |
| <u>are sparkling</u>   | 31. The stars <i>sparkle</i> on a cloudless night.                             |
| <u>is occurring</u>    | 32. It <i>occurs</i> every evening before sunset.                              |
| <u>were meriting</u>   | 33. Our efforts <i>merited</i> a break in our work schedule.                   |
| <u>am oiling</u>       | 34. I <i>oil</i> the machine more often now.                                   |
| <u>was guessing</u>    | 35. She <i>guessed</i> about the time.   |
| <u>was humming</u>     | 36. Sonia <i>hummed</i> that tune during art class.                            |



**Lesson 20****Perfect Tenses: Present and Past**

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

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

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

**PAST PERFECT TENSE****SINGULAR****I had studied.****You had studied.****He, she, or it had studied.****PLURAL****We had studied.****You had studied.****They had studied.**

► **Exercise 1** Draw two lines under each verb. Write its present perfect tense in the blank.

have offeredI offered my services for their anniversary celebration.have remembered1. They remember the gifts for the guest speakers.has referred2. Kenji refers to the book on the top shelf.has performed3. Kara performs the dance already.has navigated4. The old sailing ship navigates the difficult shallows.have followed5. I follow Marty's suggestions.has growled6. The neighbor's dog growls at me each morning.has napped7. That cat naps every chance he gets!has influenced8. That old movie influences many people.has loved9. James loves that book.

- have demolished 10. They demolish our team every year!
- have attended 11. We attend Mr. Kumba's class regularly.
- have confined 12. You confine your campfire to this small area.
- have attracted 13. Connie's track victories attract press attention.
- have amazed 14. At sunset the clouds amaze me with their beautiful colors.
- has wandered 15. In the story, Gilgamesh wanders forever.
- has united 16. The plot of the play unites the friends in the end.
- has turned 17. The tree turns a brilliant red.
- have demonstrated 18. These pictures demonstrate Sunee's artistic style.
- has ruled 19. Logic rules our scientific thought.
- have served 20. Jay and Dave serve the class project well.

► **Exercise 2** Fill in the blank using the verb and tense given in parentheses. *Past perf.* indicates past perfect tense, and *pres. perf.* indicates present perfect tense.

- Jake and Luis have rafted down the river in Colorado. (*raft*, pres. perf.)
- She had telephoned him before school started. (*telephone*, past perf.)
  - The dog has slipped out of its collar. (*slip*, pres. perf.)
  - The waters of the lake have sparkled in the sunlight. (*sparkle*, pres. perf.)
  - The tulips had sprouted before the frost. (*sprout*, past perf.)
  - Native Americans have played a basketball-like game for many years. (*play*, pres. perf.)
  - If you had moved, you would have had a better view. (*move*, past perf.)
  - If I had noticed it before, I wouldn't have to hunt for it now. (*notice*, past perf.)
  - When you have obtained the package, will you open it? (*obtain*, pres. perf.)
  - Simon had leaned toward running the race. (*lean*, past perf.)
  - The dog has harmed the cat once before. (*harm*, pres. perf.)
  - The wind had grabbed my hat before I could react. (*grab*, past perf.)
  - When you had cleaned it, did the model shine? (*clean*, past perf.)

**Lesson 21****Expressing Future Time**

The **future tense** of a verb is formed by adding the helping verb *will* before the main verb. When the subject is *I* or *we*, the helping verb *shall* is sometimes used.

Our big tournament **will begin** next week.

**Time words** such as *tomorrow*, *next year*, and *later* are used to refer specifically to future time to show that an action has yet to occur. They are used with the present tense of the verb.

Our big tournament **starts next week**.

The present progressive form can also be used with time words to express future actions.

Our big tournament **is starting next week**.

The **future perfect tense** of a verb refers to an action that will be completed before another future action begins. The future perfect tense is formed by inserting *will have* or *shall have* before the past participle of the verb.

By that time, our big tournament **will have started**.

► **Exercise 1** Draw two lines under each verb or verb phrase. In the blank write the tense of the verb: *present*, *pres. prog.* (present progressive), *future*, or *fut. perf.* (future perfect).

- |                                |   |
|--------------------------------|---|
| <u>      fut. perf.      </u>  | Trent <u>will have received</u> the award by eight o'clock.         |
| <u>      future      </u>      | 1. I <u>will unhook</u> the chain.                                  |
| <u>      fut. perf.      </u>  | 2. Gina <u>will have walked</u> home by now.                        |
| <u>      pres. prog.      </u> | 3. Ted <u>is advising</u> us about our leaky roof tomorrow.         |
| <u>      future      </u>      | 4. They <u>will watch</u> a video on that classic story.            |
| <u>      pres. prog.      </u> | 5. The school's chess match <u>is beginning</u> tomorrow afternoon. |
| <u>      fut. perf.      </u>  | 6. By then, I <u>shall have tired</u> of it.                        |
| <u>      future      </u>      | 7. Camilla <u>will smooth</u> over the problem.                     |
| <u>      pres. prog.      </u> | 8. The dancers <u>are settling</u> on a program next week.          |
| <u>      future      </u>      | 9. I <u>will perform</u> up to my instructor's expectations.        |

- fut. perf.** 10. Juan will have persisted until the end of the match.
- present** 11. Chen practices his violin every day.
- future** 12. We shall respect his achievements.
- future** 13. Tomorrow they will mutter about the team's loss.
- future** 14. Karen will organize the class project.
- pres. prog.** 15. They are responding to our suggestion soon.
- future** 16. Our relatives will stop at our house on their vacation.
- fut. perf.** 17. They will have measured the right amount in chemistry class.
- fut. perf.** 18. He will have impressed everyone with his vocal talents.
- fut. perf.** 19. The store will have inscribed the ring before delivery.
- fut. perf.** 20. I shall have earned the coach's respect.
- present** 21. Kyle distinguishes one of that group's songs from another.
- pres. prog.** 22. Jeanne is gathering her books together.
- fut. perf.** 23. The station will have fulfilled its promise by Tuesday.
- present** 24. Next season we debate the other teams in our conference.
- future** 25. I will describe the plot in my oral book report on Friday.
- fut. perf.** 26. Your efforts will have contributed to the environment.
- present** 27. Sheila advises everyone on financial matters.
- future** 28. Saturday I will clean my room.
- present** 29. The marathon runners compete next fall.
- future** 30. Farm horses will astonish you with their size.
- fut. perf.** 31. Before evening, I will have looked everywhere.
- future** 32. Our team will turn around yet.
- fut. perf.** 33. We shall have suggested several options by then.
- future** 34. Your science project will stimulate great interest.
- fut. perf.** 35. Maybe then he will have perceived the solution.
- present** 36. Darla opposes a picnic in that park every year.

**Lesson 22****Active and Passive Voices**

A sentence is in the **active voice** when the subject performs the action of the verb.

Neil Armstrong **landed** the *Apollo* lunar module on the moon in 1969.

A sentence is in the **passive voice** when the subject receives the action of the verb. The verb in a passive-voice sentence consists of a form of *be* and the past participle. Often a phrase beginning with *by* follows a verb in a passive-voice sentence.

The *Apollo* lunar module **was landed** on the moon in 1969 **by** Neil Armstrong. (*was* and the past participle of *land* followed by a phrase beginning with *by*)

The active voice is stronger and emphasizes the performer. Use the passive voice when you want to emphasize the receiver of the action or de-emphasize the performer. Also, use the passive voice if you do not know who the performer is.

The moon **was reached** in 1969. (focuses on the event)

The spacecraft **was landed**. (You do not want to state who landed it.)

► **Exercise 1** Write in the blank whether the sentence is in the **active** or **passive** voice. Draw a line under the receiver of the action.

- passive      The heavens were studied by ancient astronomers.
- passive      1. A solar eclipse was predicted by Thales of Miletus in 585 B.C.
- active      2. Hipparchus established an observatory in the third century B.C.
- passive      3. A supernova, or exploding star, was recorded by Chinese astronomers in 1054.
- active      4. According to the Greek astronomer Ptolemy, the sun and the planets circled Earth once a day.
- passive      5. In 1543, a new theory was suggested by a Polish astronomer, Copernicus.
- active      6. In this theory, Earth and other planets orbited the sun.
- passive      7. The use of Copernicus's theory was forbidden by religious leaders until 1757.

passive

8. However, persons were convinced about Copernicus's theory by the discoveries of other astronomers.

passive

9. The law of universal gravitation was discovered by Sir Isaac Newton.

active

10. The Copernican theory gained support after this discovery.

passive

11. Uranus was found by Sir William Herschel in 1781.

passive

12. Pluto was discovered by Clyde William Tombaugh in 1930.

active

13. The closest planet to the sun, Mercury, orbits the sun in eighty-eight Earth days.

passive

14. Venus is called "the Morning Star" by many persons.

active

15. An American space probe, *Mariner II*, reached Venus in 1962.

active

16. It sent back data about conditions on and near Venus.

passive

17. The surface of Venus has been mapped by succeeding American space probes.

active

18. We call Mars "the Red Planet."

passive

19. This planet was named by ancient Romans after the red god of war in Roman mythology.

active

20. Limonite, a brick-colored mineral, gives Mars its red color.

active

21. Mars orbits the sun in about 687 Earth days.

passive

22. Mars was observed by the U.S. spacecraft *Mariner IV* in 1965.

active

23. In 1976, the United States landed Viking I near the planet's equator.

passive

24. Photographs of the surface of Mars were sent back to Earth by both *Viking I* and *Viking II*.

active

25. They showed the canyons, deep gorges, and "dry river beds" on the surface of Mars.

passive

26. The first space shuttle, *Columbia*, was launched by the United States in 1981.

active

27. Two big booster rockets launch the space shuttle into orbit.

active

28. It uses its wings to land like a glider.

**Lesson 23****Irregular Verbs I**

These irregular verbs are grouped according to the way they form their past and past participles.

**IRREGULAR VERBS**

PATTERN	BASE FORM	PAST	PAST PARTICIPLE
One vowel changes to form the past and the past participle.	begin	began	begun
	drink	drank	drunk
	ring	rang	rung
	sing	sang	sung
	spring	sprang <i>or</i> sprung	sprung
	swim	swam	swum
The past form and past participle are the same.	bring	brought	brought
	buy	bought	bought
	catch	caught	caught
	creep	crept	crept
	feel	felt	felt
	get	got	got <i>or</i> gotten
	keep	kept	kept
	lay	laid	laid
	leave	left	left
	lend	lent	lent
	lose	lost	lost
	make	made	made
	pay	paid	paid
	say	said	said
	seek	sought	sought
	sit	sat	sat
	sleep	slept	slept
	teach	taught	taught
	think	thought	thought
	win	won	won

► **Exercise 1** Complete each sentence with the past tense or past participle of the irregular verb in parentheses.

Wendy had sat down before the music began. (sit)

- Ethan had slept late that morning. (sleep)
- Ria got her new book yesterday. (get)

3. Harry **kept** me waiting for an hour. (keep)
4. Mai-Lin had **thought** about her topic before she wrote the report. (think)
5. My cat just **sat** there while the mouse escaped. (sit)
6. I had **paid** too much for the CD at the mall. (pay)
7. Akira **won** the art prize last year. (win)
8. Jessica **brought** success to our track team last season. (bring)
9. I **caught** this cold last week. (catch)
10. Mary had **begun** the homework before I arrived. (begin)
11. The horse never **lost** a race until yesterday. (lose)
12. Duwana had **sung** in the choir before. (sing)
13. We had **left** before the buses arrived. (leave)
14. Mr. Hasan **taught** that class last year. (teach)
15. My front tire had **sprung** a leak. (spring)
16. Cal **felt** bad about the test. (feel)
17. Susan's dog **sought** a sunny nook in which to sleep. (seek)
18. They have always **got or gotten** new books for their birthdays. (get)
19. The cat **crept** up on me before he pounced playfully. (creep)
20. They **said** they thought the snow was too good to be true. (say)
21. My little brother had **drunk** all the orange juice. (drink)
22. The door bell **rang** sharply against the quiet. (ring)
23. Sheila **swam** across the lake last year. (swim)
24. Shawn had **bought** one last week. (buy)
25. I **laid** the book down somewhere and lost it completely. (lay)
26. Yesterday Tama **began** her science project. (begin)
27. Two of the art students have **made** the set for this play. (make)
28. He had **lent** his jacket to another member of the team. (lend)



**Lesson 24****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** Complete each sentence with the past tense or past participle of the irregular verb in parentheses.

I had chosen the gift before you called. (choose)

1. We drew names to select a winner. (draw)
2. My friends had eaten all the pizza by the time I arrived. (eat)
3. I took the pictures to class yesterday. (take)
4. They had seen the horses before riding them. (see)
5. Rick wrote to Mr. Tanabe last week. (write)
6. You could have risen if you had tried. (rise)
7. I had been happy to hear from her. (be)
8. Carlos went to the grocery store yesterday. (go)
9. Sandra had cut her finger on the paper. (cut)
10. The wind blew until the trees looked like green banners. (blow)
11. Davina has drawn her picture many times. (draw)
12. The yard became a dreamland of shapes due to the snow drifts. (become)
13. Had you ever grown a bonsai tree before? (grow)
14. I should never have let them use the car. (let)
15. We drove to Yellowstone Park for our vacation last year. (drive)
16. The temperature had fallen drastically during the night. (fall)
17. The butterfly flew lazily to another bright flower. (fly)
18. Last summer, I had been bitten all over by mosquitoes. (bite)
19. The old tree grew bare as winter approached. (grow)
20. Had you spoken at a seminar before? (speak)
21. The moon had risen before the sky grew black. (rise)
22. Have you ever ridden a roller coaster? (ride)
23. Seth had known the answers to all the questions. (know)
24. Judi threw a huge party for her daughter's sixteenth birthday. (throw)
25. Mom and Dad stole away for a quiet weekend at the beach. (steal)

26. We saw the brilliant winter sunrise this morning. (see)
27. Kate broke the school's free throw shooting record. (break)
28. We had never done anything like this safari before. (do)
29. Cheryl had given every ounce of energy to the successful performance.  
(give)
30. The morning has gone by too quickly for us to enjoy it. (go)
31. My aunt had worn her new dress to the theater. (wear)
32. Chen drew upon his memories to write that story. (draw)
33. Jennifer had run her best in the hurdles event. (run)
34. Seth tore the picture out of the magazine. (tear)
35. Have you ever flown a model airplane like that one before? (fly)
36. We ran cross-country instead of trying out for baseball. (run)
37. Who did the crossword puzzle? (do)
38. Jodi has become a famous singer. (become)
39. Unfortunately, I chose to throw out my old comic book collection years ago. (choose)
40. The snow had come in the night, silently, unexpectedly. (come)

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

Ms. Joyce has (wrote, written) several successful novels.

1. If I had (knew, known) you were coming, I would have cleaned my room.
2. Cynthia (gave, given) her sister a fabulous birthday present.
3. George and Mike have often (spoke, spoken) of their trip to Japan.
4. The rainbow (grew, grown) more brilliant as the sky cleared.
5. Unfortunately, Julia (tore, torn) her favorite blouse.
6. The entire family (ate, eaten) some of Aunt Vivian's peach cake.
7. Louis had (became, become) bored with his hobby.
8. Simone had (took, taken) some flowers to her cousin in the hospital.

- ▶ Writing Link** Use the forms of irregular verbs to write a paragraph about your first day in kindergarten or in junior high.

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** Write *T* (transitive), *I* (intransitive), or *LV* (linking verb) above each verb. Write *PN* above each predicate noun and *PA* above each predicate adjective.

- LV      PA
- The dog becomes nervous during each thunderclap.
1. They <sup>T</sup>brought the presents for the party.
  2. Sean <sup>LV</sup>became <sup>PA</sup>content.
  3. Charles <sup>I</sup>rode easily and gracefully.
  4. Isabel <sup>T</sup>rang the bell.
  5. That old white <sup>LV</sup>cat <sup>PA</sup>is <sup>PA</sup>fat and lazy.
  6. Mr. Tanaka <sup>T</sup>assigned our group the project.
  7. The softball team <sup>T</sup>leaves a great record.
  8. The ladybug <sup>LV</sup>seems a gentle, harmless <sup>PN</sup>creature.
  9. Carol <sup>I</sup>paints beautifully.
  10. Crystal <sup>T</sup>saw the dead cactus.
  11. The trees <sup>T</sup>shaded the park.
  12. Camilla <sup>T</sup>sold her cards to Irene.
  13. Sally's <sup>LV</sup>track record <sup>PA</sup>is impressive.
  14. Marie <sup>T</sup>taught me a few Breton words.
  15. The archery team <sup>T</sup>won first place.
  16. Emily <sup>T</sup>makes expressive, moving portraits.
  17. We <sup>LV</sup>are <sup>PA</sup>ready with these clothes.
  18. They <sup>T</sup>guaranteed Sandra a place on the team.
  19. The airplane <sup>I</sup>taxied before take-off.
  20. That rock <sup>LV</sup>is <sup>PN</sup>quartz.

## Cumulative Review: Units 1–3

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

- |                            |  |
|----------------------------|--|
| <u>past perfect</u>        | An enthusiastic group <u>had given</u> the performance.          |
| <u>past progressive</u>    | 1. Experts <u>were examining</u> the book.                       |
| <u>future</u>              | 2. Lennie <u>will call</u> before Tuesday.                       |
| <u>past perfect</u>        | 3. Their team <u>had lost</u> the game during the first quarter. |
| <u>present perfect</u>     | 4. The sun <u>has hidden</u> behind the clouds all day.          |
| <u>past</u>                | 5. Critics <u>praised</u> that animated movie.                   |
| <u>future perfect</u>      | 6. He <u>will have torn</u> some of his clothing on the hike.    |
| <u>present</u>             | 7. Ayita <u>pulls</u> weeds in her garden all summer long.       |
| <u>present progressive</u> | 8. The crowds <u>are flooding</u> the malls every weekend.       |
| <u>past perfect</u>        | 9. Alice <u>had talked</u> about the shop for some time.         |
| <u>past progressive</u>    | 10. We <u>were leaving</u> on a jet plane.                       |

► **Exercise 2** Identify each kind of sentence. Write *dec.* (declarative), *int.* (interrogative), *exc.* (exclamatory), or *imp.* (imperative) in the blank. Then write *com.* above each common noun and *prop.* above each proper noun.

- |                       |  |
|-----------------------|--|
| <u>int.</u>           | <u>com.</u> <u>prop.</u><br>Where will you go after school, Tina?  |
| <u>int.</u>           | 1. Had Dara <u>prop.</u> seen the <u>com.</u> video before the other <u>com.</u> students?                           |
| <u>dec.</u>           | 2. Belinda, our new <u>prop.</u> president, will have talked to you about our <u>com.</u> plan.                      |
| <u>imp.,<br/>exc.</u> | 3. Hurry! Our <u>com.</u> dog is barking wildly!   |
| <u>int.</u>           | 4. When will you <u>com.</u> paint the <u>prop.</u> old barn, Winona?  |
| <u>dec.</u>           | 5. "You will <u>com.</u> ride your <u>com.</u> horse in the <u>prop.</u> parade," Father stated firmly.              |
| <u>dec.</u>           | 6. That famous <u>com.</u> piece of art was painted by <u>prop.</u> Picasso, who was born in <u>prop.</u> Spain.     |
| <u>dec.</u>           | 7. Kurt had received a <u>prop.</u> call from the <u>com.</u> state of <u>prop.</u> New York on <u>prop.</u> Friday. |
| <u>int.</u>           | 8. Was the <u>com.</u> museum well attended last <u>com.</u> year?   |

## Unit 4: Pronouns

### Lesson 25

### Pronouns: Personal

A **pronoun** is a word that takes the place of one or more nouns and the words that describe those nouns. A **personal pronoun** refers to a specific person or thing. When a personal pronoun is the subject of a sentence, it is a **subject pronoun**. When a personal pronoun is the object of a verb or preposition, it is an **object pronoun**.

Tito is a sports fan. **He** especially likes football. (subject)

Tito coaches younger players. Tito coaches **them**. (direct object of a verb)

The head coach gave Tito some responsibility. The coach gave **him** responsibility. (indirect object of a verb)

For Tito, football is enjoyable. For **him**, football is enjoyable. (object of a preposition)

#### SUBJECT PRONOUNS

SINGULAR	PLURAL
I	we
you	you
he, she, it	they

#### OBJECT PRONOUNS

SINGULAR	PLURAL
me	us
you	you
him, her, it	them

► **Exercise 1** Write *S* above each subject pronoun and *O* above each object pronoun.

<sup>S</sup> <sup>O</sup>  
He gave her a bouquet.

- <sup>S</sup> They have a black and white cat named Max.
- <sup>O</sup> The Rangers beat us four to nothing.
- <sup>S</sup> You might see David and Jeremy at the carnival.
- <sup>S</sup> Is he the main character in the book?
- <sup>O</sup> Did Mr. Rodriguez send you the brochure?
- <sup>O</sup> Dana stood in line in front of her.
- <sup>S</sup> We gave the first report.
- <sup>O</sup> The teacher gave them a *B* plus.
- <sup>S</sup> Are you going to the volleyball game?

10. When training a dog, always speak gently but firmly to it. <sup>0</sup>
11. She thought the geology museum was fascinating. <sup>S</sup>
12. I can't remember meeting Sarah's aunt. <sup>S</sup>
13. Just give us a chance! <sup>0</sup>
14. Darren saw him at the youth group meeting. <sup>0</sup>
15. Raquel has the flu and is taking medication for it. <sup>0</sup>
16. Does it include batteries or should Mom buy some? <sup>S</sup>
17. We went to Aunt Martha's house for Thanksgiving. <sup>S</sup>
18. Were they interested in buying a magazine subscription? <sup>S</sup>
19. Angela is coming to the dance with me. <sup>0</sup>
20. It slowly stalked the rabbit out in the field. <sup>S</sup>
21. The Lions Club donated it to our school. <sup>0</sup>
22. It became clear that Robby had missed the bus. <sup>S</sup>
23. Jasmine came with me to the park. <sup>0</sup>
24. When Dad and Mom went canoeing, they had a great time. <sup>S</sup>
25. When the mouse ran out of the hole in the stump, the eagle saw it. <sup>0</sup>
26. Did Jan send you the box of chocolates? <sup>0</sup>
27. The police officer said calmly to the man, "Give me the briefcase, please." <sup>0</sup>
28. Could you repeat those instructions, please? <sup>S</sup>
29. Nicole and Sharon were at the party, which is where Paul saw them. <sup>0</sup>
30. Did the counselor ask to have the application mailed to you? <sup>0</sup>
31. I felt as if Caruso were singing the song just for me. <sup>S</sup>
32. The first speaker said, "You will enjoy four years at Franklin Middle School." <sup>S</sup>
33. Walk right up to the woman at the window and hand her the ticket stub. <sup>0</sup>
34. The Tigers are talented; in fact, they won the state tournament two years in a row. <sup>S</sup>
35. The actors presented scenes from *Our Town* for us. <sup>0</sup>
36. If Judy tells Dad about the broken glass, he will understand. <sup>S</sup>



**Lesson 26****Pronouns and Antecedents**

The noun or group of words that a pronoun refers to is called its **antecedent**. Be sure every pronoun agrees with its antecedent in number (singular or plural) and gender. The gender of a noun or pronoun may be masculine, feminine, or neuter (referring to things).

Puccini and Verdi wrote many great operas. **They** wrote **them** in Italian. (The plural pronoun *they* refers to *Puccini* and *Verdi*. The plural pronoun *them* refers to *operas*.)

Mary sent a letter to Aunt Fran. Mary sent **it** to **her**. (The singular pronoun *it* refers to *letter*. The singular pronoun *her* refers to *Aunt Fran*.)

► **Exercise 1** Draw an arrow from each italicized pronoun in the second sentence to its antecedent in the first sentence.

Norway has many mountains and fiords. *It* has little farmland.

1. Norway is a small country in northern Europe. *It* hosted the 1994 Winter Olympics.
2. Many people knew little about Norway before the Olympics. *They* learned more about *it* by watching the Olympics on television.
3. Much of Norway is covered by mountains. *They* make transportation difficult.
4. The Norwegians invented the sport of skiing. *They* often ski daily during the long winter.
5. Thousands of skiers participate in the annual Birkebeiner ski race. Many people consider *it* the world's toughest ski race.
6. Unlike the United States, Norway is a kingdom. *It* also has a prime minister.
7. Queen Sonja and King Haakon reign in Norway. *They* have little power but serve as symbols of the country.
8. Sonja Henie is a famous Norwegian figure skater. *She* won three Olympic gold medals.

9. Sonja Henie won the world figure skating championship ten years in a row. *She* practically made *it* her private property!
10. Sonja Henie won the title from 1927 to 1936. Many other skaters tried to beat *her* but were unsuccessful.
11. After an Olympic career, Sonja Henie made many movies. *They* were popular around the world.
12. Trygve Lie is another famous Norwegian. *He* was the first secretary general of the United Nations.
13. Trygve Lie was elected to the top post at the UN in 1946. *He* led *it* for seven years.
14. Sigrid Undset, a Norwegian author, wrote many novels. *They* often describe life in the Middle Ages.
15. In 1928 Undset won the Nobel Prize for literature. *It* is one of the world's most prestigious awards.
16. In northern Norway live the people known as Sami, or Lapp. *They* have raised reindeer for hundreds of years.
17. The ancestors of today's Norwegians were called Vikings. *They* lived from about A.D. 700 to A.D. 1200.
18. Vikings sailed the seas in sailboats with dragon heads for decorations. *They* were carved on the prow, or front, of the boats.
19. A famous Viking is Leif Ericsson. Many historians believe *him* to be the first European to land in North America.
20. Vikings left traces in Newfoundland and Canada. *They* called this area Vinland.

**Lesson 27****Using Pronouns Correctly**

Subject pronouns are used in compound subjects, and object pronouns are used in compound objects.

Deon and Lisa played chess. **He** and **she** played chess. (*He* and *she* form the compound subject.)

The game of chess interests Deon and Lisa. The game interests **him** and **her**. (*Him* and *her* form the compound object.)

Whenever the subject pronoun *I* or the object pronoun *me* is part of the compound subject or object, it should come last.

Deon and **I** went to a chess tournament. (not *I* and *Deon*)

Sometimes a noun and pronoun are used together for emphasis. The form of the pronoun depends on the function of the noun in the sentence.

**We** chess players study chess intently. (*Players* is the subject, so the subject pronoun *we* is used.)

That book is the most interesting to **us** chess players. (*Chess players* is the object of the preposition *to*, so the object pronoun *us* is used.)

Some sentences make incomplete comparisons. The forms of the pronoun can affect the meaning of such sentences. In any incomplete comparison, use the pronoun that would be correct if the comparison were complete.

Deon was more interested in chess than **she** (was).

Deon was more interested in chess than (he was interested in) **her**.

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

Deon's best friend is **he**.

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

(We, Us) athletes need your enthusiastic support.

1. Jan and (she, her) are our class representatives.
2. Are you going to come with Rudy and (I, me)?
3. The tallest player on the team is (he, him).
4. My sister always says (we, us) Kozlowskis stick together!
5. What did (they, them) do for their history project?

6. The award was given to Dale and (she, her).
7. If you ask (I, me), there's too much emphasis on winning.
8. Please give (she, her) the letter.
9. The president asked (we, us) citizens to make some sacrifices.
10. If you have any questions, talk to Ms. Ramirez or (I, me).
11. Stefan and Neil saw Aubra and (they, them) at the music store.
12. Were you and (she, her) interested in signing up for the Drama Club?
13. Let's divide the assignment between you and (we, us).
14. The winners of the science competition were Dorreen and (she, her).
15. We make a pretty good team, you and (I, me).

► **Exercise 2** Complete each sentence by writing in the blank a pronoun of the type indicated. There may be more than one correct answer for each item. **Accept any personal pronoun if its form is correct. Sample answers are given.**

The coach will give the players and them the details later. (object)

1. Dad bought us kids a camera. (object)
2. We members of the park committee are very proud of our work. (subject)
3. Did you and she see the soccer game? (subject)
4. I don't understand why no one will help you or me. (object)
5. Why didn't Nicole and she try out for the musical? (subject)
6. You are much more patient than I. (subject)
7. The last ones to finish were she and I. (subject)
8. It is not a really difficult course. (subject)
9. We returned our applications to him and her. (object)
10. Do my parents and I need to sign the form in two places? (subject)
11. When I approached the squirrel, it scampered away. (subject)
12. The conductor will need an assistant, either him or me. (object)
13. The woman was standing right behind Don and me in the line. (object)
14. They and we are going to meet in the semifinal. (subject)
15. You can sit with us freshmen if you want. (object)

**Lesson 28****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 they may stand alone.

**His** bike was stolen. The bike was **his**.

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

An **indefinite pronoun** does not refer to a particular person, place, or thing. The indefinite pronouns *all*, *any*, *most*, *none*, and *some* can be singular or plural depending on the phrase that follows. When an indefinite pronoun is used as the subject of a sentence, the verb must agree with it in number.

**Everyone attends** the weekly assemblies. (singular)

**Several look** forward to them very much. (plural)

**Most** of the assembly **is** interesting to the students. (singular)

**Most** of the assemblies **are** in the afternoon. (plural)

**COMMON INDEFINITE PRONOUNS**

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

► **Exercise 1** Underline the correct pronoun in parentheses. In the blank identify the pronoun as *poss.* (possessive) or *ind.* (indefinite).

ind. (Most, One) of the greatest Chinese explorers was Chang Ch'ien.

poss. 1. Chang Ch'ien lived during the second century B.C. in China and was an officer in (its, others) army.

poss. 2. (Yours, His) explorations helped the Han dynasty to flourish.

poss. 3. (Its, Some) emperor at the time, Wu-Ti, sent him on many missions.

poss. 4. During (his, my) lifetime, China was invaded by the Huns, a fierce warrior people.

ind. 5. Finally, the Chinese emperor, Wu-ti, decided that (something, several) had to be done about the marauding Huns.

poss. 6. Wu-ti knew that China needed an ally in (its, either) fight against the Huns.

- poss. 7. (My, His) choice was a people called the Yueh-chih from central Asia.
- ind. 8. (Few, Either) knew the exact location of the Yueh-chih.
- ind. 9. To find them, (somebody, their) would have to undertake a dangerous search through unknown country.
- poss. 10. China was a large kingdom, but (its, much) western border had not been completely explored.
- poss. 11. To protect (neither, his) kingdom, an earlier emperor, Shih Huang-ti, had built the Great Wall, four thousand miles long.
- ind. 12. Although the Great Wall was able to slow down the invading Hun army, (nothing, either) could keep them out completely.
- ind. 13. Emperor Wu-ti chose Chang Chien, (one, others) of his best and bravest officers, to lead the dangerous mission.
- poss. 14. Along with one hundred soldiers and precious gifts for the Yueh-chih king, Chang Ch'ien and his party began (her, their) journey.
- ind. 15. However, as soon as they passed the Great Wall on their way west, they were attacked by Huns and almost (everybody, nothing) was killed.
- poss. 16. Chang himself spent ten years as a prisoner but learned much about (its, his) captors while planning his escape.
- ind. 17. When Chang finally escaped, he traveled west, where (several, few) had ever gone before.
- poss. 18. He crossed the vast and deadly Gobi, with (its, their) broiling heat and bitter cold, and traveled almost ten thousand miles!
- ind. 19. He explored areas of present-day Afghanistan and Tibet, heard of faraway civilizations in Persia, India, and even Rome, and learned (everybody, much) that would prove valuable to Emperor Wu-ti.
- poss. 20. At last in 126 B.C., twelve long years after (their, his) departure, Chang returned to the emperor's court, where he was welcomed as a great hero and given the title of the Great Traveler.

**Lesson 29****Pronouns: Reflexive and Intensive**

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

The cat saw **itself** in the mirror. We helped **ourselves** to apples.

**REFLEXIVE PRONOUNS**

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

An **intensive pronoun** emphasizes a noun or pronoun already named.

The president **herself** couldn't be prouder. We **ourselves** have not yet decided.

► **Exercise 1** Place a check (✓) next to the sentence in each pair that correctly uses a reflexive or intensive pronoun.

\_\_\_\_\_ Myself made this quilt.

✓ \_\_\_\_\_ I made this quilt myself.

1. ✓ \_\_\_\_\_ They didn't give themselves enough time to do the job.

\_\_\_\_\_ They didn't give theirselves enough time to do the job.

2. \_\_\_\_\_ The fouled-out player pointed to hissself and asked, "Who, me?"

✓ \_\_\_\_\_ The fouled-out player pointed to himself and asked, "Who, me?"

3. \_\_\_\_\_ She found himself in the middle of a dark forest.

✓ \_\_\_\_\_ She found herself in the middle of a dark forest.

4. ✓ \_\_\_\_\_ The governor herself presented the citation.

\_\_\_\_\_ The governor she presented the citation.

5. ✓ \_\_\_\_\_ Thomas's cat injured itself when it fell off the roof.

\_\_\_\_\_ Thomas's cat injured it when it fell off the roof.

6. \_\_\_\_\_ The hungry soldiers helped theirselves to the farmer's apples.

✓ \_\_\_\_\_ The hungry soldiers helped themselves to the farmer's apples.

7. \_\_\_\_\_ Mr. Banks offered to make the reservations hissself.

☒ Mr. Banks offered to make the reservations himself.

8. \_\_\_\_\_ Yourselves agree with the decision, don't you?

☒ You yourselves agree with the decision, don't you?

9. ☒ The story itself seemed like a fairy tale come true!

\_\_\_\_\_ The story it seemed like a fairy tale come true!

10. \_\_\_\_\_ The soccer players improved them through hard work.

☒ The soccer players improved themselves through hard work.

11. ☒ The Russians themselves have become our allies.

\_\_\_\_\_ The Russians and themselves have become allies.

12. \_\_\_\_\_ Myself was completely confused by the question.

☒ I myself was completely confused by the question.

13. \_\_\_\_\_ My best friend herself was accepted in the honors program.

☒ My best friend herself was accepted in the honors program.

14. ☒ We ought to be proud of ourselves for doing the right thing.

\_\_\_\_\_ We ought to be proud of ourself for doing the right thing.

15. ☒ My brother is a good tennis player himself.

\_\_\_\_\_ My brother is a good tennis player herself.

► **Exercise 2** Complete each sentence by filling in a reflexive or intensive pronoun. In the blank write *R* if the pronoun you wrote is reflexive. Write *I* if it is intensive.

  I   The movie   itself   was unbelievably good!

  I   1. We built the whole model   ourselves  .

  R   2. I knew the dog had fleas because it was always scratching   itself  .

  I   3. She   herself   is the owner of the gas station.

  R   4. You boys will have to ask   yourselves   that question.

  I   5. They   themselves   gave us the good news.

  I   6. We   ourselves   found homes for the abandoned kittens.

  I   7. I decided to try to score the winning goal   myself  .

  I   8. Without oxygen, life   itself   would not be possible.



**Lesson 30****Pronouns: Interrogative and Demonstrative**

An **interrogative pronoun** is used to introduce an interrogative sentence. The interrogative pronouns are *who*, *whose*, *whom*, *which*, and *what*. *Who* is used when the interrogative pronoun is the subject of the sentence. *Whom* is used when the interrogative pronoun is the object of a verb or preposition.

**Who** saw the accident? (subject)    **Whom** did the driver hit? (direct object)  
 To **whom** did the police officer give a ticket? (object of a preposition)  
 That's a beautiful dog. **Whose** is it? (shows possession)  
**What** bothers you? **Which** of those cassettes is it?

A **demonstrative pronoun** is one that points out something. The demonstrative pronouns are *this*, *that*, *these*, and *those*.

**This** is a lovely painting. (singular, refers to something nearby)  
**These** are lovely paintings. (plural, nearby)  
**That** is a tall building. (singular, refers to something at a distance)  
**Those** are tall buildings. (plural, at a distance)

► **Exercise 1** Underline each interrogative pronoun. Circle each demonstrative pronoun.

Who will volunteer for this?

1. Whom did you see behind the curtain?
2. I think this looks best on her.
3. Which is the Grand Champion ewe?
4. Who ate the last piece of cake?
5. That isn't my backpack!
6. What are Jeff and Kevin talking about?
7. Those are really cool shoes.
8. Whose is the yellow house on Vine Street?
9. I think I'll take four of these.
10. Which of you would like to go bowling?
11. This will do nicely, I think.
12. What is your answer for the last question?

13. That is a plan I fear will never work!

14. Whose is this?

15. I'd love to have a pair of those.

16. Who is at the front door?

17. I'm sorry, these are not for sale.

18. Which is the tape you want to buy?

19. From whom did you get that?

20. What is happening here?

► **Exercise 2** Complete each sentence by writing a pronoun of the type indicated.

What is your favorite after-school snack? (interrogative)

1. This or That is the best pizza I've ever eaten! (demonstrative)

2. Who is the architect of that building? (interrogative)

3. To whom did you lend your raincoat? (interrogative)

4. Whose is that green mountain bike? (interrogative)

5. I don't think this or that is a good idea! (demonstrative)

6. Whose boots are these or those? (demonstrative)

7. Who was elected club treasurer? (interrogative)

8. Give these or those to David because he was looking for them. (demonstrative)

9. Whom are you going to meet on Saturday? (interrogative)

10. Whose are those computer printouts? (interrogative)

11. Which of the candidates do you support? (interrogative)

12. Who will be at the party tonight? (interrogative)

13. What does she mean by that? (interrogative)

14. Those are my parents standing over there. (demonstrative)

15. Which should I choose? (interrogative)

16. This or That is probably my favorite color. (demonstrative)

17. Whose is that set of tools on the bench? (interrogative)

18. By whom is that symphony? (interrogative)



## Unit 4 Review

► **Exercise 1** Underline each pronoun. Above each pronoun write *per.* (personal), *poss.* (possessive), *ind.* (indefinite), *ref.* (reflexive), *int.* (intensive), *inter.* (interrogative), or *dem.* (demonstrative).

*inter.* *per.* *poss.*  
What do I smell coming from your kitchen?

- Dana laughed hysterically when *per.* she saw *ref.* herself in the fun-house mirror.
- poss.* My uncle owns *poss.* his own engine repair shop.
- ind.* *dem.* Many of those were stale.
- ind.* Each of the items on the menu sounds delicious.
- per.* *int.* I myself will finish *dem.* this tomorrow.
- dem.* That will be *ind.* something to see!
- per.* They consider *ref.* themselves better than *per.* we are.
- inter.* Who is coming to *poss.* your graduation party?
- per.* *int.* You yourself won't be able to decide *ind.* anything.
- per.* We can't do *ind.* anything about *poss.* his refusal to help.
- per.* I heard *ind.* several of *per.* them scurrying under a rock.
- dem.* That is *poss.* theirs, so *per.* you had better not touch *per.* it.
- Please send *dem.* these to the McDaniels when *per.* you have time.
- inter.* Whose are *dem.* those?
- per.* I will tell *per.* you *dem.* this.
- per.* *int.* We ourselves must keep a secret and tell *ind.* no one about *per.* it.
- ind.* If anyone moves, *per.* she will be really angry.
- per.* I am telling *per.* you I saw *per.* them in Smuggler's Cove around midnight!

## Cumulative Review: Units 1–4

► **Exercise 1** Write *S* in the blank for each group of words that is a sentence, and write *F* for each fragment. For each sentence, draw one line under the complete subject and two lines under the complete predicate.

- S        My neighbor, Trisha, plays the piano and the flute.
- F        1. The delivery truck up the street.
- S        2. The large parking lot across the street was filled.
- S        3. The Great Wall of China, nearly four thousand miles long, was built entirely  
by hand.
- S        4. One of the visiting students told of his experiences in Thailand.
- F        5. Hastened quickly up the maple tree in our backyard.
- S        6. The office building was once a schoolhouse.
- S        7. My favorite celebrity, Oprah Winfrey, is an inspiration to many.
- F        8. The rustic lodge at the foot of the scenic mountain.
- F        9. Designed by several architects.
- S        10. The first Texas Rangers were hired by settlers to protect them against attacks.

► **Exercise 2** Underline each pronoun. Above each pronoun write *per.* (personal), *poss.* (possessive), *ind.* (indefinite), *ref.* (reflexive), *int.* (intensive), *inter.* (interrogative), or *dem.* (demonstrative).

- per.      poss.  
She opened their gift last night.
- poss.      ind.      poss.  
1. My aunt knows everyone in her neighborhood.
- per.      per.      poss.  
2. He helped us rehearse our lines for the school play.
- inter.      per.      dem.  
3. With whom did you get in touch about that?
- per.      int.  
4. You yourself should enter the contest.
- ref.  
5. The skunk defends itself by spraying a foul-smelling liquid.
- dem.      ind.  
6. This seems riper than the others.

## Unit 5: Adjectives and Adverbs

### Lesson 31

### Adjectives

An **adjective** modifies, or describes, a noun or a pronoun. An adjective provides information about the size, shape, color, texture, feeling, sound, smell, number, or condition of a noun or a pronoun.

**Brown** wrens sometimes build nests above **front** doors.

Most adjectives come before the words they modify. A **predicate adjective** follows a linking verb and modifies the noun or pronoun that is the subject of the sentence.

The clerks in this store are **polite** and **friendly**.

The present participle and past participle forms of verbs may be used as adjectives and predicate adjectives.

A **barking** dog kept me awake all night. (present participle)

The crowd was **excited**. (past participle)

► **Exercise 1** Underline each adjective. Draw an arrow to the noun or pronoun it modifies.

Common ants are fascinating insects.

1. Ants are social insects that live in organized colonies.

2. Female ants are either queen ants or worker ants.

3. Male ants mate with young queens and live very short lives.

4. Queens live several years and lay numerous broods of eggs.

5. Ants are also extremely strong and energetic.

6. They are industrious and build structured nests.

7. To do this, they use two sets of powerful jaws that allow them to chew, to dig, and to carry large objects.

8. Ant nests often have several rooms with connecting tunnels.
9. Communication is essential in such complex societies.
10. Ants have interesting ways to share information.
11. Elbowed antennae are extremely active and sensitive; they serve as sense organs for touch and smell.
12. When two ants meet, they rely on antennae to determine if they are nestmates or enemies.
13. If they discover they are true nestmates, they touch mouths and pass on stored chemicals and stored food.
14. Various chemicals give ants full "reports" on colony conditions.
15. Received information then directs behaviors of individual ants.

► **Exercise 2** Complete each sentence by writing an adjective in the blank. You may use a present or past participle form of a verb in some sentences. **Answers will vary.**

An excited swarm of bees buzzed around the lumbering bear.

1. In the spring we see many interesting insects in our yards.
2. The honey bee is a very useful insect.
3. In springtime honey bees visit the fragrant blossoms of plants.
4. They make delicious honey from the flowers' nectar.
5. Butterflies, like honey bees, help pollinate spring flowers.
6. Some butterflies, such as the monarch, migrate long distances from the northern United States or Canada to California, Florida, or Mexico.
7. A butterfly's colorful wings delight people of all ages.
8. Another appealing insect with pretty wings is the ladybug.
9. Ladybugs are cute because of their bright color and spots.
10. Ladybugs are useful to farmers because they control harmful pests.

**Lesson 32****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. Use *a* before words beginning with a consonant sound, and use *an* before words beginning with a vowel sound.

**a** film      **a** bicycle      **a** union      **an** omelet      **an** honor

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

**The** river had flooded **the** nearby fields.

► **Exercise 1** Write in the blank the indefinite article that comes before each word or words.

an invigorating hike

an 1. arch

a 11. vast empire

a 2. scientific experiment

an 12. honest mistake

an 3. infection

an 13. emotional response

a 4. world atlas

a 14. herd of goats

an 5. art exhibit

an 15. individual

an 6. underground passage

an 16. hour-long film

an 7. inside pitch

an 17. X ray

a 8. ball of yarn

an 18. application form

an 9. avid fan

an 19. egg yolk

a 10. clever invention

a 20. university

A **proper adjective** is formed from a proper noun and always begins with a capital letter. In some cases a proper noun keeps the same form when used as a proper adjective.

**April** is my favorite month. I enjoy **April** showers.

In other cases, as with names of places, the proper adjective often adds one of the endings listed below. For those not listed, you may need to consult a dictionary.

ENDING	PROPER ADJECTIVE
-an	American, Texan, German, Tibetan, Mexican, Ohioan, Guatemalan, Moroccan, Alaskan, African, Minnesotan
-ese	Chinese, Japanese, Sudanese, Taiwanese, Portuguese, Lebanese
-ian	Canadian, Italian, Brazilian, Californian, Russian, Asian, Australian, Nigerian, Arabian, Egyptian, Austrian, Indian, Bolivian, Floridian
-ish	Spanish, Irish, Turkish, English, Polish

► **Exercise 2** Rewrite each group of words by changing the proper noun to a proper adjective. Change the article if necessary.

a suit from Italy an Italian suit

- a skier from Austria an Austrian skier
- a heat wave in August an August heat wave
- the flag of Lebanon the Lebanese flag
- a tour of Alaska an Alaskan tour
- a river in Asia an Asian river
- the ambassador from Turkey the Turkish ambassador
- a poem from Japan a Japanese poem
- a birthday in November a November birthday
- a writer from Mexico a Mexican writer
- a rug from Egypt an Egyptian rug
- a painting from China a Chinese painting
- the visitor from Morocco the Moroccan visitor
- a meeting on Monday a Monday meeting
- a monk from Tibet a Tibetan monk
- a student from Taiwan a Taiwanese student



**Lesson 33****Comparative and Superlative Adjectives**

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 adjectives of one syllable and some of two syllables, *-er* and *-est* are added to form the comparative and superlative.

Comparative: Brazil is **bigger** than Venezuela.

Superlative: Brazil is the **biggest** country in South America.

For most adjectives of two or more syllables, the comparative or superlative is formed by adding *more* or *most* before the adjective. Never use *more* or *most* with adjectives that already end with *-er* or *-est*.

Comparative: Marco is **more adventurous** than Kuan.

Superlative: Pete is the **most adventurous** of all.

Some adjectives have irregular comparative forms.

ADJECTIVE	COMPARATIVE	SUPERLATIVE
good, well	better	best
bad	worse	worst
many, much	more	most
little (amount)	less	least
little (size)	littler	littlest

► **Exercise 1** Write **C** in the blank if the sentence is correct and **I** if the sentence is incorrect.

- I   The bestest vacation Sandra ever took was a trip to Wyoming.
- I   1. She visited Yellowstone National Park, the most old national park in the world.
- C   2. It is also the largest park in the United States.
- C   3. Of all the U.S. parks, Yellowstone has the most extensive wildlife preserve.
- I   4. The park has much natural wonders that are amazing to behold.
- I   5. Among the park's better attractions are huge canyons, cascading waterfalls, and clear blue lakes.
- I   6. There are most geysers and hot springs than any other place in the world.
- C   7. Geysers are one of nature's most interesting phenomena.
- C   8. Geysers make a most spectacular display as they roar high above the ground.

- I 9. While there are over two hundred geysers in Yellowstone, some shoot water more high than others.
- I 10. Some erupt oftener than others.
- I 11. Old Faithful is famouser than the other geysers in the park.
- C 12. It spurts a stream of hot steaming water higher than one hundred feet into the air.
- C 13. This most splendid geyser erupts from every half hour to every two hours.
- I 14. For many visitors of Yellowstone, seeing Old Faithful is their funnest memory of the park.
- I 15. After seeing Old Faithful, Sandra understood more well how the term *geyser* came from the Icelandic word *geysir*, which means “to rush forth.”

► **Exercise 2** Complete each sentence by writing in the blank the correct comparative or superlative form of the adjective indicated.

- Yellowstone is the most beautiful park I’ve ever seen. (beautiful)
- In 1872 Congress established Yellowstone National Park, the oldest national park in the world. (old)
  - The United States has more than fifty national parks. (many)
  - The best known include Yellowstone in Wyoming, the Grand Canyon in Arizona, Yosemite in California, and Great Smoky Mountain in Tennessee and North Carolina. (well)
  - The national park system also includes many parks less famous than these four. (famous)
  - The national park system protects some of this country’s most intriguing natural areas. (intriguing)
  - The Everglades in Florida is the largest subtropical wilderness in the United States. (large)
  - Denali National Park in Alaska is the site of the nation’s highest mountain, Mount McKinley. (high)
  - While a few of the national parks are near cities, most parks are far from big towns. (many)
  - Not surprisingly, those parks that are nearest to population centers receive the most visitors. (near, many)
  - Among the most crowded parks are Great Smoky Mountain and Acadia. (crowded)

**Lesson 34****Demonstratives**

**Demonstrative adjectives** point out something and describe nouns by answering the question *which one?* or *which ones?* The words *this*, *that*, *these*, and *those* are demonstrative adjectives when they describe nouns. *This* and *that* describe singular nouns. *These* and *those* describe plural nouns.

*This*, *that*, *these*, and *those* can also be used as **demonstrative pronouns**. They are pronouns when they take the place of nouns.

**DEMONSTRATIVE ADJECTIVES**

**This** book is exciting.

I enjoy **these** types of stories.

**That** plot is convincing.

She writes **those** kinds of books.

**DEMONSTRATIVE PRONOUNS**

**This** is an exciting book.

I enjoy **these**.

**That** is a realistic setting.

Our class liked reading **those**.

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

Did Bella find (that, those) missing shoes?

1. (This, These) window needs to be repaired.
2. (Those, That) man must be over seven feet tall!
3. Did Ashley say she was bringing (this, those) kinds of cookies?
4. I believe (these, this) is what you're looking for.
5. Would you please see that Serafina gets (those, that) reports?
6. I think (these, this) plan of yours is quite practical.
7. (Those, These) animals over there are llamas.
8. Not just anyone can do (this, these) job, you know.
9. Does everyone in the class wear (that, those) kinds of shoes?
10. You often see (this, these) kind of movie during the holiday season.
11. The Computer Club adviser said that (these, this) keyboards were easier to use than the old ones.
12. (That, This) pass was way over his head!
13. How about (them, those) '49ers!

14. The speaker said that this, these) product is the wave of the future.
15. (These, This) types of illnesses are not common anymore.
16. I didn't really care for (those, them) remarks.
17. (These, This) rose is lighter in color than that one.
18. (Those, Them) rocks contain iron pyrite.
19. (These, This) application form is not complete.
20. (That, Those) hat she's wearing is a little bit unusual.

► **Exercise 2** Underline each demonstrative adjective. Circle each demonstrative pronoun.

This appears to be the lid for that box.

1. Please give them these tickets.
2. Have you been to that new CD and tape store at the mall?
3. The doctor said to take one teaspoon of this twice a day.
4. These are not the right parts.
5. Those new videotapes aren't tracking properly.
6. That speedboat is the fastest on the river.
7. Those are not the runners who finished near the front of the pack.
8. This old clarinet squeaks whenever I try to play it.
9. These cows give more milk than any other type.
10. Without a doubt, this is the best campsite we've had yet.
11. That is a wonderful idea!
12. My mother heard those women speaking Swahili.
13. If you eat any more of those, you'll get a stomachache.
14. These were on the top shelf to the left.
15. That girl by the door has a twin sister.
16. We'll never make it to Denver in this beat-up car.
17. Those boots leak because the rubber has cracked.
18. That was the pony she rode during the fair.

## Lesson 35

# Adverbs

An **adverb** modifies, or describes, a verb, an adjective, or another adverb. When modifying an adjective or another adverb, an adverb usually comes before the word. When modifying a verb, an adverb can occupy different positions in the sentence.

The woman walked **slowly**. (modifies a verb)

**Extremely** cold weather can be dangerous. (modifies an adjective)

It snows **very** often in November. (modifies another adverb)

An adverb may tell *when*, *where*, or *how* about a verb. It may also tell to *what extent* a quality exists. This kind of adverb is called an **intensifier**. *Very*, *too*, *rather*, *quite*, and *almost* are intensifiers.

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

► **Exercise 1** Draw an arrow from each adverb to the word it modifies. In the blank, write *V* if the adverb modifies a verb, *adj.* if it modifies an adjective, or *adv.* if it modifies another adverb. A sentence may have more than one adverb.

- V, adj.      Lena and Trent thoroughly enjoyed the truly vigorous hike.
- V      1. When hiking in the American West, you must proceed carefully.
- V      2. People walking in rocky areas sometimes come across rattlesnakes.
- adj.      3. Some people are quite afraid of snakes.
- V, adj.      4. If not provoked, rattlesnakes are not very dangerous.
- adv., V      5. All rattlesnakes are poisonous, but they bite people relatively rarely.
- V      6. People often find rattlesnakes in dry, rocky areas.
- adj.      7. They are particularly numerous in the Southwest.
- V      8. However, they also exist in the eastern part of the country.

For item 4 *not* may be construed as modifying *very*, an adverb.

- V   9. Surprisingly, the largest rattler is native to the East.
- V   10. The eastern diamondback rattlesnake lives there.
- adj.  11. Practically all eastern diamondbacks live on the southeast coast, from North Carolina to Florida.
- adj.  12. This largest of rattlers can grow to almost eight feet!
- V   13. Rattlesnakes have adapted well to their environment.
- V   14. A snake's body temperature depends entirely on the temperature of the air around it.
- V   15. If the temperature drops quickly, a rattlesnake can die.
- V   16. Snakes will often lie in the sun to get warm.

► **Exercise 2** Complete each sentence by writing an adverb in the blank. **Answers will vary.**

Emilio and Zina will meet us at the zoo later.

- Rattlers, like all snakes, are greatly misunderstood.
- Snakes are often killed because so many people have a fear of them.
- Some people wrongly assume that snakes are evil.
- Actually, all snakes, including poisonous ones, are frightened of people.
- When hiking in rattlesnake country, simply follow a few safety rules.
- Look carefully before you step into bushes or behind rocks.
- Before you put your hand on a ledge, look carefully.
- Always wear leather boots when you are hiking in rattlesnake country.
- Rattlers are unable to bite hard enough to penetrate boot leather.
- Never try to chase or pick up a snake.
- If you see a rattlesnake, walk away from it.
- Finally, carry a first-aid kit.

**Lesson 36****Comparative and Superlative Adverbs**

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

Comparative: She records the experiment **more accurately** than he does.  
Alicia studied **harder** than Rex did.

Superlative: She recorded the experiment **most accurately** of all the students.  
Alicia studied **hardest** of all.

Some important adverbs have irregular comparative and superlative forms.

ADVERB	COMPARATIVE	SUPERLATIVE
well	better	best
badly	worse	worst
little (amount)	less	least

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

Jarrett sings **less well**. Amie sings **least rhythmically** of all.

► **Exercise 1** Fill in each blank with the correct form of the adverb.

ADVERB	COMPARATIVE	SUPERLATIVE
swiftly	<u>more swiftly</u>	<u>most swiftly</u>
1. easily	<u>more easily</u>	<u>most easily</u>
2. <u>rapidly</u>	more rapidly	<u>most rapidly</u>
3. <u>far</u>	farther	<u>farthest</u>
4. <u>well</u>	<u>better</u>	best
5. <u>dangerously</u>	<u>more dangerously</u>	most dangerously
6. fast	<u>faster</u>	<u>fastest</u>
7. neatly	<u>more neatly</u>	<u>most neatly</u>
8. <u>happily</u>	<u>more happily</u>	most happily

9. badly	<u>worse</u>	<u>worst</u>
10. straight	<u>straighter</u>	<u>straightest</u>
11. recklessly	<u>more recklessly</u>	<u>most recklessly</u>
12. <u>truly</u>	<u>more truly</u>	most truly
13. <u>incredibly</u>	more incredibly	<u>most incredibly</u>
14. often	<u>more often</u>	<u>most often</u>
15. <u>little</u>	<u>less</u>	least
16. <u>proudly</u>	<u>more proudly</u>	most proudly
17. <u>closely</u>	more closely	<u>most closely</u>
18. <u>fully</u>	<u>more fully</u>	most fully
19. soon	<u>sooner</u>	<u>soonest</u>
20. <u>quickly</u>	more quickly	<u>most quickly</u>

► **Exercise 2** Complete each sentence by writing in the blank the correct form, comparative or superlative, of the adverb in parentheses.

I sat closer to the window than Stuart did. (close)

- That's the fastest I've ever seen our cat run! (fast)
- Tornadoes occur more often in the Midwest and Plains states than in other areas of the country. (often)
- Mandy performed better in the gymnastics meet than Robert did. (well)
- The soprano section sings most strongly of all. (strongly)
- Talk more loudly so we can hear you! (loudly)
- I'm sure she did worse on the math test than I did. (badly)
- The DeAngelos had to walk farthest of all to school. (far)
- Spot approached the food dish less enthusiastically than the hungry stray did. (enthusiastically)
- No one was running around more frantically than Lisa! (frantically)
- My brother plays that blues song best of all. (well)



**Lesson 37****Using Adverbs and Adjectives**

**Adverbs** and **adjectives** are often confused, especially when they appear after verbs. A predicate adjective follows a linking verb. An adverb follows an action verb.

The teachers in our school are **enthusiastic**. (adjective describing *teachers*)  
Teachers in our school must work **hard**. (adverb describing *work*)

The words *bad*, *badly*, *good*, and *well* can be confusing. *Bad* and *good* are adjectives. They are used after linking verbs. *Badly* and *well* are adverbs. They describe action verbs. When used after a linking verb to describe a person's health, *well* is an adjective.

**ADJECTIVE**

This movie is **bad**.  
The popcorn is **good**.  
I don't feel very **well**.

**ADVERB**

The actors performed **badly**.  
The seats recline **well**.

People also confuse *real* and *really*, *sure* and *surely*, and *most* and *almost*. *Real*, *sure*, and *most* are adjectives. *Really*, *surely*, and *almost* are adverbs.

**ADJECTIVE**

Skating is a **real** workout.  
A skater needs **sure** feet.  
**Most** skaters are careful.

**ADVERB**

Skating is **really** fun.  
To go fast is **surely** the most fun.  
I **almost** never fall.

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

Jordan's (sure, surely) delivery guaranteed the success of his speech.

1. Josh had (most, almost) completed the lifesaving class at the YMCA.
2. We didn't do too (bad, badly), all things considered.
3. Learning bird songs and calls is a (good, well) way to identify them.
4. My geometry test is today, and I don't feel very (well, good).
5. Janelle was (real, really) glad to hear from them.
6. Always walk (quiet, quietly) in the woods in case you come upon some deer.
7. (Sure, Surely), he isn't serious about dropping out of the Camera Club!
8. All the staff members felt this issue of the paper turned out fairly (good, well).

9. (Most, Almost) guitars have six strings, but some have twelve.
10. Making the yearbook staff is a (real, really) accomplishment.
11. That group of kids is so (loud, loudly) I can barely hear the film.
12. The coach said the team played just (good, well) enough to win.
13. She seemed very (sure, surely) of herself when she walked into the classroom.
14. Kari finished the quiz (most quick, most quickly) of all.
15. The baby ducklings (ready, readily) took to the water.
16. The nurse took her temperature after noticing she didn't look very (good, well).
17. Tina wanted very (bad, badly) to make the softball team.
18. Pete was (most, almost) finished with lunch when I arrived.
19. The plan is (possible, possibly) to carry out, although it will be quite risky.
20. I (sure, surely) will not go there with you!
21. The twelfth of November last year was (real, really) chilly.
22. Luis tried to look at his chances (realistic, realistically).
23. Frankly, this Chinese food doesn't taste (good, well) to me.
24. The judges felt his singing was (more beautiful, more beautifully) than Ellen's.
25. They're not (sure, surely) they'll be able to participate in the math contest.
26. The sound quality at that concert was very (bad, badly).
27. My dad looked (real, really) happy when we gave him his present.
28. Marianne was (extreme, extremely) surprised when she heard who had called her.

► **Writing Link** Write a short paragraph about your favorite extracurricular activity. Include several adjectives and adverbs.

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**Lesson 38****Avoiding Double Negatives**

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

**CONTRACTIONS WITH NOT**

is not=isn't	will not=won't	do not=don't	had not=hadn't
was not=wasn't	cannot=can't	did not=didn't	would not=wouldn't
were not=weren't	could not=couldn't	have not=haven't	should not=shouldn't

Other negative words are listed below. Each negative word has several opposites. These are **affirmative words**, or words that show the idea of “yes.”

NEGATIVE	AFFIRMATIVE	NEGATIVE	AFFIRMATIVE
never	ever, always	no one	everyone, someone
nobody	anybody, somebody	nothing	something, anything
none	one, all, some, any	nowhere	somewhere, anywhere

Be careful to avoid using two negative words together in the same sentence. This is called a **double negative**. Correct a double negative by removing one of the negative words or by replacing one with an affirmative word.

Incorrect: That isn't no beautiful sofa.

Correct: That isn't a beautiful sofa.      That is no beautiful sofa.

► **Exercise 1** Place a check next to the sentence in each pair that is correct.

\_\_\_\_\_ Soto hasn't never saved that amount of money.

☒ Soto hasn't ever saved that amount of money.

\_\_\_\_\_ 1. I haven't never met my great-grandfather because he lives in Korea.

☒ I haven't ever met my great-grandfather because he lives in Korea.

☒ 2. You can't go anywhere in New York City without seeing tall buildings.

\_\_\_\_\_ You can't go nowhere in New York City without seeing tall buildings.

☒ 3. He didn't do anything about that cut on his arm.

\_\_\_\_\_ He didn't do nothing about that cut on his arm.

\_\_\_\_\_ 4. It wasn't no big deal when we won the game.

☒ It was no big deal when we won the game.

- \_\_\_\_\_ 5. My guinea pig wouldn't eat none of his lettuce.  
 ✓ \_\_\_\_\_ My guinea pig wouldn't eat any of his lettuce.
- \_\_\_\_\_ 6. Mr. Jankowski could find no one to operate the VCR.  
 \_\_\_\_\_ Mr. Jankowski couldn't find no one to operate the VCR.
- \_\_\_\_\_ 7. Don't worry, it isn't anything important.  
 \_\_\_\_\_ Don't worry, it isn't nothing important.
- \_\_\_\_\_ 8. The detective shouted, "Don't nobody move!"  
 ✓ \_\_\_\_\_ The detective shouted, "Don't anybody move!"
- \_\_\_\_\_ 9. The family shopping for a car said they weren't interested in nothing too expensive.  
 ✓ \_\_\_\_\_ The family shopping for a car said they weren't interested in anything too expensive.
- \_\_\_\_\_ 10. A person shouldn't ever eat wild mushrooms without checking if they're safe.  
 \_\_\_\_\_ A person shouldn't never eat wild mushrooms without checking if they're safe.

► **Exercise 2** Complete each sentence by filling in a word that makes a correct negative sentence. **Answers may vary.**

- Greg \_\_\_\_\_ **couldn't** \_\_\_\_\_ have known someone planned a surprise party.
- There isn't \_\_\_\_\_ **any** \_\_\_\_\_ paper in the copier.
  - We couldn't find \_\_\_\_\_ **anyone** \_\_\_\_\_ to be the ninth player on our softball team.
  - \_\_\_\_\_ **Nothing** \_\_\_\_\_ can take the place of the photo I lost.
  - They divided the pizza, but I didn't get \_\_\_\_\_ **any** \_\_\_\_\_.
  - Our team \_\_\_\_\_ **hadn't** \_\_\_\_\_ ever beaten the Chargers until today.
  - I really don't want \_\_\_\_\_ **anybody** \_\_\_\_\_ fooling around with my stereo.
  - I \_\_\_\_\_ **would** \_\_\_\_\_ be nowhere without the help of my parents.
  - You're wasting your time, Xenon—I \_\_\_\_\_ **will** \_\_\_\_\_ tell you nothing!
  - The weather forecaster promised there \_\_\_\_\_ **would** \_\_\_\_\_ be no rain today.
  - The witness claimed she \_\_\_\_\_ **had** \_\_\_\_\_ seen nothing at all.



## Unit 5 Review

► **Exercise 1** Complete each sentence by writing in the blank the type of word indicated in parentheses. **Answers will vary.**

- The pesky pooch shuffled softly across the dark room. (adverb)
- Lemurs and marmosets are among nature's most fascinating creatures. (adjective)
  - We decided to eat at a Mexican restaurant. (proper adjective)
  - Kasem and Rudy wore almost identical expressions of bewilderment. (adverb)
  - Hope will be more careful with that crystal vase than Jason was. (adjective, comparative form)
  - I suggest that you don't ever argue with them. (adverb)
  - The character in the book was on a TV show called *The* Restless *Hearts*. (adjective)
  - That float was the best in the entire parade. (definite article)
  - Those reptiles in that cage are called tuataras. (demonstrative adjective)
  - We don't usually eat ice cream for breakfast. (adverb)
  - That tree produces the sweetest cherries! (adjective, superlative form)
  - We couldn't find anybody to help us hang the mural. (affirmative word)
  - Siberia is a vast land of contrasts. (adjective)
  - I heard the sophisticated woman speaking with a French accent. (proper adjective)
  - Keenan learned the formulas more easily than Kara did. (adverb, comparative form)

## Cumulative Review: Units 1–5

► **Exercise 1** Draw one line under each noun and two lines under each verb.

Kyle and Steve buried themselves in their work.

1. The trees swayed majestically from side to side.
2. William prefers politics to football.
3. Each guest received a colorful collection of cards.
4. Deep red and white roses decorated the hall.
5. Joan wrote to her Russian friend twice a month.
6. This historic staircase has been renovated recently.
7. Aunt Clara cannot decide which lamp is best.
8. Obi will dedicate his next song to his mother.
9. The Kazuos donated three sets of encyclopedias to the local library.
10. The track team has been practicing for more than an hour.
11. Mr. Stanton plays racquetball at the sports club.
12. Rodolfo and Nicole will meet us in front of the restaurant.
13. Carmen bought her grandmother a beautiful sweater.
14. Many stars became visible above the clouds.
15. Florida boasts several tourist attractions.
16. Rashida invited everyone in our class to the celebration.
17. The crew of the ship spotted land this morning.
18. Before Tuesday, Matsue will have completed her report.
19. Goldfish briskly swam around the aquarium.
20. Visitors to the museum often enjoy the planetarium.
21. Versailles is the name of the palace that France built for Louis XIV.
22. Jules Verne wrote excellent science-fiction stories.
23. The school choir traveled to New York and performed at Carnegie Hall.
24. June is her favorite month of the year.

► **Exercise 2** Complete each sentence by writing in the blank the tense of the verb indicated in parentheses. Circle each pronoun.

Ayita hoped she would arrive in time to board the plane.

(past tense of *hope*)

1. The stack of papers will grow faster than Mr. Yee can read them.  
(future tense of *grow*)
2. Wait until they finish clearing the road. (present tense of *wait*)
3. The jury stayed at the hotel near that courthouse. (past tense of *stay*)
4. Both students have helped us before. (present perfect tense of *help*)
5. Her charm will have reached the entire audience by the end of her performance.  
(future perfect tense of *reach*)
6. Dr. Wilcox herself demonstrates the experiment. (present tense of *demonstrate*)
7. Timothy had wanted to canoe across the river before he saw how choppy the water was. (past perfect tense of *want*)
8. Apple and cherry pies were baking in the oven. (past progressive form of *bake*)
9. That seems to be a highly unlikely excuse. (present tense of *seem*)
10. Sada will teach anyone to play the piano. (future tense of *teach*)
11. Someone said that Ryan had given his autographed baseball to a sick friend. (past perfect tense of *give*)
12. The most valuable players of the game were Julio and he.  
(past tense of *be*)
13. The flower garden has contained more varieties than this.  
(present perfect tense of *contain*)
14. We are working on a new method of kite-flying. (present progressive form of *work*)
15. Renata and she painted the picket fence. (past tense of *paint*)

16. The clowns in the parade were smiling as they greeted the children. (past progressive form of *smile*)
17. Coach Rodriguez will have won more games than any coach in our school's history by the end of the season. (future perfect tense of *win*)
18. Ms. Kotlinski allowed herself plenty of time to drive to Canada. (past tense of *allow*)
19. Most of the trees in our neighborhood shed their leaves in October. (present tense of *shed*)
20. This has appeared to be the longest winter yet. (present perfect tense of *appear*)

► **Exercise 3** Draw one line under each adjective. (Ignore the articles *a*, *an*, and *the*.) Draw two lines under each adverb. Draw an arrow from each adjective or adverb to the word it modifies.

A playful squirrel ran quickly to the tree.

1. Julius joyfully delivered presents to eager nieces.
2. Falling snow already has covered the landscape.
3. Church bells rang merrily.
4. The humble director graciously accepted her two awards.
5. To please the young birds, the red cardinal went in search of food.
6. That music store hardly ever has what I am looking for.
7. Purple wildflowers danced in the spring breeze.
8. Light from the sun bathed the sandy beach sooner than we expected.
9. Neighbors often bring me marvelous apples.
10. Grandmother served a delicious meal of wedding soup and manicotti.
11. The soccer team almost won a difficult game.
12. She carefully chose a new piece of jewelry.



## Unit 6: Prepositions, Conjunctions, and Interjections

### Lesson 39

### Prepositions and Prepositional Phrases

A **preposition** is a word that relates a noun or a pronoun to another word in a sentence. Prepositions of more than one word are **compound prepositions**.

The magazine **on** the table just arrived.

Darlene will perform the solo **instead of** Retta.

#### COMMONLY USED PREPOSITIONS

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

#### 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 preposition or compound preposition.

The development of flea markets in the United States is an outgrowth of the bazaar.

1. A bazaar is an Asian marketplace held inside the city.
2. Here, traders in small stalls or shops sell miscellaneous goods.
3. Some bazaars are located along a single, narrow street.
4. Others spread throughout a number of streets.
5. For example, there might be a street of coppersmiths beside two streets of booksellers.
6. One section could house a huge covered bazaar with four hundred shops.
7. The bazaar originated in early times.

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

8. During that period, it served for gossip and trade.
9. One city known for its colorful bazaars since ancient times is Istanbul, Turkey.
10. It is the only major city located on two continents—Asia and Europe.
11. Istanbul, called Constantinople from A.D. 330 to 1453, is Turkey's leading center of industry, trade, and culture.
12. Tourists visit the city to see its museums and palaces, along with its bazaars.
13. A lucky sightseer might find an antique beneath the many wares or trinkets at one of these unique shops.
14. Some shopkeepers might expect the tourist to bargain over the cost instead of paying a fixed price.
15. Aside from the large crowds, many one-of-a-kind items can be found throughout the bazaar-laden streets.

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**.

The pitcher **in the rear** is filled **with sweetened tea**.

► **Exercise 2** Draw one line under each prepositional phrase. Draw a second line under each object of the preposition.

Sadie Jenkins hired Heloise and me to clean the large shed behind her house.

1. After the discovery of many antiques, we suggested that she sell the items.
2. Three porcelain dolls and a wooden chess set of Renaissance design were among our best finds.
3. Mrs. Jenkins smiled at us and said that along with our pay we could have twenty percent of the money we generated.
4. Diving into our task with new enthusiasm, we searched through every box and container inside the shed.
5. When Dad contacted two antique dealers and told them about the dozens of items, they agreed to come to the house and make an offer.

**Lesson 40****Pronouns as Objects of Prepositions**

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

The burly man sang a lullaby to Karen. The burly man sang a lullaby to **her**.

Sometimes a preposition will have a compound object consisting of a noun and a pronoun. Remember to use an object pronoun in a compound object.

I sold tickets to Carrie and Seana. I sold tickets to Carrie and **her**.

Alberto agreed with Willie and **me**.

The subject pronoun *who* is never the object of a preposition; only the object pronoun *whom* can be an object.

The woman to **whom** I spoke is from Colombia.

Of **whom** did you ask directions?

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

For (who, whom) are these party favors intended?

1. Community service is important to Simon and (we, us).
2. Did you give instructions to Waldo and (she, her)?
3. Is this carnation plant intended for (he, him)?
4. For Lee Chan and (he, him), did the lesson present much difficulty?
5. The decision was easy for Michael and (he, him).
6. The stranger to (who, whom) I spoke turned out to be Pietro's brother.
7. I explained the situation to Mickey, Juan, and (her, she).
8. With (who, whom) did you go to the movies?
9. For his brother and (he, him), sleeping late meant rising at eight.
10. The results of the poll were released by Twila, Arthur, and (she, her).
11. They were telling stories about (who, whom)?
12. According to Myron and (she, her), they never watered the lawn during the drought.
13. How many of (they, them) bought tickets for the basketball game?

14. Upon (who, whom) did the blocks collapse?

15. We sat near (they, them) at the band concert.

► **Exercise 2** Underline each pronoun that is an object of a preposition. Write *C* in the blank if the pronoun is correct. Write the correct pronoun if necessary.

me John gave a knowing look to Frieda and I.

C 1. The party was a surprise to me.

her 2. The newcomers were neighbors of Lisa and she.

me 3. Treg should have called you or I.

C 4. Vacations are boring for whom?

me 5. The waitress spilled juice on I.

C 6. Gently rolling hills are unfamiliar to us in Iowa.

him 7. All of those murals were painted by he.

them 8. Alice introduced her parents to they.

whom 9. Shawnda is the person to who we report.

C 10. David raised twenty dollars for us to give to the needy family.

me 11. The map that she drew looked very confusing to Juan and I.

whom 12. “To who are you speaking, Richard?” asked the teacher.

them 13. I’ll share my lunch with you and they.

C 14. The winner certainly wasn’t with me!

me 15. Will you come to the dance with Bill and I?

► **Writing Link** Write a paragraph about an interesting place you have visited. Include pronouns as objects of prepositions.

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**Lesson 41****Prepositional Phrases as Adjectives and Adverbs**

A prepositional phrase that modifies or describes a noun or pronoun is an **adjective phrase**. Notice that, unlike most adjectives, an adjective phrase usually comes after the word it modifies.

I noticed a man **with bushy eyebrows**.

A prepositional phrase that modifies a verb, an adjective, or another adverb is an **adverb phrase**. An adverb phrase tells *when*, *where*, or *how* an action occurs.

The hikers rested **beside a brook**. (describes a verb)

The vista was breathtaking **from this view**. (describes an adjective)

The quartet performed well **for such an early hour**. (describes an adverb)

► **Exercise 1** Underline each prepositional phrase. Draw an arrow to the word it modifies.

Movies began in the late 1800s. People experimented with devices to make pictures move.

1. One of these experimenters was Thomas A. Edison.
2. George Eastman, a pioneer in photographic equipment, helped Edison invent the kinetoscope.
3. Motion pictures were projected for the first time on December 28, 1895.
4. Early filmmakers photographed almost anything near the camera.
5. Language differences presented no problem because movies, at that time, were silent.
6. Titles, or printed dialogue, were inserted between scenes.
7. Soon audiences became bored, and attendance at the movies declined.
8. One development that saved movies from extinction was that they began to tell stories.
9. One such story, *The Great Train Robbery*, led to the establishment of nickelodeons.

10. A nickelodeon was an early movie theater with a five-cent admission charge.
11. Around 1927, a sound system called Movietone was developed in the studios.
12. These first talkies were awkward and tense compared to the silent films.
13. Many silent film stars had voices unsuited to sound films.
14. New techniques in photography and editing were tried during this time.
15. The most successful movies of the 1930s and 1940s were musicals, gangster films, and horror shows.

► **Exercise 2** Draw one line under each adjective phrase. Draw two lines under each adverb phrase.

Within the last few years, the quality of home entertainment has changed dramatically.

1. With modern advancements, high-quality sound no longer requires huge speakers.
2. Some of the most advanced systems use only three-inch speakers.
3. “Home theater” sound systems place speakers behind the listeners.
4. With stunning realism, these rear speakers enhance the recordings almost to the level of a live performance.
5. It is difficult to imagine the improvement beyond stereo; you must hear it for yourself.
6. Video images with greater resolution and clarity are also reaching new heights of quality.
7. Until the last two to three years, projection televisions, with their huge screens, were inferior to sets with cathode ray tubes.
8. Manufacturers have responded to consumer demands by building television sets with greater brightness and resolution.
9. As digital recording spreads throughout the industry, one can expect virtually perfect sound reproduction even after years of use; old-style records deteriorate with every play.
10. Superb production within the confines of our homes is a reality within reach of even modest budgets.

**Lesson 42****Conjunctions: Coordinating and Correlative**

A **coordinating conjunction** is a word that connects parts of a sentence. *And*, *but*, *or*, *for*, and *nor* are coordinating conjunctions.

Allison **and** Rosita have lived in Texas.

Do you remember if Tony plays soccer **or** sings in the choir?

Geraldo chose spaghetti, **but** we ate lasagna.

To strengthen the relationship between words or groups of words, use a correlative conjunction. **Correlative conjunctions** are pairs of words that connect words or phrases in a sentence. Correlative conjunctions include *both . . . and*, *either . . . or*, *neither . . . nor*, and *not only . . . but also*.

The NFL has franchises in **both** Green Bay **and** San Diego.

When a compound subject is joined by the conjunction *and*, it takes a plural verb.

Wilma **and** Helga **are** class officers.

When a compound subject is joined by *or* or *nor*, the verb agrees with the nearest part of the subject.

**Neither** the boys **nor** Mr. Ferguson **is** afraid of the rapids.

► **Exercise 1** Circle each conjunction. Write in the blank *coord.* if it is a coordinating conjunction and *correl.* if it is a correlative conjunction.

- coord. Rugby and cricket are examples of English sports.
- coord. 1. The soil is rich, and the climate is moderate.
- correl. 2. The ceremony was covered by either radio or television.
- coord. 3. Rags and Mittens are litter mates.
- correl. 4. Neither the Johnsons nor the Montoyas are our next-door neighbors.
- coord. 5. Jeremy had English and gym before lunch.
- correl. 6. Neither rain nor snow is in the immediate forecast.
- coord. 7. Erin had a fever, but Maria felt fine.
- coord. 8. Before selecting a computer, Mr. Oleson collected brochures and flyers.
- coord. 9. Hector ate corn and green beans with his steak.

**correl.** 10. Both her essay and her speech were flawless.

**coord.** 11. Molly had an umbrella, but Alfonso was unprepared for the shower.

**correl.** 12. Both carnations and chrysanthemums are popular flowers for corsages.

**correl.** 13. The whole family not only learned snorkeling but also learned water skiing.

**coord.** 14. Herve was an expert in the diagnosis and repair of diesel engines.

**coord.** 15. Ford, General Motors, and Chrysler are the three major American auto producers.

► **Exercise 2** Draw two lines under the correct form of the verb in parentheses. Circle each coordinating or correlative conjunction.

Neither the volleyball players nor their coach (likes, like) the facility.

- Red hots and candy corn (is, are) Erika's favorite candy.
- Neither Ahmed nor the rest of the group (is, are) interested in the side trip.
- Both Benny and Jerry (dislikes, dislike) winter.
- Fruits and vegetables (is, are) part of a balanced diet.
- Neither Fido nor the cats (was, were) to be seen.
- The band and the soloist (performs, perform) this evening.
- Either a deer or pheasants (was, were) eating his chicken feed.
- Chan and her family (drives, drive) Cadillacs.
- Marcus or one of his sisters (makes, make) these clever posters.
- (Was, Were) the Jacksons or Kenny involved in the accident?
- Neither my partner nor I (gives, give) legal advice.
- To each family reunion, Mom, Uncle Charley, and my aunts (brings, bring) pictures from their childhood.
- As choices for the banquet entree, steak and chicken (tops, top) the list.
- Neither the parakeets nor the cockatiel (was, were) trained.
- Neither Ishmael nor the other scouts (prefers, prefer) hiking to horseback riding.



**Lesson 43****Conjunctive Adverbs and Interjections**

A **conjunctive adverb** may be used instead of a conjunction in a compound sentence. It is usually preceded by a semicolon and followed by a comma.

Many Asians use chopsticks; **however**, some use forks.

**USE CONJUNCTIVE ADVERBS**

To replace <i>and</i>	also, besides, furthermore, moreover
To replace <i>but</i>	however, nevertheless, still
To state a result	consequently, therefore, so, thus
To state equality	equally, likewise, similarly

► **Exercise 1** Write in each blank a conjunctive adverb that logically links the two simple sentences. **Answers may vary.**

There is a gazebo in her backyard; also, there is a garden.

- The old museum was drafty and rundown; furthermore, the exhibits were boring and outdated.
- The team uniforms faded in the wash; consequently, the school colors are now mint green and pale yellow.
- Our tour bus departed an hour late; thus, we arrived just before the aquarium closed.
- The Tigers are talented; moreover, they have won the state championship three years in a row.
- Mika doesn't know much about opera; still, he would like to go.
- Vern enjoys watching birds; moreover, he tries to attract them.
- Many kinds of dogs are found at the animal shelter; likewise, cats are regular inhabitants.
- Nina was unable to play tennis this season; still, she attended every match.
- Margi had her braces removed; however, she must still wear a retainer.

10. All the holiday flights were booked; **consequently**, we drove to Chicago.
11. I enjoy watching old movies; **however**, Dan prefers the sports channel.
12. Due to the flu, Kareem had missed several days of history class; **therefore**, he was excused from the test.
13. Janice loves to go shopping; **similarly**, Mai enjoys hunting for a bargain.
14. My brother is very creative with his hands; **so**, most of the presents that he gives are homemade.
15. Bird watching is very educational; **besides**, it is great fun.

An **interjection** is a word or group of words used to express strong feeling or to attract attention. Use interjections sparingly in your writing because overuse spoils their effectiveness.

#### COMMON INTERJECTIONS

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

An interjection that expresses very strong feeling may stand alone. An interjection that expresses milder feeling remains a part of the sentence.

The exams are finally over. **Hooray!**

**Oh my**, I've lost my key again.

#### ► Exercise 2 Write in the blank an interjection that makes sense. **Answers may vary.**

- \_\_\_\_\_ **Ha** \_\_\_\_\_, you can't catch me!
1. Cleveland just scored a touchdown. **Hooray** \_\_\_\_\_!
2. **Hey** \_\_\_\_\_, what's going on here?
3. **Good grief** \_\_\_\_\_! Didn't you understand a word I said?
4. That was a rough test. **Pew** \_\_\_\_\_!
5. **Ouch** \_\_\_\_\_! The door pinched my finger.
6. **Well** \_\_\_\_\_, are you going to play cards or talk?
7. Marsha gasped as Eli limped off the court. "**Oh, no** \_\_\_\_\_, now we'll never win."
8. The shot went in right at the buzzer. **Awesome** \_\_\_\_\_!



## Unit 6 Review

► **Exercise 1** Underline each prepositional phrase. Circle each conjunction and conjunctive adverb. Write in the blank *coord.* for coordinating conjunction, *correl.* for correlative conjunction, or *conj.* for conjunctive adverb.

- coord. The little girl and her dog skipped merrily by the playground.
- conj. 1. Maxwell jumped off the wagon; likewise, Todd followed behind him.
- correl. 2. Neither the Ferrari nor the Porsche is made in America.
- coord. 3. The flag glistened and flapped in the breeze as the national anthem was played.
- coord. 4. The drug store was around the corner from the pet shop and the candy store.
- correl. 5. Alberto not only caught the pass in one hand but also gained four yards before the whistle.
- coord. 6. The store in the mall has higher prices than this one, but I like the clothes here better.
- conj. 7. The music on the radio was making me sleepy; therefore, I did my homework without it.
- conj. 8. Casey wanted a golden retriever; thus, she never stopped hinting for one.
- correl. 9. Either the black car or the car with the blue roof ran the traffic light at the corner.
- coord. 10. After school Raoul went to the dentist and had a cleaning.
- coord. 11. One of the cheerleaders and Myra won the spirit award.
- coord. 12. Underneath the car seat, I found eighty-seven cents and a piece of licorice.
- conj. 13. Computers cannot think; consequently, they will never be a replacement for humans.
- conj. 14. A hawk circled lazily in the evening sky; moreover, the wolves began to howl.
- correl. 15. Not only was the semester finished, but Jeremy also did well on his exams.
- correl. 16. You must choose either the electronic game or a baseball glove made of leather.

## Cumulative Review: Units 1–6

► **Exercise 1** Write in the blank the past form or past participle of each irregular verb in parentheses. Draw one line under each simple subject.

My brother broke the new vase. (break)

1. The pond has not frozen over. (freeze)
2. Isabel burst into tears when she heard the news. (burst)
3. Chad had lost the election by only ten votes. (lose)
4. Dad taught or had taught me how to drive defensively. (teach)
5. Have you eaten all your vegetables? (eat)
6. These shoes cost twice as much as my old ones. (cost)
7. I have written my friend several times. (write)
8. Jane swam or swum the length of the pool and back. (swim)
9. Hakeem had grown quite a few inches in the past year. (grow)
10. My grandmother has shown her quilts to many visitors over the years.  
(show)
11. A pipe in the basement burst or had burst while we were on vacation. (burst)
12. She grabbed a tissue and blew her nose. (blow)
13. Someone must have stolen his wallet during gym. (steal)
14. Mr. Tadashi has spoken to Jeff's parents about his behavior in class.  
(speak)
15. They have finally chosen a name for their new puppy. (choose)
16. The luxury liner sank or had sunk during the violent storm. (sink)
17. The bells rang or had rung loudly at the stroke of midnight. (ring)
18. We drank or had drunk a quart of water following the race. (drink)
19. Manuel had fallen from the horse and broken his arm. (fall)
20. Unfortunately, Carla threw or had thrown the lucky ticket into the trash. (throw)

► **Exercise 2** Draw one line under each adjective (excluding articles) and two lines under each adverb.

Three old nests fell quickly from the tree.

1. The sharp pencils suddenly broke in the middle of the hard test.
2. Stormy weather severely damaged the playground at the elementary school.
3. The one mother sang awhile as she waited nervously in the lobby.
4. The enormous yacht sailed slowly out to the open sea.
5. I will not receive the best grade in the class today.
6. The lengthy description of the social event made me laugh hysterically.
7. A fragrant bouquet made me sneeze suddenly.
8. The last class listened very silently as the new teacher gave the assignment.
9. Patrick always lived in the same house.
10. The bald assistant carefully cleaned the empty cage.
11. Several friends enjoyed the party yesterday.
12. We work hard for this coach because he is the greatest!
13. We finally found the beautiful new house.
14. The weary professor put the heavy book down.
15. My grades are slowly improving now.
16. The lost dog gradually disappeared over the far horizon.
17. The four musical instruments were badly out of tune.
18. The young baby-sitter reluctantly surrendered to the sorrowful pleas.
19. The wild beasts silently stalk nocturnal prey.
20. A quite strange man drove slowly past the red house.

► **Exercise 3** Circle each prepositional phrase and draw an arrow to the word it modifies. For each italicized word, write *correl.* (correlative conjunction), *coord.* (coordinating conjunction), *conj.* (conjunctive adverb), or *int.* (interjection) in the blank provided.

coord. Do you want the large boxes *or* the small ones that are stacked in the attic?

coord. 1. Please take the picture off the wall *and* hang the new one.

correl. 2. *Neither* Jake *nor* Paul is participating in the staff meeting.

coord. 3. I selected ice cream in a cup. *but* Rosa chose ice cream on a cone.

int. 4. *Ugh!* I dislike eggs in the morning.

correl. 5. *Not only* do I disagree with the cost of the antique, *but also* it didn't seem to be valuable.

int. 6. You scored much higher on this test than you did on the last one.

*Congratulations!*

conj. 7. Different kinds of birds prefer different kinds of seeds; *therefore,* Juan buys several mixtures.

coord. 8. The new exhibit at the art gallery is whimsical, *but* it has a serious side.

correl. 9. Doctors say that *both* exercise *and* a good diet lead to a healthy life.

conj. 10. Binoculars allow a closer look at the wild animals; *similarly,* a camcorder saves their activities for later review.

coord. 11. A water pipe broke at the high school, *and* classes were cancelled.

int. 12. *Ouch!* I slammed my finger in the car door.

coord. 13. Andy ran up the stairs *and* closed the door to his room.

conj. 14. Collies are Karen's favorite breed of dog; *however,* she enjoys all of the varieties.

correl. 15. *Neither* Brett *nor* Samantha got the lead role in the musical.

int. 16. *Aha,* look what I found in the drawer.

coord. 17. You'll find the cows over the hill *and* beside the brook.

conj. 18. Many flowers and shrubs help attract a large variety of birds; *besides,* they beautify the yard.

## Unit 7: Clauses and Complex Sentences

### Lesson 44

### Sentences and Main Clauses

A **simple sentence** has one complete subject and one complete predicate. The subject, the predicate, or both may be compound.

SUBJECT	PREDICATE
Lightning	struck our oak.

COMPOUND SUBJECT	PREDICATE
Branches and leaves	fell.

SUBJECT	COMPOUND PREDICATE
The oak	has stood for years and will stand for many more.

A **compound sentence** contains two or more simple sentences. Each simple sentence is called a **main clause**. Main clauses may be joined by a comma followed by a conjunction or by a semicolon. A semicolon is also used before a conjunctive adverb, such as *moreover*.

Lightning struck our oak, **but** it did not fall. (two main clauses joined by a comma and a conjunction)

Lightning struck our oak; it did not fall. (two main clauses joined by a semicolon)

Lightning struck our oak; **moreover**, it fell to the ground. (two main clauses joined by a semicolon and a conjunctive adverb)

#### ► Exercise 1 Write in the blank whether the sentence is *simple* or *compound*.

- |                 |   |
|-----------------|---|
| <u>compound</u> | Volcanoes can sit idle, or they can erupt frequently.                           |
| <u>compound</u> | 1. Earth's surface seems calm, but its interior seethes with energy.            |
| <u>simple</u>   | 2. Pressure and heat inside the earth melt rock.                                |
| <u>compound</u> | 3. Molten rock is lighter than its surroundings; it rises to the surface.       |
| <u>compound</u> | 4. Molten rock inside the earth is magma; magma on the earth's surface is lava. |
| <u>simple</u>   | 5. A volcano is formed from magma.  |
| <u>compound</u> | 6. Some volcanoes erupt with great power; others are less violent.              |

**simple**

7. Thick magma is forced from inside the earth by great pressure.

**compound**

8. Thin magma flows more easily; moreover, it contains less explosion-causing gas.

**simple**

9. Kilauea on Hawaii is an example of a peaceful volcano.

**simple**

10. Scientists from all over the world observe its eruptions.

**compound**

11. Mount Saint Helens is another story; the mountain in the state of Washington literally blew its top in 1980.

**simple**

12. A chain of volcanic mountains lies across the Pacific Northwest.

**compound**

13. It is called the Cascade Range, and it includes Mount Saint Helens.

**simple**

14. Earth is not the only planet with volcanoes.

**simple**

15. Photographs reveal active volcanoes on the moons of Jupiter and Neptune and extinct volcanoes on Venus and Mars.

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

Peter has a great interest in volcanoes; he hopes to become a volcanologist.

1. Volcanologists study volcanoes.
2. They had always hunted an active eruption, and in 1980 they got their chance.
3. Mount Saint Helens is an active volcano in Washington, but it had not erupted since 1847.
4. In March of 1980, Mount Saint Helens began shaking; moreover, its top began to bulge.
5. Scientists raced to Washington from around the world.
6. They knew the mountain would erupt, but they could not tell when or how violently.
7. Officials kept people away from the mountain, but some adventurous souls went anyway.
8. Mount Saint Helens erupted early on May 18, 1980, and more than sixty people were killed.
9. The destruction to the earth and wildlife was extreme; the blast leveled 150 square miles of forest.
10. The avalanche after the blast killed millions of animals and birds.



**Lesson 45****Complex Sentences and Subordinate Clauses**

A **complex sentence** contains a main clause and one or more subordinate clauses. A main clause can stand alone as a sentence. A **subordinate clause** has a subject and a predicate, but it is not a complete sentence. It depends on the main clause to complete its meaning.

**MAIN CLAUSE**

We were sailing on the lake

We didn't know

This is the place

**SUBORDINATE CLAUSE**

when the thunderstorm hit.

that the paint was wet.

where I dropped my pen.

► **Exercise 1** Underline each main clause. Place a check in the blank next to each complex sentence.

- ✓        The game will be postponed because the rain is falling steadily.
- ✓        1. When it is foggy, driving is very dangerous.
- ✓        2. Before I start my workout, I always do some warmup exercises.
- ✓        3. We were surprised when we learned of the arrest.
4. We bought our new sofa during the sale at the local furniture store.
- ✓        5. Although it rained all day, we still enjoyed our trip.
- ✓        6. I will help you with your homework after you watch the baby.
- ✓        7. Jake stared at me as if he had seen a ghost.
- ✓        8. Whenever the wind blows the trees against the windows, the dog howls.
9. Our choir went on a field trip to the senior citizens' center.
- ✓        10. Owen felt responsible for the missing book though it was not his fault.
11. The new computer and printer really make our work easier.
- ✓        12. You can order whatever you want from the menu.
- ✓        13. We will be on time unless there is a traffic jam.
- ✓        14. If our team wins, everyone will celebrate.
- ✓        15. The police did not arrive until the thieves had left.
16. You can leave early tomorrow and go to the game.

- ✓ 17. We cannot start the concert until the weather clears.
- ✓ 18. Sam can mail these packages if they have enough postage on them.
- ✓ 19. Jill had her petition filled out so that she could run for office.
20. Our class is making the community more aware of the importance of recycling.
- ✓ 21. The road is safe as long as there is no ice.
- ✓ 22. The building swayed whenever the wind blew.
23. Hasan and Mike clapped their hands to the beat.
- ✓ 24. Sandy cried because her beloved dog had run away.
- ✓ 25. When the room warms up, we can take off our sweaters.
- ✓ 26. The pool will be cleaned when spring comes.
- ✓ 27. Because Alison loves jazz, she attends every concert.
28. The rain ceased, and the stuffy air cleared.
- ✓ 29. Since I first saw you, I have wondered if we ever met before.
- ✓ 30. While we waited for the feature, we were annoyed by several ads.
- ✓ 31. Because our history class is so large, we meet in the auditorium.
- ✓ 32. The mountain climber checked her equipment before she started up the slope.
- ✓ 33. Please be quiet when you come in late.
34. I will lock the door and turn off the lights before leaving.
- ✓ 35. Stu is leaving for vacation when he completes his courses.
- ✓ 36. If Stan wants to play hockey, he will need more discipline.
- ✓ 37. I'll wear a red hat so that you can recognize me.
- ✓ 38. The mice darted underground as the owl dived at them.

► **Writing Link** Write at least three complex sentences about your favorite sport.

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**Lesson 46****Adjective Clauses**

When a subordinate clause modifies a noun or a pronoun, it is called an **adjective clause**. Often, an adjective clause begins with a relative pronoun. An adjective clause can also begin with *where* or *when*.

Ms. Parker, **who is from Colorado**, is coming for dinner.  
She has written a book **that tells the history of the Rocky Mountains**.

**RELATIVE PRONOUNS**

that	who	whose
which	whom	whomever

► **Exercise 1** Draw one line under each adjective clause and two lines under each word that introduces an adjective clause.

The present that Tanya received lifted her spirits.

1. Is this the place where you had the accident?
2. The woman whose briefcase you found is here to pick it up.
3. Is this the toaster that always burns the toast?
4. The phone call that I just answered was for you.
5. The people who own that black dog live around the corner.
6. The cookbooks are in the cupboard where we keep the spices.
7. The doctor who originally saw us was out today.
8. We will leave next Friday, which is my birthday.
9. The band that I like best is The Rovers.
10. Anyone who believes that politician is very gullible.
11. The basement is the last place where I should have stored the film.
12. The excuse that he used to explain his lateness was laughable.
13. The moment when Jason arrives will signal the start of the party.
14. Is this the video that you recommended?
15. Connie, who is the winner, will get the trophy.

16. Lainie, who is the star of the play, is signing autographs.
17. Scientists explore rain forest canopies, where many species live.
18. Is this the location where the battle took place?
19. Harry bought a ten-speed, which is his favorite kind of bike.
20. Is the actor whom you like in the movie?

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

The student who won the spelling bee donated her prize to the class.

1. The days when thousands of buffalo roamed the plains must have been long ago.
2. Is this the documentary that you wanted?
3. The flood happened at a time when everyone was away from home.
4. King, who smelled the smoke, woke us up by barking.
5. I have seen the movie that you are discussing.
6. My favorite class is the one that Mr. Clark teaches.
7. Simone met our new neighbor who lives down the street.
8. Anyone who disagrees with the proposal should vote no.
9. The crystal vase, which was a present from Aunt Sandra, is filled with roses.
10. Is Ralph the neighbor whom you invited to the party?
11. Boris knows the captain whose team won the tournament.
12. Have you talked to the artist who painted this picture?
13. Uncle Vincent bought the biggest refrigerator that he could find.
14. Bridalveil Falls, which is in Yosemite National Park, is lovely.
15. The person whose place I held wants to get back in line.

**Lesson 47****Essential and Nonessential Clauses**

Adjective clauses may be either essential or nonessential. **Essential clauses** are necessary to make the meaning of a sentence clear. A clause beginning with *that* is essential. **Nonessential clauses** add interesting information but are not necessary for the meaning of a sentence. A clause beginning with *which* is usually nonessential. Use commas to set off nonessential clauses from the rest of the sentence.

The sweater **that you knitted for me** fits perfectly. (essential clause)

Dr. Adams, **whose train arrives today**, is a well-known writer. (nonessential clause)

► **Exercise 1** Underline each adjective clause. Write *e* (essential) or *non.* (nonessential) in the blank to identify the type of clause. Add commas as needed.

- non.      *Wingless Flight*, which I saw yesterday, depicted space travel.
- e      1. The explorers whom I most admire are astronauts.
- e      2. One man who made space travel possible was Robert Goddard.
- non.      3. Goddard, who tested many rockets, helped develop liquid fuel.
- non.      4. Space travel, which is very dangerous, began with uncrewed spacecraft.
- non.      5. The Soviet Union was the first nation with a space satellite, which they called *Sputnik*.
- non.      6. The United States, whose first satellite was called *Explorer I*, followed the Soviet Union four months later.
- non.      7. Yuri Gagarin, who was the Soviet Union's first astronaut, orbited Earth once.
- e      8. Alan Shepard became the American astronaut who first traveled into space.
- e      9. One event that really captured Americans' attention was the space walk of Edward White.
- non.      10. White, who had so much fun on the walk, was finally ordered back into the spacecraft by Mission Control.

- non. 11. The Apollo program, which we studied this year, was the American moon landing project.
- e 12. The astronauts who were selected for this mission had to be in superb physical condition.
- non. 13. *Apollo 8*, which did not land, orbited the moon and sent back pictures of the surface.
- e 14. *Apollo 11* developed as the mission that was to land an American on the moon.
- e 15. The astronauts who held Americans' interest in 1969 were Armstrong, Aldrin, and Collins.
- non. 16. Neil Armstrong, who was the commander of the mission, walked on the moon with Buzz Aldrin.
- e 17. People who care about space exploration wonder if we will ever go to the moon again.
- e 18. The argument that we should not continue is partly based on safety.
- e 19. The astronauts who died in the *Apollo 1* fire and the *Challenger* tragedy are reminders of the dangers of space travel.
- non. 20. Their names, which will always be remembered, are the names of heroes.
- non. 21. Other spacecraft, which carried no people, have also explored the solar system.
- e 22. The planet that has long attracted science-fiction writers was not photographed until the mid-1960s.
- non. 23. *Viking 1*, which photographed Mars in 1976, showed a huge volcano.
- e 24. The scientists who analyze photographic data could study Viking photographs of Mars for years.
- e 25. The spacecraft that took the most punishment were the Soviet *Venera* probes.
- non. 26. The *Venera* probes landed on Venus, which has a crushing atmosphere, and took pictures before being destroyed.

**Lesson 48****Adverb Clauses**

An **adverb clause** is a subordinate clause that gives information about the verb in the main clause of the sentence. It tells *how*, *when*, *where*, *why*, or *under what conditions* the action occurs. An adverb clause can also modify an adjective or another adverb.

**Because she was so exhausted**, Sheila could not keep her eyes open. (The adverb clause tells *why* Sheila could not keep her eyes open.)

Ed's family lived in Atlanta **after he was born**. (The adverb clause tells *when* Ed's family lived in Atlanta.)

Notice that when an adverb clause begins a sentence, a comma is used. However, a comma is not needed before an adverb clause that completes a sentence. Adverb clauses are introduced by **subordinating conjunctions**. These conjunctions tell you that a clause is subordinate and cannot stand alone as a sentence.

**COMMON SUBORDINATING CONJUNCTIONS**

after	before	though	whenever
although	if	unless	where
as	since	until	whereas
because	than	when	wherever

► **Exercise 1** Underline each adverb clause. Circle the subordinating conjunction.

My little sister rides her bicycle more carefully since she fell and scraped her knee.

1. Although Tricia works hard, she always welcomes extra projects.
2. Whenever my aunt is in town, she takes me to lunch.
3. He is thinner than he was the last time.
4. Should we go save seats after you buy some popcorn?
5. Do not make a commitment unless you are sure.
6. If I remember correctly, that street goes only one way.
7. The puppy ran under a chair when it heard the cat hiss.
8. Our spelling team performed well although we did not win.

9. Because I had no sleeping bag, I slept in the cabin.
10. I hope we get to the party before they yell "Surprise!"
11. As I told you yesterday, my answer is no.
12. I cannot turn in my paper until I have completed this problem.
13. Mother sat where she could see the stage clearly.
14. Since I broke my leg, I need help getting to school.
15. My favorite team is the Knicks whereas Pablo likes the Suns.

► **Exercise 2** Draw one line under the adverb clause and two lines under the verb or verb phrase that the adverb clause modifies.

Before he ordered his meal, Dad read the menu.

1. When he got off the train, the streets were deserted.
2. I will work all day unless I get a call from Dad.
3. I hope Ken will visit us when he is in town.
4. Plenty of leftovers remain because several people did not come to the party.
5. Do not make any noise unless you want to wake the baby.
6. Since my horse was ill, I stayed all night in her stall.
7. As we approached, the mourning doves fluttered away.
8. The villagers fled the town before the volcano erupted.
9. After the meeting ended, the mayor met with the press.
10. If you cannot stop fighting, study in separate rooms.
11. Because she could not choose, Juliet bought both books.
12. Nell will not skate on the lake until she tests the ice.
13. Move the furniture wherever it looks best.
14. Although the dinner was a success, the cook created a mess!
15. I would like that video when you have finished with it.



**Lesson 49****Noun Clauses**

**Noun clauses** are subordinate clauses that act as nouns.

**Actors** must have good memories. (noun)

**Whoever acts on stage** must have a good memory. (noun clause)

The clause in the second sentence above replaces the noun in the first sentence.

Noun clauses can be used in the same way as nouns—as subject, direct object, object of a preposition, and predicate noun.

**Whoever runs for office** needs much money. (subject)

Candidates know **that the game of politics is expensive**. (direct object)

This is the candidate about **whom I wrote**. (object of a preposition)

Election day is **when the results are known**. (predicate noun)

**WORDS THAT INTRODUCE NOUN CLAUSES**

how	what	where	who	whomever
however	whatever	which	whom	whose
that	when	whichever	whoever	why

► **Exercise 1** Underline each noun clause.

Why the posters are not finished is the question Ms. Rivera would like answered.

1. The band will play whatever song we choose.
2. The shopping center is where the old forest stood.
3. Whoever wins the most games wins the trophy.
4. Vicky knows how the VCR is hooked up.
5. Do you know where that new student comes from?
6. Kim wonders when the film opens here.
7. I didn't know where these books belonged.
8. The team didn't realize that their quarterback was ill.
9. The starting point for the hike is where the path follows the cliff.
10. Why you chose to bicycle in the rain is a mystery to me.
11. Pass the refreshments to whomever you want.
12. The reporter will question whatever statement the official makes.

13. Could you tell me how you perform that magic trick?
14. How you survived the snowstorm is beyond me.
15. Ken is wondering what will be served for dinner.
16. What really annoys me is loud rock music.
17. This room is where the band practices its halftime program.
18. I don't know which knob controls the color.
19. Save these papers for whoever is recycling them.
20. The students know that they must study for the test.

► **Exercise 2** Underline each noun clause. In the blank, indicate its use in the sentence: *subj.* (subject), *d.o.* (direct object), *o.p.* (object of a preposition), or *p.n.* (predicate noun).

subj.      How Constance could have bought that dog continues to baffle me.

d.o.      1. Do you know who is in charge of counting votes?

o.p.      2. Give your ticket to whoever would enjoy the concert.

subj.      3. Where we will go on our field trip is the subject of debate.

p.n.      4. This is where the fire broke out.

d.o.      5. Kendra is asking why you are acting that way.

p.n.      6. The best choice for you is whatever you think best.

subj.      7. How they escaped the flood is something I don't understand.

d.o.      8. Sue believes that her skills in soccer need help.

d.o.      9. We don't understand why the cat likes the rain.

o.p.      10. This mail goes in whichever box is marked "Smith."

o.p.      11. The fish will hide under whatever rock it can find.

p.n.      12. My parents' surprise was what we had hoped for.

p.n.      13. The route for the contest became whichever way they went.

o.p.      14. The boys work long hours for whatever they can earn.

subj.      15. What the team should do is punt.

d.o.      16. The dogs know where the cat often hides.



# Unit 7 Review

► **Exercise 1** Identify each underlined clause as *main*, *adjective*, *adverb*, or *noun*. If the underlined clause modifies a specific word or words, circle the word or words.

- adjective      Of Mice and Men, which is my favorite book, made me cry.
- adverb      1. My dog lounges around the house wherever she pleases.
- adjective      2. The years when the Great Depression hit were terribly hard for many people.
- noun      3. Did anybody see where that snowball came from?
- adverb      4. If the school ever sells its old computers, I will buy one.
- main      5. I have always liked Eric Clapton's music.
- adjective      6. The recreation room in my basement is the place where I relax.
- main      7. Rance ran to the bus stop, but he missed his ride anyway.
- adverb      8. We will go to the new movie unless it is sold out.
- noun      9. Whatever restaurant you choose is okay with me.
- adverb      10. Solve the mystery before any other player does.
- noun      11. Whoever sells the most candy receives an award.
- noun      12. Science still cannot explain why some animals behave oddly before earthquakes.
- main      13. On our way to Texas, our plane flew over the Gulf of Mexico.
- adjective      14. My little brother, who still believes in Santa Claus, puts milk and cookies out on Christmas Eve.
- main      15. Because the movie was sold out, we went home.
- noun      16. Calid is disturbed at how his family reacted to the news.
- adjective      17. Please give me the remote control, which is sitting on the television.
- main      18. I bought the latest newspaper.
- adjective      19. Socrates, whose writings are still studied, affected Western philosophy.
- adverb      20. I always shower after I exercise heavily.

## Cumulative Review: Units 1–7

► **Exercise 1** Underline the correct pronoun in parentheses. In the blank, write the tense of the verb that is in *italics*: *present*, *past*, *future*, *present perfect*, *past perfect*, or *future perfect*.

present perfect

Craig and Julio *have decided* (he, they) will start a recycling campaign.

present

1. Wayne *works* for (his, their) father on weekends.

past

2. Ms. Rothchild *waited* impatiently for (her, hers) luggage to arrive.

future perfect

3. The band *will have begun* playing by the time (they, their) reach the stadium.

past perfect

4. Kelly, Steve, and Kwasi *had finished* the entire project by the time Lorna joined (their, them).

past

5. Our waiter *forgot* (we, us) wanted some rolls.

future

6. Aunt Sophie *will light* the candles on (her, his) own birthday cake and let one of the children blow them out.

present

7. *Doesn't* (no one, anyone) *know* what time the bus leaves?

present perfect

8. (That, Those) *have caught* Marisa's attention.

future

9. Mr. Concepción *will demonstrate* how (she, he) performs this dance.

past

10. Ms. Stanberg *promised* to help us with (our, her) homework.

present

11. The painting is lovely, but (it, they) *seems* a little crooked.

future perfect

12. Tessa *will have walked* five miles by the time (she, it) reaches the Chungs' house.

past perfect

13. Danny and Pedro *had watched* the game for nearly an hour when (they, them) went to the refreshment stand for a snack.

past perfect

14. The audience *had caught* one more glimpse of the beautiful singer before (she, her) left the theater.

past

15. Rosalinda (herself, himself) *wrote* that haunting melody.

- present 16. Gifts *bring* joy to (those, them) who receive them.
- future 17. I *will give* Joe the book that (she, he) left in the car.
- past 18. Mr. Kristofic, who *spoke* earlier, is (him, himself) a noted scientist.
- future 19. To (who, whom) *will* Sabrina *take* the broken watch?
- future perfect 20. (This, These) *will have been* the longest book I have ever read.

► **Exercise 2** Circle each conjunction. In the blank, write whether it is *coordinating* or *correlative*.

- coordinating Stephan likes to fish, but his brother prefers to hike.
- coordinating 1. Uncle Wilhelm and Cousin Janet are planning a surprise party.
- correlative 2. Either ravioli or fettucine is her favorite pasta dish.
- coordinating 3. Dr. Ortiz remains kind but firm when dealing with patients.
- coordinating 4. Justin will hold the camera, and Tonya will gather everyone together for the picture.
- correlative 5. Not only did Kristy win the contest, but she also received some expert advice.
- coordinating 6. Ryan is wearing a green shirt, for that is his favorite color.
- coordinating 7. The wind began to increase, but the storm veered south.
- correlative 8. Neither roses nor tulips would bloom in that garden.
- coordinating 9. The car will have to be covered tonight, or it will be covered with frost tomorrow.
- coordinating 10. The pastry chef will bake and decorate a cake.

► **Exercise 3** Underline each subordinate clause. In the blank, identify the clause as *adjective*, *adverb*, or *noun*.

- adverb Although they were tired, the basketball team continued practicing.
- adverb 1. Stacy will meet us at the roller-skating rink unless she has not finished her homework.

- adverb 2. After she addressed the birthday card, Aunt Rose mailed it.
- adjective 3. Tom's friend, who is a mechanic, showed us how to change a flat tire.
- adjective 4. Greg bought the book that Mr. Harkin recommended.
- adjective 5. That new television program, which aired last night, captured Gabrielle's imagination.
- noun 6. What Samdi baked was my favorite dish at the potluck.
- adverb 7. Though others performed better, no one worked harder than Colleen.
- adjective 8. Our teacher invited the scientist who made this discovery to speak to our class.
- adverb 9. Sue will check the luggage before Mom gets the boarding passes.
- noun 10. Nashoba is wondering when this city will develop a professional baseball team.
- noun 11. Curtis asked how we planned to travel to the festival.
- adverb 12. Dr. Spencer will examine Kendra's eyes before he prescribes glasses for her.
- adjective 13. The play that Rudy and I saw amused both of us.
- noun 14. Who let the dog out concerns our neighbor, Mr. Martinez.
- adverb 15. Whenever Maria sees a music store, she has to go inside and look around.
- adjective 16. The person who can answer your questions is seated by the window.
- adjective 17. The second floor, which has been vacant for three years, is finally being renovated.
- adjective 18. Give your ticket to the person who is standing at the door.
- adverb 19. James waited as though he had something else to say.
- adverb 20. Since she visited Greece, Wendy cannot stop talking about the customs there.

## Unit 8: Verbals

### Lesson 50

### Participles and Participial Phrases

A **present participle** is formed by adding *-ing* to a verb. A **past participle** is usually formed by adding *-ed* to a verb. Sometimes a participle acts as the main verb in a verb phrase. As a verb, the present participle is used with forms of the helping verb *to be*, and the past participle is used with forms of the helping verb *to have*. A participle can also act as an adjective to describe, or modify, a noun or a pronoun.

The robin was **singing** in the tree. (present participle as a main verb)

Our cat stared at the **singing** robin. (present participle as an adjective)

Tammy has **tossed** the water balloon. (past participle as a main verb)

The **tossed** water balloon hit the sidewalk. (past participle as an adjective)

► **Exercise 1** Underline each participle. Write in the blank *pres.* if it is a present participle and *past* if it is a past participle.

- |                                |  |
|--------------------------------|--|
| _____ <b>pres.</b>             | The <u>running</u> guard caught the pass from Troy.                                |
| _____ <b>pres.</b>             | 1. The nervous bird was <u>pecking</u> at the girl.                                |
| _____ <b>past</b>              | 2. A printout of the results has been <u>taped</u> to the door.                    |
| _____ <b>pres.</b>             | 3. The <u>freezing</u> lady put on her sweater.                                    |
| _____ <b>past</b>              | 4. The <u>spilled</u> oil spread over the floor.                                   |
| _____ <b>past</b>              | 5. By evening, they will have <u>finished</u> their assignment.                    |
| _____ <b>past, pres.</b>       | 6. Everyone has <u>wondered</u> what the great detective was <u>thinking</u> .     |
| _____ <b>past, pres.</b>       | 7. Carol has <u>rescued</u> the <u>trembling</u> cat.                              |
| _____ <b>past</b>              | 8. The <u>elected</u> chairperson must work hard.                                  |
| _____ <b>pres.</b>             | 9. David is <u>throwing</u> the rings at the milk bottles.                         |
| _____ <b>past</b>              | 10. They found out too late that they had <u>entered</u> by the wrong door.        |
| _____ <b>pres.</b>             | 11. I made a <u>running</u> leap to clear the last hurdle.                         |
| _____ <b>pres., past, past</b> | 12. The <u>engaging</u> film star has <u>smiled</u> and <u>posed</u> for pictures. |





17. That dog will be chasing bicyclists for as long as he runs loose. <sup>V</sup>
18. For the organized talent show, Gary will be impersonating Mr. Highfield. <sup>adj.</sup> <sup>V</sup>
19. I felt sorry for the beached baby whale. <sup>adj.</sup>
20. What were you thinking when you put the melted caramels in the freezer? <sup>V</sup> <sup>adj.</sup>

A **participial phrase** includes a participle and all the other words that complete its meaning. It is used as an adjective and can appear before or after the word it modifies. Place the phrase as close as possible to the modified word to avoid unclear meaning. A participial phrase placed at the beginning of a sentence is set off with a comma. Other participial phrases may or may not need commas, depending on whether or not they are essential to the meaning of the sentence.

The girl **throwing the water balloon** is Tammy DiGiovanni.

Tammy, **throwing the water balloon**, aimed at the target.

**Running quickly after Tammy**, I threw the balloon back.

Tammy, **scared of getting wet**, hid behind a bush.

► **Exercise 3** Underline each participial phrase. Draw an arrow to the word the phrase modifies.

Blackie, catching the stick in mid-air, trotted proudly back to Steve.

1. Surprised by our gift of a new winter coat, Grandmother began to cry for joy.
2. The lot, filled with cars, was enormous.
3. The box of fruit containing pears, apples, and oranges arrived at the door.
4. Homeless families often stayed at a shelter operated by a local church.
5. Carrying plenty of water, we set out for the summit of the mountain.
6. Did they see the train coming around the bend?
7. Urged on by the fans, the basketball team began its comeback.
8. The tall man wearing the gray suit is a judge.
9. That newspaper blowing all over the yard is a real mess.

- ▶ Writing Link** Write a paragraph about a sport you either like to watch or play. Use both present and past participles.

This image shows a single 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.

**Lesson 51****Gerunds and Gerund Phrases**

In addition to being used as an adjective (as in participles and participial phrases), a verb form ending in *-ing* may also serve as a noun. A **gerund** is a verb form that ends in *-ing* and is used as a noun. It can be the subject of a sentence, the direct object, or the object of a preposition.

**Flying** is a skill birds must learn. (subject)

Young birds practice **flying**. (direct object)

They can escape from dangers by **flying**. (object of a preposition)

A **gerund phrase** is a group of words that includes a gerund and other words that complete its meaning.

**Flying in a storm** takes practice. (subject)

Birds learn **flying in high winds** at a young age. (direct object)

Many birds owe their survival to **flying away from enemies**. (object of a preposition)

► **Exercise 1** Circle each gerund. Underline each gerund phrase.

One way people share good times is by observing holidays together.

1. Some people keep Valentine's Day by sending heart-shaped cards to friends.
2. Sharing valentines with others can brighten a wintry February day.
3. The custom of celebrating Valentine's Day stretches back a long way.
4. Many historians believe the holiday sprang from an ancient Roman custom of honoring two brothers by the name of Valentine.
5. Coloring eggs is an activity that belongs to another holiday.
6. Easter is often associated with the blooming of spring flowers.
7. In Christian traditions, Easter marks the rising of Jesus from the dead.
8. At the same time as Easter, Jews observe Passover by preparing a special meal, a *seder*.
9. By eating the special foods at the seder, Jews remember the flight of their ancestors from slavery in Egypt.

10. Playing jokes on people seems a strange way to celebrate a holiday.
11. However, exchanging gag gifts was a custom in France that grew into our April Fool's Day.
12. A lesser-known spring holiday is dedicated to planting trees—Arbor Day.
13. Various states enjoy observing Arbor Day any time from December to May.
14. Most people would agree that respecting mothers is important every day of the year.
15. In 1914 Congress approved reserving a specific day for mothers.
16. The second Sunday in May is the day set aside for remembering Mom.
17. Remembering our patriotic dead is the purpose of another May holiday, Memorial Day.
18. By decorating the graves of soldiers, we honor their memories.
19. In celebrating Memorial Day at the end of May, we pay tribute to those who died for their country.
20. Honoring all members of the armed services is the purpose of Veterans Day, celebrated in November.

► **Exercise 2** Underline each gerund phrase. Write in the blank how it is used in the sentence: *S* for subject, *DO* for direct object, *OP* for object of a preposition, or *none* if the sentence does not contain a gerund.

- DO Our neighbor, Mr. Montoya, enjoys seeing his sons on Father's Day.
- S 1. Having a special day for fathers was the idea of a Spokane, Washington, woman.
- OP 2. On the third Sunday in June, Father's Day, children show their fathers how they feel about them by sending cards and giving presents.
- DO 3. A holiday in June features flying the American flag, a tradition that began after the Civil War.
- OP 4. June 14 is Flag Day, a day for remembering the first American flag.

- OP 5. Just one year earlier, thirteen colonies went to war with England by declaring their independence.
- none 6. The colonies knew they were entering a dangerous and fateful time.
- OP 7. With the signing of the Declaration of Independence, the American Revolution began.
- OP 8. In winning the War of Independence, the colonies became a new and independent nation.
- none 9. Ringing out over the streets of Philadelphia on July 4, 1776, was the historic Liberty Bell.
- S 10. Celebrating America's birth is the purpose of our Independence Day.
- S 11. In almost every American town, holding parades on the Fourth of July is a tradition.
- S 12. Watching fireworks is also a big part of the Fourth.
- S 13. However, remembering our country's early days should also be a part of the celebrations.
- none 14. Signaling the end of summer, Labor Day comes at the start of September.
- OP 15. This holiday is also an occasion for honoring the nation's workers.
- none 16. Adopting the holiday in 1882, New York City was the first place to celebrate workers.
- S 17. For many Americans, having a day off from work is the best way to celebrate Labor Day!
- S 18. The keeping of the fast of Ramadan occurs during the ninth month of the Islamic calendar.
- OP 19. American Muslims celebrate this religious festival by fasting during the day.
- DO 20. But when the sun sets, Muslims can stop their fasting and celebrate their holy month.

► **Exercise 3** Identify the word in *italics*. Write *V* in the blank if the word is a verb in a verb phrase, *part.* if the word is a participle used as an adjective, or *ger.* if the word is a gerund.

- ger. Eating special foods is one way to celebrate special days.
- ger. 1. Americans have many different ways of *celebrating* holidays.
- part. 2. *Bringing* customs and traditions from their homelands, immigrants add to the rich holiday mix in the United States.
- part. 3. Holidays *belonging* to three major groups are celebrated.
- ger. 4. *Observing* religious holidays is common throughout the United States.
- ger. 5. *Commemorating* national holidays seems important to most Americans.
- V 6. Certain states are *celebrating* regional holidays.
- ger. 7. *Staying* up late the night before makes the first holiday of the year seem like the shortest.
- ger. 8. Many people celebrate New Year's Day by *making* noise.
- ger. 9. *Wearing* funny hats is also a part of New Year's festivities.
- part. 10. *Singing* songs such as "Auld Lang Syne," people say good-bye to the old year and hello to the new.
- ger. 11. *Making* New Year's resolutions is another tradition.
- V 12. By making resolutions, many people are *hoping* to stop old habits or begin new ones.
- V 13. Are you *thinking* of making any resolutions this New Year's Day?
- part. 14. Some of our New Year's traditions come from the ancient Romans, who celebrated the *approaching* year.
- ger. 15. In fact, the first month of the year is named after Janus, the Roman god of *beginnings* and endings.
- part. 16. *Having* two faces, Janus looked forward and backward.
- ger. 17. January 1—New Year's Day—is a good time for *looking* at both the past and the future.
- part. 18. The early months of the year are rich in holidays *honoring* important Americans.

**Lesson 52****Infinitives and Infinitive Phrases**

An **infinitive** is another verb form that may function as a noun. It may also function as an adjective or an adverb. An infinitive is formed from the word *to* followed by the base form of a verb. The word *to* is not a preposition when it is used immediately before a verb.

Jenny is always looking for a chance **to read**. (infinitive)

She goes **to the library** at least once a week. (not an infinitive; the word *to* is used as a preposition)

An infinitive used as a noun can be the subject of a sentence or the direct object of a verb.

**To read** is enjoyable. (subject) Jenny tries **to read** every day. (direct object)

An **infinitive phrase** is a group of words that includes an infinitive and other words that complete its meaning.

Jenny has decided **to read all of Sue Ellen Bridgers's books this summer**.

► **Exercise 1** Circle each infinitive. Underline each infinitive phrase.

My sister is teaching me to play chess.

1. Do you like to eat Chinese food?
2. It's hard to choose a video because the selection here is so large.
3. I'm lucky to go to such a good school.
4. My little brother finds it almost impossible to wait until his birthday.
5. To ignore a sore throat is not a very good idea.
6. We have to leave immediately to go to the meeting at the recreation center.
7. To win the last three games of the season will not be easy.
8. To get a B on the next test is her objective.
9. To grow a moustache in time for the play became my dad's plan.
10. Let's get together to watch old Laurel and Hardy movies.
11. I know how to fix the glitch in your computer program.
12. To take a cruise in the Caribbean would be wonderful.

13. We love to wander around the old-fashioned shops at the history museum.
14. I don't want to argue about it now.
15. She said she'd love to hear from us.
16. The hospital chaplain stopped to say hello to Maggie after her operation.
17. Does Jordan like to sing in the Glee Club?
18. Did you ever want to go to a Broadway musical?
19. To wait for dinner doesn't bother me at all.
20. On her family's trip to the ocean, Megan is going to try scuba diving.
21. I'm trying to break my habit of saying *whatever* all the time.
22. I think it would be fun to speak a foreign language.
23. To multiply big numbers in her head is my sister's special talent.
24. The teacher asked William to think about taking algebra.
25. Martin's goal is to play the saxophone as well as Kenny G.
26. Doug went to Florida to see the Everglades.
27. Can you believe we're actually going to make it to the playoffs?
28. I'll bet a young kangaroo—called a *joey*—likes to hang on tightly when its mother jumps around!

► **Exercise 2** Place a check (✓) next to the sentence in each pair that contains an infinitive phrase.

- |                                     |  |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | Everyone would like to get good grades.                        |
| <input type="checkbox"/>            | I gave my report card to my mother.                            |
| <input type="checkbox"/>            | 1. She sent Chanukah cards to many different people.           |
| <input checked="" type="checkbox"/> | Christine likes to read historical novels.                     |
| <input checked="" type="checkbox"/> | 2. I hate to go to bed without brushing my teeth.              |
| <input type="checkbox"/>            | Let me say thanks to everyone involved with the project.       |
| <input checked="" type="checkbox"/> | 3. To munch on peanuts reminds me of being at the circus!      |
| <input type="checkbox"/>            | The raft floated down the Ohio River to the Mississippi River. |



- \_\_\_\_\_ 4. We awarded a prize to the tallest girl in the class.  
 ✓ \_\_\_\_\_ How are those tiny butterflies able to fly all the way to South America?
- \_\_\_\_\_ 5. The letter began "To whom it may concern."  
 ✓ \_\_\_\_\_ It took a lot of courage to speak out about injustice the way she did.
- \_\_\_\_\_ 6. It's really up to her whether we continue.  
 ✓ \_\_\_\_\_ It would be safer to put that money in a bank account, don't you think?
- ✓ \_\_\_\_\_ 7. To think that anyone could devote so much time to a painting is beyond my comprehension!  
 \_\_\_\_\_ Mr. Barnard was transferred to San Diego.
- ✓ \_\_\_\_\_ 8. It takes a certain kind of person to work in an emergency room.  
 \_\_\_\_\_ I gave the leftover tuna to Sandy's cat.
- \_\_\_\_\_ 9. Please move that chair to the living room.  
 ✓ \_\_\_\_\_ To sail the skies in a glider would be a fantastic experience.
- ✓ \_\_\_\_\_ 10. I'd like to visit Hawaii someday.  
 \_\_\_\_\_ In some countries kids go to school on Saturdays.
- \_\_\_\_\_ 11. For Thanksgiving my family drove to my grandparents' house.  
 ✓ \_\_\_\_\_ She ought to pay more attention to the rules.
- \_\_\_\_\_ 12. One day, I'd enjoy going to the desert.  
 ✓ \_\_\_\_\_ To pay for anything in cash is rather rare these days.
- \_\_\_\_\_ 13. He spoke to the manager of the restaurant about a part-time job.  
 ✓ \_\_\_\_\_ I would like you all to notice the "Wet Paint" sign on the wall.
- \_\_\_\_\_ 14. Tell Kelly if you're interested in going to Aspen, Colorado, for the ski trip.  
 ✓ \_\_\_\_\_ She wants to return her new shoes because they feel too big.

► **Exercise 3** Underline each infinitive phrase. Write *S* in the blank if it is used as a subject, *DO* if it is used as a direct object, or *none* if the sentence has no infinitive phrase.

- DO \_\_\_\_\_ My uncle Jerry loves to hit golf balls.
- DO \_\_\_\_\_ 1. She hadn't even learned to turn on the computer.
- DO \_\_\_\_\_ 2. Please don't forget to water the plants while I'm gone.

- none 3. We all piled into the car and drove to the garden center.
- S 4. To say you're not interested seems unfair.
- S 5. To make a donation to SADD in our names was a nice gesture.
- none 6. This certainly means a lot to my family and me.
- DO 7. What do you want to do this Saturday?
- none 8. Going to the moon seemed impossible to our grandparents.
- S 9. To go swimming in frigid Lake Superior is no picnic!
- none 10. On the tour, they will travel to Oregon and Washington.
- DO 11. Would you like to lend me a pencil for fifth period?
- S 12. To be myself is the best advice I have been given.
- DO 13. Have you ever wanted to go on a whale-watching trip?
- S 14. To eat a crisp apple is one of the joys of autumn.
- none 15. Lee and I walked to DeShon's dad's house.
- DO 16. When her cousins arrived, Ramona decided to take them on a scavenger hunt.
- DO 17. Colin hopes to be a good friend to everyone.
- none 18. To us and them, the matter just didn't seem all that important.
- none 19. Does anyone feel like going to the grocery store?
- S 20. To build a fire in a strong wind takes skill.
- DO 21. Do you want to go out for a pizza after the concert?
- S 22. To postpone the wedding will upset everyone's plans.
- DO 23. People sometimes would like to change the weather, but, of course, they can't.
- none 24. The mayor gave a citation to the members of the rescue squad who saved the child.
- S 25. To succeed in gymnastics takes dedication.
- S 26. To point at people is not polite.
- DO 27. Ethan wanted to go to the theme park with his family.
- none 28. I wish she could have talked to me about the problem.



## Unit 8 Review

► **Exercise 1** Underline each participial, gerund, or infinitive phrase. Write in the blank what kind of phrase it is: *part.* for participial phrase, *ger.* for gerund phrase, or *inf.* for infinitive phrase. Write *none* if the sentence has none of these phrases.

- ger. Lila greatly enjoys planting rose bushes.
- part. 1. The news showed pictures of houses destroyed by the hurricane.
- inf. 2. Would you ever want to go on a two-week trip to Colorado?
- ger. 3. Taking it easy is my brother's idea of a good vacation.
- inf. 4. To eat too many desserts is not a very good idea.
- none 5. Rod is playing the piano in the school jazz band.
- part. 6. Hearing my dad's voice on the phone, I answered quickly.
- ger. 7. She doesn't really enjoy working after school.
- none 8. Nicole was wondering which class would be better for her major.
- inf. 9. In soccer, players use their feet to do almost everything.
- ger. 10. Thomas prefers swimming in a pool rather than in the ocean.
- part. 11. We opened the door for the carolers touring the neighborhood.
- none 12. We took the subway to Columbia Square.
- none 13. I have talked to almost everyone about the talent show.
- inf. 14. I love to watch the fireworks display on the Fourth of July.
- part. 15. Accepted by every college she applied to, my sister must make a difficult decision.
- ger. 16. Deciding on one will be hard.
- none 17. Please take the laundry basket to the bedroom.
- ger. 18. Finishing all my homework by eight o'clock won't be easy.
- inf. 19. Do you want to go to the early movie or the late one?
- part. 20. The dog lapping up water so fast must have been very thirsty.

## Cumulative Review: Units 1–8

► **Exercise 1** Underline the correct pronoun in parentheses. Write in the blank whether the sentence is *dec.* (declarative), *int.* (interrogative), *exc.* (exclamatory), or *imp.* (imperative).

- int. Where did (he, him) leave the instructions?
- imp. 1. Don't forget to send an invitation to (they, them).
- exc. 2. What an incredible jump shot (she, her) has!
- dec. 3. The bridge begins on the east side of the river, and (it, they) ends on the west side of the river.
- dec. 4. Looking through a telescope, Imena could see that constellation and (its, their) nearest neighbor.
- int. 5. Why did you give (they, them) directions to the secret cave?
- dec. 6. Reynaldo promised to give (we, us) students a tour of the television station.
- imp. 7. Place Mother's flowers on the table, and take the card to (its, her).
- exc. 8. I can't believe (our, us) school won the contest!
- dec. 9. Wendy and Jasmine are donating (her, their) old clothing to a local charity.
- dec. 10. Either Alan or Jerome will collect signatures for (his, theirs) petition on Tuesday.
- dec. 11. Young deer roam freely through this park, but Susan worries that (it, they) will wander onto the highway.
- int. 12. Who can deliver Hector's homework to (her, him)?
- imp. 13. Bring me the plant that is drooping and I will water (it, him).
- imp. 14. Please ask the Fuelas to bring pictures of (his, their) trip to Texas.
- exc. 15. Look how high Marta can throw (her, his) baton!
- int. 16. When can Ron show (we, us) how to use the new computer?
- dec. 17. (Those, Them) were the best doughnuts Irene had ever tasted.
- dec. 18. (We, Us) travelers sometimes forget to pack everything.

**imp.** 19. Take Ms. Gorman's tools to (her, his) house.

**exc.** 20. Wow! Jerry surprised even (herself, himself)!

► **Exercise 2** Draw one line under each main clause and two lines under each subordinate clause. Write in the blank whether the sentence is *simple*, *compound*, or *complex*.

- |                 |   |
|-----------------|---|
| <u>complex</u>  | Before they began the concert, <u>the orchestra tuned their instruments.</u>  |
| <u>compound</u> | 1. <u>Laura baked brownies for the party,</u> and <u>Chad made submarine sandwiches.</u>  |
| <u>simple</u>   | 2. <u>Tulips and daffodils dotted the hillside.</u>   |
| <u>compound</u> | 3. <u>Ms. Devereaux may teach her class indoors today,</u> or <u>she may take everyone outside.</u>                                   |
| <u>complex</u>  | 4. <u>As Shirlene was entering her house,</u> <u>she noticed the puppy had been playing with her slippers.</u>                        |
| <u>simple</u>   | 5. <u>Several colorful boats lined up for the race.</u>   |
| <u>complex</u>  | 6. <u>The cast will pose for pictures</u> <u>after the performance ends.</u>  |
| <u>compound</u> | 7. <u>Isabel and Mai Lin waited for nearly an hour,</u> but <u>the bus never came.</u>  |
| <u>complex</u>  | 8. <u>The festival preparations were delayed</u> <u>because high winds blew the tents over.</u>                                       |
| <u>complex</u>  | 9. <u>When you leave,</u> <u>be sure to tell the leader where you are going.</u>  |
| <u>complex</u>  | 10. <u>Uncle Dominic insisted</u> <u>that we all try the new Italian restaurant.</u>  |
| <u>complex</u>  | 11. <u>After the Thompsons sent us a fruit basket,</u> <u>we made them some homemade pies.</u>  |
| <u>complex</u>  | 12. <u>Brigitta found her lost button</u> <u>while she was jogging through the neighborhood.</u>                                      |
| <u>compound</u> | 13. <u>The trees swayed in the breeze,</u> and <u>the wheat danced in the sunlight.</u>   |
| <u>compound</u> | 14. <u>The department store was crowded,</u> but <u>Natasha and her mother were able to finish their shopping without difficulty.</u> |
| <u>complex</u>  | 15. <u>Lesharo finished his chores</u> <u>before his brother returned home.</u>   |

► **Exercise 3** Underline each participial, gerund, or infinitive phrase. Write in the blank what kind of phrase it is: *part.* for participial phrase, *ger.* for gerund phrase, or *inf.* for infinitive phrase.

- ger. Omar is looking forward to camping with John and Travis.
- part. 1. Jason, working on a shrimp boat, enjoyed his summer.
- inf. 2. Sandy needs to sleep at least seven hours.
- ger. 3. Tabitha learned sewing from her mother.
- part. 4. Approaching at a rapid pace, the storm darkened the western sky.
- ger. 5. Closing the window reminded Amos of the alarm system.
- part. 6. Trapped in the spider's web, the locust awaited its captor.
- ger. 7. Mashing potatoes has never been Helen's favorite task.
- inf. 8. Did the Lone Ranger learn to speak the Apache language?
- part. 9. Referring to her notes, Dr. Cordero spoke about the medical profession.
- inf. 10. Mrs. Maxwell knew how to avoid an unpleasant confrontation.
- ger. 11. Martin heard loud knocking at the door.
- inf. 12. Jocelyn wanted to hear the famous guitarist.
- ger. 13. The crowing of the rooster awakened everyone on the farm.
- part. 14. Sinking like a big red ball, the sun disappeared from the western horizon.
- inf. 15. The goalkeeper lunged to block Jeremy's kick.
- ger. 16. Going to school consumes most of Jim's time.
- part. 17. Stopping for lunch, Ella was late for her appointment.
- ger. 18. Walking to the downtown mall requires about twenty minutes.
- ger. 19. Carmella enjoys talking to Morris.
- inf. 20. Jesse raised his left foot to tie the shoelace on his basketball shoe.

## Unit 9: Subject-Verb Agreement

### Lesson 53

### 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**.

**Mr. Lawrenz teaches** art. (singular subject, singular verb)

**Wade and Lee teach** art. (plural subject, plural verb)

**I walk** to the store. (singular subject, singular verb)

**She walks** to the store. (singular subject, singular verb)

**They walk** to the store. (plural subject, plural verb)

Whether the irregular verbs *be*, *do*, and *have* are used as main verbs or helping verbs, they must agree with the subject.

The window **is** stuck. (singular subject, singular verb)

These windows **do** stick in humid weather. (plural subject, plural helping verb)

**He has saved money.** (singular subject, singular helping verb)

#### ► Exercise 1 Draw two lines under the correct form of the verb in parentheses.

Carla (bake, bakes) brownies once a week.

1. Cows (produce, produces) milk at the dairy farm.
2. This airplane (fly, flies) to Milwaukee.
3. A wave (crashes, crash) against the breakwater.
4. These mountains (appear, appears) taller than the clouds.
5. These lights (do, does) not work.
6. The rodeo (start, starts) next week.
7. Fred and Ginger (dance, dances) very well together.
8. These books (seems, seem) heavy.
9. She (sings, sing) in the school choir.
10. He (was, were) not home when Coach Lewis called.
11. Tony (do, does) not go to the movies very often.

12. Forecasters (predicts, predict) many bad storms this year.
13. Two hundred people (was, were) in the audience.
14. You and I (trains, train) for the same position on the team.
15. Two airports (serve, serves) the Washington, D.C., area.
16. This container (hold, holds) one gallon of liquid.
17. These crates (weighs, weigh) twenty pounds.
18. President Smith (leaves, leave) at three o'clock.
19. Redwood trees (grow, grows) very tall.
20. May High School and Brush High School (have, has) been sports rivals for many years.

► **Exercise 2** Write in the blank the correct present-tense form of the verb in parentheses.

- Richard plans to visit London in the spring. (plan)
1. King Alexander III of Macedonia is commonly known as Alexander the Great. (be)
  2. Mr. Collins waits impatiently for the mail to arrive. (wait)
  3. Saul and Keith play checkers after school. (play)
  4. The birds hunt for food by the pond. (hunt)
  5. These sandwiches taste very good. (taste)
  6. There is only one right answer to this question. (be)
  7. Kathy likes this music. (like)
  8. Leonard hopes spring practice will begin soon. (hope)
  9. The wall has two windows. (have)
  10. The Mississippi River flows through Louisiana. (flow)
  11. Light shines through the stained glass windows. (shine)
  12. Art classes help Donna develop her skills. (help)
  13. West Point and the Naval Academy are near the East Coast. (be)
  14. Electric guitars sell extremely well in this city. (sell)
  15. Dolphins live in water. (live)
  16. Only two weeks remain in the semester. (remain)



**Lesson 54****Locating the Subject**

Making a subject and verb agree is easy when the verb directly follows the subject. However, sometimes a prepositional phrase comes between the subject and its verb.

The **books** on the table **belong** to Edwina. (The plural verb, *belong*, agrees with the plural subject, *books*.)

To help determine subject-verb agreement, say the sentence without the prepositional phrase.

The **books belong** to Edwina.

**Inverted sentences** are those in which the subject follows the verb. Some of these sentences begin with a prepositional phrase. Other inverted sentences begin with *here* or *there*. Do not mistake the object of a preposition or *here* and *there* for the subject.

In the ocean **live animals** of many species.

There **is** the **road** into town.

Here in the storeroom **are** the **tapes** you ordered.

Some interrogative sentences may have a helping verb before the subject. The subject is found between the helping verb and the main verb.

**Does** this **store sell** videotapes? (*Store* is the subject, *sell* is the main verb, and *does* is the helping verb.)

► **Exercise 1** Draw two lines under the correct form of the verb in parentheses. Write **S** in the blank if the subject and verb are singular. Write **pl.** if the subject and verb are plural.

- pl.     The flowers in Marta's garden (appear, appears) each spring.
- pl.     1. The lands near the South Pole (are, is) very cold.
- pl.     2. The football players, except for John, (are, is) warming up on the field.
- S       3. On the wall (hangs, hang) a certificate of appreciation.
- pl.     4. From this junior high (comes, come) tomorrow's graduates.
- S       5. The classroom near the north stairs (get, gets) very cold in the winter.
- pl.     6. (Do, Does) the freshmen understand French?

- S 7. Alaska, before becoming part of the United States, (was, were) called “Seward’s Folly” or “Icebergia.”
- S 8. There (lie, lies) the finest watchdog in the county!
- pl. 9. Do the ingredients in these cereals (includes, include) sugar?
- S 10. Pluto, which is the farthest planet from the sun, (orbit, orbits) the sun every 90,000 days.
- pl. 11. The streets in this city (contains, contain) little asphalt.
- pl. 12. Here (are, is) your instructions.
- S 13. Amber, which is used in jewelry, (come, comes) from fossilized tree sap.
- pl. 14. Americans in each region of the country (speak, speaks) with distinct accents.
- S 15. In the back of the room (sit, sits) the next speaker.
- S 16. There across the hall (are, is) the language lab.
- pl. 17. The leaves on the tree (turn, turns) color every fall.
- S 18. The abacus, although centuries old, (are, is) still used in many parts of the world.
- S 19. Does he (think, thinks) this is going to work?
- pl. 20. The pieces of the puzzle (fits, fit) together perfectly.

► **Exercise 2** Underline the simple subject of each sentence. Write in the blank the correct present-tense form of the verb in parentheses.

- The players in the game rest at halftime. (rest)
1. Here in our city works a world-renowned author. (work)
2. Rivers in Ohio, except for the Ohio River, are shallow-draft waterways. (be)
3. Only one bird in our yard builds its nest in that tree. (build)
4. Do these lockers have numbers? (have)
5. The microphones in the auditorium are professional quality. (be)
6. In the desert live many plants. (live)

**Lesson 55****Collective Nouns and Other Special Subjects**

A **collective noun** names a group. It has a singular meaning when the group acts as a unit. It has a plural meaning when showing that each member of the group acts as an individual. The meaning of the noun in the sentence determines whether the singular or plural form of the verb is needed. You can determine whether a collective noun takes a singular or plural verb by substituting the pronoun *it* or *they*.

The **team wants** to buy the coach a gift. (one group, singular)

The **team agree** to purchase their own jerseys. (individuals, plural)

Certain nouns, such as *mathematics* and *mumps*, end in -s but use a singular verb form. Nouns such as *jeans* and *scissors* also end in -s and take a plural verb, yet they are single objects.

The **news is** on the radio now. (singular)

These **jeans are** torn. (plural)

When the subject refers to an amount as a single unit, it is considered singular. When it refers to more than one unit, it is plural.

**Two weeks seems** like a long time to wait. (single unit, singular verb)

**Two weeks have passed** since you called. (several units, plural verb)

The name of a company, title of a book, movie, play, song, or work of art is a proper noun and should be treated as singular even if the subject within the title is plural.

**The Flintstones is** a television show that was made into a movie. (single title)

► **Exercise 1** Underline the simple subject of each sentence. In the blank, write *S* if the subject is singular and *pl.* if the subject is plural.

  S   Broadcast news continues to be a popular field of study.

  S   1. Ms. Tanaka's class is interested in journalism.

 pl.  2. Three weeks have been spent studying newscasts.

  S   3. Television news excites several of the students.

  S   4. Jeremy's family gives tours of the television station where his mother works.

 pl.  5. The class appreciate the time they each received with Mrs. Ramos, who showed them how to operate a video camera.

- S 6. The group hopes to produce its own news show.
- S 7. Student council suggests ideas for a school newscast.
- S 8. The school band volunteers to record music for the show.
- S 9. A target audience is selected.
- pl. 10. The softball team grant their interviews to three student reporters.
- S 11. Youth News is the name chosen for the program.
- pl. 12. Faculty assist in obtaining permission for students to videotape background material for their news stories.
- S 13. The Art Club volunteers to draw weather maps.
- pl. 14. The coaching staff offer advice on the sports report.
- S 15. Current events fills the top slot in the newscast.
- pl. 16. Ratings are unimportant according to Ms. Tanaka.
- pl. 17. The public need to be informed about events that affect their lives.
- pl. 18. Ten days pass before all the arrangements are made.
- S 19. Finally, the class is ready to produce a newscast.
- S 20. "Jobs for Teens" is the first story they will run.

► **Exercise 2** Draw one line under the simple subject. Draw two lines under the correct form of the verb in parentheses.

Television news (explains, explain) what is happening in government.

1. Media (reports, report) on the daily activities of each branch of government.
2. A network team (gathers, gather) the news each day.
3. The press corps (records, record) what the politicians have to say to them.
4. A dedicated group (presents, present) the information they have each obtained.
5. The audience (watches, watch) to find out what their elected officials are doing.
6. Politics (becomes, become) confusing without someone to describe what the politicians are trying to do.
7. However, a citizens' group (has, have) more power than it might think.
8. A voting bloc (determines, determine) who will win an election.

**Lesson 56****Indefinite Pronouns as Subjects**

An **indefinite pronoun** is a pronoun that does not refer to a specific person, place, or thing. Most indefinite pronouns are singular. Some are plural, and some can be either singular or plural. When an indefinite pronoun is the subject of a sentence, the verb must agree in number with the indefinite pronoun.

**COMMON INDEFINITE PRONOUNS**

**Singular:** another, anybody, anyone, anything, each, either, everybody, everyone, everything, much, neither, nobody, no one, nothing, one, somebody, someone, something

**Plural:** both, few, many, others, several

**Either Singular or Plural:** all, any, most, none, some

**Nobody lives** without air. (singular)

**Many study** the process of photosynthesis. (plural)

A prepositional phrase can follow the indefinite pronouns *all*, *any*, *most*, *none*, or *some*. The object of the preposition will determine whether the pronoun is singular or plural.

**Some** of the building **is** brick. (singular)

**Some** of the sunflowers **are** large. (plural)

► **Exercise 1** Draw two lines under the correct form of the verb in parentheses.

Few (expects, expect) to win a prize in the contest.

- Another (wants, want) to look at the bike.
- Anybody (study, studies) French before taking a trip to France.
- Anyone (understand, understands) the importance of this issue.
- One (tell, tells) us about his days in baseball.
- Each of the members (speak, speaks) for three minutes.
- Either of these books (convey, conveys) the mood of the 1980s.
- Everybody (want, wants) a copy of that videotape.
- Both of these schools (is, are) outstanding.
- Everyone who participates (receives, receive) an award.
- Everything in this room (appears, appear) to be an antique.

11. Much of what is in the book (is, are) on the test.
12. Neither (becomes, become) a first-place contender.
13. Some of the students (visits, visit) their schools after they graduate.
14. Thankfully, many (returns, return) to inspire new students.
15. Nobody (like, likes) to see rain during a picnic.
16. Most of the dancers (perform, performs) the same steps.
17. No one (know, knows) how hard we worked on this project.
18. Nothing (is, are) going to change my mind.
19. One (wonders, wonder) how that computer program works.
20. Somebody (wants, want) to talk to you.

► **Exercise 2** Write in the blank the correct present-tense form of the verb in parentheses.

- All ride the rollercoaster first. (ride)
1. Someone is at the door. (be)
  2. Something does not look right in this equation. (do)
  3. Others walk this path each morning. (walk)
  4. Several describe the process to us. (describe)
  5. Much of this course work requires outside study. (require)
  6. Few play the trombone. (play)
  7. Many understand the importance of clean air. (understand)
  8. Much occurs during a space shuttle launch. (occur)
  9. Another waits to ride the horse. (wait)
  10. Some of the questions test reading comprehension. (test)
  11. Many contain several items. (contain)
  12. One needs to understand the reasons for making such a rule. (need)
  13. None of the stores carry that brand. (carry)
  14. Neither likes the play as well as the movie. (like)
  15. No one in this class studies painting. (study)

**Lesson 57****Agreement with Compound Subjects**

A **compound subject** contains two or more simple subjects that have the same verb. It requires a singular or plural verb, depending on how the parts of the subject are connected. When two or more simple subjects are joined by the coordinating conjunction *and* or by the correlative conjunction *both...and*, the verb is plural. Sometimes *and* is used to join two words that are part of a single unit or refer to a single person or thing. In this case, the subject is considered to be singular. When two or more subjects are joined by the coordinating conjunction *or* or *nor*, or the correlative conjunction *either...or* or *neither...nor*, the verb agrees with the subject that is closest to it.

Lakes, rivers, **and** streams **have** fish. (plural)

**Both** rivers **and** streams **carry** silt. (plural)

Our chief cook **and** bottle-washer **wants** to see you! (singular)

The printout **or** the disks **contain** the information. (plural; one singular and one plural subject; the verb agrees with the subject closest to it)

**Either** the disks **or** the printout **contains** the information. (singular; one plural and one singular subject; the verb agrees with the subject closest to it)

► **Exercise 1** Draw two lines under the correct form of the verb in parentheses. In the blank, write *S* if the verb form is singular or *pl.* if it is plural.

- pl. Both the Atlantic Ocean and the Indian Ocean (meets, meet) the African continent.
- S 1. The second-largest continent and the most diverse one (is, are) Africa.
- pl. 2. Both the east and west coastlines (is, are) smooth.
- pl. 3. Africa's northernmost and southernmost points (extend, extends) almost equal distances from the equator.
- pl. 4. The Northern Plateau, Central/Southern Plateau, and Eastern Highlands (is, are) the three major continental regions.
- pl. 5. Both the Senegal and Niger rivers (empties, empty) into the Sudan drainage basin.
- S 6. Africa's most famous mountain and highest peak (is, are) Mt. Kilimanjaro.

- S 7. Either the desert or the tropical rain forest (has, have) an average temperature of 80°.
- S 8. Neither the Sahara nor the Kalahari (is, are) a cold desert.
- pl. 9. Desert and semidesert conditions (prevail, prevails) in northern Africa.
- pl. 10. Tall grasses and low trees (grows, grow) on grasslands called savannas.
- pl. 11. Giraffes, elephants, and zebras (lives, live) on these savannas.
- pl. 12. Both flooding and drought (plague, plagues) Africa.
- pl. 13. The forests and grasslands (serves, serve) as home to several species of antelope.
- S 14. Either the lion or the elephant (stand, stands) guard over his territory.
- pl. 15. Insects and diseases (attack, attacks) plants and animals.
- pl. 16. National parks and game reserves (protects, protect) Africa's endangered wildlife.
- pl. 17. The baobab, borassus palm, and acacia trees (survives, survive) through underground moisture.
- S 18. For many years, the only source of either radium or diamonds (were, was) the Congo.
- pl. 19. Both the Nile and Congo rivers (is, are) important natural resources.
- S 20. Either the Nile or the Zaire (begins, begin) at Lake Victoria.
- pl. 21. Lake Victoria, Owen Falls, and Kariba Gorge (provide, provides) water for hydroelectric generators.
- pl. 22. Irrigation and hydroelectric power (use, uses) water from the Nile.
- pl. 23. The treasures and sarcophagus of King Tutankhamen (was, were) discovered in 1922.
- pl. 24. South and east Africa (contain, contains) many fossils.
- pl. 25. Both the Tibesti and Ahaggar mountains (have, has) prehistoric rock drawings.
- pl. 26. Africa's traditional art and stories (tell, tells) about the past.
- S 27. Either historical realities or mythology (is, are) conveyed through traditional art.
- pl. 28. Masks and statues (is, are) the most common forms of African art.





## Unit 9 Review

### ► Exercise 1 Draw two lines under the correct form of the verb in parentheses.

Neither Tom nor Steve (remember, remembers) leaving his bicycle on the sidewalk.

1. Either a cup or a glass (hold, holds) water.
2. Arizona and New Mexico, particularly in the summer, (is, are) very hot.
3. In the winter (come, comes) frigid air from the north.
4. The budget committee (accept, accepts) your proposal.
5. The pliers (do, does) us no good if we cannot find them.
6. Here on the table (lie, lies) the missing keys.
7. Does this cooler (contain, contains) any ice?
8. Twenty-five cents (was, were) the cost of the phone call.
9. *Duel of Eagles* (give, gives) a good description of the Mexican and American fight for the Alamo.
10. My last and best song (is, are) “Maple Leaf Rag.”
11. At the corner of Jefferson Avenue and High Street (occur, occurs) many accidents.
12. Their dedication to their profession (serve, serves) the company well.
13. Bowling, hockey, and basketball (is, are) popular sports.
14. The flock of sheep (graze, grazes) contentedly.
15. Scissors (come, comes) in all sizes.
16. Neither boots nor an umbrella (is, are) necessary in sunny weather.
17. Over the horizon (rise, rises) a beautiful pink sun.
18. Five months (has, have) passed since the last school field trip.
19. Many (think, thinks) this test was easy.
20. Both Joshua and Stacy (dance, dances) in the school ballet.

## Cumulative Review: Units 1–9

► **Exercise 1** Above each word in *italics*, label its part of speech: *N* (noun), *V* (verb), *adj.* (adjective), *adv.* (adverb), *pro.* (pronoun), or *prep.* (preposition).

*adj.* *V* *N* *prep.*  
The *foggy* weather *caused* *problems* *with* the traffic.

1. *adj.* *adv.* *N* *V* *prep.* *adj.*  
1. *Clear* and cold Lake Superior *holds* one tenth *of* the world's *unfrozen* fresh water.
2. *adv.* *V* *adv.* *N*  
2. The *brilliantly* colored butterfly *fluttered* *lazily* over the bright *flowers*.
3. *adj.* *N* *prep.*  
3. The late-afternoon sunbeams created *long* *shadows* *across* the city park.
4. *V* *N* *pro.*  
4. A chameleon *uses* its *ability* to camouflage *itself* to hide from danger.
5. *adv.* *adj.* *N* *prep.*  
5. The tour company *carefully* planned the fabulous *European* *excursion* *for* the students.
6. *adv.* *N* *adj.* *adj.*  
6. Schools are *rarely* closed in *Thunder Bay* because of the *harsh* *winter* weather.
7. *V* *adv.* *prep.* *adj.*  
7. The little boy *napped* *peacefully* on a blanket *during* the *long* parade.
8. *N* *N* *N*  
8. *Pollution* and over-fishing lead to severe *problems* for the fishing *industry*.
9. *adj.* *V* *adv.* *adj.*  
9. The *night-time* temperature *plunged* *rapidly* to *ten* degrees below zero.
10. *adv.* *prep.* *N*  
10. The huge airliner *quickly* descended *in* *preparation* for landing.
11. *N* *V* *adj.* *adj.*  
11. *Moods* and attitudes *are* *lifted* by a *bright* and *sunny* day.
12. *adj.* *prep.* *V* *adj.*  
12. The *higher* altitude *of* Nairobi quickly *left* us *breathless* during our hikes.
13. *V* *adv.* *prep.*  
13. The howling of the coyote *echoed* *early* *through* the canyon.
14. *pro.* *prep.* *adj.* *N*  
14. *She* depended *on* her sophisticated camera for her *scientific* *research*.
15. *N* *adv.* *adv.* *N*  
15. The old *Model T's* were equipped *quite* *differently* from the comfortable cars of *today*.
16. *pro.* *N* *V* *pro.* *N*  
16. *Our* ancient *past* is *revealed* to *us* through the *efforts* of dedicated archaeologists.
17. *adj.* *V* *pro.* *V*  
17. The Vietnam *Women's* Memorial *honors* women *who* *served* during that war.
18. *N* *V* *V*  
18. The Statue of Freedom on top of the U.S. Capitol *dome* *was* *lowered* and *cleaned* for the *first* time in 130 *years*.
19. *adv.* *N* *adj.* *N*  
19. People *everywhere* enjoy *performances* of Tchaikovsky's *famous* ballet, *The Nutcracker*.
20. *N* *V* *N* *prep.* *N*  
20. The northern *resort* *offered* fishing in the *summer* and snowmobiling *in* the *winter*.

► **Exercise 2** Draw a line under each adjective clause, adverb clause, and noun clause. In the blank, indicate the kind of clause by writing *adj.*, *adv.*, or *noun*.

- adv.      Whenever you write your name on these forms, please print it.
- adj.      1. Our state parks and reserves, which make excellent natural classrooms, hold exciting discoveries for students and families.
- adv.      2. Fritz saw the same car at a lower price after he had already bought his car.
- noun      3. Mrs. Rovtar explained that she would be taking early retirement.
- noun      4. Whoever joins an environmental club will learn much.
- adj.      5. Pearl S. Buck, who wrote *The Wave*, won the 1938 Nobel Prize for literature.
- noun      6. Priorities for your life are whatever you decide.
- adv.      7. Scott stopped his exercise routine early since he had another obligation.
- adv.      8. Jessica loved to read whenever she had free time.
- adv.      9. Wherever they are, animals love to play.
- noun      10. She wanted to go into whichever shop they came to first.
- adj.      11. The train that travels at midnight carries coal.
- adj.      12. Muffin, who is a finicky eater, turned up her nose at the new cat food.
- noun      13. The costume designer will help us with whatever costume changes are needed.
- noun      14. Whatever choice you make is fine with me.
- adv.      15. Wherever he went, the man's happy whistling could be heard.
- adv.      16. The ski runs were closed until the wind diminished.
- adj.      17. Troy's German shepherd is one dog that is truly faithful to its master.
- noun      18. I don't know why he stayed home.
- adj.      19. Shana cherished the family heirloom that she received from her grandmother.
- adv.      20. The fisherman wished to remain by the sea because his entire life had revolved around the water.

► **Exercise 3** Draw two lines under the verb in parentheses that agrees in number with the subject.

Painting houses (is, are) their family's business.

1. Young chimps and baboons often (become, becomes) playmates in the wild.
2. Vacationing in the mountains (remain, remains) a favorite get-away for many families.
3. Each of his many songs (is, are) a favorite of my dad's.
4. Neither their old gramophone nor their antique chairs (go, goes) to the moving sale.
5. Five dollars (seem, seems) too much to pay for a student admission.
6. The members of the new theater group (perform, performs) tonight.
7. The cowboy and rodeo star (walk, walks) safely out of the arena after being thrown from his horse.
8. The largest piece of luggage (weigh, weighs) eighty pounds.
9. Does this book on foreign cities (appeal, appeals) to you?
10. In the wilderness (lie, lies) undiscovered treasures.
11. Each of the four opportunities (offer, offers) valuable experience.
12. Houston, New Orleans, and Atlanta (is, are) located in the southern part of the United States.
13. The principal or the teachers always (arrive, arrives) at school before the students.
14. Their family (organize, organizes) a reunion every five years.
15. Sometimes four weeks (pass, passes) before I see another movie.
16. In the corner of the flower bed (remain, remains) one lone blossom.
17. There (leave, leaves) the train on its daily journey.
18. In Grandfather's day, trousers (was, were) worn after a boy was too big for knickers.
19. Both old merchant vessels and old warships (interest, interests) our world history teacher.
20. Mathematics, as well as science and reading, (is, are) offered during the summer session.

## Unit 10: Diagraming Sentences

### Lesson 58

### Diagraming Simple Subjects and Predicates

To diagram a sentence, draw a horizontal line with a vertical line going through it. Write the simple subject to the left of the vertical line and the simple predicate to the right of the line.

Diagramed below are only 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.

#### DECLARATIVE

People ride horses.

People | ride

#### IMPERATIVE

Ride the horse.

(you) | Ride

#### INTERROGATIVE

Do people ride horses?

people | Do ride

#### EXCLAMATORY

How those horses run!

horses | run

► **Exercise 1** Diagram only the simple subject and simple predicate in each sentence.

1. Cally had spoken.

Cally | had spoken

4. Did you give it to her?

(you) | Did give

2. The old barn collapsed.

barn | collapsed

5. The dog damaged the flowers.

dog | damaged

3. Buy that video.

(you) | Buy

6. When did you wake him?

you | did wake

7. I took my team jacket.

I | took

14. Have you examined your notes?

you | Have examined

8. You are muttering.

You | are muttering

15. How the ice glitters!

ice | glitters

9. Hand me the book.

(you) | Hand

16. Enter the contest.

(you) | Enter

10. Are you motivated?

you | Are motivated

17. I have prepared for the quiz.

I | have prepared

11. Duwana felt sorry.

Duwana | felt

18. He wrecked my bike!

He | wrecked

12. Our team desires a win.

team | desires

19. Where is my CD?

CD | is

13. Earn the money for it.

(you) | Earn

20. Quartz is beautiful.

Quartz | is

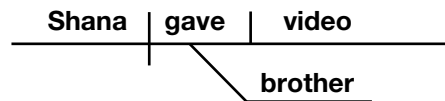
**Lesson 59****Diagramming Direct and Indirect Objects and Predicate Words**

Place the direct object to the right of the verb and next to a vertical line that does not extend below the horizontal line. Locate indirect objects on a horizontal line below and to the right of the verb, connected to the verb by a slanted line.

Do take a free sample.

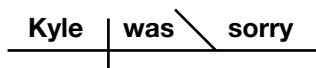


Shana gave her brother a video.

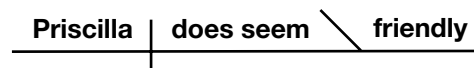


Use a slanted line to separate a predicate noun or predicate adjective from the linking verb.

Kyle was sorry.



Priscilla does seem very friendly.



► **Exercise 1** Diagram the subject, predicate, direct object, indirect object, and any predicate words in each sentence.

1. You look hungry.



4. Henry overtook the other runners.



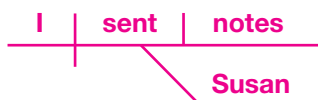
2. Ruth thanked him.



5. Fred brought Sarah the money.



3. I sent Susan the notes.



6. Camilla seemed happy.





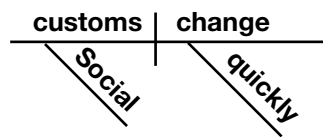


## Lesson 60

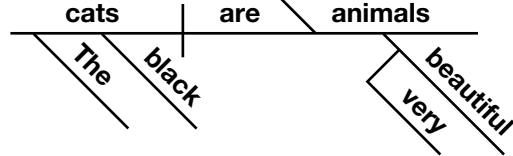
# Diagramming Adjectives and Adverbs

Place adjectives, including articles, and adverbs on slanted lines beneath the words they modify. Predicate adjectives remain on the horizontal line.

Social customs quickly change.

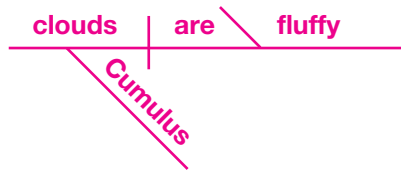


The black cats are very beautiful animals.



### ► Exercise 1 Diagram each sentence.

1. Cumulus clouds are fluffy.



5. Sunee paints wonderful portraits.



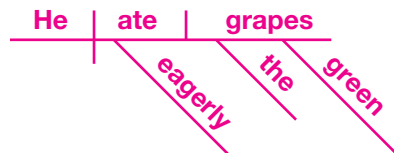
2. The parade featured historical vehicles.



6. Mr. Martinez runs fast.



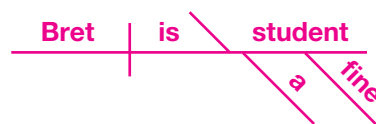
3. He eagerly ate the green grapes.



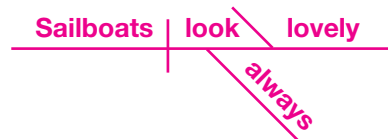
7. Our old tree has become rotten.



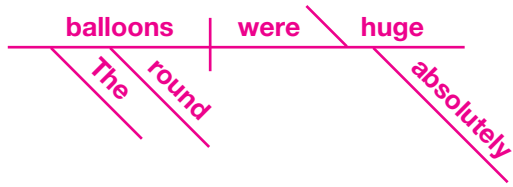
4. Bret is a fine student.



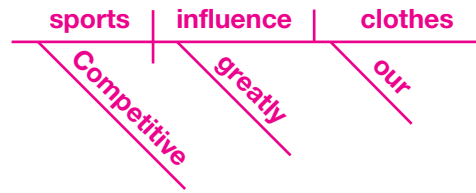
8. Sailboats always look lovely.



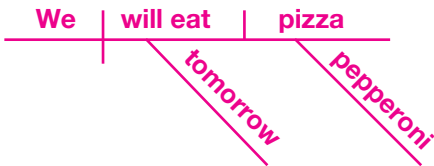
9. The round balloons were absolutely huge.



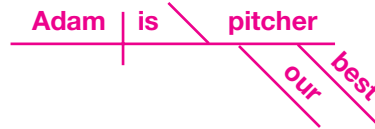
15. Competitive sports greatly influence our clothes.



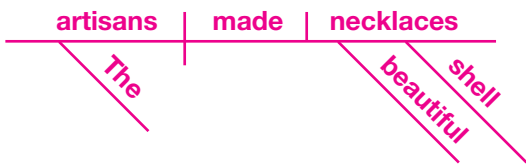
10. We will eat pepperoni pizza tomorrow.



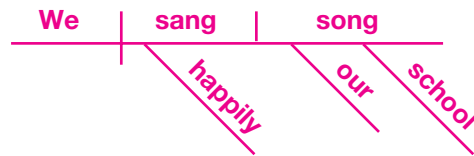
16. Adam is our best pitcher.



11. The artisans made beautiful shell necklaces.



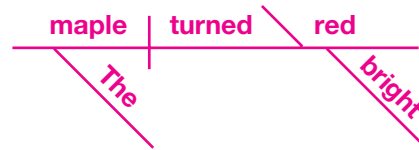
17. We happily sang our school song.



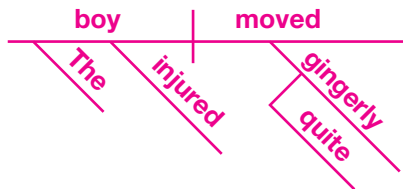
12. Tailors designed warm, snug clothing.



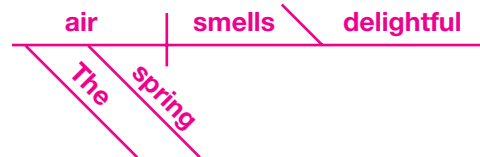
18. The maple turned bright red.



13. The injured boy moved quite gingerly.



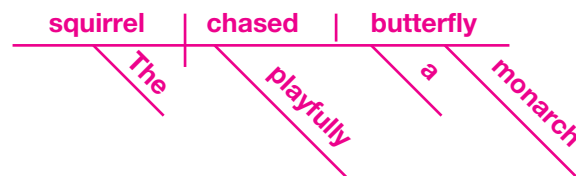
19. The spring air smells delightful.



14. The new seeds provided abundant cotton.



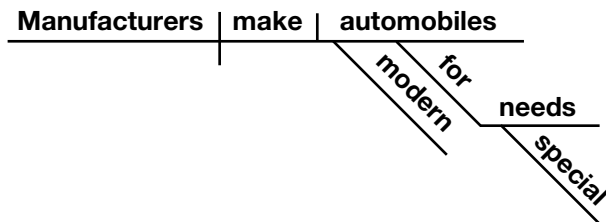
20. The squirrel playfully chased a monarch butterfly.



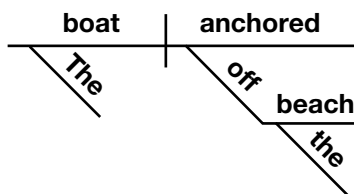
**Lesson 61****Diagramming Prepositional Phrases**

Connect a prepositional phrase to the noun or verb that it modifies. Place the preposition on a slanted line and the object of the preposition on a horizontal line.

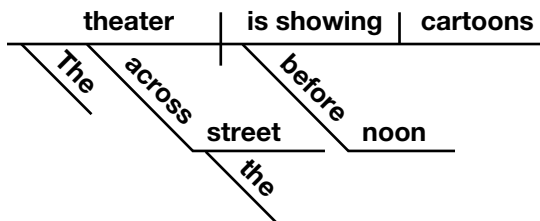
Manufacturers make modern automobiles for special needs.



The boat anchored off the beach.

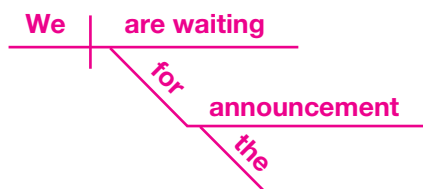


The theater across the street is showing cartoons before noon.

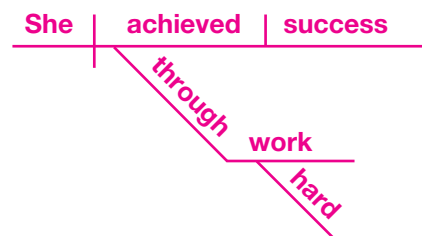


► **Exercise 1** Diagram each sentence.

1. We are waiting for the announcement.



2. She achieved success through hard work.



3. The salesclerk offered a refund for the merchandise.

salesclerk | offered | refund  
 The | a | for | merchandise  
 the

4. Some friends of mine threw me a party for my birthday.

friends | threw | party  
 Some | of | mine | me | a | for | birthday  
 my

5. Bart reached the store on Shady Lane.

Bart | reached | store  
 the | on | Shady Lane

6. Many people opposed the legislation for cultural reasons.

people | opposed | legislation  
 Many | for | reasons | the  
 cultural

7. The store at the mall is having a sale.

store | is having | sale  
 The | at | mall | a  
 the

8. The charisma of Hollywood stars also influences modern fashion.

charisma | influences | fashion  
 The | of | stars | also | modern  
 Hollywood

9. The need for affordable childcare grows steadily.

need | grows  
 The | for | childcare | steadily  
 affordable

10. His slippers are in the den under the couch.

slippers | are  
 His | in | den | under | couch  
 the

11. In spite of the bad weather, we will visit Grandma.

We | will visit | Grandma  
 in spite of | weather  
 the | bad

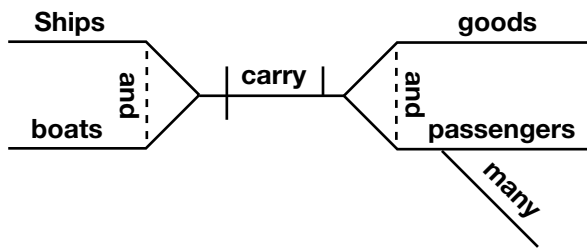
12. Power losses occurred after the storm.

losses | occurred  
 Power | after | storm  
 the

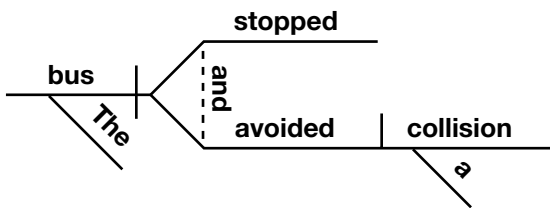
**Lesson 62****Diagramming Compound Sentence Parts**

Coordinating conjunctions such as *and*, *but*, and *or* are used to join words, phrases, or sentences. Diagram these compound parts of a sentence by placing the second part of the compound below the first. Write the coordinating conjunction on a dotted line connecting the two parts.

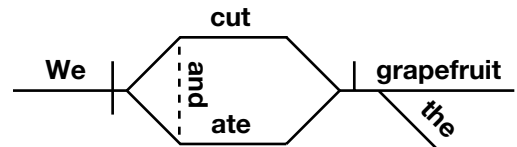
Ships and boats carry goods and many passengers.



The bus stopped and avoided a collision.

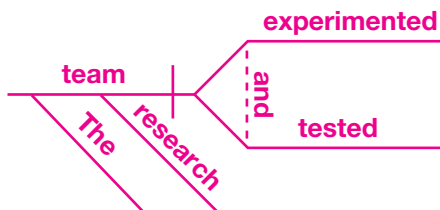


We cut and ate the grapefruit.

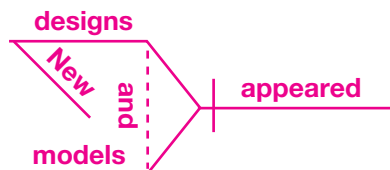


► **Exercise 1** Diagram each sentence.

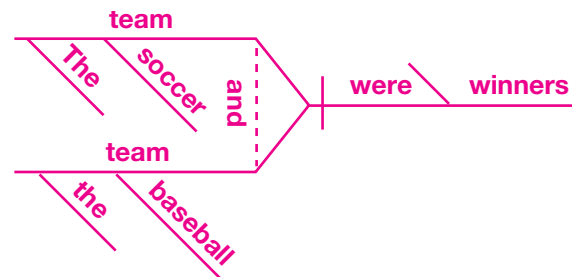
1. The research team experimented and tested.



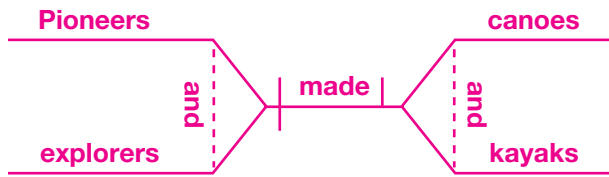
2. New designs and models appeared.



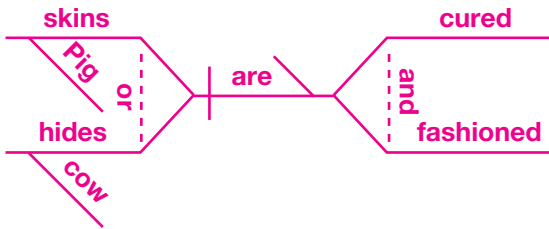
3. The soccer team and the baseball team were winners.



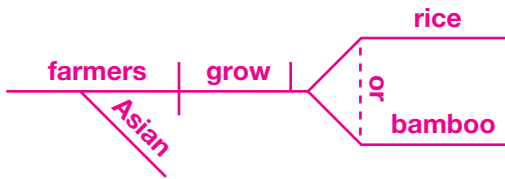
4. Pioneers and explorers made canoes and kayaks.



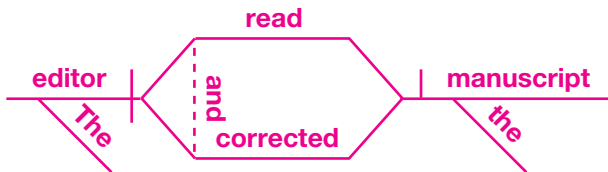
5. Pig skins or cow hides are cured and fashioned.



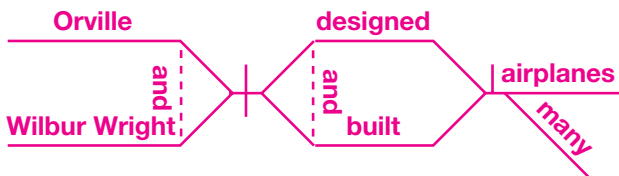
6. Asian farmers grow rice or bamboo.



7. The editor read and corrected the manuscript.



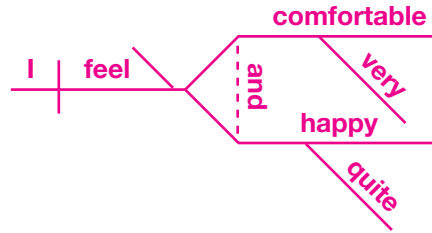
8. Orville and Wilbur Wright designed and built many airplanes.



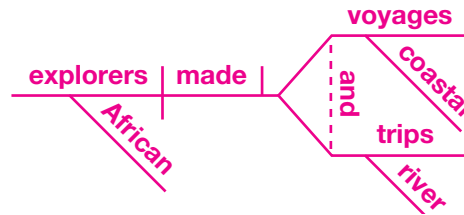
9. The train transported grain and coal.



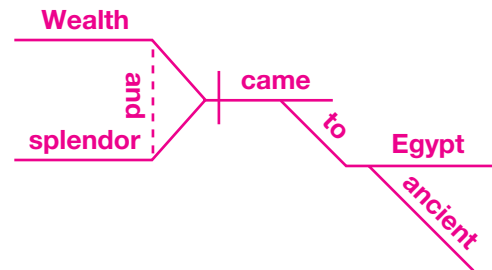
10. I feel very comfortable and quite happy.



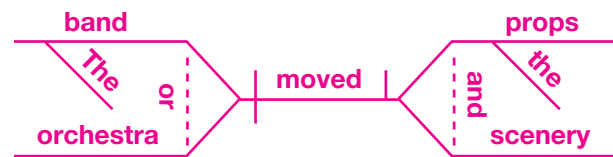
11. African explorers made coastal voyages and river trips.



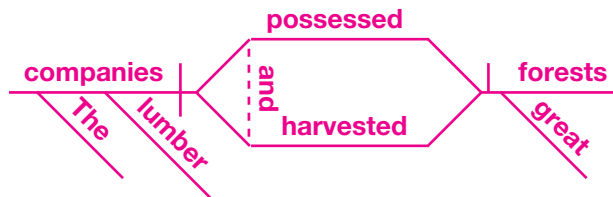
12. Wealth and splendor came to ancient Egypt.



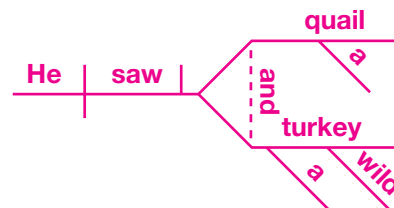
13. The band or orchestra moved the props and scenery.



14. The lumber companies possessed and harvested great forests.



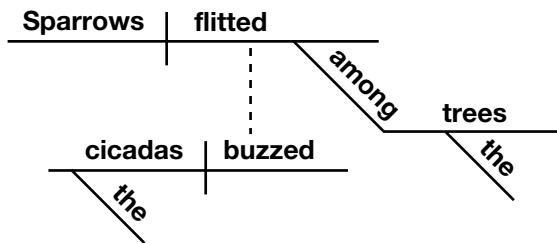
15. He saw a quail and a wild turkey.



**Lesson 63****Diagramming Compound Sentences**

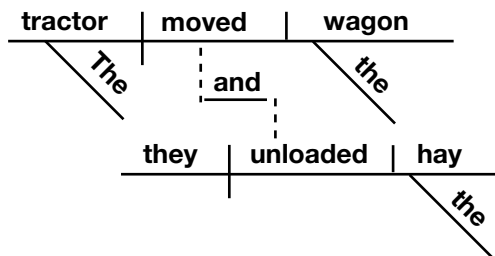
Diagram each clause of a compound sentence separately. Use a vertical dotted line to connect the verbs of each clause if the main clauses are joined by a semi-colon.

Sparrows flitted among the trees; the cicadas buzzed.



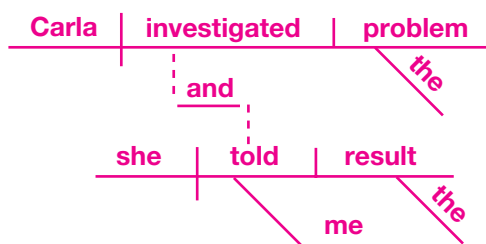
If the main clauses are joined by a conjunction, place the conjunction on a solid horizontal line. Then connect the conjunction to the verb of each clause by vertical dotted lines.

The tractor moved the wagon, and they unloaded the hay.

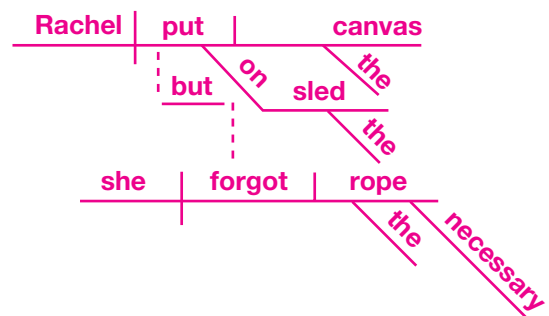


► **Exercise 1** Diagram each sentence.

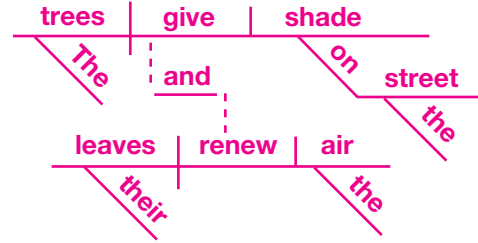
1. Carla investigated the problem, and she told me the result.



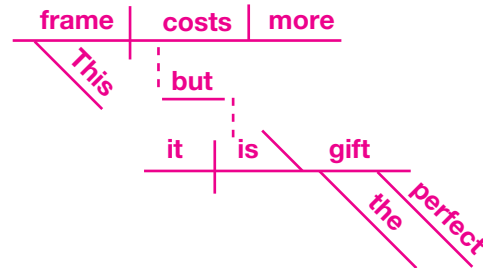
2. Rachel put the canvas on the sled, but she forgot the necessary rope.



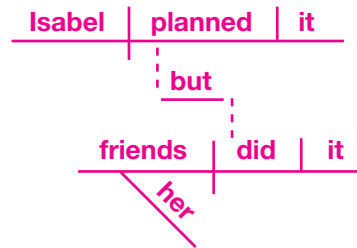
- 8.** The trees give shade on the street, and their leaves renew the air.



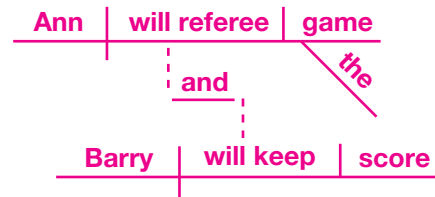
9. This frame costs more, but it is the perfect gift.



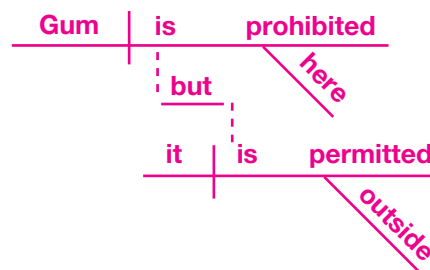
10. Isabel planned it, but her friends did it.



- 11.** Ann will referee the game, and Barry will keep score.



- 12.** Gum is prohibited here, but it is permitted outside.

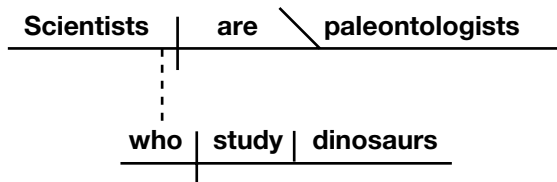




**Lesson 64****Diagramming Complex Sentences with Adjective or Adverb Clauses**

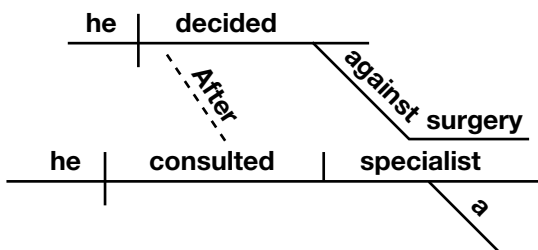
To diagram an adjective clause, draw a dotted line between the relative pronoun that introduces the clause and the noun or pronoun it modifies. Relative pronouns are *who*, *whom*, *whose*, *whoever*, *whomever*, *which*, or *that*. Diagram the relative pronoun according to its function in its own clause.

Scientists **who study dinosaurs** are paleontologists.

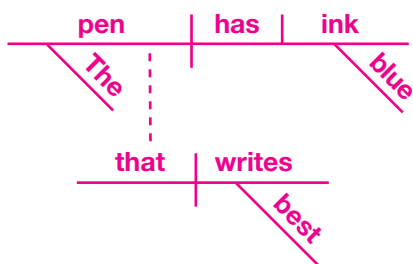


To diagram an adverb clause, draw a dotted line between the verb in the adverb clause and the verb, adjective, or adverb it modifies. Write the subordinating conjunction on the line connecting the verb and the word it modifies.

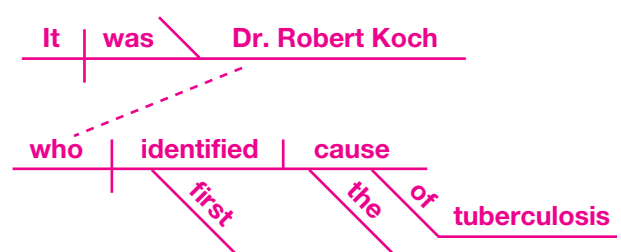
**After he consulted a specialist**, he decided against surgery.

**► Exercise 1** Diagram each sentence.

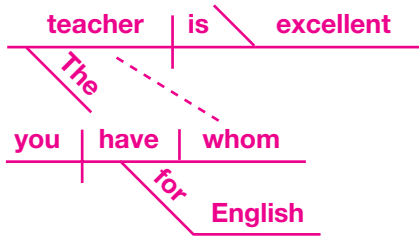
1. The pen that writes best has blue ink.



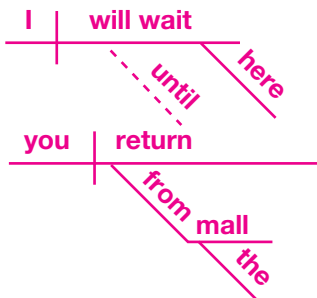
2. It was Dr. Robert Koch who first identified the cause of tuberculosis.



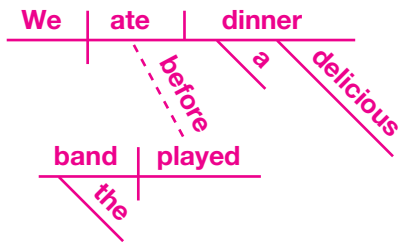
3. The teacher whom you have for English is excellent.



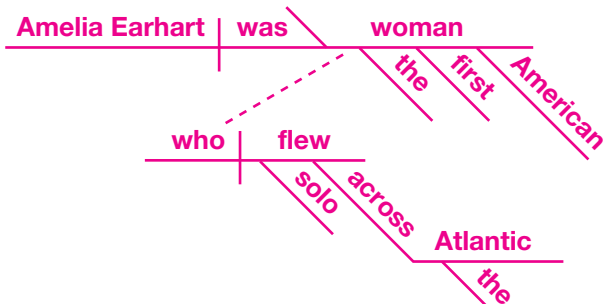
4. I will wait here until you return from the mall.



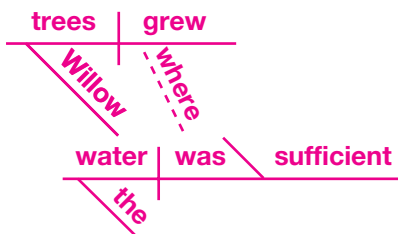
5. We ate a delicious dinner before the band played.



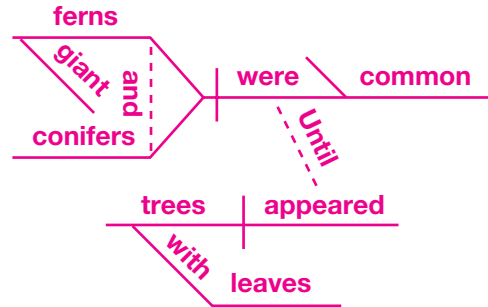
6. Amelia Earhart was the first American woman who flew solo across the Atlantic.



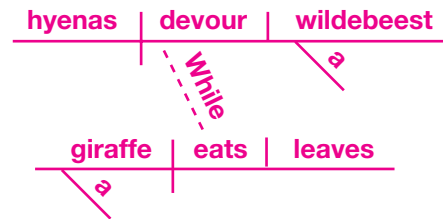
7. Willow trees grew where the water was sufficient.



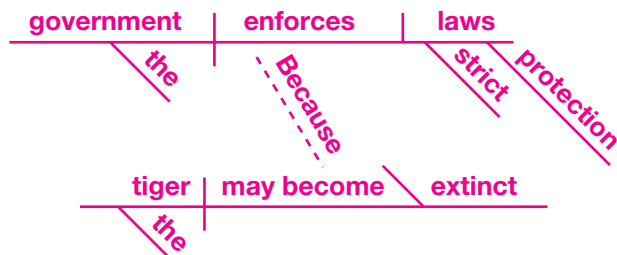
8. Until trees with leaves appeared, giant ferns and conifers were common.



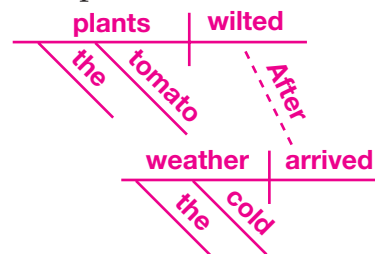
9. While a giraffe eats leaves, hyenas devour a wildebeest.



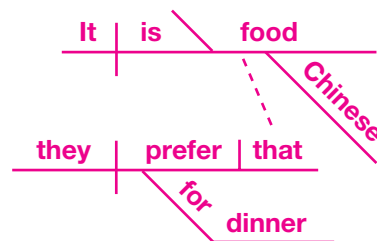
10. Because the tiger may become extinct, the government enforces strict protection laws.



11. After the cold weather arrived, the tomato plants wilted.



12. It is Chinese food that they prefer for dinner.



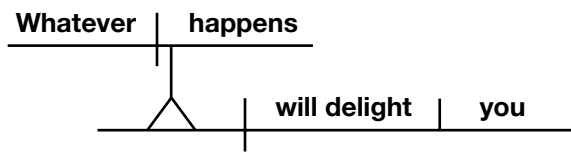
## Lesson 65

# Diagramming Noun Clauses

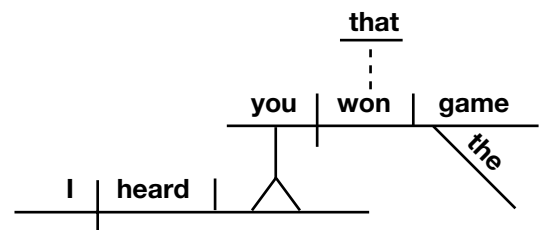
Noun clauses can be subjects, direct objects, objects of prepositions, or predicate nouns. Diagram a noun clause by placing it on a “stilt” above the main clause.

Diagram the word introducing a noun clause according to its function in the clause. Occasionally the word that introduces the noun clause, such as *that*, is not truly part of either the noun clause or the main clause. Write such a word on its own line above the clause and connect it with a dotted line.

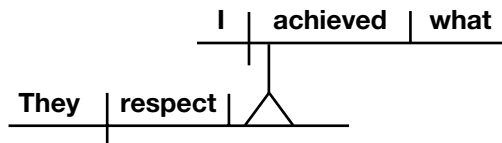
Whatever happens will delight you.



I heard that you won the game.

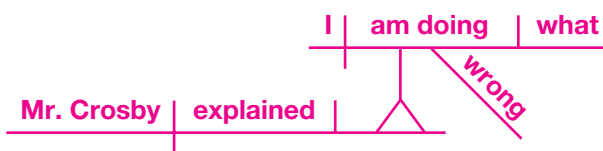


They respect what I achieved.



### ► Exercise 1 Diagram each sentence.

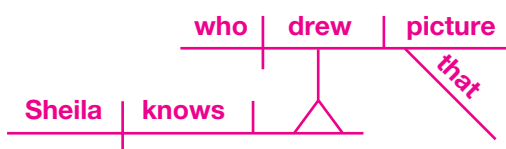
1. Mr. Crosby explained what I am doing wrong.



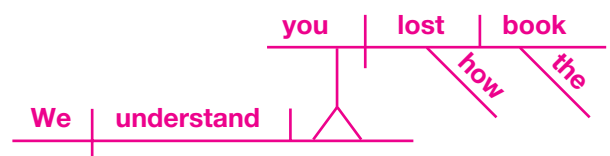
3. Whoever takes a boat ride should wear a life jacket.



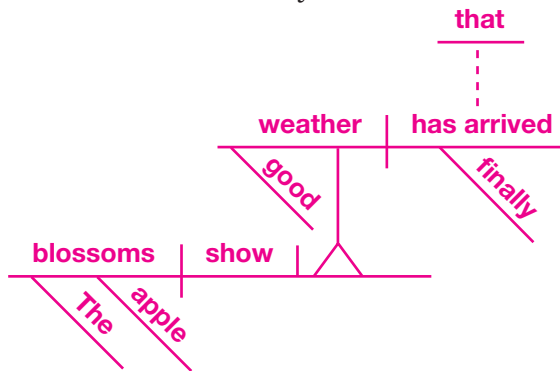
2. Sheila knows who drew that picture.



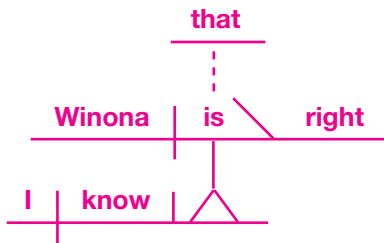
4. We understand how you lost the book.



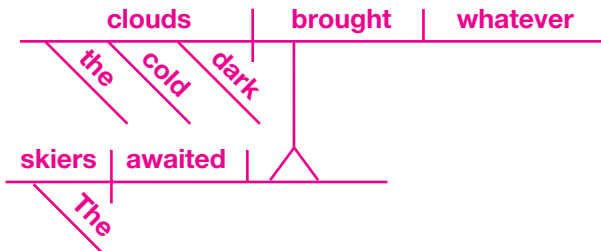
5. The apple blossoms show that good weather has finally arrived.



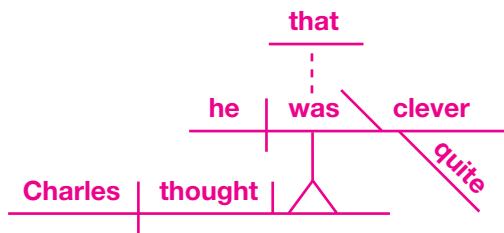
6. I know that Winona is right.



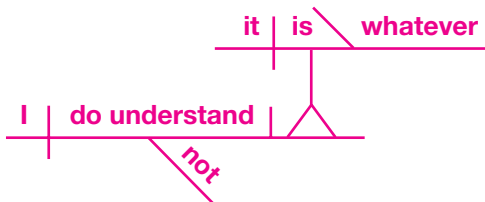
7. The skiers awaited whatever the cold dark clouds brought.



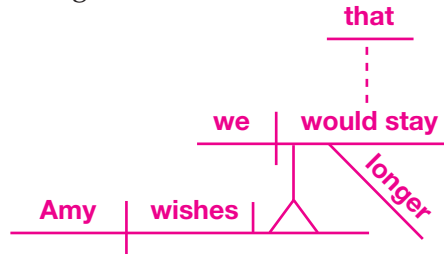
8. Charles thought that he was quite clever.



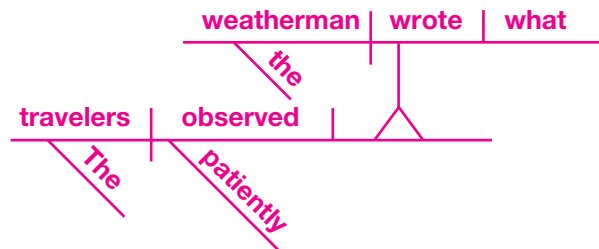
9. I do not understand whatever it is.



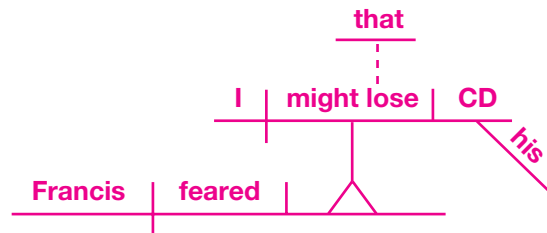
10. Amy wishes that we would stay longer.



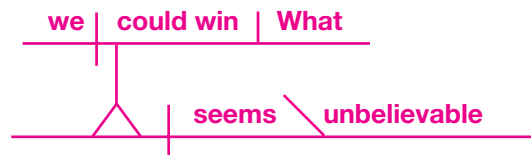
11. The travelers patiently observed what the weatherman wrote.



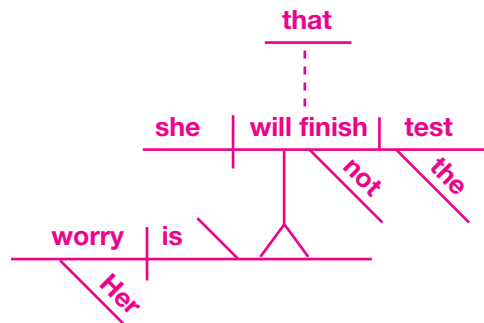
12. Francis feared that I might lose his CD.



13. What we could win seems unbelievable.



14. Her worry is that she will not finish the test.

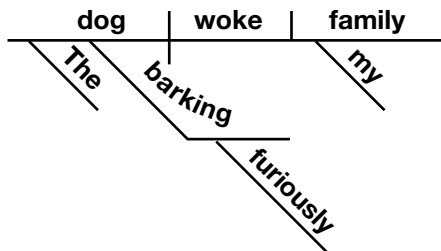


## Lesson 66

### Diagramming Verbals

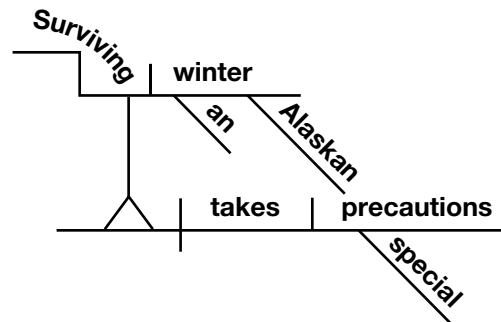
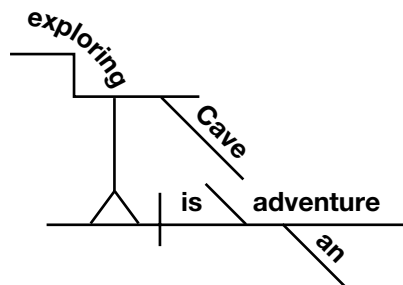
Place a participle or participial phrase beneath the word it modifies. Write the participle on a curve.

The dog, **barking furiously**, woke my family.



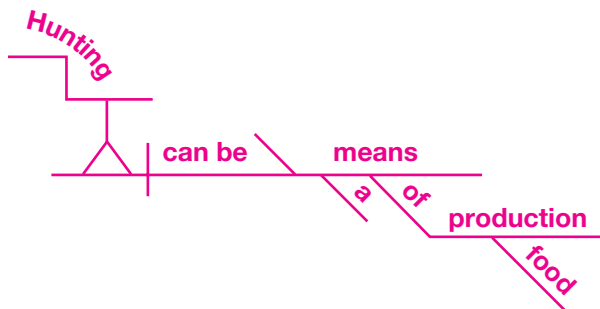
Place a gerund or gerund phrase on a "step" with the gerund written on a curve. Set the step on a "stilt" positioned according to the gerund's role in the sentence. A gerund can be a subject, an object of a verb or preposition, or an appositive.

**Cave exploring** is an adventure. Surviving an Alaskan winter takes special precautions.

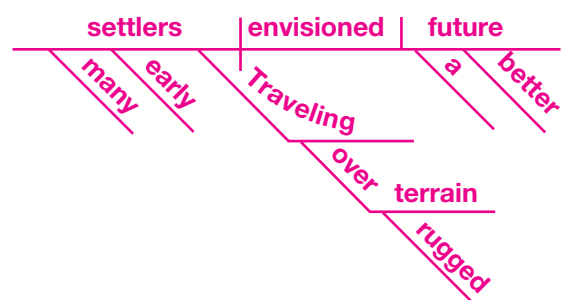


#### ► Exercise 1 Diagram each sentence.

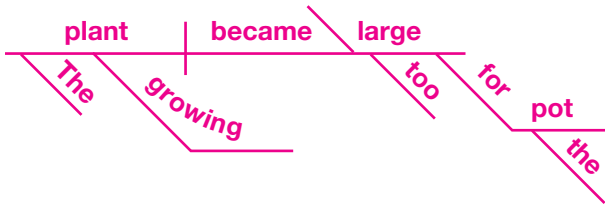
- Hunting can be a means of food production.



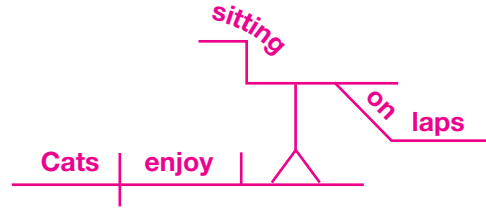
- Traveling over rugged terrain, many early settlers envisioned a better future.



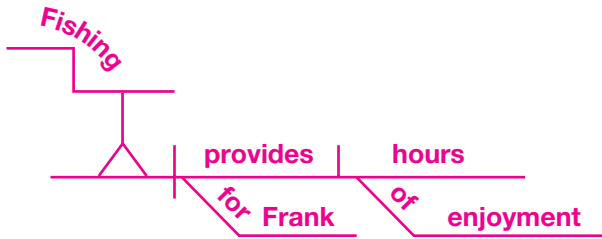
3. The growing plant became too large for the pot.



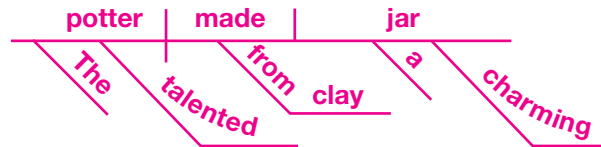
7. Cats enjoy sitting on laps.



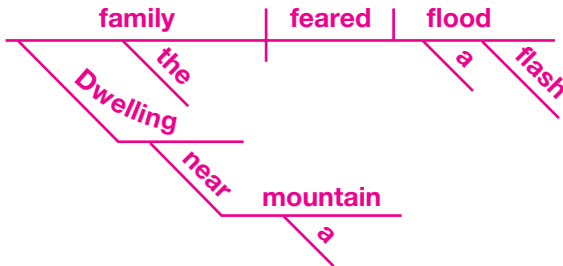
4. Fishing provides hours of enjoyment for Frank.



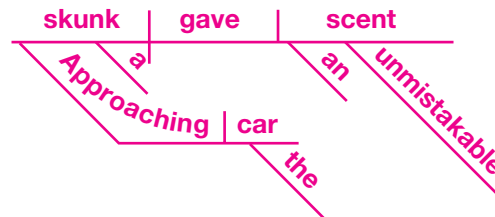
8. The talented potter made a charming jar from clay.



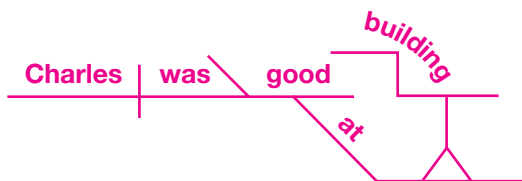
5. Dwelling near a mountain, the family feared a flash flood.



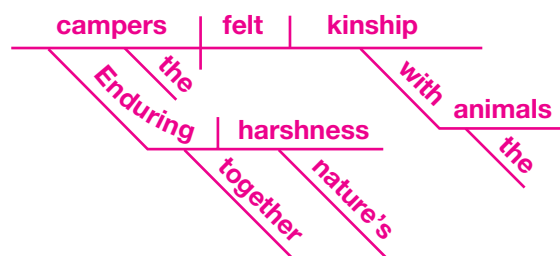
9. Approaching the car, a skunk gave an unmistakable scent.



6. Charles was good at building.



10. Enduring nature's harshness together, the campers felt kinship with the animals.



## Lesson 67

## Diagramming Infinitives

Place an infinitive or infinitive phrase that is used as a noun on a “stilt” positioned according to its role in the sentence. Then, diagram it as you would a prepositional phrase except that its slanted line should extend below the baseline.

The task of a student is **to study hard**.

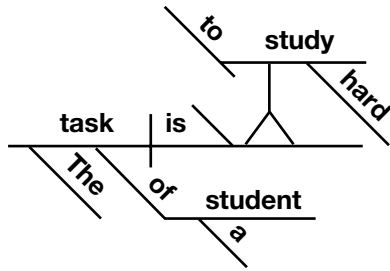
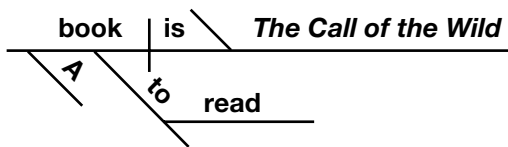


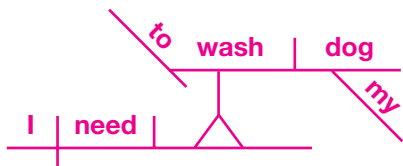
Diagram an infinitive or infinitive phrase that is used as either an adjective or an adverb as you would a prepositional phrase, below the word it modifies, with its slanted line extending below the baseline.

A book **to read** is *The Call of the Wild*.

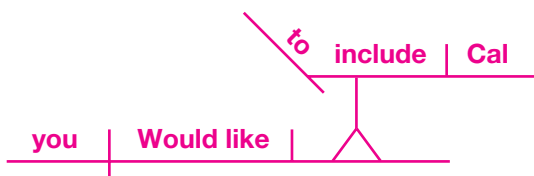


► **Exercise 1** Diagram each sentence.

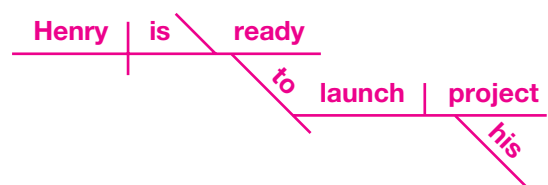
1. I need to wash my dog.



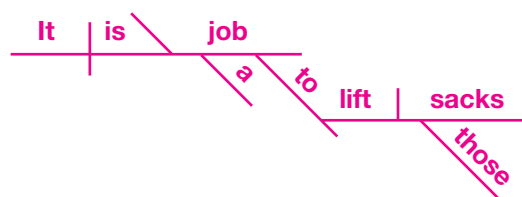
2. Would you like to include Cal?



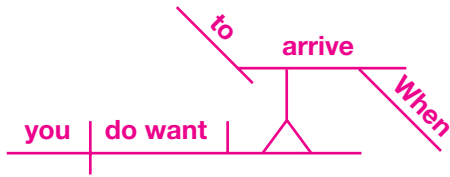
3. Henry is ready to launch his project.



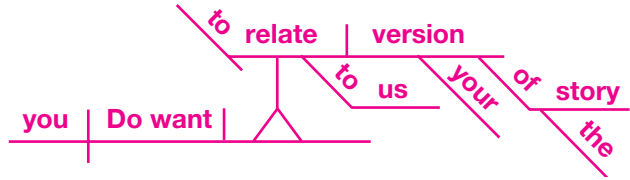
4. It is a job to lift those sacks.



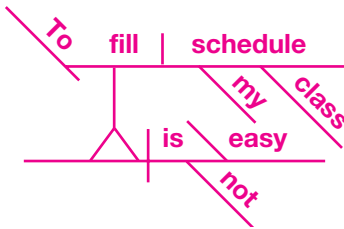
5. When do you want to arrive?



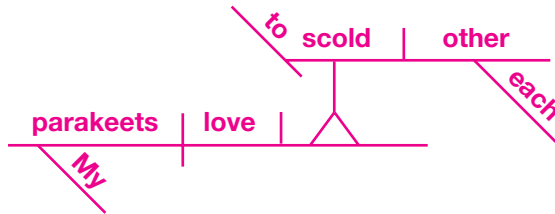
10. Do you want to relate to us your version of the story?



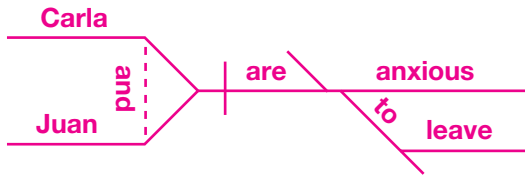
6. To fill my class schedule is not easy.



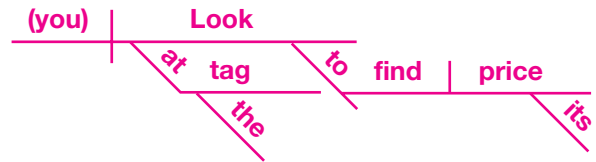
11. My parakeets love to scold each other.



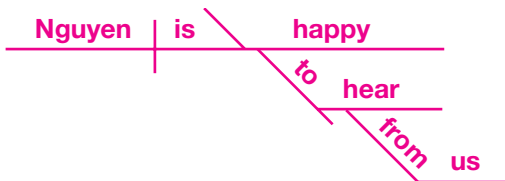
7. Carla and Juan are anxious to leave.



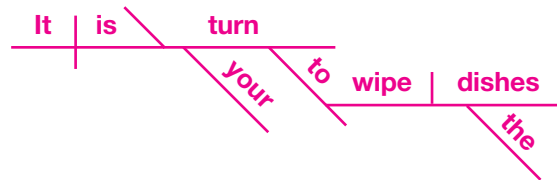
12. Look at the tag to find its price.



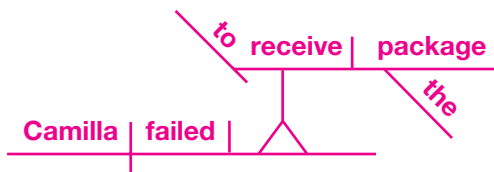
8. Nguyen is happy to hear from us.



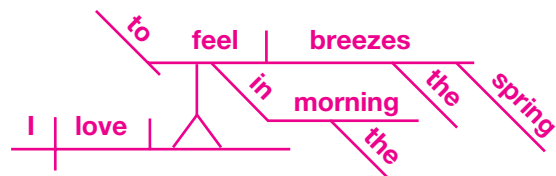
13. It is your turn to wipe the dishes.



9. Camilla failed to receive the package.



14. I love to feel the spring breezes in the morning.

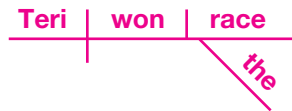




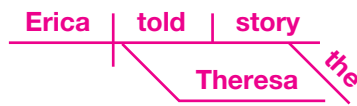
# Unit 10 Review

## ► Exercise 1 Diagram each sentence.

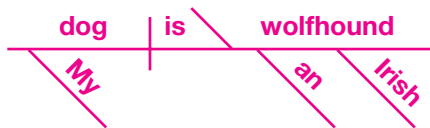
1. Teri won the race.



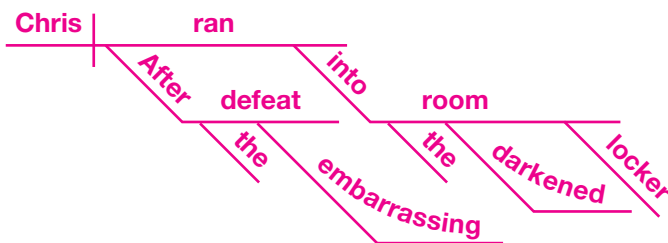
2. Erica told Theresa the story.



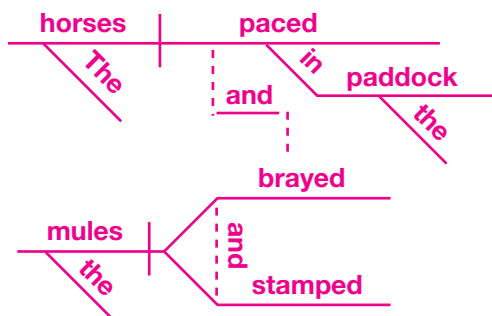
3. My dog is an Irish wolfhound.



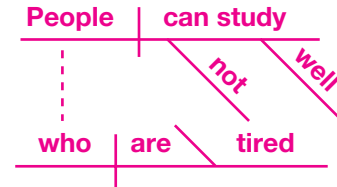
4. After the embarrassing defeat, Chris ran into the darkened locker room.



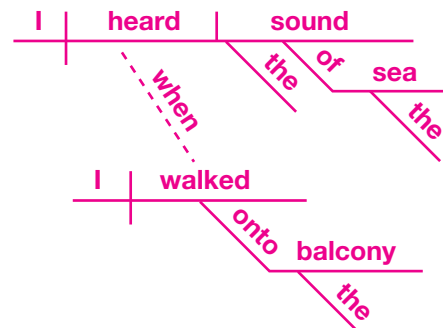
5. The horses paced in the paddock, and the mules brayed and stamped.



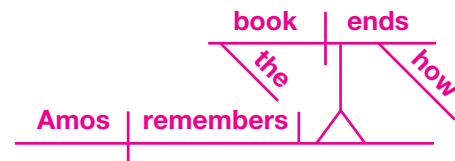
6. People who are tired cannot study well.



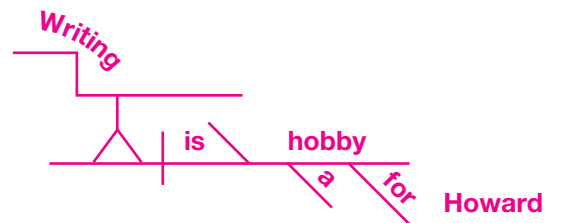
7. I heard the sound of the sea when I walked onto the balcony.



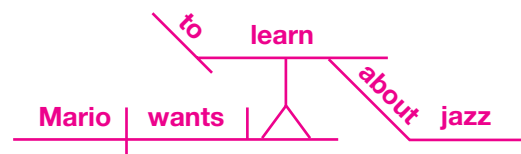
8. Amos remembers how the book ends.



9. Writing is a hobby for Howard.



10. Mario wants to learn about jazz.



## Cumulative Review: Units 1–10

► **Exercise 1** Write above each pronoun *poss.* (possessive), *ind.* (indefinite), *inter.* (interrogative), or *dem.* (demonstrative).

- Should this be addressed to her home?
- What happened to your coat?
  - His brother borrowed her calculator.
  - If anybody knows about this, inform the store manager.
  - Only Gilbert would do something like that.
  - Their efforts to skate on the ice amused everybody.
  - Please take these to her desk.
  - Our plans failed to anticipate everything.
  - To whom will Lloyd go for tutoring?
  - My van had a hole in its muffler, but yours didn't.
  - Melanie's story differs from mine.
  - That can wait until your assignment is finished.
  - Nobody plays soccer like Sarah.
  - What is her last name?
  - Those will have to do until these are ready.
  - Anyone without a ticket will be denied permission to do this.

► **Exercise 2** Label each simple subject *SS* and each simple predicate *SP*. Write the type of sentence in the blank: *simple*, *compound*, or *complex*.

- |          |             |  |
|----------|-------------|--|
| simple   | SS SP       | Ira lives in Arizona near the Grand Canyon.                    |
| simple   | SS SP       | 1. Brad lost the school election to his friend Janet.          |
| complex  | SS SP SS SP | 2. Evelyn finished early because Shirley helped her.           |
| compound | SS SP SS SP | 3. Patricia left yesterday, but she plans to return by Friday. |
| complex  | SS SP SS SP | 4. Victor must decide when he will show the film.              |

- simple 5. James plans to join Mr. Plant in Kentucky next month.
- complex 6. If Virginia does not arrive soon, they will leave without her.
- compound 7. The change in scenery concerned Rosa, but she kept her feelings to herself.
- complex 8. Lucius moved toward the microphone as the audience applauded his accomplishment.
- simple 9. With the assistance of his math teacher, Terence solved the problem.
- compound 10. You can cross the Rio Grande at Brownsville, or you can cross it at Hidalgo.
- complex 11. Gregory asked us how far we would be going.
- compound 12. Many French immigrants journeyed to New Orleans; others sailed to Montreal.
- simple 13. Early on Tuesday Gordon drove to the airport.
- complex 14. Sheila believed that our goals were achieved.
- simple 15. Just before sunset the climbers approached the summit of Mt. Rainier.

► **Exercise 3** Underline each participle, gerund, or infinitive phrase. In the blank, identify the kind of phrase: *part.* (participial phrase), *ger.* (gerund phrase), or *inf.* (infinitive phrase).

- part. Humming softly, Jody put the baby to sleep.
- inf. 1. Amy hoped to see a well-known actress.
- ger. 2. As he walked through the woods, Dr. Bosch heard chirping overhead.
- inf. 3. Harold asked to receive a receipt for his order.
- part. 4. Pausing for a few seconds, Yun continued with her recitation.
- ger. 5. Making beds occupies much of a housekeeper's time.
- part. 6. Pinned helplessly against the ropes, the boxer tried to regain his balance.
- part. 7. The money deposited in the bank was for Ina's future education.
- ger. 8. Eduardo mastered fencing at school with his coach. or fencing at school with his coach.

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

- inf. 9. Dawn plans to write her representative about the controversy.
- inf. 10. Seth stooped to lift the heavy television.
- ger. 11. Jogging to the fairgrounds takes only ten minutes.
- part. 12. Briefly stopping for breakfast, Jerald reviewed his notes for the test.
- ger. 13. Practicing basketball dominates Laurie's spare time.
- inf. 14. Rachel's father hurried to catch an early bus.
- ger. 15. Raymond's nervous whistling made everyone uncomfortable.



*Usage*

*Glossary*





## Unit 11: Usage Glossary

### Lesson 68

### Usage: *accept to a lot*

Words that are similar can easily be misused.

**accept, except** *Accept* means “to receive” or “to agree to.” *Except* means “other than.”

I **accept** your help on this project.      Everyone **except** Dena likes to hike.

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

They are **all ready** for lunch.      The team had **already** warmed up.

**all together, altogether** *All together* means “in a group.” *Altogether* means “completely.”

**All together** we have a total of ten dollars.  
We were **altogether** surprised by their actions.

**a lot** *A lot* is two words meaning “very much.” Never write *a lot* as one word. When possible, avoid using this term by replacing it with a specific number.

**A lot** of cookies were sold at the bake sale.  
**Fifty dozen** cookies were sold at the bake sale. (more specific)

► **Exercise 1** Write *C* for correct or *I* for incorrect to indicate whether the word or words in italics are used correctly.

- I   Our class has *all ready* studied about South America.
- C   1. Dana was a member of every club *except* the Chess Club.
- C   2. Our teacher was glad to see us *all together* at the pep rally.
- I   3. I had *all ready* been there once before.
- C   4. Sheila gracefully *accepted* the second-place award.
- C   5. We were *altogether* amazed by the news.
- I   6. Everyone boarded the bus *accept* David.
- I   7. My solo was *already* for the concert.
- C   8. The apartment was *altogether* too small for the four of us.

- C   9. I like everything on my pizza *except* anchovies.
- I   10. *Altogether* the coins totaled one dollar.
- C   11. I was allergic to the flowers, so I could not *accept* them.
- I   12. Jonah looked happy to *except* the new bike.
- C   13. The fire was *already* out by the time the firefighters arrived.
- C   14. Our costumes were *all ready* for the play.
- C   15. I gathered my friends *all together* to tell them the news.

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

I really can't eat anything (accept, except) soup.

- We were (altogether, all together) unprepared for the test.
- I was (already, all ready) for the dance.
- Vanessa could not (accept, except) the expensive gift.
- James bought (a lot, thirty) of the videos.
- The last time we were (altogether, all together) was two years ago.
- The baseball card I bought had (already, all ready) increased in value.
- Everyone (accept, except) Roy went to the soccer game.
- (A lot, Hundreds) of people watched the parade.
- Our plans for the trip were (altogether, all together) ruined by the weather.
- The piano was delivered and is (already, all ready) to be played.

► **Writing Link** Write four sentences about what you do in the morning before school. Include the words *accept*, *except*, *all ready*, *already*, and *altogether*.

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**Lesson 69****Usage: *beside* to *less***

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

The hammer was lying **beside** the toolbox.

**Besides** carrots, the baby likes peas.

**between, among** Use *between* for two people or things. Use *among* when talking about groups of three or more.

Echo Avenue is **between** Dancer and Foothill. It was flying **among** the stars.

**bring, take** *Bring* means “to carry from a distant place to a closer one.” *Take* means “to carry from a nearby place to a distant one.”

**Bring** dessert to the family dinner. **Take** this letter to the post office.

**can, may** *Can* indicates ability. *May* expresses permission or possibility.

We **can** finish this Monday. You **may** work on this inside. It **may** rain.

**choose, chose** *Choose* means “to select.” *Chose* is the past tense of *choose* and means “selected.”

**Choose** your friends wisely. Yana **chose** to participate in the debate.

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

There were **fewer** hot days this summer. Traffic is **less** congested tonight.

► **Exercise 1** Write *C* for correct or *I* for incorrect to indicate whether the word in italics is used correctly.

  **C**   Migration *can* be an interesting topic.

  **C**   1. You probably know that birds are *among* the many animals that migrate.

  **C**   2. Some fish migrate *between* fresh and salt water during their lives.

  **C**   3. Salmon *choose* to live at sea but migrate to fresh water for breeding.

  **I**   4. The European eel lives in fresh water but *brings* to the sea to breed, spawn, and hatch.

  **C**   5. Humpback whales spend summers in polar oceans and in winter *may* move to tropical waters.

  **C**   6. Some land mammals *may* also migrate.

- I 7. The caribou of Alaska move *among* the tundra and the boreal forest.
- C 8. Food is available in the tundra during summer, but when the winter *brings* deep snow, the caribou move south.
- C 9. Some insects also move long distances in search of *less* snow.
- C 10. In the fall, the North American monarch butterfly *chooses* groves in California, Florida, or Mexico.
- I 11. A migrating animal *may* expend much energy if the weather is bad.
- I 12. Migrating birds cannot *bring* their young to the new habitat when they go unless the young birds are strong fliers.
- C 13. *Among* some species the sun, the moon, and the stars are used for navigation.
- C 14. Others rely on landscape features, such as rivers or mountain ranges, to *take* them to their distant destinations.
- I 15. *Beside* these travel aids, some animals are guided by changes in temperature, moisture, and wind direction.

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

There are other interesting behaviors of animals (*beside*, *besides*) migration.

1. (*Among*, *Between*) some of these special behaviors is hibernation.
2. You (*can*, *may*) study hibernation for your project if you like.
3. Animals do not (*choose*, *chose*) to reach this inactive, sleeplike state on their own.
4. (*Beside*, *Besides*) the animal's body temperature being lower than normal, its heartbeat and breathing slow down.
5. Because an animal in this state needs (*fewer*, *less*) energy to stay alive, it can live off fat stored in its body.
6. A hibernating animal (*can*, *may*) more easily survive a harsh winter when food is scarce.
7. (*Among*, *Between*) warm-blooded hibernators are such birds as nighthawks and swifts.
8. (*Beside*, *Besides*) these birds, we find such mammals as bats, chipmunks, hedgehogs, and marmots (*among*, *between*) those creatures that hibernate.

**Lesson 70****Usage: *formally to teach***

**formally, formerly** *Formally* is the adverb form of formal and means “according to certain form.” *Formerly* means “in times past.”

They **formally** signed a contract.

**Formerly**, the school had been named after the town.

**in, into** *In* means “inside.” *Into* indicates movement from outside to a point within.

The play will be held **in** the old auditorium.      Pour the milk **into** the bowl.

**its, it's** *Its* is the possessive form of the personal pronoun *it*. *It's* is the contraction of *it is*.

**Its** fur is standing straight up!      **It's** a fantastic place to visit.

**lay, lie** *Lay* means “to put” or “to place.” *Lie* means “to recline” or “to be positioned.”

**Lay** your brush down and come here.      Myra needed to **lie** down.

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

Students **learn** to drive in driver education classes.

Who will **teach** the class?

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

Not everyone wanted to go (in, into) the quilt shop.

1. (It's, Its) not unusual to see zebras at the zoo.
2. I asked the school nurse if I could (lay, lie) down for a few minutes.
3. The clerk put the groceries (in, into) the bag.
4. The puppet shook (it's, its) head as if to say “no.”
5. Mrs. Sanders, the teacher of the year, loves to (learn, teach) children.
6. My mother was (formally, formerly) a teacher, but now she works at home.
7. (It's, Its) chocolate candy that I prefer.
8. I poured the solution (in, into) the beaker.

9. Some children (learn, teach) by example.
10. The man argued that the animal should be in (it's, its) natural habitat.
11. (Lay, Lie) the baked goods on the table in the corner.
12. The class is (in, into) room three, across from the biology lab.
13. (It's, Its) unlikely that Peter will decide to go.
14. Barb was happy to (learn, teach) the children to tie their shoes.
15. (In, Into) the living room is a picture of the entire family.
16. The dog's favorite thing to do was to (lay, lie) on the floor and have its stomach scratched.
17. Tomorrow we will (learn, teach) who won the contest.
18. As I walked (in, into) the room, I saw many of my friends.
19. We will wait patiently until (it's, its) time for the dance.
20. My aunt asked me to (lay, lie) white sheets over the furniture in the empty house.
21. The doctor came (in, into) the office.
22. (It's, Its) time for our exercise class.
23. We will (learn, teach) how to jump hurdles in gym class.
24. The room down the hall was (formally, formerly) mine.
25. We were there to (learn, teach) how to use the library.
26. The dog wagged (it's, its) tail when we returned from vacation.
27. Doug tried to (lay, lie) on the hammock, but he fell off.
28. We were (in, into) our places for the choir show.
29. The bird flapped (it's, its) wings and flew away.
30. Joey couldn't wait to (learn, teach) how to drive.
31. The car moved quickly (in, into) the intersection.
32. The path to our camp (lays, lies) ahead of us.
33. Dad told me not to (lay, lie) in the sun without sunscreen.
34. Will Meagan (learn, teach) her sister to swim?
35. My brother and his date were dressed (formally, formerly) for the prom.

**Lesson 71****Usage: *leave to sit***

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

Please don’t **leave** yet. Karen **lets** her brother read her stories.

**loose, lose** *Loose* means “not tightly attached.” *Lose* means “to misplace” or “to fail to win.”

The bike chain seems **loose**. Did that tire **lose** air again?

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

**Many** of the players are ill. **Much** of our time was spent planning.

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

Refreshments will **precede** the recital. Please **proceed** with the agenda.

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

All was **quiet** after the storm. Alex was not **quite** finished with his chores.

**raise, rise** *Raise* means “to cause to move upward.” *Rise* means “to move upward.”

Please **raise** the window shade. The balloons gracefully **rise** into the air.

**set, sit** *Set* means “to place” or “to put.” *Sit* means “to place oneself in a seated position.”

We will **set** out the tulip bulbs. We can **sit** in the front row.

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

My parents never (let, leave) the dog come into the house.

1. When it was time to (leave, let), we said good-bye.
2. (Many, Much) of Terri’s friends visited her in the hospital.
3. If the rope is too (loose, lose), the swing will fall.
4. We were told to (precede, proceed) as if nothing had happened.
5. I (leave, let) my brother borrow my skateboard.

6. The library was very (quiet, quite).
7. Jeff found a place for us to (set, sit) on the grass.
8. Sarah was careful not to (loose, lose) the locket her aunt had given her.
9. (Much, Many) of the human body is made up of water.
10. On Saturday my mother will (leave, let) on a business trip.
11. I (set, sit) the suitcases in the guest room.
12. When I opened the gate, the dog got (loose, lose).
13. The teacher will (leave, let) us use our books during the test.
14. The soldiers will (raise, rise) the flag at noon.
15. Where did you (set, sit) my keys?
16. The flowers were (quiet, quite) beautiful in the spring.
17. My cousin and I (raise, rise) at six o'clock in the morning.
18. The band show will (precede, proceed) the vocal groups.
19. Katrina was (quiet, quite) sure that her answer was correct.
20. Trees that (loose, lose) their leaves in the fall are called deciduous.
21. We had seen that movie (many, much) times before.
22. Be sure to (leave, let) the door unlocked when you go.
23. Uncle Tom always (sets, sits) in the recliner.
24. The choir will (raise, rise) together at the end of the show.
25. Because we lacked some chemicals, we could not (precede, proceed) with the experiment.
26. The old house was (quiet, quite) except for the ticking of a clock.
27. (Much, Many) of Janet's toys were lost during the move.
28. Sheryl will (leave, let) for Europe at the end of the year.
29. There wasn't (many, much) gas left in the car.
30. It was impossible to (let, leave) everyone off work early.
31. Our dance troupe (preceded, proceeded) a float in this year's parade.
32. Isaac was quiet (many, much) of the time.

**Lesson 72****Usage: *than to you're***

**than, then** *Than* introduces the second part of a comparison. *Then* means “at that time.”

Stew is usually thicker **than** soup.

We skated first and **then** roasted marshmallows.

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

We attended **their** wedding.

**They're** snorkeling near a coral reef.

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

Those batons are **theirs**.

**There's** time to play another game.

**to, too, two** *To* means “in the direction of.” *Too* means “also” or “excessively.” *Two* is the number after one.

Take Blitz **to** the veterinarian. That was **too** exciting! Rafi wants **two** CDs.

**where at** Do not use *at* after *where*.

**Where** are my music books? (not *Where* are my music books *at*?)

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

**Who's** going on the class trip?

**Whose** assignments are the longest?

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

This looks like **your** writing.

**You're** just the person I wanted to see.

► **Exercise 1** Write *C* for correct or *I* for incorrect to indicate whether the word in *italics* is used correctly.

  I   Famous composers have enhanced our lives with *they're* music.

  C   1. Born in 1756, Wolfgang Amadeus Mozart was a musician *whose* compositions live on today.

  I   2. Mozart, *who's* career was filled with ups and downs, began as a child prodigy.

  C   3. Mozart was composing minuets by age five and *then* symphonies by age nine.

- C   4. *Theirs* was a musical family as Mozart's father was also a composer.
- I   5. Maria Anna, Mozart's older sister, was a child prodigy, *two*.
- I   6. The Mozarts showed *they're* talents on tours in several countries.
- C   7. Wolfgang became accomplished on the piano and the violin, *too*.
- C   8. Wolfgang, *whose* friends included Bach, published his first works in 1764.
- I   9. *Than*, in 1768, he composed the first of many operas he would write.
- I   10. After extensive touring, he returned *too* his native Austria.
- C   11. He *then* became a court organist and wrote many religious works.
- C   12. *They're* among his most beautiful compositions.
- I   13. *Theirs* one great work that is called the "Coronation" mass.
- C   14. He *then* wrote music for the Court Opera in Vienna.
- I   15. Mozart met Joseph Haydn in 1781 and dedicated some of his works to *they're* friendship.

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

Musicians like Mozart often find (their, they're) gifted in almost every kind of musical composition.

- Wolfgang Amadeus Mozart is known for writing twenty-two operas, (to, too).
- If (your, you're) an opera fan, you may already have known this fact.
- Music can sometimes express emotions better (then, than) the spoken word.
- Singers, accompanied by an orchestra, use (their, they're) talent to bring a dramatic situation to life.
- (Theirs, There's) usually an emotional story behind every successful opera.
- Opera companies attempt to balance (their, they're) season with both comic and tragic operas.
- (Then, Than), there are musical comedies and operettas that are performed in an opera house.
- Most musical comedies and operettas have more spoken dialogue (then, than) do operas.





## Unit 11 Review

► **Exercise 1** Write in the blank the word or words from the Usage Glossary that are described in parentheses.

- \_\_\_\_\_ **Between** the two houses was a large pear tree. (used for two people or things)
- We will \_\_\_\_\_ **proceed** with the tour when the others arrive. (to continue)
  - I like reading better \_\_\_\_\_ **than** watching television. (used in comparisons)
  - There are \_\_\_\_\_ **more or fewer** mosquitoes this year than last year. (used with nouns you can count)
  - Please do not \_\_\_\_\_ **lay** your wet jacket on the couch. (to place)
  - We were \_\_\_\_\_ **all together** for the group picture. (in a group)
  - Tony will \_\_\_\_\_ **accept** the responsibility for cleaning up after the party. (to receive)
  - I'm not sure that my parents will \_\_\_\_\_ **let** me go. (to allow)
  - The hammock hung \_\_\_\_\_ **between** two trees. (used for two people or things)
  - Is that \_\_\_\_\_ **your** notebook? (possessive form of *you*)
  - Peter \_\_\_\_\_ **raises** his hand often. (to cause to move upward)
  - After dinner we watched television \_\_\_\_\_ **in** the family room. (inside)
  - Debra announced that she was able to \_\_\_\_\_ **learn** sign language. (to gain knowledge)
  - My culture is \_\_\_\_\_ **quite or altogether** different from yours. (completely)
  - The little girl \_\_\_\_\_ **set** down her juice and hugged her doll. (to place or to put)
  - \_\_\_\_\_ **There's** something bothering him. (contraction for *there is*)
  - It seems this elevator \_\_\_\_\_ **rises** very, very slowly. (to move upward)
  - Deidre is the girl \_\_\_\_\_ **whose** kitten is missing. (possessive form of *who*)
  - \_\_\_\_\_ **May** I be excused from the table? (expresses permission)
  - \_\_\_\_\_ **Take** some leftovers home with you. (to carry from nearby to further away)
  - Derek will \_\_\_\_\_ **choose** the music for his birthday party. (to select)

## Cumulative Review: Units 1–11

► **Exercise 1** Draw one line under the subject. Draw two lines under the verb in parentheses that agrees with the subject in number.

Both German shepherds and golden retrievers (make, makes) excellent guide dogs.

1. The captain and leader of our team (is, are) Jamison.
2. Water (evaporate, evaporates) more quickly when exposed to hot, dry conditions.
3. Pam and Zina (chase, chases) down any new leads for the school newspaper.
4. Everyone here (join, joins) a fitness club.
5. Many (expand, expands) their knowledge through reading.
6. This machine (transmit, transmits) the written word over the telephone line.
7. Mr. Thompsen's shop students (construct, constructs) a storage shed every year.
8. Workers in each factory (assemble, assembles) a variety of electronic products.
9. On the pond (float, floats) many beautiful lily pads.
10. (Do, Does) many states irrigate land to increase productivity?
11. Language arts (is, are) my favorite class this year.
12. Nobody (remodel, remodels) a house overnight!
13. This type of pricing (eliminate, eliminates) any questions by the consumer.
14. Ten years (is, are) a long time to go without seeing your brother.
15. Out in the gulf, the crew (drill, drills) for oil.
16. Every fall the owners of the orchard (harvest, harvests) a delicious crop of apples.
17. When migrating, many wildebeests (cover, covers) the African countryside.
18. The eight cents (was, were) burning a hole in the little boy's pocket.
19. The team of five experts (engineer, engineers) each new project for the company.
20. The principal or the teachers (phone, phones) each new family.

► **Exercise 2** Underline each prepositional phrase. Draw an arrow from the phrase to the word it modifies.

The whirlwind raised a cloud of dust.

1. Maurey parked his car on the narrow street.
2. Angelique recounted the story about Carlene's frightening experience.
3. The hickory grove near the pond was a favorite quiet place.
4. Their costumes were authentic beyond belief.
5. Each person contributed without fanfare.
6. Raji could not burn refuse inside the city limits.
7. The money was divided evenly among the four girls.
8. Antonio dozed off three times during the speech.
9. Walking toward the crowd, Kevin wondered what was happening.
10. He found his keys under the cushion.
11. Without hesitation, the charity accepted the donation.
12. The road crew worked throughout the night.
13. Raoul hoisted his small daughter onto his back.
14. The below-zero temperatures arrived before our camping trip.
15. The door to the attic was locked.
16. The woman searched frantically for the precious missing earring.
17. The birthday present for the surprise party was hidden.
18. Marjorie lived near the furniture factory.
19. Rowing against the current proved difficult.
20. Fossils have been unearthed in unlikely places.

► **Exercise 3** Underline the word in parentheses that best completes each sentence.

No one (accepted, excepted) responsibility for the secret act of kindness.

1. (A lot of, Many) athletes say lack of sleep hinders their performance.
2. Will you (bring, take) the clothes in from the clothesline?
3. John made the touchdown with (fewer, less) than two time-outs left in the game.
4. The puppy put (its, it's) paw into the water to play with his reflection.
5. Please (precede, proceed) with your flight preparations.
6. (Who's, Whose) taking Shelly to band practice?
7. When Marci arrived, the swimming lessons had (already, all ready) begun.
8. The mayor was (among, between) the guests at the wedding.
9. If at all possible, you should (lay, lie) down for a few minutes.
10. The latch on this suitcase seems (loose, lose).
11. (Theirs, There's) no point in arguing if you have already made a decision.
12. I like chocolate ice cream better (than, then) vanilla.
13. Shannon had no choice (accept, except) to go on with her plans to try out for the Olympics.
14. Cathy will (bring, take) the photos over to our house.
15. Jamie (can, may) make dinner if I bring home the groceries.
16. All of Lynne's clothes were (in, into) one suitcase.
17. (Many, Much) of the parents attended the parent-teacher conferences.
18. (Their, They're) main goal was to win the race.
19. There were (to, too) many people and not enough seats.
20. We'll go to the movie first and (than, then) to the museum.



# *Mechanics*





## Unit 12: Capitalization

### Lesson 73

## Capitalization of Sentences, Quotations, and Salutations

Capitalize the first word of every sentence and the first word of a direct quotation that is a complete sentence.

The poet who won the prize teaches at a nearby college.  
Alicia said, “My cat likes to sleep on my desk while I’m studying.”

When a quoted sentence is interrupted by explanatory words such as *she said*, do not begin the second part of the quotation with a capital letter.

“I like apples,” he said, “but a good orange can’t be beat!”

When the second part of a quotation is a new sentence, put a period after the interrupting expression and begin the second part with a capital letter.

“I think you’re right,” Warren said. “That man is a local newscaster.”

Do not capitalize an indirect quotation. An **indirect quotation** does not repeat a person’s exact words and does not appear in quotations. It is often preceded by the word *that*.

The disc jockey on the radio said **that** this is the number-one song.

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

**Dear Ms. Garcia:**   **Dear Sir:**   **To whom it may concern:**   **Sincerely yours,**

► **Exercise 1** Draw three lines under each letter that should be capitalized. Draw a slash (/) through each letter that should be lowercase. Write **C** in the blank if the sentence is correct.

\_\_\_\_\_ “would you like to go to a presentation about Bats?” my brother asked.

\_\_\_\_\_ 1. “the speaker is a famous expert on bats,” Jon explained.

\_\_\_\_\_ 2. “don’t you think bats are a little unpleasant?” I asked Jon.

**C** \_\_\_\_\_ 3. “Not at all,” Jon replied. “They’re one of the most helpful animal species around.”

- \_\_\_\_\_ 4. "They're not too helpful," my friend quipped, "~~W~~hen they swoop down at me."
- C \_\_\_\_\_ 5. "Ha-ha-ha," laughed Jon. "You two need a lesson about bats."
- \_\_\_\_\_ 6. He said that ~~I~~f we knew more about bats, we'd understand that they're not horrible little creatures.
- \_\_\_\_\_ 7. Jon claims ~~T~~hey help people in all sorts of ways.
- C \_\_\_\_\_ 8. "Let's go," he said smiling. "I'm taking you both to the lecture."
- \_\_\_\_\_ 9. The auditorium was almost full, ~~S~~o we had to sit near the back.
- \_\_\_\_\_ 10. "I prefer to sit here," Jill whispered. "this way we're farther from the bats."
- C \_\_\_\_\_ 11. She pointed to a row of small cages on a table on the stage.
- \_\_\_\_\_ 12. "guess what we'd probably find in those!" she said with a smile.
- \_\_\_\_\_ 13. Jon shook his head and told us ~~W~~e were being silly.
- C \_\_\_\_\_ 14. "My brother, the bat man!" I whispered to Jill.
- \_\_\_\_\_ 15. "shh," said Jon as a man walked on stage.
- \_\_\_\_\_ 16. "Welcome, bat lovers," said the man, "~~A~~nd all others, too!"
- \_\_\_\_\_ 17. Jon whispered to me, "you and Jill are the others, right?"
- C \_\_\_\_\_ 18. "Tonight," he continued, "I hope I can tell you some things that might help you change your mind about *chiroptera*, the Latin name for the bat."
- \_\_\_\_\_ 19. "Let's ask ourselves," the speaker said, "~~W~~hat we know about bats."
- \_\_\_\_\_ 20. "They're blind," ~~S~~houted out one member of the audience. "that's why we say 'blind as a bat.'"
- \_\_\_\_\_ 21. The man on the stage smiled and asked, "how many of you have heard this saying and thought that bats must be blind?"
- \_\_\_\_\_ 22. almost everyone in the audience raised a hand.
- \_\_\_\_\_ 23. "Well," said the professor, "~~T~~hat's one mistake."
- \_\_\_\_\_ 24. "Bats can't see as well as you or I," he told us, "but they're certainly not blind. what else do you think you know about bats?"
- \_\_\_\_\_ 25. "Now," he concluded, "~~I~~f you have time, you may want to see what I have in these cages."



**Lesson 74****Capitalization of Names and Titles of Persons**

A **proper noun** names a particular person, place, or thing and is capitalized. Capitalize the names of people and the initials that stand for their names.

**Indira Gandhi      F. Scott Fitzgerald      Barbara Walters**

Capitalize a title or an abbreviation of a title when it comes before a person's name or when it is a substitute for a person's name. Do not capitalize a title in other situations.

I listened to **Governor McCormick**. "I'm awaiting your orders, **Captain**."  
Thomas Worthington was the first **governor** of Ohio.

Capitalize the names and abbreviations of academic degrees that follow a person's name. Capitalize *Jr.* and *Sr.*

**Elaine Hideyoshi, Ph.D.      George Johnson, M.D.      Randolph Sears Jr.**

Capitalize words that show family relationships when used as titles or as substitutes for a person's name. Do not capitalize words that show family relationships when they follow an article or a possessive noun or pronoun.

We sent a letter to **Uncle Phil**.      **Grandma and Grandpa** were married in 1946.  
**Martha's aunt** is a dentist.      My **father** served in the air force.

Always capitalize the pronoun *I*.

Tricia said, "I bought my first home!"

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

We visited my (Grandmother, grandmother) in the hospital.

1. We watched as (General, general) Powell told the nation about the war.
2. The sign on the door read Alvaro de Leon, (M.D., m.d.)
3. Let's ask (Aunt, aunt) Mary to tell us the story again.
4. The woman driving the tank was (Captain, captain) Jenny Monroe.
5. My sister has decided to go to medical school to become a (Doctor, doctor).
6. I'm reading a biography of (Franklin D. Roosevelt, Franklin d. Roosevelt).
7. Please welcome Dr. Leonard Adams, (Ph.D., Ph.d.)
8. He is really no relation, but he seems like an (Uncle, uncle) to us.

9. The man in the video about airplanes is (Professor, professor) Ludwig Hinze, an expert on aviation.
10. I'd like to introduce my (Cousin, cousin), Jason Palmer, from Detroit.
11. I suggest writing to (Senator, senator) O'Leary about this issue.
12. "What do you think, (Grandpa, grandpa), about the 49ers?" asked Rob.
13. The city vehicle had the (Mayor's, mayor's) name on the door.
14. My (Brother, brother) is a guard on the high school basketball team.
15. We visited the home of Dr. Martin Luther King (Jr., jr.)

► **Exercise 2** Draw three lines under each letter that should be capitalized. Draw a slash (/) through each letter that should be lowercase. Write **C** in the blank if the sentence is correct.

- \_\_\_\_\_ W.S. donaldson is Mayor of a small town in Illinois.
- \_\_\_\_\_ 1. The candidate from Topeka lost his race for ~~G~~overnor.
- C** \_\_\_\_\_ 2. The president of the company is Sandra Morris.
- \_\_\_\_\_ 3. Mom said cousin Jane will be staying with us over the holidays.
- \_\_\_\_\_ 4. Sean will have to ask his ~~M~~om before he can go to the movie with us.
- \_\_\_\_\_ 5. James k. Polk was president during the Mexican War in the 1840s.
- \_\_\_\_\_ 6. Francie Moyer, M.s.w., is the new school guidance ~~C~~ounselor.
- C** \_\_\_\_\_ 7. I love this old picture of my great-grandmother standing by her car.
- \_\_\_\_\_ 8. The child cried, "I want to go home, Grandpa, and see uncle Bob."
- \_\_\_\_\_ 9. "Will all students be required to attend the assembly?" Derek asked principal Brower.
- \_\_\_\_\_ 10. The new ~~M~~inister at our church is Ronald Roberts, D.D.
- \_\_\_\_\_ 11. I could suggest to coach Randolph that i try that play.
- \_\_\_\_\_ 12. David's mother had to go to Austin to talk to one of the ~~S~~enators.
- \_\_\_\_\_ 13. We have to see dr. Wentworth because my ~~B~~rother, j.c., is sick.
- \_\_\_\_\_ 14. Emily's ~~U~~ncle is now known as Matthew Brock, M.D.
- \_\_\_\_\_ 15. James Mueller Jr. is the ~~C~~aptain of our debate team.

**Lesson 75****Capitalization of Names of Places**

Capitalize the names of cities, counties, states, countries, and continents.

**Minneapolis   Monroe County   Alabama   France   Africa**

Capitalize the names of bodies of water and geographical features.

**Lake Huron   Bay of Bengal   Sierra Madre Mountains   English Channel**

Capitalize the names of sections of the country.

**the Northeast   the Deep South   the Great Plains   New England**

Do not capitalize compass points that indicate direction. Do not capitalize adjectives formed from words indicating direction.

**east of Toledo   northerly wind   southern Illinois   eastern Oregon**

Capitalize the names of streets and highways, buildings, bridges, and monuments.

**Lakeshore Drive   Washington Monument   Silver Bridge   Wrigley Building**

► **Exercise 1** Draw three lines under each letter that should be capitalized. Draw a slash (/) through each letter that should be lowercase.

Driving up fifth avenue, we suddenly saw the Silvery Top of the chrysler building.

- Two hundred years ago, all of the country's largest cities were located in the noreast and along the Atlantic ocean.
- These cities, including boston, New york, Philadelphia, and baltimore, are still large and important places.
- Our nation's Capital is part of this string of Eastern cities.
- However, as Americans moved West, they built other large cities.
- Once settlers crossed the appalachian mountains, cities began to grow.
- Towns such as Buffalo, Pittsburgh, Cincinnati, and cleveland were founded on important Bodies of Water.
- The Great lakes, the Ohio river, and the Mississippi river were natural places for cities.

8. New states like illinois, missouri, and minnesota had joined the union, and their cities soon became new ~~C~~enters of power.
9. For example, St. Louis, near the junction of the missouri river and the mississippi river, quickly became a vital center of transportation.
10. One of the most important American ports was new orleans.
11. However, even these great cities of the ~~C~~entral United States were surpassed by others in the 1900s.
12. Large numbers of people moved ~~W~~est and ~~S~~outh seeking a good climate and a better life.
13. Because of this explosive growth, the area known as the sun belt is now the fastest-growing part of the United States.
14. Cities such as los Angeles, San francisco, and Phoenix have grown into important business and cultural centers.
15. As such cities as Phoenix rise in population, others, such as detroit, fall.

► **Exercise 2** Draw three lines under each letter that should be capitalized. Draw a slash (/) through each letter that should be lowercase. Write C in the blank if the sentence is correct.

- \_\_\_\_\_ My mother works in the Eastern part of our city near euclid.
- \_\_\_\_\_ 1. She travels between the Atlantic ocean and the Pacific ocean.
- \_\_\_\_\_ 2. Her company's main office is in Yonkers, ~~N~~orth of New York city.
- C 3. She spends much of her time visiting companies in the Midwest.
- \_\_\_\_\_ 4. That's convenient because we live in Cleveland, ohio, near the ~~S~~hores of lake erie.
- C 5. Mom can get to the airport by driving west on Lake Shore Drive.
- \_\_\_\_\_ 6. Once she brought me a model of the Sears tower in Chicago.
- \_\_\_\_\_ 7. Another time she brought me a pennant from the silverdome in pontiac, michigan, the home of the detroit Lions.
- \_\_\_\_\_ 8. She has also been to Pittsburgh, in ~~W~~estern Pennsylvania.

**Lesson 76****Capitalization of Other Proper Nouns and Adjectives**

Capitalize the names of clubs, organizations, institutions, and political parties.

**National Education Association    Republican party    Knox College**

Capitalize brand names but not the nouns following them.

**Achilles athletic shoes    Super cola    Beanie jeans**

Capitalize the names of historical events, periods of time, and documents.

**World War II    the Enlightenment    the Declaration of Independence**

Capitalize the names of the days of the week, months of the year, and holidays.  
Do not capitalize the names of the seasons.

**Thursday    August    Labor Day    summer**

Capitalize the first word, the last word, and all important words in the title of a book, play, short story, poem, essay, article, film, television series, song, magazine, newspaper, and chapter of a book.

**Newsweek    The Scarlet Letter    "Ode to a Nightingale"    Schindler's List**

Capitalize the names of ethnic groups, nationalities, and languages.

**Thai    Haitian    Welsh    Jordanian    Pakistani    Spanish**

Capitalize proper adjectives that are formed from proper nouns.

**Italian restaurant    Korean flag    German shepherd**

► **Exercise 1** Rewrite each phrase using correct capitalization.

Scottish Folk Music    **Scottish folk music**

1. japanese restaurant    **Japanese restaurant**

2. *The Turn Of The Screw*    **The Turn of the Screw**

3. sunday evening    **Sunday evening**

4. Parent-teacher association    **Parent-Teacher Association**

5. the middle ages    **the Middle Ages**

6. Flashton Video Game System    **Flashtron video game system**

7. *Detroit Free press*    **Detroit Free Press**

8. native american groups Native American groups
9. the end of august the end of August
10. Popular mechanics Popular Mechanics
11. jamaican music Jamaican music
12. mayflower compact Mayflower Compact
13. french-canadian culture French-Canadian culture
14. Around The World In 80 Days Around the World in 80 Days
15. Independence day Independence Day
16. swift athletic gear Swift athletic gear
17. Death Of A Salesman Death of a Salesman
18. late Spring snowfall late spring snowfall
19. American medical association American Medical Association
20. The American civil war the American Civil War

► **Exercise 2** Draw three lines under each letter that should be capitalized. Draw a slash (/) through each letter that should be lowercase.

The film about The renaissance was held at jefferson college.

1. During the reformation, protestants broke away from the catholic church.
2. T.J. was reading a book called *How to attact bats to your backyard.*
3. We are flying on United airlines flight 289 to los Angeles.
4. In Ohio the Summer Seaon runs from june through september.
5. At the ethiopian restaurant, we had the most delicious pumpkin dish.
6. Sarah's mom supports the republican Party, but her dad supports the democrats.
7. The exhibit of laotian embroidery was a real eye-opener!
8. Have you ever read the poem "Stopping By Woods On A Snowy Evening"?
9. Our cousins will be staying with us the week before new year's day.
10. The Diplomats were primarily Kenyan and tanzanian.
11. The seminar is sponsored by a united nations organization.
12. Our toughest opponent this season will be hastings middle school.



## Cumulative Review: Units 1–12

► **Exercise 1** Underline each adjective, adverb, or noun clause. In the blank, identify the kind of clause by writing *adj.*, *adv.*, or *N*. Circle the word or words that the adjective or adverb clause modifies.

- adj.     The package that Joanne received came by UPS yesterday.
- adv.     1. When the time came, the astronauts climbed into the shuttle.
- adj.     2. The field where they played ball was three miles away.
- N        3. Whoever arrives home first will put the soup on to heat.
- N        4. Everyone knew why she chose engineering as a career.
- adv.     5. Whenever the bike trail is completed, we will certainly use it.
- adj.     6. The elephants that live in Kenya are protected.
- adv.     7. When the sun rises, beautiful colors appear above the horizon.
- N        8. The couple looked at whichever houses were in their price range.
- N        9. Where we go on vacation will be determined by a family vote.
- adv.     10. The ballplayers went to the swimming pool after they finished their hot summer practice.
- adv.     11. Though the concert was long, it was enjoyed by all.
- adj.     12. Aimee purchased a type of racquet that is used by the pros.
- N        13. How Stonehenge was constructed remains a mystery.
- adj.     14. Vocalists who are serious about their singing careers protect their voices.
- N        15. Where the tournament will be held is yet to be determined.
- adj.     16. People who drive a great deal are concerned about rising gasoline prices.
- N        17. Sitting around a campfire is what we find very relaxing.
- adj.     18. The gift that Jack bought was a surprise for his dad.
- adv.     19. They slept through the night although there had been a storm.
- N        20. The clerk will wait on whoever comes into the store.



► **Exercise 2** Identify each word in *italics*. Above the word write *S* (subject), *V* (verb), *DO* (direct object), *IO* (indirect object), *conj.* (conjunction), or *int.* (interjection).

- Although* Jacob ate everything on his plate, *he* still *devoured* a big *dessert*.
- The *president* of the school board *handed* the *graduates* their *diplomas*.
  - Alas!* The *runner* finally *brought* the *king* the long-awaited *message*.
  - The *menu* will *include* pie, cake, or cookies, *but* not all three.
  - Neither* the art *teacher* *nor* the museum *director* *claimed* to be experts on the Ming dynasty.
  - The *Boston Pops Orchestra* *gave* the *audience* a delightful *and* entertaining *performance*.
  - I will eat *either* spaghetti *or* meatloaf for dinner.
  - Katie* *gave* the *hospital* all her extra *time*.
  - The *partners* *were* happy with the deal *after* they discussed it.
  - Hey*, *both* television *and* basketball *interfered* with his school work.
  - Janice* *saved* her *friends* some *tomatoes* *and* *peppers* from her garden.
  - Half* of the class *visited* the *Capitol* *while* the other half was busy at the White House.
  - Birds* of prey *include* eagles, falcons, *and* hawks, *whereas* finches, sparrows, *and* pigeons feed mainly on seeds.
  - Whew!* *We* *celebrated* after the game *because* it was our first victory.
  - Not only* are *they* staying at the beach next summer, *but* they are *also* traveling to Australia in January.
  - The camp *leaders* *taught* the *campers* many survival *skills*, *for* these skills were necessary.
  - The *divers* *refused* to give up the search *because* they knew they would soon find the sunken *treasure*.

► **Exercise 3** Draw three lines under each letter that should be capitalized. Make a slash (/) through each letter that should be lowercase. Write C in the blank if the sentence is correct.

- \_\_\_\_\_ Our ~~A~~unt and ~~U~~ncle plan to visit southern florida.
- \_\_\_\_\_ 1. The arctic includes the ~~N~~orthern parts of Europe, Asia, and north America.
- C 2. The *Los Angeles Times* was full of reports of earthquake tremors along our country's western coast.
- \_\_\_\_\_ 3. The world's smallest ~~C~~ontinent, Australia, lies between the Indian ocean and the South Pacific ocean.
- \_\_\_\_\_ 4. We were hungry for both Mexican and Italian ~~F~~ood.
- \_\_\_\_\_ 5. Jessie's grandma came with aunt Katie on Labor Day ~~W~~eekend.
- \_\_\_\_\_ 6. Sign the letter "Sincerely ~~Y~~ours," and mail it to 135 Coconut avenue, Honolulu, Hawaii.
- \_\_\_\_\_ 7. The ~~L~~ieutenant spoke to Captain Davis about his wish to visit the U.S. Air Force academy in Colorado springs, Colorado.
- \_\_\_\_\_ 8. "We can choose our friends," said professor Evans, "~~B~~ut we cannot choose our relatives."
- \_\_\_\_\_ 9. The newest breakfast treat at the wilson's house was Pop Crunch ~~C~~ereal.
- \_\_\_\_\_ 10. My ~~U~~ncle enjoys listening to senator Edwards because this ~~S~~enator is both intelligent and interesting.
- \_\_\_\_\_ 11. On friday, december 1, we will attend a ~~W~~inter science fair sponsored by the environmental protection agency.
- \_\_\_\_\_ 12. "I hope cousin Leroy can come," I said. "he always takes us on a ~~F~~erry ~~B~~oat to Staten island."

## Unit 13: Punctuation

### Lesson 77

### Using the Period and Other End Marks

Different end marks are used with the different types of sentences.

Use a **period** at the end of a declarative sentence. A declarative sentence makes a statement. Also use a period at the end of an imperative sentence. An imperative sentence gives a command or makes a request.

Oak trees can grow very tall. (statement)

Start the motor. (command)      Please identify this tree. (request)

Use a **question mark** at the end of an interrogative sentence. An interrogative sentence asks a question.

Can you show me a black oak?      Is that a chinkapin oak?

Use an **exclamation point** at the end of an exclamatory sentence. An exclamatory sentence expresses strong feeling. Also use an exclamation point at the end of an interjection. An interjection is a word or group of words that expresses strong emotion.

What a tall tree! It would take five people to reach around it!

Wow!      Hey!      Oh, my gosh!      Hooray!      Oops!      Phew!

► **Exercise 1** Complete each sentence by adding the correct end mark. In the blank, identify the kind of sentence by writing *dec.* (declarative), *imp.* (imperative), *int.* (interrogative), or *exc.* (exclamatory).

- int.      How tall is that oak tree?
- dec.      1. Many people consider oak trees the monarchs of the forest.
- dec.      2. Different kinds of oaks are found in most areas of this country.
- int.      3. How many species of oaks can you name?
- imp.      4. Make a list of the types you can recognize.
- dec.      5. If you live in the eastern United States, you probably see white oaks every day.
- dec.      6. They can grow to a height of 100 feet or more.
- exc. or      7. That's longer than four school buses! *or.*
- dec.

- exc., exc.** 8. Wow! What an enormous height that is!
- int.** 9. Did you know that another name for the white oak is *stave oak*?
- dec.** 10. How this name was given to this tree is an interesting story.
- imp.** 11. Guess how this name came about.
- dec.** 12. *Stave* is the name for a wooden slat in a barrel.
- dec.** 13. In past times, barrels were important for storing liquids.
- int.** 14. Which tree provided the best wood for making barrel staves?
- exc. or dec.** 15. You guessed it—the white, or stave, oak! **or.**
- dec.** 16. Today, some liquids are still stored in white oak barrels.
- dec.** 17. Even though we have many high-tech plastics and other materials, some products must still be kept in old-fashioned wooden barrels.
- exc. or dec.** 18. That’s almost unbelievable! **or.**
- int.** 19. Have you ever seen a model of an 1800s sailing ship?
- dec.** 20. Their sails hung from gigantic masts fifty or sixty feet tall.
- int.** 21. Where do you think shipbuilders found the wood for these great ships?
- dec.** 22. In the forests of the eastern United States, they found magnificent stands of white oak.
- dec.** 23. In this intriguing way, the monarchs of the forest helped clipper ships become rulers of the high seas; after they were cut down, the mighty oaks reigned over the oceans.
- dec.** 24. It’s not difficult to recognize a white oak in a forest or city.
- imp.** 25. Look first for its acorns.
- dec.** 26. Acorns are actually the fruit of an oak tree.
- imp.** 27. Crack one open and find the seeds inside.
- dec.** 28. White oak acorns are egg-shaped and about an inch long.
- imp.** 29. Next, check the leaves.
- exc. or dec.** 30. White oak leaves can be as long as nine inches—much bigger than your hand! **or.**
- imp.** 31. Don’t overlook the easiest way to identify a white oak.
- exc. or dec.** 32. Chances are, it’s the biggest tree around! **or.**

**Lesson 78****Using Commas to Signal Pause or Separation**

**Commas** signal a pause or separation between parts of a sentence. Use commas to separate three or more items in a series.

The top sellers were Chou, Eve, and Mike.

Use a comma to show a pause after an introductory word, two or more introductory prepositional phrases, or an introductory participle or participial phrase.

Yes, I helped with the class play.

For love of the sport, he sponsored several youth soccer teams.

Crawling through the tunnel, the rescuers reached the trapped men.

Use a comma after conjunctive adverbs such as *however*, *moreover*, *furthermore*, *nevertheless*, and *therefore*.

Our school enrollment has increased; therefore, we need a new building.

Use commas to set off words that interrupt the flow of thought in a sentence and appositives that are not essential to the meaning of the sentence.

My brother, gulping his food, raced through his meal.

The Koreans, comparative newcomers, produce many electronic products.

Use commas to set off names used in direct address.

Marla, you have the highest score on the test.

► **Exercise 1** Complete each sentence by adding commas where necessary. If the sentence is correct as written, write **C** in the blank.

\_\_\_\_\_ For thousands of years, people have enjoyed making music.

**C** 1. Modern instruments are made to meet specific standards.

\_\_\_\_\_ 2. Strings, woodwinds, brass, and percussion are the four families of instruments.

\_\_\_\_\_ 3. Each family, by the way, is named for the method it uses to produce sound.

\_\_\_\_\_ 4. Stringed instruments produce tones when a string is bowed, struck, or plucked.

\_\_\_\_\_ 5. Yes, the vibrating string makes the sound.

\_\_\_\_\_ 6. Members of the string family include the violin, viola, cello, and bass.

- C** 7. Pitch is changed by pressing the appropriate spot on the string.
8. The harp, an ancient instrument, is often used in an orchestra.
- C** 9. A piano's sound is produced by striking strings with small felt hammers.
10. Woodwinds, the next family, produce sound from a vibrating reed.
11. Clarinets and saxophones are played with a single reed; however, oboes and bassoons are played with two reeds fastened together.
12. Nina, why is the flute called a woodwind?
13. Lacking a reed, flutes were originally made of wood.
14. Of all the instruments in an orchestra, the brass ones are the most powerful.
- C** 15. The player produces sound on a brass instrument by vibrating his or her lips in a cup-shaped mouthpiece.
16. Trumpets and cornets, their cousins, are the highest pitched brass instruments.
17. Covering the middle range, French horns and trombones add color and depth.
18. The sousaphone, named for the March King, is a marching band version of the tuba.
19. Percussion instruments are struck, pounded, or beaten; therefore, it isn't wrong to think of the piano as a percussion instrument.
20. Drums, an ancient type of music maker, come in many shapes and sizes.
21. Keyboard-style percussion instruments include xylophones, vibraphones, marimbas, and bells.
22. Symphony orchestras use members from all four families; however, marching bands use only woodwinds, brass, and percussion.

► **Writing Link** Write a paragraph on a concert you have attended or a recording you enjoy. Be sure to use commas as separators.

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**Lesson 79****Using Commas with Clauses**

Use a **comma** before *and*, *or*, or *but* when it joins main clauses.

She is now known as a director, but she also acted on television shows.

Use a comma after an introductory adverb clause. Do not use a comma with an adverb clause that comes at the end of a sentence. Adverb clauses begin with subordinating conjunctions such as *after*, *although*, *as*, *because*, *before*, *considering* (*that*), *if*, *in order that*, *since*, *so that*, *though*, *unless*, *until*, *when*, *whenever*, *where*, *wherever*, *whether*, or *while*.

Unless she gives her approval, we can't proceed. (introductory adverb clause)  
She enjoys herself whenever she is dancing. (adverb clause at the end of a sentence)

Use a comma or a pair of commas to set off an adjective clause that is nonessential and merely gives additional information. Do not use commas to set off an essential adjective clause. Essential clauses are those necessary to the meaning of the sentence. Adjective clauses often begin with the relative pronouns *who*, *whom*, *whose*, *which*, and *that*.

The boy over there, whom I think you have met, is fourteen. (nonessential adjective clause)

The sculptor who carved that statue has a delicate touch with a chisel! (essential adjective clause)

► **Exercise 1** Complete each sentence by adding commas where necessary. Use the delete symbol (✂) to eliminate commas used incorrectly. If the sentence is correct as written, write **C** in the blank.

\_\_\_\_\_ While you're visiting San Francisco, be sure to ride on a cable car.

\_\_\_\_\_ 1. Make sure you're not late, ✂ so that we can get started on time.

\_\_\_\_\_ 2. Jeremy enjoys camping and hiking, and his best friend does, too.

**C** \_\_\_\_\_ 3. Because she wanted to be considered for the job, Ellen filled out an application form.

\_\_\_\_\_ 4. Her older brother, whom I've never met, goes to Georgetown University.

\_\_\_\_\_ 5. Where the snow covers the ground all winter, animals have difficulty finding food.

- C** 6. People need to help conserve precious natural resources, or we may run short of important materials in the future.
7. We went out for pizza after the volleyball game.
8. They thought they had arrived too early, but I explained that they hadn't.
- C** 9. Although Iceland is a northerly country, the climate is relatively mild.
10. Doris Lessing, who is a well-known novelist, grew up in South Africa.
11. I'll go along if you want my company.
12. The woman who was wearing the exotic hat turned out to be the spy.
13. Any team that makes the playoffs has to be good!
14. My brother studies hard, but he knows when to take a break.
15. Before she started on the test, Maya took several deep breaths to relax.
- C** 16. Jenny, whose mother works part-time, often helps out at home.
17. The praying mantis, which is an interesting insect, can be very helpful to people.
18. The man who will be speaking at the meeting has lived in Thailand.
- C** 19. My best friend, whose mother has remarried, was a member of the wedding party.
20. Mr. N'Funu called on him because he raised his hand.
- C** 21. The woman whom you contacted about the recreation proposal seemed very nice.
22. Indonesia, which is a large country in Asia, includes many islands.
23. They can sign up for the audition, but they'll have to prepare a short speech from a play.
24. When the announcer called my name, I was so embarrassed that my face turned as red as an apple!
- C** 25. My little sister rides the bus to school, and my older sister rides her bike.



**Lesson 80****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 year are given.

My great-uncle was born February 3, 1922, in Russia.  
Great-Aunt Laura and he were married in June 1946.

Use commas before and after the name of a state or a country 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.

They moved to a farm near Mount Vernon, Ohio, after their marriage.  
Their address was 19833 Township Road 44, Howard, OH 43028.

Use a comma or a pair of commas to set off an abbreviated title or degree following a person's name.

Janet Adams, R.N., was a nurse at the local hospital.  
Benjamin Paoletti, Ph.D., taught history at a nearby college.

► **Exercise 1** Place a check (✓) beside the sentence in each pair that is correct.

- \_\_\_\_\_ Walt Whitman lived in Brooklyn New York.  
 ✓ \_\_\_\_\_ Walt Whitman lived in Brooklyn, New York.
1. \_\_\_\_\_ Lateesha's birthday is January 12 1982.  
 ✓ \_\_\_\_\_ Lateesha's birthday is January 12, 1982.
2. ✓ \_\_\_\_\_ Samantha Slegeski, D.D.S., is our new family dentist.  
 \_\_\_\_\_ Samantha Slegeski D.D.S. is our new family dentist.
3. \_\_\_\_\_ Contest entries should be sent to 8340 South Roberts Avenue, Chicago IL, 60617.  
 ✓ \_\_\_\_\_ Contest entries should be sent to 8340 South Roberts Avenue, Chicago, IL 60617.
4. ✓ \_\_\_\_\_ When she was in the army, my mother was stationed in Frankfurt, Germany, and Biloxi, Mississippi.  
 \_\_\_\_\_ When she was in the army, my mother was stationed in Frankfurt Germany and Biloxi Mississippi.
5. \_\_\_\_\_ The first speaker will be Ricardo Flores Ph.D.  
 ✓ \_\_\_\_\_ The first speaker will be Ricardo Flores, Ph.D.

6. ☒ The first performance of the show was on October 13, 1899.  
 \_\_\_\_\_ The first performance of the show was on, October 13 1899.
7. \_\_\_\_\_ Did you know that Cairo, Illinois is named after the city of Cairo, Egypt?  
☒ Did you know that Cairo, Illinois, is named after the city of Cairo, Egypt?
8. \_\_\_\_\_ The names on the book's title page were Emily Dahlquist Ph.D. and James A. Morris M.A.  
☒ The names on the book's title page were Emily Dahlquist, Ph.D., and James A. Morris, M.A.
9. ☒ The headquarters of the organization are at 190 20th Avenue, Seattle, WA 98122.  
 \_\_\_\_\_ The headquarters of the organization are at 190 20th Avenue, Seattle, WA, 98122.
10. \_\_\_\_\_ The new model started production in September, 1995.  
☒ The new model started production in September 1995.

► **Exercise 2** Complete each sentence by adding commas where necessary. If the sentence is correct as written, write *C* in the blank.

- \_\_\_\_\_ The date on the old letter was June 26, 1902.
- \_\_\_\_\_ 1. You can get copies of the brochure by writing to 517 S.W. 11th Street, Topeka, KS 66612.
- \_\_\_\_\_ 2. The deadline is December 3, 1996.
- \_\_\_\_\_ 3. Robert Nikolai, M.S.W., is the director of the regional office.
- \_\_\_\_\_ 4. Gerald's mom was transferred to Sacramento, California, in August 1991.
- ☒ 5. The university is in Evanston, Illinois, a suburb of Chicago.
- \_\_\_\_\_ 6. The nurses in charge of the mobile care unit were Shelley Ford, R.N., and Allan Cohen, L.P.N.
- ☒ 7. Who can forget the Bay Area earthquake of October 1990 that interrupted baseball's World Series?
- \_\_\_\_\_ 8. The sign on the door read Gerald R. Kelly, M.D.
- \_\_\_\_\_ 9. It looks as if the team will move to Baltimore, Maryland, or St. Louis, Missouri.
- ☒ 10. The First World War, called the Great War, erupted in Europe in August 1914.

**Lesson 81****Using Commas with Direct Quotes, in Letters, and for Clarity**

Use a **comma** or commas to set off a direct quotation.

The farmer wiped his forehead and said, "I hope it rains soon."

"I wish," answered the weather forecaster, "I could give you some good news."

Use a comma after the salutation of a friendly letter and after the closing of both a friendly and a business letter.

Dear Dad,                      Sincerely,                      Your friend,                      Cordially,

Use a comma to prevent misreading.

In order to improve the wool, farmers select sheep carefully.

► **Exercise 1** Complete each item by adding commas where necessary. If the item is correct as written, write *C* in the blank.

\_\_\_\_\_ Sincerely, Wendy Peterson

  **C**   1. The woman at the window said, "I can help you with that."

\_\_\_\_\_ 2. Dear Aunt Jenny,

\_\_\_\_\_ 3. "They really ought to do something about their roof," said the inspector.

  **C**   4. "Some people prefer cats," stated the woman on the talk show, "while others favor dogs."

  **C**   5. "I've never seen anything like it," she cried, "never in my life!"

\_\_\_\_\_ 6. If they get too large, dogs should live outside.

  **C**   7. Jillian asked, "Who is going to the carnival with you?"

  **C**   8. Yours truly, Denise

\_\_\_\_\_ 9. "There is little doubt," explained the professor, "that we will have to deal with the problem sooner or later."

\_\_\_\_\_ 10. When damaged, trees sometimes have to be taken down.

  **C**   11. "I want my daddy," the little girl sobbed with tears in her eyes.

\_\_\_\_\_ 12. Dear Patrick,

- C   13. The instructor pointed and said, “Don’t touch that piece of metal.”
- C   14. Before the movie, stars talked about working with the famous director.
- \_\_\_\_\_ 15. “I will need to leave soon,” he said, “but feel free to stay if you want.”
- C   16. Most cordially, Mr. David Marx
- \_\_\_\_\_ 17. “We shouldn’t let a little rain stop us,” Ms. Montgomery added.
- \_\_\_\_\_ 18. After Christmas, shoppers can often find bargains.
- C   19. “Step back, please,” the major said to the man who got too close to the edge.
- \_\_\_\_\_ 20. Dear Serena,

► **Exercise 2** Complete each item by adding commas where necessary. Use the delete symbol ( ✂ ) to eliminate the commas used incorrectly. If the item is correct as written, write *C* in the blank.

- \_\_\_\_\_ “Don’t forget your keys,” said Mom.
- \_\_\_\_\_ 1. In place of her, Julia will attend the conference.
- \_\_\_\_\_ 2. “Put the disk✂in after you have formatted it,” the teacher suggested.
- C   3. Felipe asked, “What is the population of Puerto Rico?”
- \_\_\_\_\_ 4. Dear Uncle Mark,
- C   5. In case of an emergency, contact the Department of Safety.
- \_\_\_\_\_ 6. “Do you agree with the plan,” Corazon asked, “or do you think✂we should try something else?”
- \_\_\_\_\_ 7. Dad just smiled✂and whispered, “Let’s let Mom find out for herself.”
- \_\_\_\_\_ 8. Even though it seems difficult, choices must be made.
- C   9. “I’ve never worked on a Fourth-of-July parade float,” the new girl explained.
- \_\_\_\_\_ 10. Sincerely yours, Kevin Conyers
- \_\_\_\_\_ 11. “Raptors—eagles, hawks, falcons, and the like—can be found in every state,” the narrator explained.
- \_\_\_\_\_ 12. In place of that, one ought to consider this alternative.
- \_\_\_\_\_ 13. “Don’t count your chickens,” the wise man said, “before they’re hatched.”
- \_\_\_\_\_ 14. When opening✂the can, be sure not to shake it up.
- \_\_\_\_\_ 15. Nora almost dropped the cake✂when she saw the cat on the table.

**Lesson 82****Using Semicolons and Colons**

Use a **semicolon** to join the parts of a compound sentence when a coordinating conjunction such as *and*, *or*, *nor*, or *but* is not used.

You can use water-based or oil-based paint; both have their advantages.

Use a semicolon to join the parts of a compound sentence when the main clauses are long and subdivided by commas, even if these clauses are already joined by a coordinating conjunction.

Among the most important scientific advances of the twentieth century are telecommunications, computer technology, and space travel; but in no area, including these three, have we achieved all that we might achieve.

Use a semicolon to separate main clauses joined by a conjunctive adverb such as *consequently*, *furthermore*, *however*, *moreover*, *nevertheless*, or *therefore*.

It was snowing heavily; nevertheless, they left for the holidays.

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.

These students should report to the office: Christy Schantz, Tony Ramirez, Emily Chou, and Toderick Evans.

Please bring pencils, paper, and an eraser.

► **Exercise 1** Add semicolons or colons where necessary. Use the delete symbol ( ✂ ) to eliminate semicolons and colons used incorrectly. If the sentence is correct as written, write **C** in the blank.

- \_\_\_\_\_ Glass is a useful material; it is made from inexpensive raw materials.
- \_\_\_\_\_ 1. Glass can take these forms: fine like a spider web, heavy like a telescope lens, stronger than steel, or more fragile than paper.
- C** \_\_\_\_\_ 2. The first human-made glass was used as a glaze on ceramic vessels; but it is not known when, where, or how people first learned the glass-making process.
- \_\_\_\_\_ 3. Explained very simply, to make glass, use a mixture of sand, soda, and lime; cook and cool.
- \_\_\_\_\_ 4. The result is ✂ a solid with the properties of a liquid that can be blown, molded, spun, or drawn into endless shapes.

- \_\_\_\_\_ 5. Early glassmaking was slow and costly for these reasons: furnaces were small, the heat produced was not enough to melt the materials, and glass blowing and pressing were unknown.
- C** \_\_\_\_\_ 6. Merchants soon had a need for glass containers when they discovered that oils, honey, and other liquids could be preserved better in glass.
- \_\_\_\_\_ 7. There are many kinds of glass; each possesses a special quality.
- \_\_\_\_\_ 8. Flat glass is used when very clear, precise vision is required; it comes in the following classifications: sheet, plate, and float.
- C** \_\_\_\_\_ 9. The strong materials of glass-ceramics can withstand extreme temperatures, strong chemicals, and sudden temperature changes; therefore, this kind of glass is used in cookware, turbine engines, and electronic equipment.
- \_\_\_\_\_ 10. Flat glass, optical glass, and decorative glass were used prior to this century; however, many special types of glass have been invented since 1900.
- C** \_\_\_\_\_ 11. The following are some of these types: laminated safety glass, tempered safety glass, colored structural glass, foam glass, and laser glass.
- \_\_\_\_\_ 12. The properties of ordinary glass that make it useful for electrical purposes are: transparency, heat resistance, resistance to the flow of electricity, and its ability to seal tightly to metal as in light bulbs.
- C** \_\_\_\_\_ 13. Fiberglass, which is made of tiny but solid rods of glass, has many uses.
- \_\_\_\_\_ 14. The fiberglass industry fills the following needs: heat insulation, yarn and cloth, electrical insulation, firefighters' suits, and automobile bodies.
- \_\_\_\_\_ 15. Raw materials used in making optical glass must be pure in order to make flawless lenses for eyeglasses, cameras, and telescopes; therefore, the production of optical glass is expensive.
- \_\_\_\_\_ 16. The shaping of glass can be accomplished by these four methods: blowing, pressing, drawing, and casting.
- \_\_\_\_\_ 17. In glass blowing, a worker uses a hollow iron blowpipe with one end dipped in molten glass; she or he blows gently into the pipe until the molten glass bulges out and forms a hollow tube.
- C** \_\_\_\_\_ 18. This glass "bubble" can be formed into the desired shape by squeezing, twirling, or stretching it.
- \_\_\_\_\_ 19. In the pressing method of shaping glass, a hot gob of glass is: dropped in a mold and then pressed with a plunger to fill the mold.
- \_\_\_\_\_ 20. Both blowing and pressing can be done by hand or by machine; moreover, there is a press-and-blow machine, which uses a combination of these methods to form an object.

**Lesson 83****Using Quotation Marks and Italics**

Use **quotation marks** before and after a direct quotation and with a divided quotation. Use a comma or commas to separate a phrase such as *she said* from the quotation itself. Place a comma or a period *inside* the quotation marks.

"The key," she replied with a laugh, "is having a good instructor."

Place a question mark or exclamation point *inside* the quotation marks when it is part of the quotation. Place a question mark or exclamation point *outside* the quotation marks when it is part of the entire sentence.

Ms. Arnold asked, "Can anyone answer Shawn's question?" (part of the quotation)

Did Shawn say, "The tamarack is a kind of larch"? (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.

"To Build a Fire" (short story)      "Directive" (poem)      "Amie" (song)

Use **italics** to identify the title of a book, play, film, television series, magazine, newspaper, or musical work. In handwritten materials, underlining takes the place of italics.

*Animal Farm* (book)    *Romeo and Juliet* (play)    *Dayton Daily News* (newspaper)

► **Exercise 1** Add quotation marks where needed. Draw a line under the items that should be in italics.

Moby-Dick (book)      "The Road Not Taken" (poem)

- |  |  |
|--|--|
| 1. <u>Model Railroader</u> (magazine)        | 9. "It Isn't Easy Being Green" (song)          |
| 2. "The Wound-Dresser" (poem)                | 10. "Dr. Heidegger's Experiment" (short story) |
| 3. <u>Twice-Told Tales</u> (book)            | 11. <u>Home Alone</u> (film)                   |
| 4. "Incumbents Lose" (newspaper article)     | 12. <u>A Winter's Tale</u> (play)              |
| 5. <u>All's Well That Ends Well</u> (play)   | 13. "Schedules" (essay)                        |
| 6. <u>The Muppet Movie</u> (film)            | 14. <u>Leaves of Grass</u> (book)              |
| 7. "The Minister's Black Veil" (short story) | 15. "Nantucket" (book chapter)                 |
| 8. <u>New York Times</u> (newspaper)         | 16. "Wimoweh" (song)                           |

17. “Players Vote to Strike” (magazine article)      19. M☆A☆S☆H. (television series)  
 18. “Beat! Beat! Drums!” (poem)                      20. USA Today (newspaper)

► **Exercise 2** Complete each sentence by adding quotation marks and italics (underlining) where necessary.

“Emily Dickinson is my favorite poet,” he told his listeners, “and Moby-Dick is my favorite novel.”

1. Did she say, “Robert Frost is the greatest poet of our century?”
2. Randall had a look of shock on his face as the mayor said, “There is a boy here today without whom none of this would have been possible!”
3. “Do I have to explain again that playing with the deer is not allowed?” the park ranger asked.
4. “Martin Chuzzlewit,” the lecturer explained, “is probably Dickens’s most underrated novel.”
5. The Washington Post featured an article entitled “Ways to Increase Your Energy.”
6. “Where is Apartment B?” the woman asked.
7. “Go, Panthers!” the fans yelled. “Beat Tech!”
8. Wasn’t it David Copperfield who asked for gruel by saying, “Please, sir, I want some more?”
9. “No,” Daniel explained, “it was Oliver Twist who asked for more at the orphanage.”
10. When Mr. Harrison said we didn’t need to read those pages, Dawn and Cindy said, “Whew!”
11. How could she say, “No, I don’t believe we’ve met before?”
12. I almost fainted when the announcer said, “Our winner is Stacy Langham!”
13. Felice asked the police officer, “Have you seen a little white dog dragging a blue leash?”
14. “Look out below!” Sandy cried as she pushed the hay bale over the edge.
15. “What I can’t understand,” Rudy added, “is why no one told us the time of the meeting.”



**Lesson 84****Using the Apostrophe**

Use an **apostrophe** and an *s* (*'s*) to form the possessive of a singular noun or a plural noun that does not end in *s*.

box + **'s** = box**'s**

James + **'s** = James**'s**

children + **'s** = children**'s**

men + **'s** = men**'s**

Use an apostrophe alone to form the possessive of a plural noun that ends in *s*.

Holmans + **'** = Holmans**'**

wolves + **'** = wolves**'**

boys + **'** = boys**'**

Use an apostrophe and an *s* (*'s*) to form the possessive of an indefinite pronoun.

someone + **'s** = someone**'s**

anybody + **'s** = anybody**'s**

Do not use an apostrophe in a possessive pronoun.

The gloves on the floor are **his**.

Those cookies were **ours**.

Use an apostrophe and an *s* (*'s*) to form the plurals of letters, figures, and words when they refer to themselves.

Dot your ***i's*** and cross your ***t's***.

No ***if's***, ***and's***, or ***but's***

four ***2's***

Use an apostrophe to replace letters that have been omitted in a contraction. A **contraction** is a word that is made by combining two words into one by leaving out one or more letters.

do + not = don't

it + is = it's

you + are = you're

there + is = there's

Use an apostrophe to show missing numbers in a date.

the class of '97

the election of '92

► **Exercise 1** Write the possessive form of each word. Add a suitable noun. **Suitable nouns will vary.**

jogging shoes jogging shoes' laces

1. fox fox's tail

6. taxes taxes' revenues

2. women women's rights

7. vacation vacation's length

3. anyone anyone's chair

8. children children's toys

4. princesses princesses' attendants

9. members members' questions

5. Jacksons Jacksons' house

10. lion lion's paw

- |  |  |
|--|--|
| 11. princess <u>princess's friend</u>      | 16. bus <u>bus's tires</u>                 |
| 12. Ms. Davis <u>Ms. Davis's briefcase</u> | 17. somebody <u>somebody's pencil</u>      |
| 13. nobody <u>nobody's fault</u>           | 18. oxen <u>oxen's stalls</u>              |
| 14. mice <u>mice's nests</u>               | 19. classes <u>classes' assigned seats</u> |
| 15. player <u>player's record</u>          | 20. computer <u>computer's power cord</u>  |

► **Exercise 2** Add apostrophes where necessary. Use the delete symbol (↵) to eliminate apostrophes used incorrectly.

Society's needs have led to many inventions throughout its' history.

1. Peoples' need to eat gave rise to the very first machines.
2. Archaeologists' discoveries' of the past include tools that are one million years old.
3. Prehistoric people used crudely chipped stones to form their' axes and spearheads.
4. The inclined planes' discovery became the first principle of technology for cutting tools.
5. About 3500 B.C. in the Middle East, the plows' invention enabled farmer's to increase crop yields.
6. Its' one of humankind's oldest inventions.
7. There's a device that's found in everyone's home that makes use of the principle of the inclined plane.
8. This device is Linus Yales' invention in 1848 of the cylinder lock and key.
9. An electronic trimmers' blades act as a pair of wedges' to cut hair or stems' like scissors' blades.
10. The zippers' slide uses wedges' so one can easily open and close this type of fastener.
11. In the 1800s the tin cans' invention was useful for preserving and safely transporting canned foods.
12. The consumers' problem, however, was how to easily and safely open these' cans.
13. The can opener, with its' sharp-edged cutting blade or wheel, was not invented until the twentieth century.
14. These and other inventions have made peoples' lives' easier.

**Lesson 85****Using the Hyphen, Dash, 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.

Robert is eagerly looking forward to the day when he can buy a computer.

Use a hyphen in compound numbers and in certain compound nouns.

sixty-four birds      twenty-one points      sister-in-law      great-grandmother

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 gymnasium was only **one-half** full for the first game. (modifier)

Almost **one third** of all cars in the parking lot were red. (noun)

Hyphenate a compound modifier only when it precedes the word it modifies.

That's a **well-done** hamburger!      Melanie likes her hamburgers **well done**.

Use a hyphen after the prefixes *all-*, *ex-*, and *self-*. Use a hyphen to separate any prefix from a word that begins with a capital letter.

all-district      ex-governor      self-conscious      mid-Atlantic

Use a **dash** or dashes to show a sudden break or change in thought or speech.

Martin's dog Waldo—he's normally very well behaved—jumped on the table.

Use **parentheses** to set off material that is not part of the main statement but is, nevertheless, important to include.

The container held one liter (1.0567 quarts) of juice.

► **Exercise 1** Add hyphens where necessary. If the word or phrase is correct as written, write **C** in the blank.

\_\_\_\_\_ great-grandfather

\_\_\_\_\_ 1. eighty-eight

\_\_\_\_\_ 2. three-fifths majority

**C** \_\_\_\_\_ 3. noncritical issue

\_\_\_\_\_ 4. self-cleaning oven

**C** \_\_\_\_\_ 5. dog is poorly behaved

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

**C** \_\_\_\_\_ 7. one half of the students

\_\_\_\_\_ 8. fifty-four

\_\_\_\_\_ 9. all-American city

**C** \_\_\_\_\_ 10. a well-played game

\_\_\_\_\_ 11. preDepression cabin

**C** \_\_\_\_\_ 12. postwar

\_\_\_\_\_ 13. all-wood construction

**C** \_\_\_\_\_ 14. seventeen

\_\_\_\_\_ 15. selfconfidence

**C** \_\_\_\_\_ 16. paper is well written

\_\_\_\_\_ 17. two-thirds empty

\_\_\_\_\_ 18. postRenaissance period

**C** \_\_\_\_\_ 19. ex-astronaut

\_\_\_\_\_ 20. midPacific island

► **Exercise 2** Complete each sentence by adding hyphens, dashes, or parentheses where necessary. Use the delete symbol (↵) to eliminate those used incorrectly. If the sentence is correct as written, write **C** in the blank.

\_\_\_\_\_ Since preColonial times, the black walnut tree has been prized.

\_\_\_\_\_ 1. Many people have tasted the delicious nut(actually a seed)that comes from this important forest tree.

\_\_\_\_\_ 2. The husk's peppery aroma(caused by oils in the husk)is quite strong.

**C** \_\_\_\_\_ 3. The husk is, of course, removed—who would want to eat such an odd-tasting thing?—before the nut is shelled and eaten.

\_\_\_\_\_ 4. You have to be quick if you want to gather walnuts to eat; many animals(squirrels, chipmunks, and other wildlife)love walnuts!

\_\_\_\_\_ 5. It is work to gather, husk, and shell walnuts—that's why most people buy them already shelled or at least husked at the grocery store.

**C** \_\_\_\_\_ 6. Some other plants (tomato plants and apple trees, for example) will not grow near a black walnut.

\_\_\_\_\_ 7. The tree gives off a poison(not harmful to people)that kills the roots of certain plants.

\_\_\_\_\_ 8. In preRevolutionary days, Americans had many different uses for the black walnut.

\_\_\_\_\_ 9. They made a blackish-green dye from the husks.

\_\_\_\_\_ 10. A pioneer's most important possession may very well have been his musket, and the most prized wood for the gun stock was black walnut.

**Lesson 86****Using Abbreviations**

**Abbreviate** a person's title and a professional or academic degree that follows a name.

**Dr.** Francisco Montoya      Ellen Chang, **D.D.S.**      George Rubashov, **Ph.D.**

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.

NFL (National Football League)      FBI (Federal Bureau of Investigation)  
NASA (National Aeronautics and Space Administration)

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).

6:30 A.M.      9:15 P.M.      415 B.C.      A.D. 119

Abbreviate calendar items only in charts and lists.

**Oct.**      **Jan.**      **Dec.**      **Sat.**      **Wed.**      **Fri.**

Abbreviate units of measure only in scientific writing.

feet **ft.**      inch(es) **in.**      pound(s) **lb.**      kilometer(s) **km**

On envelopes only, abbreviate street names and use the two-letter Postal Service abbreviations for the names of states.

Road **Rd.**      Street **St.**      Avenue **Ave.**      Pennsylvania **PA**      Utah **UT**

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

The man in the *dashiki* works for (U.N.I.C.E.F., UNICEF).

1. The bonsai tree grew to be only eight (in., inches) tall.
2. The (N.A.A.C.P., NAACP) is one of the oldest civil rights organizations.
3. Elaine Howard, (M.D., MD), is the new director of the medical center.
4. Pottery chips from around 2000 (B.C., BC) have been discovered.
5. Suzanne said that Beaumont was about two hundred (km, kilometers) from here.

6. The office building located at 2208 Riverside (Dr., Drive) houses three companies.
7. I'm taking a gymnastics class at the (Y.W.C.A., YWCA) next summer.
8. Rhoda Silber, (Ph.D., PHD), is my mother.
9. A birthday party that began at 6:00 (a.m., A.M.) would be unusual.
10. His ideal weight was between 142 and 158 (lb., pounds) according to the doctor.
11. In (1066 A.D., A.D. 1066) the course of history was changed.
12. Our trip to Houston included a tour of the (N.A.S.A., NASA) headquarters.
13. Joe's family will move into a new apartment on Kingston (Ave., Avenue) tomorrow.
14. The area to be enclosed for the garden was four hundred square (ft., feet).
15. The (IRS, I.R.S.) just sent my mom's company some good news.
16. If you ask me, 10:00 (P.M., PM) is a little late to start your homework.
17. Most of Tim's favorite television shows are on (N.B.C., NBC) this season.
18. The building at 1090 Maryland (Street, St.) is being torn down.
19. The piece of material he bought was only two (yards, yd.) long.
20. Dan and he would love to see an (NFL, N.F.L) game in person.

► **Exercise 2** Rewrite each phrase using the appropriate abbreviation.

Salt Lake City, Utah Salt Lake City, UT

1. 2100 Michigan Avenue 2100 Michigan Ave.
2. Mister Alexander Adams Mr. Alexander Adams
3. 7 feet, 2 inches 7 ft., 2 in.
4. 5:15 *ante meridiem* 5:15 A.M.
5. Doctor Elizabeth Santos Dr. Elizabeth Santos
6. 147 pounds 147 lb.
7. Hazelton, Pennsylvania Hazelton, PA
8. Arthur Beecham, Doctor of Dental Science Arthur Beecham, D.D.S.
9. Wednesday, December 7 Wed., Dec. 7
10. Frederick La Fontaine Junior Frederick La Fontaine Jr.

**Lesson 87****Writing Numbers**

Use **numerals** in charts and tables. In sentences, spell numbers that can be written in one or two words, and use numerals for those requiring more than two words.

The man appeared to be at least **seventy-five** years old.  
More than **650** people attended the education meeting.

Spell out any number that begins a sentence, or reword the sentence so that it does not begin with a number.

**Sixty-five thousand four hundred** people were at the last game.

Write very large numbers as a numeral followed by the word *million* or *billion*.

The U.S. population is approximately **250 million**.

In a sentence, if one number is in numerals, related numbers must be in numerals.

Of the **125** tickets sold, **45** were sold to sophomores.

Spell out ordinal numbers (*first*, *second*, and so forth).

This is the **eighth** time I've seen that movie.

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 **seventies**      **fifty** cents      half past **five**      **six** 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 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.

**April 1, 1996**      **16** percent      **\$207.89**      **2:51 P.M.**

► **Exercise 1** Place a check (✓) in the blank next to each sentence that uses numbers or numerals correctly.

- \_\_\_\_\_ ✓ LaToya is the third alternate on the drill team.
- \_\_\_\_\_ 1. The U.S. Senate has 100 members, thirty-four of whom will be elected this year.
- \_\_\_\_\_ ✓ 2. My mom attended her fifteenth high school reunion.
- \_\_\_\_\_ 3. I read that India's population may soon be as high as 1,000,000,000!
- \_\_\_\_\_ ✓ 4. Six people were waiting in line when I arrived.

- \_\_\_\_\_ 5. I thought the movie began shortly after 8 o'clock.
- ✓ \_\_\_\_\_ 6. The mayor stated that she believed 75 percent of the voters supported her position.
- \_\_\_\_\_ 7. You can find the regional director in room forty-two.
- \_\_\_\_\_ 8. Of the 320 people who work for the company, only twelve have been there more than ten years.
- \_\_\_\_\_ 9. For information, call four-eight-two-nine-nine-five-zero.
- \_\_\_\_\_ 10. 19 girls were asked back for the second round of tryouts.
- ✓ \_\_\_\_\_ 11. I think the answer you are looking for is on page 324.
- ✓ \_\_\_\_\_ 12. The airplane was due to arrive from Phoenix at 6:27 P.M.
- \_\_\_\_\_ 13. She's not the 1st nor will she be the last to fall for that joke.
- \_\_\_\_\_ 14. The new library has 7 rooms.
- \_\_\_\_\_ 15. In the late 1980s, the U.S. national debt passed \$1,000,000,000,000!
- ✓ \_\_\_\_\_ 16. Carmen's house is at 1345 Wexford Road.
- \_\_\_\_\_ 17. Less than two percent of the parts were faulty.
- ✓ \_\_\_\_\_ 18. Taking care of twelve hamsters is a lot easier than taking care of twelve cats!
- ✓ \_\_\_\_\_ 19. Sixty-five years had passed since they had met.
- ✓ \_\_\_\_\_ 20. The zoo has eleven baboons, three orangutans, and twenty-one chimpanzees.
- \_\_\_\_\_ 21. My brother was born on November third, 1979.
- ✓ \_\_\_\_\_ 22. They asked us to be there around seven o'clock.
- \_\_\_\_\_ 23. Ricky was very pleased with his 2nd-place finish in the backstroke.
- ✓ \_\_\_\_\_ 24. Please take this form to room 68-A.
- ✓ \_\_\_\_\_ 25. Rex's new in-line skates cost seventy dollars.
- ✓ \_\_\_\_\_ 26. The new research facility was built at a cost of \$65 million.
- \_\_\_\_\_ 27. It takes at least 50% of the votes to pass the motion, doesn't it?
- \_\_\_\_\_ 28. "11 warriors, brave and bold," goes the verse of the famous football fight song.
- \_\_\_\_\_ 29. The office is located at seven Columbus Avenue.
- ✓ \_\_\_\_\_ 30. Janine has to be home around four o'clock.





## Unit 13 Review

► **Exercise 1** Place a check (✓) next to each sentence that is punctuated correctly.

- ☒ No, I haven't had a chance to see that movie yet.
- ☒ 1. "That's the strangest looking dog I've ever seen!" Amanda shrieked.
- \_\_\_\_\_ 2. At the end of last month, I thought we would be able to succeed; however now I have begun to doubt whether we can.
- \_\_\_\_\_ 3. Angela, did you remember to feed the gerbils.
- ☒ 4. Sweep out the cabin, unplug the refrigerator, and be sure to lock the doors and windows.
- \_\_\_\_\_ 5. Paul moved here from Portland, Oregon, and Steven moved here from Portland, Maine, they've become best friends over this year.
- \_\_\_\_\_ 6. The CDs on the shelf are their's, and the CD player is her's.
- \_\_\_\_\_ 7. The land of Oz would, I suppose, be a good theme for the dance; after all, its such a great movie.
- \_\_\_\_\_ 8. The positions on a basketball team are: center, forward, and guard.
- ☒ 9. The deadline for applying has been extended to Thursday, May 25, 1996.
- \_\_\_\_\_ 10. Yes, I understand that babysitter's have a lot of responsibility, but we shouldn't have to take children to their doctors appointments, should we?
- ☒ 11. The luscious fruit salad contained bananas, strawberries, oranges, peaches, and I don't know what else.
- \_\_\_\_\_ 12. In some parts of the prairie dogs run wild.
- \_\_\_\_\_ 13. Was it Romeo who said, "To be or not to be?"
- \_\_\_\_\_ 14. The skateboard leaning against the wall is either the girls' or James'.
- \_\_\_\_\_ 15. I'm afraid its going to rain this afternoon before 3 o'clock.
- ☒ 16. Unless you want to end up in the water, you shouldn't play on the diving board.
- \_\_\_\_\_ 17. Send your comments to 345 American Avenue, Room 421, Albuquerque, NM, 87105, or call (505) 555-9872.
- ☒ 18. Ms. Ameche said she had received twenty-seven well-written essays and a few that were not so carefully prepared.

## Cumulative Review: Units 1–13

► **Exercise 1** Write in the blank the correct form (comparative or superlative) of the adjective or adverb in parentheses.

Georgia is considered the most (or least) thoughtful person in our class. (thoughtful)

1. Craig is a faster runner than Joe. (fast)
2. Florence seemed to be the most (or least) beautiful city we visited during our tour of Italy. (beautiful)
3. Pamela and Christine paddled their canoe more (or less) quickly than Jim and Ryan paddled theirs. (quickly)
4. Of all the maintenance people, Sylvia worked most (or least) feverishly. (feverishly)
5. This is the best pasta I have ever tasted. (good)
6. That plant is the least (or most) likely to survive a cold night. (likely)
7. The second television program appeared worse than the first. (bad)
8. Katie's choir rehearsed the easiest song last. (easy)
9. The farthest Miki's family plans to drive is Albuquerque. (far)
10. Sue's essay more (or less) closely resembled the example than Will's essay did. (closely)

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

Cameron is (altogether, all together) certain the plane will arrive on time.

1. Marta wants to (learn, teach) how her grandmother bakes bread.
2. Give (you're, your) schedule to Ms. Maroukis.
3. The orchestra will now (precede, proceed) to play a new composition.
4. Everyone (accept, except) Joshua volunteered to stay late.
5. Dr. Sorenson found it difficult to choose (between, among) so many worthy applicants for the scholarship.
6. The company checked (it's, its) advertising budget before buying more newspaper ads.
7. (Leave, Let) the lavender material on the counter.

8. Does the committee (choose, chose) the winner of the essay contest?
9. Ms. Cochran (formally, formerly) played professional tennis; now she is our tennis coach.
10. (Set, Sit) the vase of roses in the center of the table.
11. Dennis knows when (theirs, there's) going to be a sale at the electronics store.
12. An-Li says the movie has (all ready, already) begun.
13. The book Janice is looking for is (beside, besides) the encyclopedia.
14. My dog likes to (lay, lie) in front of the television.
15. (Many, Much) of the tickets were sold before Caitlin arrived.
16. Does anyone know (who's, whose) bringing the pizza?
17. Doreen used (fewer, less) ingredients in her sweet and sour chicken than Sid used in his.
18. The skating competition will be held (in, into) Parker Arena.
19. The shopping mall was (quiet, quite) crowded Friday night.
20. Dr. Wyatt explained the procedure and (than, then) began the examination.

► **Exercise 3** Add correct end marks. Delete (✂) each unnecessary comma, semicolon, or colon.

Kylee, have you seen✂my purple sweater?

1. Anita enjoys writing poetry, but Jean prefers writing stories.
2. Carlo's orchard contains orange trees, lemon trees, and cherry trees.
3. Take the film to the camera shop✂before you stop at the grocery store.
4. Have you seen Meg this afternoon?
5. Some of the guests were drinking tea on the veranda; others were practicing archery on the lawn.
6. Wow!Look at all those colorful balloons coming down!
7. Can you see snow✂on top of that mountain?
8. What an extraordinary coincidence that was!
9. In the room above the garage, you will find a secret compartment.

10. The gentleman with the black umbrella, who is an ambassador to the United Nations, said hello to us as we were entering the hotel.
11. Fling the boomerang as far as you can, and see where it lands.
12. Though she is proud of all her paintings, Valeria considers this one her masterpiece.
13. The directions to the restaurant are as follows: drive north on Lake Shore Drive, turn left at Huron Street, and turn right at Michigan Avenue.
14. Did Mr. Hamilton buy a mahogany desk *or* an oak table at the antique store?
15. That is *an* enormous bouquet of flowers!
16. The debate team from Garfield Middle School is arguing that the law should be changed; however, the Brookside team believes the law should remain as it is.
17. I am taking ceramics, and Judi is studying Japanese.
18. Watch out for that snowball, Kelly!
19. Where *would* the instruction manual be?
20. Did Susan *or* Roberto bring the CDs?

► **Exercise 4** Write the part of speech above each word in italics: *N* (noun), *V* (verb), *pro.* (pronoun), *adj.* (adjective), *adv.* (adverb), *prep.* (preposition), or *conj.* (conjunction).

*N* *V* *prep.*  
Sally waited for Claire by the swimming pool.

1. Dexter *conj.* and Nina attended the elegant dance, *conj.* but Alex and Nora *V* stayed home.
2. *pro.* They hid their *N* ambition until the *adj.* proper moment arrived.
3. Cedric *V* paced *adv.* impatiently while his sister stabled her *N* horse.
4. *pro.* That completes our tour *prep.* of the *adj.* furniture factory.
5. *V* Place the *adj.* silver tray next to the fine *N* china.
6. *pro.* She was introduced to many interesting *N* people *prep.* at the park.
7. *V* Celeste wants to plan the party *pro.* herself *conj.* or at least plan the menu.
8. *N* Brandon believes his *N* sister-in-law has left *N* town.
9. *conj.* Gina and Todd will be attending the *adj.* special gathering *prep.* at Aunt Edna's house.
10. The person *pro.* who sent the flowers *V* wishes to speak to you *adv.* soon.



# *Vocabulary and Spelling*





## Unit 14: Vocabulary and Spelling

### Lesson 88

### Building Vocabulary: Learning from Context

Clues to the meaning of a new word can be found in the **context**, the words and sentences surrounding it.

TYPE OF CONTEXT CLUE	CLUE WORDS	EXAMPLE
<b>Comparison</b> The thing or idea named by the unfamiliar word is compared with something more familiar.	also same likewise similar, similarly identical, identically	His writing is barely <i>legible</i> . It is <b>similar</b> to chicken scratchings in a barnyard.
<b>Contrast</b> The thing or idea named by the unfamiliar word is contrasted with something more familiar.	but on the other hand on the contrary unlike however	What I'm saying is no <i>conjecture</i> . <b>On the contrary</b> , I happen to know that it is absolutely true.
<b>Cause and effect</b> The unfamiliar word is explained as a part of a cause-and-effect relationship.	because since therefore as a result consequently	The judge seems <i>partial</i> to the debate team from Smathers Middle School <b>because</b> she always nods when they give their speeches.

► **Exercise 1** Use context clues to determine the meaning of the word in italics. Choose the correct meaning from the list and write its letter in the appropriate blank.

- |                                |   |
|--------------------------------|---|
| A. a sudden, unexpected desire | I. special vocabulary of a particular group |
| B. unimportant                 | J. a job that requires little work          |
| C. untidy                      | K. having to do with veins                  |
| D. avoid doing                 | L. prove wrong                              |
| E. unconcerned                 | M. motivation for doing something           |
| F. out of style                | N. talk about past experiences              |
| G. tall and slender            | O. gradual increase                         |
| H. bill                        | P. unsuspicious                             |

  P   Steven is very *credulous*; he'll believe almost anything.

- H** 1. After we received the shipment of computer paper, the company sent us an *invoice* asking us to pay the amount within thirty days.
- B** 2. That *trifling* problem is just not worth worrying about for one second.
- N** 3. It was fun to listen to the two brothers *reminisce* about their childhood on the farm.
- I** 4. I couldn't understand a word of those computer scientists' technical *jargon*.
- J** 5. Being treasurer of the Spanish Club is definitely not a *sinecure*; on the contrary, it requires a lot of time and effort.
- G** 6. Most of the players on the basketball team are *rangy*, while the members of the football team tend to be husky.
- L** 7. Because they had left a few holes in their argument, we were able to *refute* it.
- D** 8. Tell the captain he can be confident that I will never *shirk* my duty.
- M** 9. A chance to play in the city-wide championship game should be plenty of *incentive* for the volleyball team to work hard.
- O** 10. In response to the *crescendo* of applause, the candidate returned to the stage and waved to her supporters.
- K** 11. Eating too much fatty food can harm the *vascular* system and restrict the flow of blood throughout the body.
- E** 12. When the team went ahead by eighteen points, they grew *complacent* and stopped scoring.
- C** 13. You can tell by looking at his messy room that he is a *slovenly* person.
- F** 14. Don't bring your tapes of that band to the party; their music is so *outmoded* it sounds as if it's from the 1970s.
- A** 15. We hadn't planned to go; we went to the movie purely on a *whim*.

► **Writing Link** Choose three vocabulary words from the lesson and use them in your own sentences.

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**Lesson 89****Building Vocabulary: Word Roots**

The **root** of a word is the part that carries the main meaning. Some roots can stand alone. Others make little or no sense without other word parts added to them. Knowing the meanings of roots can help you figure out the meanings of unfamiliar words.

ROOT	WORD	MEANING
<i>audi</i> means "hear"	audible audition	able to be heard tryout where a person's talents are displayed
<i>bio</i> means "life"	biology biography	study of living things story of a person's life
<i>ben</i> means "good"	beneficial benefit	good or positive do something good
<i>meter</i> means "measure"	speedometer chronometer	instrument for measuring speed instrument for measuring time
<i>port</i> means "carry"	portable export	able to be carried goods sold, or carried, outside the country

► **Exercise 1** In the blank, write a short definition of the italicized root. Use a dictionary if necessary.

- |                                |                              |
|--------------------------------|------------------------------|
| <i>biosphere</i> <u>life</u>   |                              |
| 1. video <u>see</u>            | 11. flexible <u>bend</u>     |
| 2. attract <u>pull or draw</u> | 12. immortal <u>death</u>    |
| 3. phonograph <u>sound</u>     | 13. astronomy <u>star</u>    |
| 4. incredible <u>believe</u>   | 14. century <u>hundred</u>   |
| 5. geology <u>science</u>      | 15. convention <u>come</u>   |
| 6. millipede <u>thousand</u>   | 16. lecture <u>speech</u>    |
| 7. dentist <u>tooth</u>        | 17. decade <u>ten</u>        |
| 8. sonic <u>sound</u>          | 18. chronicle <u>time</u>    |
| 9. television <u>see</u>       | 19. manual <u>hand</u>       |
| 10. photograph <u>light</u>    | 20. telephone <u>distant</u> |

► **Exercise 2** Complete each sentence by filling in a word that uses the root in parentheses.

The farmer used his tractor to pull our car out of the ditch. (tract)

1. Because Brian is a good photographer, he was asked to take pictures for the school newspaper. (photo)
2. The members of the political party came together at their convention in Houston to nominate their candidates. (ven)
3. If you want to know what the temperature is outside, just look at the thermometer. (meter)
4. When we watch television, we see pictures from far away in our own homes. (tele)
5. I'm reading a book about the life of Mother Teresa; it's called Biography of a Saint. (bio)
6. Take another look at your essay and revise it if you think it's necessary. (vis)
7. Our town is holding a centennial to celebrate its founding one hundred years ago. (cent)
8. When the jet plane flew over our neighborhood, it created an unbelievably loud sonic boom. (son)
9. For Spanish class we had to write a dialogue between two people; they could talk about anything we wanted. (log)
10. Since the automatic starter on Mom's lawn mower doesn't work, she has to pull the rope to start it manually. (man)
11. Even though we could see the movie, we couldn't hear it because the audio track was faulty. (audi)
12. I have mostly cassette tapes, but I also like to listen to old records on my dad's phonograph. (phon)
13. The box says the pet carrier is portable, but when our cat, who weighs 22 pounds, is inside it, I can barely lift it! (port)
14. The chronological table of American presidents lists them in the order they served. (chron)
15. The store tried to attract more customers by offering a special two-for-one sale. (tract)

**Lesson 90****Building Vocabulary: Prefixes and Suffixes**

Prefixes and suffixes are word parts that can be added to roots. A **prefix** is added to the beginning of the root. A **suffix** is added at the end.

un (prefix) + kind (root) = unkind ("not kind")

kind (root) + ness (suffix) = kindness (noun form of the adjective *kind*)

Prefixes and suffixes can change, even reverse, the meanings of roots. Suffixes, unlike prefixes, can also change the part of speech of the root word. For example, adding *-ness* to *kind* (an adjective) makes it into *kindness* (a noun). Adding *-ly* makes it into *kindly* (an adverb).

Learning prefixes and suffixes can help you figure out the meaning of unfamiliar words.

**PREFIXES**

*co-*

*il-, im-, in-, ir-, dis-, non-, and un-*

*post-*

*pre-*

*sub-*

**MEANING**

with

not, the opposite of

after

before

below or beneath

**SUFFIXES**

*-al, -ly, and -y*

*-ee, -eer, -er, -ian, -ist, -or*

*-ful, -ous*

**MEANING**

in the manner of, having to do with

one who does (something)

full of

► **Exercise 1** Add a prefix or suffix to each italicized root word. Write the new word in the blank and underline the suffix or prefix.

logically in the manner of being *logical*

protester 1. one who *protests*

irregular 2. not *regular*

grimy 3. having to do with *grime*

angrily 4. in the manner of being *angry*

inadequate 5. the opposite of *adequate*

driver 6. one who *drives* a car

cosign 7. to *sign* together

- tactful 8. full of *tact*
- contentedly 9. in the manner of being *contented*
- unattractive 10. the opposite of *attractive*
- sunny 11. having to do with *sun*
- investor 12. one who *invests* money
- spiteful 13. full of *spite*
- postelection 14. after the *election*
- subfreezing 15. below *freezing*
- excitedly 16. in the manner of being *excited*
- impolite 17. the opposite of *polite*
- player 18. one who *plays*
- reversal 19. having to do with the action of *reversing* something
- prearranged 20. *arranged* ahead of time
- courageous 21. full of *courage*
- musical 22. having to do with *music*
- illiterate 23. the opposite of *literate*
- sloppily 24. in the manner of being *sloppy*

► **Exercise 2** Underline the prefix or suffix in each word. Write the meaning of the word. Use a dictionary if necessary.

- immobile not capable of being moved
1. unpopular not popular
2. postpone to put off for a later time
3. bravely in the manner of being brave
4. coauthor author with another person
5. comical having to do with comedy
6. harpist one who plays a harp
7. painter one who paints

**Lesson 91****Building Vocabulary: Synonyms and Antonyms**

**Synonyms** are words that have the same, or nearly the same, meaning. For example, *end* and *finish* are synonyms, as are *big* and *large*. When searching for just the right word to use, the best place to find synonyms is in a thesaurus. A dictionary also has information on synonyms and their usage.

**Antonyms** are words that have the opposite, or nearly opposite, meaning. *Begin* and *finish* are antonyms, as are *big* and *small*. The easiest way to form antonyms is by adding a prefix meaning *not*. *Un-*, *il-*, *dis-*, *in-*, *im-*, *ir-*, and *non-* are all prefixes that reverse the meaning of a root. They form antonyms such as **unfair**, **illegal**, **disinterested**, **inefficient**, **imperfect**, **irregular**, and **nonfat**. Sometimes an antonym can be made by changing the suffix. *Joyful* and *joyless* are antonyms.

► **Exercise 1** Write a synonym in the blank to replace the word or words in *italics*. Use your dictionary or thesaurus as needed. **Answers may vary.**

- |                    |  |
|--------------------|--|
| <u>difficult</u>   | Solving this week's crossword puzzle was <i>hard</i> .   |
| <u>zest</u>        | 1. Mei's <i>enthusiasm</i> for competition was second to none.                                     |
| <u>beneficial</u>  | 2. Eating healthy foods is definitely <i>good</i> for the body.                                    |
| <u>tranquil</u>    | 3. This beautiful lake is so <i>calm</i> at sunrise.   |
| <u>perplexity</u>  | 4. Their response to the question was one of total <i>confusion</i> .                              |
| <u>parched</u>     | 5. My throat is so <i>dry</i> I could drink a gallon of water.                                     |
| <u>courtyard</u>   | 6. The hotel where Christine stayed in New Mexico had a lovely little <i>patio</i> .               |
| <u>durable</u>     | 7. My grandfather always talks about how <i>long-lasting</i> his first lawn mower was.             |
| <u>scampered</u>   | 8. The scorpion <i>moved</i> under a rock when we approached it.                                   |
| <u>severe</u>      | 9. Ray has a <i>very bad</i> cold; he ought to be in bed instead of at school.                     |
| <u>herbivore</u>   | 10. Diplodocus, one of the largest dinosaurs, was a <i>plant-eater</i> .                           |
| <u>automobiles</u> | 11. The freeway heading into Los Angeles was absolutely choked with <i>cars</i> .                  |
| <u>reflected</u>   | 12. Martin <i>thought</i> about why the character in the novel would have behaved the way she did. |

- moist 13. I knew we had a problem when I noticed that the wall behind the refrigerator was *wet*.
- friendliest 14. When Roger first moved to his new school, Jose was the *nicest* person he met.
- excellently 15. Serafina sang her solo last night *very well*.
- begin 16. Will you *start* dancing when everyone else does?
- sharp 17. The *acute* pain in my stomach didn't go away, so my mom called the doctor.
- abandon 18. I hope you won't *desert* me when I need you.

► **Exercise 2** Write an antonym in the blank to replace the word in *italics*. Use your dictionary or thesaurus as needed. **Answers will vary.**

- happy Mr. Nakajima seemed *glum* when I visited him in the hospital.
- arrive 1. Rachel's flight was scheduled to *depart* at 4:45 A.M.
- unavailable 2. The candidate will be *available* for questions this afternoon.
- shorter 3. The movie was actually *lengthier* than it seemed.
- opening 4. The *closing* time of the shop was posted in the window.
- impossible 5. What you are suggesting seems *possible*.
- depressed 6. Philip's mood seemed *buoyant* after what he had been through.
- disbelieve 7. They *believe* the political candidate's remarks.
- insensitive 8. Lisa is one of the most *sensitive* people I know.
- insincere 9. Gina told me that Jim's apology was *heartfelt*.
- hot 10. I couldn't think of going outside on such a *frigid* day!
- inadvisable 11. Many of the company's activities were *advisable*.
- unpolite 12. I was surprised by how *polite* the visitor was.
- inexpensive 13. The bracelet he gave her for her birthday was very *costly*.
- faraway 14. The goalie on our soccer team moved to a *nearby* town.
- unclearly 15. We all felt that Herb expressed his ideas *clearly*.

**Lesson 92****Building Vocabulary: Homographs and Homophones**

**Homographs** are words that are spelled alike but have different meanings and sometimes different pronunciations. The root *homo* means “same,” and *graph* means “write.” *Beat* and *beat* are homographs. You can **beat** an opponent in a game, and you can appreciate a song’s **beat**.

**Homophones** are words that sound alike but are spelled differently and have different meanings. *Male* and *mail* are homophones.

► **Exercise 1** Write the italicized homograph’s part of speech. Write *N* for noun, *V* for verb, or *adj.* for adjective.

- N*   Sarah carefully opened the fragile *box*.
- V*   I will *box* in the tournament.
- adj.*   1. Her dress for the dance was a *pale* shade of purple.
- N*   The farmer had to repair a *pale* in the wooden fence.
- N*   2. Many postal workers sorted the *mail* over the holidays.
- V*   Will you please *mail* this letter for me?
- V*   3. My brother could *yak* on the phone all night.
- N*   The *yak* is a large, shaggy-haired wild ox of Tibet.
- N*   4. A large *bull* charged the toreador as the crowd shouted, “Olé.”
- N*   The Pope sent out an official *bull* to all his priests.
- V*   5. Will that sweater *fray* at the seams?
- N*   A *fray* started after the football game between the cross-town rivals.
- adj.*   6. Walking on the *piled* carpeting was like walking on cushions.
- V*   Our neighbor *piled* the firewood along the chain-link fence.
- V*   7. All passengers will *abandon* the sinking ship.
- N*   Following final exams, the students left the school with reckless *abandon*.
- N*   8. The *slug* slowly crept across the pavement.
- V*   Sometimes the boxers *slug* each other during a match.

- N 9. The little girl refused to sit on Santa's *lap*.
- V The waves *lap* quietly against the sides of the boat.
- V 10. My best friend, Julie, *won* the writing contest at school.
- N While sightseeing in South Korea, we had to exchange dollars for *won*.

► **Exercise 2** The words in parentheses are homophones. Underline the word that best completes each sentence.

The harder the wind (blew, blue), the colder it felt on the mountain.

- The explorers finally discovered the (sight, site) of the ancient temple.
- Chickens, ducks, and turkeys are all types of (foul, fowl).
- By the time our friends arrived, they were several (hours, ours) late.
- Phil was taking his favorite (you, ewe) to the state fair sheep contest.
- If you don't (need, knead) bread long enough, it won't bake properly.
- If you can, (would, wood) you please come a few minutes early to help me set up the chairs?
- I'll never forget my first glimpse of the (sea, see) as we drove over the hill.
- Finishing a marathon race is a (reel, real) accomplishment, no matter what your time.
- Don't stand out there freezing—come on (in, inn).
- Brittany likes to (reed, read) mysteries.
- Helen should have received that package by now, since we (scent, sent) it last week.
- Have you ever wanted to (sore, soar) in the sky like an eagle?
- Sailing around the world alone in a tiny sailboat is an incredible (feet, feat).
- We watched as the robin hopped down the sidewalk and ate a (whole, hole) fat worm.
- Jordi is allergic to (bee, be) stings, so she always has to carry a special sting kit.
- My sister gets up at half past (fore, four) in the morning to deliver newspapers.
- I'm glad that people can now be (find, fined) for littering the beach.
- This juice is (made, maid) from Florida oranges, isn't it?



**Lesson 93****Basic Spelling Rules I****SPELLING /E AND /I/**

The *i* comes before the *e*, except when both letters follow *c* or when both letters are pronounced together as an  $\bar{a}$  sound. However, many exceptions to this rule exist.

believe (*i* before *e*)    receive (*ei* after *c*)    eight ( $\bar{a}$  sound)    height (exception)

**SPELLING UNSTRESSED VOWELS**

An unstressed vowel is a vowel sound that is not emphasized when the word is pronounced. For example, in *com-bi-na-tion* the second syllable, *bi*, is unstressed. To determine how an unstressed vowel is spelled, think of a related word in which that syllable is stressed. To determine the spelling of the second syllable in *combination*, think of the word *combine*.

**► Exercise 1 Write each word adding the missing vowel or vowels.**

- |                               |                                |
|-------------------------------|--------------------------------|
| ach—ve <u>achieve</u>         |                                |
| 1. retr—ve <u>retrieve</u>    | 9. rel—ve <u>relieve</u>       |
| 2. v—l <u>veil</u>            | 10. influ-nce <u>influence</u> |
| 3. penc-l <u>pencil</u>       | 11. neg-tive <u>negative</u>   |
| 4. fant-sy <u>fantasy</u>     | 12. dram-tist <u>dramatist</u> |
| 5. attend-nt <u>attendant</u> | 13. mel-dy <u>melody</u>       |
| 6. w—rd <u>weird</u>          | 14. conc—ve <u>conceive</u>    |
| 7. c—ling <u>ceiling</u>      | 15. n—ghbor <u>neighbor</u>    |
| 8. perc—ve <u>perceive</u>    | 16. gr—ve <u>grieve</u>        |

**ADDING PREFIXES**

When adding a prefix to a word, simply keep the spelling of the word and attach the prefix. If the prefix ends in the same letter as the first letter of the word, keep both letters.

un + happy = **un**happy

co + operate = **co**operate

**SUFFIXES AND FINAL Y**

When a word ends in a consonant + *y*, change the *y* to *i* before adding a suffix. When the word ends in a vowel + *y*, keep the *y*. If the suffix begins with an *i*, keep the *y*.

fly + es = **flies**      key + s = **keys**      fly + ing = **flying**      play + ing = **playing**

**SUFFIXES AND SILENT E**

When adding a suffix that begins with a consonant to a word that ends in silent *e*, keep the *e*.

achieve + ment = **achievement**

When adding a suffix that begins with a vowel or *y* to a word that ends in a silent *e*, drop the *e*.

give + ing = **giving**

When adding *-ly* to a word that ends in *l* plus silent *e*, drop the *le*.

possible + ly = **possibly**

When adding a suffix that begins with *a* or *o* to a word that ends in *ce* or *ge*, keep the *e*.

change + able = **changeable**

When adding a suffix that begins with a vowel to a word that ends in *ee* or *oe*, keep the *e*.

canoe + ing = **canoeing**

► **Exercise 2** Use the spelling rules in this lesson to spell the words indicated.

state + *-ment* **statement**

- |  |   |
|--|---|
| 1. pre- + wash <b>prewash</b>              | 10. post- + election <b>postelection</b>  |
| 2. like + <i>-able</i> <b>likable</b>      | 11. amaze + <i>-ment</i> <b>amazement</b> |
| 3. reply + <i>-es</i> <b>replies</b>       | 12. try + <i>-ing</i> <b>trying</b>       |
| 4. hoe + <i>-ing</i> <b>hoeing</b>         | 13. semi- + formal <b>semiformal</b>      |
| 5. co- + write <b>cowrite</b>              | 14. noise + <i>-y</i> <b>noisy</b>        |
| 6. compete + <i>-ing</i> <b>competing</b>  | 15. dis- + service <b>disservice</b>      |
| 7. live + <i>-ly</i> <b>lively</b>         | 16. agree + <i>-able</i> <b>agreeable</b> |
| 8. manage + <i>-able</i> <b>manageable</b> | 17. possible + <i>-ly</i> <b>possibly</b> |
| 9. debate + <i>-able</i> <b>debatable</b>  | 18. quote + <i>-ing</i> <b>quoting</b>    |

**Lesson 94****Basic Spelling Rules II****DOUBLING THE FINAL CONSONANT**

Double the final consonant when a word ends in a single consonant following one vowel if the word is one syllable. The same rule applies if the word has an accent on the last syllable and the accent remains there after the suffix is added.

mop + *-ing* = **mopping**mad + *-er* = **madder**compel + *-ing* = **compelling**admit + *-ed* = **admitted**

Do not double the final consonant when the suffix begins with a consonant.

color + *-ful* = **colorful**kind + *-ness* = **kindness**bad + *-ly* = **badly**

**Special case:** When a word ends in *ll* and the suffix *-ly* is added, drop one *l*.

full + *-ly* = **fully**dull + *-ly* = **dully****FORMING COMPOUND WORDS**

When forming compound words, the spelling rule is very simple. Just put the two words together, even if it means having two consonants together.

book + keeper = **bookkeeper**back + pack = **backpack**

► **Exercise 1** Write in the blank the new word formed by combining the two words or word and suffix indicated.

jog + *-ing* **jogging**1. retreat + *-ing* **retreating**10. win + *-er* **winner**2. count + *-ed* **counted**11. occur + *-ence* **occurrence**3. jack + *knife* **jackknife**12. light + *house* **lighthouse**4. forget + *-able* **unforgettable**13. leader + *-ship* **leadership**5. ship + *-ed* **shipped**14. zoo + *keeper* **zookeeper**6. war + *-ed* **warred**15. remember + *-ing* **remembering**7. shrill + *-ly* **shrilly**16. wrap + *-er* **wrapper**8. regret + *-able* **regrettable**17. busy + *body* **busybody**9. bold + *-ness* **boldness**18. refer + *-ence* **reference**

**GENERAL RULES FOR FORMING PLURALS**

Most nouns form their plurals by adding *-s*. However, nouns that end in *ch*, *s*, *sh*, *x*, or *z* form their 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 the *f* to a *v* and add *-es*. If the noun ends in *fe*, change the *f* to a *v* and add *-s*.

desks      foxes      histories      selves      knives

**SPECIAL RULES FOR FORMING PLURALS**

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.

Andersons      Montezes      doormats      blueberries  
sisters-in-law      secretaries of defense

Some nouns have irregular plural forms.

geese      mice      teeth      children      oxen

Some nouns have the same singular and plural forms.

deer      sheep      fish      antelope

► **Exercise 2** Write in the blank the plural form of each word.

brother-in-law brothers-in-law

- |                            |   |
|----------------------------|---|
| 1. notch <u>notches</u>    | 10. life <u>lives</u>                   |
| 2. buzz <u>buzzes</u>      | 11. self <u>selves</u>                  |
| 3. box <u>boxes</u>        | 12. Morris <u>Morris</u>                |
| 4. baby <u>babies</u>      | 13. passer-by <u>passers-by</u>         |
| 5. studio <u>studios</u>   | 14. goose <u>geese</u>                  |
| 6. shelf <u>shelves</u>    | 15. antelope <u>antelope</u>            |
| 7. giraffe <u>giraffes</u> | 16. head of state <u>heads of state</u> |
| 8. belief <u>beliefs</u>   | 17. sheep <u>sheep</u>                  |
| 9. video <u>videos</u>     | 18. strawberry <u>strawberries</u>      |



## Unit 14 Review: Building Vocabulary

► **Exercise 1** Underline the word or words in parentheses that correctly complete the sentence. Use a dictionary if necessary.

Cara's favorite class is (biology, biography).

1. (Post, pre) *meridiem* means "after noon."
2. The United States (exports, imports) grain to Russia.
3. A metronome, ticking rhythmically, helped the piano student keep the music's (beat, beet) consistent.
4. Lynn, a law student, carries class notes in a leather (scolex, portfolio).
5. The postal worker delivers our (male, mail) in the afternoons.
6. Dixie's shovel and (pail, pale) lay abandoned in the hot sand.
7. Did you test the car's (breaks, brakes)?
8. Because they cosigned the bank papers for a loan, (one, both) of them will have to pay it back.

► **Exercise 2** Write a synonym and an antonym for each word. Use your dictionary or thesaurus as needed. **Answers, especially synonyms, may vary.**

WORD	SYNONYM	ANTONYM
remember	<u>recall</u>	<u>forget</u>
1. few	<u>sparse</u>	<u>many</u>
2. choose	<u>select</u>	<u>reject</u>
3. delight	<u>gladden</u>	<u>disappoint</u>
4. dirty	<u>grimy</u>	<u>clean</u>
5. disorder	<u>chaos</u>	<u>order</u>
6. labor	<u>toil</u>	<u>rest</u>
7. assist	<u>help</u>	<u>hinder</u>
8. foolish	<u>silly</u>	<u>wise</u>

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

9. true	<b>actual</b>	<b>false</b>
10. common	<b>ordinary</b>	<b>rare</b>
11. boring	<b>dull</b>	<b>interesting</b>
12. useless	<b>futile</b>	<b>useful</b>
13. merry	<b>happy</b>	<b>morose</b>
14. inspire	<b>motivate</b>	<b>discourage</b>
15. avoid	<b>shun</b>	<b>confront</b>
16. courage	<b>bravery</b>	<b>cowardice</b>
17. steady	<b>firm</b>	<b>unsteady</b>
18. bold	<b>daring</b>	<b>timid</b>
19. joy	<b>gladness</b>	<b>despair</b>
20. clumsy	<b>awkward</b>	<b>graceful</b>
21. morning	<b>daybreak</b>	<b>evening</b>
22. stand	<b>rise</b>	<b>sit</b>
23. last	<b>final</b>	<b>first</b>
24. float	<b>bob</b>	<b>sink</b>

► **Exercise 3** Add a prefix or suffix to the root of each italicized word. Write the new word in the blank.

<b>unmoved</b>	not <i>moved</i>
<b>dancer</b>	1. one who <i>dances</i>
<b>meekly</b>	2. in the manner of <i>meekness</i>
<b>antimatter</b>	3. the opposite of <i>matter</i>
<b>beautiful</b>	4. full of <i>beauty</i>
<b>subsoil</b>	5. below the <i>soil</i>
<b>musician</b>	6. one who makes <i>music</i>
<b>joyous or joyful</b>	7. full of <i>joy</i>
<b>boldly</b>	8. in the manner of <i>boldness</i>



## Unit 14 Review: Basic Spelling Rules

### ► Exercise 1 Underline the word or phrase that is spelled correctly.

Our school (principle, principal) has many progressive ideas.

1. We will meet our (freinds, friends) at the movie tomorrow night.
2. Owning a dog is a large (responsability, responsibility).
3. The blizzard (delayed, delaid) my dad's flight.
4. Tamara and Vivian are going (shoping, shopping) for bathing suits.
5. The (chiefs of staff, chieves of staff) gathered in the conference room.
6. Pedro's (sister-in-laws, sisters-in-law) organized a surprise party for him.
7. We laughed when Grandpa's (fishhook, fishhook) got caught on his pants.
8. Julius was (totally, totaly) stunned to see his cat run up the oak tree.
9. The song says that Wyatt Earp was (couragous, courageous) and bold.
10. Visiting the Grand Canyon was an (unforgettable, unforgetable) experience.
11. I am sure Gracie will (recieve, receive) many compliments on her new purple sweater.
12. The twins plan to attend (seperate, separate) summer camps.
13. Carbohydrates, proteins, minerals, and vitamins are important (nutriants, nutrients) for the body.
14. Is your little brother as (nosei, nosy) as mine is?
15. The (monkies, monkeys) at the zoo entertained our class all afternoon.
16. Fireflies are (becomming, becoming) very active in the evenings now.
17. Please cut the pizza into two (halves, halves).
18. Juanita (led, lead) our field hockey team to victory.
19. My parents took many (photoes, photos) when we vacationed at Gettysburg.
20. Look at all the (deer, deers) scrambling out of the wood.
21. The weather has been extremely (changable, changeable) lately.
22. Dr. Berkowitz gave Amad (medecine, medicine) to help reduce the swelling of his sprained ankle.

► **Exercise 2** Write in the blank the word formed by combining two words or by combining the word with the prefix or suffix indicated.

skate + *-ing* skating

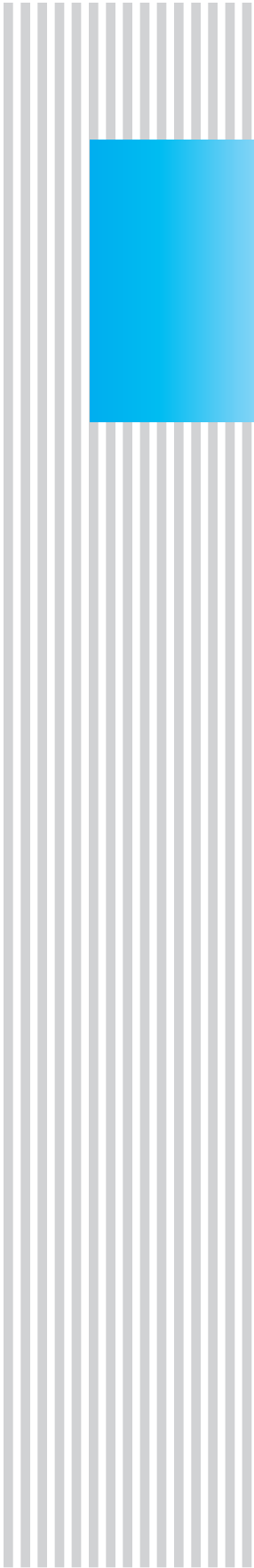
- |  |   |
|--|---|
| 1. remarkable + <i>-ly</i> <u>remarkably</u> | 11. refer + <i>-ed</i> <u>referred</u>        |
| 2. incredible + <i>-ly</i> <u>incredibly</u> | 12. <i>co-</i> + operate <u>cooperate</u>     |
| 3. broken + <i>-ness</i> <u>brokenness</u>   | 13. <i>dis-</i> + service <u>disservice</u>   |
| 4. <i>mis-</i> + spelling <u>misspelling</u> | 14. imply + <i>-ed</i> <u>implied</u>         |
| 5. peace + <i>-able</i> <u>peaceable</u>     | 15. fly + <i>-ing</i> <u>flying</u>           |
| 6. benefit + <i>-ed</i> <u>benefitted</u>    | 16. occur + <i>-ence</i> <u>occurrence</u>    |
| 7. back + pack <u>backpack</u>               | 17. grand + child <u>grandchild</u>           |
| 8. use + <i>-able</i> <u>usable</u>          | 18. busy + <i>-est</i> <u>busiest</u>         |
| 9. fancy + <i>-ful</i> <u>fanciful</u>       | 19. <i>un-</i> + necessary <u>unnecessary</u> |
| 10. employ + <i>-ment</i> <u>employment</u>  | 20. sad + <i>-er</i> <u>sadder</u>            |

► **Exercise 3** Write in the blank the plural form of each word.

music box music boxes

- |                                 |                                   |
|---------------------------------|-----------------------------------|
| 1. atlas <u>atlases</u>         | 9. sheep <u>sheep</u>             |
| 2. key <u>keys</u>              | 10. Jones <u>Joneses</u>          |
| 3. echo <u>echoes</u>           | 11. foot <u>feet</u>              |
| 4. wife <u>wives</u>            | 12. piano <u>pianos</u>           |
| 5. fox <u>foxes</u>             | 13. Monday <u>Mondays</u>         |
| 6. branch <u>branches</u>       | 14. son-in-law <u>sons-in-law</u> |
| 7. audience <u>audiences</u>    | 15. roomful <u>roomfuls</u>       |
| 8. blueberry <u>blueberries</u> | 16. giraffe <u>giraffes</u>       |





# *Composition*





## Unit 15: Composition

## Lesson 95

# The Writing Process: Prewriting

The **prewriting** stage of the writing process is an idea stage. Before you write, gather ideas and make choices about three things: your topic, your purpose, and your audience. Together, these three things make up the prewriting stage.

There are several ways that you can find a **topic**, or subject to write about. *Freewriting*, writing whatever comes to mind, can lead you to a general topic. You might also *make lists* that relate to one key word or idea or *ask general questions* about a subject that interests you.

Along with choosing a topic, you need to determine the **purpose**, or reason, for writing. Your purpose might be to describe, to amuse, to inform, to narrate, or to persuade.

Finally, you need to choose an **audience**, or who will read your written piece. Ask yourself “Whom am I trying to persuade?” or “Whom am I trying to inform?” The style, the words, and the information you include will depend on who your readers will be.

► **Exercise 1** Spend 10 minutes freewriting about a recent event that happened in your school.

**Answers will vary.**

[illegible]

► **Exercise 2** From your freewriting in Exercise 1, choose a specific topic that you could write about.

Answers will vary but should be related to the writing from Exercise 1.

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► **Exercise 3** Choose at least two purposes for the topic you chose in Exercise 2. Determine an audience for each purpose.

Answers will vary; check that the chosen purpose and audience are appropriate for the topic.

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► **Exercise 4** Write one or two questions that you might research before writing about each topic below.

**Topic:** Your community's activities for teenagers

What kind of activities do teenagers in our community enjoy?

Does the community provide those activities?

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1. **Topic:** Your school's music programs

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2. **Topic:** Air pollution

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3. **Topic:** Organizations in your community that need young volunteer workers

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4. **Topic:** Popular hairstyles

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5. **Topic:** Preparing healthful meals

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► **Exercise 5** Identify two possible purposes for each topic below.

**Topic:** How an eighth-grader can earn money during the summer

**Purpose 1:** to inform an eighth-grade reader of ways to earn money

**Purpose 2:** to persuade eighth-graders to earn their own money

1. **Topic:** An abandoned house in your neighborhood

**Purpose 1:** to narrate how scary the house seemed when you were younger

**Purpose 2:** to inform readers about the dangers of going into the house

2. **Topic:** Your school's student council elections

**Purpose 1:** to persuade readers to vote for certain candidates

**Purpose 2:** to inform readers about the candidates' opinions and goals

3. **Topic:** Resolving fights with friends

**Purpose 1:** to inform readers of non-violent methods of resolving conflict

**Purpose 2:** to describe the silly things friends sometimes fight about

4. **Topic:** Your household chores

**Purpose 1:** to describe how your room looks before and after you clean it

**Purpose 2:** to persuade the reader to volunteer for household tasks

5. **Topic:** Fixing something that is broken

**Purpose 1:** to inform the reader of how to fix something

**Purpose 2:** to narrate the difficulty you had fixing something

► **Exercise 6** Identify one audience and one purpose for each topic.

**Topic:** An increase in allowance

**Purpose:** To persuade your parents to raise your allowance

**Audience:** Your parents

1. **Topic:** A movie you saw last weekend

**Purpose:** To persuade your friends to see the movie

**Audience:** Your friends

2. **Topic:** Your commitment to physical fitness

**Purpose:** To inform those who are bored with their workouts about what you do to stay in shape

**Audience:** People who work out

3. **Topic:** An embarrassing moment from elementary school

**Purpose:** To narrate

**Audience:** Current elementary school students

4. **Topic:** Explaining the steps to your favorite dance

**Purpose:** To describe

**Audience:** Other dance enthusiasts

**Lesson 96****The Writing Process: Drafting**

After the prewriting stage, begin **drafting**, or writing, your piece in paragraph form. From the topic and purpose, you can create the **theme**, the point the piece will try to make. State the theme in a **thesis statement** in the first paragraph. Each paragraph usually has a *topic sentence*, or a statement of the main idea, and several supporting sentences that relate details about the topic. While writing, consider your chosen audience. The audience, as well as the theme and purpose, determines the style or voice of your writing. The **style** or **voice** gives your writing its “feel.”

► **Exercise 1** Create five thesis statements. For each thesis, use one topic and one purpose from the list below. You may repeat a topic to use with a different purpose.

**PURPOSES**

to describe  
to inform  
to narrate  
to persuade  
to instruct  
to create a mood  
to entertain

**TOPICS**

horseback riding  
oil  
U.S. population  
*Star Trek*  
the Civil War  
coffee  
swimming

the Navy  
cats  
television  
fairy tales  
baseball  
popular music  
Michigan

painting  
comic books  
the moon  
cars  
poetry  
watches  
newspaper

**Purpose:** to describe      **Topic:** moon

**To the naked eye, the moon looks like a large wedge of blue cheese.**

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

► **Exercise 2** Write a topic sentence and two supporting sentences for three of the following topics and purposes.

**Topic:** computers **Purpose:** to instruct

Computers are machines that process and store information.

They consist of a monitor, a keyboard, and the computer itself, which does the processing.

A computer disc stores the information for running the computer and operating programs.

1. **Topic:** your state **Purpose:** to persuade

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2. **Topic:** popular music **Purpose:** to inform

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3. **Topic:** cars **Purpose:** to describe

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

**4. Topic:** the night sky **Purpose:** to describe

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**5. Topic:** fads **Purpose:** to amuse

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**6. Topic:** a friend **Purpose:** to narrate

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**7. Topic:** etiquette **Purpose:** to inform

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**Lesson 97****The Writing Process: Revising**

After you complete a first draft, you will want to **revise**, or improve, your writing. Revising allows you to improve the quality of your sentences and paragraphs. As you revise, check for three things. First, make sure that your paragraphs support your theme. Second, make sure that your organization is logical and that your details support your topic sentences. Third, check for clarity. Your sentences should be clear and logically linked.

► **Exercise 1** Rewrite each paragraph, leaving in only the details that support the topic sentence.

1. One of my favorite authors is Toni Morrison, an African American writer who was born in Ohio. Many famous writers were born in Ohio. My favorite book by Morrison is *The Bluest Eye*. It is about a girl who thinks that her horrible life will be better if she can change the color of her eyes. Another one of my favorite writers is Richard Wright. I just finished reading *Song of Solomon*, another of Morrison's award-winning novels.

One of my favorite authors is Toni Morrison, an African American writer who was born in Ohio. My favorite book by Morrison is *The Bluest Eye*. It is about a girl who thinks that her horrible life will be better if she can change the color of her eyes. I just finished reading *Song of Solomon*, another of Morrison's award-winning novels.

2. Charles stood on the pitcher's mound, staring down at the batter. He fiddled with the ball in his glove, not sure what pitch to throw. The shortstop backed up to the outfield grass, anticipating the play. Charles knew that the outcome of the game could be decided by this one pitch. He couldn't believe that two of his teachers had given tests on the day of the big game. He wound up and fired toward home plate, pouring every ounce of energy into his right arm.

**Charles stood on the pitcher's mound, staring down at the batter. He fiddled with the ball in his glove, not sure what pitch to throw. Charles knew that the outcome of the game could be decided by this one pitch. He wound up and fired toward home plate, pouring every ounce of energy into his right arm.**

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3. Benjamin's backpack was full of practical camping gear. We got to our campsite and decided the first thing we had to do was build a fire. Sarah went to gather wood, while Benjamin pulled some old newspapers from his backpack and began tearing them into strips. Alicia and Ted cleared a spot on the ground and went searching for rocks to place around the fire. Colorado is known for its abundance of granite rocks. Sarah's mom joked that she had forgotten the matches, but she had just left them in the car. The last time we went camping, we didn't have a fire.

**We got to our campsite and decided the first thing we had to do was build a fire. Sarah went to gather wood, while Benjamin pulled some old newspapers from his backpack and began tearing them into strips. Alicia and Ted cleared a spot on the ground and went searching for rocks to place around the fire. Sarah's mom joked that she had forgotten the matches, but she had just left them in the car.**

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► **Exercise 2** Revise the paragraphs so that each sentence is linked logically to the sentence before it. You may have to change the order of the sentences.

1. Those two have known each other since the summer before first grade. Anila and Katie do almost everything together. Katie's family moved to another town when Katie was in the third grade. Six months later they moved back—right next door to Anila. In second grade, the girls made a pact that they would room together in college. They are closer than any other eighth-graders I know.

**Anila and Katie do almost everything together. They are closer than any other eighth-graders I know.**

**Those two have known each other since the summer before first grade. In second grade, the girls**

**made a pact that they would room together in college. Katie's family moved to another town when**

**Katie was in the third grade. Six months later they moved back—right next door to Anila.**

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2. At seven o'clock I eat breakfast with my brother Chuck. I have a routine that I try to follow every morning. I arrive at the bus stop by 7:25, even though the bus doesn't get there until 7:35. I get up at 6:45 and make my bed before I get in the shower. That way, I'm not tempted to crawl back in for five more minutes of sleep. Chuck and I need those ten minutes at the bus stop to talk.

**I have a routine that I try to follow every morning. I get up at 6:45 and make my bed before I get in the**

**shower. That way, I'm not tempted to crawl back in for five more minutes of sleep. At seven o'clock I**

**eat breakfast with my brother, Chuck. I arrive at the bus stop by 7:25, even though the bus doesn't get**

**there until 7:35. Chuck and I need those ten minutes at the bus stop to talk.**

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3. An example of the proper way to use *lie* is “I need to lie down because I’m not feeling well.” I always need to look in a dictionary to see which word to use. An example of the proper way to use *lay* is “Do you want me to lay the clothes on top of the dryer?” I have trouble using the words *lie* and *lay*.

**I have trouble using the words *lie* and *lay*. I always need to look in a dictionary to see which word to use. An example of the proper way to use *lie* is “I need to *lie* down because I’m not feeling well.” An example of the proper way to use *lay* is “Do you want me to *lay* the clothes on top of the dryer?”**



► **Exercise 3** Revise the paragraph below for order and clarity.

Many animals can perform amazing leaps. Only one is the champion jumper of the animal world. If you guessed the kangaroo, you’re wrong. It’s not even the frog, or grasshopper either. A special elastic material in its rear legs lets the flea make vertical leaps. The distances are astounding. This elastic material is like a tiny spring. It stores energy. Then it is suddenly released when the flea jumps. This gives the flea its stupendous jumping ability. If humans could jump 130 times their own height, they could jump over the Eiffel Tower! The tiny flea, which can jump 130 times its own height, takes the prize.

**Many animals can perform amazing leaps, but only one is the champion jumper of the animal world. That animal is not the kangaroo, frog, or grasshopper. The tiny flea, which can jump 130 times its own height, takes the prize. Thanks to a special elastic material in its rear legs , the flea makes vertical leaps of astounding distances. Like a tiny spring, this elastic material stores energy, which is suddenly released when the flea jumps. This mechanism gives the flea its stupendous jumping ability. If humans could jump 130 times their own height, they could jump over the Eiffel Tower!**



**Lesson 98****The Writing Process: Editing**

After revising your writing to make it clear, you need to edit your work. When you **edit**, you correct errors in grammar, usage, spelling, capitalization, and punctuation. Use the following proofreading marks.

TO:	USE THIS MARK:	EXAMPLES
insert	^ (caret)	corect <sup>r</sup>
delete	↵ (dele)	thex <sup>↵</sup>
insert a space	# ^	allright <sup>#</sup>
close up a space	⌋	tele⌋phone
capitalize	≡	georgia <sup>≡</sup>
lower case	/	Block <sup>/</sup>
check spelling	 sp	nucleer <sup>sp</sup>
switch order		the store local <sup>↵</sup>
indicate new paragraph	¶	. . . at the end. ¶ The winter . . .

► **Exercise 1** Edit each sentence for spelling, punctuation, and capitalization errors.

We won't be abel<sup>↵</sup> to make it to philadelphia<sup>≡</sup> by five oclock<sup>^</sup>.

1. mike<sup>≡</sup> asked Mary to go to a fourth<sup>≡</sup> of July picnic<sup>↵</sup>.
2. I looked around for her, but she wis<sup>a</sup> not thei<sup>↵</sup>.
3. The can<sup>⌋</sup>oe capsized, making Cecil angri<sup>sp</sup>.
4. In the event of an  emergincy<sup>sp</sup>, please exit the bilding<sup>u</sup> <sup>↵</sup>.
5. In 1976, he attend<sup>⌋</sup>ed the university of california<sup>≡</sup>.
6. I use <sup>/</sup> a special racket when I<sup>^</sup>m in a  tournamint<sup>sp</sup>.
7. Hema<sup>#</sup>de a small down payment with the M<sup>/</sup>oney he earned mowing mr. kah<sup>≡</sup>n's yard.

8. My grandfather owns a store hardware in idaho.
9. Making speeches is the best<sup>#</sup>way<sup>#</sup>to refine yor<sup>u</sup> communication skills.
10. I ansered<sup>w</sup> the phone, but noone<sup>#</sup> was there.
11. She gave me a note, which I didnt<sup>,</sup> understan<sup>d</sup>.
12. I remember whome<sup>n</sup> he came to h<sup>y</sup>our school.
13. this<sup>=</sup> s<sup>y</sup>ummer I read the book *The Gathering* By<sup>y</sup> Virginia Hamilton.
14. Sante fe<sup>=</sup>, New mexico<sup>=</sup>, is a beautiful spott<sup>y</sup>.
15. Proofread you're<sup>y</sup> sentences closely for spelling errers<sup>sp</sup>.
16. Raphaels<sup>,</sup> closet was filled<sup>y</sup> with clothes that didnt<sup>,</sup> fit.
17. Alishas<sup>,</sup> house is on Forest avenue<sup>=</sup>.
18. Can you lend me some money to by<sup>u</sup> Katherine a valentine's<sup>=</sup> day present<sup>=</sup> <sup>y</sup>?
19. The subway was fourty<sup>sp</sup> mintes<sup>u</sup> late on wendesday<sup>=</sup>.
20. I need <sup>y</sup>new glasses.

► **Exercise 2** Edit each sentence for spelling, punctuation, capitalization, and grammar.

The fakt<sup>sp</sup> that Julia cando<sup>#</sup> this amaze<sup>s</sup> me.

1. He past<sup>sed</sup> the ball in the knick<sup>y</sup> of time.
2. after a while, the th<sup>y</sup>ief came back throw<sup>ough</sup> the window.
3. Sym<sup>y</sup>phonic music fill<sup>led</sup> the concert hall.
4. Willie spent thirteen dollors<sup>sp</sup> on his G<sup>y</sup>irlfriend.
5. The Smiths bring plenty of o<sup>y</sup>r matches whenthe<sup>#</sup>y goes<sup>y</sup> camping.
6. Josie and me<sup>i</sup> are coming down this wekend<sup>e</sup>.
7. i<sup>o</sup> wonder why he didnt<sup>y</sup> bring his sister.



8. John f<sup>i</sup>k<sup>e</sup>n<sup>e</sup>d<sup>e</sup>y was a popular p<sup>r</sup>e<sup>s</sup>i<sup>d</sup>e<sup>n</sup>t.
9. Did m<sup>a</sup>r<sup>y</sup> call<sup>e</sup>d from the u<sup>n</sup>i<sup>v</sup>e<sup>r</sup>s<sup>i</sup>t<sup>y</sup> of a<sup>u</sup>s<sup>t</sup>i<sup>n</sup> o<sup>b</sup>s<sup>e</sup>r<sup>v</sup>a<sup>t</sup>o<sup>r</sup>y?
10. The secret passage led them too<sup>y</sup> a h<sup>i</sup>d<sup>d</sup>e<sup>n</sup>e room.
11. First p<sup>r</sup>e<sup>h</sup>eat the oven, than<sup>e</sup> b<sup>a</sup>k<sup>e</sup> for twenty minutes.
12. The coun<sup>t</sup>r<sup>y</sup>s land<sup>i</sup>lls are all<sup>y</sup> most full.
13. We had g<sup>a</sup>r<sup>a</sup>t<sup>e</sup> time watching the Hous<sup>t</sup>on a<sup>s</sup>t<sup>r</sup>o<sup>s</sup>.
14. M<sup>s</sup>. ru<sup>i</sup>z and I ha<sup>v</sup>e the same middle name.
15. Maria's U<sup>n</sup>c<sup>l</sup>e an A<sup>u</sup>n<sup>t</sup> live near Mt. Rushmore.
16. There aren't no apples in the r<sup>e</sup>f<sup>r</sup>i<sup>d</sup>e<sup>r</sup>a<sup>t</sup>o<sup>r</sup>er<sup>sp</sup>.
17. After the M<sup>i</sup>d<sup>n</sup>ight movie, they took there<sup>i</sup> time going home.
18. Kalyn and Luisa run<sup>s</sup> three miles ever<sup>y</sup>day.
19. M<sup>r</sup>. fr<sup>a</sup>n<sup>k</sup>l<sup>i</sup>n delivered the letter from m<sup>y</sup>mo<sup>m</sup> on t<sup>u</sup>e<sup>s</sup>d<sup>a</sup>y.
20. Latoya and m<sup>e</sup> expl<sup>a</sup>i<sup>n</sup>ed the accident to officer Kelton.

► **Exercise 3** Edit each paragraph.

1. One of the most exciting times to watch o<sup>f</sup> these butter<sup>f</sup>lies is in late W<sup>i</sup>n<sup>t</sup>e<sup>r</sup> and early spring. They emerge from hibernation, and you can see them f<sup>l</sup>e<sup>w</sup> about, l<sup>o</sup>ng before the lea<sup>v</sup>s and flowers bloo<sup>m</sup>s. It is interesting to see them feed on the sap from recently cut trees and r<sup>a</sup>n<sup>c</sup>h<sup>e</sup>s. Later in spring, the caterpillars begin to hatch.
2. Lamont ar<sup>r</sup>i<sup>v</sup>e<sup>d</sup> and I arrived in Baltimore on March 8. Aunt Glenda and u<sup>n</sup>c<sup>l</sup>e Leon were waiting fo<sup>r</sup>e us at the a<sup>i</sup>r<sup>p</sup>o<sup>r</sup>t. They had tickets for a base<sup>b</sup>all game, so w<sup>e</sup> went str<sup>a</sup>it there and then we all th<sup>r</sup>ee went out to eat at a J<sup>a</sup>m<sup>a</sup>i<sup>c</sup>a<sup>n</sup> restaurant called Mickey's. It's a day we'll never forget.

3. My friend Kyle and ~~me~~<sup>I</sup> ~~has~~<sup>ve</sup> decided to start a recycling program in our neighborhood. We've called a meeting on ~~thursday~~<sup>thursday</sup> and have invited ~~allof~~<sup>all</sup> of the neighbors. We're going to ask them<sup>#</sup> to save ~~there~~<sup>their</sup> aluminum, plastic, and glass containers. Every ~~Saturday~~<sup>Saturday</sup> morning we'll go door-to-door and ~~collect~~<sup>collect</sup> them. Then, with my ~~step~~<sup>step</sup>father's help, we'll load them into his van, ~~and then~~<sup>and then</sup> after we have a full load, we'll ~~take~~<sup>take</sup> them to the recycling bins at ~~madisons~~<sup>madison's</sup> grocery.

**Lesson 99****The Writing Process: Presenting**

After you have completed your writing, it's time to **present** it to your audience. Whether it is a teacher, a family member, or a judge, your audience is something you've been thinking about since the prewriting stage. Your audience has helped determine the style or voice of your writing.

You might present some pieces of writing by handing them to your teacher. You might present other pieces more publicly. For example, you could send a letter you've written to a local newspaper or to your governor, prepare a movie review for the school newspaper, or give a speech to the members of a club. Writers have many ways or places in which to present their work—including newsletters, newspapers, magazines, radio, television, and even the stage and concert hall!

► **Exercise 1** Suggest a place in which to present each type of writing described below.

- review of an art show at your school school newspaper or local art magazine
- letter complaining about a product that was faulty company that manufactured product, consumer magazine, or local newspaper editorial page
  - poem about children poetry magazine or school newspaper
  - request for information about water pollution in your community city water department or local environmental group
  - humorous song about people who play football local radio station or a printed football program distributed at local games
  - research report on the effects of loud music on listeners science or music magazine
  - family recipe for holiday cookies family holiday cards or cooking section of newspaper
  - public service announcement describing a car wash sponsored by your class radio, television station, or an announcement placed in local businesses
  - article describing teen-agers' opinions of a law that raises the driving age enclosed with a letter to a law-making body or a letter to the editor
  - biography of someone famous who lives in your city local newspaper or magazine
  - review of a children's movie children's or parents' magazine or newsletter

- 11. campaign speech for student council students in your class or written version for school newspaper
- 12. request for donations to save a local endangered animal local clubs or an announcement placed in local businesses
- 13. travel log and slides of your recent trip to Japan family and friends or travel club or travel magazine

► **Exercise 2** Choose a form of writing in Exercise 1 that interests you. Write a piece that fits into that category. Then describe your audience and list possible places in which to present your work.

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**Audience:** \_\_\_\_\_

\_\_\_\_\_

**Places to Present:** \_\_\_\_\_

\_\_\_\_\_

**Lesson 100****The Writing Process: Outlining**

**Outlining** is a way to organize prewriting information before you begin your first draft. The information in an outline is ordered from general to specific. To write an outline, indicate your main topics with roman numerals. Indicate supporting details with capital letters. If you subdivide your supporting details, use regular numbers. If a main topic has subtopics, there must be at least two subtopics. If you divide a subtopic, there must be at least two divisions. An outline of an essay about how to plan a party might begin like this:

- I. Things to do before the party
  - A. Send invitations
  - B. Buy food
    - 1. Pizza for ten
    - 2. Plenty of soft drinks
- II. Things to do after the party
  - A. Take friends home
  - B. Clean up

► **Exercise 1** Reorganize the topics in the outline so that they are in the proper order.

- I. I want to develop better student/adult relations
  - A. Why I am running for student council
    - 1. Redecorate cafeteria
    - 2. Student/teacher mentor program
  - B. Put more student artwork in halls
    - 1. I want to make school more cheerful
    - 2. Student suggestion box in office

**I. Why I am running for student council**

**A. I want to make school more cheerful**

**1. Redecorate cafeteria**

**2. Put more student artwork in halls**

**B. I want to develop better student/adult relations**

**1. Student suggestion box in office**

**2. Student/teacher mentor program**

► **Exercise 2** Organize the following topics and details into an outline about Antarctica.

- |  |  |
|--|--|
| Rarely above 32° F (0° C)                        | Plants and animals   |
| World's lowest temperature recorded here in 1983 | Large enough to be considered a continent                        |
| Size   | Coastal waters have large numbers of penguins, seals, and whales |
| Larger than either Europe or Australia           | Temperature  |
|  | Interior has only a few small plants and insects                 |

**I. Size**

**A. Large enough to be considered a continent**

**B. Larger than either Europe or Australia**

**II. Temperature**

**A. Rarely above 32° F (0° C)**

**B. World's lowest temperature recorded here in 1983**

**III. Plants and animals**

**A. Interior has only a few small plants and insects**

**B. Coastal waters have large numbers of penguins, seals, and whales**

► **Exercise 3** Prewrite for 10 minutes about a place you have visited. Then construct an organized outline from your notes.

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**Lesson 101****Writing Effective Sentences**

To capture and keep your reader's attention, you need to use a variety of sentence types in your writing. Vary the length of your sentences by making some long and some short. This helps to create a sound and a rhythm in your writing that will hold your reader's interest. Too many short sentences make your writing sound choppy. Too many long sentences make your writing harder to follow. Also, vary the order of words and phrases in sentences. Instead of always starting with the subject and verb, try starting with a phrase. You can also create variety by combining two sentences that express the same idea into one sentence.

Most of your sentences will be in the **active voice** with the subject performing the action. For example, "**Hal baked the cake**" is in the active voice. Sentences written in the **passive voice** have less direct action: "**The cake was baked by Hal.**" Both examples give the same information, but the sentence written in the active voice is more direct and more interesting than the one written in the passive voice. Generally, use passive voice only when you do not know or do not want to state who or what is performing the action.

► **Exercise 1** Rewrite each sentence. Add details and use active voice to make each sentence more interesting. **Answers will vary.**

The present was given to me by my aunt. Aunt Carlotta gave me a copy of my favorite book, autographed by the author.

1. Matt and his dad go on vacation together.

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2. Principal Hoffman had been tricked.

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3. The bulletin board fell down from the wall.

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4. Alton works on computers.

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5. The Beatles were a band that had many hit songs.

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6. Janet is employed at a coffee house.

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7. The house lights were turned on by Lucinda.

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8. The new year was celebrated by all of us.

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9. Gabriel plays guitar.

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10. The pilot amused the passengers.

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► **Exercise 2** In each sentence determine whether the verb is in the active voice or in the passive voice. Rewrite the sentence to be in the opposite voice.

Sixteen candles decorated the cake. active; The cake was decorated with sixteen candles.

1. The letter was written by Yori. passive; Yori wrote the letter.

2. The painting was stolen by the thief. passive; The thief stole the painting.

3. The car was driven by Frederick. passive; Frederick drove the car.

4. Anthony was hit by a car. passive; The car hit Anthony.



5. Jeanine worked on her paper. active; The paper was worked on by Jeanine.
6. The glasses were broken by the server. passive; The server broke the glasses.
7. He put the clothes there last week. active; The clothes were put there by him last week.
8. Mr. Hall teaches history. active; History is taught by Mr. Hall.
9. The gift was accepted by Tricia. passive; Tricia accepted the gift.
10. Mike figured out the strategy. active; The strategy was figured out by Mike.
11. The soldiers attacked the fort. active; The fort was attacked by the soldiers.
12. Alvin broke the compass. active; The compass was broken by Alvin.
13. Aretha paddled the canoe down the river. active; The canoe was paddled down the river by Aretha.
14. The radio was turned on by Veronica. passive; Veronica turned on the radio.
15. The kiln was fired by Mrs. Pei. passive; Mrs. Pei fired the kiln.

► **Exercise 3** Combine each set of three sentences to make one sentence that is more effective. **Sentences will vary.**

- a. All living things are made of cells.
- b. Protozoans are single-celled animals.
- c. Humans have millions of cells.

Living things can be single-celled, like protozoans, or they can have many millions of cells like humans.

1. a. Looking for fossils is fun.
- b. Fossils can be thousands of years old.
- c. Fossils are the remains of ancient animals and plants.

It is fun to look for fossils when you realize that they are the remains of animals and plants that lived thousands of years ago.

2. a. Newspapers are filled with information.
- b. Most newspapers cost less than a dollar.
- c. I like reading newspapers.

I like reading newspapers, because they are filled with information and usually cost less than a dollar.

3. a. Cars are a convenient form of transportation.  
b. Cars emit exhaust.  
c. Exhaust from cars causes air pollution.

**Although cars are a convenient form of transportation, their exhaust causes air pollution.**

4. a. Twelve people volunteered.  
b. Six said they could work part time.  
c. Six said they could work full time.

**Of the twelve volunteers, six said they could work part time and six said they could work full time.**

5. a. I turn on the radio every day.  
b. There are many radio stations.  
c. I like to listen to rock music.

**There are many radio stations, but when I turn on the radio I like to listen to rock music.**

6. a. I want to buy a yearbook.  
b. The yearbooks are ten dollars this year.  
c. I've been saving money.

**I'm saving ten dollars so that I can buy a yearbook.**

7. a. My friend's name is Roscoe.  
b. We're going to the concert.  
c. We were able to get front-row seats.

**My friend Roscoe and I have front-row seats for the concert.**

8. a. On Saturday, I have to baby-sit for my brother.  
b. She invited me to the dance Saturday.  
c. How can I tell her?

**How can I tell her I can't go to the dance with her on Saturday because I have to baby-sit for my brother?**

9. a. My dog's name is Big Ben.  
b. He loves to swim.  
c. Big Ben is a golden retriever.

**My golden retriever, Big Ben, loves to swim.**

10. a. Many people suffer from stress.  
b. Stress causes heart disease.  
c. High blood pressure can be a sign of stress.

**Many people suffer from stress, which causes heart disease and high blood pressure.**

**Lesson 102****Building Paragraphs**

Sentences in a paragraph can be arranged in different ways. **Chronological order** places events in the order in which they happened. **Spatial order** is the way that objects appear and relate to each other, as in a room or on a street. **Compare/contrast order** shows similarities and differences between objects or ideas.

The following paragraphs use the same idea, but the first uses compare/contrast order, the second uses spatial order, and the third uses chronological order.

I had trouble deciding between the two shirts. I liked the first shirt because it was my favorite color and fit nicely. However, it was just too expensive. The second shirt was five dollars cheaper and almost as nice as the first, so I bought it instead.

The pullover shirt I bought has swirls of white and blue on a red background. It has a blue knitted collar and short sleeves with blue knitted cuffs. At the neckline are three white buttons.

Before I buy a new shirt, I follow a special routine. First, I look for at least three shirts that I want to try on. Then I go back to the dressing room and put each one on in front of the mirror. After I've done that, I ask my friend to give me his opinion.

► **Exercise 1** Identify the type of order used in each sentence. Write **CC** for compare/contrast order, **S** for spatial order, or **CH** for chronological order.

- CH Sew the shoulder seams before the side seams.
- CC 1. Sports cars are better than luxury cars when it comes to performance.
- S 2. While Mel's place was just next door, the only way to get there from here was down the stairs and around the fence.
- S 3. The lake was covered with so many geese that we had trouble seeing the tiny rowboat.
- CH 4. On Tuesday, the council voted on the referendum, but it was not until Friday that they received the court order.
- S 5. In the entrance to the museum sat a large marble statue surrounded by gilded paintings.
- CC 6. The offices of both Findlay and Brown are run like well-oiled machines.
- CH 7. He was born in 1922, which was before the Great Depression.
- CC 8. Evergreen trees stay green all year, but deciduous trees lose their leaves in winter.

- CH** 9. First, postal workers sort the letters by zip code according to state, and then they file them in the appropriate mail slots.
- S** 10. Gale’s upstairs apartment overlooks the park, and as you walk in, you get a breathtaking view through her picture window.

**► Exercise 2** Number the following sentences in chronological order.

- 5** Explain to her that you want the seats my brother reserved for us.
- 1** Follow these steps when you call to order our concert tickets.
- 4** When she comes to the phone, tell her that I told you to call.
- 6** Call and let me know when we can pick them up.
- 3** Ask to speak to Rachel.
- 2** Call the first of the three numbers listed in the phone book.

**► Exercise 3** Use compare/contrast order to write a paragraph about one of the following topics: your favorite relative; your last year in school compared to this year in school; the effect of pollution on the area where you live.

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► **Exercise 4** Write three short paragraphs about your favorite store or restaurant. Use spatial order in your first paragraph, chronological order in your second paragraph, and compare/contrast order in your third paragraph.

[illegible]

► **Exercise 5** Arrange these sentences in chronological order.

- \_\_\_\_\_ **4** These chemicals stimulate the nerves, which, in turn, send messages to the brain.
- \_\_\_\_\_ **1** Your tongue is covered with tiny bumps, small ones toward the front, larger ones toward the back.
- \_\_\_\_\_ **3** When you eat something, chemicals in the food touch the tips of the nerve endings in the taste buds.
- \_\_\_\_\_ **5** The experience of flavor is created by the combination of taste and the smell of the food.
- \_\_\_\_\_ **2** Inside these approximately 9000 bumps are tiny bundles of nerves called taste buds.

**Lesson 103****Paragraph Ordering**

Revising a first draft includes checking the unity, or **coherence**, of paragraphs. Open each paragraph with a topic sentence that states the main idea. Follow it with supporting sentences that back up that idea. Connect the sentences in a clear and logical way. Use words and phrases called **transitions** to link the sentences so they flow naturally. The following are some common transition words: *and, also, but, however, next, after, then, finally, since, therefore*. Sometimes you can organize multiple points using words like *first, second, or on the other hand*. Paragraphs in a paper should be coherent in the same way sentences in a paragraph should be coherent. Use transitions to link paragraphs.

► **Exercise 1** Underline the sentence in each paragraph that should be the topic sentence.

1. First, ask your neighbors if they have any odd jobs you can do. You might be able to help a neighbor with a garden, baby-sit, or take care of someone's pet while he or she is on vacation. Another way to earn money is to have a yard sale. If you are short on cash during your summer vacation, here are some ways to earn money. You and your friends can gather old clothes or household items that are no longer needed and share the profits from the sale.
2. The first stage is infancy. The infancy stage is the first year of a child's life. In the second stage, the child is called a toddler. The toddler stage is from ages one to three. Between the ages of three and five, a child is called a preschooler. There are three stages of early childhood.
3. I have to decide whether to join the volleyball team or the basketball team. I can't play on both teams because the teams practice on the same days. I played on the volleyball team last year, so it might be fun to do something different this year. Before the end of the day, I have to make a tough decision. On the other hand, I know more people on the volleyball team.

**Exercise 2** Write three cohesive and unified paragraphs, using the given facts. Add details to make each paragraph more interesting.

1. Jerome does volunteer work.  
He volunteers at the local children’s hospital.  
He helps to plan play-time activities for the young children.  
Donnella is his favorite patient.

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2. Teresa and I are planning a surprise party.  
Kira will be twelve this Saturday.  
Teresa is going to take her somewhere.  
We’re going to decorate the house while she’s gone.  
She’ll be surprised when she walks through the door.  
Everyone will be hiding inside the house.

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3. To find out what's happening in the world, I can read the newspaper or watch the news on television.

I can't decide whether I get more information from the newspaper or television.

On television, I can see what things look like.

News stories are shorter on television because the time is limited.


Newspapers give me more information because they don't have to worry about time.

I can read newspapers whenever I want to during the day.

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.

- ▶ Exercise 3** Each sentence below represents the topic sentence of a paragraph about Martin's Lake. Check the sentence that best continues the story started in paragraph one.

Paragraph One: Nothing cools me off better on a hot summer day than bobbing around in Martin's Lake. Let the sun burn off my pale shell, as long as there's cool refreshing pond water to rinse away the heat!

- \_\_\_\_\_ In the winter, dozens of ice skaters glide across the lake or hover around the fire barrel.
- \_\_\_\_\_ Citizens of Martinsville enjoy night fishing at the lake.
-  \_\_\_\_\_ My summer romance with Martin's Lake began when I was twelve.
- \_\_\_\_\_ A gaggle of geese honk out their warnings to lake visitors.

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

**► Exercise 4** Write a two-paragraph announcement about an upcoming event at your school. Make sure details are presented in proper chronological order and that paragraphs one and two are clearly linked.

[illegible]

**Lesson 104****Personal Letters: Formal**

A **personal letter** is often a letter to a friend or relative, an invitation, or a thank-you note. Different situations call for different kinds of personal letters. A letter to an adult relative or an adult acquaintance will probably have a different tone and style of writing than a letter to a friend or someone your own age. A letter to an adult is usually more formal. Avoid slang when writing formal letters, and show respect for your reader. However, a formal letter does not have to be uninteresting. Use descriptive language in a formal letter, and include some personal information. If you are writing a thank-you note, include a detailed description of the gift and what you intend to do with it.

Dear Uncle Otis,

Thank you for your wonderful birthday present. The portable stereo you gave me is something I have been hoping for. I plan on taking it to my aerobics class to replace the old radio my instructor uses. I can also take it outside while I practice basketball.

I hope that you and Aunt Florence are doing well, and I hope that you can come see me play when the basketball season begins. I look forward to seeing you at Thanksgiving.

Again, thank you for the thoughtful present.

Love,  
*Rhonda*

► **Exercise 1** Revise the following letter to make its style more formal.

Hey Grandma,

How's it going? Thanks for throwing me that awesome birthday party. It was a real blow-out! My friends thought you guys were really cool, even though you're older.

Man, that cake you made was so great, and even though I thought the games you and Mom made up were going to be really goofy, my friends were into them!

Thanks again, you're the greatest.

See ya,  
*Chris*

Dear Grandma,

Thank you for having that great birthday party for me. My friends and I had a wonderful time. All of my friends thought Mom and you were great.

The cake you baked was delicious, and the games you and Mom made up were fun. In fact, my friends and I are going to play those same games the next time we all get together.

Thanks again for making it such a good birthday.

Love,

Chris

► **Exercise 2** Write either a formal letter to a relative, inviting him or her to a school activity, or a formal letter to a teacher, counselor, or coach expressing thanks for something special she or he did.

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## Lesson 105

## Personal Letters: Informal

**Informal letters** are a good way to keep in touch with friends and relatives close to your own age. You might send an informal letter to a pen pal or write an informal letter on a postcard. In an informal letter, you can use slang and language that is more conversational in tone.

► **Exercise 1** Write a letter to a friend who has moved to another city or town. Explain what you have been doing while your friend has been away.

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

► **Exercise 2** Write a postcard to a relative who is close to your age. Imagine that you are on vacation in the town, city, or area where you live. Describe what it looks like and what there is to do.

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► **Exercise 3** Write a postcard to a friend describing a place you have been to that your friend has not visited.

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**Lesson 106****Business Letters: Letters of Request or of Complaint**

A **letter of request** is a letter asking for information or service. It is written in a formal style. When writing a letter of request, it is important to be clear and courteous. Explain what you need and why you need it. Be sure to provide the reader with enough information to answer your request.

**► Exercise 1** Revise the following letter of request.

Ms. Eckhart:

I need more information about that program of yours, the Youth Recycling Initiative. I'm real good with recycling stuff, I know alot about it. I'd like to do some work for you because maybe someday I'll get into recycling as a career. So please send me some information, and I hope we can work together.

Thanks,

*Emmett Turner*

**Dear Ms. Eckhart:**

I am interested in joining your Youth Recycling Initiative and would like more information on your program. I have studied our community's recycling efforts, and I think I could contribute something useful to the program. I am thinking about a career in a field that is related to recycling, and this program would be a good opportunity to learn more about it. Please send me more information on your program.

My address is 2211 Stratford Street, Charleston, South Carolina 12345. I can also be reached by telephone at 555-4321.

**Sincerely,**

**Emmett Turner**

A **letter of complaint** is a letter informing someone of a problem or a concern. It is sometimes a request for action. Even though you may be upset when writing such a letter, you do not want to offend your reader. The letter should be reasonable, clear, and concise. Explain the problem and how you wish the reader to respond to it.

► **Exercise 2** Revise the following letter of complaint.

Restaurant Manager  
Torito's  
531 Smith Rd.  
Lexington, KY 40516

April 3, 1996  
Restaurant Manager,  
What's up with your price changes? Are you trying to keep kids out? We've been giving you all this business after school for two years, and this is the thanks we get? Boy, am I mad!  
I tell you, you better lower your prices again! We're all going to go somewhere else if you don't, and then you'll be sorry when you go out of business and you're poor and broke.  
With anger,  
Jill and Billy

**Dear Restaurant Manager:**

**As loyal customers for the last two years, we are upset with your decision to raise all of your menu prices. My friends and I enjoy coming to your restaurant after school, and now we are not sure we can afford to do that.**

**Perhaps you could increase the size of your portions, or create a "value meal" section on your menu.**

**We want to continue coming to your restaurant because you have always treated students well. We hope you will take our limited budgets into consideration and adjust your prices.**

**Sincerely,**

**Jill McDougal and Bill Lee**



**Lesson 107****Business Letters: Stating Your Opinion**

An **opinion letter** states your view of a subject. Audiences for an opinion letter might include a newspaper's editors and readers, government officials, leaders of organizations, or business people. When writing an opinion letter, your tone should be formal. A good opinion letter also contains plenty of facts to support your opinion.

The following is an example of a brief, but effective, opinion letter:

Sports Editor  
Daily Chronicle  
1574 Clarence Dr.  
Ion, WA 43125

July 16, 1996

Dear Editor:

Not only is Clarence Williams a football hero, but he is a hero in community service as well. One of your writers recently made the mistake of assuming that Clarence is not involved in making this community a better place. Just because Clarence won't blow his own horn, it doesn't mean he's not involved with the community.

Clarence established the Big Red Fund, which challenges 3,000 students in 7 junior high schools to stay in school and study hard. Clarence has visited the schools and donated money for computers and science laboratory equipment. Also, Clarence worked with a local food bank to deliver meals to 100 needy families at Christmas.

Although he receives no media attention for his deeds, Clarence Williams is indeed making a contribution to our community.

Sincerely,  
*Judy O'Rourke*

► **Exercise 1** Revise the following opinion letter. Add details if necessary.

Dear Congressman Riley,

I can't believe you voted against more funding for community parks! How ridiculous! We need more money here in your hometown for our local park. Maybe if you were here more often you would know that. Maybe you can still do something about it. Lots of people and especially kids are counting on you.

Local businesses won't donate money. They say there are more important things to spend

money on in this town. And they won't listen to kids anyway, and the adults here aren't doing anything!  
Help!

*Aminah Wilson*

**The Honorable David Riley**

**The State House**

**15 North High Street**

**Atlanta, Georgia 62110**

**September 28, 1996**

**Dear Congressman Riley:**

Every day I ride my bicycle past shabby, littered Town Park. Our once-beautiful park is filled with weeds, broken playground equipment, and graffiti. I am disappointed in you for voting against additional funding for community parks. I believe that elected officials should consider the needs of voters in their community before voting on a bill. I do not think that you did that. You could have asked adults and children to find out how much the parks mean to them before casting a vote on the bill. Local business leaders did donate some money toward renovating the park, but it simply was not enough.

In the future, I hope you will consider the needs of the citizens you represent when you cast your vote.

Sincerely,

**Aminah Wilson**

► **Exercise 2** Imagine that your school has suggested fining parents if their children skip school. Develop an opinion on this issue, weighing the good points and bad points. Then write an opinion letter to the principal of the school.

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# Unit 1 Test: Subjects, Predicates, and Sentences

► **Subtest 1** Add punctuation marks where they are needed. Identify the kind of sentence in the blank: *dec.* (declarative), *int.* (interrogative), *exc.* (exclamatory), or *imp.* (imperative).

- \_\_\_\_\_ 1. Why are you making that noise
- \_\_\_\_\_ 2. Many animals hibernate during the winter
- \_\_\_\_\_ 3. Please watch carefully
- \_\_\_\_\_ 4. Aren't you interested in finding out the answer
- \_\_\_\_\_ 5. What a wonderful present this is
- \_\_\_\_\_ 6. Paul doesn't know why he forgot to pack
- \_\_\_\_\_ 7. The man fell out of a window eleven stories high and lived
- \_\_\_\_\_ 8. How does a ballpoint pen work
- \_\_\_\_\_ 9. Stop that, please
- \_\_\_\_\_ 10. She isn't sure whether she can come to the party

► **Subtest 2** Write *S* in the blank if the item is a sentence. Write *frag.* if the item is a sentence fragment. Then write whether the *subject*, *predicate*, or *both* are missing.

- \_\_\_\_\_ 1. Sometimes birds crash into picture windows.
- \_\_\_\_\_ 2. Every student in the school.
- \_\_\_\_\_ 3. Landed on the moon in July 1969.
- \_\_\_\_\_ 4. Take your raincoat with you.
- \_\_\_\_\_ 5. Can you call me back later?
- \_\_\_\_\_ 6. Painted our house.
- \_\_\_\_\_ 7. We called the fire department.
- \_\_\_\_\_ 8. Doug, Jon, and Elizabeth, my family members.
- \_\_\_\_\_ 9. In the late afternoon.
- \_\_\_\_\_ 10. Were listening to the new tape.

► **Subtest 3** Draw one line under each complete subject. Draw two lines under each complete predicate.

1. Most people enjoy movies.
2. Railroad travel can be a lot of fun.
3. Jessica's parents are Vietnamese immigrants.
4. The bald eagle is our national bird.
5. Did Mozart die in his mid-thirties?
6. The film *Amadeus* depicts Mozart's life.
7. Cross-country skiing is easy and enjoyable.
8. You don't need mountains for cross-country skiing!
9. The Smothers Brothers had a television show in the 1960s.
10. Abraham Lincoln and Stephen Douglas debated in 1858.

► **Subtest 4** Write *S* before each simple sentence, *C* before each compound sentence, and *R* before each run-on sentence.

- \_\_\_\_\_ 1. Viola is a character in Shakespeare's play *Twelfth Night*.
- \_\_\_\_\_ 2. Philip rides horses, he's really good at it.
- \_\_\_\_\_ 3. Rick's cat is orange, but Emily's is black and white.
- \_\_\_\_\_ 4. Walt Whitman and Emily Dickinson were outstanding American poets.
- \_\_\_\_\_ 5. Don't ever touch a downed power wire, it's very dangerous.
- \_\_\_\_\_ 6. Herman Melville is the author of *Moby-Dick*, and *The Scarlet Letter* was written by Nathaniel Hawthorne.
- \_\_\_\_\_ 7. Parents have to be patient with their children and forgive their mistakes.
- \_\_\_\_\_ 8. First, we'll go to the music store, and then you can show me the jeans you want to buy at the Jeans Corral.
- \_\_\_\_\_ 9. In the darkness gleamed a pair of eyes, boy, was it creepy!
- \_\_\_\_\_ 10. Helen ran past the door, she stopped and turned around and went in.

## Unit 2 Test: Nouns

► **Subtest 1** Write *prop.* in the blank if the noun is proper or *com.* if it is common.

- |                              |                     |
|------------------------------|---------------------|
| _____ 1. holiday             | _____ 6. the Amazon |
| _____ 2. woman               | _____ 7. state      |
| _____ 3. American Revolution | _____ 8. Larry Bird |
| _____ 4. Whitney Houston     | _____ 9. planet     |
| _____ 5. monarch             | _____ 10. Miami     |

► **Subtest 2** Write *con.* in the blank if the noun is concrete or *abst.* if it is abstract.

- |                     |                     |
|---------------------|---------------------|
| _____ 1. rabbit     | _____ 6. airliner   |
| _____ 2. generosity | _____ 7. courage    |
| _____ 3. love       | _____ 8. music      |
| _____ 4. heat       | _____ 9. sand       |
| _____ 5. beauty     | _____ 10. democracy |

► **Subtest 3** Circle each collective noun. Underline each compound noun.

- Jennifer's sister-in-law teaches basketmaking.
- My great-aunt has a music box that plays "America the Beautiful."
- The group of children loved it when I read a storybook to them.
- The team ran down the field.
- The players smashed through a sign taped between the goalposts.
- Our family went to pick out a new sofa for our family room.
- The crowd had become rowdy waiting for the candidate to appear.
- The runners-up looked a little disappointed.
- The audience clapped enthusiastically when the band finished playing.
- We ran from the swarm of bees, but even so Shelley was stung.

► **Subtest 4 Write the form of the word indicated.**

- |                                       |                                      |
|---------------------------------------|--------------------------------------|
| _____ 1. baby (plural)                | _____ 11. baseball bat (plural)      |
| _____ 2. Alexander (possessive)       | _____ 12. maid of honor (possessive) |
| _____ 3. baby is (contraction)        | _____ 13. volleyball (plural)        |
| _____ 4. fox (plural)                 | _____ 14. giraffes (possessive)      |
| _____ 5. Sharon is (contraction)      | _____ 15. Indiana is (contraction)   |
| _____ 6. secretary of state (plural)  | _____ 16. freedom (possessive)       |
| _____ 7. my dad (possessive)          | _____ 17. bookmark (plural)          |
| _____ 8. King James (possessive)      | _____ 18. Stevens (plural)           |
| _____ 9. Joe Montana is (contraction) | _____ 19. Teri (possessive)          |
| _____ 10. our neighbors (possessive)  | _____ 20. bike helmet (plural)       |

► **Subtest 5 Underline each appositive or appositive phrase. Draw an arrow from the appositive or appositive phrase to the word or words it identifies.**

1. The sign read “Welcome to Madison, the capital of Wisconsin.”
2. Denali, a mountain in Alaska, is also known as Mt. McKinley.
3. Mr. Carty, the husband of our French teacher, is the soccer coach.
4. Elaine’s sister Shannon is in the fifth grade.
5. The painter Henri Matisse was admired for his use of color.
6. My cat Ginger caught three mice last week.
7. William Wilder, a famous movie director, wrote this book.
8. This is Michael’s brother Graham.
9. Missouri, the Show-Me state, borders Illinois.
10. Ronald Reagan’s wife Nancy also appeared in films.
11. Nathan’s cousin goes to Stanford, a university in California.
12. *Huckleberry Finn*, a novel by Mark Twain, depicts life in nineteenth-century America.

## Unit 3 Test: Verbs

► **Subtest 1** Draw two lines under each action verb. Write *T* in the blank if the verb is transitive or *I* if it is intransitive.

- \_\_\_\_\_ 1. The deer zipped across the open field.
- \_\_\_\_\_ 2. Everyone knew the answer to that question.
- \_\_\_\_\_ 3. He watched for the shooting star.
- \_\_\_\_\_ 4. Today the Dolphins battle the Cowboys in Miami.
- \_\_\_\_\_ 5. Leaves covered the front lawn.
- \_\_\_\_\_ 6. Natalie plays gin rummy.
- \_\_\_\_\_ 7. Remember your hiking boots this time.
- \_\_\_\_\_ 8. We listened carefully to the question.
- \_\_\_\_\_ 9. The fans cheered loudly.
- \_\_\_\_\_ 10. My little brother has the chicken pox.

► **Subtest 2** Underline each direct object. Circle each indirect object.

- 1. The accountant gave his clients financial advice.
- 2. The doctor wrote the patient a prescription.
- 3. I saw two boys from my class at the shopping center.
- 4. Receiving gifts gives my grandparents pleasure.
- 5. Deborah sold a local businessman her painting.
- 6. Birthdays offer people a chance to celebrate.
- 7. Charles Kettering invented the self-starter for a car.
- 8. Don't send Brian the book yet.
- 9. Rita designed the posters for the recycling drive.
- 10. My friends and I sent our English teacher a get-well card.

► **Subtest 3** Write *PN* above each predicate noun and *PA* above each predicate adjective.

1. Doesn't that coffee cake smell delicious?
2. Ben turned green with envy.
3. Toni and Brett were our class representatives.
4. My dog, Mitzi, is growing fatter every day.
5. The screeching tires sounded awful.
6. They aren't very good soccer players, are they?
7. My dad's moustache looks great.
8. Lyndon Johnson became president in 1963.
9. Brad feels ill in front of an audience.
10. The punishment seems a little bit harsh.

► **Subtest 4** Draw two lines under each verb or verb phrase. Write the tense of the verb in the blank: *present*, *past*, or *future*.

- \_\_\_\_\_ 1. My dad and I went to the history museum.
- \_\_\_\_\_ 2. Will you send me the catalog in a few weeks?
- \_\_\_\_\_ 3. I always take the first street on the left.
- \_\_\_\_\_ 4. We ate at a Thai restaurant.
- \_\_\_\_\_ 5. Carlos and Tina will give their report next.
- \_\_\_\_\_ 6. He feels better after his nap.
- \_\_\_\_\_ 7. Shall I include you on the list?
- \_\_\_\_\_ 8. Nina and I talked for an hour and a half.
- \_\_\_\_\_ 9. We will be at the mall from 1:30 to 2:30.
- \_\_\_\_\_ 10. The baby wanted her rattle.
- \_\_\_\_\_ 11. Hillary will call you either tomorrow or Thursday.
- \_\_\_\_\_ 12. Roger plays saxophone in the school band.

► **Subtest 5** Write the tense or form of the verb in the blank: *pres. prog.* (present progressive), *past prog.* (past progressive), *pres. perf.* (present perfect), *past perf.* (past perfect), or *fut. perf.* (future perfect).

- \_\_\_\_\_ 1. Gwen had admired the sand castle.
- \_\_\_\_\_ 2. By next September we will have lived in our apartment three years.
- \_\_\_\_\_ 3. They were winning the game with two minutes left.
- \_\_\_\_\_ 4. Are you going to Jennifer's slumber party?
- \_\_\_\_\_ 5. By Tuesday our dog will probably have had her puppies.
- \_\_\_\_\_ 6. Have you heard the news about Ms. Walsh?
- \_\_\_\_\_ 7. Ashley is running for class president this year.
- \_\_\_\_\_ 8. The beavers were building a large dam across the stream.
- \_\_\_\_\_ 9. Before the game the coach had spoken to each player.
- \_\_\_\_\_ 10. An owl has hooted outside the window three nights in a row.
- \_\_\_\_\_ 11. My cat, Mimi, is always sleeping on my pillow.
- \_\_\_\_\_ 12. We have decided on our vacation plans.
- \_\_\_\_\_ 13. By the ninth inning Marty will have batted five times.
- \_\_\_\_\_ 14. Until 1992 we had never lived in the same town for more than one year.
- \_\_\_\_\_ 15. I was hoping for a phone call.

► **Subtest 6** Write *A* in the blank if the verb is active or *P* if the verb is passive.

- \_\_\_\_\_ 1. The quarterback threw the ball downfield.
- \_\_\_\_\_ 2. The lineman leaped over another player.
- \_\_\_\_\_ 3. The ball was caught by the speedy wide receiver.
- \_\_\_\_\_ 4. Some dogs eat table scraps often.
- \_\_\_\_\_ 5. They are fed from the table by their masters.
- \_\_\_\_\_ 6. That play was presented by our local theater.
- \_\_\_\_\_ 7. Audiences loved it!
- \_\_\_\_\_ 8. A fine dinner is enjoyed by most people.

\_\_\_\_\_ 9. Our family likes the Chinese restaurant on Michigan Avenue.

\_\_\_\_\_ 10. We were served the most delicious shrimp dish last week.

► **Subtest 7 Write in the blank the past or past participle of the irregular verb in parentheses.**

1. There \_\_\_\_\_ a hole in the screen where mosquitoes came in. (be)
2. We have \_\_\_\_\_ in that lake every summer that I can remember. (swim)
3. I'm sure no one has \_\_\_\_\_ of that solution yet. (think)
4. For a week, my mother \_\_\_\_\_ nervous about starting her new job. (feel)
5. We have \_\_\_\_\_ our beat. (do)
6. The newspaper carrier \_\_\_\_\_ the paper on the porch step. (lay)
7. The wagon train \_\_\_\_\_ Missouri and headed west on the Oregon Trail.  
(leave)
8. Angelique \_\_\_\_\_ in both the 400-meter race and the 800-meter race. (run)
9. Our cousins from Minnesota \_\_\_\_\_ to visit for a week. (come)
10. He \_\_\_\_\_ lunch with several other teachers. (eat)
11. My sister and I \_\_\_\_\_ that movie last week. (see)
12. The pilot \_\_\_\_\_ me look at the instrument panel of the jet. (let)
13. The candidate \_\_\_\_\_ her word that she would work for a tax cut. (give)
14. My aunt has \_\_\_\_\_ three-bean salad to Thanksgiving dinner five years in a row. (bring)
15. Milton High won the coin toss and \_\_\_\_\_ to kick off. (choose)
16. Curt \_\_\_\_\_ our door key on the way home from school. (lose)
17. Jennifer has \_\_\_\_\_ ballet lessons for five years. (take)
18. We had \_\_\_\_\_ that vase once before. (break)
19. Only two people \_\_\_\_\_ the answer to the riddle. (know)
20. Tamara had \_\_\_\_\_ postcards to all of her friends during her vacation in New Mexico. (write)



## Unit 4 Test: Pronouns

► **Subtest 1** Draw an arrow from the personal pronoun in the second sentence to its antecedent in the first sentence.

1. The Great Lakes lie in the middle of the country. They are important resources.
2. Darnay and Robert asked Mr. Gonzalez about the photo. The teacher explained it to the students.
3. A telemarketer called Mr. Grover on the phone last night. Mr. Grover couldn't talk to her.
4. Sarah saw the bird on the ground. It had a broken wing.
5. Wilbur and Orville Wright flew the first airplane. The world honors them as the fathers of flight.
6. Our team worked very hard to win the championship trophy. When the commissioner handed the trophy to us, the crowd cheered.
7. My brother asked for the sugar. Dad handed it to Tony.
8. Do these students want to be part of the best class ever at Fairmount High? Just ask them!
9. Lisa knew the answer to the question. The teacher called on her.
10. Janelle saw Mike and Dave on Third Street. They were walking to the ice cream shop.

► **Subtest 2** Underline the word or words in parentheses that best complete each sentence.

1. One of the best chess players in our class is (she, her).
2. Ms. Simon asked (we, us) students to help with the clean-up.
3. Darrell and (I, me) both enjoy computer games.
4. Rex and (he, him) became friends at summer camp.
5. (David and he, David and him) are nominated for the award.

6. (Juanita and I, Me and Juanita) decided to leave the dance early and go to her house.
7. He did just as good a job as (she, her).
8. Give the tape to (he, him) after you finish with it.
9. My sister is one-half inch taller than (I, me).
10. (My brother and I, I and my brother) are interested in radio-controlled cars.

► **Subtest 3** Label each pronoun *per.* (personal), *poss.* (possessive), or *ind.* (indefinite).

1. My dog is not a purebred dog; he is just a mutt.
2. Someone took her backpack by mistake.
3. Each should pick up a schedule form.
4. You should talk to both of them about it.
5. His puppy got its leg caught in the chair.
6. I guess everything for the party is ready.
7. Ours is very similar to theirs.
8. “Nobody Knows the Trouble I’ve Seen” is a lovely spiritual.
9. She shouldn’t let others do her work for her.
10. I am afraid there is nothing we can do about it now.

► **Subtest 4** Label each pronoun *ref.* (reflexive), *int.* (intensive), or *inter.* (interrogative).

1. Ali and Doug found themselves in a new part of town.
2. Whom did Tracey ask about the computer?
3. Lamont himself has already read these newspapers.
4. “Bake scrumptious cookies yourself!” the cover of the cookbook read.
5. Which has Emily decided to take?
6. Whom did you see at the mall?
7. Who thinks that film is really great entertainment?
8. Mother Teresa herself walked the streets of Calcutta helping the sick.
9. Who returned the books to the library?
10. The man standing in the door was Uncle Doug himself.

## Unit 5 Test: Adjectives and Adverbs

### ► Subtest 1 Underline each adjective. Circle each adverb.

1. I do not think the lions in the zoo are tame.
2. The volcano erupted with a gigantic explosion.
3. The Peruvian belt was exceedingly colorful.
4. He seemed unhappy about his grade, but I thought that score was very good.
5. Victorian novels by authors such as Dickens, Thackeray, and the Brontës are among the most popular of all.
6. In English class we saw a movie about a Canadian mountie.
7. That ear-splitting sound you hear is a saw.
8. The family lives in a modern house.
9. The dinner at the Vietnamese restaurant was a huge success.
10. She always wears the most fashionable clothes.

### ► Subtest 2 Draw an arrow from each adverb to the word it modifies.

1. Roger absentmindedly walked to the window and looked out.
2. Riding that roller coaster is an extremely scary experience!
3. The toboggan slid down the hill very fast.
4. Do not throw the ball hard.
5. They usually shared the food equally.
6. She was truly sorry for the accident.
7. Dani is almost finished with the book.
8. The thief reluctantly gave the ring to its rightful owner.
9. "Give me the jewel box," the detective said calmly.
10. We have never visited New York City.

► **Subtest 3 Write the correct form of the adjective or adverb indicated.**

1. This car seems to be the \_\_\_\_\_ of all the cars in the test group. (quick)
2. Lemon is probably the \_\_\_\_\_ fruit of all. (bitter)
3. The trombones are supposed to play the \_\_\_\_\_ of all the instruments here.  
(loud)
4. I thought *Julie of the Wolves* was \_\_\_\_\_ than *Little Women*. (interesting)
5. Yesterday I saw the \_\_\_\_\_ daffodil I have ever seen. (yellow)
6. Melanie completed the exam \_\_\_\_\_ of all the applicants for the  
scholarship. (easily)
7. The giant size isn't \_\_\_\_\_ than the jumbo size, is it? (large)
8. They go to the cafeteria to study \_\_\_\_\_ than they go to the learning center.  
(often)
9. Omar behaved \_\_\_\_\_ on the camping trip than Steven did. (bravely)
10. Eduardo played the \_\_\_\_\_ of all the chess team members in the last  
match. (well)

► **Subtest 4 Underline the word or words in parentheses that best complete each sentence.**

1. His first attempt at making a pie was not (bad, badly).
2. Can't (anybody, nobody) give us a hand with this trunk?
3. We had to cancel play practice because the director wasn't feeling (good, well).
4. I couldn't get (anyone, no one) to pick up the phone.
5. Rembrandt painted (most beautiful, most beautifully) of all the painters I've studied.
6. Can't we do (nothing, anything) to help the injured bird?
7. The new car model performed (bad, badly) during the magazine's tests.
8. In fact, it got the (most poorly, poorest) marks in its class.
9. We (will, won't) ever improve unless we practice harder.
10. My sister Erin hopes to do (good, well) on her driver's test.

## Unit 6 Test: Prepositions, Conjunctions, and Interjections

### ► Subtest 1 Underline each preposition. Circle the object of each preposition.

1. The radio station will play Beatles songs throughout the night.
2. In spite of the tough loss the team was still in first place.
3. Do you know the song “Over the River and Through the Woods”?
4. Last night’s game was against Marshall Middle School.
5. Rob was elected class president instead of Eric.
6. The kitten sniffed inside the paper bag and then jumped into it.
7. The town you are discussing is beyond Shelbyville, near the new dam.
8. Josh’s friend Sam is from Michigan.
9. The submarine cruised silently below the surface of the ocean.
10. Put the vase of flowers in front of the bowl.
11. According to the author, the poet led a quiet life.
12. The bird didn’t see the cat lurking behind the bush.
13. Walk toward the maple tree if you want a nice surprise.
14. The barking dog couldn’t get outside the fence.
15. The hero jumped from the rock onto the speeding stagecoach.
16. Some rude people kept jabbering during the movie.
17. The concert was canceled on account of the ice storm.
18. The bees buzzed loudly around the hive.
19. We had to hurry because of his lateness.
20. We decided to meet at the theater at eight.
21. The fruit salad requires two cans of pineapple and one can of oranges.
22. Marla couldn’t choose between the pink dress and the yellow one.
23. The ball rolled down the stairs.
24. Dad drove around the city for two hours.

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

1. Keena and I went to the movies with (she, her).
2. From (who, whom) did you get that information?
3. Aside from Thomas, Christopher, and (her, she), nobody has passed the test.
4. Did you see the boy sitting across from (I, me) at lunch?
5. You will be attending the conference in place of (he, him).
6. I'll give the book to (them, they) after history class.
7. To (who, whom) did you give the petition?
8. Winning the award was very important to Dale and (I, me).
9. She is standing in front of (them, they).
10. The singer of (who, whom) I spoke is coming to town to perform.

► **Subtest 3 Underline each prepositional phrase. Write *adj.* in the blank if it is an adjective phrase. Write *adv.* if it is an adverb phrase.**

- \_\_\_\_\_ 1. We traveled by bus and airplane.
- \_\_\_\_\_ 2. Our softball team finished second in its league.
- \_\_\_\_\_ 3. She is a woman with a great reputation.
- \_\_\_\_\_ 4. Jonathan is quite tall for his age.
- \_\_\_\_\_ 5. Please hand me the can on the top shelf.
- \_\_\_\_\_ 6. Our guests arrived in late afternoon.
- \_\_\_\_\_ 7. In my opinion that is a very exciting story.
- \_\_\_\_\_ 8. Has your family ever been to Florida?
- \_\_\_\_\_ 9. Theirs is the house across from the school.
- \_\_\_\_\_ 10. That quotation would be perfect for my poster.
- \_\_\_\_\_ 11. Phil ordered a chicken salad sandwich without tomatoes.
- \_\_\_\_\_ 12. Mr. Konrad nearly fell asleep during the concert.
- \_\_\_\_\_ 13. The book seemed long in spite of its interesting plot.
- \_\_\_\_\_ 14. The bicycle next to the tree is mine.
- \_\_\_\_\_ 15. Her attitude toward the situation has improved tremendously.

► **Subtest 4 Draw one line under each conjunction. Draw two lines under the word in parentheses that best completes each sentence.**

1. Both his brother and his sister (enjoy, enjoys) playing backgammon.
2. You or they (are, is) going to be asked the questions.
3. Not only the Belgians but also the Swiss (speak, speaks) French.
4. The women and the man (expect, expects) to wait at the airport.
5. Neither your parents nor your grandfather (come, comes) to the meeting.
6. Either algebra or history (are, is) the most difficult class for Ramona.
7. Tulips and daffodils (are, is) certainly signs of spring.
8. Dogs make good pets, but fish (are, is) less trouble.
9. Neither Chris nor the Davidson twins (do, does) well under pressure.
10. (Are, Is) Chicago or Detroit the better team?

► **Subtest 5 Underline each conjunctive adverb. Circle each interjection.**

1. He arrived late for the play; therefore, he had to wait until the end of the first scene to take his seat.
2. Maya decided not to go to the mall; besides, she had plenty of homework to do.
3. Well, I'm glad that's over; nevertheless, I'm glad I tried it.
4. Collecting sports cards is a popular hobby; likewise, building model airplanes is an enjoyable pastime.
5. I will not seek the nomination; furthermore, I will not accept it.
6. Sabrina practices the piano every day; moreover, she plans to take extra lessons.
7. Phew, that was close!
8. Only eight tickets to the dance have been sold; consequently, it is canceled.
9. Whoops, that ice is slippery; however, we have to get to the car.
10. I did all right on the English quiz; still, I wish I had done a little better.

► **Subtest 6** Write in the blank the part of speech of the word or words in italics: *prep.* (preposition), *conj.* (conjunction), or *int.* (interjection).

- \_\_\_\_\_ 1. He was standing *beside* the Queen of England.
- \_\_\_\_\_ 2. *Hey!* That's my bike!
- \_\_\_\_\_ 3. His excuse for leaving seemed reasonable, *but* he still tried to help with the cleanup.
- \_\_\_\_\_ 4. *Both* Indira Gandhi *and* Margaret Thatcher headed large democracies.
- \_\_\_\_\_ 5. Afghanistan is located *between* Pakistan and Iran.
- \_\_\_\_\_ 6. Tina arrived early, *but* Franny was late.
- \_\_\_\_\_ 7. Look out *for* the spilled milk!
- \_\_\_\_\_ 8. *Well*, Sandy's application was received on time; thus, she will be allowed to play.
- \_\_\_\_\_ 9. *Along with* Mary Chapin-Carpenter, Kathy Mattea is a rising country music star.
- \_\_\_\_\_ 10. *Whew!* It's hot out!
- \_\_\_\_\_ 11. *Wow!* Reggie is a smart fellow!
- \_\_\_\_\_ 12. The drugstore is right *around* the corner.
- \_\_\_\_\_ 13. They decided to go ahead with the plan *in spite of* the chairperson's opposition.
- \_\_\_\_\_ 14. *Not only* are gerbils fascinating creatures, *but* they *also* make interesting pets.
- \_\_\_\_\_ 15. The cottage is located *beside* a lovely stream.
- \_\_\_\_\_ 16. The students at our school like football *and* basketball the best.
- \_\_\_\_\_ 17. *Neither* one *nor* the other is a very appealing choice.
- \_\_\_\_\_ 18. You can have hot dogs *or* tacos.
- \_\_\_\_\_ 19. *Oh, no!* He missed the shot!
- \_\_\_\_\_ 20. By such a foolish act he endangered his own reputation *and* put others at risk.



## Unit 7 Test: Clauses and Complex Sentences

► **Subtest 1** Write *S* in the blank before each simple sentence, *C* before each compound sentence, and *Cx.* before each complex sentence.

- \_\_\_\_\_ 1. The children were playing at the beach when they heard the news.
- \_\_\_\_\_ 2. The Beatles are no longer a musical group, but many people still love their music.
- \_\_\_\_\_ 3. Raising beef cattle is hard work; crop farming can also be very time-consuming.
- \_\_\_\_\_ 4. Dutch and Flemish are similar and related languages.
- \_\_\_\_\_ 5. The last apple dangled on the bare apple tree until Dorothy picked it.
- \_\_\_\_\_ 6. Tom plans to study journalism, and someday he will be an anchorperson.
- \_\_\_\_\_ 7. The answer to the second question is *B*.
- \_\_\_\_\_ 8. Each student will receive a diploma, and everyone is invited to the reception afterwards.
- \_\_\_\_\_ 9. Although he was tired, Dante waited up for his sister to return.
- \_\_\_\_\_ 10. Do you like pears?
- \_\_\_\_\_ 11. My dog flunked obedience school; however, her dog passed.
- \_\_\_\_\_ 12. Lynn will be able to come, but Robin is busy.
- \_\_\_\_\_ 13. Maples lose their leaves in the fall, but pines keep their needles.
- \_\_\_\_\_ 14. Houseplants can make a room look cheerier, though some are hard to maintain.
- \_\_\_\_\_ 15. If you scream at the sound of the gong, you'll frighten the person next to you.
- \_\_\_\_\_ 16. Everyone was eager for the show to begin.
- \_\_\_\_\_ 17. Because Julia had practiced hard, she won the first round of the competition.
- \_\_\_\_\_ 18. Geoff has become an avid gardener since he helped Grandmother with her garden last spring.
- \_\_\_\_\_ 19. Bonnie brought the apple pie, and Jim made the chocolate chip cookies.
- \_\_\_\_\_ 20. When Krista came to visit, we had a great time.

\_\_\_\_\_ 21. Someone forgot to turn out the lights.

\_\_\_\_\_ 22. Before the meeting began, each member of the group was given a copy of the agenda.

► **Subtest 2 Draw one line under each main clause. Draw two lines under each subordinate clause.**

1. During the Super Bowl, many people are glued to their televisions.
2. I don't remember her name, but her face is familiar.
3. The mail carrier will stop at the post office after she finishes her route.
4. Elena took the last cupcake, which we were saving for David.
5. He resigned from the club and joined another one.
6. I won't be going to the party since I have to study.
7. She plays both the violin and the viola very well.
8. Did you get the license number of the car that splashed mud on your coat?
9. When he's in this mood, it's better to leave him alone.
10. My cousin wants to be a doctor, and she is majoring in biology in college.
11. We knew that it wouldn't be easy to finish the float on time.
12. Don't come to the meeting unless you're prepared to work hard.
13. Jeannie cut her finger, and we had to rush her to the hospital.
14. I get nervous whenever I think about it.
15. Although he is good at baseball, his favorite sport is definitely soccer.

► **Subtest 3 Underline each adjective clause. Draw an arrow from the adjective clause to the word it modifies.**

1. *Mork and Mindy* was the TV show that made Robin Williams famous.
2. She is my friend who enjoys eating in Chinese restaurants.
3. The woman whose purse I found was grateful when I returned it.
4. He's the man whom we all admire.

5. The princess said the secret word that opened the locked door.
6. The part of the woods where it is very dark is easy to get lost in.
7. I sent the comment to the woman who edits the newsletter.
8. That movie, which was so expensive to make, is a flop.
9. She's a singer whom I enjoy hearing.
10. Ask Lisa, who knows everything about computers.
11. Do you remember the time when we got caught in the rain and were soaked?
12. Is this the present that you really want for your birthday?
13. Give her the book that Dana recommended so highly.
14. Justin drove past the corner where the terrible accident happened.
15. My dad bought a new car that is very comfortable.

► **Subtest 4 Place a check [✓] beside each sentence that contains an essential clause.**

- \_\_\_\_\_ 1. He's the driver who finished third in the Grand Prix race last month.
- \_\_\_\_\_ 2. In the opera, Mimi dies of tuberculosis, which was a very common disease in the 1800s.
- \_\_\_\_\_ 3. The team that wins this game will be number one in the state!
- \_\_\_\_\_ 4. "Hard Times," which was written by Stephen Foster, is a beautiful song.
- \_\_\_\_\_ 5. Anyone who fails to obey traffic signals is very irresponsible.
- \_\_\_\_\_ 6. Agda, whose mother was born in Poland, showed some slides of her trip.
- \_\_\_\_\_ 7. This is the part where the monkey comes out from behind the rock.
- \_\_\_\_\_ 8. This apartment is the first one in which Eileen has felt comfortable.
- \_\_\_\_\_ 9. That girl who just transferred here from North Carolina has a southern accent.
- \_\_\_\_\_ 10. This is one book that I really want to read!
- \_\_\_\_\_ 11. The Gonzalez's house, which is next to the grocery store, has a big porch on the front.

- \_\_\_\_\_ 12. The finches sit on a little perch that is attached to the feeder.
- \_\_\_\_\_ 13. Dr. Martin Luther King Jr., whom I admire very much, was killed in 1968.
- \_\_\_\_\_ 14. Why don't you ask Rita, who is a very good surfer?
- \_\_\_\_\_ 15. Choosing to play the oboe, which is one of the most difficult instruments, is typical for Shawn.
- \_\_\_\_\_ 16. Dad sent a fruit basket to his sister, who lives in Tampa.
- \_\_\_\_\_ 17. Do you remember the time when we all went to the beach?
- \_\_\_\_\_ 18. The player whose autograph I want will be at the game.
- \_\_\_\_\_ 19. The oldest runner who ran in the marathon race was eighty-one.
- \_\_\_\_\_ 20. Rosemary Sutcliff, whose books I love, writes about the England of the past.

► **Subtest 5** Underline each subordinate clause. Write *adj.*, *adv.*, or *N* in the blank to tell how each clause is used in its sentence.

- \_\_\_\_\_ 1. That's the auditorium where the play will be presented.
- \_\_\_\_\_ 2. Sarah was early because her dad dropped her off.
- \_\_\_\_\_ 3. His sister, who is sixteen, just got her driver's license.
- \_\_\_\_\_ 4. Whoever has the lowest score wins in golf.
- \_\_\_\_\_ 5. The explorer did not know how to get out of the trap.
- \_\_\_\_\_ 6. Although the temperature is very high in Arizona, it doesn't feel terribly uncomfortable.
- \_\_\_\_\_ 7. Do you recall when they are arriving?
- \_\_\_\_\_ 8. When people burn trash, the air can become polluted.
- \_\_\_\_\_ 9. Children should realize that playing in the street is dangerous.
- \_\_\_\_\_ 10. The parachute, which was first designed by Leonardo da Vinci, is an intriguing device.
- \_\_\_\_\_ 11. What really annoys me is her constant whistling.
- \_\_\_\_\_ 12. Nick won't finish his report unless he works on it tonight.
- \_\_\_\_\_ 13. The tent that I want is big enough for three people.
- \_\_\_\_\_ 14. They will award the blue ribbon to whoever is most deserving.

## Unit 8 Test: Verbals

► **Subtest 1** Underline each participial phrase. If the participial phrase requires commas, add them to the sentence.

1. Marissa wearing the red sweatshirt is sitting next to her mother in the second row.
2. Summoning up his courage Miguel approached the podium to give his speech.
3. Stuffing the clothes in I packed my suitcase hastily.
4. The referee standing in the end zone is the former coach of our soccer team.
5. The scouts exhausted from their five-mile hike lay down under the trees and instantly fell asleep.
6. Nodding over his open book Jerrold could not stay awake.
7. Waiting for a ride home Cynthia counted the number of red cars that drove by.
8. Mr. Manley found the missing papers rolled up inside a bottle.
9. Watching closely the audience still could not figure out how the magician performed the trick.
10. Surprised by the darkness Margaret was even more shocked when she turned on the lights and discovered the party.

► **Subtest 2** Write *V* in the blank if the word in italics is a verb in a verb phrase. Write *part.* if the word is a participle used as an adjective. Write *ger.* if the word is a gerund.

- \_\_\_\_\_ 1. The folksinger ended her concert by *leading* the audience in a song.
- \_\_\_\_\_ 2. We used the big stone slab as a *resting* place.
- \_\_\_\_\_ 3. After she graduates from high school, Yvonne is *planning* to attend the state university.
- \_\_\_\_\_ 4. The first step in *playing* the guitar is to learn how to hold it.
- \_\_\_\_\_ 5. You can convert a decimal number to a percentage by *multiplying* the number by one hundred.
- \_\_\_\_\_ 6. We were *listening* to the sound of the rain on the metal roof when we heard a pitiful meow from outside the door.
- \_\_\_\_\_ 7. “Don’t bother talking if this guy is *walking*” was the last line of the song.

- \_\_\_\_\_ 8. *Swimming* is Tanya's favorite sport.
- \_\_\_\_\_ 9. The committee will be *making* its decision next week.
- \_\_\_\_\_ 10. Don and Tony signed up for a *cooking* class at the cultural arts center.
- \_\_\_\_\_ 11. All the other vehicles had *stopped* to allow the motorcade to pass.
- \_\_\_\_\_ 12. *Wilted* from the heat, the flowers lost their beauty.
- \_\_\_\_\_ 13. *Making* up silly stories is Clarissa's favorite pastime.
- \_\_\_\_\_ 14. He found Delia *wandering* through the park.
- \_\_\_\_\_ 15. *Decorating* a cake is harder than it looks.

► **Subtest 3** Write *inf.* in the blank if the group of words in italics is an infinitive phrase. Write *prep.* if the group of words is a prepositional phrase.

- \_\_\_\_\_ 1. I'm ready *to go anywhere*.
- \_\_\_\_\_ 2. On the way *to the relay race* Reba realized that she had forgotten her lucky socks.
- \_\_\_\_\_ 3. The first person in my family *to graduate from high school* was my older brother.
- \_\_\_\_\_ 4. *To Shaun's surprise* the ball hit the crossbar of the goalpost and bounced back onto the field.
- \_\_\_\_\_ 5. The catcher signaled the pitcher *to throw a fast ball*.
- \_\_\_\_\_ 6. In March our earth science class is taking a trip *to Mammoth Cave*.
- \_\_\_\_\_ 7. My plan is *to read all of Gary Paulsen's books*.
- \_\_\_\_\_ 8. Before reading the last chapter of the book, we tried *to predict the ending*.
- \_\_\_\_\_ 9. Our art class made several colorful kites *to fly in the park*.
- \_\_\_\_\_ 10. These books must be returned *to the public library* by Friday.
- \_\_\_\_\_ 11. Tamara is hoping *to learn Spanish*.
- \_\_\_\_\_ 12. *To float across a pool of cold water* is one of the joys of summer.
- \_\_\_\_\_ 13. The road *to the old castle* was long and treacherous.
- \_\_\_\_\_ 14. Yesterday Peter received an invitation *to the dance*.
- \_\_\_\_\_ 15. Sabrina wants us *to see the town*.

## Unit 9 Test: Subject-Verb Agreement

► **Subtest 1** Draw one line under the simple subject. Draw two lines under the correct verb form in parentheses.

1. This book of poems (is, are) my favorite.
2. The dogs (sniffs, sniff) the food in the kitchen.
3. An herbivorous animal (eats, eat) only plants.
4. (Doesn't, Don't) you want to see the show?
5. A good chess player (has, have) to be able to concentrate.
6. The baking sweet rolls (smells, smell) fantastic!
7. His portable tape player (goes, go) everywhere with him.
8. The nature show about weasels (was, were) one of the best.
9. The clerks in this store (wraps, wrap) hundreds of packages a day during the holidays.
10. Merlyn's parents (sells, sell) computer software.
11. (Is, Are) there seats in that row?
12. Three dollars (is, are) lying on the sidewalk.
13. Her sunglasses (was, were) beside the pool.
14. The news (is, are) on Channel 5 now.
15. Mathematics (was, were) Julian's best subject.
16. The herd of goats (grazes, graze) in the pasture.
17. Twenty liters of soda (was, were) consumed at the picnic.
18. There (is, are) three cookies left on the plate.
19. Ten dollars (is, are) the price of a ticket.
20. My mother (work, works) in that office building.
21. Sheep (enjoys, enjoy) munching on an apple every now and then.
22. *The Women of Avignon* (is, are) one of Picasso's early cubist paintings.

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

1. The captain and best player of the volleyball team (is, are) Tiffany.
2. All of the food on the table (looks, look) delicious.
3. Neither the winner nor the losers (needs, need) to feel unhappy.
4. Many (hopes, hope) the situation will improve by itself.
5. Looking at the cupcakes, she said, "Another (sounds, sound) good to me."
6. Both types of cars (is, are) manufactured in the United States.
7. (Does, Do) any student want to be on the planning committee for the dance?
8. Almost everything (takes, take) time, if you want to do it right.
9. Maine, New Hampshire, and Vermont (takes, take) pride in their Yankee heritage.
10. If anyone (arrives, arrive) late, ask him or her to wait.
11. Either the goats or the llama (is, are) hungry.
12. Serious athletes (doesn't, don't) smoke cigarettes.
13. The president and the treasurer of the Spanish Club (is, are) Hillary and Robert.
14. Much of our budget (is, are) spent on refreshments for the meetings.
15. Because others (was, were) interested in the concert, I gave up my seat.
16. Everybody in the sweepstakes (has, have) an equal chance to win.
17. David and his two dogs (comes, come) to the park every day after school.
18. Several of the houses (is, are) painted yellow.
19. Anyone who (tries, try) out for the team has to be in good health.
20. Many in the class (was, were) happy with their grades.
21. There (is, are) nothing we can do about it now.
22. A few of the deer (was, were) in the field near the stream.
23. Chocolate or vanilla (is, are) the favorite flavor.
24. Some of the pie (was, were) eaten.



## Unit 10 Test: Diagraming Sentences



► **Subtest 1** Diagram the simple subject and simple predicate of each sentence.

1. Cats make good pets.
4. We can talk about it later.
2. Mail this package.
5. Alex flew a kite in the contest.
3. Tina wore a beautiful coat.

► **Subtest 2** Diagram the simple subject, simple predicate, direct object, and indirect object of each sentence.

1. Jason collects baseball cards.
4. Hiroko sent her parents a letter.
2. Please give me the magazine.
5. We saw iguanas at the zoo.
3. The hawk caught the fish.

► **Subtest 3** Diagram each sentence completely.

1. Everybody at the beach saw the playful dolphin.
2. The elderly man carefully crossed the busy street.
3. Few people are good at archery.
4. Chess demands concentration and discipline.
5. The race car crashed and burned.
6. English and history are Carmen's favorite subjects.
7. My mother likes small, sporty cars, but my father wants a minivan.
8. Ernest Hemingway was a great American author, and he tried to lead an exciting life.
9. The boy who received the player's autograph looked extremely happy.
10. Fernando smiled when he won first prize.
11. Dad and I love cheering for our favorite team.
12. The best book to read is definitely *David Copperfield*.

## Unit 11 Test: Usage

### ► Subtest 1 Underline the word in parentheses that best completes each sentence.

1. Please (accept, except) this gift as a token of my appreciation.
2. Max was (all ready, already) for the debate.
3. My whole family found seats (altogether, all together) in the back of the auditorium.
4. Troy unpacked the printer and set it up (beside, besides) the computer.
5. This will be a secret (between, among) you and me.
6. Would you (bring, take) a dessert when you come to our house for the picnic?
7. (Can, May) I see the menu, please?
8. If you add (less, fewer) water, the mixture will not hold together well.
9. Danielle (choose, chose) the red sweatshirt instead of the blue one.
10. I sampled all of the foods at the international dinner (accept, except) the creamed herring.
11. Scattered (between, among) the poppies in the field were a few daisies.
12. Please (take, bring) the dog with you when you go for a walk.
13. This winter we have seen (less, fewer) cardinals at the bird feeder than we saw last winter.
14. I'm not (all together, altogether) pleased with the results.
15. I had (already, all ready) opened the letter when I saw that it was addressed to our neighbor.
16. Will you (let, leave) me help you make the pie?
17. We (can, may) always count on Arnette to see the humorous side of any situation.
18. Is anyone (besides, beside) Erin interested in going to the art museum?
19. We'll (leave, let) now so you can get back to your project.
20. Today our class will (chose, choose) a site for a new tree on the school grounds.

► **Subtest 2** Write *C* in the blank if the word in italics is used correctly or *I* if it is used incorrectly.

- \_\_\_\_\_ 1. The downy woodpecker is black and white and has a red patch on the back of *it's* neck.
- \_\_\_\_\_ 2. We ran *into* the house when we saw the first flash of lightning.
- \_\_\_\_\_ 3. Meeka *formally* lived in New Jersey, but now she resides in Pennsylvania.
- \_\_\_\_\_ 4. You can *lay* the books on the counter while I search for my library card.
- \_\_\_\_\_ 5. Ernesto wants to *learn* me how to ride a horse.
- \_\_\_\_\_ 6. If we *loose* the basketball game tonight, our team will be third in the league instead of second.
- \_\_\_\_\_ 7. *Much* of the trees in this forest have been damaged by gypsy moths.
- \_\_\_\_\_ 8. In the parade our school marching band will *precede* the first float.
- \_\_\_\_\_ 9. The ending of this story is *quite* mysterious.
- \_\_\_\_\_ 10. The sun began to *raise* above the ridge just as the rooster crowed.
- \_\_\_\_\_ 11. Did you *set* the terrarium on a sunny windowsill?
- \_\_\_\_\_ 12. Dwayne is a better volleyball player *then* I am.
- \_\_\_\_\_ 13. We are going to the matinee, but *they're* going to the late show.
- \_\_\_\_\_ 14. This looks like the Millers' car, but I'm not sure if it's *theirs*.
- \_\_\_\_\_ 15. There are *to* many cats in this house!
- \_\_\_\_\_ 16. *Who's* notebook has a red cover?
- \_\_\_\_\_ 17. Is *you're* aunt a volunteer at the school?
- \_\_\_\_\_ 18. After you finish reading the instructions, *proceed* with the experiment.
- \_\_\_\_\_ 19. We decided to *set* for awhile on the stone bench at the end of the pond.
- \_\_\_\_\_ 20. The *two* girls at the copy machine were speaking in French.

## Unit 12 Test: Capitalization

### ► Subtest 1 Underline the choice in parentheses that best completes the sentence.

1. (Uncle, uncle) Burt has a white beard and wears gold-rimmed glasses.
2. The author of this book is Arthur Schlesinger (Jr., jr.)
3. Reading stories to young children is something (I, i) like to do.
4. William Henry Harrison was (President, president) for only about a month before he died.
5. The college catalog listed Elena Diaz, (Ph.D., Ph.d.), as a member of the history department.
6. I learned that (John F. Kennedy, John f. Kennedy) had two brothers and a father who were also active in politics.
7. My appointment card listed the dentist's name, Kuniko Webber, (D.D.S., d.d.s.)
8. I'd like to show you a picture of (Aunt, aunt) Edith ice skating when she was only four.
9. My other (Aunt, aunt), whose name is Elizabeth, is my mother's twin sister.
10. The reporters asked (Senator, senator) Riley numerous questions at the press conference.
11. In 1942 (Grandfather, grandfather) enlisted as a soldier in World War II.
12. "This book," said Colin, "(Contains, contains) many photographs of President Abraham Lincoln."
13. We would like to invite (Professor, professor) Brinker, an expert on city planning, to speak to our class.
14. My (Grandmother, grandmother) has enjoyed backpacking ever since she was a teenager.
15. Arnold Ackerson (Sr., sr.) is a respected member of the city council.
16. "Could you give me some help with this math problem, (Dad, dad)?"
17. "(Our, our) family doctor is Eve Pfeil, M.D.," Mom told the nurse.
18. The (Mayor, mayor) announced that several streets will be repaved this summer.

19. The man shaking hands with the cadets is (General, general) William Hartsook.

20. “Well, Cliff,” said Crystal, “(What, what) should we do after the picnic?”

► **Subtest 2 Draw three lines under each letter that should be capitalized.**

1. On my thirteenth birthday we are going to a chinese restaurant.
2. The first chapter of the book was titled “trouble.”
3. In the magazine section of the library, I read articles in *omni* and *personal computing*.
4. Some of the basketball players prefer swift brand athletic shoes.
5. This fall, in either october or november, our class will go on a hayride at a farm in the country.
6. One of the loveliest poems by John Keats is “ode to autumn.”
7. In switzerland some people speak italian, others speak german, and still others speak french.
8. The news reporter quoted the president of the american medical association.
9. On july 16 a well-known russian violinist will give a recital at carnegie hall.
10. The middle ages lasted roughly from A.D. 500 to 1500.
11. This computer software is produced by the hypercom company.
12. Our plan is to drive north along the east coast from boston to new york.
13. Hans read aloud “concord hymn,” a poem about the impact of the battle of Concord, which helped spark the american revolution.
14. Did you know that thanksgiving day always falls on the fourth thursday in november?
15. The newspaper stand offered the *cleveland plain dealer* and the *akron beacon journal*.
16. One of Paul McCartney’s most widely recorded songs is “yesterday.”
17. Last saturday we heard a group of chilean musicians at the wagnalls music and arts center.
18. The declaration of independence was written in 1776 and the constitution in 1787.
19. My favorite novel about world war I is *all quiet on the western front*.
20. In washington, D.C., we visited the smithsonian institution and the national gallery of art.

## Unit 13 Test: Punctuation

► **Subtest 1** Add punctuation (or underline for italics) where necessary. Use the delete symbol (✂) to eliminate punctuation used incorrectly. If the sentence is correct as written, write *C* in the blank.

- \_\_\_\_\_ 1. Go up the stairs walk down the hall and open the second door on the left.
- \_\_\_\_\_ 2. Jessica had the following items in her book bag a copy of Huckleberry Finn, the latest issue of Sports Illustrated and her book report on the short story A Curtain of Green by Eudora Welty.
- \_\_\_\_\_ 3. Aunt Judy, my dad's sister, is running for city council.
- \_\_\_\_\_ 4. A plant, that can be grown successfully indoors, is the philodendron.
- \_\_\_\_\_ 5. Ms. Robertson our club advisor moved here from Fort Wayne Indiana in June 1996.
- \_\_\_\_\_ 6. You have to be prepared for anything the first-aid instructor cautioned us because you never know when your help might be needed
- \_\_\_\_\_ 7. Gavin wondered how they would ever make up the lost time.
- \_\_\_\_\_ 8. Evelyn Sanchez M.D. has been our family doctor, as long as I can remember.
- \_\_\_\_\_ 9. Was it Huckleberry Finn who said of Mark Twain, "He told the truth, mainly
- \_\_\_\_\_ 10. The dog running across the field is here every day after school.

► **Subtest 2** Add apostrophes to each sentence where necessary. If the sentence is correct as written, write *C* in the blank.

- \_\_\_\_\_ 1. The girls volleyball team had an undefeated season.
- \_\_\_\_\_ 2. Theirs is the first house on the left after the corner.
- \_\_\_\_\_ 3. Mr. Steinforth handed back Wills geometry test.
- \_\_\_\_\_ 4. I think youre the only person interested.
- \_\_\_\_\_ 5. James's sister works at the convenience store on Main Street.
- \_\_\_\_\_ 6. There isnt much we can do about it now.
- \_\_\_\_\_ 7. I guess if you look at it that way, its rather funny.
- \_\_\_\_\_ 8. Heath took someones place in the play.

- \_\_\_\_\_ 9. My rabbit twitches its ears when I come into the room.
- \_\_\_\_\_ 10. Does your name have two *rs* in it?
- \_\_\_\_\_ 11. Mr. Collins can't remember why he wanted to speak to Elizabeth.
- \_\_\_\_\_ 12. Brian's baseball mitt reached third base, but the ball didn't.

► **Subtest 3** Write *C* in the blank if the sentence is correct. Write *I* if the sentence is incorrect.

- \_\_\_\_\_ 1. Sixty five people applied for only ten openings in the program.
- \_\_\_\_\_ 2. I have always thought that Corey's dog was well-behaved.
- \_\_\_\_\_ 3. Our great-grandfather came to this country from Latvia.
- \_\_\_\_\_ 4. The president of the club made a short predinner speech.
- \_\_\_\_\_ 5. The Ohio River—it has always been one of this country's most important transportation links—begins in Pennsylvania.
- \_\_\_\_\_ 6. Two-thirds of all the plants died in the ice storm.
- \_\_\_\_\_ 7. A pound cake calls for one pound (0.454 kilogram) of flour.
- \_\_\_\_\_ 8. Now that is what I call a well-done steak!
- \_\_\_\_\_ 9. The sailor was planning a transAtlantic voyage.
- \_\_\_\_\_ 10. The woman at the hardware store said this was a quick drying paint.

► **Subtest 4** Underline the choice in parentheses that best completes the sentence.

1. Martin's uncle is a retired (FBI, F.B.I.) agent.
2. The vase dates from 500 (B.C., bc) or earlier.
3. People showed up for our garage sale at (six thirty, 6:30) A.M.!
4. The final price tag for the new museum was (90 million, 90,000,000) dollars.
5. Most historians accept (A.D., ad) 476 as the date of the fall of the Roman Empire.
6. Of the 120 graduates in the work-study program, more than (eighty-five, 85) found jobs.
7. (Sixty thousand five hundred, 60,500) people attended the football game.
8. Karla was very pleased with finishing (third, 3rd) in the race.
9. The show begins at (nine o'clock, 9 o'clock).
10. Scoring above 92 (percent, %) earned Neil an *A* in the class.



## Unit 14 Test: Vocabulary and Spelling

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► **Subtest 1** Circle the letter of the correct word or words, using your knowledge of context clues, word roots, prefixes and suffixes, synonyms and antonyms, and homographs and homophones.

- As the supply of drinking water began to dwindle, the survivors knew they would soon be very thirsty. (Choose a synonym for *dwindle*.)  
 a. shrink                      b. grow                      c. overheat                      d. cool
- The difference between the first- and second-place finishers was minuscule; we felt they both deserved to win. (Choose an antonym for *minuscule*.)  
 a. tiny                      b. noticeable                      c. gigantic                      d. unfair
- My brother is a Chicago Bulls fanatic; in fact, he wears only clothes that are red and black! (Choose a word or phrase that means the same thing as *fanatic*.)  
 a. player                      b. devoted fan                      c. expert                      d. follower
- Whenever she climbed to the top of the lighthouse, she suffered from vertigo. (Choose a phrase that means about the same as *vertigo*.)  
 a. nausea                      c. fear  
 b. laughter                      d. dizziness
- The settlers built makeshift huts to live in until they could build cabins. (Choose a word that is not a synonym of *makeshift*.)  
 a. temporary                      b. crude                      c. ugly                      d. substitute
- Children between the ages of nine and twelve often suffer from preadolescent problems. (Choose a meaning for the prefix *pre-*.)  
 a. below                      b. before                      c. first                      d. after
- Unfortunately, because the measurements were imprecise, the parts of the bird feeder didn't fit together very well. (Choose an antonym for *imprecise*.)  
 a. exact                      b. inaccurate                      c. metric                      d. confusing
- The astronomer used techniques of photometry to study the sun and stars. (Choose the meaning of the root *photo*.)  
 a. sound                      b. closed                      c. distant                      d. light
- Sandra knew she had chosen most of the right answers on the test. (Choose a homophone for *right*.)  
 a. correct                      b. wrong                      c. write                      d. right
- After the raiders savagely destroyed the village, the angry survivors promised retribution. (Choose a synonym for *retribution*.)  
 a. rebuilding                      b. renewal                      c. reawakening                      d. revenge

**► Subtest 2 Underline the word in parentheses that is spelled correctly.**

1. I'll (probably, probabably) see you tomorrow.
2. My little sister's finger painting was (tapped, taped) to the refrigerator.
3. That new building downtown is going to be sixty (storys, stories) high!
4. In his dream Shawn was riding a (beautyful, beautiful) black horse across a field.
5. To (achieve, acheive) all your goals will require much work and determination.
6. Those who (committed, commited) the pranks will suffer the consequences.
7. We asked our (nieghbors, neighbors) to feed our cat while we were away.
8. We rearranged the furniture in my room; the new arrangement is more (practical, practicil) than the old one.
9. He was only (stateing, stating) the obvious when he said we had a big problem.
10. The ex-football player now competes in (rodeos, rodeos).
11. When my brother Felipe gets married, I'll have three (sister-in-laws, sisters-in-law).
12. Mandy was (extremely, extremly) happy when her dog had eight puppies.
13. Both passenger and (frieght, freight) trains use these tracks.
14. I had three (roomates, roommates) at band camp.
15. By late November all the (leafs, leaves) have fallen from the trees.
16. Rick won't be able to go (canoing, canoeing) with us.
17. Losing all your notes for a class is very (upseting, upsetting).
18. The (backpack, backkpack) I'm taking on the hiking trip was made in Norway.
19. The fox (slipped, sliped) out of its lair as darkness fell.
20. In some states it's (ilegal, illegal) to ride in a car without fastening the seat belt.
21. When he was asked about the defeat, the losing coach (replied, replied) "That's football."
22. I have a hard time (remembering, rememberring) to set my alarm.
23. The (hieght, height) of the tower is 110 feet.
24. I could tell that the cat was only (toyying, toying) with the mouse.

## Unit 15: Composition

► **Subtest 1** Edit the following paragraphs and rewrite them based on your editing marks.

Our' school have a great gymnastics team. They was started by Mr. Murphy, who was once an Olympic gymnast. every year he invites the best tumblers, to join the team. Last spring i was hoping to be invited; and this week I finally got my chance.

I was really nervous my 1st day of practice. Watching the other team members perform difficult routines. I wondered how I would ever keep up with them. Then coach Murphy organized a tumbling race. I came in 2nd, ahead of all but one of the veteran team members. Mr. Murphy was impressed and I, was no longer nervous. By the end of practice, I was looking forward to the first meet.

This image shows a single 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.

► **Subtest 2** Rewrite each topic sentence to capture a reader's attention in a more interesting way. Be sure to use the correct verb voice and to add supporting detail.

1. We tried a new restaurant yesterday. \_\_\_\_\_  
\_\_\_\_\_
2. Spring is now Cheryl's favorite season. \_\_\_\_\_  
\_\_\_\_\_
3. Bob met his next door neighbor in an odd way. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. The golf tournament was not what I expected. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Some ideas are better left untried. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. The lights went out. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. They reached a fork in the road. \_\_\_\_\_  
\_\_\_\_\_
8. It began when Aunt Agnes gave me a coat. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. The movie was boring. \_\_\_\_\_  
\_\_\_\_\_
10. Carlo stared at the painting he had produced. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



► **Subtest 4** Make an outline for an opinion letter you would write about the salaries paid to professional athletes. Write the appropriate information under each heading.

**Opinion:**

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**Audience:**

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**Attitude of audience:**

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**What audience needs to know:**

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**Supporting evidence:**

---

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# Answer Key to Testing Program

## UNIT 1 TEST: SUBJECTS, PREDICATES, AND SENTENCES

### Subtest 1

- |            |            |                          |             |
|------------|------------|--------------------------|-------------|
| 1. int.; ? | 4. int.; ? | 7. exc.; !               | 10. dec.; . |
| 2. dec.; . | 5. exc.; ! | 8. int.; ?               |             |
| 3. imp.; . | 6. dec.; . | 9. imp. or exc. ; . or ! |             |

### Subtest 2

- |                     |                     |
|---------------------|---------------------|
| 1. S                | 6. frag.; subject   |
| 2. frag.; predicate | 7. S                |
| 3. frag.; subject   | 8. frag.; predicate |
| 4. S                | 9. frag.; both      |
| 5. S                | 10. frag.; subject  |

### Subtest 3 (complete subject | complete predicate)

- Most people | enjoy movies.
- Railroad travel | can be a lot of fun.
- Jessica's parents | are Vietnamese immigrants.
- The bald eagle | is our national bird.
- Mozart | Did die in his mid-thirties?
- The film *Amadeus* | depicts Mozart's life.
- Cross-country skiing | is easy and enjoyable.
- You | don't need mountains for cross-country skiing!
- The Smothers Brothers | had a television show in the 1960s.
- Abraham Lincoln and Stephen Douglas | debated in 1858.

### Subtest 4

- |      |      |      |       |
|------|------|------|-------|
| 1. S | 4. S | 7. S | 10. R |
| 2. R | 5. R | 8. C |       |
| 3. C | 6. C | 9. R |       |

## UNIT 2 TEST: NOUNS

### Subtest 1

- |          |          |          |           |
|----------|----------|----------|-----------|
| 1. com.  | 4. prop. | 7. com.  | 10. prop. |
| 2. com.  | 5. com.  | 8. prop. |           |
| 3. prop. | 6. prop. | 9. com.  |           |

### Subtest 2

- |          |          |          |           |
|----------|----------|----------|-----------|
| 1. con.  | 4. con.  | 7. abst. | 10. abst. |
| 2. abst. | 5. abst. | 8. con.  |           |
| 3. abst. | 6. con.  | 9. con.  |           |

### Subtest 3 (collective noun; compound noun)

- sister-in-law; basketmaking*
- great-aunt; music box*
- group, *storybook*
- team
- goalposts*
- family; *family room*
- crowd
- runners-up*
- audience; band
- swarm

### Subtest 4

- |                         |                    |
|-------------------------|--------------------|
| 1. babies               | 7. my dad's        |
| 2. Alexander's          | 8. King James's    |
| 3. baby's               | 9. Joe Montana's   |
| 4. foxes                | 10. our neighbors' |
| 5. Sharon's             | 11. baseball bats  |
| 6. secretaries of state | 12. maids of honor |

- |                 |                  |
|-----------------|------------------|
| 13. volleyballs | 17. bookmarks    |
| 14. giraffes'   | 18. Stevenses    |
| 15. Indiana's   | 19. Teri's       |
| 16. freedom's   | 20. bike helmets |

### Subtest 5 (appositive or appositive phrase; word or words identified)

- the capital of Wisconsin; Madison
- a mountain in Alaska; Denali
- the husband of our French teacher; Mr. Carty
- Shannon; sister
- Henri Matisse; painter
- Ginger; cat
- a famous movie director; William Wilder
- Graham; brother
- the Show-Me state; Missouri
- Nancy; wife
- a university in California; Stanford
- a novel by Mark Twain; *Huckleberry Finn*

## UNIT 3 TEST: VERBS

### Subtest 1

- |               |                |               |
|---------------|----------------|---------------|
| 1. zipped; I  | 5. covered; T  | 9. cheered; I |
| 2. knew; T    | 6. plays; T    | 10. has; T    |
| 3. watched; I | 7. remember; T |               |
| 4. battle; T  | 8. listened; I |               |

### Subtest 2 (direct object; indirect object)

- |                                  |                          |
|----------------------------------|--------------------------|
| 1. advice; <i>clients</i>        | 6. chance; <i>people</i> |
| 2. prescription; <i>patient</i>  | 7. self-starter          |
| 3. boys                          | 8. book; <i>Brian</i>    |
| 4. pleasure; <i>grandparents</i> | 9. posters               |
| 5. painting; <i>businessman</i>  | 10. card; <i>teacher</i> |

### Subtest 3 (predicate noun; predicate adjective)

- |                           |                     |
|---------------------------|---------------------|
| 1. <i>delicious</i>       | 6. <b>players</b>   |
| 2. <i>green</i>           | 7. <i>great</i>     |
| 3. <b>representatives</b> | 8. <b>president</b> |
| 4. <i>fatter</i>          | 9. <i>ill</i>       |
| 5. <i>awful</i>           | 10. <i>harsh</i>    |

### Subtest 4

- |                      |                          |
|----------------------|--------------------------|
| 1. went; past        | 7. Shall include; future |
| 2. will send; future | 8. talked; past          |
| 3. take; present     | 9. will be; future       |
| 4. ate; past         | 10. wanted; past         |
| 5. will give; future | 11. will call; future    |
| 6. feels; present    | 12. plays; present       |

### Subtest 5

- |                |                 |
|----------------|-----------------|
| 1. past perf.  | 9. past perf.   |
| 2. fut. perf.  | 10. pres. perf. |
| 3. past prog.  | 11. pres. prog. |
| 4. pres. prog. | 12. pres. perf. |
| 5. fut. perf.  | 13. fut. perf.  |
| 6. pres. perf. | 14. past perf.  |
| 7. pres. prog. | 15. past prog.  |
| 8. past prog.  |                 |

### Subtest 6

- |      |      |      |       |
|------|------|------|-------|
| 1. A | 4. A | 7. A | 10. P |
| 2. A | 5. P | 8. P |       |
| 3. P | 6. P | 9. A |       |

**Subtest 7**

- |            |             |             |
|------------|-------------|-------------|
| 1. was     | 8. ran      | 15. chose   |
| 2. swum    | 9. came     | 16. lost    |
| 3. thought | 10. ate     | 17. taken   |
| 4. felt    | 11. saw     | 18. broken  |
| 5. done    | 12. let     | 19. knew    |
| 6. laid    | 13. gave    | 20. written |
| 7. left    | 14. brought |             |

**UNIT 4 TEST: PRONOUNS****Subtest 1** (personal pronoun; antecedent)

- They; Great Lakes
- it; photo
- her; telemarketer
- It; bird
- them; Wilbur and Orville Wright
- us; team
- it; sugar
- them; students
- her; Lisa
- They; Mike and Dave

**Subtest 2**

- |        |                  |                      |
|--------|------------------|----------------------|
| 1. she | 5. David and he  | 9. I                 |
| 2. us  | 6. Juanita and I | 10. My brother and I |
| 3. I   | 7. she           |                      |
| 4. he  | 8. him           |                      |

**Subtest 3**

- My (poss.); he (per.)
- Someone (ind.); her (poss.)
- Each (ind.)
- You (per.); both (ind.); them (per.); it (per.)
- His (poss.); its (poss.)
- I (per.); everything (ind.)
- Our (poss.); theirs (poss.)
- Nobody (ind.); I (per.)
- She (per.); others (ind.); her (poss.); her (per.)
- I (per.); nothing (ind.); we (per.); it (per.)

**Subtest 4**

- |                      |                    |
|----------------------|--------------------|
| 1. themselves (ref.) | 6. Whom (inter.)   |
| 2. Whom (inter.)     | 7. Who (inter.)    |
| 3. himself (int.)    | 8. herself (int.)  |
| 4. yourself (ref.)   | 9. Who (inter.)    |
| 5. Which (inter.)    | 10. himself (int.) |

**UNIT 5 TEST: ADJECTIVES AND ADVERBS****Subtest 1** (adjective; *adverb*)

- not*; the; the; tame
- The; a; gigantic
- The; Peruvian; *exceedingly*; colorful
- unhappy; the; that; *very*; good
- Victorian; the; the; most popular
- English; a; a; Canadian
- That; ear-splitting; a
- The; a; modern
- The; the; Vietnamese; a; huge
- always*; the; most fashionable

**Subtest 2** (adverb, *word modified*)

- absentmindedly, *walked*; out, *looked*
- extremely, *scary*
- very, *fast*; fast, *slid*
- not, *Do throw*; hard, *Do throw*
- usually, *shared*; equally, *shared*

- truly, *sorry*
- almost, *is finished*
- reluctantly, *gave*
- calmly, *said*
- never, *have visited*

**Subtest 3**

- |                     |                 |
|---------------------|-----------------|
| 1. quickest         | 6. most easily  |
| 2. most bitter      | 7. larger       |
| 3. loudest          | 8. more often   |
| 4. more interesting | 9. more bravely |
| 5. yellowest        | 10. best        |

**Subtest 4**

- |                     |             |
|---------------------|-------------|
| 1. bad              | 6. anything |
| 2. anybody          | 7. badly    |
| 3. well             | 8. poorest  |
| 4. anyone           | 9. won't    |
| 5. most beautifully | 10. well    |

**UNIT 6 TEST: PREPOSITIONS, CONJUNCTIONS, AND INTERJECTIONS****Subtest 1** (preposition, *object of preposition*)

- |   |   |
|---|---|
| 1. throughout, <i>night</i>                       | 15. from, <i>rock</i> ;                     |
| 2. In spite of, <i>loss</i> ;                     | onto, <i>stagecoach</i>                     |
| in, <i>place</i>                                  | 16. during, <i>movie</i>                    |
| 3. Over, <i>River</i> ;                           | 17. on account of, <i>storm</i>             |
| Through, <i>Woods</i>                             | 18. around, <i>hive</i>                     |
| 4. against; <i>Marshall</i>                       | 19. because of, <i>lateness</i>             |
| <i>Middle School</i>                              | 20. at, <i>theater</i> ;                    |
| 5. instead of, <i>Eric</i>                        | at, <i>eight</i>                            |
| 6. inside, <i>bag</i> ; into, <i>it</i>           | 21. of, <i>pineapple</i> ; of,              |
| 7. beyond, <i>Shelbyville</i> ;                   | <i>oranges</i>                              |
| near, <i>dam</i>                                  | 22. between, <i>dress, one</i>              |
| 8. from, <i>Michigan</i>                          | 23. down, <i>stairs</i>                     |
| 9. below, <i>surface</i> ;                        | 24. around, <i>city</i> ; for, <i>hours</i> |
| of, <i>ocean</i>                                  |   |
| 10. of, <i>flowers</i> ; in front of, <i>bowl</i> |   |
| 11. According to, <i>author</i>                   |   |
| 12. behind, <i>bush</i>                           |   |
| 13. toward, <i>tree</i>                           |   |
| 14. outside, <i>fence</i>                         |   |

**Subtest 2**

- |         |         |         |          |
|---------|---------|---------|----------|
| 1. her  | 4. me   | 7. whom | 10. whom |
| 2. whom | 5. him  | 8. me   |          |
| 3. her  | 6. them | 9. them |          |

**Subtest 3**

- |                            |                              |
|----------------------------|------------------------------|
| 1. by bus and              | 9. across from the school;   |
| airplane; adv.             | adj.                         |
| 2. in its league; adj.     | 10. for my poster; adv.      |
| 3. with a great            | 11. without tomatoes; adj.   |
| reputation; adj.           | 12. during the concert; adv. |
| 4. for his age; adv.       | 13. in spite of its          |
| 5. on the top shelf; adj.  | interesting plot; adv.       |
| 6. in late afternoon; adv. | 14. next to the tree; adj.   |
| 7. In my opinion; adv.     | 15. toward the situation;    |
| 8. to Florida; adv.        | adj.                         |

**Subtest 4** (conjunction; *word in parentheses*)

- |                                     |                            |
|-------------------------------------|----------------------------|
| 1. Both, and; <i>enjoy</i>          | 6. Either, or; <i>is</i>   |
| 2. or; <i>are</i>                   | 7. and, <i>are</i>         |
| 3. Not only, but also; <i>speak</i> | 8. but; <i>are</i>         |
| 4. and; <i>expect</i>               | 9. Neither, nor; <i>do</i> |
| 5. Neither, nor; <i>comes</i>       | 10. or; <i>Is</i>          |



**Subtest 5** (conjunctive adverb; *interjection*)

- |                               |                            |
|-------------------------------|----------------------------|
| 1. therefore                  | 6. moreover                |
| 2. besides                    | 7. <i>Phew</i>             |
| 3. <i>Well</i> , nevertheless | 8. consequently            |
| 4. likewise                   | 9. <i>Whoops</i> ; however |
| 5. furthermore                | 10. still                  |

**Subtest 6**

- |          |          |           |           |
|----------|----------|-----------|-----------|
| 1. prep. | 6. conj. | 11. int.  | 16. conj. |
| 2. int.  | 7. prep. | 12. prep. | 17. conj. |
| 3. conj. | 8. int.  | 13. prep. | 18. conj. |
| 4. conj. | 9. prep. | 14. conj. | 19. int.  |
| 5. prep. | 10. int. | 15. prep. | 20. conj. |

**UNIT 7 TEST: CLAUSES AND COMPLEX SENTENCES****Subtest 1**

- |        |        |         |         |
|--------|--------|---------|---------|
| 1. Cx. | 7. S   | 13. C   | 18. Cx. |
| 2. C   | 8. C   | 14. Cx. | 19. C   |
| 3. C   | 9. Cx. | 15. Cx. | 20. Cx. |
| 4. S   | 10. S  | 16. S   | 21. S   |
| 5. Cx. | 11. C  | 17. Cx. | 22. Cx. |
| 6. C   | 12. C  |         |         |

**Subtest 2** (main clause, *subordinate clause*)

- During the Super Bowl, many people are glued to their televisions.
- I don't remember her name/her face is familiar.
- The mail carrier will stop at the post office *after she finishes her route*.
- Elena took the last cupcake, *which we were saving for David*.
- He resigned from the club and joined another one.
- I won't be going to the party *since I have to study*.
- She plays both the violin and the viola very well.
- Did you get the license number of the car *that splashed mud on your coat*?
- When he's in this mood*, it's better to leave him alone.
- My cousin wants to be a doctor/she is majoring in biology in college.
- We knew *that it wouldn't be easy to finish the float on time*.
- Don't come to the meeting *unless you're prepared to work hard*.
- Jeannie cut her finger/we had to rush her to the hospital.
- I get nervous *whenever I think about it*.
- Although he is good at baseball*, his favorite sport is definitely soccer.

**Subtest 3** (adjective clause; *word modified*)

- that made Robin Williams famous; *show*
- who enjoys eating in Chinese restaurants; *friend*
- whose purse I found; *woman*
- whom we all admire; *man*
- that opened the locked door; *word*
- where it is very dark; *part*
- who edits the newsletter; *woman*
- which was so expensive to make; *movie*
- whom I enjoy hearing; *singer*
- who knows everything about computers; *Lisa*
- when we got caught in the rain and were soaked; *time*
- that you really want for your birthday; *present*
- that Dana recommended so highly; *book*

- where the terrible accident happened; *corner*

- that is very comfortable; *car*

**Subtest 4**

- |        |         |         |         |
|--------|---------|---------|---------|
| 1. yes | 6. no   | 11. no  | 16. no  |
| 2. no  | 7. yes  | 12. yes | 17. yes |
| 3. yes | 8. yes  | 13. no  | 18. yes |
| 4. no  | 9. yes  | 14. no  | 19. yes |
| 5. yes | 10. yes | 15. no  | 20. no  |

**Subtest 5**

- where the play will be presented; adj.
- because her dad dropped her off; adv.
- who is sixteen; adj.
- Whoever has the lowest score; N
- how to get out of the trap; N
- Although the temperature is very high in Arizona; adv.
- when they are arriving; N
- When people burn trash; adv.
- that playing in the street is dangerous; N
- which was first designed by Leonardo da Vinci; adj.
- What really annoys me; N
- unless he works on it tonight; adv.
- that I want; adj.
- whoever is most deserving; N

**UNIT 8 TEST: VERBALS****Subtest 1**

- , wearing the red sweatshirt,
- Summoning up his courage,
- Stuffing the clothes in,
- standing in the end zone
- , exhausted from their five-mile hike,
- Nodding over his open book,
- Waiting for a ride home,
- rolled up inside a bottle
- Watching closely,
- Surprised by the darkness,

**Subtest 2**

- |          |           |           |
|----------|-----------|-----------|
| 1. ger.  | 6. V      | 11. V     |
| 2. part. | 7. V      | 12. part. |
| 3. V     | 8. ger.   | 13. ger.  |
| 4. ger.  | 9. V      | 14. part. |
| 5. ger.  | 10. part. | 15. ger.  |

**Subtest 3**

- |          |           |           |
|----------|-----------|-----------|
| 1. inf.  | 6. prep.  | 11. inf.  |
| 2. prep. | 7. inf.   | 12. inf.  |
| 3. inf.  | 8. inf.   | 13. prep. |
| 4. prep. | 9. inf.   | 14. prep. |
| 5. inf.  | 10. prep. | 15. inf.  |

**UNIT 9 TEST: SUBJECT-VERB AGREEMENT****Subtest 1** (simple subject; verb form in parentheses)

- |                 |                      |
|-----------------|----------------------|
| 1. book; is     | 10. parents; sell    |
| 2. dogs; sniff  | 11. seats; Are       |
| 3. animal; eats | 12. dollars; are     |
| 4. you; Don't   | 13. sunglasses; were |
| 5. player; has  | 14. news; is         |
| 6. rolls; smell | 15. Mathematics; was |
| 7. player; goes | 16. herd; grazes     |
| 8. show; was    | 17. liters; were     |
| 9. clerks; wrap | 18. cookies; are     |

19. dollars; is  
20. mother; works  
21. Sheep; enjoy

22. *The Women of Avignon*; is

### Subtest 2

- |           |             |           |
|-----------|-------------|-----------|
| 1. is     | 9. take     | 17. come  |
| 2. looks  | 10. arrives | 18. are   |
| 3. need   | 11. is      | 19. tries |
| 4. hope   | 12. don't   | 20. were  |
| 5. sounds | 13. are     | 21. is    |
| 6. are    | 14. is      | 22. were  |
| 7. Does   | 15. were    | 23. is    |
| 8. takes  | 16. has     | 24. was   |

## UNIT 10 TEST: DIAGRAMING SENTENCES

### Subtest 1

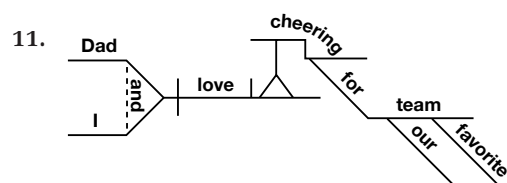
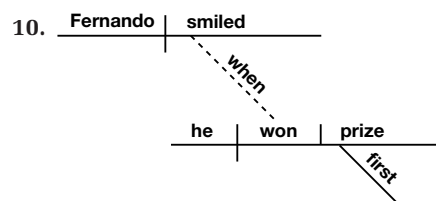
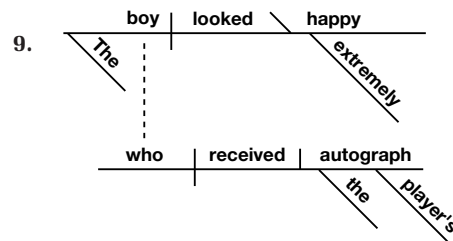
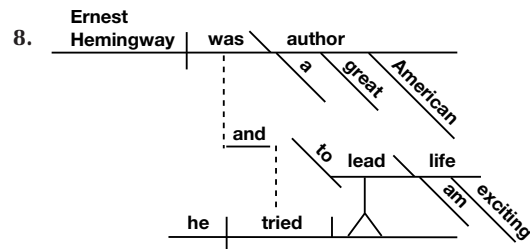
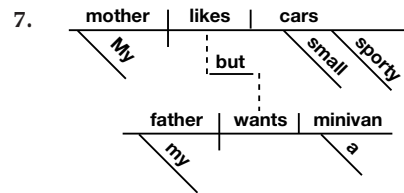
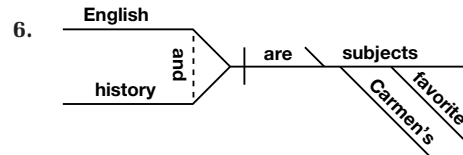
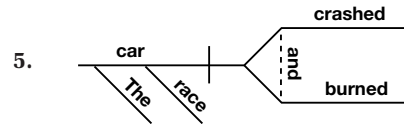
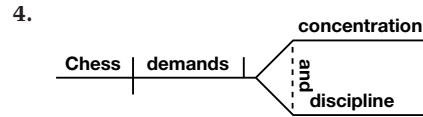
- Cats | make
- (you) | Mail
- Tina | wore
- We | can talk
- Alex | flew

### Subtest 2

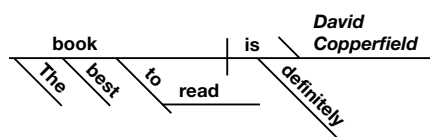
- Jason | collects | cards
- (you) | give | magazine  
me
- hawk | caught | fish
- Hiroko | sent | letter  
parents
- We | saw | iguanas

### Subtest 3

- Everybody | saw | dolphin  
at beach the playful
- man | crossed | street  
The elderly carefully the busy
- people | are | good  
Few at archery



12.



## UNIT 11 TEST: USAGE GLOSSARY

## Subtest 1

- |                 |                |
|-----------------|----------------|
| 1. accept       | 11. among      |
| 2. all ready    | 12. take       |
| 3. all together | 13. fewer      |
| 4. beside       | 14. altogether |
| 5. between      | 15. already    |
| 6. bring        | 16. let        |
| 7. May          | 17. can        |
| 8. less         | 18. besides    |
| 9. chose        | 19. leave      |
| 10. except      | 20. choose     |

## Subtest 2

- |      |       |       |       |
|------|-------|-------|-------|
| 1. I | 6. I  | 11. C | 16. I |
| 2. C | 7. I  | 12. I | 17. I |
| 3. I | 8. C  | 13. C | 18. C |
| 4. C | 9. C  | 14. C | 19. I |
| 5. I | 10. I | 15. I | 20. C |

## UNIT 12 TEST: CAPITALIZATION

## Subtest 1

- |                    |                 |
|--------------------|-----------------|
| 1. Uncle           | 11. Grandfather |
| 2. Jr.             | 12. contains    |
| 3. I               | 13. Professor   |
| 4. president       | 14. grandmother |
| 5. Ph.D.           | 15. Sr.         |
| 6. John F. Kennedy | 16. Dad         |
| 7. D.D.S.          | 17. Our         |
| 8. Aunt            | 18. mayor       |
| 9. aunt            | 19. General     |
| 10. Senator        | 20. what        |

## Subtest 2

- Chinese
- Trouble
- Omni; Personal Computing*
- Swift
- October; November
- Ode; Autumn
- Switzerland; Italian; German; French
- American Medical Association
- July; Russian; Carnegie Hall
- Middle Ages
- Hypercom Company
- East Coast; Boston; New York
- Concord Hymn; Battle; American Revolution
- Thanksgiving Day; Thursday; November
- Cleveland Plain Dealer; Akron Beacon Journal*
- Yesterday
- Saturday; Chilean; Wagnalls Music and Arts Center
- Declaration of Independence; Constitution
- World War; *All Quiet on the Western Front*
- Washington; Smithsonian Institution; National Gallery of Art

## UNIT 13 TEST: PUNCTUATION

## Subtest 1

- Go up the stairs, walk down the hall, and open the second door on the left.
- Jessica had the following items in her book bag: a copy of *Huckleberry Finn*, the latest issue of *Sports Illustrated*, and her book report on the short story "A Curtain of Green" by Eudora Welty.
- C
- A plant that can be grown successfully indoors is the philodendron.
- Ms. Robertson, our club advisor, moved here from Fort Wayne, Indiana, in June 1996.
- "You have to be prepared for anything," the first-aid instructor cautioned us, "because you never know when your help might be needed."
- C
- Evelyn Sanchez, M.D, has been our family doctor as long as I can remember.
- Was it Huckleberry Finn who said of Mark Twain, "He told the truth, mainly"?
- C

## Subtest 2

- |           |              |           |
|-----------|--------------|-----------|
| 1. girls' | 5. C         | 9. C      |
| 2. C      | 6. isn't     | 10. r's   |
| 3. Will's | 7. it's      | 11. can't |
| 4. you're | 8. someone's | 12. C     |

## Subtest 3

- |      |      |      |       |
|------|------|------|-------|
| 1. I | 4. C | 7. C | 10. I |
| 2. I | 5. C | 8. C |       |
| 3. C | 6. C | 9. I |       |

## Subtest 4

- |               |                   |
|---------------|-------------------|
| 1. FBI        | 7. Sixty thousand |
| 2. B.C.       | five hundred      |
| 3. 6:30       | 8. third          |
| 4. 90 million | 9. nine o'clock   |
| 5. A.D.       | 10. percent       |
| 6. 85         |                   |

## UNIT 14 TEST: VOCABULARY AND SPELLING

## Subtest 1

- |      |      |      |       |
|------|------|------|-------|
| 1. a | 4. d | 7. a | 9. c  |
| 2. c | 5. c | 8. d | 10. d |
| 3. b | 6. b |      |       |

## Subtest 2

- |                    |                 |
|--------------------|-----------------|
| 1. probably        | 13. freight     |
| 2. taped           | 14. roommates   |
| 3. stories         | 15. leaves      |
| 4. beautiful       | 16. canoeing    |
| 5. achieve         | 17. upsetting   |
| 6. committed       | 18. backpack    |
| 7. neighbors       | 19. slipped     |
| 8. practical       | 20. illegal     |
| 9. stating         | 21. replied     |
| 10. rodeos         | 22. remembering |
| 11. sisters-in-law | 23. height      |
| 12. extremely      | 24. toying      |

## UNIT 15 TEST: COMPOSITION

### Subtest 1 (Answers will vary.)

Our school has a great gymnastics team. It was started by Mr. Murphy, who was once an Olympic gymnast. Every year he invites the best tumblers to join the team. Last spring I was hoping to be invited, and this week I finally got my chance.

I was really nervous my first day of practice. Watching the other team members perform difficult routines, I wondered how I would ever keep up with them. Then Coach Murphy organized a tumbling race. I came in second, ahead of all but one of the veteran team members. Mr. Murphy was impressed, and I was no longer nervous. By the end of practice, I was looking forward to the first meet.

### Subtest 2 (Answers will vary.)

1. We ventured into the new Vietnamese restaurant on Fourth Street yesterday.
2. Spring is Cheryl's favorite season now that she has taken up gardening.
3. Bob met his next-door neighbor the night a tree fell on his house.
4. I had expected hushed voices and silent admiration, but the golf tournament attracted loud fans who often applauded.
5. After ending up with a mountain of torn crepe paper and three broken wheels instead of a parade float, we decided that some ideas are better left untried.
6. The first sign that things weren't quite right at the boathouse occurred when the lights suddenly went out.
7. They had been driving for three hours and were hopelessly lost when they reached a fork in the road.
8. My life as a fashion designer began when Aunt Agnes gave me a stylish coat for my birthday.
9. The much-advertised movie, which we couldn't wait to see, was as exciting as watching ice melt.
10. Carlo stared wide-eyed at the incredibly beautiful painting he had produced.

### Subtest 3 (Answers will vary.)

An interesting place has opened on Main Street. It is called Sentimental Scoops, and it is designed like an old-fashioned ice cream shop. Antique tables and chairs add character to what used to be an empty storeroom. The counter is an antique as well—it was saved from an old ice cream shop that closed several years ago. Homemade ice cream is served in glass bowls or on your favorite kind of cone. Sodas, sundaes, and other treats with real whipped cream and lots of toppings are made from traditional recipes.

Not only is Sentimental Scoops a great ice cream shop, it is also the best place to go for special occasions like birthdays. On your birthday you can receive a free ice cream cone, or you can order an Ice Cream Extravaganza for your entire group. The Extravaganza is a huge bowl filled with several different kinds of ice cream and toppings—all your choice. I heartily recommend Sentimental Scoops to everyone.

### Subtest 4 (Answers will vary.)

#### Opinion:

1. Professional athletes are paid too much.
2. Professional athletes deserve the salaries they receive.
3. Athletes and their salaries are of no concern.

**Audience:** Other students; readers and editors of a newspaper to which the letter is being written; owners of professional sports teams

**Attitude of audience:** Individuals' opinions will vary. Owners might point out the need for great athletes to keep their business alive, the profits they produce, and the enjoyment residents of the community gain from attending games.

**What audience needs to know:** how much athletes are being paid; the duties they perform; the comparison of athletes' salaries to salaries for other professionals and the average salary of a resident of the community; how the budget for a professional sports team is figured

**Supporting evidence:** reasons athletes' salaries are appropriate or inappropriate; costs of professional teams versus the benefits they provide