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## Grammar

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About the *Texas All-in-One Workbook*

The *Texas All-in-One Workbook* is designed to provide you with additional practice with the reading, writing, and grammar skills taught in *Prentice Hall Writing Coach*. It also provides practice with the Texas Essential Knowledge and Skills for English Language Arts and Reading for Grade 7 in order to prepare you for taking Texas standardized tests.

The *Texas All-in-One Workbook* contains four parts:

**Part 1** includes information about Texas Essential Knowledge and Skills (TEKS) as well as helpful information on how to tackle questions on standardized tests. This section of the workbook also includes scoring rubrics to assess students’ reading comprehension and writing skills.

- Writing rubrics are used to assess students’ written compositions in the areas of focus and coherence, organization, development of ideas, voice, and conventions. Compositions are given a score of ineffective, somewhat effective, generally effective, or highly effective.
- Reading rubrics are used to rate students’ comprehension of literary and expository texts. Students’ responses to texts are given a score of insufficient, partially sufficient, sufficient, or exemplary.

**Part 2** includes two pages for each TEKS. Each TEKS is stated and explained. Examples and practice questions are provided. These practice pages will help you refine specific skills you may not have mastered.

**Part 3** includes two standardized tests for practice. These tests include selected-response (multiple-choice) items, constructed-response items, and writing prompts. Use the scoring rubric in Part 1 to assess your response to the writing prompt.

**Part 4** includes worksheets that provide additional practice with the grammar skills taught in each unit of *Prentice Hall Writing Coach*.

**Part 5** includes worksheets that provide vocabulary practice with word parts and origins, synonyms, antonyms, homophones, analogies, connotations, commonly confused words, and specialized vocabulary, as well as practice with spelling rules.

**Part 6** includes guided activities for development of essential academic and workplace skills, including speaking and listening skills, vocabulary and spelling skills, reading skills, and study and test-taking skills.
Part 1
INTRODUCTION

Part 1 of the *Texas All-in-One Workbook* will give you an overview of the Texas Essential Knowledge and Skills for English Language Arts and Reading for Grade 7. It will also prepare you for the standardized tests that assess these skills. This part of the book contains the following:

- an explanation of the purpose of the Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS);
- scoring rubrics to help you assess your reading comprehension and writing assignments that you complete in preparation for Texas standardized tests;
- advice on how to approach the types of questions you will encounter on standardized tests; and
- A TEKS correlation pointing you to the pages in Part 2 containing an explanation, examples, and practice for every TEKS standard.
Texas Standards and Testing

What are the Texas Essential Knowledge and Skills (TEKS)?
The state of Texas has developed written expectations that describe what you are expected to learn in English/Language Arts classes. These standards outline the skills and concepts that Texas educators believe you need in order to succeed. The Texas Essential Knowledge and Skills for English Language Arts and Reading are organized into five strands: Reading, Writing, Research, Listening and Speaking, and Oral and Written Conventions. Your English/Language Arts teachers are responsible for helping you to master all of the TEKS for this subject.

What will you find on Texas standardized tests?
As a student in Texas, your mastery of TEKS is tested through standardized tests. These tests will help your teachers to determine your strengths as well as areas in which you might require further review and practice.

Standardized tests typically include selected-response (multiple-choice) items and constructed-response items. Many of the selected-response questions will be about a passage that you are asked to read before answering the questions. The constructed-response items require you to provide an appropriate written answer to a question. You will also encounter writing prompts on standardized tests that will be scored according to rubrics such as the ones found on pages TX xiv through TX xix of this workbook.
READING RUBRIC—EXPOSITORY SELECTION

**Score Point 0—Insufficient**

In insufficient responses, the student

- may draw a conclusion, offer an interpretation, or make a prediction that is not based on the text
- may draw a conclusion, offer an interpretation, or make a prediction that does not address the question
- may draw a conclusion, offer an interpretation, or make a prediction that is not reasonable
- may draw a conclusion, offer an interpretation, or make a prediction that is too general or vague to determine whether it is reasonable
- may incorrectly analyze or evaluate a characteristic of the text
- may not address the question in any way or may answer a different question than the one asked
- may offer only incomplete or irrelevant textual evidence

In addition, insufficient responses may lack clarity.

**Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.**

**Score Point 1—Partially Sufficient**

In partially sufficient responses, the student

- may draw a reasonable conclusion, offer a reasonable interpretation or make a reasonable prediction that is supported only by general, incomplete, or partially accurate/relevant textual evidence or provide no evidence at all
- may offer a reasonable analysis or evaluation of a characteristic of the text that is supported only by general, incomplete, or partially accurate/relevant textual evidence or provide no textual evidence at all
- may offer a reasonable idea, analysis, or evaluation and may provide textual evidence, but this evidence is only weakly connected to the idea, analysis, or evaluation
- may offer accurate/relevant textual evidence without drawing a conclusion, offering an interpretation, making a prediction, or providing an analysis or evaluation

In addition, partially sufficient responses may be somewhat unclear or vague.

**Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.**
Score Point 2—Sufficient

In sufficient responses, the student

- must draw a reasonable conclusion, offer a reasonable interpretation, or make a reasonable prediction and must support it with accurate/relevant textual evidence
- must offer a reasonable analysis or evaluation of a characteristic of the selection and must support it with accurate/relevant textual evidence

In addition, sufficient responses must be clear and specific.

Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.

Score Point 3—Exemplary

In exemplary responses, the student

- must offer a particularly thoughtful or insightful conclusion, interpretation, or prediction and strongly support it with accurate/relevant textual evidence
- must offer a particularly thoughtful or insightful analysis or evaluation of a characteristic of the text and strongly support it with accurate/relevant textual evidence

In addition, exemplary responses show strong evidence of the student’s depth of understanding and ability to effectively connect textual evidence to the idea, analysis, or evaluation.

Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.
READING RUBRIC—LITERARY SELECTION

SCORE POINT 0—INSUFFICIENT

In insufficient responses, the student

- may offer an incorrect theme, character trait, conflict or change
- may offer a theme, character, conflict, or change that is too general or vague to determine whether it is reasonable
- may incorrectly analyze a literary technique or figurative expression
- may offer an analysis that is too general or vague to determine whether it is reasonable
- may present only a plot summary
- may not address the question in any way or may answer a different question than the one asked
- may offer only incomplete or irrelevant textual evidence

In addition, insufficient responses may lack clarity.

Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.

SCORE POINT 1—PARTIALLY SUFFICIENT

In partially sufficient responses, the student

- may offer a reasonable theme, character trait, conflict, or change but provide only general, incomplete, or partially accurate/relevant textual evidence or provide no textual evidence at all
- may offer a reasonable analysis of a literary technique or figurative expression but provide only general, incomplete, or partially accurate/relevant textual evidence or provide no textual evidence at all
- may offer a reasonable idea or analysis and may provide textual evidence, but this evidence is only weakly connected to the idea or analysis
- may offer accurate/relevant textual evidence without providing an idea or analysis

In addition, partially sufficient responses may be somewhat unclear or vague.

Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.
Score Point 2—Sufficient

In sufficient responses, the student

- must offer a reasonable theme, character trait, conflict, or change and support it with accurate/relevant textual evidence
- must offer a reasonable analysis of a literary technique or figurative expression and support it with accurate/relevant textual evidence

In addition, sufficient responses must be clear and specific.

Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.

Score Point 3—Exemplary

In exemplary responses, the student

- must offer a particularly thoughtful or insightful theme, character trait, conflict, or change and strongly support it with accurate/relevant textual evidence
- must offer a particularly thoughtful or insightful analysis of a literary technique or figurative expression and strongly support it with accurate/relevant textual evidence

In addition, exemplary responses must demonstrate the student’s depth of understanding and ability to effectively connect textual evidence to the idea or analysis.

Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.
READING RUBRIC—LITERARY/EXPOSITORY Crossover

Score Point 0—Insufficient

In insufficient responses, the student

- may draw a conclusion, offer an interpretation, or make a prediction that is not based on the selections
- may draw a conclusion, offer an interpretation, or make a prediction that does not address the question
- may draw a conclusion, offer an interpretation, or make a prediction that is not reasonable
- may draw a conclusion, offer an interpretation, or make a prediction that is too general or vague to determine whether it is reasonable
- may incorrectly analyze or evaluate a characteristic of text based on both selections
- may not address the question in any way or may answer a different question than the one asked
- may offer only incomplete or irrelevant textual evidence from one or both selections

In addition, insufficient responses may lack clarity.

Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.

Score Point 1—Partially Sufficient

In partially sufficient responses, the student

- may draw a reasonable conclusion, offer a reasonable interpretation, or make a reasonable prediction based on both selections but supported only by general, incomplete, or partially accurate/relevant textual evidence from one or both selections.
- may draw a reasonable conclusion, offer a reasonable interpretation, or make a reasonable prediction based on both selections but may offer textual support from only one selection or may offer no textual support at all
- may offer a reasonable analysis or evaluation of a characteristic of text based on both selections that is supported only by general, incomplete, or partially accurate/relevant textual evidence from one or both selections
- may offer a reasonable analysis or evaluation of a characteristic of text based on both selections but may offer textual support from only one selection or may offer no technical support at all
- may offer a reasonable idea, analysis, or evaluation based on both selections and may provide textual evidence from both selections, but this evidence is only weakly connected to the idea, analysis, or evaluation
- may offer accurate/relevant textual evidence from both selections but may draw a conclusion, offer an interpretation, make a prediction, or provide an analysis or evaluation based on only one selection
• may offer accurate/relevant textual evidence from both selections without drawing a conclusion, offering an interpretation, making a prediction, or providing an analysis or evaluation

In addition, partially sufficient responses may be somewhat unclear or vague or may indicate that the student has difficulty making connections across selections.

**Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.**

**Score Point 2—Sufficient**

In **sufficient** responses, the student

• must draw a reasonable conclusion, offer a reasonable interpretation, or make a reasonable prediction based on both selections and must support it with accurate/relevant textual evidence from both selections
• must offer a reasonable analysis or evaluation of a characteristic of text based on both selections and must support it with accurate/relevant textual evidence from both selections

In addition, sufficient responses indicate that the student is able to make clear and specific connections across selections.

**Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.**

**Score Point 3—Exemplary**

In **exemplary** responses, the student

• must offer a particularly thoughtful or insightful conclusion, interpretation, or prediction based on both selections and strongly support it with accurate/relevant textual evidence from both selections
• must offer a particularly thoughtful or insightful analysis or evaluation of a characteristic of text based on both selections and strongly support it with accurate/relevant textual evidence from both selections

In addition, exemplary responses indicate that the student is able to make meaningful connections across selections. These responses show strong evidence of the student’s depth of understanding and ability to effectively connect textual evidence to the idea, analysis, or evaluation.

**Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.**
WRITTEN COMPOSITION 4 POINT RUBRIC

Score Point 1

Each composition at this score point is an ineffective presentation of the writer’s ideas.

Focus and Coherence

- Individual paragraphs and/or the composition as a whole are not focused. The writer may shift abruptly from idea to idea, making it difficult for the reader to understand how the ideas included in the composition are related.
- The composition as a whole has little, or no, sense of completeness. The introduction and conclusion, if present, may be perfunctory.
- A substantial amount of writing may be extraneous because it does not contribute to the development or quality of the composition. In some cases, the composition overall may be only weakly connected to the prompt.

Organization

- The writer’s progression of thought from sentence to sentence and/or paragraph to paragraph is not logical. Sometimes weak progression results from an absence of transitions or from the use of transitions that do not make sense. At other times, the progression of thought is simply not evident, even if appropriate transitions are included.
- An organizational strategy is not evident. The writer may present ideas in a random or haphazard way, making the composition difficult to follow.
- Wordiness and/or repetition may stall the progression of ideas.

Development of Ideas

- The writer presents one or more ideas but provides little or no development of those ideas.
- The writer presents one or more ideas and attempts to develop them. However, this development is so general or vague that it prevents the reader from understanding the writer’s ideas.
- The writer presents only a plot summary of a published piece or writing, a movie, or a television show.
- The writer omits information, which creates significant gaps between the ideas. These gaps prevent the reader from clearly understanding those ideas.

Voice

- The writer does not engage the reader, therefore failing to establish a connection.
- There may be little or no sense of the writer’s individual voice. The composition does not sound authentic or original. The writer is unable to express his/her individuality or unique perspective.
**Conventions**
- There is little or no evidence in the composition that the writer can correctly apply the conventions of the English language. Severe and/or frequent errors in spelling, capitalization, punctuation, grammar, usage, and sentence structure may cause the writing to be unclear or difficult to read. These errors weaken the composition by causing an overall lack of fluency.
- The writer may misuse or omit words and phrases and may frequently write awkward sentences. These weaknesses interfere with the effective communication of ideas.

**Score Point 2**

Each composition at this score point is a somewhat effective presentation of the writer’s ideas.

**Focus and Coherence**
- Individual paragraphs and/or the composition as a whole are somewhat focused. The writer may shift quickly from idea to idea, but the reader has no difficulty understanding how the ideas included in the composition are related.
- The composition as a whole has some sense of completeness. The writer includes an introduction and conclusion, but they may be superficial.
- Some of the writing may be extraneous because it does not contribute to the development or quality of the composition as a whole.

**Organization**
- The writer’s progression of thought from sentence to sentence and/or paragraph to paragraph may not always be smooth or completely logical. Sometimes the writer needs to strengthen the progression by including more meaningful transitions; at other times the writer simply needs to establish a clearer link between ideas.
- The organizational strategy or strategies the writer chooses do not enable the writer to present ideas effectively.
- Some wordiness and/or repetition may be evident, but these weaknesses do not completely stall the progression of ideas.

**Development of Ideas**
- The writer attempts to develop the composition by listing ideas or briefly explaining them. In both of these cases, the development remains superficial, limiting the reader’s understanding and appreciation of the writer’s ideas.
• The writer presents one or more ideas and attempts to develop them. However, there is little evidence of depth of thinking because this development may be somewhat general, inconsistent, or contrived.
• The writer may omit small pieces of information that create minor gaps between ideas. However, these gaps do not prevent the reader from understanding those ideas.

**Voice**

• There may be moments when the writer engages the reader but fails to sustain the connection.
• Individual paragraphs or sections of the composition may sound authentic or original, but the writer has difficulty expressing his/her individuality or unique perspective.

**Conventions**

• Errors in spelling, capitalization, punctuation, grammar, usage, and sentence structure throughout the composition may indicate a limited control of conventions. Although these errors do not cause the writing to be unclear, they weaken the overall fluency of the composition.
• The writer may include some simple or inaccurate words and phrases and may write some awkward sentences. These weaknesses limit the overall effectiveness of the communication of ideas.
Score Point 3

Each composition at this score point is a generally effective presentation of the writer’s ideas.

Focus and Coherence

- Individual paragraphs and the composition as a whole are, for the most part, focused. The writer generally shows the clear relationship between ideas to the next.
- The composition as a whole has a sense of completeness. The introduction and conclusion add some depth to the composition.
- Most of the writing contributes to the development or quality of the composition as a whole.

Organization

- The writer’s progression of thought from sentence to sentence and paragraph to paragraph is generally smooth and controlled. For the most part, transitions are meaningful, and the links between ideas are logical.
- The organizational strategy or strategies the writer chooses are generally effective.
- Wordiness and/or repetition, if present, are minor problems that do not stall the progression of ideas.

Development of Ideas

- The writer attempts to develop all the ideas included in the composition. Although some ideas may be developed more thoroughly and specifically than others, the development overall reflects some depth of thought, enabling the reader to generally understand and appreciate the writer’s ideas.
- The writer’s presentation of some ideas may be thoughtful. There may be little evidence that the writer has been willing to take compositional risks when developing the topic.

Voice

- The writer engages the reader and sustains that connection throughout most of the composition.
- For the most part, the composition sounds authentic and original. The writer is generally able to express his/her individuality or unique perspective.

Conventions

- The writer generally demonstrates a good command of spelling, capitalization, punctuation, grammar, usage, and sentence structure. Although the writer may make minor errors, they create few disruptions in the fluency of the composition.
- The words, phrases, and sentence structures the writer uses are generally appropriate and contribute to the overall effectiveness of the communication of ideas.
Score Point 4

Each composition at this score point is a highly effective presentation of the writer’s ideas.

Focus and Coherence

- Individual paragraphs and the composition as a whole are focused. This sustained focus enables the reader to understand and appreciate how the ideas included in the composition are related.
- The composition as a whole has a sense of completeness. The introduction and conclusions are meaningful because they add depth to the composition.
- Most, if not all, of the writing contributes to the development or quality of the composition as a whole.

Organization

- The writer’s progression of thought from sentence to sentence and paragraph to paragraph is smooth and controlled. The writer’s use of meaningful transitions and the logical movement from idea to idea strengthens this progression.
- The organizational strategy or strategies the writer chooses enhance the writer’s ability to present ideas clearly and effectively.

Development of Ideas

- The writer’s thorough and specific development of each idea creates depth of thought in the composition, enabling the reader to truly understand and appreciate the writer’s ideas.
- The writer’s presentation of ideas is thoughtful or insightful. The writer may approach the topic from an unusual perspective, use his/her unique experiences or view of the world as a basis for writing, or make interesting connections between ideas. In all these cases, the writer’s willingness to take compositional risks enhances the quality of the content.

Voice

- The writer engages the reader and sustains this connection throughout the composition.
- The composition sounds authentic and original. The writer is able to express his/her individuality or unique perspective.
Conventions

- The overall strength of the conventions contributes to the effectiveness of the composition. The writer demonstrates a consistent command of spelling, capitalization, punctuation, grammar, usage, and sentence structure. When the writer attempts to communicate complex ideas through sophisticated forms of expression, he/she may make minor errors as a result of these compositional risks. These types of errors do not detract from the overall fluency of the composition.
- The words, phrases, and sentence structures the writer uses enhance the overall effectiveness of the communication of ideas.
### Tips for Tackling Questions on Standardized Tests

#### Multiple-Choice Questions

A multiple-choice item is a question that has different answer choices provided for you. In a reading section of a standardized test, there are two basic types of multiple-choice questions. One kind asks you to recall information you have read. For this type of question, you may be asked to identify a main idea, summarize information, or identify important details in a passage. Another type of multiple-choice question asks you to draw conclusions or make inferences about what you have read. In an English/language arts section of a standardized test, you will be asked questions about grammar, usage, and mechanics.

Read this very brief passage, followed by an example of a multiple-choice question.

Jon and Fran spent all afternoon together, practicing playing the song. They planned to perform it along with a short skit during the talent show at school on Friday evening—less than 24 hours from now!

1. What did Jon and Fran do all afternoon?
   A. They wrote down the song’s lyrics.
   B. They participated in a talent show.
   C. They practiced a short skit.
   D. They practiced playing the song.

How do you answer the question without having to make a guess? Let’s look at the answers for the item above more closely.

<table>
<thead>
<tr>
<th>Answer Choice</th>
<th>Reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td>They wrote down the song’s lyrics.</td>
<td>The passage does not indicate that Jon and Fran wrote down the song’s lyrics. This answer choice is <strong>incorrect</strong>.</td>
</tr>
<tr>
<td>The participated in the talent show.</td>
<td>The passage says that they are practicing for a talent show that will be held Friday evening. This answer choice is <strong>incorrect</strong>.</td>
</tr>
<tr>
<td>They practiced a short skit.</td>
<td>The passage does not say that Jon and Fran practiced the skit, but it does say that they plan to include one in their performance. This choice is close, but it’s still <strong>incorrect</strong>.</td>
</tr>
<tr>
<td>They practiced playing the song.</td>
<td>Yes! The passage clearly states that Jon and Fran spent their afternoon practicing the song. This answer is <strong>correct</strong>.</td>
</tr>
</tbody>
</table>
**Expository Writing**

**Writing Situation**

Effective research can take place in many different settings—a library, a room with a personal computer at home, or a place where two or more people can have a conversation, such as an office or a public park. It is important to match particular resources and research methods to a given topic and assignment.

**Directions for Writing**

Write an essay in which you explain several ways of performing research—using on-line resources, using a library’s card catalog and books, and conducting interviews with people.

**Writing Assessment**

Standardized tests usually include an independent writing prompt. An independent writing prompt is an explanation of a writing activity on a test that is not based on a selection. The prompt identifies the form your writing should take, and it describes what you should include in your response. The following prompt asks the student to complete an expository writing assignment.

---

**Constructed-Response Questions**

Please write your response to question 4 on the lines below. Be sure to write your answer clearly.

4. Write a brief science fiction account of a Martian describing a human who has landed on Mars. Be sure to include elements of the science fiction genre in your account. Be sure to edit your work for correct grammar, spelling, and punctuation.

By reading the assignment carefully, you can understand that you are being asked to write an entertaining narrative with science fiction elements. It is important that you do not rush through your task. Instead, after reading the assignment carefully, you should pick out key words in order to make sure you write about the topic exactly as stated. Then, take time to plan your essay by writing a list or an outline. This will help you write a well-organized, logical essay.

As you write, pay special attention to the first few sentences and the last few sentences of your essay. The beginning and end of your essay will likely have the most impact on the test scorer. If you finish your essay and have time left over, read over your work and neatly edit it.
### TEKS Correlation

<table>
<thead>
<tr>
<th>Texas Essential Knowledge and Skills</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td></td>
</tr>
<tr>
<td><strong>(1) Reading/Fluency.</strong> Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.</td>
<td>TX 2–3</td>
</tr>
<tr>
<td><strong>(2) Reading/Vocabulary Development.</strong> Students understand new vocabulary and use it when reading and writing. Students are expected to:</td>
<td>TX 4–5</td>
</tr>
<tr>
<td>(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;</td>
<td></td>
</tr>
<tr>
<td>(B) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words;</td>
<td></td>
</tr>
<tr>
<td>(C) complete analogies that describe part to whole or whole to part;</td>
<td></td>
</tr>
<tr>
<td>(D) identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., <em>habeus corpus</em>, <em>e pluribus unum</em>, <em>bona fide</em>, <em>nemesis</em>); and</td>
<td></td>
</tr>
<tr>
<td>(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.</td>
<td></td>
</tr>
<tr>
<td><strong>(3) Reading/Comprehension of Literary Text/Theme and Genre.</strong> Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</td>
<td>TX 6–7</td>
</tr>
<tr>
<td>(A) describe multiple themes in a work of fiction;</td>
<td></td>
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<tr>
<td>(B) describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero’s tasks, circle stories); and</td>
<td></td>
</tr>
<tr>
<td>(C) analyze how place and time influence the theme or message of a literary work.</td>
<td></td>
</tr>
<tr>
<td><strong>(4) Reading/Comprehension of Literary Text/Poetry.</strong> Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the importance of graphical elements (e.g., capital letters, line length, word position) on the meaning of a poem.</td>
<td>TX 8–9</td>
</tr>
<tr>
<td>Texas Essential Knowledge and Skills</td>
<td>Pages</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------------------------</td>
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<tr>
<td><strong>(5) Reading/Comprehension of Literary Text/Drama.</strong> Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain a playwright’s use of dialogue and stage directions.</td>
<td>TX 10–11</td>
</tr>
<tr>
<td><strong>(6) Reading/Comprehension of Literary Text/Fiction.</strong> Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</td>
<td>TX 12–13</td>
</tr>
<tr>
<td>(A) explain the influence of the setting on plot development;</td>
<td></td>
</tr>
<tr>
<td>(B) analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts; and</td>
<td></td>
</tr>
<tr>
<td>(C) analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited.</td>
<td></td>
</tr>
<tr>
<td><strong>(7) Reading/Comprehension of Literary Text/Literary Nonfiction.</strong> Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it.</td>
<td>TX 14–15</td>
</tr>
<tr>
<td><strong>(8) Reading/Comprehension of Literary Text/Sensory Language.</strong> Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to determine the figurative meaning of phrases and analyze how an author’s use of language creates imagery, appeals to the senses, and suggests mood.</td>
<td>TX 16–17</td>
</tr>
<tr>
<td><strong>(9) Reading/Comprehension of Informational Text/Culture and History.</strong> Students analyze, make inferences and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the difference between the theme of a literary work and the author’s purpose in an expository text.</td>
<td>TX 18–19</td>
</tr>
<tr>
<td>Texas Essential Knowledge and Skills</td>
<td>Pages</td>
</tr>
<tr>
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<tr>
<td>(10) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: (A) evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning; (B) distinguish factual claims from commonplace assertions and opinions; (C) use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text; and (D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence.</td>
<td>TX 20–21</td>
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<td>(11) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to: (A) analyze the structure of the central argument in contemporary policy speeches (e.g., argument by cause and effect, analogy, authority) and identify the different types of evidence used to support the argument; and (B) identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts.</td>
<td>TX 22–23</td>
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<tr>
<td>(12) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to: (A) follow multi-dimensional instructions from text to complete a task, solve a problem, or perform procedures; and (B) explain the function of the graphical components of a text.</td>
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| **(13) Reading/Media Literacy.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:  
(A) interpret both explicit and implicit messages in various forms of media;  
(B) interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message;  
(C) evaluate various ways media influences and informs audiences; and  
(D) assess the correct level of formality and tone for successful participation in various digital media. | TX 26–27 |

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| **(14) Writing/Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:  
(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;  
(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;  
(C) revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed;  
(D) edit drafts for grammar, mechanics, and spelling; and  
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences. | TX 28–29 |
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| **(15) Writing/Literary Texts.** Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:  
(A) write an imaginative story that: (i) sustains reader interest; (ii) includes well-paced action and an engaging story line; (iii) creates a specific, believable setting through the use of sensory details; (iv) develops interesting characters; and (v) uses a range of literary strategies and devices to enhance the style and tone; and  
(B) write a poem using: (i) poetic techniques (e.g., rhyme scheme, meter); (ii) figurative language (e.g., personification, idioms, hyperbole); and (iii) graphic elements (e.g., word position). | TX 30–31 |
| **(16) Writing.** Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences. | TX 32–33 |
| **(17) Writing/Expository and Procedural Texts.** Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:  
(A) write a multi-paragraph essay to convey information about a topic that: (i) presents effective introductions and concluding paragraphs; (ii) contains a clearly stated purpose or controlling idea; (iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies; (iv) accurately synthesizes ideas from several sources; and (v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs;  
(B) write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context;  
(C) write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate; and  
(D) produce a multimedia presentation involving text and graphics using available technology. | TX 34–35 |
| **(18) Writing/Persuasive Texts.** Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that:  
(A) establishes a clear thesis or position;  
(B) considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments; and  
(C) includes evidence that is logically organized to support the author’s viewpoint and that differentiates between fact and opinion. | TX 36–37 |
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<td><strong>Oral and Written Conventions</strong></td>
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<td><strong>(19) Oral and Written Conventions/Conventions.</strong> Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to: (A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: (i) verbs (perfect and progressive tenses) and participles; (ii) appositive phrases; (iii) adverbial and adjectival phrases and clauses; (iv) conjunctive adverbs (e.g., consequently, furthermore, indeed); (v) prepositions and prepositional phrases and their influence on subject-verb agreement; (vi) relative pronouns (e.g., whose, that, which); (vii) subordinating conjunctions (e.g., because, since); and (viii) transitions for sentence to sentence or paragraph to paragraph coherence; (B) write complex sentences and differentiate between main versus subordinate clauses; and (C) use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.</td>
<td>TX 38–39</td>
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<tr>
<td><strong>(20) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.</strong> Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to: (A) use conventions of capitalization; and (B) recognize and use punctuation marks including: (i) commas after introductory words, phrases, and clauses; and (ii) semicolons, colons, and hyphens.</td>
<td>TX 40–41</td>
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<td><strong>(21) Oral and Written Conventions/Spelling.</strong> Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.</td>
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<td><strong>Research</strong></td>
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<td><strong>(22) Research/Research Plan.</strong> Students ask open-ended research questions and develop a plan for answering them. Students are expected to: (A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and (B) apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches.</td>
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<td><strong>(23) Research/Gathering Sources.</strong> Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</td>
<td>TX 46–47</td>
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<td>(A) follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies;</td>
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<td>(B) categorize information thematically in order to see the larger constructs inherent in the information;</td>
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<td>(C) record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format; and</td>
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<td>(D) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.</td>
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<td><strong>(24) Research/Synthesizing Information.</strong> Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</td>
<td>TX 48–49</td>
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<td>(A) narrow or broaden the major research question, if necessary, based on further research and investigation; and</td>
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<td>(B) utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful than another.</td>
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<td><strong>(25) Research/Organizing and Presenting Ideas.</strong> Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:</td>
<td>TX 50–51</td>
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<td>(A) draws conclusions and summarizes or paraphrases the findings in a systematic way;</td>
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<td>(B) marshals evidence to explain the topic and gives relevant reasons for conclusions;</td>
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<td>(C) presents the findings in a meaningful format; and</td>
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<td>(D) follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas.</td>
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<td><strong>Listening and Speaking</strong></td>
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<td>(26) <strong>Listening and Speaking</strong>/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to: (A) listen to and interpret a speaker’s purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker’s claims; (B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems; and (C) draw conclusions about the speaker’s message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions).</td>
<td>TX 52–53</td>
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<tr>
<td>(27) <strong>Listening and Speaking</strong>/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.</td>
<td>TX 54–55</td>
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<tr>
<td>(28) <strong>Listening and Speaking</strong>/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.</td>
<td>TX 56–57</td>
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<td><strong>Comprehension Skills</strong></td>
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<td><strong>Reading/Comprehension Skills</strong>. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to: (A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension; (B) ask literal, interpretive, evaluative, and universal questions of text; (C) reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images); and (D) make complex inferences about text and use textual evidence to support understanding.</td>
<td>TX 58–59</td>
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<td><strong>Reading/Comprehension Skills.</strong> Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to: <strong>(E)</strong> summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and <strong>(F)</strong> make connections between and across texts including other media (e.g., film, play), and provide textual evidence.</td>
<td>TX 60–61</td>
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Part 2

INTRODUCTION

Part 2 of the Texas All-in-One Workbook will give you practice working with the Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading. The skills are organized into five strands: Reading, Writing, Research, Listening and Speaking, and Oral and Written Conventions. There are two practice pages for each TEKS. The first page states and explains the standard, gives examples, and provides a way for you to understand the skill. The second page provides practice questions to ensure that you have mastered the standard.
Reading: Fluency

(1) Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.

Explanation

Reading aloud is a good way to improve your fluency, since it gives you a chance to practice saying words clearly and correctly. Fluent readers read text smoothly and with expression. To read fluently, you must recognize the words and understand their meanings. Reading instructional text offers specific challenges. The text may contain unknown words or words that are difficult to pronounce. If possible, skim the text before reading aloud to identify words that may cause you difficulty. If you have the time, look up in a dictionary any words that you do not understand or know how to pronounce. Practice reading the text aloud to help you prepare to read with fluency.

Reading fluently does not mean you must read quickly. The nature of the text will often dictate the pace at which you read. A text rich in facts and details will require you to use a slower rate. A text full of suspense and action or a text that covers a topic with which you are familiar may allow you to use a faster pace. When you read instructional text, ask yourself the purpose of your reading. Determining the purpose for your reading will help you identify the appropriate expression with which to read, where you should pause, and where you should slow down or speed up. For example, when reading step-by-step instructions, you will need to pause after each step. Important areas of text may be read more slowly for emphasis.

Examples

- You prepare to read aloud the following sentences from a science textbook:
  When people litter the oceans with waste, they create **marine debris**. Plastic is especially problematic because many types do not **biodegrade**.

  You look up the boldface words in a dictionary to check their pronunciation and meaning. When reading aloud, you say them slowly and clearly.

- You read the instructions for a history project. You determine that the goal is to create a presentation on the life of a historical figure in American history, so you read slowly, emphasizing the important details in the instructions.

Understand the Skill

With a partner, take turns reading part of an instructional text aloud. Give each other feedback for improving fluency, expression, and reading rate.
Directions: Choose the best answer for each question.

1. What should you do when reading step-by-step instructions?
   A. Determine the purpose for your reading.
   B. Pause after each step.
   C. Read as quickly as possible.
   D. Skip difficult words.

2. Which of the following is true of reading with fluency?
   F. Reading loudly makes the text more interesting.
   G. Practicing reading aloud will help you improve fluency.
   H. Reading aloud is more important than reading silently.
   J. To read fluently, you must read quickly.

Directions: Read the selection. Then, choose the best answer for each question.

Whales seem similar to fish, but they are really more like us. Whales are mammals like human beings. Like human beings, whales give birth to live young. Fish, on the other hand, lay eggs. Like us, whales have lungs; they must come up out of the water for air. Fish breathe through gills.

3. What would your reading purpose for this text be?
   A. to be entertained
   B. to be persuaded
   C. to be informed
   D. to be influenced

4. How would you adjust your reading rate based on the reading purpose?
   F. Read slowly to learn about whales and fish.
   G. Read slowly because there is a lot of suspense.
   H. Read quickly to understand the difference between whales and fish.
   J. Read quickly to finish faster.

Directions: Write complete sentences to answer the following question.

5. How should you adjust your reading rate if you are reading to be entertained but are having trouble comprehending the text?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
Reading: Vocabulary Development

(2) Students understand new vocabulary and use it when reading and writing. Students are expected to:

(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;
(B) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words;
(C) complete analogies that describe part to whole or whole to part;
(D) identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., habeas corpus, e pluribus unum, bona fide, nemesis); and
(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.

Explanation

Knowing and applying the meanings of roots and affixes can help you understand new vocabulary. You can also construct the meaning of an unfamiliar word using context clues from the text. Context clues are words and sentences around an unfamiliar word that provide clues to its meaning. Analogy practice can also help you understand the relationships between words. Glossaries, dictionaries, and thesauruses are also useful tools in determining meanings of unfamiliar words.

Examples

The following are examples of how to use these strategies.

- Roots and affixes: The word *inevitable* contains the root *-evit-*, meaning “avoid.” *In-* and *-able* are affixes. The prefix *in-* means “not” and the suffix *-able* makes a word an adjective. When you think about the parts of *inevitable*, you understand that it means “not able to be avoided.”
- Context clues: *The stranded hikers ran out of food and had to forage for more by searching through the woods.* The words “by searching through the woods” give a context clue that explains what people do when they forage.
- Analogies: *steering wheel : car :: handlebars : ______* To complete an analogy, determine the relationship between the first pair of words. In the example, *steering wheel* is a part of a *car*. Use this relationship to determine the missing word. *Handlebars* are a part of a *bicycle*.
- Glossary, dictionary, and thesaurus: You are reading a nonfiction book about castles and you come across a sentence using the word *keep*. The meanings of *keep* that you know do not make sense in this context. You look up *keep* in the book’s glossary and find a definition that does make sense: “the central tower of a castle.”
**Understand the Skill**

Find at least three unfamiliar words in a short story or informational text. Use roots and affixes; context clues; or a glossary, dictionary, or thesaurus to understand the meanings. Explain the meaning of each word and tell which strategy helped you define it.

**Directions**

Read the sentences below. Then, choose the best answer for each question.

1. In the word *metropolis*, the Greek ________-polis-means “city.”
   A root 
   B thesaurus 
   C analogy 
   D context

2. Which of the following words from the sentence provide a clue to the meaning of the word *unwitting*?
   Maria walked on stage by accident and so had an unwitting part in the play.
   F on stage 
   G by accident 
   H in the play 
   J Maria walked

3. Which of the following best completes the analogy?
   swarm : bee :: ______ : tree
   A bushel 
   B pack 
   C range 
   D grove

4. To determine the meaning and pronunciation of the foreign phrase *habeas corpus*, which of the following resources would you use?
   F book of quotations 
   G context clue 
   H dictionary 
   J thesaurus
Reading: Comprehension of Literary Text/Theme and Genre

(3) Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:
(A) describe multiple themes in a work of fiction;
(B) describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero’s tasks, circle stories); and
(C) analyze how place and time influence the theme or message of a literary work.

Explanation/Examples

Theme is the central message or insight into life found in a literary work. Some themes, like those listed below, are timeless and universal. They are meaningful across time and in many different cultures. However, the setting of a work can influence the presentation of timeless themes. For example, the value of bravery is a timeless theme. However, a character in a story set in nineteenth-century Texas may show bravery in a way different from a character in a story set in present-day New York City. Knowing these common themes will help you analyze, make inferences, and draw conclusions about theme:

- the value of qualities such as bravery and loyalty
- the healing effects of love and friendship
- the timeless beauty of nature
- the devastating effects of loneliness, heartache, or war

A myth is a story about gods and heroes or heroines. Often the story explains the origin of natural features or events. A myth is created by an unknown author or authors and, for many years, is passed on by word of mouth. An epic is a long narrative describing the adventures of a hero or heroine. These adventures usually play an important role in the identity of a nation or a people.

Both myths and epics have defining characteristics called conventions. For example, a convention of a myth is that it includes the actions of gods or goddesses. Also, a common type of myth is one that explains the origin of seasons. A convention of an epic is that it often tells about a hero or heroine on a quest, a search for something of great value. The person on the quest usually has to overcome great obstacles.

Sometimes a literary work can express more than one theme. When you have identified the themes of a work, note how the place and time of the work influence the ways in which these themes are presented.
Directions  Choose the best answer to each question.

1. What is meant by the theme of a story?
   A Theme is the music written by a character in a story.
   B Theme is the central message or insight into life.
   C Theme is the setting of a story.
   D Theme is the way a story ends.

2. Which of the following sentences would most likely express the theme of a story?
   F A stitch in time saves nine.
   G Dublin, Ireland, makes an interesting setting for a story.
   H Honesty between two people is valuable when making important decisions in life.
   J Spring 1998 was the beginning of Winnie’s education.

3. How would a contemporary Texas setting influence the presentation of this theme: the healing beauty of nature?
   A The work would describe the positive effects of living on a Texas ranch.
   B The work would describe how Texas’s landscape has changed over time.
   C The work would highlight the negative effects of Western expansion.
   D The work would describe wildflowers that grow in neighboring states.

Directions  Read the following myth. Then, choose the best answer for the question.

Hades, the god of the underworld, saw the beautiful maiden Persephone and resolved to make her his wife. He spirited Persephone away to the underworld and married her. The mother of Persephone was Demeter, the goddess of the bountiful harvest. When Demeter learned what had happened, she was very angry, and in her rage, she made the earth grow cold and barren so that the trees lost their leaves and no crops would grow. Zeus, the king of the gods, begged Demeter to let the earth flourish again. She demanded the return of her daughter. Hades agreed to allow Persephone to leave, but not before he offered her a pomegranate—the fruit of the dead—and Persephone ate part of the fruit containing six seeds. So even though Persephone went back to her mother, she had to spend one month a year in the underworld for every pomegranate seed she had eaten. Thus, for six months of the year the earth is cold and few things grow. When Persephone returns from the underworld, spring arrives.

4. This myth explains
   F why Demeter is always angry.
   G how Zeus became king of the gods.
   H the benefits of the pomegranate fruit.
   J why spring occurs every year.
Reading: Comprehension of Literary Text/Poetry

(4) Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the importance of graphical elements (e.g., capital letters, line length, word position) on the meaning of a poem.

Explanation
You can apply the following information to understand, make inferences, and draw conclusions about the structure and elements of poetry. Poets use stylistic and graphical elements to express meaning in a poem. Stylistic elements are ways a poet uses language. The following are examples of some stylistic elements:

- Rhythm is the beat of the poem, or the repetition of stressed (sounds said louder) and unstressed syllables.
- Alliteration is the repetition of initial identical consonant sounds in words that are close together. Penny made many enemies.
- Personification is giving objects or animals human qualities.

The term graphical elements refers to the way words in a poem appear on the page. Such elements include the position of words, differences in the length of lines, and the use of capital letters. These elements can emphasize certain words and phrases. For example, words and phrases isolated in a short line take on greater meaning.

Examples
Note the devices in this excerpt from “The Bells” by Edgar Allan Poe:

Hear the loud alarum bells,
   Brazen bells!
What a tale of terror, now, their turbulency tells!
   In the startled ear of night
   How they scream out their affright!
   Too much horrified to speak,
   They can only shriek, shriek,
   Out of tune,
   In a clamorous appealing to the mercy of the fire,
   In a mad expostulation with the deaf and frantic fire, …

Alliteration: What a tale of terror, now, their turbulency tells!
Personification: In the startled ear of night/How they scream out their affright!
Graphical elements: The second and eighth lines are shorter than the others, emphasizing the phrases “Brazen bells” and “Out of tune.”
Understand the Skill

Choose a poem that you have enjoyed. As you reread it, identify stylistic elements that the poet uses. Also identify graphical elements, such as capital letters, variations in line length, and word position. Briefly explain how the graphical elements add to the meaning of the poem.

Directions

Below is another excerpt from “The Bells” by Edgar Allan Poe. Read the passage and choose the letter of the best answer to each question.

Yet the ear it fully knows,
   By the twanging
   And the clanging,
How the danger ebbs and flows;
Yet the ear distinctly tells,
   In the jangling
   And the wrangling,
How the danger sinks and swells,—
By the sinking or the swelling in the anger of the bells,
   Of the bells,
Of the bells, bells, bells, bells,
   Bells, bells, bells—
In the clamor and the clangor of the bells!

1. In the last line, “clamor” and “clangor” are examples of which stylistic element?
   A oxymoron
   B hyperbole
   C alliteration
   D simile

2. In addition to alliteration, which stylistic element is the poet using in line 9?
   F repetition
   G rhyme
   H metaphor
   J personification

Directions

On a separate sheet of paper, complete each activity.

3. In several places, the poet has placed words and phrases on their own line. How does this graphical element help express meaning in these parts of the poem? Support your answer with examples from the poem.

4. How does the poet’s use of repetition shape the mood of the poem? Support your answer with examples from the poem.
Reading: Comprehension of Literary Text/Drama

(5) Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain a playwright’s use of dialogue and stage directions.

Explanation

You can apply this information to understand, make inferences, and draw conclusions about the structure and elements of drama. Dramas use many of the same elements as fiction, including plot, conflict, characterization, and setting. However, there is one major difference between drama and fiction: The structure and elements of drama do not allow for a fictional narrator to tell the whole story; instead, a drama is a story that is written to be performed. Actors pretending to be characters speak lines called dialogue. Following are some of the other elements that make drama unique:

• Acts and scenes (rather than chapters, as in fiction) are units of action.
• In the script, or written version, of a play, stage directions are italicized and often placed in brackets. These directions can describe the setting and the action. They can also indicate how characters are to speak their lines.
• The script contains a cast list, which provides the names and brief descriptions of the characters.

Above all, dialogue moves the action forward, developing the conflict and revealing the personalities of the characters. When reading dramas, make inferences and draw conclusions about the playwright’s use of dialogue and stage directions.

Examples

The following are examples of a playwright’s use of dialogue and stage directions.

SASHA: We’ll travel to see our apartment on Mars next week.
OSCAR: I can’t wait for you to get back and tell me all about it. [rummaging through his backpack] Want to see photos of our new Mars home? [He pulls out a thick envelope.]
SASHA: [sadly] Not really. I just don’t want to move again. [Suddenly, the rain begins to beat on the windows, harder than before.]

The italicized words contained in brackets are stage directions. They indicate how the characters will say their lines and what they are doing during the conversation. They also indicate details about the setting, such as the rain.
Directions: Read the selection. Choose the best answer for each question. You may look back at the selection as often as needed.

Moving Day Again

Act One, Scene One

Lights up on a small room, mostly empty, except for a few cardboard boxes. Ivan, a thirteen-year-old boy, is taking a poster down from the wall.

MOM: [Enters Ivan’s room] How are you doing in here, Ivan? The moving truck will be here in a little while. [She walks over to Ivan and ruffles his hair affectionately.]

IVAN: [Frowning while his mother messes up his hair] I’m almost done.

Offstage, we hear the steady beep of a large truck backing up.

MOM: That must be the movers. [Going to the window] Oh my goodness, no, NO! [We hear a loud “crunch.” The noise from the truck stops.] The moving truck backed into the car. [She covers her face with her hands.]

Ivan is silent, with his mouth hanging open, looking worriedly at his mother. Then we see and hear that Ivan’s mother is laughing. Ivan begins to laugh along with her.

MOM: [Wiping away tears of laughter] Well, I’d better go see what the damage is.

After Mom leaves, Ivan sighs and slides down the wall to sit on the floor.

1. This element of drama is an example of

   [Enters Ivan’s room]

   A  production notes.
   B  a title.
   C  stage directions.
   D  dialogue.

2. How does Mom say her last line?

   F  As she speaks, she is crying.
   G  She speaks with exhaustion.
   H  She is laughing as she speaks.
   J  She seems confused.

3. What is the best inference you can make based on this text element?

   After Mom leaves, Ivan sighs and slides down the wall to sit on the floor.

   A  Ivan is worried about the family’s car.
   B  Ivan wants very much to move.
   C  Ivan often fights with his mother.
   D  Ivan is worn out with emotion.
Reading: Comprehension of Literary Text/Fiction

(6) Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:
(A) explain the influence of the setting on plot development;
(B) analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts; and
(C) analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited.

Explanation

Fiction writing can be inspired by reality or based entirely on the fantastic. Use these definitions to understand, make inferences, and draw conclusions about the structure and elements of fiction:

- **Plot** refers to the sequence of events or actions in a story. The setting is the time and place where the action occurs. Often, the setting influences the events of the plot.
- **Conflict** is the struggle or clash between opposing characters or forces (external conflict), or within a character’s mind (internal conflict).
- A **character** is a person (or an animal) in the story. A character’s internal responses refer to his or her thoughts, and the external responses refer to the character’s dialogue and actions. A character’s motivations are what make a character act in a certain way. The motivations and responses of each character influence the development of the plot.
- **Point of view** is the angle from which the story is told. In first-person point of view, the narrator is a character in the text. He or she speaks as I throughout the story. In third-person omniscient point of view, the narrator is not a character in the story. Instead, the narrator stands apart and comments on the thoughts and actions of all characters. In third-person limited point of view, the narrator describes the action from the perspective of one character and knows that character’s thoughts.

Examples

The following is an example of some elements of fiction:

How setting can influence plot: A verbal argument ensued at a family dinner just as a lightning storm intensified outside. Suddenly, the electricity died. The family continued to argue, while Janet, the youngest, cried in panic. Seeing her, they set their argument aside and began to work together to gather candles and flashlights.
Understand the Skill

Give an example of a conflict, internal or external, that a person your age may face. Then, describe the setting and the point of view you would use if you were to write a short story based on the conflict.

Directions

Read the passage below. Then, choose the letter of the best answer to each question.

from “Seventh Grade”
by Gary Soto

On the first day of school, Victor stood in line half an hour before he came to a wobbly card table. He was handed a packet of papers and a computer card on which he listed one elective, French. He already spoke Spanish and English, but he thought some day he might travel to France where it was cool; not like Fresno, where summer days reached 110 degrees in the shade … Besides, Teresa … was taking French, too. Teresa is going to be my girl this year, he promised himself as he left the gym full of students.

1. Which detail about the setting influences Victor’s choice to take French?
   A Fresno’s hot summers make Victor want to visit a cooler place.
   B Victor chose French as an elective.
   C He stood in line for half an hour before he got to the wobbly card table.
   D It was the first day of school and the gym was full of students.

2. Which best describes the point of view of this excerpt?
   F first-person
   G narration
   H third-person omniscient
   J third-person limited

Directions

On a separate sheet of paper, complete the following activities.

3. Write an outline for a short story that includes information on setting, character, plot, and conflict. Then, share your outline with a partner by discussing each element and how it relates to other elements in your story.

4. Kyle is the main character in a novel. He is 13 years old, stubborn, proud, and quick-tempered. Kyle spends most of his time skateboarding in preparation for the local competition. His parents wish he would spend more of his time studying and watching his little brother. Speculate about how his internal and external responses might influence the plot, conflict, and resolution of the story.
Explain the following information to understand, make inferences, and draw conclusions about the structural patterns and features of literary nonfiction. Literary nonfiction is about real people, places, ideas, and experiences. Two common forms of literary nonfiction are diaries and autobiographies. A diary contains a person’s thoughts, recorded on a regular basis. An autobiography is a person’s account of his or her life story. Authors may adapt a diary or autobiography as a work of fiction. Following are differences between a diary or autobiography and a work of fiction based on it:

- Fiction may include more dialogue than a diary or autobiography.
- An autobiography or a diary is written in the first-person point of view. Fiction can be written in any point of view.
- An autobiography or a diary can only draw from what the author knows and observes. Fiction can draw from what the other characters in the work know and observe.
- The settings in an autobiography or a diary are always real places. In fiction, settings can be made up.
- Life is messier than fiction. A work of fiction may have a more clear-cut plot than a diary or autobiography.

Examples

Below is an example of what an autobiographer might write and how it could be altered in a fictional adaptation.

- Autobiography: I remember that my parents were angry about that test grade. I was so disappointed that once again I had let them down.
- Fictional adaptation: “I can’t believe you didn’t study for this test! You knew how important it was.” The tears began to well in Rachel’s eyes. She knew she had disappointed them again, and she knew it was her fault.

Some fictional adaptations are films and plays. If you see a trailer for a movie with the text “based on the novel by...” or “based on the true story of...,” the movie may be a fictional adaptation of a diary or an autobiography.
Read the following excerpt of literary nonfiction. Then, choose the letter of the best answer to each question.

from “My Furthest-Back Person” 
by Alex Haley

One Saturday in 1965 I happened to be walking past the National Archives building in Washington. Across the interim years I had thought of Grandma’s old stories—otherwise I can’t think what diverted me up the Archives’ steps. And when a main reading room desk attendant asked if he could help me, I wouldn’t have dreamed of admitting to him some curiosity hanging on from boyhood about my slave forebears. I kind of bumbled that I was interested in census records of Almance County, North Carolina, just after the Civil War.

The microfilm rolls were delivered…After about a dozen microfilmed rolls, I looked upon the names of Grandma’s parents: Tom Murray, Irene Murray … older sisters of Grandma’s as well—every one of them a name that I’d heard countless times on the front porch.

1. Which of the following best describes the setting of this excerpt?
   A Washington, D.C., 1965 
   B a Saturday in 1965 
   C North Carolina, after the Civil War 
   D Tom and Irene Murray, after the Civil War

2. Which of the following details from the excerpt could be known only by the author?
   F The National Archives were located in Washington, D.C., in 1965.
   G He had often thought of Grandma’s stories.
   H Tom Murray and Irene Murray were the names of Grandma’s parents.
   J There are dozens of microfilmed rolls containing census records.

3. Why does Haley look up the names Tom and Irene Murray?
   A He is interested in learning about his slave forebears.
   B He needs to prove that they are his great-grandparents.
   C They were his neighbors when he lived in Almance County, North Carolina.
   D He was looking up his grandmother’s name and came across the Murrays.

Directions On a separate sheet of paper, complete the following activity.

4. Write a fictional adaptation of this passage. Then, discuss with a partner why and how you changed any details relating to the setting, point of view, characters, plot, or dialogue.
Reading: Comprehension of Literary Text/Sensory Language

(8) Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to determine the figurative meaning of phrases and analyze how an author’s use of language creates imagery, appeals to the senses, and suggests mood.

Explanation

You can apply the following information to understand, make inferences, and draw conclusions about how authors use sensory language in literary texts. Authors use sensory language to create imagery. They also use imagery and figurative language to convey a mood, or feeling. Below is a further explanation of these concepts:

- Sensory language is language that appeals to the five senses: touch, taste, smell, hearing, and sight. When authors use sensory language to describe their subjects, such language is called imagery.
- The mood is the feeling an author conveys in a work of literature. You might describe mood using adjectives such as humorous, joyful, or sad.
- Authors sometimes use figurative language to create a specific mood. When a word or phrase means more than its definition, it is figurative language. Types of figurative language include metaphors and similes. Both compare apparently unlike items. However, a simile includes the word like or as, while a metaphor does not. When you say, “The book cover looked as shabby as an old coat,” you are creating a simile. When you say, “His spirit was tattered and torn,” you are creating a metaphor. As these examples suggest, both similes and metaphors can convey a mood, or feeling.

Examples

Notice the author’s use of imagery and figurative language to suggest a mood:

- The ship rocked violently as the cold, hard water pounded the deck. He looked to the others aboard the vessel. He should never have promised he could solve every problem. He had taken them all into the mouth of danger. Sensory language, such as “The ship rocked violently” and “cold, hard water,” conveys a mood of danger and threat.
- The storm had lifted as though it had been pulled away by a forceful hand. The father and his daughter breathed in the fragrant freshness after the storm. They needed a calm time after all the weeks of heartache. The simile in the first sentence vividly describes the sudden end of the storm. This simile and imagery such as “fragrant freshness” both contribute to a mood of relief and joy.
The days passed so slowly that it seemed as though the sun rose and set at a snail’s pace. The day of the celebration finally arrived; Samir had dreamed all of his life of being published. He had entered a national contest with a prize of publication, and his short story had made it to the finals. All the finalists were to meet at Town Hall.

Samir slipped into his nicest clothes, a smile the size of Montana crossing his face. He was so excited that he could hardly tie his tie. His grandmother knocked on his door, and her voice crackled with excitement. “It’s time!” she called.

The family piled into the car, and everyone headed for Town Hall. Samir was the last to get out of the car; his family members applauded for him as he slid out of the car and bounded up the steps of Town Hall. The sun shone with a brilliance all its own, and its rays warmed Samir. He had a good feeling about today.

Everyone else in school might have said he could never get this far. But they were all wrong. They should never have underestimated the new student at school.

1. Which best describes the mood of the story excerpt above?
   A joyful
   B cautious
   C pleasant
   D satisfied

2. Which of the following is an example of imagery that appeals to the sense of sight?
   F They should never have underestimated the new student
   G everyone headed for Town Hall
   H her voice crackled with excitement
   J The sun shone with a brilliance all its own

3. Which is an example of figurative language that helps to set the mood in the story excerpt above?
   A could hardly tie his tie
   B contest with a prize of publication
   C family members applauded for him
   D the sun rose and set at a snail’s pace

4. What is the meaning of the figurative phrase “a smile the size of Montana”?
   F Samir’s smile looked like Montana.
   G Samir smiled like a person from Montana.
   H Samir’s smile was not really as big as Montana.
   J Samir’s smile was really big.
(9) Students analyze, make inferences and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the difference between the theme of a literary work and the author’s purpose in an expository text.

Explanation
You can apply the concepts explained here to analyze, make inferences, and draw conclusions about the author’s purpose. As indicated below, the author’s purpose, or reason for writing, in an expository text is different from the theme of a literary work:

- Expository text is writing that explains or informs. The author of an expository piece may therefore have as a purpose to explain an idea or a process, or to inform readers about an event, a performance, or a person.
- Literary works such as poems, short stories, novels, or plays explore themes, which are ideas about life. One theme that is frequently explored in a literary work is the value of courage. Another is the way that young men and women grow up or come of age.

Examples
Following is an example of an author’s purpose and a theme:

- “Toned-down Christmas Carol has more spirit”: The author’s purpose in writing this review is to inform readers about a performance of a play based on Charles Dickens’s A Christmas Carol. To support this purpose, the reviewer includes various details about the performance.
- “Zoo”: This short story explores the theme that the meaning of normality depends on who is defining it. A group may view other groups as strange, even while it regards its own qualities and values as normal. In the story, the plot, setting, and characters all contribute to the exploration of this theme.

Understand the Skill
Using a textbook, a magazine, or an anthology, identify one piece of expository writing and one literary work. Then, analyze them, drawing conclusions about the purpose of the expository text and the theme of the literary work.
Read the following passages from an expository essay and the text of a poem. Then, choose the letter of the best answer to the questions.

from “Tenochtitlan: Inside the Aztec Capital”
by Jacqueline Dineen

Archeologists think that when Tenochtitlan was at its greatest, about one million people lived in the Valley of Mexico. That included Tenochtitlan and the 50 or 60 city-states on the mainland.… Food for all these people had to come from farming. Historians are not sure how many people in Tenochtitlan were farmers, but they think it may have been one third to one half of the population. The rest were nobility, craftspeople, and others. Each chinampa [small area used for farming] was only big enough to grow food for one family. Most people in Tenochtitlan depended on food from outside the city.

1. What is the author’s purpose in writing this passage?
   A  to entertain readers with an amusing story
   B  to persuade readers to visit Tenochtitlan
   C  to explain to readers why Tenochtitlan no longer exists
   D  to inform readers about the ancient city of Tenochtitlan

“A Time to Talk”
by Robert Frost

When a friend calls to me from the road  
And slows his horse to a meaning walk,  
I don't stand still and look around  
On all the hills I haven’t hoed,  
And shout from where I am, “What is it?”  
No, not as there is a time to talk.  
I thrust my hoe in the mellow ground,  
Blade-end up and five feet tall,  
And plod: I go up to the stone wall  
For a friendly visit.

2. Which of the following describes the theme of this poem?
   F  Farmers face lives of hardship and endless work.
   G  Man must struggle against nature.
   H  Work must take priority over everything else.
   J  Friendship and human interaction are valuable.

Directions On a separate piece of paper, answer the question below.

3. Explain the difference between the author’s purpose in an expository text and the theme of a literary work. Use the passages above to support your response.
Reading: Comprehension of Informational Text/Expository Text

(10) Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

(A) evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning;
(B) distinguish factual claims from commonplace assertions and opinions;
(C) use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text; and
(D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence.

Explanation

The reading skill known as summarizing will help you analyze, make inferences, and draw conclusions about expository text. A summary of a text captures its main idea, supporting details, and overall meaning. A summary also distinguishes the author’s factual claims (ideas that can be proved) from opinions (the author’s belief).

Examples

Read the short passage and then review the skills.

John Smith’s supporters argued that he was the clear choice for mayor of Liston. They pointed out that he was born in Liston and went to high school there. Personally, I think the reference to his early schooling was unnecessary. Supporters also brought up Smith’s attendance at the Harvard University Law School, where he was supposedly the smartest student in his class. They said he had no trouble in securing a position in a highly ranked Boston law firm after graduation. Finally, his supporters noted that he moved back to Liston with his wife, Eliza, and that he worked harder than anyone to improve the community.

Summary: The author explains how John Smith’s supporters for mayor of Liston cited a number of arguments, including these: Smith’s birth in Liston, his early schooling there, his success at Harvard Law School and at a top Boston law firm, his exceptional community work in Liston, and his residency there with his wife. However, the author thinks the reference to his early schooling was unnecessary.
Directions

Read the passage below. Then, answer the questions that follow.

No Need for Ceremony: Award Winner is Clear

There is no question that the 2009 Movie of the Year Award should go to Autumn Danger. This film, which stars Kevin Treeman and Alexandra Holquist, is about a German couple separated by World War II. The movie was directed by Ross Creighton and cost $1.2 million to make. It is a masterpiece of filmmaking, and its cinematography is better than that of any movie made in the last twenty years. The best part of the film is the story, based on the book by William Lassiter, which won the 2001 Finest Fiction Award. The movie follows a husband and wife through the horrors of war. We see them living happily together before the Nazi rise to power, and then we follow them as they try to escape Germany. No one acting in films today is better than Holquist, and it is her exquisite, heartfelt performance that remains with the viewer after the closing credits.

1. What are two facts from the passage?
   a. 
   b. 

2. What are two opinions from the passage?
   a. 
   b. 

3. Write a summary of the passage. Use the guidelines and tips outlined on the previous page.

   

4. Exchange summaries with a partner. Evaluate your partner’s summary for accuracy of the main ideas, supporting details, and overall meaning.

   

Reading: Comprehension of Informational Text/Persuasive Text

(11) Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:

(A) analyze the structure of the central argument in contemporary policy speeches (e.g., argument by cause and effect, analogy, authority) and identify the different types of evidence used to support the argument; and

(B) identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts.

Explanation

The concepts reviewed here will help you analyze, make inferences, and draw conclusions about persuasive texts, such as policy speeches. A policy speech is a form of persuasive writing that identifies a problem and proposes a solution. The central argument is the reasoning by which the speaker supports the proposed solution. Support may include facts, statistics, examples, and quotations. Sometimes, speakers also use logical fallacies, or illogical arguments, to persuade an audience. One such fallacy is ad hominem argument, in which the speaker attacks the character of an opponent.

Example

The following passage is an example of persuasive writing:

The dangers of secondhand smoke must be kept from our citizens, especially our children. The time has come for us to stand up and insist that all workplaces, restaurants, and public areas in the state be made smoke-free. This Tuesday, November 4, you will be asked to vote on a bill that would ban smoking in these areas. Please consider that secondhand smoke is not only revolting, but it also increases the risk of getting some diseases. A young child is in the hospital with respiratory complications due to secondhand smoke. One can only conclude that all of our children are in danger. Everyone knows that smoking is harmful! Don’t subject your friends, loved ones, and children to this danger. Vote YES to pass Bill 141—the Smoke-Free State Act!

- How does the author feel about the issue of smoking? The author believes smoking should be banned in public places.
- What specific action does the author want the reader to take? The author wants the reader to vote for Bill 141.
- What facts are presented in the text? Voters will vote on the bill on Tuesday, November 4. Secondhand smoke increases the risk of getting some diseases.
Understand the Skill

Locate and read a persuasive speech given by a policymaker. Write a brief paragraph in which you identify the central argument and analyze the validity of the argument. Consider the evidence presented and the reasoning and fallacies, if any, used to support the argument.

Directions

Read the selection. Then choose the best answer to each question.

Today’s topic is the new school dress code. This has to be the worst idea the school administration ever presented to our student body. As students, we get very little chance to express our individuality, which is needed if we are to be creative as they all say they want us to be. What we wear shows who we are. If we all dress the same, we will act the same. This is not the diversity that our school administrators say they are committed to. It is the opposite.

1. Which of the following best states the author’s central argument?
   A Diversity is expressed by clothing.
   B Creativity at school is lacking.
   C The administration has bad ideas.
   D Dress codes limit individuality.

2. Which statement is an example of exaggeration?
   F If we all dress the same, we will act the same.
   G The school administration is committed to diversity.
   H There is a new school dress code planned.
   J Some students oppose the dress code.

3. Which is the best argument the author might add to convince her readers?
   A I think that no dress code is best for everyone since it is easier.
   B Everyone I know is against the dress code.
   C Studies show that students at schools without dress codes do better in art.
   D With a dress code, we won’t be able to tell who the cool kids are.

4. Which of the following would be the best argument for having a dress code?
   F Students will make friends based on character, not clothes.
   G It is not that important so I’ll just go along with things.
   H The author has a bad personality, and she is against it.
   J The smartest and most interesting kids all want a dress code.

5. Which of the following types of evidence could the author use in order to strengthen and validate the argument?
   A unfounded claim
   B persuasion
   C ad hominem
   D a statistic
Reading: Comprehension of Informational Text/Procedural Texts

(12) Students understand how to glean and use information in procedural texts and documents. Students are expected to:
(A) follow multi-dimensional instructions from text to complete a task, solve a problem, or perform procedures; and
(B) explain the function of the graphical components of a text.

Explanation
Directions are instructions that tell you how to complete a task, solve a problem, or perform a procedure. When you see multi-dimensional directions, you should first read them carefully and identify the goal of the task. Some directions include graphical components, such as diagrams, to clarify parts of the procedure. Look over any diagrams and think about how they relate to the written steps. To complete the task, read each step carefully and then complete that direction before moving on to the next step. Pay special attention to commands like measure, add, or cut. Do not skim or skip over any steps. Not following directions can lead to wrong results.

Graphical components relating to print assist the reader in following and understanding written directions. Words that appear in boldface, italics, or bigger font may suggest key or action verbs essential for completing the task. Bullets and lists indicate steps that should be followed sequentially. Headings and subheadings indicate a change in topic or direction. Explaining the use of these graphical components can help you complete the directions.

Examples
Read the recipe below.

How to Make Pasta

1. Fill a pot with cold water.
2. Place the pot on the stove and turn the gas on to high heat.
3. When the water starts to boil, add 1 tsp. of salt.
4. Slowly add the pasta to the pot and continually stir with a wooden spoon.
5. Cook the pasta for 8 to 12 minutes.
6. Taste the pasta to check if it is done. The pasta should taste chewy but firm.

By glancing at the title and the numbered steps, you can determine that this text is about how to make pasta. You can also see that the boldface phrases tell you essential information. To complete these directions, you would complete each step before proceeding to the next and pay special attention to the boldface words.
**Directions**  Read the selection. Choose the letter of the best answer to each question.

**Chocolate Chip Cookies**

1. Preheat the oven to 350 degrees.
2. Grease two cookie sheets.
3. Mix together 1 cup all-purpose flour and 1 teaspoon baking soda.
4. In a separate bowl, beat together 1 stick of softened butter, ½ cup sugar, and ½ cup brown sugar.
5. To the butter mixture, add 1 egg, ½ teaspoon salt, and 2 teaspoons vanilla extract.
6. Add the flour mixture to the butter mixture. Using a wooden spoon, stir until smooth. Stir in 1 cup chocolate chips and ½ cup chopped nuts (optional).
7. Drop teaspoonfuls of the dough onto the prepared cookie sheets, 2 inches apart.
8. **Bake 9 to 11 minutes** until lightly browned.
9. Allow cookies to cool on cookie sheet for several minutes until slightly firm. Then, use a spatula to transfer the cookies to a rack to cool.

1. Which part of step 6 could you safely **skip** and still have a good result?
   - A stirring until smooth
   - B adding the chocolate chips
   - C combining the flour and butter mixtures
   - D adding the chopped nuts

2. Reread step 4. The words “in a separate bowl” are important because they say that you
   - F should not combine any of the ingredients until just before you bake the cookies.
   - G cannot put the butter and sugar mixture directly into the flour mixture.
   - H must keep the egg, salt, and vanilla mixture separate from the butter and sugar.
   - J need to grease the cookie sheets before you put the dough on them.

3. Reread step 9. What might happen if you did not allow the cookies to cool on the cookie sheet until slightly firm before you transferred them to the cooling rack?
   - A The cookies might fall apart.
   - B The cookies might become too crunchy.
   - C The cookies might burn.
   - D The cookies might lose their flavor.
Reading: Media Literacy

(13) Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:
(A) interpret both explicit and implicit messages in various forms of media;
(B) interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message;
(C) evaluate various ways media influences and informs audiences; and
(D) assess the correct level of formality and tone for successful participation in various digital media.

Explanation/Examples

You can use the following strategies to analyze how words, images, graphics, and sounds work together to create meaning in a media message:

- Evaluate the ways the media influence and inform the audience. Advertisements may use persuasive techniques, such as exaggeration, to influence your opinion about a product or an issue. News programs may use images or graphs and diagrams to inform or explain the topic.
- Interpret the message. There are two types of messages, explicit and implicit. The explicit message is clearly stated. The implicit message is implied, or suggested. Knowing both will help you evaluate how the message is influencing you. For example, an advertisement that shows an actor doing stunts on a bicycle may inspire viewers to buy that bicycle. However, the implicit message of the ad may be that you too can perform the same stunts as the actor if you buy the bicycle.
- Interpret the effect of visual and sound techniques on the message. Special effects change an existing image and can show the impossible, such as a person flying. Camera angles and lighting draw your attention to certain parts of the image, making them more appealing or less so. Music and sound effects can create a favorable mood to enhance the message. Imagine an advertisement that focuses on a soft-drink can throughout a 30-second ad. Fast-paced music plays in the background. The advertiser hopes you will associate the happy mood created by the music with the image of the can and ultimately buy the product.
- Assess the level of formality and the tone, or attitude toward the subject. News programs, university- or government-sponsored Web sites, and some newspapers will usually use a more formal and serious tone. Blogs, advertisements, and messages meant to entertain may use a less formal tone. Assessing the formality and tone will help you better understand the message.
Understand the Skill

In a small group, discuss various types of media you encounter daily. Together, cite specific examples to interpret how visual and sound techniques contribute to the way messages conveyed by these media influence and inform your opinions about the topics, products, or issues.

Directions

Choose the letter of the best answer to each question.

1. Which of the following is most likely to use an informal tone?
   A a news program about finances
   B an article about a plane crash
   C a government-sponsored Web site
   D a blog about fashion trends

2. Which of the following techniques would an advertiser most likely use to make a product more appealing?
   F Play music that conveys a pleasant tone.
   G Add sound effects, such as crashing sounds.
   H Show graphs and diagrams.
   J Use a more formal tone.

3. Imagine the following advertisement: An image of a pair of sneakers flashes onscreen while loud, energetic music plays in the background. The screen flashes to a scene of a group of students your age wearing the sneakers, playing basketball, giving each other high-fives, and obviously having a good time. The commercial flashes back to the image of the sneakers.
   What could the implicit message of this advertisement be?
   A You will be popular if you wear the sneakers.
   B You will be left out if you do not buy the sneakers.
   C You will be happy and will enjoy yourself if you wear the sneakers.
   D All of the above are part of the message.

Directions

On a separate sheet of paper, complete the following activities.

4. View three advertisements. Interpret their explicit and implicit messages. Then, compare the messages and come to a conclusion about how the advertisement was designed to influence you.

5. Watch a news program of your choosing. Explain how the program influenced or informed your opinion on the topic. Also, discuss how the program’s level of formality and tone influenced you.
Writing: Writing Process

(14) Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;

(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;

(C) revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed;

(D) edit drafts for grammar, mechanics, and spelling; and

(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.

Explanation

Good writers use a writing process to create their work. Step 1 in the writing process is to plan. First, use strategies such as discussions with others and background reading to determine an appropriate topic. Then, develop a thesis—a statement of position on the topic you have chosen. Step 2 is to write a draft. Before you begin writing, choose the best organizational strategy for your purpose. Possible organizational strategies include sequence of events or cause/effect.

Step 3 is to revise. When revising, you must know your purpose and think about your audience. Make sure that you have used a variety of sentence structures and clear, precise words to present your ideas. Add transitions and vivid images where appropriate. Step 4 is to edit for grammar, punctuation, and spelling mistakes. Step 5 is to share, or publish, your work.

Examples

If you are writing a persuasive essay about the health benefits of exercise, your process might be the following:

- To plan, make a chart of your points and counterarguments.
- Write a draft based on your chart. You might use the cause/effect organizational strategy, including a separate health benefit in each body paragraph.
- Reread and revise, keeping in mind your audience and your purpose—to persuade. Vary your sentence length and use precise words.
- Check your grammar, punctuation, and spelling.
Choose a topic for a short persuasive essay. Then, use the following guide to walk you through the writing process for the essay.

1. Fill in the chart. Write your thesis statement in the top row. Then, list points that support your argument and counterarguments to those points. Use a separate sheet of paper if you want to list more supporting points and counterarguments.

<table>
<thead>
<tr>
<th>Thesis</th>
<th>Supporting Points</th>
<th>Counterarguments</th>
</tr>
</thead>
<tbody>
<tr>
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<td>1.</td>
<td>1.</td>
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<tr>
<td></td>
<td>2.</td>
<td>2.</td>
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<tr>
<td></td>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>

2. Write a draft using the information in your chart. Be sure to choose a logical organizational strategy for your essay.

3. Reread and revise. To get started, answer the following questions:
   - What is my purpose?
   - Who is my audience?
   - Are the words I use clear and precise?
   - What is my general sentence structure? (circle one)
     short  long  mixed
   - Where can I add transitions and vivid images?

4. Edit your draft for grammar, punctuation, and spelling.

5. Share your writing with a partner. Record your partner’s comments here. Also indicate how you will incorporate his or her suggestions.
When writing stories, consider the following story elements and techniques:

- The setting of a story is where and when it takes place. You can create a specific and believable setting by using sensory details, or words that appeal to your readers’ senses. Do not just tell your readers what the setting looks like. Describe the smells, sounds, and feel of the setting. Example: *Dirk stepped into the dark and damp alley, overcome by the smell of rotting garbage.*

- A character is a person or animal that takes part in the action of the story. Use a variety of the following character types to make your story more interesting: A *dynamic* character changes during the course of the story. A *static* character remains the same throughout the story.

- Plot is the sequence of events or action in a story. Make sure that the action is well-paced, to sustain readers’ interest throughout the whole story. For example, do not crowd all the important events into the beginning of the story.

Consider the following elements and techniques when composing poetry:

- Rhyme scheme is the pattern of rhymed, or chiming, words at the ends of lines. Meter is the rhythmical pattern of a poem, determined by the number of stresses, or beats, in each line. Use these poetic techniques to emphasize specific words and ideas, and to give your poem a songlike quality.

- Use figurative language, or language that goes beyond its dictionary meaning, to convey thoughts and feelings more vividly. In personification, a nonhuman subject is given human characteristics. Hyperbole is a deliberate exaggeration to create emphasis.
Understand the Skill

Write a short story or a poem. If you write a short story, include well-developed characters and sensory details to make your setting believable. Also, remember to pace the story’s action in a way that will sustain your readers’ interest. If you write a poem, use rhyme scheme and meter to emphasize words and ideas and to lend a songlike quality to your poem. Include the following figures of speech: personification and hyperbole.

Directions

Choose a partner who wrote a story or a poem, whichever you did not write, for the Understand the Skill activity. Review your partner’s work by answering the appropriate questions below. Use a separate piece of paper if necessary. Then, edit your work based on your partner’s feedback.

Use the following questions to evaluate a short story:

1. Does the story hold your interest from beginning to end? If not, how might the writer improve the pacing of action throughout the story?

2. List sensory details that the writer uses to make the setting believable, and explain their effect on you as the reader. Offer suggestions for additional sensory details related to the story’s setting.

3. What character types does the writer include in the story? What suggestions can you offer to make the characters more interesting?

Use the following questions to evaluate a poem:

4. What words and ideas does the writer emphasize through the use of rhyme scheme and meter? Explain how these techniques help convey the meaning of the poem.

5. Note each example of figurative language in the poem, and explain how it contributes to the poem. Offer suggestions that will help the writer use figurative language more effectively.

6. What graphic elements (such as word position and line breaks) does the writer use? Explain how these elements contribute to the poem’s message.
Writing

(16) Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.

Explanation

A narrative is a story. A personal narrative is a story based on the author’s real life. When writing a personal narrative about your own experiences, you should include the following elements:

- A clearly defined focus
- A clear sequence of events, involving the writer
- Communication of a conflict, or problem, that triggers actions and consequences
- Vivid details and quotations that help readers understand your own and others’ actions, feelings, and motivations

Example/Understand the Skill

Read the following personal narrative. On a timeline, trace the narrative’s sequence of events. Also, identify the primary focus of the narrative and the writer’s conflict.

Two weeks ago, my family adopted a puppy named Socks. That’s when everything started to happen to me. A few days after we brought Socks home, I had a basketball game against the neighboring school’s team. The night of the big game, I searched everywhere for my pair of lucky socks. At the time, I didn’t think twice about the fact that our cute new puppy was nowhere to be found. And then I found both of them, together: Socks and my lucky socks. They were under the bed, and my lucky socks were obliterated, disintegrated … they were destroyed!

I couldn’t believe it. I had no choice but to play the game without my lucky socks. As a result, we lost the game. I didn’t speak to Socks for a week. That Saturday night, I sat home alone, still depressed over our team’s humiliating defeat. Desperate to put it out of my mind, I turned the radio on to my favorite station. It was then that I heard it: The radio station was having a contest. With trembling fingers, I reached for the phone and dialed the number.

“Congratulations, you’re the tenth caller! You’ve won a trip to Hawaii!”

I looked down at Socks. “Well, girl, I guess I should thank you. Because of you, we’re going to Hawaii!”
Directions  Reread the personal narrative in the Example/Understand the Skill section. Then, choose the letter of the best answer to each question.

1. Which of the following sentences would help the writer communicate his conflict and the reasons for his actions?
   A  We chose the name Socks because of the soft brown hair that covered her paws.
   B  The trip also included a four-day cruise to several Hawaiian islands.
   C  If we won the game, we would continue to the regional championships, but if we lost, our season would be over.
   D  Socks looked up at me guiltily, a thread from my lucky socks hanging from her mouth.

2. In keeping with the focus of his narrative, which of the following items would fit into the story’s sequence of events?
   F  My teammates and I left the field that night crushed and disappointed.
       Nobody spoke on the ride home.
   G  Socks was one of five puppies to choose from at the shelter. She was definitely the cutest among them!
   H  My cousin has been to Hawaii, and she loved it! She’s planning to go there again next year.
   J  The socks that I ended up wearing to the game were red with light blue stripes. They were a present from my grandmother.

3. Which of the following sentences contains a vivid detail that helps the reader understand the writer’s feelings?
   A  Two weeks ago, my family adopted a puppy named Socks.
   B  I couldn’t believe it.
   C  The night of the big game, I searched everywhere for my pair of lucky socks.
   D  With trembling fingers, I reached for the phone and dialed the number.

4. What does the following quotation help the reader understand about the writer’s feelings toward Socks?
   “Well, girl, I guess I should thank you. Because of you, we’re going to Hawaii!”
   F  In time, the writer will forgive Socks and they will have a close relationship.
   G  Socks will have to work hard to win the writer’s affection.
   H  The writer has fully forgiven Socks.
   J  The writer will continue to see Socks as the cause of his lost hopes and dreams.

Directions  On a separate sheet of paper, complete the item below.

5. Revise the first paragraph of the personal narrative in the Example/Understand the Skill section. Your purpose is to include quotations that will help readers understand the writer’s actions, feelings, and motivations.
Writing: Expository and Procedural Texts

(17) Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

(A) write a multi-paragraph essay to convey information about a topic that:
   (i) presents effective introductions and concluding paragraphs;
   (ii) contains a clearly stated purpose or controlling idea; (iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies; (iv) accurately synthesizes ideas from several sources; and (v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs;

(B) write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context;

(C) write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate; and

(D) produce a multimedia presentation involving text and graphics using available technology.

Explanation/Example

Following are some of the many different forms of expository and procedural or work-related texts you may use:

- Essays communicate information through the following format: 1) An introduction includes a clearly stated purpose or controlling idea. 2) Body paragraphs contain logically organized facts and details that support the controlling idea. 3) A concluding paragraph restates the controlling idea and summarizes the supporting details. Example of a controlling idea: When George Washington became the first President of the United States, he faced many challenges.

- A letter, written in either a business or friendly context, can be used to state an opinion, register a complaint, or request information. When composing letters, try to put your main reason for writing in the first sentence and express just one main idea in each paragraph. End a formal letter with a formal close, such as Yours Truly.

- A response to literature is an essay in which you interpret, reflect on, or critique a piece of writing, using quotations from the text when appropriate.

- Multimedia presentations integrate text with videos, images, and sound to convey powerful and entertaining messages. Using such audio and visual elements, you can turn an essay or research paper into a documentary or electronic news report.
Directions

On separate sheets of paper, complete the following activities.

1. Choose a literary or expository text. Then, in a multi-paragraph essay, write a response to this selection. Include a clearly stated purpose in your introductory paragraph, quotations and other supporting evidence in your body paragraphs, and a restatement of your main point in the concluding paragraph.

2. Think about how you might use a multimedia presentation to respond to the literary work or expository text you chose. Then, list your ideas, indicating how you might use video clips, sound bites, and visual art in your presentation.

3. Write a formal letter to a company explaining why you like or dislike one of their products that you recently purchased. Make sure you use a formal tone and a format like this one:

   [Your address and today’s date]

   [Name and address of the person to whom you are writing]

   [Greeting:]

   [Body of letter]

   [Closing]

   [Signature]
Writing: Persuasive Texts

(18) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that:

(A) establishes a clear thesis or position;
(B) considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments; and
(C) includes evidence that is logically organized to support the author’s viewpoint and that differentiates between fact and opinion.

Explanation

A persuasive text is a nonfiction work that tries to convince a reader to think or act in a particular way. Persuasive writing can take many forms, including advertisements, political speeches, editorial pages in newspapers, Internet blogs, and essays. To compose an effective persuasive essay, keep the following guidelines in mind:

- In your introduction, clearly present the issue you will discuss in your essay. Include a strong sentence in which you state your position on this issue. This will be your thesis statement.
- As you plan and draft your writing, anticipate questions and counterarguments that might occur to readers.
- Logically organize your evidence to support your position. One way to organize your writing is to start with your least important arguments and build up to your most important ones.
- In drafting your essay, differentiate between facts and opinions. A statement of fact, such as the height of a building, can be proved true or false. An opinion, such as your like or dislike of a building, can be supported by evidence but not proved true or false. You should support your opinions with facts and reasons. However, treating opinions as facts will weaken your argument.

Example/Understand the Skill

Read the following excerpt from a persuasive essay. Then, write an introductory paragraph for the essay that includes a strong and clear thesis statement.

It is important to understand how urban expansion affects farmland and forests. As cities expand, farmland is replaced with housing developments. Expansion changes the lives of farmers, who want to continue to farm but cannot because the city is too close. Expansion also boosts the price of food because farm products have to be trucked from farther away....

The writer includes facts and details to convince readers of the harmful effects of urban expansion.
Directions

Choose the letter of the best answer to each question.

1. Which statement clearly identifies an issue and a strong position on that issue?
   - A Beginning school at 8:00 a.m. is a tradition that does not work for everyone.
   - B Most public officials do not want their family lives to be public.
   - C To ensure the safety of its citizens, the city of Akron should create more bicycle lanes on public streets.
   - D One of the most challenging problems facing our nation is the conservation of carbon-based fuels.

2. Which of the following statements is an opinion rather than a fact?
   - F Bicycle lanes make it easier for bicycle riders and motor vehicle drivers to keep a safe distance from one another.
   - G A 70-pound child riding on a 22-inch bicycle is no match for a transit bus that is 40 feet long, 9 feet wide, and weighs 31,800 pounds.
   - H Bicycling is more enjoyable when one does not have to share riding space with cars or other motor vehicles.
   - J City traffic engineer Sharon Connelly argues that the key to increasing safety for bicyclists is separating them from motor vehicles.

Directions

Write a persuasive essay about an issue that is important to you. Then, review your writing, keeping in mind the points described in the Explanation section on the previous page. Use the chart below to revise your writing.

<table>
<thead>
<tr>
<th>Places where the writing can be improved:</th>
<th>My revision suggestions:</th>
</tr>
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<tbody>
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Oral and Written Conventions: Conventions

(19) Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

(A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking:
   - (i) verbs (perfect and progressive tenses) and participles;
   - (ii) appositive phrases;
   - (iii) adverbial and adjectival phrases and clauses;
   - (iv) conjunctive adverbs (e.g., consequently, furthermore, indeed);
   - (v) prepositions and prepositional phrases and their influence on subject-verb agreement;
   - (vi) relative pronouns (e.g., whose, that, which);
   - (vii) subordinating conjunctions (e.g., because, since); and
   - (viii) transitions for sentence to sentence or paragraph to paragraph coherence;

(B) write complex sentences and differentiate between main versus subordinate clauses; and

(C) use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.

Explanation/Examples

Think about these conventions as you compose and revise drafts. Use the parts of speech described below to clarify meaning within your sentences and add variety to your writing:

<table>
<thead>
<tr>
<th>Part of speech</th>
<th>Definition/Function</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participle</td>
<td>A verb that acts as an adjective</td>
<td>The <em>flowing</em> lava covered the road.</td>
</tr>
<tr>
<td>Conjunctive Adverb</td>
<td>Acts as a transition between two complete ideas</td>
<td>Tom read the instructions carefully; <em>therefore</em>, his cookies were a success.</td>
</tr>
<tr>
<td>Preposition</td>
<td>Relates the noun or pronoun that appears with it to another word in the sentence</td>
<td>The satellite moved in an orbit around the Earth.</td>
</tr>
<tr>
<td>Subordinating Conjunction</td>
<td>Joins two ideas by making one idea subordinate, or dependent on the other</td>
<td>I play soccer <em>whenever</em> I can.</td>
</tr>
</tbody>
</table>
Understand the Skill

Write a paragraph that includes the four parts of speech described in the Explanation/Examples section.

Directions
Choose the letter of the best answer to each question.

1. Which sentence contains incorrect pronoun-antecedent agreement?
   A The girls left their equipment in the locker room.
   B The first person in line may choose his or her favorite dessert.
   C All the members of the committee are to turn in their reports.
   D Each person must clean out his or her desk at the end of the year.

2. Which sentence demonstrates inconsistent verb tense?
   F I ran to the phone as soon as I heard the news.
   G Abraham Lincoln is elected President when slavery was still legal.
   H I listened to music while we traveled on the train.
   J Beth reads the newspaper when she drinks her morning tea.

Directions
Read the sentences below. Underline the subordinate clause in each sentence.

3. My homework was not completed on time because the dog ate it.
4. If at first you don’t succeed, try something else.
5. Where were you when the World Trade Center was attacked?

Directions
On a separate sheet of paper, combine each of the pairs of sentences below into one compound or complex sentence.

6. You have to learn to crawl. Then you can learn to walk.
7. The menu followed the same pattern each week. It did not offer the students much variety.
8. George Washington was elected President. He understood the main issues.
9. Michael Jordan was a great basketball player. He was not as good as Bill Russell.
Oral and Written Conventions:
Handwriting, Capitalization, and Punctuation

(20) Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:
(A) use conventions of capitalization; and
(B) recognize and use punctuation marks including:
(i) commas after introductory words, phrases, and clauses; and
(ii) semicolons, colons, and hyphens.

Explanation
Capital letters provide visual clues that help readers understand a text. Capitalize the first word in a sentence or quotation, the first word after a colon if the word begins a complete sentence, proper nouns and adjectives, and titles.

Hyphens, commas, colons, and semicolons are important punctuation marks used in writing. Each has a specific purpose, as follows:

• Use a hyphen to divide a word at the end of a line; for compound numbers and fractions; with prefixes such as ex, self, and all; and to connect compound adjectives.
• Use a comma after an introductory word, phrase, or clause.
• In general, a colon tells the reader that the words that follow prove, explain, or enumerate elements of what was referred to before. One important use of the colon is to introduce a list following an independent clause.
• Use a semicolon to connect independent clauses not joined by and, for, but, yet, or, so, or nor; to connect independent clauses joined by for example, therefore, however, instead, and furthermore; and when a series of items contains commas.

Examples
The following are examples of the writing conventions described above:

• Capitalization: On our Memorial Day visit to Washington, D.C., we took pictures of the White House and the Lincoln Memorial.
• Hyphen (-): three-fourths, all-star, rain-soaked
• Comma (,): To get to her plane before it took off, she ran through the airport.
• Colon (:): The soldiers were given the following equipment: backpacks, uniforms, canteens, and blankets.
• Semicolon (;): We decided to go to the movie tonight; however, Jenny won’t be able to join us.
Directions  Choose the letter of the best answer to each question.

1. Where is the hyphen needed in the following sentence?
   He bought 200 pounds of gravel to spread on the 40 foot driveway.
   A 200-pounds
   B gravel-to spread
   C 40-foot
   D drive-way

2. Which sentence uses the semicolon correctly?
   F The roller coaster turns you upside down; hold onto your hat.
   G Who brought the plates, napkins; and cups?
   H Look; here’s the merry-go-round.
   J We are having fun; when will Ryan return?

3. Which sentence uses the hyphen correctly?
   A I like to play out-side in the snow.
   B When-ever I hear my favorite song, I feel happy.
   C I like to spend time with my friends-who doesn’t?
   D He is a self-taught violinist.

4. Which sentence uses the semicolon correctly?
   F The ice show performers are here; please welcome them.
   G Shall we sit in the upper row; or more toward the middle?
   H Oh; there’s been an accident.
   J The entertainment was great; and everyone cheered the performers.

5. Which of the following sentences uses capitalization correctly?
   A Thanksgiving is celebrated every november.
   B George Washington was the first president of the United States.
   C Napoleon was a French emperor.
   D Rome, Venice, and Florence are all Italian cities.

6. Which sentence shows the correct rewrite of the following sentence?
   We decided to go to the mall but we had to stop at the pharmacy first.
   F We decided to go to the Mall, but we had to stop at the Pharmacy first.
   G We decided to go to the mall, but we had to stop at the pharmacy first.
   H We decided to go to the mall, but we had to stop at the pharmacy first.
   J We decided to go to the mall but we had to stop at the pharmacy first.

7. Combine the following sentences into a single sentence with an introductory phrase. Be sure to use punctuation marks correctly.
   Thomas Jefferson wrote the Declaration of Independence. He wrote it in 1776.
Oral and Written Conventions: Spelling

(21) Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.

Explanation

If you are unsure of how to spell a word, check a resource such as a dictionary. Also, memorize spelling rules, especially those that apply when an affix (a prefix or a suffix) is added to a base word. Keep the following points in mind:

- A base word has no prefixes or suffixes added to it. A word formed by adding an affix (a prefix or a suffix) to a base word is called a derivative.
- A prefix is one or more letters added before the base word that changes the meaning of the base word. Common prefixes include in-, mis-, pre-, re-, and un-.
- A suffix is one or more letters added after the base word. A suffix changes the spelling and meaning of the base word and often the base word’s part of speech. Common suffixes include -able, -ed, -er, -est, -ful, -ing, -ly, and -ness.

Examples

The following spelling rules apply when affixes are added to a base word:

- When a prefix is added to a base word, the spelling of the base word usually remains the same: pre- + view = preview.
- When the suffixes -ly and -ness are added to a base word, the spelling of the base word remains the same unless the base word ends in a consonant followed by y: final + -ly = finally, like + -ness = likeness.
- When a base word ends in a consonant followed by y, the y changes to i before the suffix is added: merry + -ly = merrily, fly + -er = flier.
- Drop the silent e of a base word before adding a suffix that begins with a vowel: safe + -est = safest, write + -ing = writing.
- Keep the silent e when adding a suffix that begins with a consonant: peace + -ful = peaceful, safe + -ly = safely. (Exceptions: true + -ly = truly, argue + -ment = argument.)
- If a one-syllable word ends in a vowel followed by a consonant, double the final consonant before adding a suffix that starts with a vowel: set + -ing = setting.
- If the last syllable of a multi-syllable word is accented and ends in a consonant, double the last consonant before adding a suffix that starts with a vowel: refer + -ing = referring.
Directions  Choose the letter of the best answer to each question.

1. Which of the following words is spelled incorrectly?
   A  rapidity
   B  density
   C  scarcity
   D  humidity

2. Which of the following is the correct spelling of the word meaning “the most untidy”?
   F  messiest
   G  messyist
   H  messyest
   J  messyst

3. Which of the following is the correct spelling for silly + -ness?
   A  sillyness
   B  sillness
   C  silliness
   D  sulleness

4. Which of the following is the correct spelling of the word meaning “in a crazy way”?
   F  crazyly
   G  crazely
   H  crazyily
   J  crazily

Directions  Read the following paragraph, which contains misspelled derivatives and other commonly misspelled words. Then, complete the item as directed.

Emily reached over the gate and unhookked the latch. She could hardly believe her eyes when she entered the garden. It was filled with the most glorious flowers she had ever seen. She sat on a nearby log to enjoy the weather and the view.

5. Rewrite the paragraph, spelling all of the words correctly. Use a dictionary to check correct spellings.
Research: Research Plan

(22) Students ask open-ended research questions and develop a plan for answering them. Students are expected to:
(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and
(B) apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches.

Explanation
When planning research, choose a suitable topic and open-ended questions about it that you want to answer. Open-ended questions cannot be simply answered yes or no. Next, review sources that might help answer your questions. Finally, write a brief plan for your research. Here are steps to follow:

1. Sometimes a topic will be assigned to you. When searching for a topic yourself, brainstorm for ideas or discuss possible topics with a partner. Remember to choose a topic that is not too broad.
2. Think of one major question about your topic that you want your research to answer. Also, think of smaller, more focused questions that will help you answer your major question.
3. Once you have developed your questions, find sources that can help you answer them. Brainstorm for a list of resources. These could include school and public libraries, online resources, films, and audio recordings. People who have knowledge about your topic can also be useful sources.
4. Consider the requirements for your writing assignment. How many sources do you need to use? Do you need to use any primary sources—first-person accounts of events, such as letters or journals?
5. Write a brief research plan that includes your research questions and the resources that will best help you answer them. As you research, your plan may change depending on what you find out.

Examples
The following is an example of making a research plan.

Suppose you have decided to write a research paper about James Thurber. First, think of a major question you want to answer about his work, such as the following: How does Thurber use family situations to create humor? Then, think of related, smaller questions, such as: To what extent did Thurber base his humorous essays on events that occurred in his family? Consider resources that might help you answer your questions: encyclopedia articles, biographies, interviews, letters, and Web sites.
Understand the Skill

Practice developing a written research plan using the process described on the previous page. Suppose you are going to write a report on Rod Serling’s science fiction. Narrow this topic. Then, write a major question and a few smaller ones on the narrower topic. Finally, briefly outline the resources that would help you answer these questions.

Directions

Choose the letter of the best answer to each question.

1. Which of the following is NOT part of developing a research plan?
   A. choosing a topic
   B. developing questions
   C. listing possible sources
   D. writing a conclusion

2. What are primary sources?
   F. magazines and newspapers
   G. first-person accounts of events
   H. encyclopedias
   J. sources that include visuals

3. Suppose your teacher has given you an assignment to write a report about the Rio Grande. Which piece of information would be most helpful for developing your research plan?
   A. the number of magazines available at your school library
   B. the number of boats that travel on the Rio Grande
   C. the number of sources you are required to use
   D. the number of encyclopedia articles about rivers

4. What is one reason your research plan might change?
   F. You cannot find the sources you need at the library.
   G. You decide not to write focus questions.
   H. You decide to read an article in a magazine.
   J. You check out a book from the library.

5. Suppose you are writing a report on the history of the American flag. Which of the following focus questions would be most helpful?
   A. What are some other flags of the world?
   B. What did the first American flag look like?
   C. What companies produce American flags?
   D. In what places is the American flag displayed?
Research: Gathering Sources

(23) Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:

(A) follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies;
(B) categorize information thematically in order to see the larger constructs inherent in the information;
(C) record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format; and
(D) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.

Explanation/Examples
Writing a research paper involves several steps, including these:

1. Follow the research plan by exploring the range of sources to answer your research questions. Use the variety of sources indicated in your plan. Modify your plan if you have trouble answering questions or locating sources.
2. Use a standard format, or recognized way, to record information from sources. For example, include author(s), title of book or journal, publisher, place of publication, date, page(s), and URL for a Web site.
3. Categorize information by themes, or related ideas.
4. Make sure sources are reliable, or trustworthy. Use books and encyclopedias from reputable publishers. On the Internet, use reliable sites sponsored by governments, universities, and organizations such as museums.
5. Know the difference between paraphrasing and plagiarism. Presenting someone else’s work as your own is called plagiarism. The consequences of plagiarism may range from failing an assignment to suspension from school. You may quote passages from sources, copying the passage word for word and placing it in quotation marks. You may also paraphrase a passage, restating it in your own words. In either case, acknowledge the source in a footnote on the page and a bibliography at the end of the report. List sources in a bibliography alphabetically, as follows:

<table>
<thead>
<tr>
<th>Format</th>
<th>Example</th>
</tr>
</thead>
</table>
Directions  Write the answer to each question on the lines below.

1. What is meant by plagiarism?

   __________________________________________________________
   __________________________________________________________

2. What are some possible consequences of plagiarism?

   __________________________________________________________
   __________________________________________________________

3. What does it mean to paraphrase someone’s words?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

4. What are some examples of reliable electronic sources you might use for a research paper?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

5. In a bibliography, how would you correctly cite a book that was published by the New York publisher Summer Street House in 2009, written by Matt Bond, and titled “An Exploration of Europe”?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

Directions  On a separate sheet of paper, complete the activity.

6. Choose a current events topic that you would like to learn more about. Gather five reliable sources to help you research this topic. Then, correctly list each of your five sources in a bibliography.
Research: Synthesizing Information

(24) Students clarify research questions and evaluate and synthesize collected information. Students are expected to:
(A) narrow or broaden the major research question, if necessary, based on further research and investigation; and
(B) utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful than another.

Explanation
Choose a variety of sources that provide information relevant to your topic. Sources are relevant when they help you answer the focus questions that you developed when planning your research. Exploring the sources you have chosen will reveal whether your major research question is too broad or too narrow. It will also reveal whether the sources themselves are reliable and unbiased. As you synthesize, or pull together, information, keep the following points in mind:

- Almanacs, atlases, encyclopedias, and dictionaries can provide an excellent starting point for a project. They provide basic information about many topics.
- Books, newspapers, and magazines contain detailed information about a topic. Always check the publication dates of books. In some cases, they may not contain the most recent information about a topic.
- The Internet is a comprehensive source of information. It can also have very current material because Web sites can be easily updated. However, remember that the most reliable sites are those sponsored by the government (they have .gov at the end of the URL), universities (they have .edu at the end), or cultural organizations such as museums.
- Nonprint sources such as film, performances, television, and radio programs are also useful reference materials. It is important to take careful notes when using these materials, as you cannot refer back to printed text. Also, if possible, determine who is producing a program or film and whether that person has reason to be biased.

Examples
The following are examples of possible resources:

- For a visual presentation on Antarctica: documentary films about Antarctica; photographs of Antarctica; interviews with experts about Antarctica; magazine articles; Web sites about Antarctica
- Oral presentation on George Washington: encyclopedia entry about Washington; biographies of Washington; history journal articles; text of speeches given by Washington

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Directions  Choose the letter of the best answer to each question.

1. Which of the following is the best way to do research?
   A Use only electronic resources.
   B Use as few resources as possible.
   C Use a variety of sources.
   D Use only books and magazines.

2. Which source would be most helpful for researching the geography of Asia?
   F an atlas
   G a newspaper
   H a dictionary
   J a magazine

3. Why must you take careful notes when using nonprint sources such as films?
   A These resources are often out of date.
   B You can be sure that all information in nonprint sources is reliable.
   C These resources do not have detailed information.
   D You cannot refer back to them as you could with written text.

4. Your major research question is “What were the results of World War II?”—and you are finding too many books on this topic. What is the best thing to do?
   F Try to read them all.
   G Paraphrase some of them.
   H Narrow your question.
   J Broaden your question.

5. Which best describes how encyclopedias should be used?
   A They should be your only source.
   B They should be used as a starting point in your research.
   C They should be avoided if possible.
   D They should be used only to check facts found online.

6. For which research topic would a newspaper be most helpful?
   F the culture of the Aztec
   G the climate of East Africa
   H the history of the automobile
   J speeches made by the current president

7. Suppose you are researching the life of Rosa Parks. Which sources would be appropriate to use?
   A a biography of Rosa Parks
   B an encyclopedia entry about Rosa Parks
   C a documentary about Rosa Parks
   D all of the above
Research: Organizing and Presenting Ideas

(25) Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:
(A) draws conclusions and summarizes or paraphrases the findings in a systematic way;
(B) marshals evidence to explain the topic and gives relevant reasons for conclusions;
(C) presents the findings in a meaningful format; and
(D) follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas.

Explanation/Examples
You read a substantial amount of information when you conduct research. It is helpful to have a way of organizing your information so that you can keep it straight. You need to identify what information is important, summarize or paraphrase it, and draw conclusions from it. To do this you will need to find the sources that best support your central ideas.

• You will not always organize your information in the same way. Your decision will depend on the type of information you collect and the way you want your report to look. For example, if your report compares two different species of birds, you might want to organize all of the information on each species together, or you might want to organize the specific differences between the species together. Before you decide how to organize the information, think about how you want to organize your written report.

• Once you have taken plenty of notes, you will need to go through them all and choose the most interesting and useful information. Keep the central idea of your paper in mind and choose only the information that supports it. Organizing your information will help you make sure that all of your research questions have been answered.

• If you have taken notes on something that does not answer one of your questions, you might want to save this information for the future. Put it in a separate area of your notes in case you need it later.

• If you have not already created an outline, use your organized notes to do so. The outline will briefly show the thesis of the report and the main idea of each paragraph in the body of the paper. It is a blueprint that will guide you as you convert your notes into a finished report.

• In your report, use a style recommended by your teacher for citing others’ work.
Understand the Skill

You are writing a report on Rudyard Kipling’s depiction of a cobra and mongoose in his story “Rikki-tikki-tavi.” You want to answer the following question: Does Kipling’s portrayal of these animals match how they really behave? On the lines below, explain how you might organize the information you find through your research.

Give an example of a piece of important information you would want to use for your report and an example of a piece of information that might not be necessary.

**Important information:**

**Unnecessary information:**

Directions

Choose the letter of the best answer to each question.

1. Why is it important to organize the information you collect?
   A. It organizes the paper you will write.
   B. It eliminates having to write the paper.
   C. It shows your teacher what you have done.
   D. It lets you see the books you have read.

2. When looking back over the research you have collected, which information should you choose to include in your report?
   F. everything you have collected
   G. only the most exciting information
   H. only information from books you have read
   J. information that answers the research questions

3. Which is the best tool to use as you move from your notes to your finished report?
   A. an encyclopedia
   B. a notecard
   C. an outline
   D. an introductory paragraph
(26) Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:

(A) listen to and interpret a speaker’s purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker’s claims;
(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems; and
(C) draw conclusions about the speaker’s message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions).

Explanation

Listening may seem like a passive activity, but you will get more out of a speech or oral presentation if you are an active listener. You can become such a listener, in formal and informal settings, by creating goals for yourself like these:

- Summarize the content of what the speaker is saying. What is the main point and what are the supporting details?
- Formulate questions about the evidence that supports the speaker’s main point and claims.
- Draw conclusions about the speaker’s message by considering the speaker’s choice of words and tone, or attitude toward the subject.
- Draw conclusions about the message by considering such nonverbal cues as posture, gestures, and facial expressions.

Example/Understand the Skill

Working in a group of four students, follow these steps to improve your active listening skills:

1. Choose one of the bulleted strategies listed above. Among your group members, cover all of the strategies.
2. Use your chosen strategy to listen actively as someone outside the group reads aloud a brief speech.
3. Discuss with group members the results of your active listening.
4. Have a group member summarize for the class the conclusions your group reached about the purpose and message of the speech.
Directions

Listen as someone reads aloud the excerpt from the speech about changing the voting age that appears below. Then, write the letter of the **best** answer to each of the questions that follow.

from *Speech on Changing the Voting Age*

Sixteen-year-olds like me should be allowed to vote in local, state, and national elections. If we are old enough to drive, we are old enough to vote for representatives who make rules that affect us. In the surveys I’ve taken, all my friends agree. This country is all about moving forward. Keeping an outworn tradition of voting is a foolish mistake for a forward-looking country that values its youth.

1. Which statement best summarizes the content of the speaker’s message?
   A. America is a forward-looking country.
   B. The driving age should be raised.
   C. The voting age should be lowered to sixteen.
   D. Representatives make rules that affect us.

2. What is the best evidence the speaker offers to support the main point?
   F. the fact that teenagers can drive when they are sixteen
   G. a statement of what this country is “all about”
   H. reference to the current law as an “outworn tradition”
   J. surveys of friends that the speaker has taken

3. What is an example of an emotionally charged word the speaker uses to persuade listeners?
   A. elections
   B. foolish
   C. drive
   D. country

4. Which nonverbal cues would be most effective in supporting the speaker’s message?
   F. alternating smiles and frowns
   G. a stiff and formal posture
   H. broad and sweeping gestures
   J. modest, natural gestures

5. Which statement best describes the speaker’s purpose?
   A. to convince listeners that the voting age should be lowered
   B. to remind listeners that America is forward looking
   C. to make fun of the country’s outworn traditions
   D. to brag about the enlightened views of youth
Listening and Speaking: Speaking

(27) Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.

Explanation/Examples

As the following explanations show, an oral presentation has one of these purposes, or goals: to inform, to entertain, or to persuade. Also, a presentation may sometimes have more than one of these goals.

• Speak to inform, or educate: Be sure to include facts and quotations from experts to support your ideas. Use formal language and avoid slang. Depending on your audience, you may want to define unfamiliar terms.

• Speak to persuade, or convince: Use facts to support ideas, but also include your own opinions and those of others. Use language and a tone that will create emotional reactions in your audience. Following is an excerpt from a critique, or analysis and evaluation, of a film. Notice how the speaker includes evidence to support her evaluation. She also uses persuasive language and speaks clearly and to the point.

  Forbidden Planet is an early science-fiction thriller. In the movie, an unnamed monster threatens a small group of humans on a distant planet. However, this film is much more than an outer-space action story. The focus is really on inner space, what happens in our minds. The monster becomes stronger the more that humans angrily try to destroy it. This twist in the story makes the important point that our own worst demons come from inside us.

• Speak to entertain: Include descriptive vocabulary that creates mental images and calls up emotions.

When you give an oral presentation, you should keep the following points in mind:

• As much as possible, maintain eye contact with the audience.

• Vary your speaking rate to create interest. By slowing your pace, you can emphasize parts of your presentation that are more important.

• Change the volume of your voice. You can emphasize important points by speaking louder or softer.

• Be sure that you enunciate, or pronounce words clearly and distinctly. Review difficult words beforehand, making sure you know how to pronounce them.

• Use a variety of gestures to emphasize your points. However, be sure your gestures are natural. Inappropriate gestures may distract an audience.
Directions  Choose the letter of the best answer to each question.

1. The three possible purposes of an oral presentation are to
   A inform, persuade, and educate.
   B relax, anger, and argue.
   C inform, persuade, and entertain.
   D entertain, confuse, and inform.

2. When you give a persuasive speech, you are trying to
   F convince your audience of a point.
   G entertain your audience.
   H inform your audience of a topic.
   J disagree with your audience.

3. Which of the following oral presentations is meant to entertain an audience?
   A a reading of an essay about conservation
   B a television report about a school’s building plans
   C a speech by a politician asking for votes
   D a reading of a poem

4. All of the following are important to keep in mind when giving a presentation, except:
   F maintaining eye contact
   G ignoring conventions of language
   H using a variety of natural gestures
   J pronouncing words clearly

5. Which of the following will not specifically help you stress a point in a presentation?
   A making natural gestures
   B speaking louder
   C speaking softer
   D using prose

Directions  Complete each of the following activities.

6. Choose a literary work, film, or dramatic production that you would like to critique. Remember that a critique combines an analysis of a work with an evaluation of it. In other words, a critique is both informative and persuasive. On a separate sheet of paper, prepare a critique that you can present orally.

7. Divide up into small groups. Take turns delivering your oral presentations. Listeners should evaluate whether the presenter maintains eye contact, varies speaking rate and volume, enunciates, uses a variety of natural gestures, and uses the conventions of language.
(28) Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.

Explanation
There are two types of group discussions, formal and informal. Conversations that take place every day—at home, in the cafeteria, or at a party—are considered informal. Formal discussions are more structured and involve exchanging ideas on a topic through speaking, listening, and asking questions. Formal settings include your classroom or an auditorium. When you participate in formal discussions, it is important to follow agreed-upon rules so that each participant gets the opportunity to express his or her ideas. It is also important to be an active listener so that you understand the speaker’s message.

Example/Understand the Skill
Below are some rules for conversations and formal discussions:

- Clearly address the topic and keep comments brief.
- Do not interrupt someone when he or she is speaking.
- Respect others’ viewpoints.
- Ask questions if you are confused about someone’s ideas.

In formal settings, an active listener should consider the following:

- Know the purpose for listening.
- Concentrate on the speaker, and try to avoid distractions.
- Recognize the difference between fact and opinion.
- Identify the speaker’s bias, or attitude that favors one way over another.
- Make connections between prior knowledge and new information.
- Write down questions to ask the speaker when he or she is finished.

When working in teams, follow these guidelines to work productively:

- Plan clear goals and deadlines to meet them.
- Set time limits for speakers.
- Take notes.
- Vote on key issues.

In a small group, discuss whether the girls’ sports teams in your school get the same amount of attention as the boys’ sports teams. Use the rules for working in small groups.
Directions
Evaluate the group discussion you had about girls’ and boys’ teams by answering the questions below. Fill in the chart by placing a check in the appropriate boxes.

Topic of Discussion:
Participants’ names

<table>
<thead>
<tr>
<th>Participant 1</th>
<th>Participant 2</th>
<th>Participant 3</th>
<th>Participant 4</th>
</tr>
</thead>
</table>

How well did we understand the topic?

<table>
<thead>
<tr>
<th>fully</th>
<th>very well</th>
<th>parts of it</th>
<th>not really</th>
</tr>
</thead>
</table>

Did we plan and achieve clear goals?

<table>
<thead>
<tr>
<th>mostly</th>
<th>sometimes</th>
<th>not often</th>
<th>could not tell</th>
</tr>
</thead>
</table>

Did we set time limits for speakers?

<table>
<thead>
<tr>
<th>mostly</th>
<th>sometimes</th>
<th>not often</th>
<th>could not tell</th>
</tr>
</thead>
</table>

Did we vote on key issues?

<table>
<thead>
<tr>
<th>mostly</th>
<th>sometimes</th>
<th>not often</th>
<th>could not tell</th>
</tr>
</thead>
</table>

1. What can we improve next time?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Directions
Complete the following activity.

2. Research information about an endangered animal and ways that people could help save the animal. Use your research from the activity on endangered animals to have a small group discussion about what people can do to help these animals. Before the discussion, review the guidelines for working productively in teams.
Reading: Comprehension Skills

RC–(7)(A), (B), (C), (D) Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

(A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;

(B) ask literal, interpretive, evaluative, and universal questions of text;

(C) reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images);

(D) make complex inferences about text and use textual evidence to support understanding.

Explanation/Examples
Use the following skills to improve your reading comprehension:

- Establish a purpose for reading. Your purpose might be to learn more about a person or a process, to reflect on ideas, to be entertained, or a combination of these.

- Ask questions. This skill is a way to reflect on your understanding and monitor, or check, your comprehension. If you cannot answer a question about the text, pause and reread sections of the text until the answer is clear.
  - Literal questions ask about things directly stated in the text: “Where did Hannah go after class?”
  - Interpretive questions require you to determine what something means: “What does the sweater symbolize in the story?”
  - Evaluative questions require you to either determine the importance of something or to determine your opinion: “Why is it important that today is Arthur’s birthday?”
  - Universal questions relate not only to the text but to larger ideas: “Does every conflict have a winner?” When answering universal questions, draw from the text you are reading, your prior knowledge, other texts you have read, or current or historical events.

If you cannot answer a question as you read, pause and reread sections of the text until you can answer the question successfully.

- Make inferences. Inferences are reasonable guesses about the topic of a text or about the characters, settings, and events in a story. Use details in the text or story as clues and add what you know from your own experience. Suppose you are reading a letter to the editor on bicycle safety. From the details in the letter, you might infer that the writer is an experienced cyclist. A complex inference is an inference based on inferences you have already made.
Understand the Skill

Use each of the three strategies to reflect on your understanding and monitor and increase your comprehension as you read a short story. Explain which strategy helped you most to understand the text.

Directions Read the selection. Choose the letter of the best answer to each question.

In 1895, Robert Frost married Elinor Miriam White, who became a major inspiration in his poetry until her death in 1938. The couple moved to England in 1912, after their New Hampshire farm failed, and it was abroad that Frost met and was influenced by such contemporary British poets as Edward Thomas, Rupert Brooke, and Robert Graves. While in England, Frost also established a friendship with the poet Ezra Pound, who helped promote and publish Frost’s work. By the time Frost returned to the United States in 1915, he had published two collections of poetry, *A Boy’s Will* and *North of Boston*, and his reputation was established. By the 1920s, he was the most celebrated poet in America.

1. Which of the following can you infer based on the last two sentences in the passage?
   A Frost returned to New Hampshire after his stay in England.
   B Frost traveled to Europe to give readings of his poetry.
   C Frost published other poems after returning to the United States.
   D Frost decided to farm as well as write after returning from England.

2. What purpose might a reader establish before beginning this passage?
   F to learn about Robert Frost
   G to enjoy Frost’s poetry
   H to learn about poets in England
   J to learn about poetry in general

3. This passage would most logically prompt universal questions relating to which subject?
   A failed farms
   B literary fame
   C New Hampshire
   D free verse
Reading: Comprehension Skills

RC-(7)(E), (F) Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

(E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and
(F) make connections between and across texts including other media (e.g., film, play), and provide textual evidence.

Explanation

While you read, you can use these strategies to become an active reader:

- **Summarize**: Briefly state the main ideas and most important details of a piece of writing. A summary should be shorter than the original text.
- **Paraphrase**: Restate a passage in your own words to clarify its meaning. A paraphrase is especially useful when the text has unfamiliar words or concepts.
- **Synthesize**: Bring together ideas. Analyze the author’s most important points and their relationship to one another. Write a synthesis when the text contains several main ideas or when pulling together ideas from different texts.
- **Make connections**: Look for connections among multiple texts or between a text and a film or play. Consider such elements as common topics, themes, conflicts, settings, and characters’ motives. Support the connections you make with evidence from the text, film, or play. Making connections will help you gain a deeper understanding of what you read or view.

Examples

- **Summarizing**: You are reading a novel. You pause to identify the important characters and sum up the main events so far.
- **Paraphrasing**: You are reading a paragraph in your social studies textbook about the electoral college. You look in the glossary to define unfamiliar words. Then, you rewrite the paragraph in your own words to make sure you understand the concepts being expressed.
- **Synthesizing**: You are reading an article with multiple subheads. You read each section. Then, you explain how the ideas under each subhead relate to one another and to the author’s main idea.
- **Making connections**: You have just read a nonfiction book about the Civil War. Now you are watching a documentary about the same topic. You make connections between the book and the documentary, noting their different perspectives on the events, personalities, and battles of the war.
Directions

Read the selection. Choose the letter of the best answer to each question.

Jimmy was known as the school bully. Roger had never personally witnessed Jimmy picking on anyone, but all the kids at school knew to leave Jimmy alone. Jimmy was big and walked around with a scowl on his face, which only added to his reputation.

One afternoon, Roger was walking home, daydreaming and minding his own business. Then Roger heard a voice behind him. “Hey you! Why are you wearing such a dumb shirt?” Roger spun around. It was Ken. Ken was also big—six feet tall—but very popular.

“What’s the matter, Roger?” taunted Ken. He and his sidekicks were walking up to Roger with their hands balled into fists.

Roger was trying to decide whether or not to make a run for it when he heard another voice growl, “Leave him alone.” It was Jimmy! The other boys slunk away, muttering.

“If you ever tell anyone about this, you’ll be in big trouble,” Jimmy warned Roger.

1. Which of the following best describes the main idea of the passage?
   A. No one should walk home alone.
   B. Running is better than fighting.
   C. People can surprise you.
   D. Always avoid the school bully.

2. Which of the following best summarizes the passage?
   F. Jimmy is the school bully and all the other kids avoid him.
   G. Roger has to decide whether or not to run from bullies.
   H. A most unlikely person saves Roger from a group of bullies.
   J. While walking home, Roger is threatened by some bullies.

3. Which of the answer choices is the best paraphrase of the following sentence?
   Roger had never personally witnessed Jimmy picking on anyone, but all the kids at school knew to leave Jimmy alone.
   A. Because Roger had seen Jimmy picking on the kids at school, he knew to leave him alone.
   B. Roger had picked on all the kids at school, so he left Jimmy alone.
   C. Roger had never picked on anyone, including Jimmy.
   D. Even though Roger had never seen Jimmy pick on anyone, Jimmy’s reputation as a bully made everyone afraid of him.

Directions

On a separate sheet of paper, complete the activity below.

4. Locate an article on bullying. Make connections between the ideas in the article you find and the selection above. Provide textual evidence to support your ideas.
Part 3

Part 3 of the Texas All-in-One Workbook will provide practice answering the types of questions you will encounter on Texas standardized tests. These tests consist of multiple-choice and constructed-response questions. The practice tests are designed to simulate the standardized tests in types of questions, reading passages, and length.

PRACTICE TEST 1 INTRODUCTION

The Reading Test (TX 63 – TX 92) consists of short reading passages and 42 multiple-choice questions. You will also be asked to provide written responses to three open-ended questions.
An adaptation of “Auroras” from Travels in Alaska

by John Muir

The next day was spent in cautiously picking a way across to the west side of the bay. The strangely scanty stock of provisions was already about done. The ice-jam to the northward seemed impenetrable. The party decided to return to the main camp by a comparatively open, roundabout way to the south. While with the canoe and a handful of food-scraps, I pushed on northward. After a hard, anxious struggle, I reached the mouth of the fjord about sundown. I tried to find a camp spot on its steep, boulder filled shore, but no landing place where it seemed possible to drag the canoe above high tide mark was discovered. After examining a mile or more of this dreary, forbidding barrier, I saw that night was closing down. I decided to try to grope my way across the mouth of the fjord in the starlight. I was heading for an open sandy spot, a distance of about three or four miles.

With great caution, I picked my way through the sparkling bergs. After an hour or two of this nerve-wracking work, when I was perhaps less than halfway across, and dreading the loss of the frail canoe, which would include the loss of myself, I came to a pack of very large bergs. They loomed threateningly, offering no visible way around. Paddling and pushing to right and left, I at last discovered a sheer-walled opening about four feet wide and perhaps two hundred feet long. It was formed apparently by the splitting of a huge iceberg. I hesitated to enter this passage, afraid that the slightest change in the tide or current might close it. I ventured nevertheless, judging that the dangers ahead might not be greater than those I had already passed. When I had got about a third of the way in, I suddenly discovered that the smooth-walled ice lane was growing narrower. With desperate haste, I backed out, and just as the bow of the canoe cleared the sheer walls, they came together with a growling crunch. Terror-stricken, I turned back.
In an anxious hour or two, I gladly reached the rock-bound shore that had at first repelled me. I was determined to stay on guard all night in the canoe or find some place where with the strength that comes in a fight for life, I could drag it up the boulder wall beyond ice danger. This at last was happily done about midnight. With no thought of sleep, I went to bed rejoicing.

My bed was two boulders. I lay wedged and bent on their bulging sides. I passed the hard, cold time by gazing into the starry sky. Across the sparkling bay, magnificent upright bars of light in bright colors suddenly appeared. They marched swiftly in close succession along the northern horizon from west to east as if in great hurry. The aurora display was very different from any I had ever before beheld. Once long ago in Wisconsin I saw the heavens draped in rich purple aurora clouds fringed and folded in most magnificent forms. But in this glory of light, so pure, so bright, so enthusiastic in motion, there was nothing in the least cloud-like.

How long these glad, eager soldiers of light held on their way I cannot tell. Sense of time was charmed out of mind. The blessed night circled away in measureless rejoicing enthusiasm.
1 The word fjord is Norwegian. Using context clues, you can tell that it means
A a colorful band of light in the night sky.
B a light canoe used in Arctic oceans.
C a long narrow coastal inlet with steep sides.
D a dried fish cake eaten by the native peoples of Alaska.

2 What happened when Muir steered his canoe into a narrow passage between two icebergs?
F He made it through the passage and found a sandy spot to set up his night camp.
G He quickly backed out of the passage to avoid being crushed by the icebergs.
H He smashed his canoe into the side of one of the icebergs and tipped over.
J The icebergs closed around his canoe, and he was trapped in the passage overnight.

3 The author uses figurative language to compare the vertical bars of lights moving steadily in the sky to
A soldiers marching swiftly.
B a canoe lost in the water.
C giant icebergs ready to collide.
D sleeping on a bed of boulders.

4 Which is the BEST summary of the selection?
F The author ran out of supplies while exploring in Alaska. He had to spend a cold and uncomfortable night camping by the side of a bay.
G The author canoed through a dangerous iceberg-choked Alaskan bay. While camping overnight, he observed a spectacular display of northern lights.
H The author canoed through an Alaskan bay and got stuck between two icebergs and he had to spend the night in his canoe.
J The author hiked through the Alaskan wilderness, camping and climbing the rugged mountains. He set up a tent on a stone outcrop.
5. What conclusion can you draw about the author of this selection?
   A. He is a risk taker who doesn’t value his own safety.
   B. He is a powerful businessman who likes to take adventurous vacations.
   C. He is a scientist who studies whales in the Arctic Ocean.
   D. He is a careful explorer who has an appreciation for the natural world.

6. Skim the text to identify where the author once saw a cloud-like aurora.
   F. Wisconsin
   G. Russia
   H. Alaska
   J. Norway

7. What was the author’s purpose for writing “Auroras”?
   A. to entertain readers with his comic misadventures in the Alaskan wilderness
   B. to persuade readers to move to the Alaskan wilderness
   C. to inform readers about the wonders of the Alaskan wilderness
   D. to inform readers about the dangers of canoeing in oceans filled with icebergs

8. “Auroras” is told from what point of view?
   F. first-person narrator
   G. third-person narrator
   H. limited-omniscient narrator
   J. omniscient narrator
The War of the Worlds is a science fiction account of an invasion by aliens from Mars. Science fiction stories have a conflict that is based in science—the technology and consequences of space travel, for example. Read the following passage. Then answer questions 9–16. Some questions may ask you about certain paragraphs. The numbers are found on the left side of the paragraphs.

An excerpt from The War of the Worlds
by H. G. Wells

1 I think everyone expected to see a man emerge—possibly something a little unlike us terrestrial men, but in all essentials a man. I know I did. But, looking, I presently saw something stirring within the shadow: grayish billowy movements, one above another, and then two luminous disks—like eyes. Then something resembling a little grey snake, about the thickness of a walking stick, coiled up out of the writhing middle, and wriggled in the air towards me—and then another.

2 A sudden chill came over me. There was a loud shriek from a woman behind. I half turned, keeping my eyes fixed upon the cylinder still, from which other tentacles were now projecting, and began pushing my way back from the edge of the pit. I saw astonishment giving place to horror on the faces of the people about me. I heard inarticulate exclamations on all sides. There was a general movement backwards. I saw the shopman struggling still on the edge of the pit. I found myself alone, and saw the people on the other side of the pit running off . . . I looked again at the cylinder, and ungovernable terror gripped me. I stood petrified and staring.

3 A big grayish rounded bulk, the size, perhaps, of a bear, was rising slowly and painfully out of the cylinder. As it bulged up and caught the light, it glistened like wet leather.
4 Two large dark-colored eyes were regarding me steadfastly. The mass that framed them, the head of the thing, was rounded, and had, one might say, a face. There was a mouth under the eyes, the lipless brim of which quivered and panted, and dropped saliva. The whole creature heaved and pulsated convulsively. A lank tentacular appendage gripped the edge of the cylinder, another swayed in the air.

5 Those who have never seen a living Martian can scarcely imagine the strange horror of its appearance. The peculiar V-shaped mouth with its pointed upper lip, the absence of brow ridges, the absence of a chin beneath the wedge-like lower lip, the incessant quivering of this mouth, the Gorgon groups of tentacles, the tumultuous breathing of the lungs in a strange atmosphere, the evident heaviness and painfulness of movement due to the greater gravitational energy of the earth—above all, the extraordinary intensity of the immense eyes—were at once vital, intense, inhuman, crippled and monstrous. There was something fungoid in the oily brown skin, something in the clumsy deliberation of the tedious movements unspeakably nasty. Even at this first encounter, this first glimpse, I was overcome with disgust and dread.

6 Suddenly the monster vanished. It had toppled over the brim of the cylinder and fallen into the pit, with a thud like the fall of a great mass of leather. I heard it give a peculiar thick cry, and forthwith another of these creatures appeared darkly in the deep shadow of the aperture.

7 I turned and, running madly, made for the first group of trees, perhaps a hundred yards away; but I ran slantingly and stumbling, for I could not avert my face from these things . . . .

8 After the glimpse I had had of the Martians emerging from the cylinder in which they had come to the earth from their planet, a kind of fascination paralyzed my actions. I remained standing knee-deep in the heather, staring at the mound that hid them. I was a battleground of fear and curiosity.
9 I did not dare to go back towards the pit, but I felt a passionate longing to peer into it. I began walking, therefore, in a big curve, seeking some point of vantage and continually looking at the sand heaps that hid these newcomers to our earth. Once a leash of thin black whips, like the arms of an octopus, flashed across the sunset and was immediately withdrawn, and afterwards a thin rod rose up, joint by joint, bearing at its apex a circular disk that spun with a wobbling motion. What could be going on there?

10 Most of the spectators had gathered in one or two groups . . . Evidently they shared my mental conflict. There were few near me. One man I approached—he was, I perceived, a neighbor of mine, though I did not know his name—and accosted. But it was scarcely a time for articulate conversation.

11 “What ugly brutes!” he said. “Good God! What ugly brutes!” He repeated this over and over again.
9 The word **brim** in paragraph 6 has multiple meanings. Using context clues, the appropriate meaning of the word here is
A the rim of a hat.
B the top edge of a pit.
C to fill something to the top.
D to have a boundless supply of something.

10 You can tell that the selection is an example of the science fiction genre because it contains
F people with magical powers.
G events that are realistic and believable.
H simple characters that are all good or all evil.
J aliens with the technology to travel from the planet Mars.

11 In paragraph 8, what metaphor does the narrator use to describe his emotions?
A “I remained standing knee-deep in the heather”
B “a kind of fascination paralyzed my actions”
C “I was a battleground of fear and curiosity”
D “staring at the mound that hid them”

12 At this point in the story, what would you say is the main conflict the narrator needs to resolve?
F The conflict is external; the narrator has problems with his neighbors.
G The conflict is internal; the narrator does not know what to do or think.
H The conflict is external; the narrator is troubled by the story’s setting.
J The conflict is internal; the narrator has a problem justifying the laws of society.
13 How can you tell that the passage is narrated from the first-person point of view?
   A The narrator describes what the other characters are thinking and feeling.
   B The narrator refers to himself as “he” and “him.”
   C The narrator does not describe how he is thinking and feeling.
   D The narrator refers to himself as “I.”

14 Which BEST describes the tone of the passage?
   F joyous and lighthearted
   G witty and sarcastic
   H dull and boring
   J tense and fearful

15 The text describes the Martians with words that connote, or imply, how the narrator feels about the alien invaders. Which words from the text would BEST express this connotation?
   A passionate, stumbling, luminous
   B monstrous, inhuman, unspeakably nasty
   C astonishment, newcomers, withdrawn
   D terrestrial, coiled, ungovernable
Written Composition

Use blank pages to prewrite. Then, write your composition on one or two lined pages.

16 Write a brief science fiction account of a Martian describing a human who has landed on Mars. Include elements of the science fiction genre in your account.

REMEMBER—YOU SHOULD

- write a brief science fiction account of the first time a Martian encounters a human on Mars
- make your writing interesting to the reader
- make sure that each sentence you write helps the reader understand your composition
- make sure that your ideas are clear and easy for the reader to follow
- write about your ideas in detail so that the reader really understands what you are saying
- check your work for correct spelling, capitalization, punctuation, grammar, and sentences
In 1856, Booker T. Washington was born a slave. At nine years old, Washington was freed under the Emancipation Proclamation. Booker T. Washington fought for African Americans’ rights throughout his life. Read this excerpt from his autobiography and then answer questions 17–25. Some questions may ask you about certain paragraphs. The numbers are found on the left side of the paragraphs.

**An excerpt from Up From Slavery: An Autobiography**

by Booker T. Washington

1. The early years of my life, which were spent in the little cabin, were not very different from those of thousands of other slaves. My mother, of course, had little time in which to give attention to the training of her children during the day. She snatched a few moments for our care in the early morning before her work began, and at night after the day’s work was done. One of my earliest recollections is that of my mother cooking a chicken late at night, and awakening her children for the purpose of feeding them. How or where she got it I do not know. I presume, however, it was procured from our owner’s farm. Some people may call this theft. If such a thing were to happen now, I should condemn it as theft myself. But taking place at the time it did, and for the reason that it did, no one could ever make me believe that my mother was guilty of thieving. She was simply a victim of the system of slavery. I cannot remember having slept in a bed until after our family was declared free by the Emancipation Proclamation. Three children—John, my older brother, Amanda, my sister, and myself—had a pallet on the dirt floor, or, to be more correct, we slept in and on a bundle of filthy rags laid upon the dirt floor.
2 I was asked not long ago to tell something about the sports and pastimes that I engaged in during my youth. Until that question was asked it had never occurred to me that there was no period of my life that was devoted to play. From the time that I can remember anything, almost every day of my life had been occupied in some kind of labor; though I think I would now be a more useful man if I had had time for sports. During the period that I spent in slavery I was not large enough to be of much service, still I was occupied most of the time in cleaning the yards, carrying water to the men in the fields, or going to the mill to which I used to take the corn, once a week, to be ground. The mill was about three miles from the plantation. This work I always dreaded. The heavy bag of corn would be thrown across the back of the horse, and the corn divided about evenly on each side; but in some way, almost without exception, on these trips, the corn would so shift as to become unbalanced and would fall off the horse, and often I would fall with it. As I was not strong enough to reload the corn upon the horse, I would have to wait, sometimes for many hours, till a chance passer-by came along who would help me out of my trouble. The hours while waiting for some one were usually spent in crying. The time consumed in this way made me late in reaching the mill, and by the time I got my corn ground and reached home it would be far into the night. The road was a lonely one, and often led through dense forests. I was always frightened . . . . when I was late in getting home I knew I would always get a severe scolding or a flogging [whipping].
3 I had no schooling whatever while I was a slave, though I remember on several occasions I went as far as the schoolhouse door with one of my young mistresses to carry her books. The picture of several dozen boys and girls in a schoolroom engaged in study made a deep impression upon me, and I had the feeling that to get into a schoolhouse and study in this way would be about the same as getting into paradise.

4 So far as I can now recall, the first knowledge that I got of the fact that we were slaves, and that freedom of the slaves was being discussed, was early one morning before day, when I was awakened by my mother kneeling over her children and fervently [with great passion] praying that Lincoln and his armies might be successful, and that one day she and her children might be free.
17 From the excerpt that you have read, what do you think was the author’s purpose in writing this autobiography?

A to inform others about the hardships involved in growing up as a slave
B to inform people about the importance of hard work and grinding corn
C to entertain people with a story of the history of early America
D to persuade others to attend school regularly and study hard

18 The word divided from paragraph 2 contains the Latin root -div-. You can tell from the context of the sentence that -div- means

F to eat.
G to burn.
H to grow.
J to separate.

19 How would you preview the passage to prepare for reading?

A Read every paragraph in the passage.
B Read the title, any subtitles, and the first and last sentence of each paragraph.
C Read the first sentence and last sentence of the passage.
D Read the last paragraph, then read the first paragraph of the passage.

20 Read this section of an outline about Booker T. Washington’s childhood. Then answer the question.

I. Booker T. Washington’s childhood
   a. his mother was a victim of slavery
   b. going to school would have been like entering paradise

Which of the following correctly completes the above outline?

F a childhood filled with sports and pastimes
G a childhood spent studying in classrooms
H a childhood full of hard labor
J a childhood full of joy and carefree days
21 Skim the text to find which paragraph has a description of the work Booker T. Washington had to do as a child.
   A paragraph 1
   B paragraph 2
   C paragraph 3
   D paragraph 4

22 Which statement from the passage is an example of a fact?
   F “Our family was declared free by the Emancipation Proclamation.”
   G “I think I would now be a more useful man if I had had time for sports.”
   H “I had the feeling that to get into a schoolhouse and study in this way would be about the same as getting into paradise.”
   J “I presume, however, it was procured from our owner’s farm.”

23 Make an inference as to how Booker T. Washington feels about his mother having to steal a chicken in order to feed her children.
   A He is angry with her for stealing the chicken to feed her family.
   B He does not have an opinion about her stealing the chicken.
   C He feels it was necessary because of his family’s situation.
   D He feels she should have paid for the chicken instead of stealing it.

24 Booker T. Washington was born during a time in the nation’s history when African Americans were forced into slavery. How did the “system of slavery” impact Booker T. Washington?
   F He was taken from his mother and sold to another plantation; he had to work in the cotton fields all day; he had to sleep in the barn at night.
   G His mother could not spend time with him; he had to sleep on a dirt floor; he had no playtime and worked every day; he had no opportunity to go to school.
   H He lost his mother when she died from being overworked; he had to grind corn all day; he was not allowed to learn to read or write.
   J His brothers and sisters were sold to another plantation; he had to pull a plow to till the fields; he was given food scraps for his dinner.
Written Composition

Use blank pages to prewrite. Then, write your composition on one or two lined pages.

25 What conclusions can you draw about Booker T. Washington’s childhood as a slave? What type of childhood did he have? Use details from the text to support your conclusions.

REMEMBER—YOU SHOULD

☐ write an essay in which you draw conclusions about Booker T. Washington’s childhood as a slave
☐ make your writing interesting to the reader
☐ make sure that each sentence you write helps the reader understand your composition
☐ make sure that your ideas are clear and easy for the reader to follow
☐ write about your ideas in detail so that the reader really understands what you are saying
☐ check your work for correct spelling, capitalization, punctuation, grammar, and sentences
Poetry expresses themes through figurative language and stylistic devices. Read the four poems that follow, paying close attention to the language used and the ideas presented. Then answer questions 26–34. Some questions may ask you about certain lines in the poems. The numbers are found on the left side of the poems.

The Flower of Mending

by Vachel Lindsay

1. When Dragon-fly would fix his wings,
   When Snail would patch his house,
   When moths have marred the overcoat
   Of tender Mister Mouse,

5. The pretty creatures go with haste
   To the sunlit blue-grass hills
   Where the Flower of Mending yields the wax
   And webs to help their ills.

10. The hour the coats are waxed and webbed
    They fall into a dream,
    And when they wake the ragged robes
    Are joined without a seam.

15. My heart is but a dragon-fly,
    My heart is but a mouse,
    My heart is but a haughty [proud] snail
    In a little stony house.

20. Your hand was honey-comb to heal,
    Your voice a web to bind.
    You were a Mending Flower to me
    To cure my heart and mind.
Petals
by Amy Lowell

1 Life is a stream
   On which we strew
   Petal by petal the flower of our heart;
   The end lost in dream,

5 They float past our view,
   We only watch their glad, early start.

   Freighted with hope,
   Crimsoned with joy,
   We scatter the leaves of our opening rose;

10 Their widening scope,
   Their distant employ,
   We never shall know. And the stream as it flows
   Sweeps them away,
   Each one is gone

15 Ever beyond into infinite ways.
   We alone stay
   While years hurry on,
   The flower fared forth, though its fragrance still stays.
My November Guest

by Robert Frost

1 My Sorrow, when she’s here with me,
   Thinks these dark days of autumn rain
   Are beautiful as days can be;
   She loves the bare, the withered tree;
   She walks the sodden pasture lane.

   Her pleasure will not let me stay.
   She talks and I am fain to list:
   She’s glad the birds are gone away,
   She’s glad her simple worsted gray
   Is silver now with clinging mist.

   The desolate, deserted trees,
   The faded earth, the heavy sky,
   The beauties she so truly sees,
   She thinks I have no eye for these,
   And vexes me for reason why.

15 Not yesterday I learned to know
   The love of bare November days
   Before the coming of the snow,
   But it were vain to tell her so,
   And they are better for her praise.
Have You Got a Brook in Your Little Heart

by Emily Dickinson

1 Have you got a brook in your little heart,
   Where bashful flowers blow,
   And blushing birds go down to drink,
   And shadows tremble so?

5 And nobody, knows, so still it flows,
   That any brook is there;
   And yet your little draught of life
   Is daily drunken there.

   Then look out for the little brook in March,

10 When the rivers overflow,
    And the snows come hurrying from the hills,
    And the bridges often go.

    And later, in August it may be,
    When the meadows parching lie,

15 Beware, lest this little brook of life
    Some burning noon go dry!
26  The first stanza of the poem “The Flower of Mending” describes how various animals need mending, or fixing. The fourth stanza of the poem describes how the speaker’s heart needs mending. This is an example of what stylistic device?  
A  rhyming  
B  alliteration  
C  theme  
D  repetition

27  In the poem “The Flower of Mending,” why do you think the speaker compares his heart to a dragonfly, a mouse, and a snail?  
F  the speaker’s heart needs mending, just like the dragonfly, mouse, and snail  
G  the speaker’s heart is a little creature, just like the dragonfly, mouse, and snail  
H  the speaker feels his heart is as insignificant as a dragonfly, mouse, and snail  
J  the speaker feels he needs to hide his heart like the dragonfly, mouse, and snail

28  In the poem “Petals,” which of the following lines is an example of a metaphor?  
A  “The end lost in dream”  
B  “Crimsoned with joy”  
C  “Life is a stream”  
D  “Each one is gone”

29  In the poem “Petals,” what do the petals symbolize?  
F  hope  
G  love  
H  death  
J  jealousy
30 In the poem “My November Guest,” who is the speaker’s “guest”?
A his wife
B the upcoming winter
C his daughter
D his sorrow

31 In the poem “My November Guest,” the visitor vexes, or annoys, the speaker by doing what?
F taunting him about the upcoming winter’s cold and snow
G wanting to know why the speaker doesn’t find beauty in the November landscape
H criticizing the speaker for only enjoying the beautiful fall foliage
J getting angry with the speaker for inviting her to visit during such an awful season

32 What does the speaker compare life to in the poem “Have You Got a Brook in Your Little Heart”?
A bashful flowers
B blushing birds
C a little brook
D a tiny meadow

33 What rhyme scheme does the first stanza of the poem “Have You Got a Brook in Your Little Heart” have?
F abcb
G aabb
H acac
J abab
Written Composition

Use blank pages to prewrite. Then, write your composition on one or two lined pages.

34 Compare and contrast the four poems. Identify some of the common themes that the poems share. Give details from the poems to support your findings.

REMEMBER—YOU SHOULD
- write an essay in which you compare and contrast the four poems and identify common themes that the poems share
- make your writing interesting to the reader
- make sure that each sentence you write helps the reader understand your composition
- make sure that your ideas are clear and easy for the reader to follow
- write about your ideas in detail so that the reader really understands what you are saying
- check your work for correct spelling, capitalization, punctuation, grammar, and sentences
Reading — Segment 3

Texts involving technical instructions must be read carefully. Follow the special features, such as numbered steps and bulleted points, so you can better understand what you are reading. Read how to install a memory chip and battery in a cell phone and then answer questions 35–38.

Installing the IntelligentChip Card in Your Aikon Cell Phone

WARNING: Keep all IntelligentChip cards out of reach of small children.

For availability and information on using IntelligentChip card services, contact your IntelligentChip card vendor. This may be the service provider, network operator, or other vendor.

- Always switch the device off and disconnect the charger before installing the IntelligentChip Card.

NOTE: Always switch off the power and disconnect the charger and any other device before removing the cover. Avoid touching electronic components while changing the cover. Always store and use the device with the cover attached.

1. Press and slide the back cover toward the bottom of the phone to remove the cover.
2. Remove the battery by lifting it.
3. Carefully lift the IntelligentChip holder from the finger grip of the phone, and open the flip cover.
4. Insert the IntelligentChip card, so that the curved corner is on the upper right side and gold-colored contact area downward. Close the IntelligentChip card holder, and press it to lock it into place.
5. Reinsert the battery into the battery slot.
6. Align the back cover with the back of the phone, and slide it upwards. Push the back cover up to the top of the phone to lock it.

WARNING: Use only batteries, chargers, and enhancements approved by Aikon for use with this particular model. The use of any other types may invalidate any approval or warranty, and may be dangerous.

- Check the model number of any charger before using it with this device. For availability of approved enhancements, please check with your dealer.
35 Based on context clues, what does the word invalidate mean?
A to confirm the truthfulness of something
B to deprive something of its legal force or value
C to characterize something as lawful and binding
D to wash away or make invisible

36 What is the next step after removing the battery?
F Reinsert the battery into the battery slot.
G Align the back cover with the back of the phone, and slide it upwards.
H Insert the IntelligentChip card, so that the curved corner is on the upper right side.
J Carefully lift the IntelligentChip holder from the finger grip of the phone.

37 In which part of the instructions can you find that you need to store and use the device with the covers attached?
A in the section labeled “NOTE”
B in the “WARNING” at the top of the instructions
C in steps 5 and 6
D in the last bulleted section

38 What instructions are important to follow according to the second “WARNING” section?
F Check the model number of any charger before using it with this device.
G Use only batteries, chargers, and enhancements approved by Aikon.
H Remove the battery by lifting it.
J Always switch off the power and disconnect the charger before removing the cover.
Summer Vacation is Outdated and Hurts Students

by Drew Daley

Summer vacation was designed for a time in the country’s history when families needed their school-aged children to spend the summer months helping to work in the fields. America was more of an agrarian society in those days. In the twenty-first century, however, where family farms are few and far between, it makes much less sense to dismiss students from school for two and a half months. They are no longer needed to help out on the family farms.

Students should be spending their summer months in school. They should be attending classes year-round. Schools could use the 45-15 method: 45 days of school followed by 15 days off. This schedule has been very successful in many schools. The normal breaks (holidays and spring) would still be built into this calendar.

The 45-15 school day schedule does not allow for a long break from the learning process. With the present school schedule, students come back from summer vacation having forgotten half of what they learned the year before. Therefore, the first half of the school year is spent reteaching everything students forgot over summer vacation! With a schedule that includes a long summer vacation, students are only learning half of what they should each year. American students are falling behind many other countries’ students in math and science. There should be an emphasis on using students’ time in school more efficiently. Spending months relearning what they have forgotten over the summer is not the best way for students to acquire an education.
Many year-round schools have found that there is no shortage of teachers. Rather, they are seeing that many more teachers are interested than are needed to teach year-round. These teachers find that the students are more excited to come to school. The students also retain more of what they are taught.

There have not been many studies done about the academic benefits of a year-round school schedule. However, when year-round education is combined with tutoring and remedial programs, rather than just lengthening the school year, there is some proof that students’ academic achievement has improved.

Having schools open all year will also provide a solution to overcrowded classrooms. Administrators could stagger school attendance. For instance, schools could have some classes in session, while others are out on break. That will be a much more efficient use of the school facilities, rather than leaving a school building empty for two and a half months. At this point in time, American school children are playing catch-up with other students from around the world. Can America afford to leave its schools vacant for the entire summer?

A year-round school schedule would also help working parents. They often have to struggle to find childcare for the summer months. Children would not be idle over the two and a half month vacation. This will prevent them from getting into mischief. The increase in unsupervised young people during the summer months has been connected to a rise in juvenile crime. Instead, children will be in school and supervised by teachers. This is better than students possibly being home alone and susceptible to bad influences. A year-round school year will help young people avoid potential bad behavior.
Critics of the year-round schedule bring up the point that there is a great expense involved in keeping schools open through the summer. However, there is also an expense of building new schools to address the issue of overcrowded classrooms. The cost of building new schools far outweighs the cost of maintaining a year-round school schedule. Though it may cost more to lengthen the school year, communities will save on the expenses of childcare and crime prevention. Communities will also gain the added benefit of their children getting a better education.

In conclusion, there is no longer a need for students to take months off from school to help on family farms. Instead, most parents today have to work outside the home. Parents are not available during the summer days to supervise their children. Long summer vacations put a burden on working parents. Unsupervised children are left with plenty of time on their hands to get into trouble. The long break also weakens students academically. Two and a half months is too long a break away from classrooms. Students cannot retain the concepts learned in the spring, and they then waste time in the fall relearning everything forgotten over summer vacation. A year-round school year can also lessen the burden of overcrowded classrooms as classes could be staggered throughout the entire year. There is no reason for schools to lie empty and unused for the summer months. It cannot be denied; the time has come for a year-round school schedule.
39 The word agrarian is used in the first paragraph. Based on context clues, an agrarian society is one that depends on
A farming.
B education.
C home schooling.
D fishing.

40 Persuasive writing presents an author’s point of view. Which of the following sentences is an example of the author’s viewpoint?
F “This schedule has been very successful in many schools.”
G “Many year-round schools have found that there is no shortage of teachers.”
H “Instead, children will be in school and supervised by teachers.”
J “It cannot be denied; the time has come for a year-round school schedule.”

41 What is the author’s purpose for writing the essay?
A to inform people about education policies
B to persuade people to change to a year-round school schedule
C to entertain people with humorous stories about his teaching experiences
D to persuade people to keep school summer vacations

42 Which of the following sentences is an example of an opinion?
F “America was more of an agrarian society in those days.”
G “The 45-15 school day schedule does not allow for a long break from the learning process.”
H “Students should be spending their summer months in school.”
J “American students are falling behind many other countries’ students in math and science.”
According to the essay, administrators can ease overcrowded classrooms by
A staggering school attendance throughout the entire year.
B sending students home to work on their family farms.
C allowing students to remain idle and get into trouble.
D requiring students to study over summer vacation.

What conclusion can you draw about the author’s feelings about a year-round school schedule?
F It cannot be proven that a year-round schedule is effective in raising test scores.
G A year-round school schedule is too much of a burden on classroom teachers.
H Now is the time to implement a year-round school schedule.
J A year-round school schedule is too expensive to implement.

Which is the BEST summary of the essay?
A In the twenty-first century, where there are few family farms, it does not make sense to dismiss students from school for two and a half months.
B Spending months relearning what they have forgotten over the summer is not the best way for students to acquire an education. American school children are playing catch-up with other students from around the world.
C Summer vacation was needed in the past but is not an efficient way to educate twenty-first century American school children. A year-round school schedule is a better way to improve students academically and to remove the burden on working parents.
D A year-round school schedule would help working parents. They often struggle to find childcare for the summer months. Unsupervised children are left with plenty of time on their hands to get into trouble.
Part 3

PRACTICE TEST 2 INTRODUCTION

The Reading and English/Language Arts Test (TX 95 – TX 115) consists of 60 multiple-choice questions that will assess your reading comprehension, grammar, and writing skills. The test also includes a writing prompt similar to ones you may encounter on standardized tests.
from Icarus and Daedalus
by Josephine Preston Peabody

1 Among all those mortals who grew so wise that they learned the secrets of the gods, none was more cunning than Daedalus.

2 He once built, for King Minos of Crete, a wonderful Labyrinth of winding ways so cunningly tangled up and twisted around that, once inside, you could never find your way out again without a magic clue. But the king’s favor veered with the wind, and one day he had his master architect imprisoned in a tower. Daedalus managed to escape from his cell; but it seemed impossible to leave the island, since every ship that came or went was well guarded by order of the king.

3 At length, watching the sea-gulls in the air—the only creatures that were sure of liberty—he thought of a plan for himself and his young son Icarus, who was captive with him.

4 Little by little, he gathered a store of feathers great and small. He fastened these together with thread, molded them in with wax, and so fashioned two great wings like those of a bird. When they were done, Daedalus fitted them to his own shoulders, and after one or two efforts, he found that by waving his arms, he could winnow the air and cleave it, as a swimmer does the sea. He held himself aloft, waivered this way and that with the wind, and at last, like a great fledgling, he learned to fly.

5 Without delay, he fell to work on a pair of wings for the boy Icarus, and taught him carefully how to use them, bidding him beware of rash adventures among the stars. “Remember,” said the father, “never to fly very low or very high, for the fogs about the earth would weigh you down, but the blaze of the sun will surely melt your feathers apart if you go too near.”

6 For Icarus, these cautions went in at one ear and out by the other. Who could remember to be careful when he was to fly for the first time? Are birds careful? Not they! And not an idea remained in the boy’s head but the one joy of escape.
1. Where does this story take place?  
   A. in a labyrinth  
   B. on the island of Crete  
   C. on a ship  
   D. in King Minos’s castle  

2. Which of the following words BEST describes Icarus?  
   F. athletic  
   G. wise  
   H. confused  
   J. foolish  

3. The phrase in paragraph 4 “like a great fledgling, he learned to fly” is  
   A. simile.  
   B. metaphor.  
   C. personification.  
   D. analogy.  

4. The description in paragraph 4 helps the reader  
   F. understand that Daedalus was swimming, not flying.  
   G. know what kind of father Daedalus was.  
   H. picture Daedalus learning to fly.  
   J. describe a bird that Daedalus and Icarus saw.
ENGLISH/LANGUAGE ARTS–Segment 1

Segment 1 of this test has thirty questions. Read each passage and choose the best answer for each question.

1 Which word is the subject in the sentence?
   My best friend Mary will come with me when I walk the dog.
   A friend  B Mary  C me  D dog

2 Which is a run-on sentence?
   F I need to go to the store to buy cups for the party.
   G Because the party is tomorrow, we need to buy more cups.
   H Every time we have a party, we need to buy cups.
   J The party is tomorrow we need to buy more cups.

3 Which sentence uses an incorrect verb tense?
   1 Earth has only one moon.
   2 It takes our moon about one month to orbit the planet.
   3 In fact, the words moon and month come from the same Latin word.
   4 Some planets in our solar system have many moons.
   5 The relative positions of Earth, moon, and sun making the moon appear to be a different shape every night.
   A sentence 2  B sentence 3  C sentence 4  D sentence 5

4 Which is the correct way to write the underlined words?
   Their are four common types of puppets.
   F There are  G They’re  H They are  J Their’re

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5. Which word or words should be used to match the underlined pronoun to its antecedent?

The cascading light will almost make people think you are sitting in the library.

A. he or she  
B. we  
C. they  
D. I

6. Which type of sentence is shown?

A new family is moving in next door, and they have children about your age.

A. simple  
B. compound  
C. complex  
D. compound-complex

7. Which part of speech is the underlined word in the sentence?

She was taller than he was.

A. superlative adjective  
B. comparative adverb  
C. comparative adjective  
D. superlative adverb

8. In the sentence, what type of clause is the underlined words?

He left school quickly when it was over.

A. adjective clause  
B. noun clause  
C. adverb clause  
D. verb clause

9. Which sentence is written correctly?

A. Yesterday, Sandra and Kerry went to the beach.  
B. Yesterday, Sandra and Kerry, went to the beach.  
C. Yesterday Sandra and Kerry, went to the beach.  
D. Yesterday, Sandra and Kerry went, to the beach.

10. Which transitional word BEST completes the sentence below?

He went to school, ___________ he went home.

A. so  
B. then  
C. but  
D. besides
11 What is the unifying idea of the paragraph?

The poetry of Robert Frost combined pastoral imagery with solitary philosophical themes and was often associated with rural New England. Frost was one of the most popular poets in America during his lifetime and was frequently called the country’s unofficial poet laureate. His first two books of verse, A Boy’s Will (1913) and North of Boston (1914), were immediate successes.

A Robert Frost was from New England.
B People used to like poetry.
C Robert Frost was a successful poet.
D The United States was a good place for poets.

12 Which is a fact in the paragraph?

The sun is new every day, the ancient philosopher Heraclitus said. The sun of poetry is new every day, too, because it is seen in different ways by different people who have lived under it, lived with it, responded to it. Their lives are different from yours, but by means of the special spell that poetry brings to the fact of the sun. Poetry makes possible the deepest kind of personal possession of the world.

A chronological order
B cause and effect
C compare and contrast
D question and answer

13 Which organizational method is used in the paragraph?

The word arena comes from the Latin word harena, meaning sand. The ancient Romans built many amphitheaters for combats and other athletic competitions. Roman sports tended to be violent, so the center of the amphitheaters where the action took place was often covered with sand. The sand helped soak up the blood so that the competitors wouldn’t lose their footing. In the seventeenth century, people speaking English began to use the word “arena” to describe the location of English sporting events.

A The sun of poetry is new every day.
B Heraclitus was an ancient philosopher.
C The sun is different every day.
D Poetry has a special spell.
14 Which sentence should be removed from the paragraph?

- Print clearly in black ink.
- Answer questions 1–11. 3If the answer to question 11 is “No,” proceed to answer questions 16–25. 4If the answer to question 11 is “Yes,” proceed to answer questions 11–25. 5If you cannot answer a question, write an explanation on the back of the application sheet. 6People apply for many different jobs throughout their lives. 7Deliver completed application to Office Manager before June 15. 8This application will be kept on file for three months.

F sentence 2
G sentence 4
H sentence 6
J sentence 8

15 What transitional word would MOST LIKELY be used to show contrast between paragraphs?

- afterward
- therefore
- finally
- however

16 What is the BEST revision of the sentence?

- When she was young, Rachel Carson’s mother encouraged her to study nature.

17 What subject belongs under II.B?

- A Dare
- B Fame
- C Shame
- D Boredom

18 Which sentence is punctuated correctly?

- Mr. Ramirez, a lawyer, was a guest speaker in our class today.
- Mr. Ramirez was a guest speaker in our class today.
- Mr. Ramirez, a lawyer was a guest speaker in our class today.
- Mr. Ramirez, a lawyer was a guest speaker in our class today.
ENGLISH/LANGUAGE ARTS

19 Which is a sentence fragment?
A The dog is hungry and wants to eat.
B I feel great!
C We were late for school.
D The day after my birthday.

20 Which is the correct way to write the underlined words?

She wanted to where her new dress to the party.

F ware
G wore
H wear
J whhear

21 Which word should be used to match the underlined verb to its subject?

The tour guide will takes us through the park.

A took
B taked
C take
D taken

22 In the sentence, what type of clause is the underlined words?

Here are the groceries you wanted from the store.

F adjective clause
G noun clause
H adverb clause
J verb clause

23 Which sentence uses incorrect punctuation?

A I am going to school; I like it there.
B I am going to school; and I like it there.
C I am going to school, and I like it there.
D I am going to school; moreover, I like it there.

24 Which type of sentence is shown?

The young student thought she was smart, but the teacher, who was older, was smarter.

F compound-complex
G compound
H complex
J simple

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ENGLISH/LANGUAGE ARTS

25 In which sentence is the word fair used incorrectly?
A  We went to the state fair.
B  It’s not fair that he gets to go home early.
C  Fair use allows limited use of copyrighted materials.
D  The students paid their fair and got on the bus.

26 Which part of speech is the underlined word in the sentence?
He gave her his silliest smile.
F  superlative adjective
G  comparative adverb
H  comparative adjective
J  superlative adverb

27 Which transitional word BEST completes the sentence?
The teacher was sick,
A  after
B  certainly
C  so
D  before

All summer Kate and her dog, Buster, played in the backyard. One day, Kate sat on her back porch step with Buster. School was starting the next day. Kate thought about how unhappy Buster would be in the house all day long. Then she got an idea. Kate raced to the kitchen and got a length of rope and Buster’s leash. She tied one end of the rope to the back porch railing. She put the rope through the loop at the end of Buster’s leash. Then, she stretched the rope across the yard and tied it to a tree. When she put Buster on the leash, he could run up and down the yard. The leash, which was attached to the rope, kept him safe.

28 What conflict does Kate face?
F  She fears that her dog will be sad when she leaves.
G  She thinks she may have to give her dog to someone else.
H  She does not want to go to school.
J  She needs to find someone to walk Buster when the family is on vacation.
29 What is the unifying idea of this paragraph?

The beginning of your true encounter with poetry should be simple. It should bypass all classrooms, all textbooks, courses, examinations, and libraries and go straight to the things that make your own existence exist: to your body and nerves and blood and muscles. Find your own way—a secret way that just maybe you don’t know yet—to open yourself as wide as you can and as deep as you can to the moment, the now of your own existence and the endless mystery of it, and perhaps at the same time to one other thing that is not you, but is out there.

A Poetry is easy to like.
B Poetry has many secrets.
C Poetry should be simple.
D Poetry should be encountered in a new way.

30 Which is the BEST way to combine the sentences?

The community park wants to add new benches. The old benches are broken.

F The community park wants to add new benches, so the old benches are broken.
G The community park wants to add new benches, after the old benches are broken.
H The community park wants to add new benches, but the old benches are broken.
J The community park wants to add new benches, because the old benches are broken.
31 Which of the following sentences from the paragraph would make the MOST logical concluding sentence?

Hallide thought he could make wire rope, which his father invented, to make wire cables. Hallide believed that the cables would be strong enough to pull the cable cars up the steep slopes of the city. As a result, Hallide began making wire cables. Next, he needed someone to help him design the cable cars, and he also needed money to put the system in place. He hired a German engineer to design the first cable car line. Now he was ready to “go onboard.” Hallide also needed a franchise to build the system. He obtained a franchise from a lawyer.

A As a result, he began making wire cable.
B He hired a German engineer to design the first cable car line.
C Now he was ready to “go onboard.”
D He obtained a franchise from a lawyer.

32 What is the organizing structure of this paragraph?

To protect against attacks by unfriendly forces, most medieval castles were made of stone. Since castles were often surrounded by water, the only way to access them was by a drawbridge that led to the only outside gate.

F chronological order
G cause and effect
H compare and contrast
J question and answer

33 Which is NOT included in a business letter?

A subject line
B introductory paragraph
C return address
D signature
34 Which sentence below would BEST follow the introductory sentence in this letter?

Dear Students,
Since canoeing has become more popular in recent years, the Outdoor Club has decided to offer an exciting opportunity for students to enjoy their surroundings.

F The group will leave this Saturday at 9AM from the main entrance.

G The tour guides will meet us near the picnic tables.

H This year, we will offer a canoeing tour of Canyon Lake.

J Students do not need to be a member of the club to participate in the trip.

36 In order to make the sentence more descriptive, what word might BEST replace the underlined word?

Visitors to the public library have admired the nice shades of ruby, topaz, and emerald shining through the stained glass window near the main entrance.

F expensive
G stunning
H adequate
J dull

37 Which word is the verb in the sentence below?

She just graduated from school after many years of hard work.

A just
B graduated
C years
D work

38 Which sentence uses an incorrect possessive?

F The doctor’s orders are to drink plenty or water.

G Our father’s car is very fast.

H We can all do well in class with our teacher’s help.

J My schools’ field trip is next week.
ENGLISH/LANGUAGE ARTS

39 Which type of sentence is shown?

Although I was sick, I still went to school.

A simple
B compound
C complex
D compound-complex

40 Which change should be made to the paragraph?

The reason that Harry Houdini was a success was that he practiced and prepared for whatever might happen. When a college student punched him in the abdomen in 1926, however, he wasn’t prepared. The punch does internal damage that not even this magician could get out of. Harry died in 1926 at 52 years of age—a master of his trade and a true legend.

F Change practiced to practice
G Change wasn’t to weren’t
H Change does to did
J Change get to got

41 In the sentence, what part of speech is the underlined word?

Instead of taking the bus, he got a ride home from school.

A modifier
B noun
C verb
D preposition

42 In which sentence is the word bare used incorrectly?

F We saw a bare in the woods.
G He decided to bare his secrets to her.
H The kitchen shelves were bare after the party.
J I like to walk in bare feet in the summer.

43 Which word or words should be used to match the underlined subject to its verb?

Many animal hunt for food.

A animals
B wild animal
C animales
D lion and tiger
44 What does this paragraph argue about toads?

One of the best assistants a gardener can employ works for no pay. The homely toad is a relentless exterminator. Its fast-draw tongue, uncoiling quicker than the eye can see, plucks insects off flowers, vegetables, grass, and leaves, and even snaps them out of air in mid-flight.

F  Toads kill many bugs.
G  Toads are hard workers.
H  Toads are dangerous to plants.
J  Toads are useful in gardening.

45 Which would NOT be a supporting detail for the sentence?

There are many things you can do to start recycling.

A  Sort cans, paper, and plastic.
B  Start a compost pile.
C  Find out what your city or town recycles.
D  Stir your compost pile regularly to add oxygen.

46 Which is a transition word in the paragraph?

Decorating a window with a painted scene from nature might be of interest to you. If you like to see nature outside your window but don’t have a view of real nature, you may want to try this idea. Before you begin, be sure to ask your parents if it is okay.

F  decorating
G  nature
H  before
J  ask
ENGLISH/LANGUAGE ARTS

47 Which sentence in the paragraph should be supported with details?

A sentence 2
B sentence 3
C sentence 4
D sentence 5

48 What argument does the paragraph make about women scientists?

Dear Editor,
Please publish more articles about women scientists.
Women scientists have made outstanding contributions to the world. These women make outstanding role models. More young women might choose science as a profession if they read feature articles.

A Women scientists enjoy science.
B More feature articles should be written about women scientists.
C Publishing articles about women scientists will encourage more women readers.
D Women scientists used to be young women.

49 Which is NOT included in a memoranda?

A introduction
B date
C title of experiment
D conclusion

50 Which transitional word BEST completes the sentence below?

San Francisco, ______________, is the only city where cable cars are still running.

F however
G but
H so
J before
ENGLISH/LANGUAGE ARTS

51 Which sentence does not belong in the paragraph?

I respect this old juniper tree. For its age, yes. And for its steadfastness at taking whatever is thrown at it. More and more juniper trees are being grown on tree farms. That it has been useful in a practical way beyond itself counts for much, as well.

A I respect this old juniper tree.
B And for its steadfastness at taking whatever is thrown at it.
C More and more juniper trees are being grown on tree farms.
D That it has been useful in a practical way beyond itself counts for much, as well.

52 Which sentence uses correct punctuation?

F The biggest earthquake on record happened in 1964 in Anchorage Alaska.
G The biggest earthquake on record happened, in 1964 in Anchorage, Alaska.
H The biggest earthquake on record happened in 1964 in Anchorage, Alaska.
J The biggest earthquake, on record happened in 1964 in Anchorage Alaska.

53 Which word should be used to match the underlined pronoun to its antecedent?

They was wearing on her feet only a few pieces of glittering jewelry.

A she
B he
C it
D they

54 Which type of sentence is shown?

Sarah does her homework in the library after school every day.

F simple
G compound
H complex
J compound-complex

55 In the sentence, what type of clause is the underlined words?

The books, which I bought yesterday, were expensive.

A noun clause
B adjective clause
C verb clause
D adverb clause
ENGLISH/LANGUAGE ARTS

56 In which sentence is the word *made* used incorrectly?

F  We *made* a mistake.
G  My new shirt was *made* in Korea.
H  My mother hired a *made* to help her around the house.
J  The sandwiches at the restaurant are *made*-to-order.

57 Which is a run-on sentence?

A  Perseus heard a horrible sound and saw the sea monster approaching from the water.
B  Perseus heard a horrible sound; the sea monster was approaching from the water.
C  Perseus heard a horrible sound the sea monster was approaching from the water.
D  The sea monster approaching from the water.

59 What is the superlative adjective in the sentence?

*My older sister is going to the nicest summer camp in the mountains for a great vacation.*

A  older
B  nicest
C  summer
D  great

60 What is the comparative adverb in the sentence?

*Some restaurants are noisy, but the biggest restaurant near our house is noisier than almost any other place.*

F  noisy
G  biggest
H  noisier
J  almost
Practice Writing Assessment

You will now practice responding to a writing prompt similar to ones you may find on Texas standardized tests. Read the prompt below and write your response on the lined pages provided. Refer to the scoring rubrics that begin on page TX xxvi to help improve your writing as you prepare for standardized tests.

Expository Writing

Writing Situation

People of all ages must overcome obstacles or personal challenges. For example, people find ways to triumph over difficulties such as poor health, extreme shyness, physical distance from family members, or a conflict with a friend or acquaintance.

Directions for Writing

Write an essay in which you explain the process by which you were able to overcome an important personal challenge.
Part 4
INTRODUCTION

Part 4 of the Texas All-in-One Workbook consists of worksheets that provide additional support for the skills learned in the grammar chapters of Prentice Hall Writing Coach. Each worksheet provides students with instruction on a grammar skill. The worksheets then provide two practice activities on the skill as well as a speaking and writing activity. The worksheets provide extra practice for grammar-related TEKS.

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

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

A noun is the part of speech that names a person, place, thing, or idea. There are different types of nouns. See the examples below.

<table>
<thead>
<tr>
<th>People</th>
<th>Terri, mother, singer, Mayor Jones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Places</td>
<td>living room, store, Maple Avenue, United States</td>
</tr>
<tr>
<td>Things</td>
<td>computer, flower, football, <em>A Wrinkle in Time</em></td>
</tr>
<tr>
<td>Ideas</td>
<td>kindness, cruelty, acceptance, self-confidence</td>
</tr>
</tbody>
</table>

Practice A Identifying Nouns
Read each sentence. Then, underline the nouns.

Example: My cousin plays the piano.
Answer: My cousin plays the piano.

1. Lily eats an apple every day.
2. The eastern star shone high in the sky.
3. The dog knocked over the paint can.
4. Henry is going to Houston next month.
5. Lettuce consists largely of water.
6. Why did Joe say he would cut the grass?
7. People say every snowflake has its own pattern.
8. The United States issued redesigned paper money.
9. Gandhi was committed to nonviolence as a way of life.
10. The geese made a loud noise as they flew in formation above Paul.

Practice B Labeling Nouns
Read each sentence. Then, on the line provided, identify whether each noun is a person, a place, a thing, or an idea.

Example: Dan can get lost a block from home.
Answer: Dan — person; block — place; home — place

1. Heather, Tiffany, and Nicole went to the mall.
2. My little brother likes toy trucks and action figures.
3. Did the teacher say to read Chapter 3 or Chapter 4?
5. The rakes and the shovels are stacked in a corner of our garage.
6. Every weekend, Jan and I have to help clean the house.
7. Mom’s lipstick and other makeup were piled on the countertop.
8. From Main Street, walk along the river until you hit Fairfield Street.
9. Pauli, have you heard from Jon about the picnic?
10. Luis, call Marta and Felipe to dinner, please.

Writing and Speaking Application
Write a paragraph describing your favorite place, using at least four nouns. Circle the nouns. Then, read your sentences to a partner. Your partner should listen for and name the nouns you used. Switch roles with your partner.
2 CONCRETE AND ABSTRACT NOUNS

A concrete noun names something that can be recognized through any of the five senses. An abstract noun names something that cannot be recognized through the senses. Concrete nouns name people, places, and things. Abstract nouns name ideas. See the examples below.

<table>
<thead>
<tr>
<th>Concrete nouns</th>
<th>Abstract nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alice, cousin, Dallas, door, lawn mower, barbecue</td>
<td>concern, suspicion, trust, love, hate, indifference</td>
</tr>
</tbody>
</table>

Practice A Identifying Concrete and Abstract Nouns

Read each sentence. Then, underline each concrete noun and circle each abstract noun.

Example: Great art conveys some important truth.
Answer: Great art conveys some important truth.

1. Annie has a passion for music.
2. Our day at the beach was really fun.
3. I admire the simplicity of the Millers’ lives.
4. Jack’s goal in life is to embrace change.
5. Trust is the key to a good friendship.
6. Lewis and Clark practiced exploration on a grand scale.
7. Gavin’s greatest fear is that people will laugh at him.
8. Integrity is more important to my parents than money.
9. Dr. Fox feels empathy for creatures great and small.
10. Einstein’s humanism led him to argue against the atomic bomb.

Practice B Labeling Concrete and Abstract Nouns

Read each sentence. Then, on the line provided, identify whether each underlined noun is concrete or abstract.

Example: My intention is to do the right thing.
Answer: abstract

1. Rock’s anger sometimes gets the best of him.
2. “The Ice Queen” is one of my favorite stories.
3. Mary tried to control her impatience.
4. Alec’s greatest enjoyment comes from playing baseball.
5. Generosity is what keeps our local charity going.
6. Stan’s tapping toes betrayed his nervousness.
7. Have you ever seen the movie The Incredibles?
8. Gabrielle’s sculptures show off her creativity.
9. One sculpture is a running horse.
10. Ted’s feeling of exhaustion overwhelmed him.

Writing and Speaking Application

Write a paragraph describing someone you know, using at least three abstract nouns. Circle them. Then, read your sentences to a partner. Your partner should listen for and name the abstract nouns you used. Switch roles with your partner.
3 COLLECTIVE NOUNS

A collective noun names a group of people or things.
Examples of collective nouns are band, class, flock, group, and team.

Practice A Finding Collective Nouns
Read each group of nouns. Find the word in the group that is a collective noun. Then, write a sentence using the collective noun.
Example: band, bass player, drummer
Answer: band; The band played at the party.

1. birds, sparrow, flock
2. crew, sailor, first mate
3. bees, drone, swarm
4. batter, shortstop, team
5. herd, calves, cows
6. fish, school, guppies
7. citizen, jury, debaters
8. mob, people, fighters
9. cast, actors, star
10. tiger, cubs, litter

Practice B Identifying Collective Nouns
Read each sentence. Then, underline each collective noun.
Example: My science class made a model of our solar system.
Answer: My science class made a model of our solar system.

1. The class will finish painting the mural next week.
2. Mike and Ann decided to bake a batch of muffins.
3. A pack of wolves can be dangerous when they are frightened.
4. Shelly picked a bunch of daisies for her mom.
5. The Plaza Hotel staff maintains the highest standards.
6. The audience applauded wildly.
7. A swarm of hornets built a nest outside my window.
8. Isaac plays the oboe in the orchestra.
9. The comics club holds a convention every year.
10. The telescope revealed a cluster of stars in a distant nebula.

Writing and Speaking Application
Write a paragraph describing animals, using at least three collective nouns. Circle the collective nouns. Then, read your sentences to a partner. Your partner should listen for and name the collective nouns you used.
4 COUNT AND NON-COUNT NOUNS

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

Count nouns take an article (a, an, or the) and can be either singular or plural. Non-count nouns do not take a or an and cannot be plural. See the examples below.

<table>
<thead>
<tr>
<th>Count nouns</th>
<th>a snake, an apple, flowers, footballs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-count nouns</td>
<td>grain, juice, music, rain, snow, rice</td>
</tr>
</tbody>
</table>

Practice A Identifying Non-count Nouns

Read each sentence. Then, circle each non-count noun.

Example: They like spinach and mushrooms on their pizza.

Answer: They like spinach and mushrooms on their pizza.

1. Did you get the mail from the mailbox?
2. Try adding orange juice to the gravy.
3. Let’s make some noise to welcome our speaker.
4. The rain switched to snow after dark.
5. Eating too much salt can lead to high blood pressure.
6. I think Paul put excess flour in the cupcakes.
7. Laura bought shampoo for frizzy hair at the drugstore.
8. Rhea’s mood improved when she played music.
9. Jimmy hates mayonnaise on his sandwich.
10. Sunshine travels about 92 million miles to get to us.

Practice B Writing With Count and Non-count Nouns

Read each sentence. Then, rewrite the sentence, correcting the use of the non-count noun.

Example: Mo gathered all the informations about calling plans.

Answer: Mo gathered all the information about calling plans.

1. A justice is blind, people say. ________________________________
2. Cassie plays soccers at camp. ________________________________
3. Mercury makes a water poisonous. ________________________________
4. I don’t like Monica’s fascinations with vampires. ________________________________
5. Mom made enough spaghettis for all of us. ________________________________
6. I need an equipment if I’m going to take up fishing. ________________________________
7. Lightnings hit a transformer and knocked out the power. ________________________________

Writing and Speaking Application

Write a paragraph describing how to prepare a meal (or one dish), using at least three non-count nouns. Circle the nouns. Then, read your sentences to a partner. Your partner should listen for and name the non-count nouns you used.
5 RECOGNIZING COMPOUND NOUNS

A compound noun is one noun made by joining two or more words. Compound nouns can be single words, hyphenated words, or two or more separate words. See the examples below.

<table>
<thead>
<tr>
<th>Single word</th>
<th>cupholder, makeup, shortstop, suitcase, wristwatch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hyphenated word</td>
<td>co-owners, great-grandmother, hip-hop, two-step</td>
</tr>
<tr>
<td>Separate words</td>
<td>dining room, talk show, United States, vacuum cleaner</td>
</tr>
</tbody>
</table>

Practice A  Identifying Compound Nouns

Read each sentence. Then, write any compound nouns in it on the line provided. Draw a line between the words that make up each compound noun. Some sentences have more than one compound noun.

Example: The stepladder was not quite tall enough.
Answer: step ladder

1. This is the only car that doesn’t have cupholders. ________________________________
2. Amy beat Jimmy decisively at Ping-Pong last night. ________________________________
3. Grab your golf clubs and let’s head for the backyard. _____________________________
4. I left my library card in my other jeans. _______________________________________
5. Cheeseburgers and milkshakes should not be part of a healthy diet. ________________
6. The wildflower she likes to paint is the bluebonnet. ______________________________
7. Marissa put on her bathrobe over her swimsuit. _________________________________
8. Which slipcover do you like better for the living room? __________________________
9. Chuck’s favorite dance is, of course, the Texas two-step. _________________________
10. Roy slipped on overalls before picking up a paintbrush. __________________________

Practice B  Writing Using Compound Nouns

Read each sentence. Then, replace the underlined words with a compound noun.

Example: Have you noticed how many songs are about getting your heart smashed?
Answer: heartbreak

1. Lily gets up at dawn to do her yoga stretches. _________________________________
2. She wore a flannel shirt and denim pants the color of the sky. ____________________
3. Now that Sue is at college, Mom is turning Sue’s room into a place for visitors to stay. __________________
4. The glass device that illuminates was invented by Thomas Edison. _________________
5. Emily put the knives, forks, and spoons on the table. _____________________________
6. The man who is married to my sister is an accountant. ___________________________
7. Tracey’s mom let her wear lipstick and eye shadow for the concert. _________________
8. Somewhere in the sofa, Danny lost the device that turns on the TV. ________________

Writing and Speaking Application

Write a paragraph describing a typical weekend event for you, using at least four compound nouns. Circle the nouns. Then, read your sentences to a partner. Your partner should listen for and name the compound nouns you used.
6 USING COMMON AND PROPER NOUNS

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

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

<table>
<thead>
<tr>
<th>Common nouns</th>
<th>girl, lake, country, book, company, organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proper nouns</td>
<td>Tess, Lake Tahoe, Bolivia, <em>Jane Eyre</em>, Grant High School</td>
</tr>
</tbody>
</table>

Practice A  Identifying Common and Proper Nouns

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

Example: The closest planet to our sun is Mercury.
Answer: The closest planet to our sun is *Mercury*.

1. My cousin, Damian, majors in English.
2. Our neighbors, who are from India, speak Hindi.
3. A freshwater basin in Eurasia is Lake Baikal.
4. *The Last Battle* is the last book in the Narnia series by C. S. Lewis.
5. The artist who painted the Sistine Chapel was Michelangelo.

6. Nearly as far south as Antarctica are the islands of Tierra del Fuego.
8. The hero of “Solitude” by Ursula K. Le Guin is a girl who is never named.
9. Mount Fuji, a volcano, is in Japan.

Practice B  Writing With Common and Proper Nouns

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

Example: I like the book by an author.

1. My neighbor works at a company.
2. She is reasonably satisfied with her Internet provider.
3. My grandpa likes to sing along with his favorite song.
5. He and she are the winners of a science prize.

Writing and Speaking Application

Write a paragraph about a place, using at least three common and two proper nouns. Circle the nouns. Then, read your sentences to a partner. Your partner should listen for and name the proper nouns you used. Switch roles with your partner.
7 ANTECEDENTS OF PRONOUNS

A pronoun is a word that takes the place of a noun or a group of words acting as a noun. The noun to which a pronoun refers is called its antecedent.

EXAMPLES:

Dee zipped up her coat and pulled on her gloves.

Ed takes photographs. He is using them to explore Padre Island.

Show that you can use a variety of complete sentences that include correctly identified antecedents by completing the following exercises.

Practice A Identifying Antecedents

Read each sentence or set of sentences. Then, write each pronoun and its antecedent. Some sentences have more than one pronoun.

Example:

Yoga is important to Allison. She practices it every day.

Answer:

She — Allison; it — yoga

1. Carlos was excited because his family got a new computer. ________________________________

2. The broccoli tastes great. Was it picked moments ago? ________________________________

3. By the time John Keats was 30, he had written several classic poems. ____________________

4. Bill promised he would lend me his old Beatles albums. ________________________________

5. Rayna says she likes to skip stones and see how far they go. ____________________________

6. When Rex knocked over the space heater, it shut off automatically. ______________________

7. After Gina wrote several comic books, she tackled a novel. ______________________________

8. When a squid is scared, it emits an ink. ______________________________________________

Practice B Writing Pronouns for Antecedents

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

Example: Gillian waved ______ arms wildly.

Answer: Gillian waved her arms wildly.

1. We all turned on ______ flashlights.

2. The birds sang, and then ______ flew off.

3. Pablo called ______ mom to tell ______ he would be late.

4. Kudzu is pretty, but ______ is a superweed.

5. If Ben wants to play, ______ will have to practice.

6. Did ______ bring your homework?

7. Cats use ______ tails to help them balance.

8. “This sports car is ______,” Brendan said proudly.

9. Aunt Jen knits, which seems boring to me, but ______ enjoys ______.

Writing and Speaking Application

Write a paragraph describing someone you know, using at least five pronouns. Then, read your sentences to a partner. Your partner should listen for and identify the pronouns' antecedents. Switch roles with your partner.
8 RECOGNIZING PERSONAL PRONOUNS

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

There are types of pronouns. See the examples below.

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>I, me, my, mine</td>
<td>we, us, our, ours</td>
</tr>
<tr>
<td>Second person</td>
<td>you, your, yours</td>
<td>you, your, yours</td>
</tr>
<tr>
<td>Third person</td>
<td>he, him, his, she, her, hers, it, its</td>
<td>they, them, their, theirs</td>
</tr>
</tbody>
</table>

Practice A Identifying Personal Pronouns
Read each sentence. Then, on the line provided, write any personal pronouns in the sentence.

Example: Hydrangea flowers are blue if their soil has enough acid in it.
Answer: their; it

1. The sun scattered its golden rays over us.
   __________

2. Is your brother playing tricks on you again?
   __________

3. The blue T-shirt is mine, and the white one is hers.
   __________

4. Bud broke his ankle on our icy driveway.
   __________

5. I thought you brought the forks.
   __________

6. We waited, but he never showed up.
   __________

7. My mother asked me to call you.
   __________

8. She watched as the butterflies flocked to their perches.
   __________

9. By the time Rover found the squirrels, they had run up a tree.
   __________

10. Text me when you make up your mind.
    __________

Practice B Choosing Personal Pronouns
Read each sentence. Then, choose the appropriate personal pronoun from the two in parentheses and write it on the line provided.

Example: Terry and (I, me) went swimming last week.
Answer: I

1. The Klums and (we, us) held a garage sale together.
   __________

2. The camp isn’t fancy, but it’s (our, ours).
   __________

3. I got caraway seeds stuck in (my, mine) teeth again.
   __________

4. Rod and (she, her) both helped out at the carwash.
   __________

5. (They, Them) and the neighbors asked if we had seen the bear.
   __________

6. My grandmother says (her, hers) knee hurts when it rains.
   __________

7. Is that his cell phone or (your, yours)?
   __________

8. They haven’t met, but (their, theirs) avatars have met online.
   __________

Writing and Speaking Application
Write a paragraph about something you’ve done recently, using at least five personal pronouns. Then, read your sentences to a partner. Your partner should listen for and identify the personal pronouns. Switch roles with your partner.
9 REFLEXIVE AND INTENSIVE PRONOUNS

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

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

Reflexive: She told herself to breathe deeply.
Intensive: George himself was a caddy once.

Practice A Identifying Reflexive and Intensive Pronouns
Read each sentence. Then, write each underlined pronoun and whether it is reflexive or intensive.

Example: Glen pushed himself to learn a new word every day.
Answer: himself — reflexive

2. I myself would rather go to New York.
3. Ask yourself whether you could do as good a job.
4. Help yourself to some strawberries.
5. Troublemakers will find themselves unwelcome here.
6. They congratulated themselves for solving the mystery.
7. “I did it all myself,” Todd bragged.
8. Julia made herself a cup of tea.
9. The senator himself was the subject of an inquiry.
10. The concert itself was lame, but the party afterward was great.

Practice B Writing Reflexive and Intensive Pronouns
Read each sentence. Then, fill in the blank by writing the reflexive or intensive pronoun that completes the sentence.

Example: He made _______ an old-fashioned mix tape.
Answer: himself

1. I talked to the reporter _______.
2. Give _______ a break; you tried.
3. Rembrandt painted many portraits of _______ over the years.
4. Gerta _______ told me she was tired of being popular.
5. The soup _______ tastes fine, but the crackers are stale.

Writing and Speaking Application
Write a paragraph describing an activity a friend of yours does. Use at least two reflexive and two intensive pronouns. Then, read your sentences to a partner. Your partner should listen for and identify which pronouns are reflexive and which are intensive.
10 DEMONSTRATIVE PRONOUNS

A demonstrative pronoun points to a specific person, place, or thing.
That and these are demonstrative pronouns that point to something near the speaker or writer. That and those point to something more distant. This and that are singular demonstrative pronouns. These and those are plural.

Practice A Identifying Demonstrative Pronouns
Read each sentence. Then, write each demonstrative pronoun and the noun to which it refers.

Example: This is my favorite time of year.
Answer: This — time

1. These are the new rules.
2. That was a huge thunderstorm yesterday.
3. I don’t think these speakers are working.
4. This song, which I don’t even like, is stuck in my head.
5. Why does anybody watch that program?
6. I always feel confident when those guys help me rehearse.
7. Angela claimed that was a good idea.
8. Dad, this is my lab partner.
9. What are those photographers doing outside?
10. These roses smell sweeter than those daffodils.

Practice B Writing Demonstrative Pronouns
Read each sentence. Then, fill in the blank with the appropriate demonstrative pronoun.

Example: ________ bees seem to be heading back to their hive.
Answer: Those

1. ________ was the best night’s sleep I’ve had in ages.
2. Have you seen ________ magazines I was reading?
3. Ah, ________ is the life.
4. What is ________ package you’re carrying?
5. ________ shoes feel pretty comfortable.
6. Listen to ________ new song by my favorite singer.
7. ________ herbs won’t help with a headache.
8. Why is ________ disgraced executive on the news?
9. Look at ________ photograph of the team.
10. ________ people tell me they’ve complained about the potholes.

Writing and Speaking Application
Write four sentences giving directions to a location of your choice. Use all four of the demonstrative pronouns. Then, read your sentences to a partner. Your partner should listen for and identify the demonstrative pronouns. Switch roles with your partner.
11 USING RELATIVE PRONOUNS

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

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

Show that you can use and understand the function of relative pronouns by completing the following exercises.

Practice A Identifying Relative Pronouns

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

Example: The player who threw that football has a great arm.

Answer: who threw that football

1. The rain that fell last night was heavier than last week’s rain.

2. Scientists whose goal was to map the DNA of our species have made great strides.

3. Arthur St. Clair, who lived in Pennsylvania, was a leading general in the Revolutionary War.

4. My family, whom I get along with fairly well, can be both fun and annoying.

5. My computer, which can be very slow, seems to have a mind of its own.

6. Humans cannot see wavelengths of light that are in the ultraviolet range.

7. People who have diabetes often have nerve damage.

8. Polar bears, which can grow to 1,500 pounds, are less than a pound at birth.

9. Wassily Kandinsky was a painter whose work sells for millions of dollars.

10. The friends whom I met for lunch have known me for years.

Practice B Writing Relative Pronouns

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

Example: We finally found a doctor ________ we trust.

Answer: whom

1. Frank Lloyd Wright, ________ was a famous architect, designed Fallingwater.

2. If we had skipped the movie, ________ I advised, we wouldn’t have been late.

3. The organization ________ Clara Barton founded was the American Red Cross.

4. My sister, ________ eyes are blue, always wears blue clothes.

5. Texas, ________ is one of the largest states in area, is also one of the most populous states.

6. Joan Baez, ________ I once saw in concert, has been a protest singer for decades.

7. The insects ________ damaged the tree are called emerald ash borers.

8. James Tiptree Jr., ________ real name was Alice Sheldon, won many writing awards.

9. The amount of the sun’s energy ________ is reflected back from the earth is called albedo.

10. The girl ________ you saw is in my math class.

Writing and Speaking Application

Write a paragraph explaining how to do something, using at least four relative pronouns. Then, read your sentences to a partner. Your partner should listen for and identify the relative pronouns. Switch roles with your partner.
12 INTERROGATIVE PRONOUNS

An interrogative pronoun is used to begin a question. The five interrogative pronouns are what, which, who, whom, and whose.

Practice A Identifying Interrogative Pronouns
Read each sentence. Then, write each interrogative pronoun.

Example: Whom did you see at the picnic?
Answer: Whom

1. What is the state bird of Texas? whom
2. Which cat is crying, the gray one or the orange one? which
3. Who wrote Wuthering Heights? who
4. About whom is that biography? whom
5. Whose story was chosen for publication? whose
6. What is Pearl Harbor Day? what
7. Who discovered penicillin? who
8. To whom was the monument dedicated? whom
9. Which cell phone are you getting? which
10. From whom did the complaint come? from

Practice B Writing Interrogative Pronouns
Read each sentence. Then, fill in the blank with the appropriate interrogative pronoun.

Example: whose idea was it to go hiking in a storm?
Answer: Whose

1. whose is the northernmost city in the United States?
2. who told you there was no school today?
3. for whom are you waiting?
4. which do you like better, blueberries or strawberries?
5. how is a coral reef?
6. why faces are carved into Mount Rushmore?
7. is that the boy whom Lacey mentioned?
8. whose meal should I order?
9. what does a laser do?
10. who invented the airplane?

Writing and Speaking Application
Write five questions to ask someone. Use an interrogative pronoun in each. Then, read your sentences to a partner. Your partner should listen for and identify the interrogative pronouns. Switch roles with your partner.
13 INDEFINITE PRONOUNS

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

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

Practice A  Identifying Indefinite Pronouns

Read each sentence. Then, write each indefinite pronoun and whether it is singular or plural.

Example: Everybody knows that it’s always darkest before the dawn.
Answer: Everybody — singular

1. Not just anyone could do this job, you know. ______________________________________
2. Is there something I can do for you? ______________________________________________
3. Suddenly, all of my friends like vampire movies. ____________________________________
4. Nobody was able to cheer Gayle up. _______________________________________________
5. For the contest, each dancer performed a routine. __________________________________
6. Few people heeded the warnings of the disaster. _____________________________________
7. Neither Bobby nor Reggie scored a touchdown. _______________________________________
8. Most of this paper is too wet to use. _______________________________________________
9. Most of my friends don’t like Hannah Montana anymore. _______________________________

Practice B  Writing Indefinite Pronouns

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

Example: Why will ________ listen to me?
Answer: nobody OR no one

1. ________ rosemary and sage are too spicy for me.
2. Did you hear ________ strange just now?
3. I’ve heard ________ about flying cars lately.
4. ________ of the lilac blossoms opened in an amazing display.
5. Sadly, ________ of the flowers smelled as sweet as I remembered.
6. Luckily, ________ of our neighbors complained about the noise.
7. Does ________ of this make sense to you?
8. I think I have ________ symptoms of the flu.
9. ________ will tell me ________ about the big secret.

Writing and Speaking Application

Write a paragraph describing a field trip you’d like to take. Use at least five indefinite pronouns. Then, read your sentences to a partner. Your partner should listen for and identify the pronouns. Switch roles with your partner.
14 USING TRANSITIVE VERBS

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

EXAMPLE: Eric played the guitar with enthusiasm.

action verb object

Practice A Identifying Transitive Verbs

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

Example: Trevor threw a nickel into the fountain.

Answer: threw

1. Did Juan feed the dog yet? _______________________________
2. Light travels 186,000 miles per second. __________________________
3. Pat folded the paper into the shape of a crane. __________________________
4. Luisa watched the hummingbird hover. __________________________
5. The ant picked up a crumb twice its size. __________________________
6. Many colorful fish live in the Great Barrier Reef. __________________________
7. Edgar hit the piano keys hard. __________________________
8. Natalie pushed the stroller over a bump. __________________________
9. Mark sent Rayna some photos of the new puppy. __________________________
10. Water dripped from the eaves of the house. __________________________

Practice B Writing Transitive Verbs

Read each pair of sentences. Then, circle A or B to show which sentence has a transitive verb (a verb with a direct object).

Example: A The fire burned the contents of the wastebasket.
         B The fire was started by a carelessly tossed match.

Answer: A The fire burned the contents of the wastebasket.

   B That book opened my eyes to the joys of reading.
2. A Pablo felt angry at his sister.
   B Pablo felt the seam of the football.
3. A Linda heard a mouse skittering across the floor.
   B A skittering sound was heard in the attic.
4. A Emeril tasted the sauce.
   B The sauce tasted perfect.
5. A The store owner put up with customers who didn’t buy anything.
   B The store owner put up a sign.

Writing and Speaking Application

Write a paragraph describing your trip to school today, using at least four transitive verbs. Then, read your sentences to a partner. Your partner should listen for and identify the transitive verbs and the direct objects. Switch roles with your partner.
15 USING INTRANSITIVE VERBS

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

EXAMPLE: Pele runs fast. (Fast is an adverb, not an object.)
Storm clouds rolled across the sky. (Across is a preposition, not an object.)

Practice A  Identifying Intransitive Verbs
Read each sentence. Then, underline each intransitive verb. If a sentence has no intransitive verb, write none.

Example: Bruce looked on as Kim installed the new software.
Answer: Bruce looked on as Kim installed the new software.

1. Researchers are learning about how ecosystems work. __________________
2. The owl swooped down on a mouse. __________________
3. The light shone dimly in the dark cave. __________________
4. Thomas Jefferson was largely self-taught. __________________
5. After a long dry spell, it finally rained. __________________
6. Ned spoke very quietly but with determination. __________________
7. I think that Ella looks like Mae. __________________
8. Jan pruned the hedge fiercely, as if it had angered her. __________________
9. The bushes flourished in their new location. __________________
10. Shelly will be excellent in the play. __________________

Practice B  Labeling Transitive and Intransitive Verbs
Read each sentence. Then, write each verb and label it transitive or intransitive.

Example: The power went out last night.
Answer: went — intransitive

1. We walked the dog this morning. __________________
2. We walked all over our neighborhood. __________________
3. Shawn threw a long pass. __________________
4. Shawn threw to the receiver. __________________
5. The mirror reflected Ilene’s face. __________________
6. Ilene reflected on the events of the day. __________________
7. People say that cream rises to the top. __________________
8. People say foolish things sometimes. __________________
9. That looks exciting. __________________
10. If looks could kill, he would be in danger. __________________

Writing and Speaking Application
Write a paragraph describing your future, using at least four intransitive verbs. Then, read your sentences to a partner. Your partner should listen for and identify the intransitive verbs. Switch roles with your partner.
16 RECOGNIZING FORMS OF BE

A linking verb is a verb that connects a subject with a word that describes or identifies it. The most common linking verb is be.

The verb be has many forms, depending on its tense, number, and person. Examples: am, are, is, was, are being, were being, can be, could be, may be, might be, must be, should be, will be, would be, has been, had been, could have been, may have been, should have been, will have been, and would have been.

EXAMPLES: Romeo was a Montague. He and Juliet were very young.

Practice A Identifying Forms of Be
Read each sentence. Then, underline each verb that is a form of be.

Example: They should have been here by now.
Answer: They should have been here by now.

1. Aphra Behn was an English author in the 1600s.
2. Staying up all night might be a bad idea.
3. Candy was being stubborn about her hair style.
4. It will be dark by around seven o’clock tonight.
5. Frank has been captain of the football team for two years.
6. This could be the best year ever.
7. It must be pleasant to get so little homework.
8. Many people think Henry Clay should have been president.

Practice B Writing Forms of Be Verbs
Read each sentence. Then, write whether the word or words after the be verb identify or describe the subject.

Example: Ms. Mickinak is my boss.
Answer: identify

1. Rachel Carson was a biologist. 
2. I have been confused about the assignment.
3. He will be a fantastic student.
4. They might have been afraid to disturb you.
5. Stacey will have been our neighbor for five years as of May 1.
6. White-tailed deer are plentiful on the East Coast.
7. Todd is being silly about this.
8. He could have been a contender.

Writing and Speaking Application
Write a three-sentence description of a mood you felt recently. Use at least three forms of the verb be. (Try using different tenses.) Then, read your sentences to a partner. Your partner should listen for and identify the forms of be. Switch roles with your partner.
17 USING OTHER LINKING VERBS

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

Esperanza *felt* relieved. Esperanza *is* relieved.

**Practice A Identifying Other Linking Verbs**

*Read each sentence. Then, underline each linking verb.*

**Example:** Paula thought the cake tasted dry.
**Answer:** Paula thought the cake *tasted* dry.

1. Mr. Patel seemed satisfied with Rick’s answer.
2. The surface of the moon looks lifeless and desolate.
3. Krista grew discouraged as she recovered from her injury.
4. I’m sure Marsha’s reasoning will become clear soon.
5. Egan’s music sounds dissonant, as if it is intentionally off-key.
6. Looking at great art makes me feel inspired.
7. If you remain silent, you will regret it.
8. Stay alert and stay alive, the safety experts tell drivers.
9. Anton’s room smells earthy, like a hibernating bear’s den.
10. In Edvard Munch’s painting *The Scream,* the sky appears bloody.

**Practice B Writing Other Linking Verbs**

*Read each pair of terms below. Then, write a sentence that uses a linking verb to connect the two terms.*

**Example:** Guillermo, open-minded
**Answer:** Guillermo stays open-minded about new experiences.

1. semolina, nutty
2. Andre, upbeat
3. Nan, surprised
4. maple shelf, smooth
5. homemade jelly, bad

**Writing and Speaking Application**

Write a paragraph describing something you’ve learned in science class. Use at least three linking verbs that are not forms of *be.* Then, read your sentences to a partner. Your partner should listen for and identify the linking verbs. Switch roles with your partner.
18 ACTION VERB OR LINKING VERB?

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

While forms of be are always linking verbs, most of the other linking verbs can be either linking or action, depending on how they are used in a sentence. These verbs include appear, become, feel, grow, look, remain, seem, smell, sound, stay, taste, and turn. To test whether a verb is a linking verb, replace it with is, am, or are. If the sentence still makes sense, then the verb is a linking verb and not an action verb.

Linking: Bert sounded tired. (Sounded links Bert and tired, which describes him.)
Action: The guard sounded an alarm. (The guard performed an action.)

Practice A Identifying Action Verbs and Linking Verbs

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

Example: Tasha grows and sells ginseng.
Answer: grows — action

1. The potpourri in the glass bowl smells spicy.
2. Miriam turned left onto Sylvan Avenue.
3. Anna always looks both ways before crossing the street.
4. Enrique remained determined to learn French.
5. The director grew annoyed when the actor flubbed his lines again.
6. Harry looked sleepy even after Al sprayed him with a squirt gun.
7. Brendan claimed that the light appeared at midnight.
8. Ed remained behind when Maria went to work.
9. When Bud smells cinnamon, it always reminds him of home.
10. The mood turned serious during David’s story.

Practice B Writing Action Verbs and Linking Verbs

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

Example: look — linking
Answer: Berta looked excited about trying out for the team.

1. look — action
2. become — linking
3. feel — action
4. feel — linking
5. turn — action

Writing and Speaking Application

Write a paragraph describing a meal or just one dish, using at least three linking verbs and three action verbs. Then, read your sentences to a partner. Your partner should listen for and identify which verbs are linking and which are action. Switch roles with your partner.
19 RECOGNIZING HELPING VERBS

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

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

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

- am reading, have been reading, will be reading, does read, has read, will read,
- will have read, will have been reading, can read, should have read

Practice A Identifying Helping Verbs

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

Example: I should have known this would happen.
Answer: I should have known this would happen

1. Scientists are working on sails to power starships.
2. GPS systems have made it almost impossible to get lost.
3. I must have made this mistake a thousand times.
4. I should have listened to Rachel’s warning.
5. A trash patch twice as big as Texas has been found floating in the Pacific Ocean.
6. Lindsey must participate in fewer extracurricular activities.
7. History buffs will be re-enacting the Battle of Gettysburg again next July.
8. The city council does feel strongly about the recycling program.
9. This may have been the last year for our after-school celebration.
10. Aaron might have been ready for the test if he had studied more.

Practice B Writing Helping Verbs

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

Example: has been
Answer: June said her job has been a learning experience.

1. did hope
2. will be waiting
3. have been perfecting
4. could try
5. are walking

Writing and Speaking Application

Write a paragraph describing a family event (like a wedding or birthday party). Use at least five verb phrases. Then, read your sentences to a partner. Your partner should listen for and identify the helping verbs. Switch roles with your partner.
20 ARTICLES

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

- **The** school sent a permission slip.
- **definite:** a specific place
- **indefinite:** any of numerous copies

The articles _a_, _an_, and _the_ are adjectives, and all indicate that a noun will soon follow. _A_ is used before an indefinite noun that starts with a consonant sound; _an_ is used before a vowel sound. When the vowels _o_ and _u_ sound like consonants (one-time, university), they should be preceded by _a_. When _h_ sounds like a vowel (hour, honest), it should be preceded by _an_.

**Practice A Identifying Definite and Indefinite Articles**

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

**Example:** I saw a heron fishing in the river.
**Answer:** a — indefinite; the — definite

1. The square root of 225 is 15. ______
2. A relief map shows different elevations in different colors. ______
3. The dinosaurs died out 65 million years ago. ______
4. My friend is going to a doctor. ______
5. The continent of Africa contains 47 countries. ______
6. The biggest country in Africa, by population, is Nigeria. ______
7. Sirius is a bright star in the constellation Canis Major. ______
8. The second full moon in one month is called a blue moon. ______
9. The daddy longlegs, or harvestman, is not a spider. ______
10. Lucy Stone was a leader of the woman suffrage movement. ______

**Practice B Writing Articles**

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

**Example:** The new baby-sitter seems like ______ honest person.
**Answer:** an

1. Esperanza had her first ride in ______ airplane.
2. It’s ________ effort to study and play two sports.
3. It’s ________ understandable mistake.
4. Harvard is ________ university in Massachusetts.
5. ________ unicorn is the center of many medieval tapestries.
6. “This is __________ one-time offer,” the sales rep claimed.
7. My mom always adds ________ onion to canned soup.
8. The trip was ________ opportunity to see another culture.
9. “It’s ________ humble home, but it’s all mine,” Martha said.
10. President emeritus is ________ honorary post.

**Writing and Speaking Application**

Write a short dialogue between two children (real or made up, your choice). Use at least four definite and four indefinite articles. Then, read your sentences to a partner. Your partner should listen for and identify the articles. Switch roles with your partner.
21 USING PROPER ADJECTIVES

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

A proper noun used as an adjective does not change its form. It is merely placed in front of another noun. Examples are May showers, Washington Monument, and Galveston Bay. An adjective formed from a proper noun gets a different ending, like -n, -ian, -ese, or -ish. Examples are Guatemalan, Canadian, Japanese, and Spanish. Some proper adjectives are irregular, like Swiss (from Switzerland) and Danish (from Denmark). Both types of proper adjectives begin with a capital letter.

Practice A Identifying Proper Adjectives
Read each sentence. Then, underline each proper adjective.

Example: Lynn has Italian relatives who live in Rome.
Answer: Lynn has Italian relatives who live in Rome.

1. American slang has spread around the world.
2. Pablo likes to read ancient Persian poetry.
3. Angela wants to take a Balinese vacation someday.
4. Her family eats Irish stew every Thursday.
5. She designed many classic English gardens.
6. Swiss watches are famous for their accuracy.
7. The novel has an almost Dickensian plot.
8. Roger played a Clapton guitar riff he’d been practicing.
9. Most Monet paintings show a similar use of color.
10. He has that famous Bostonian sense of reserve.

Practice B Writing Proper Adjectives
Read each set of words. Then, rewrite the set to include a proper adjective before the underlined noun.

Example: a visitor from Egypt
Answer: an Egyptian visitor

1. the language of Japan
2. an epic from ancient Russia
3. music by the Beatles
4. heat in Florida
5. an actor who plays roles from Shakespeare
6. the flag of Norway
7. coffee in the style of Turkey
8. prairies in Oklahoma
9. a sonata by Brahms
10. a sculpture by Rodin

Writing and Speaking Application
Write a brief paragraph describing places you would like to visit. Use at least five proper adjectives. Then, read your sentences to a partner. Your partner should listen for and identify the proper adjectives. Switch roles with your partner.
22 USING NOUNS AS ADJECTIVES

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

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

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Used as Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>gold</td>
<td>gold necklace</td>
</tr>
<tr>
<td>lunch</td>
<td>lunch date</td>
</tr>
<tr>
<td>rock</td>
<td>rock concert</td>
</tr>
</tbody>
</table>

Practice A Identifying Nouns as Adjectives

Read each sentence. Then, underline each noun used as an adjective and write the noun that it modifies. There may be more than one noun used as an adjective in a sentence.

Example: Robin drove her truck down the dirt road.
Answer: Robin drove her truck down the dirt road. road

1. The U2 concert was a sellout.                  6. The tile counter is cool to the touch. _______
2. I like the grain of the oak floor.            7. My dad gave my mom an eternity ring. _______
3. Olivia’s computer club meets once a month.    8. I forgot my water bottle. __________
4. The radio program was canceled.               9. The silver vase was an anniversary present. __________
5. For dessert we had Boston cream pie.          10. He has all the depth of a character from an action movie. __________

Practice B Writing Nouns as Adjectives

Read each sentence. Then, add a noun as adjective to complete the sentence.

Example: The ______ store is having a sale.
Answer: The jewelry store is having a sale.

1. Margarite said she already had ______ plans.
2. Mom got a ______ call from the office.
3. We spent the weekend building a ______ patio.
4. The ______ vase shattered when the baseball hit it.
5. The Shearer family went to a ______ game at the new arena.
6. Howard reminds me of a character from a ______ movie.
7. Did the baseball player prefer an ______ bat or a wooden one?
8. We recycle all of our ______ bags.
9. Fred lets his pug run with its friends at the ______ park.
10. Isadora always wears a blue ______ scarf.

Writing and Speaking Application

Write a paragraph describing a room, using at least four nouns as adjectives. Then, read your sentences to a partner. Your partner should listen for and identify the nouns as adjectives. Switch roles with your partner.
23 USING COMPOUND ADJECTIVES

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

Some compound adjectives are hyphenated: baby-blue eyes, fast-food restaurant, fifty-mile drive, little-known fact, mini-vacation, ninety-nine years, part-time job, so-called experts.

Others are combined words: childlike expression, counterclockwise path, everyday activities, halftime show, overdue dish, pickup truck, saltwater taffy, timeworn face, weekend trip.

Practice A Identifying Compound Adjectives
Read each sentence. Then, underline each compound adjective. Some sentences have more than one compound adjective.

Example: Roberta likes the predictability of everyday life.

Answer: Roberta likes the predictability of everyday life.

Practice B Writing Compound Adjectives
Read each sentence. Then, rewrite the sentence to include a compound adjective.

Example: The truck lost its brakes and ran away fast down the hill.

Answer: The runaway truck lost its brakes and sped down the hill.

Writing and Speaking Application
Write a paragraph about something you learned in social studies class. Use at least three hyphenated and three combined compound adjectives. Then, read your sentences to a partner. Your partner should listen for and identify the compound adjectives and the words they modify.
24 USING PRONOUNS AS ADJECTIVES

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

EXAMPLES: Those players are fierce. Which play will you call?

Practice A Identifying Demonstrative and Interrogative Adjectives
Read each sentence. Then, write the pronoun as an adjective in each sentence and label it Dem for demonstrative or Int for interrogative.

Example: Are those guys serious?
Answer: those — Dem

1. This story is the one I’m researching.
2. At whose house is the party?
3. Which music should we listen to, rock or hip-hop?
4. What equipment will we need for winter camping?
5. All of these electronic beeps are driving me to distraction.
6. Here comes that little brother of mine.
7. Whose voice is that?
8. Which planet in our solar system is the coldest?
9. These tracks were made by a flock of turkeys.
10. That smog on the horizon comes all the way from Los Angeles.

Practice B Writing Demonstrative and Interrogative Adjectives
Read each sentence. Then, fill in the blank with an appropriate demonstrative or interrogative adjective.

Example: Whose administration started the New Deal?
Answer: Whose

1. In ________ constellation is the star Arcturus?
2. Did you see ________ gymnastics routine that Dominique did?
3. ________ hawks fly very high in the sky.
4. I don’t remember ________ remark I intended to make.
5. ________ boots don’t seem to be waterproof.

Writing and Speaking Application
Ask about a partner’s day, using at least three demonstrative and four interrogative adjectives. Your partner should listen for and identify the adjectives. Switch roles with your partner. Then, write a paragraph summing up what you learned.
25 USING POSSESSIVE NOUNS AND PRONOUNS AS ADJECTIVES

An adjective is a word that describes a noun or pronoun. Possessive nouns and pronouns name who or what owns or has something. A noun or pronoun becomes an adjective when it modifies a noun.

The personal pronouns my, your, her, his, its, our, and their are often possessive adjectives. Possessive pronouns and possessive nouns function as adjectives when they come before nouns and answer the question Which one?

**EXAMPLES:**
- Mother brushed her hair.
- Possessive Pronoun: My mother’s beauty is endless.
- Possessive Noun: Did she talk to Ilsa’s mom?

**Practice A  Identifying Possessive Nouns and Pronouns as Adjectives**

Read each sentence. Then, underline each possessive noun and circle each pronoun used as an adjective. Some sentences have more than one possessive.

**Example:**
- Our family visited both Lincoln’s and Jefferson’s memorials.
- Answer: Our family visited both Lincoln’s and Jefferson’s memorials.

1. Jane Goodall’s mission was to learn all about chimps.
2. Did you and your family get a good night’s sleep?
3. Mr. Ramirez’s workshop was her favorite.
4. Greg always brings his cell phone with him.
5. Because Mona’s blood type is rare, her goal is to donate her blood twice a year.
6. The Pearsons sent out invitations to their picnic; your name’s on the list.
7. My sister laughed when she saw the cat’s milky face.
8. Is my homework harder than his?
9. Einstein’s theory of relativity changed how we think of our world.
10. A person’s reach should exceed his or her grasp.

**Practice B  Writing Possessive Nouns and Pronouns as Adjectives**

Read each group of words. Then, rewrite the words to include a possessive noun or pronoun.

**Example:**
- a CD belonging to Lars
- Answer: Lars’ CD

1. a belt belonging to me
2. a book for children
3. the yard of the Joneses
4. the tail of a tiger
5. a whiffle ball belonging to them
6. the colors of the rainbow
7. a hair ribbon belonging to Desiree
8. the feathers of a flock of birds
9. the notebook of a reporter
10. the thorns of a rose

**Writing and Speaking Application**

Write a paragraph describing something you or another family member collects. Use at least six possessive nouns and pronouns. Then, read your sentences to a partner. Your partner should listen for and identify the possessives. Switch roles with your partner.
26 USING DEMONSTRATIVE ADJECTIVES

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

**EXAMPLES:**
- *That* roller coaster was exciting.  
- *This* one is a bit scary.

**Practice A Identifying Demonstrative Adjectives**

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

**Example:**
- Listen to this song.
- **Answer:** *this* — song

1. What are these muddy toys doing in the house?
2. This card that Bill sent is funny.
3. This smoke detector needs new batteries.
4. That airplane seems to be flying very fast.
5. Don’t those actors seem distracted?
6. That boy is in big trouble.
7. Those jet contrails in the sky fade slowly.
8. My mom uses those grapevines to make these wreaths.

**Practice B Writing Demonstrative Adjectives**

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

**Example:**
- I’ve been watching ______ goldfinch over there.
- **Answer:** *that*

1. The light from ______ stars traveled millions of miles.
2. ______ trees grow throughout our region.
3. ______ trees grow only on the West Coast.
4. ______ shirt is the nicest one I own.
5. Can you hear ______ wolves howling in the distance?
6. Are ______ pipes working?
7. Look at ______ car in the next lane.
8. Look closely at the high quality of ______ tools.

**Writing and Speaking Application**

Write four sentences giving directions to a location in your town. Use all four of the demonstrative adjectives. Then, read your sentences to a partner. Your partner should listen for and identify the demonstrative adjectives. Switch roles with your partner.
27 USING INTERROGATIVE ADJECTIVES

Three of the interrogative pronouns—*which*, *what*, and *whose*—become interrogative adjectives if they modify a noun. These adjectives are used to ask direct or indirect questions.

**EXAMPLES:**
- *What* movie did you watch?
- I wonder *which* one is best.
- *Whose* large painting is called *Mountains and Sea*?
- *I asked* Zsuzsu *which* doll she wanted.
- *What* time should we leave?
- *Do you know* whose keys those are?
- *I wonder* what marine life survives near thermal vents in the ocean.
- *From what* animal does silk come?
- *Which* brother plays first base?

**Practice A Identifying Interrogative Adjectives**

Read each sentence. Then, write each interrogative adjective and the noun to which it refers.

**Example:** Which trees have serrated leaves?
**Answer:** Which — trees

1. Whose large painting is called *Mountains and Sea*?
2. I asked Zsuzsu which doll she wanted.
3. What time should we leave?
4. Do you know whose keys those are?
5. I wonder what marine life survives near thermal vents in the ocean.
6. From what animal does silk come?
7. Which brother plays first base?

**Practice B Writing Interrogative Adjectives**

Read each sentence. Then, fill in the blank with an appropriate interrogative. Remember that *which* is used when there are a limited number of options; *what* is indefinite.

**Example:** Which plants grow best in acidic soil?
**Answer:** Which

1. _______ year was the Magna Carta signed?
2. _______ English king signed the Magna Carta?
3. _______ invention was radio?
4. _______ candidate won the presidential election of 1810?
5. _______ waterway were Lewis and Clark looking for in their expedition of 1804?
6. _______ rights does the Bill of Rights guarantee?
7. _______ states are part of the Delmarva Peninsula?
8. I wonder _______ *UPC* stands for on bar codes.

**Writing and Speaking Application**

With a partner, take turns interviewing each other about your likes and dislikes. Then, write a paragraph in a question-and-answer format, telling what your partner shared. Use the interrogative adjectives at least six times. Trade papers and circle each other’s interrogative adjectives.
28 USING INDEFINITE ADJECTIVES

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

EXAMPLES:  
Both girls jump rope.  
Many kids like to read.

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

Example: Some people say these are the best years of our lives.
Answer: Some — people

1. Most nights I have dinner with my family.
2. Much gossip has been wasted on the topic of our study habits.
3. Every day I can play basketball is a good day.
4. Paulo likes both baseball and soccer.
5. Unfortunately, another mother told mine about the field trip.
6. Each student should prepare a multimedia report.
7. All students should exit the building quickly but calmly.
8. Few cats like water, except to drink.

Practice B  Writing Indefinite Adjectives
Read each sentence. Then, fill in the blank with an appropriate indefinite adjective.

Example: _______ class will elect its own president.
Answer: Each

1. _______ the music I like fits on my little MP3 player.
2. _______ magazine has kept up with the times very well.
3. _______ person’s fingerprints are unique.
4. “_______ love to all,” Grandpa wrote.
5. It took _______ days to get rid of the smoky smell.
6. Kids who want to watch videos online have _______ options.
7. _______ Web sites have frustrating designs.
8. _______ cosmos flowers are still blooming.

Writing and Speaking Application
Write a short persuasive essay about a controversy in your school or town. Use at least six indefinite adjectives. Then, read your sentences to a partner. Your partner should listen for and identify the indefinite adjectives. Switch roles with your partner.
29 USING ADVERBS THAT MODIFY VERBS

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

<table>
<thead>
<tr>
<th>Where?</th>
<th>When?</th>
<th>In what way?</th>
<th>To what extent?</th>
</tr>
</thead>
<tbody>
<tr>
<td>verb: go</td>
<td>verb: will</td>
<td>verb: spoke</td>
<td>adverb: really</td>
</tr>
<tr>
<td>adverb: upstairs</td>
<td>arrive</td>
<td>adverb: softly</td>
<td>verb: thought</td>
</tr>
<tr>
<td>verb: walk</td>
<td>verb: smiles</td>
<td>verb: leaped</td>
<td>adverb: hardly</td>
</tr>
<tr>
<td>adverb: away</td>
<td>adverb: often</td>
<td>adverb: gracefully</td>
<td>verb: began</td>
</tr>
</tbody>
</table>

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

EXAMPLES: He did not answer. I will never believe that. This conversation’s going nowhere.

Practice A Identifying How Adverbs Modify Verbs
Read each sentence. Then, write the adverb in the sentence and list what question it answers. (Where? When? In what way? To what extent?) Some sentences have more than one adverb.

Example: Giselle was _____ happy when she got the lead.
Answer: really — To what extent?

1. We went to the art museum yesterday. ____________________________
2. Stan walked slowly toward the classroom. ____________________________
3. The big day is here at last. ____________________________
4. I completely agree with the op-ed piece I read. ____________________________
5. The television fell off the wall and landed loudly on the floor. ____________________________
6. Guillermo is waiting for me outside. ____________________________
7. The branches of the majestic elm tree reach upward to the sky. ____________________________
8. The dancer twirled gracefully across the room. ____________________________

Practice B Writing Adverbs That Modify Verbs
Read each sentence. Then, fill in each blank with an appropriate adverb.

Example: I’m _____ finished making this diorama.
Answer: almost

1. The company said the package will arrive _____.
2. Did you _____ hear what Mr. Mooney said?
3. Jan planned to get up at six, but she awoke much _____.
4. My cat is always _____ when I’m home.
5. My parents are going _____ for the weekend.
6. Marc _____ showed up for our class picture.
7. Steven shoots _____ and rebounds _____.

Writing and Speaking Application
Write a paragraph describing a scene from your life, using at least six adverbs that modify verbs. Then, read your sentences to a partner. Your partner should listen for and identify the adverbs. Switch roles with your partner.
30 USING ADVERBS THAT MODIFY ADJECTIVES

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

EXAMPLES: Keb has a very strong swing. That painting is really ugly.

Practice A Identifying Adverbs That Modify Adjectives

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

Example: Eventually, sequoia trees grow extremely tall.
Answer: Eventually, sequoia trees grow extremely tall.

1. Felipe was annoyingly cheerful this morning.
2. NASA’s plans for exploring Mars are truly amazing.
3. Dad is slightly upset with my sister right now.
4. I have a teeny little crush on my friend’s older brother.
5. I’m working halfheartedly on becoming a more skilled gardener.
6. Water dripped slowly from the gargoyle’s frighteningly misshapen mouth.
7. His opinion was skillfully argued but essentially hollow.
8. Why don’t you polish that beautifully carved dresser?
9. It rained quite hard, though briefly, last night.
10. Marta rode her horse slowly up the somewhat steep hillside.

Practice B Writing Adverbs That Modify Adjectives

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

Example: That movie was an ______ big waste of time.
Answer: immensely

1. Luis is ________ more confident than Pedro.
2. Craig was ________ hungry after eating a huge meal.
3. That’s a ________ impressive guitar you have.
4. Lydia is an ________ talented sculptor.
5. Dr. Alt is ________ dedicated to protecting endangered species.
6. I am ________ excited about this weekend.
7. It is ________ important to maintain clean drinking water.
8. That water is far ________ muddy to drink.
9. Jon seems ________ eager to go to class.
10. The mileage our car gets is ________ low.

Writing and Speaking Application

Write a letter describing a place, using at least five adverbs that modify adjectives. Then, read your sentences to a partner. Your partner should listen for and identify the adverbs. Switch roles with your partner.
31 ADVERBS MODIFYING OTHER ADVERBS

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

EXAMPLES: Ants are quite often tiny. He moved very slowly.

Practice A Identifying Adverbs That Modify Adverbs
Read each sentence. Then, underline each adverb that modifies another adverb. Do not underline adverbs that modify verbs or adjectives. Some sentences have more than one adverb modifying an adverb.

Example: It hardly ever snows here.
Answer: It hardly ever snows here.

1. Tom painted the fence fairly carefully.
2. Jo hardly ever goes camping.
3. It is more distressingly dark in this cave than I could have imagined.
4. Laney seems almost perpetually depressed during the winter.
5. The characters spent the movie seeking a mysteriously missing clue.
6. A tiny bacterium can do quite amazingly big damage.
7. Why are you vacuuming so very enthusiastically?
8. I always do my chores extremely quickly on Fridays.
9. Zane quite often competes with his similarly unusually brilliant sister, Zelda.
10. Laurette always tries to do far too many activities in far too little time.

Practice B Writing Adverbs That Modify Adverbs
Read each sentence. Then, fill in the blank to add an adverb that modifies another adverb. Choose your adverb from the list below.

Example: Tom works ______ too hard.
Answer: almost
really almost hardly
quite rather more

1. The author portrays her characters __________________________ thoughtfully.
2. Bert is __________________________ enthusiastically caught up in this project than I’ve ever seen him.
3. I would __________________________ not be surprised if Anna showed up.
4. Tim __________________________ convincingly argued for a bigger allowance.
5. Becky __________________________ ever turns in an assignment late.

Writing and Speaking Application
Write a paragraph describing a state of mind, using at least four adverbs that modify adverbs. Then, read your sentences to a partner. Your partner should listen for and identify the adverbs. Switch roles with your partner.
32 FINDING ADVERBS IN SENTENCES

An adverb modifies a verb, an adjective, or another adverb. Adverbs can appear in different places in sentences.

EXAMPLES: Gently, Gwen released the healed bird. Gwen released the healed bird gently.

Gwen gently released the healed bird. Gwen cooed gently at the healed bird.

Gwen had been gently cooing at the healed bird. Gwen was usually gentle.

Her sister was not very gentle.

The bird was injured; therefore, Gwen was gentle with it.

Practice A Locating Adverbs

Read each sentence. Then, write each adverb and the word or words it modifies.

Example: That poem is absolutely ideal for the school magazine. Answer: absolutely — ideal

1. The ice on the winding road glinted menacingly.

2. Plastics, unfortunately, take almost forever to degrade completely.

3. Kim quickly and successfully guided her horse over the jump.

4. Felipe must have thoroughly enjoyed his birthday party.

5. Amazingly, spiders spin water and carbohydrates into fibers as strong as steel.

6. Good writing is as perfectly clear as a window.

7. “I will feel lonely often but not always,” Rafe thought.

8. Galena barely won the race; however, she won the pole vault handily.

Practice B Writing Adverbs in Different Locations

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

Example: Adrienne lost her diary. (end of sentence) Answer: Adrienne lost her diary yesterday.

1. I have begun to learn karate. (between parts of a verb phrase)

2. Clark tiptoed up the stairs. (before a verb)

3. The surf crashed against the coast. (after a verb)

4. Nita promised to use her powers. (end of sentence)

Writing and Speaking Application

Write a paragraph describing an animal, using five adverbs in different locations. Then, read your sentences to a partner. Your partner should listen for and identify the adverbs.
33 Adverb or Adjective?

If a noun or pronoun is modified by a word, that modifying word is an adjective. If a verb, adjective, or adverb is modified by a word, that modifying word is an adverb.

Some words can function as either adjectives or adverbs, depending on their use in a sentence. An adjective answers the question What kind? Which one? How many? or How much? An adverb answers the question Where? When? In what way? or To what extent?

Examples: She hugged the puppy close to her. They are close friends.

Not all words that end in -ly are adverbs. Words like lonely and friendly are adjectives. For example, “Ike is a friendly puppy.”

Practice A Identifying Adverbs and Adjectives

Read each sentence. Then, write each adjective and adverb. Write adj next to the adjectives and adv next to the adverbs.

Example: Very early in the day, Tom got a call asking if he could work the early shift.

Answer: very — adv; early — adv; early — adj

1. Unfortunately, Ben just called to say he’ll be here a bit later.
2. The young couple took a later flight and arrived in Chicago tired and rumpled.
3. Niles says there’s still an outside chance that our team will win the dance contest.
4. That was a hard hit Bruce took in the truly exciting third quarter.
5. My little sister did not feel too well yesterday, but she’s much better now.
6. The one thing Manny does exceptionally well is carve small animals from wood.

Practice B Writing Adverbs and Adjectives

Read each sentence. Then, rewrite it, adding at least one adjective and one adverb.

Example: Tony thought the test was hard.

Answer: Tony thought the math test was extremely hard.

1. Tom arrived later.
2. Emma scheduled a later doctor’s appointment.
3. Letty spends time outside.
4. The outside pitch lost them the game.
5. Nikki turned right at the mall.
6. It’s the right thing to do.
7. The duck flew close to Adrian’s face.
8. My cousin and I are close friends.
9. The early bird gets the worm.

Writing and Speaking Application

Write a paragraph describing someone you know, using at least four adjectives and four adverbs. Then, read your sentences to a partner. Your partner should listen for and identify the adverbs. Switch roles with your partner.
34 PREPOSITIONS USED IN SENTENCES

A preposition relates the noun or pronoun following it to another word in the sentence. Prepositions always introduce prepositional phrases in a sentence. Prepositional phrases include a preposition and noun and provide different types of information. See the examples below.

<table>
<thead>
<tr>
<th>Location</th>
<th>in the dresser drawer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>during January</td>
</tr>
<tr>
<td>Direction</td>
<td>over the fence</td>
</tr>
<tr>
<td>Provide details</td>
<td>from the beginning</td>
</tr>
</tbody>
</table>

Practice A Identifying Prepositions

Read each sentence. Underline any prepositions.

Example: We went to dinner at six o'clock.
Answer: We went to dinner at six o'clock.

1. The children played on the swings in the park.
2. Ellen drove home after the game.
3. In Florence, we walked through a museum filled with amazing art.
4. The balloon rose into the air and then floated toward the hills.
5. For breakfast, Mimi made eggs with toast.
6. After work, Dad went to the grocery store.
7. We shopped at the mall near the north end of town.
8. In some cities, it is difficult to travel without a car.
9. They built their cottage beside a stream and under a giant tree.
10. During lunch, I sat across from Sally.

Practice B Labeling Prepositions

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

Example: Chelsea walked along the beach.
Answer: direction

1. The dog waited patiently under the table.
2. We climbed across the narrow ledge.
3. After 15 minutes, the eggs were cooked.
4. Since July, two new members have joined the chess club.
5. The deer jumped over the fence with ease.
7. We made cookies at Lily's apartment.
8. She wore a red dress with beads.
9. In the summer, the temperatures are unpleasant.
10. The back of the car was covered with bumper stickers.

Writing and Speaking Application

Write a short paragraph describing something you did during your last school break. Include one example of each type of prepositional phrase (location, time, direction, details). Read your paragraph to a partner. Your partner should listen for and identify the prepositional phrases. Then, switch roles with your partner.
35 PREPOSITION OR ADVERB?

A preposition in a sentence always introduces a prepositional phrase.
Some words can be either a preposition or an adverb.

- A preposition is always part of a prepositional phrase. Prepositional phrases show location, time, or direction, or give details. Prepositional phrases must begin with a preposition and end with a noun or pronoun that is called the object of the preposition.

  EXAMPLE: Lan wondered what was behind the door.

- An adverb modifies a verb, adjective, or another adverb. If a word has no object, it is probably an adverb.

  EXAMPLE: Lisa tried to run fast, but she still fell behind.

Practice A Identifying Prepositional Phrases and Objects
Read each sentence. Then, underline the prepositional phrase and circle the object.

Example: The field is covered with snow.
Answer: The field is covered with snow.

1. I sat on the hard chair.
2. She read a fable about a crafty fox.
3. Mark jumped down the steps.
4. After practice he was really tired.
5. The class made a Web page about recycling.
6. The cook dropped the dumplings into the boiling water.
7. They prepare vegetarian food at the new restaurant.
8. Valeria practiced for the important competition.
9. During the holiday, we went to see fireworks.
10. People were chatting throughout the movie.

Practice B Distinguishing Prepositions and Adverbs
Read each sentence. Then, on the line provided, label each underlined word preposition or adverb.

Example: Jerry ran up the stairs
Answer: preposition

1. There was a big commotion outside.
2. Migrating geese fly over our house each winter.
3. I never read that book before.
4. The deer have been around the farm lately.
5. Scorpions live underneath rocks.
6. The truck drove past quickly.
7. The castle is near a river.
8. I had to fold the clothes over again.

Writing and Speaking Application
Choose two of the words used as adverbs or prepositions in the sentences above. Use each word as an adverb and as a preposition in your own sentences about your favorite sport. Read your sentences to a partner. Your partner should identify which sentences contain the adverbs and which contain the prepositional phrases. Then, switch roles.
36 COORDINATING CONJUNCTIONS

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

The following words are coordinating conjunctions:

| and | but | for | nor | or | so | yet |

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

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Prepositional phrases</th>
<th>Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denise and Stan wrote about the solar system.</td>
<td>We tried but failed to get the cat to come out.</td>
<td>Did you put the keys in the drawer or on the counter?</td>
<td>We slept late, so we didn’t go to the game.</td>
</tr>
</tbody>
</table>

Practice A Identifying Coordinating Conjunctions

Read each sentence. Then, underline each coordinating conjunction.

Example: We bought socks and shoes

Answer: We bought socks and shoes.

1. You can watch that show on TV or on the Internet.
2. She ran her best race, yet she still finished in third place.
3. It wasn’t the band’s best concert, nor was it their worst.
4. Would you rather watch a movie or play a video game?
5. Blue and orange are the school’s colors.
6. We read another book by that author, so we knew the story would be sad.
7. Mr. Wagner writes poetry and reads it at his poetry group.
8. Evan wanted to rent a bike, but the shop was closed.
9. Gina packed her lunch but left it on the kitchen counter.
10. The swimming team and diving team practice at the community pool.

Practice B Supplying Coordinating Conjunctions

Read each sentence. Then, fill in the blank by using a coordinating conjunction that makes sense.

Example: Do you prefer summer weather _____ winter weather?

Answer: or

1. It wasn’t Amy’s best writing, _____ was it her worst.
2. Fluffy ran out the door _____ climbed up the tree.
3. I couldn’t reach my cousin by phone, _____ I sent him an e-mail.
4. We could visit the beach _____ the mountains.
5. I wanted skates, _____ I got a skateboard instead.

Writing and Speaking Application

Write two to three sentences about your favorite book that include at least two different coordinating conjunctions. Read your sentences to a partner and have your partner listen for and identify the coordinating conjunctions. Then, switch roles.
37 CONJUNCTIVE CORRELATIONS

Conjunctions and Interjections

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Look at these examples:

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Either Brazil or Argentina would be fun to visit.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbs</td>
<td>We neither laughed nor cried during the movie.</td>
</tr>
<tr>
<td>Prepositional phrases</td>
<td>Please look both in your purse and under the seat for the keys.</td>
</tr>
<tr>
<td>Clauses</td>
<td>Not only did I do my math homework, but also I wrote my essay.</td>
</tr>
</tbody>
</table>

Practice A Identifying Correlative Conjunctions

Read each sentence. Then, underline the correlative conjunctions.

Example: We bought not only a computer but also a printer.
Answer: We bought not only a computer but also a printer.

Practice B Supplying Correlative Conjunctions

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

Example: She likes chicken nor beef.
Answer: neither.

Writing and Speaking Application

Write two to three sentences about a job you might enjoy doing. Your sentences should include at least two different pairs of correlative conjunctions. Read your sentences to a partner and have your partner listen for and identify the correlative conjunctions. Then, switch roles.
38 SUBORDINATING CONJUNCTIONS

Subordinating conjunctions connect two ideas by making one idea dependent on the other. A subordinating conjunction connects a dependent idea in a sentence to the main idea. Look at these examples:

EXAMPLE: We unpacked after we arrived. When you e-mailed, I was studying.

Practice A Identifying Subordinating Conjunctions

Read each sentence. Then, write the subordinating conjunction on the line provided. Some subordinating conjunctions contain more than one word.

Example: We went to the store because we were out of milk.
Answer: because

1. If I could get a pet, I would get a puppy.
2. Although we live far apart, my best friend and I talk daily.
3. Stacy chopped vegetables while Derrick grilled the fish.
4. Since it was hot during the summer, we decided to go to the beach.
5. Scott always cleans his bike after he rides it.
6. Before my sister goes to bed, I read her a story.
7. When the cat saw a mouse, the cat didn’t know what to do.
8. I’ll return the library book as soon as I can.
9. The team played as if the game were the Super Bowl.
10. I am studying Portuguese so that I can visit Brazil someday.

Practice B Using Subordinating Conjunctions

Read each sentence. Then, rewrite the sentences using the subordinating conjunction so that the sentences have a dependent idea.

Example: Regina will do well at the spelling bee. (because)
Answer: Regina will do well at the spelling bee because she has been studying a lot.

1. My sister likes to talk on the phone. (while)
2. Tonya will go to the park. (if)
3. Our family bought a new computer. (because)
4. I answered all the questions on the test. (although)
5. Jeff checked his messages. (as soon as)

Writing and Speaking Application

Write two to three sentences giving directions to somewhere in your community. Use at least three different subordinating conjunctions. Read your directions to a partner and have your partner listen for and identify the subordinating conjunctions. Then, switch roles.
39  CONJUNCTIVE ADVERBS

Conjunctive adverbs are used as conjunctions to connect complete ideas. They are often used as transitions, connecting different ideas by showing comparisons, contrasts, or results.

Look at these examples of the different functions of conjunctive adverbs:

<table>
<thead>
<tr>
<th>Function</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>To show a comparison</td>
<td>Roasted vegetables taste good; moreover, they’re healthful.</td>
</tr>
<tr>
<td>To show a contrast</td>
<td>I walked to school today; however, tomorrow I’ll take the bus.</td>
</tr>
<tr>
<td>To show results</td>
<td>The roads were slippery; therefore, Mrs. Wagner drove slowly.</td>
</tr>
</tbody>
</table>

Practice A  Identifying and Labeling Conjunctive Adverbs

Read each sentence. Then, write the conjunctive adverb and its function (to show a comparison, a contrast, or a result).

Example: Mice are cute; however, I wouldn’t want one in my house!  Answer: however — contrast

1. I wanted to go swimming; instead we went fishing.
2. Raking the leaves seemed to take all day; finally, we were finished.
3. Helen cooks good meals; moreover, she makes excellent snacks.
4. It’s fun to write poems; however, I prefer to write stories.
5. The puppy grew quickly; therefore, it needed a larger collar.
6. Many students had the flu; thus, we washed our hands more often.
7. The region experienced a drought; consequently, the crops dried up.
8. We have to leave before 4 P.M.; otherwise, the traffic will be terrible.

Practice B  Using Conjunctive Adverbs as Transitions

Read each pair of sentences. Then, rewrite the sentences, using a conjunctive adverb as a transition.

Example: Rita missed the school bus. Her mother had to drive her to school.
Answer: Rita missed the school bus; consequently, her mother had to drive her to school.

1. He is afraid of flying. He drove from Houston to New York.
2. Steve had blisters on his feet. He finished the marathon.
3. I don’t like the features of that cell phone. It’s expensive.
4. The club sold everything at the bake sale. The club made a lot of money.
5. She is a loyal friend. She is a great listener.

Writing and Speaking Application

Write a short paragraph to convince someone to vote for a certain person for class president. Use at least three different conjunctive adverbs to connect ideas. Read your paragraph to a partner and have your partner listen for and identify the conjunctive adverbs. Then, switch roles.
40 INTERJECTIONS

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

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

<table>
<thead>
<tr>
<th>ah</th>
<th>darn</th>
<th>hey</th>
<th>oops</th>
<th>well</th>
</tr>
</thead>
<tbody>
<tr>
<td>aha</td>
<td>fine</td>
<td>huh</td>
<td>ouch</td>
<td>wow</td>
</tr>
<tr>
<td>boy</td>
<td>great</td>
<td>oh / oh no</td>
<td>ugh</td>
<td>yeah</td>
</tr>
</tbody>
</table>

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

**Practice A Identifying Interjections**

Read each sentence. Then, underline the interjection.

*Example:* Yeah! Our team just won the match!

*Answer:* Yeah! Our team just won the match!

1. Ow! The ball just hit me in the arm.
2. Shh! Please keep your voice down.
3. If you want to eat junk food, fine. But don’t complain if your stomach hurts.
4. Oh, no! I forgot to bring my running shoes.
5. Whoa! You’re driving too fast.
6. Ugh! It smells like a skunk outside.
7. Wow! I can’t believe how good the stage looks.
8. Fantastic! I’m thrilled you got tickets for the concert.
9. Well, should I see the action movie or the comedy?
10. Whew, I’m glad I don’t have any cavities.

**Practice B Supplying Interjections**

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

*Example:* ________, I love this dessert!

*Answer:* Mmmm

1. ________, I lost a contact lens.
2. ________, How can we be having another quiz this week?
3. ________, I banged my toe on the coffee table.
4. ________, I didn’t know we were going to practice today.
5. ________, I’m so glad you made the team!
6. ________, did you want some of the leftovers to eat, too?
7. ________, I’m glad I made it home in time to see our favorite reality show.
8. ________, That sprinter just set a new world record.

**Writing and Speaking Application**

Write two to three sentences of dialogue between friends who are describing an exciting movie. Use at least three different interjections to show their emotions. Read your sentences to a partner and have your partner listen for and identify the interjections. Then, switch roles.
THE TWO BASIC PARTS OF A SENTENCE

The subject of a sentence is the word or group of words that names the person, place, thing, or idea that performs the action or is described. It answers the question Who? or What? before the verb.

The verb in a sentence tells what the subject does, what is done to the subject, or what the condition of the subject is.

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

Annie opened the car door.
The bike has two flat tires.
Lauren’s sister is in second grade.

Practice A  Identifying Parts of a Sentence

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

Example:  The track was too muddy for walking.
Answer:  subject

1. Before school, I went to the library.                      
2. She thought her assignment was late.                    
3. It has been cold for three weeks.                       
4. Abraham will take his brother to the museum.            
5. The chair was extremely uncomfortable.                 

Practice B  Finding Subjects and Verbs

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

Example:  Alice wore her shoes to bed.
Answer:  Alice, wore

1. The playful kittens are fun to watch.                    
2. My neighbor’s dog barks at night.                       
3. Our grocery store sells firewood.                       
4. Before dinner, we will set the table.                   
5. On the highway, cars pass trucks a lot.                 
6. People stood in line for hours.                         
7. The library got the book I wanted.                      
8. Lalo seems taller than last year.                       
9. The restaurant closes at ten.                           
10. The desk in my bedroom wobbles.                         

Writing and Speaking Application

Write two sentences describing your school’s cafeteria. Read your sentences to a partner. Your partner should listen for and identify the subject and verb in each sentence. Then, switch roles with your partner.
42 USING SUBJECTS AND VERBS TO EXPRESS COMPLETE THOUGHTS

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

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

- Incomplete Thought: My sister’s cat.
- Incomplete Thought: Fell out of a tree in our backyard.
- Complete Thought: My sister’s cat fell out of a tree in our backyard.

**Practice A  Recognizing Complete Thoughts**

*Read each group of words. Write whether the words express a complete or an incomplete thought.*

**Example:** Before her next class.

**Answer:** incomplete

1. Shopping for groceries at the market.
2. Missed class six times this week.
3. My friend wasn’t at rehearsal.
4. He knew a lot about the solar system.
5. Took a long time at the hair salon.
6. We made three dozen tamales.
7. They had never seen a better performance.
8. My mom’s fruit trees.
9. At the same time as the meeting.
10. The band competition was a lot of fun this year.

**Practice B  Expressing Complete Thoughts**

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

**Example:** Had enough time for the assignment.

**Answer:** Rachel had enough time for the assignment.

1. Has an amazing stamp collection.
2. Her brother’s running shoes.
3. Close to downtown.
4. Has a digital camera.
5. To get a ride home.

**Writing and Speaking Application**

Write two sentences describing the last movie you saw. Read your sentences to a partner. Your partner should listen for and tell whether the sentences are complete or incomplete thoughts. Then, switch roles with your partner.
43 COMPLETE SUBJECTS AND PREDICATES

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

Read the descriptions of the parts of this sentence:

The city council voted to pass the resolution.

| Simple subject | the noun or pronoun the sentence is about | council |
| Complete subject | the simple subject and related words | The city council |
| Simple predicate | the verb or verb phrase | voted |
| Complete predicate | the verb and all words related to it | voted to pass the resolution |

Practice A  Identifying Simple and Complete Subjects

Read each sentence. Then, underline the complete subject. Double-underline the simple subject.

Example: Our old car did not have a CD player.
Answer: _Our old car_ did not have a CD player.

1. My friend Tiffany plays tennis on Saturdays.
2. Our next-door neighbor has a large dog.
3. The latest bus schedule contains an error.
4. The mayor’s office is next to a restaurant.
5. The tuna sandwiches sat in the sun too long.
6. My basketball shoes got left at school.
7. The fourth house on our block is empty.
8. Our head librarian helps students with research.
9. That last project took too much time.
10. The horse with the white face got sunburned.

Practice B  Identifying Simple and Complete Predicates

Read each sentence. Then, underline the complete predicate. Double-underline the simple predicate.

Example: Farley knew the answer before anyone else.
Answer: __Farley knew the answer before anyone else.__

1. My aunt has two grown children.
2. All of the cross-country runners participated in the meet.
3. Tara has kept a diary since fifth grade.
4. My dad’s office chair scratches our floor.
5. He wasn’t hungry for the snacks.
6. The first assignment is the hardest one.
7. They raise goats on their land.
8. You can see the capitol from here.
9. My friend helps me with my English homework.
10. Our school cafeteria will serve pizza this Friday.

Writing and Speaking Application

Write two or three sentences describing something you would like to learn more about. Read your sentences to a partner. Your partner should listen for and identify the complete subject and the complete predicate. Then, switch roles with your partner.
44 RECOGNIZING COMPOUND SUBJECTS

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

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

- Mary and Kate share a bedroom.
- A dog, a coyote, or a fox raided our henhouse.

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

- Horses ran across the fields.
- Grapes are my least favorite fruit.

Practice A Identifying Simple and Compound Subjects

Read each sentence. Then, underline the simple or compound subject. On the line provided, write whether each subject is simple or compound.

Example: Flowers and trees grow on our property.
Answer: Flowers and trees grow on our property. compound

1. My parents cook pasta or rice for dinner almost every night.
2. James and Sylvia don’t work well together.
3. You or I must take the completed project to school.
4. Peacocks are strikingly beautiful birds.
5. Newspapers, magazines, and books fill the bookstore shelves.

Practice B Recognizing Compound Subjects

Read each sentence. Then, underline the compound subject.

Example: Tuesday and Thursday are our team’s practice days.
Answer: Tuesday and Thursday are our team’s practice days.

1. Plates, cups, and bowls go in the china cabinet.
2. My sister and I fight over the best chair in the family room.
3. Cheese or peanut butter would be fine with me.
4. Students, teachers, and staff all worked on this project.
5. Corn and peas are my favorite vegetables.
6. The players and coaches will ride the bus together.
7. Farah and I ordered our tickets online.
8. The actors and singers don’t have much free time.
9. Her coat and hat hang on that hook.
10. Stamina and patience are my mom’s best qualities.

Writing and Speaking Application

Write two or three sentences with compound subjects that describe your two favorite classes. Read your sentences to a partner. Your partner should listen for and identify the compound subjects. Then, switch roles with your partner.
45 RECOGNIZING COMPOUND VERBS

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

A sentence with a compound verb will have two or more verbs. The following sentences have compound verbs:

- Sandra washed, dried, and stacked the dishes.
- People can walk, run, or bike on the greenbelt path.

If a sentence has only one verb or verb phrase, it has a simple verb. The following sentences have simple verbs:

- Pheasants have been nesting in our woods.
- Cyndi and Theron visited their aunt at the nursing home.

Practice A Identifying Simple and Compound Verbs

Read each sentence. Then, underline the simple or compound verb. On the line provided, write whether each verb is simple or compound.

Example: Phelan walked and fed his horse. Answer: Phelan walked and fed his horse. compound

1. Frieda got more notebook paper for her homework.
2. Pacey and Margot have written and edited their essays.
3. Jennifer swept, mopped, and dusted the house.
4. Katherine prefers to play badminton with her cousins.
5. Fran’s car skidded and rolled to a stop.

Practice B Recognizing Compound Verbs

Read each sentence. Then, write the compound verb on the line.

Example: Elwood created and wore his own costume. Answer: created and wore

1. Terri hasn’t cleaned or vacuumed the car in months.
2. We imagined a cartoon character and drew it.
3. Mike and Lee pitched and caught during the entire game.
4. Hilario bowed and smiled at the end of the play.
5. Dad buys groceries and pays bills every Friday.
6. Leslyn and Nikki wrote to Grandma and asked for the recipe.
7. Sharla rode the horse and brushed its coat.
8. Keith listened closely but didn’t hear a thing.
9. I have cut, pasted, and copied this document three times now.
10. Hector ordered a new menu item but was unhappy with it.

Writing and Speaking Application

Write two or three sentences with compound verbs that describe plans you have for the weekend. Read your sentences to a partner. Your partner should listen for and identify the compound verbs. Then, switch roles with your partner.
46 THE SUBJECT OF A COMMAND OR REQUEST

The subject of a command or request is understood to be the pronoun you. A sentence that commands or requests someone to do something usually does not have a stated subject. In these sentences, the subject is the word you even if a person’s name is included. Look at these examples:

<table>
<thead>
<tr>
<th>Command or Request</th>
<th>How the Subject Is Understood</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please pick up your socks.</td>
<td>You please pick up your socks.</td>
</tr>
<tr>
<td>Hand me that hammer.</td>
<td>You hand me that hammer.</td>
</tr>
<tr>
<td>Shirley, stop yelling at me.</td>
<td>Shirley, you stop yelling at me.</td>
</tr>
</tbody>
</table>

Practice A Identifying Subjects in Commands and Requests

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

Example: Please stop bothering your brother.
Answer: you

1. Allan, please clean up this mess. __________
2. Stand clear of the closing doors. __________
3. Please stop tapping your foot. __________
4. Slow down! __________
5. Carlos, remember to finish your work at home. __________

Practice B Rewriting Commands and Requests

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

Example: Help me carry these bags to the kitchen.
Answer: You help me carry these bags to the kitchen.

1. Turn off that alarm clock! ____________________________
2. Hallie, let me know what you decide. ____________________________
3. Turn the page now. ____________________________
4. Trust me! ____________________________
5. Give me your hand. ____________________________
6. Kelly, tell her you have the assignment. ____________________________
7. Put your boots on. ____________________________
8. Ring the doorbell only once. ____________________________
9. Come have lunch with me on Friday. ____________________________
10. Stop rolling your eyes like that! ____________________________

Writing and Speaking Application

Write a list of three or four commands or requests you would give other people if you were directing a play. Read your sentences to a partner. Your partner should listen for and identify each subject. Then, switch roles with your partner.
47 FINDING SUBJECTS IN QUESTIONS

In questions, the subject often follows the verb.
Many questions begin with a verb, a helping verb, or a question word such as what, when, where, why, and how. To find the subject of a question, you can try rewording it as a statement. Look at these examples:

<table>
<thead>
<tr>
<th>Question</th>
<th>Worded as a Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>When are you visiting?</td>
<td>You are visiting when.</td>
</tr>
<tr>
<td>Have you told your teacher?</td>
<td>You have told your teacher.</td>
</tr>
<tr>
<td>Where did you put the dictionary?</td>
<td>You did put the dictionary where.</td>
</tr>
</tbody>
</table>

Practice A  Changing Questions Into Statements and Identifying the Subject
Read the following questions. Then, rewrite the questions as statements. Underline the subject in each rewritten sentence.

Example:  Have you been to the beach?
Answer:   You have been to the beach.

1. Can dogs see colors?
2. What was your baby sister’s first word?
3. Does Clara have brown eyes or green eyes?
4. Were your parents going to drop you off?
5. Why did you hang your clothes there?

Practice B  Identifying Subjects
Read the following sentences. Then, underline the subject of each question.

Example:  May I have another apple?
Answer:   May I have another apple?

1. Does Felicia need more time?
2. Where is the DVD?
3. Is the moon out tonight?
4. Why can’t you speak more softly?
5. Is Dad still at the office?
6. Does Cami belong to the chess club?
7. Are the napkins on the table?
8. What is your least favorite band?
9. Have we finished all the spaghetti?
10. Were you wrong about the show time?

Writing and Speaking Application
Write three or four questions that you can ask a partner about something he or she has read lately. Ask your partner the questions. Your partner should listen for and identify the subject of each question. Then, switch roles with your partner.
48 FINDING THE SUBJECT IN SENTENCES BEGINNING WITH THERE OR HERE

There or here is never the subject of a sentence. If a sentence begins with there or here, the sentence’s word order is probably inverted, with the verb coming first and the subject appearing later. To find the subject, rephrase the sentence to make the subject come first. Look at these examples:

<table>
<thead>
<tr>
<th>Sentences With There or Here</th>
<th>Reworked With the Subject First</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a strange cat in our yard.</td>
<td>A strange cat is in our yard.</td>
</tr>
<tr>
<td>Here is the Spanish classroom.</td>
<td>The Spanish classroom is here.</td>
</tr>
</tbody>
</table>

Practice A Rearranging Sentences With There or Here and Identifying the Subject
Read the sentences with there or here. Then, rewrite the sentences so that the subject comes first. Underline the subject in each rewritten sentence.
Example: There are three sweaters on your chair.
Answer: Three sweaters are on your chair.

1. There is more printer paper in the cabinet.

2. Here is all my change.

3. There is nothing under the doormat.

4. Here is my latest creation.

5. There goes our last chance at winning.

Practice B Identifying Subjects
Read the following sentences. Then, underline the subject of each sentence.
Example: There are more trees on this side of the yard.
Answer: There are more trees on this side of the yard.

1. There goes my mother’s car.

2. Here come two people up the sidewalk.

3. There are peanuts in that granola bar.

4. There is my journalism teacher.

5. Here is the tallest building on campus.

6. There is the answer to your question.

7. Here is the article about fruit flies.

8. There is a new car wash in town.

9. Here is my bus stop.

10. Here are the hangers for the shirts.

Writing and Speaking Application
Write three or four sentences that begin with there or here. Describe things you might show a new student in your school. Read your sentences aloud to a partner. Your partner should listen for and identify the subject of each sentence. Then, switch roles with your partner.
49 FINDING THE SUBJECT IN SENTENCES INVERTED FOR EMPHASIS

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

In most sentences, the subject comes before the verb. Sometimes writers invert sentences and put the verb first. This can help build suspense. To find the subject in a sentence with inverted word order, reword the sentence to put the subject first. Look at these examples:

<table>
<thead>
<tr>
<th>Sentences With Inverted Word Order</th>
<th>Reworked With the Subject First</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the chapter came the introduction.</td>
<td>The introduction came before the chapter.</td>
</tr>
<tr>
<td>Outside my window was a meowing cat.</td>
<td>A meowing cat was outside my window.</td>
</tr>
</tbody>
</table>

Practice A  Rearranging Sentences With Inverted Word Order and Identifying the Subject

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

Example: In the waiting room sat the doctor’s patients.
Answer: The doctor’s patients sat in the waiting room.

1. Hanging right above the porch light was a black spider.

2. Sitting on the curb back at school was her sister.

3. In the garden stood neat rows of tomato plants.

4. Marching alone on the practice field was Sue.

5. Putting up the shelves all by himself was my dad.

Practice B  Identifying Subjects

Read the following sentences. Then, underline the subject of each sentence.

Example: Stuck to the bottom of my shoe was the lost ticket.
Answer: Stuck to the bottom of my shoe was the lost ticket.

1. Reaching for the shiny package on the top shelf was my baby brother.
2. Out into the yard came the whole family.
3. Under all the layers of paint was a fine chair.
4. Down in the corner were the car keys.
5. Behind the mirror was hidden a large hole in the wall.
6. Right out of the woods and into our yard ran a coyote.
7. From between the sofa cushions tumbled the other remote control.
8. Tossing her clothes into the hamper was my sister.

Writing and Speaking Application

Write two or three sentences about something that surprised you. Invert the sentences so that the subject follows the verb. Read your sentences to a partner. Your partner should listen for and identify the subject of each sentence. Then, switch roles with your partner.
50  RECOGNIZING DIRECT OBJECTS

A direct object is the noun or pronoun that receives the action of a verb. Direct objects follow action verbs and complete the meaning of a sentence by answering the questions What? or Whom? Look at these examples:

Adam lost a tooth.
subject  verb  direct object
Carol cleaned the carpet.
subject  verb  direct object

A sentence may have more than one direct object. Look at this example of a compound direct object:

Sandy plays baseball and football.
subject  verb  direct object  direct object

Practice A  Recognizing Direct Objects

Read each sentence. Then, write the direct object or compound direct object on the line.

Example: Jameson has a brother and a sister.
Answer: brother, sister

1. Alex likes music, poetry, and art.
2. I kept my old report cards from elementary school.
3. Her parents have stressful jobs.
4. Cynthia dates my older brother.
5. Klaus forgot our meeting and his appointment.
6. The whole Spanish club attended the fiesta.
7. Sheila doesn’t like horror movies or musicals.
8. I popped three batches of popcorn.
9. She finally sent the letter.
10. My dad bought a huge frozen turkey.

Practice B  Writing Direct Objects

Read each sentence. Fill in each blank with a direct object that makes sense.

Example: Samantha rode her _____ to school.
Answer: Samantha rode her bike to school.

1. Mary earns _________ at her job.
2. My sister always cooks _________, _________, and _________.
3. I bought _________ to take on our trip.
4. Chessie begs _________ for dog treats.
5. I dropped my _________ on the kitchen floor.

Writing and Speaking Application

Write a short paragraph describing various chores your family does at home. Read your paragraph to a partner. Your partner should listen for and identify any direct objects. Then, switch roles with your partner.
51 DISTINGUISHING BETWEEN DIRECT OBJECTS, ADVERBS, AND OBJECTS OF PREPOSITIONS

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

<table>
<thead>
<tr>
<th>Sentence Pattern</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>subject/verb/direct object</td>
<td>Kirk parked the car.</td>
</tr>
<tr>
<td>subject/verb/adverb</td>
<td>Kirk parked carefully.</td>
</tr>
<tr>
<td>subject/verb/prepositional phrase</td>
<td>Kirk parked along the road.</td>
</tr>
<tr>
<td>subject/verb/direct object/adverb/prepositional phrase</td>
<td>Kirk parked the car carefully along the road.</td>
</tr>
</tbody>
</table>

Practice A Recognizing Direct Objects
Read each sentence. Underline any direct objects. If the sentence does not have a direct object, write none.

Example: Monica adopted a kitten from the shelter.
Answer: kitten

1. Michael keeps his sailboat at Padre Island.  
2. Darrell fixed the heater in less than five minutes.  
3. Victor takes the bus to work every day.  
4. My purple skirt tore in the washing machine.  
5. My dad mows the yard on Saturdays.

Practice B Distinguishing Between Direct Objects, Adverbs, and Objects of Prepositions
Read each sentence. Label the underlined word direct object, adverb, or object of preposition.

Example: I tiptoed quietly to the kitchen.
Answer: adverb

1. My sister ate the dessert in the refrigerator.  
2. I put her book on the table.  
3. Sue’s car rolled onto the grass next to the driveway.  
4. Shirley gave the leftovers to her brother’s dog.  
5. Martin peeled back the yogurt’s foil cover carefully.

Writing and Speaking Application
Write two to three sentences describing how to do something. Read your sentences to a partner. Your partner should listen for and identify any adverbs, prepositional phrases, and direct objects. Then, switch roles with your partner.
52 FINDING DIRECT OBJECTS IN QUESTIONS

A direct object in a question will sometimes be found before the verb. In most statements, the direct object follows the verb. However, in a question, the direct object often appears before the verb and subject. To find a direct object in a question, you can try rewording it as a statement. Look at these examples:

<table>
<thead>
<tr>
<th>Question</th>
<th>Worded as a Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which tooth did Alice lose?</td>
<td>Alice did lose which tooth.</td>
</tr>
<tr>
<td>What did he say to you?</td>
<td>He did say what to you.</td>
</tr>
</tbody>
</table>

Practice A Changing Questions Into Statements and Identifying the Direct Object

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

Example: What are you bringing to the potluck dinner?
Answer: You are bringing what to the potluck dinner.

1. Which dress will you wear to the party?

2. Whom is Cristina driving to the basketball game?

3. What do you need for your project?

4. Which toy did your dog chew?

5. What are you reading in English class?

Practice B Identifying Direct Objects

Read the following sentences. Then, underline the direct object of each question.

Example: What did Hortensia have for breakfast?
Answer: What did Hortensia have for breakfast?

1. What did you think of the documentary?
2. Which peppers did you put in the salsa?
3. Whose bike did dad run over?
4. Whom did she meet in her first class at college?
5. What was the pan doing under the sink?
6. Which sweater did you buy?
7. What will you take with you on your trip?
8. Which socks does Selena prefer?

Writing and Speaking Application

Write three or four interview questions that you can ask a partner about how he or she studies. Ask your partner the questions. Your partner should listen for and identify the subject of each question. Then, switch roles with your partner.
53 RECOGNIZING INDIRECT OBJECTS

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

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

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Question to Ask and Sentence Part</th>
</tr>
</thead>
<tbody>
<tr>
<td>Celia handed Diana a mug.</td>
<td>Handed what? mug (direct object)</td>
</tr>
<tr>
<td>Dad gave the tree a shake.</td>
<td>Gave what? shake (direct object)</td>
</tr>
</tbody>
</table>

Practice A Identifying Indirect Objects

Read each sentence. Then, underline the indirect object.

Example: She showed her parents the bike.
Answer: She showed her parents the bike.

1. My cousin gave his cat a feather.
2. I loaned Lucy my camera.
3. The team gave their coach a whistle.
4. Felix taught the children a song.
5. The delivery person brought us our new refrigerator.
6. My uncle sent me a clarinet.
7. We gave the car a wash and a wax.
8. The children gave the donkey an apple.
9. The mayor gave the student a scholarship.
10. I tossed Jake the phone.

Practice B Recognizing Sentences With Indirect Objects

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

Example: The shop sells workers the boots with steel toes.
Answer: workers

1. Jasmine wore a bracelet.
2. The shop sells tourists souvenirs.
3. The company gave each employee a turkey for the holiday.
4. Andre practiced his lines for the play.
5. Dr. Bernard gave her patient new eyeglasses.
6. My neighbor’s dog followed me to the park.
7. The city manager asked the council some tough questions.
8. Lightning struck the tree during the storm.

Writing and Speaking Application

Write two or three sentences describing things you would do when planning a party or special event. Include indirect objects in your sentences. Read your sentences to a partner. Your partner should listen for and identify the indirect objects. Then, switch roles with your partner.
54 DISTINGUISHING BETWEEN INDIRECT OBJECTS AND OBJECTS OF PREPOSITIONS

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

Compare these examples of sentences that have an indirect object or an object of a preposition:

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Sentence Part</th>
</tr>
</thead>
<tbody>
<tr>
<td>He showed Dad the model plane.</td>
<td>Dad is an indirect object. Dad comes after the action verb showed and before the direct object model plane.</td>
</tr>
<tr>
<td>He showed the model plane to Dad.</td>
<td>Dad is an object of a preposition. Dad comes after the preposition to and follows the direct object model plane.</td>
</tr>
</tbody>
</table>

Practice A Identifying Indirect Objects and Objects of Prepositions

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

Example: My brother wrote the president a letter.
Answer: indirect object

1. She tossed Belinda an orange.
2. Rafael put the book on the counter.
3. I sent a card to my teacher from elementary school.
4. The chef gave the diners a sample of his latest creation.
5. The player passed the hockey puck to a teammate.
6. The librarian showed me the book.
7. Mrs. Moretti handed her daughter a bicycle helmet.
8. Our club toured a bank after school.

Practice B Supplying Indirect Objects and Objects of Prepositions

Read each sentence. Fill in the blank with either an indirect object or an object of a preposition, as indicated.

Example: The teacher gave the directions. (indirect object)
Answer: The teacher gave his class the directions.

1. I sent a card to ____________. (object of preposition)
2. The firefighter showed ____________ the fire engine. (indirect object)
3. Renata took the lost kitten to ____________. (object of preposition)
4. Mr. Martinez brought ____________ a basket of fruit. (indirect object)
5. The chef cooked a fine meal for ____________. (object of preposition)

Writing and Speaking Application

Write two to three sentences that describe people building something. Read your sentences to a partner. Your partner should listen for and identify any objects of prepositions and any indirect objects. Then, switch roles.
55 SUBJECT COMPLEMENTS

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

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

- A **predicate noun** or **predicate pronoun** follows a linking verb. It renames or identifies the subject of the sentence:
  
  George Washington was the first U.S. president.

- A **predicate adjective** follows a linking verb. It describes the subject of the sentence:
  
  George Washington was intelligent.

Practice A  Identifying Predicate Nouns

Read each sentence. Then, underline the predicate noun or pronoun.

Example:  My brother is an engineer.

Answer:  My brother is an engineer.

1. A good flower for Texas gardens is the bluebonnet.
2. Her science project was a composting bin.
3. The largest city in Texas is Houston.
4. Claire became a doctor.
5. Nathaniel Hawthorne is the author of that story.
6. My favorite books are mysteries.
7. The Thompsons’ dog is a retriever.
8. My favorite fruit is cherries.
9. Amelia is a good friend.
10. The second biggest state is Texas.

Practice B  Identifying Predicate Adjectives

Read each sentence. Then, write the predicate adjective on the line provided.

Example:  The runner felt strong after the marathon.

Answer:  strong

1. Those shoes seem worn.
2. The fruit salad tastes sweet.
3. The water level in the lake is low.
4. Rodrigo is confident about the test.
5. Khan’s noodle dish tasted delicious.
6. That road is dangerous at night.
7. Her car is black.
8. Those folding chairs are uncomfortable.

Writing and Speaking Application

Write two or three sentences describing a person you admire. Read your sentences aloud to a partner. Your partner should listen for and identify any subject complements. Together, discuss whether they are predicate nouns or adjectives. How can you tell? Then, switch roles with your partner.
56 PREPOSITIONAL PHRASES

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

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

An adjective (or adjectival) phrase modifies a noun or pronoun. It tells what kind or which one.

Adjective phrases usually come after the noun or pronoun they modify.

The car in the parking lot has a broken light.

The prepositional phrase in the parking lot tells which car.

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

Lani put the brush on the bathroom counter.

The prepositional phrase on the bathroom counter tells where Lani put the brush.

Practice A Identifying Adjectival Phrases
Read each sentence. Then, underline any adjectival phrases.

Example: The book on my desk is about medieval history.
Answer: The book on my desk is about medieval history.

1. The kids in my class gave our teacher a gift.
2. Chris saw a cute cat with white paws.
3. The man in the brown hat bought five newspapers.
4. Regina explained the rules of the game.
5. The fence around the chicken yard has holes.
6. Paul doesn’t like the aroma of peppers.
7. The spooky house on the hill has a new owner.
8. Songs about love are popular.
9. Desks on wheels would be convenient.
10. The letter to Marnie was seven pages long.

Practice B Identifying Adverbial Phrases
Read each sentence. Then, write the adverbial phrase on the line provided.

Example: Carolina climbed over the neighbor’s fence.
Answer: over the neighbor’s fence

1. Samson strolled around the block twice.
2. Snakes sometimes crawl up drainpipes.
3. We spent too much money during our vacation.
4. The author wrote for a particular audience.
5. Gabi reads about Eleanor Roosevelt a lot.
6. Greg brought his dog into the house last night.
7. Please put away your books before dinner.
8. She speaks with confidence.
9. The Senate voted on the amendment.

Writing and Speaking Application
Write two or three sentences about a time you packed for a trip. Include at least one adverbial phrase and one adjectival phrase. Read your sentences to a partner. Your partner should listen for and identify the prepositional phrases. Then, switch roles with your partner.
57 USING APPOSITIVES AND APPOSITIVE PHRASES

An appositive is a noun or pronoun placed after another noun or pronoun to identify, rename, or explain the preceding word.

An appositive phrase is a noun or pronoun with modifiers. It is placed next to a noun or pronoun and adds information or details.

An appositive provides information about a noun or pronoun. In this example, the appositive Charles gives more information about my brother:

My brother Charles is in high school.

An appositive phrase also provides information about a noun or pronoun. It includes an adjective or an adjectival phrase. In this example, our family’s goat adds more information about Clover.

Clover, our family’s goat, is extremely friendly.

Practice A Identifying Appositives and Appositive Phrases

Read each sentence. Then, underline any appositives or appositive phrases.

Example: My friend Rita’s bedroom, a total disaster, convinced me not to sleep over.
Answer: My friend Rita’s bedroom, a total disaster, convinced me not to sleep over.

1. New York City, my mom’s hometown, is where I was born.
2. Louis Armstrong, my favorite jazz musician, was from New Orleans.
3. The tuna, a huge fish, struggled mightily.
4. My friend Carol wants to become a teacher.
5. Vance, a true friend, is also my brother.
6. The bookshelves, a series of planks on brackets, were easily removed.
7. Carly’s cat, Dove, likes to sleep on her desk.
8. My dad made green bean casserole, my least favorite side dish.
9. The books, a mix of car repair manuals and dictionaries, were numerous.
10. Saundra often borrows clothes from Cynthia, her twin sister.

Practice B Combining Sentences, Using Appositives

Read each sentence pair. Then, combine the sentences by using an appositive phrase.

Example: Houston is the largest city in Texas. Houston is the fourth-largest city in the United States.
Answer: Houston, the largest city in Texas, is the fourth-largest city in the United States.

1. Janet Duncan is my mother. Janet Duncan is our substitute teacher today.
2. Vanessa speaks Spanish. Vanessa is Darline’s daughter.
3. Quinn is Jacob’s six-year-old brother. Quinn broke his arm.
4. My mom is a nurse. She was nominated for employee of the year.
5. Cluny stopped playing football to concentrate on baseball. Baseball is his favorite sport.

Writing and Speaking Application

Write two or three sentences about a person from history. Include at least two appositives in your sentences. Read your sentences to a partner. Your partner should listen for and identify the appositives. Then, switch roles with your partner.
58 USING VERBALS AND VERBAL PHRASES

A verbal is any verb form that is used in a sentence not as a verb but as another part of speech. Like verbs, verbals can be modified by an adverb or adverbial phrase. They can also be followed by a complement. A verbal used with a modifier or a complement is called a verbal phrase.

A verb expresses the action in the sentence, but a verbal acts as another part of speech, such as a noun or adjective. Particles and participial phrases are examples of verbals. A participle is a form of a verb used most often as an adjective. Look at these examples:

<table>
<thead>
<tr>
<th>Type</th>
<th>What It Looks Like</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present participle</td>
<td>ends in -ing</td>
<td>The skipping girl is Sally.</td>
</tr>
<tr>
<td>Past participle</td>
<td>most end in -d or -ed; can also end in -n, -t, or -en</td>
<td>The flattened boxes are on the porch.</td>
</tr>
<tr>
<td>Participial phrase</td>
<td>a present or past participle with modifiers</td>
<td>The men shearing sheep are hired workers.</td>
</tr>
</tbody>
</table>

Practice A Identifying Participles and Participial Phrases

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

Example: The flowers growing in our garden are roses.
Answer: The flowers growing in our garden are roses.

1. Please straighten that crooked mirror. 5. The lemon tree standing to the south of our house survives winter weather.
2. Wailing guitars remind me of Spain. 6. The girl bitten by the snake went to the emergency room.
3. The car turning into the driveway is my mother’s. 7. Moving quickly, the receiver dove into the end zone.
4. The restaurant special tonight is blackened fish. 8. The store is proud to have many satisfied customers.

Practice B Identifying Present and Past Participles

Read each sentence. Then, write the participle on the line provided and write whether it is a past participle or a present participle.

Example: Samantha loves whipped cream.
Answer: whipped — past participle

1. Faith served the scrambled eggs with salsa. 5. My aunt’s wriggling baby reached for the toy.
2. The falling snow looked lovely on the hills. 6. The store is proud to have many satisfied customers.
3. The yipping dog annoyed everyone on the block. 7. The sniffling dog discovered the treat in his bowl.
4. Some snakes really do have forked tongues. 8. Phaedra cut the rolled dough with cookie cutters.
5. I put lots of lotion on my sunburned face. 9. The winding road is popular with motorcycle riders.

Writing and Speaking Application

Write a two-sentence description of a fictional character you like, using at least two participles. Read your sentences to a partner. Your partner should listen for and identify the participles. Then, switch roles with your partner.
59 ADJECTIVAL CLAUSES

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

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

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

The skirt that I wore yesterday actually belongs to my mother. (tells which skirt)

Lindsey chose a cell phone that fits in her wallet. (tells what kind)

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

The grocery store where we shop carries lots of organic foods. (tells which store)

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

We grow peaches on our farm. Our farm is near Austin.

We grow peaches on our farm, which is near Austin.

Practice A Identifying Adjectival Clauses

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

Example: The wreck, which everyone heard about, had merely dented our car’s bumper.

Answer: The wreck, which everyone heard about, had merely dented our car’s bumper.

1. Jan plays with the toy that you gave her. 5. Sanjay, whose essay I read, got a good grade.
2. In the few days that I spent in Port Isabel, I learned a lot about coastal biology. 6. Annise’s dish, which I tasted, was spicy.
3. The place where Enrique gets his coffee is a tiny café on Congress Avenue. 7. The jacket that Sean wears is plaid.
4. The dog, whose collar is gone, is at the park. 8. The trains that pass by are too loud.

Practice B Using Adjectival Clauses to Combine Sentences

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

Example: Clarence closed the book. Clarence’s grandmother gave him the book.

Answer: Clarence closed the book that his grandmother gave him.

1. The barbecue restaurant serves potato salad. Potato salad is my favorite side dish.

2. Ibrahim wrote an insightful article for the school paper. I edit the school paper.

3. That kind of pen was out of stock. I like that kind of pen.

4. Victoria shops at the discount store. She usually finds great bargains.

5. My mom’s supervisor raises dachshunds. She lives in the country.

Writing and Speaking Application

Write a short paragraph describing a park or playground near your home, using at least two adjectival clauses. Read your paragraph to a partner. Your partner should listen for and identify the adjectival clauses. Then, switch roles with your partner.
60 ADVERBIAL CLAUSES

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

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

Adverbial clauses begin with a subordinating conjunction, such as:

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

Practice A Identifying Adverbial Clauses
Read each sentence. Then, underline the adverbial clause.

Example: The housework goes faster when we all work together.
Answer: The housework goes faster when we all work together.

1. Kim is frustrated when she can’t play.
2. Chanelle mopped the kitchen floor because Larissa spilled milk on it.
3. Lisa calls her mom whenever she’s late.
4. Carla brought me the algebra class notes even though she didn’t have to.
5. Ana charges her cell phone before she leaves home.
6. Max can have dessert if he finishes his dinner.
7. Armin helps at the store unless he has class.
8. Although Finn is short, he is a skilled basketball player.
9. We took the car because the bus was late.
10. Tansy goes where her mother goes.

Practice B Using Adverbial Clauses to Combine Sentences
Read each pair of sentences. Then, combine the sentences by changing one of them into an adverbial clause. Use the subordinating conjunction shown.

Example: I’ll help you with your project. You can get done sooner. (so that)
Answer: I’ll help you with your project (so that) you can get done sooner.

1. I ran four miles. I was tired after only one. (even though)
2. Sheila let Lyle use her car. His had broken down. (because)
3. Jalla will need to get her passport. She goes to Israel next spring. (before)
4. We started walking to school. We would get more exercise. (so that)
5. Tyler cleans Mrs. Bosford’s gutters. Jerry mows her lawn. (while)

Writing and Speaking Application
Write a short paragraph describing how to write a simple book report. Use at least three adverbial clauses. Read your paragraph to a partner. Your partner should listen for and identify the adverbial clauses. Then, switch roles with your partner.
61 THE SIMPLE SENTENCE

A simple sentence consists of a single independent clause. An independent clause contains a subject and a verb and expresses a complete idea. A simple sentence cannot have adjectival or adverbial clauses. However, a simple sentence may include adverbs, adjectives, direct and indirect objects, prepositional phrases, and compound subjects and verbs. Look at these examples of simple sentences:

<table>
<thead>
<tr>
<th>One subject and verb</th>
<th>Saundra cooks breakfast for us.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compound subject</td>
<td>Saundra and Terra cook together often.</td>
</tr>
<tr>
<td>Compound verb</td>
<td>Saundra cooks and cleans on the weekends.</td>
</tr>
<tr>
<td>Compound subject and verb</td>
<td>Saundra and Terra cook and clean for their mom.</td>
</tr>
</tbody>
</table>

Practice A Recognizing Simple Sentences

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

Example: Jared comes home after he practices football.

Answer: not simple

1. Inez lives in Tyler, where her grandmother lives.
2. Karen, who runs a day camp, offered me a job.
3. Rudy practices flute in the afternoon.
4. Garland wore that ragged T-shirt for years.
5. Hannah and her sister dance and sing professionally.
6. Floyd always reads the paper while he's eating breakfast.
7. Anja is giving Holly a haircut because she owes her a favor.
8. Ian felt indebted to Dr. Smith and to Dr. Carter.

Practice B Writing Simple Sentences

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

Example: Elaine, who drives to Houston frequently, has a cousin there.

Answer: Elaine has a cousin in Houston.

1. Farley's dog, which had been reported missing, showed up two days later.
2. Genevieve took the jacket that I wore last night.
3. Summer band camp lasts for four weeks so that students can learn to march.
4. Sydney walked Veronica home after school even though it was out of his way.
5. Scorpions, which come into our house every summer, have a painful sting.

Writing and Speaking Application

Write a short paragraph describing your daily schedule. Use only simple sentences. Read your paragraph to a partner. Your partner should listen and make sure your sentences are simple. Then, switch roles with your partner.
A compound sentence consists of two or more main or independent clauses. A main clause has a subject and a verb and can stand by itself as a complete sentence. The main clauses in a compound sentence are joined by a comma and a coordinating conjunction (and, but, or, nor, yet, so). They can also be joined by a semicolon (;) or a colon (:). See the examples below.

Lauri picks her sisters up from school, and she takes them home.

Belinda doesn’t understand the assignment; she didn’t read the instructions.

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

Read each set of sentences. Combine the sentences, using a comma and the coordinating conjunction in parentheses.

**Example:**
I brought Mom a glass of water. She already had some. (but)

**Answer:**
I brought Mom a glass of water, but she already had some.

1. The cat has a scratching post. It has a feather toy. (and)

2. Vanessa could compete in the spelling bee. She could go on the field trip. (or)

3. I needed a quiet place to do my homework. I went to the library. (so)

4. She wants to do well in school. She doesn’t spend much time studying. (yet)

5. I asked Dad for twenty dollars. He gave me ten. (but)

**Practice B Punctuating Compound Sentences**

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

**Example:**
Shelly found some glasses in the cafeteria and she took them to the office.

**Answer:**
Shelly found some glasses in the cafeteria, and she took them to the office.

1. Mitchell came home from school and he did his homework.
2. I baked a cake but it didn’t turn out right.
3. Alice must get to choose the movie or she won’t go at all.
4. It’s time to mow the lawn the grass is past our ankles.
5. Shana forgot her math book so she went back home to get it.
6. I enrolled in geometry yet I haven’t passed algebra.
7. My sister asked our mom for a new video game and she got two of them.
8. Tamara is going to Canada for the summer she leaves tomorrow.

**Writing and Speaking Application**

Write a paragraph about the route you take to school. Use at least two compound sentences with conjunctions in your description. Then, read your paragraph to a partner. Your partner should listen for and name the conjunctions you used in your sentences. Then, switch roles with your partner.
63  THE COMPLEX SENTENCE

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

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

Subordinate clauses can be adjectival clauses or adverbial clauses:

  Adjectival: James was curious about the person who left her bag in the restaurant.
  Adverbial: While he wondered what to do, she came back in.

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

  Henry, who isn’t very observant, didn’t notice the bag at the table.

Practice A  Differentiating Between Main and Subordinate Clauses

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

Example: Stacy packed her winter clothes away because the weather had turned warm.
Answer: Stacy packed her winter clothes away because the weather had turned warm.

1. Although he is bruised, he is OK.
2. The hens, which roost in a tree, wake me up.
3. For the contest, Cambria wore a chicken costume that had real feathers on it.
4. Gonzalo resigned when he got sick.
5. When her mother called her at school, Shanelle had to go straight home.
6. Aramis chose a report topic that would require a lot of research.
7. As soon as she woke up and ate breakfast, Clara started to work on her project.
8. The person who left the keys in the restroom can claim them at the front desk.

Practice B  Writing Complex Sentences

Read each pair of sentences. Then, rewrite them to form a single complex sentence.

Example: Rajiv made a mistake. He put the wrong ink in the printer.
Answer: Rajiv made a mistake when he put the wrong ink in the printer.

1. I had eaten enough already. I accepted Lauri’s offer of another slice of pie.
2. Glen is traveling to New York City next summer. He can visit his cousins there.
3. I could not see a thing in our front yard. The fog was extremely thick.
4. Callum called my house last weekend. My sister Vanessa answered the phone.
5. I will have to miss algebra on Thursday. I have a dentist’s appointment.

Writing and Speaking Application

Write a short paragraph describing a store you like to go to. Use only complex sentences. Read your paragraph to a partner. Your partner should listen and make sure your sentences are complex. Then, switch roles with your partner.
A compound-complex sentence consists of two or more main or independent clauses and one or more subordinate clauses. A compound-complex sentence is a combination of a compound sentence and a complex sentence. Look at these examples of compound, complex, and compound-complex sentences. Main clauses are underlined, and subordinate clauses are double-underlined.

<table>
<thead>
<tr>
<th>Compound</th>
<th>two or more main clauses</th>
<th>Wilmer liked working at the studio, but Felicia thought it was boring.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complex</td>
<td>one main clause, one or more subordinate clauses</td>
<td>Wilmer liked working at the studio because his job was interesting to him.</td>
</tr>
<tr>
<td>Compound-complex</td>
<td>two or more main clauses, one or more subordinate clauses</td>
<td>Wilmer, who liked working at the studio, hoped for a full-time job, but his boss was unable to pay him any longer.</td>
</tr>
</tbody>
</table>

**Practice A  Identifying Sentence Types**

Read each sentence. On the line provided, write whether the sentence is compound, complex, or compound-complex.

**Example:** Conchita felt ill after she ate an entire box of candy.

**Answer:** complex

1. Boris held the reins while Natasha got the brush, but the horse kept moving. _________________
2. Angelica sent Harley a package on Tuesday, and he received it on Friday. _________________
3. When we finally saw the Grand Canyon, we were astounded by its beauty. _________________
4. We feed our cows alfalfa, which is very high in protein. _________________
5. David works in Bastrop, where his clients are, and Teddy works at the Capitol. _________________

**Practice B  Writing Compound-Complex Sentences**

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

**Example:** Evelyn caught a cold, and then I got it.

**Answer:** Evelyn caught a cold when she stayed out in the rain, and then I got it.

1. Irv has three older sisters, and he is a bit spoiled.

2. The store sells CDs, but it doesn’t sell DVDs.

3. I like a good joke, but I am unable to tell one.

4. Alanis built a large bookshelf, but it came apart.

5. Mario plays the piano expertly, and he sings well.

**Writing and Speaking Application**

Write a short paragraph about the kinds of food served in your school cafeteria. Use compound, complex, and compound-complex sentences in your paragraph. Read your paragraph to a partner. Your partner should listen for and identify the sentence types. Then, switch roles with your partner.
65 MAIN AND SUBORDINATE CLAUSES

A main or independent clause has a subject and a verb and can stand by itself as a complete sentence. A subordinate clause, also known as a dependent clause, has a subject and a verb but cannot stand by itself as a complete sentence. It is only part of a sentence. Every sentence has at least one main clause. If a sentence also has a subordinate clause, it is called a complex sentence. Look at the main clauses (underlined once) and the subordinate clauses (underlined twice) in these examples of complex sentences:

Even though there was a hurricane coming, some people refused to leave. The lemon tree died because it could not tolerate cold temperatures.

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

Practice A Differentiating Between Main and Subordinate Clauses
Read the sentences. Write whether each underlined clause is the main clause or a subordinate clause.

Example: Until Anthony apologizes, I’m not talking to him.
Answer: subordinate clause

1. Hazel trains four hours a day because she wants to be a competitive gymnast. ____________
2. Lucy and Allison, who had never been friends, became very close last year. ____________
3. Kelvin kicked me under the table when I started to mention Sable’s haircut. ____________
4. After she returned her books to the library, Malissa went to her part-time job. ____________
5. Beverly was constantly asked questions that she didn’t want to answer. ____________

Practice B Identifying and Using Main and Subordinate Clauses
Read the clauses. Then, write main clause or subordinate clause for each. If the clause is a subordinate clause, write it and add a main clause to make a complex sentence.

Example: If she doesn’t tell me.
Answer: subordinate clause; If she doesn’t tell me, I won’t know how to reach her.

1. Whenever I go to Cedar Park.

2. I have never been so humiliated in my life.

3. Who came to our front door.

4. Cassandra and Ellie wear their hair in the same style.

5. Because she did not understand the instructions.

Writing and Speaking Application
Write two complex sentences about an event you will never forget. Read your sentences to a partner. Your partner should listen for and identify the main and subordinate clauses in each sentence. Then, switch roles with your partner.
66 CLASSIFYING THE FOUR FUNCTIONS OF A SENTENCE

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

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

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Declarative</td>
<td>states an idea and ends with a period</td>
<td>I have a math test today.</td>
</tr>
<tr>
<td>Interrogative</td>
<td>asks a question; ends with a question mark</td>
<td>How did you do on your test?</td>
</tr>
<tr>
<td>Imperative</td>
<td>gives an order, command, or direction; ends with a period or exclamation mark</td>
<td>Bring your calculator. Stop making so much noise!</td>
</tr>
<tr>
<td>Exclamatory</td>
<td>conveys strong emotion; ends with an exclamation mark</td>
<td>I was shocked by the results!</td>
</tr>
</tbody>
</table>

Practice A Identifying the Four Types of Sentences

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

Example: Texas became the 28th state.
Answer: declarative

1. Check for your belongings before you get off the bus.
2. What kinds of poisonous snakes live in Texas?
3. The surface of the planet Venus is very hot.
4. Have you ever seen the space shuttle in the night sky?
5. When you got home, did you understand the lesson?
6. That swimmer just set a new world record!

Practice B Punctuating the Four Types of Sentences

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

Example: We visited the capitol building in Austin.
Answer: We visited the capitol building in Austin.

1. What is the capital of Texas
2. There is a fireworks display on July 4
3. Those special effects were amazing
4. A bird just flew in the window
5. Please put away the lab equipment
6. He just made the most amazing dunk
7. The assignment is due on Friday
8. How large were those waves
9. Finish your response
10. Admission to that museum is free

Writing and Speaking Application

Write a paragraph describing an exciting movie you have seen. Use each type of sentence. Read your paragraph aloud to a partner. Your partner should listen for and identify each sentence type. Then, switch roles with your partner.
67 COMBINING SENTENCE PARTS

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

Look at these examples of how sentences can be combined:

| Compound subject | Lan plays video games.  

| Compound verb | Keila prepares the vegetables.  
| Keila makes salad. | Keila prepares the vegetables and makes salad. |

| Compound direct object | He writes poems.  
| He writes short stories. | He writes poems and short stories. |

| Compound sentence | The wind strengthened.  
| Large waves pounded the beach. | The wind strengthened, and large waves pounded the beach. |

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

Practice A Identifying Compound Parts in Sentences
Read each sentence. Underline the compound subject, compound verb, or compound direct object.

Example: Magan bought new shoes and a jacket at the store yesterday.
Answer: Magan bought new shoes and a jacket at the store yesterday.

1. Antoinette sent a text message and an e-mail.
2. Russell made his bed and put away his laundry.
3. That tool hammers and removes nails.
4. Ducks and geese eat grain.

Practice B Combining Main Clauses
Read the sentences. Combine them to make a compound sentence using a comma and the coordinating conjunction in parentheses.

Example: Mr. Wagner wanted a sports car. He got a minivan instead. (but)
Answer: Mr. Wagner wanted a sports car, but he got a minivan instead.

1. Eugene tried a new recipe. The results were delicious. (and)
2. The climb up the mountain was difficult. I would do it again. (yet)
3. The movie was sold out. We went bowling instead. (so)
4. You can buy the book. You can borrow my copy. (or)

Writing and Speaking Application
Write a paragraph about last weekend. Use a compound subject, a compound verb, and a compound sentence. Read your paragraph to a partner, who should listen for and identify the compound parts. Then, switch roles with your partner.
68 JOINING CLAUSES

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

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

Two Sentences: Aaron was confused. He didn’t understand the assignment.
Combined: Aaron was confused because he didn’t understand the assignment.

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

Two Sentences: The agriculture club toured the farm. It was in Walburg.
Combined: The agriculture club toured the farm in Walburg.

Practice A Identifying Subordinate Clauses
Read each sentence. Identify and then underline the subordinate clause.

Example: Turn down the heat when you leave the apartment.
Answer: Turn down the heat when you leave the apartment.

1. The road will be reopened after the police clear the accident.

2. Carla studied German so that she could communicate on her trip to Berlin.

3. George W. Bush was governor of Texas before he became president.

4. Since David started a motorcycle business, he has gotten many customers.

Practice B Combining Sentences Using Phrases
Read the sentences. Combine them by changing one sentence into a phrase.

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

1. Mr. Berg is the math team advisor. Mr. Berg is a math teacher.

2. The high school marching band practices. It practices before school.

3. Our English class read short stories. The stories were written by Edgar Allan Poe.

4. We drove to the Kimbell Art Museum in Fort Worth. We wanted to see the exhibit.

Writing and Speaking Application
Write a paragraph about things you do after school. Use subordinate clauses. Read your paragraph to a partner. Your partner should listen for and identify the subordinate clauses.
69 VARYING SENTENCE LENGTH

Varying the length of sentences makes writing lively and interesting to read.
Several short sentences can be combined to include one long and one short sentence:

Short Sentences: The sky was dark. The trees rustled, and the wind was blowing. It looked like it might storm.

A long sentence can be broken into shorter sentences:

Two Sentences: While I dozed, I heard thunder, but I pulled the covers over my head and went back to sleep.

Practice A Varying Sentence Length by Breaking Longer Sentences
Read the sentences. Then, revise each one as two or more shorter sentences. Circle a comma to change it to a period. Underline a letter to show a capital letter. Cross out a word to omit it.

Example: After he left work, Dad had to stop at the bank, and he also had to shop for groceries.
Answer: After he left work, Dad had to stop at the bank, and he also had to shop for groceries.

1. While he was doing his homework for science class, Bernie looked at his textbook, but he had a hard time concentrating because of the TV.
2. During our vacation, we went to the top of the university’s tower, we also took a boat ride on the river, and we toured the Capitol Building.
3. In science class we studied the rain forest and the plants that grow there, and we watched a nature video about rain forest animals, which was my favorite part.
4. At summer camp, we got to canoe, and we also got to swim, but I enjoyed camping the most because it was something that I had never done.
5. The dogs that people had brought to the dog park were busy splashing in the pond, and while the dogs played, their owners chatted on the benches.

Practice B Varying Sentence Length by Combining Sentences
Read the sentences. Then, combine two of them to have one shorter and one longer sentence.

Example: I saw a rainbow in the sky. It was beautiful. I decided to paint a picture of it.
Answer: I saw a rainbow in the sky. It was beautiful, so I decided to paint a picture of it.

1. I worked on the math problems. They were challenging. I wasn’t sure how to solve them.

2. Zahri washed the dishes. He dried them. He also cleaned the kitchen counters.

3. The actors studied their lines. They also rehearsed. Then they put on the play.

4. Mom cleared the snow from the car. She warmed it up. She drove to work.

5. The concert tickets went on sale. We wanted to buy some. They were all gone.

Writing and Speaking Application
Write two long sentences. Read them aloud to a partner. Your partner should listen and suggest ways to vary the sentence lengths. Then, switch roles with your partner.
70 VARYING SENTENCE BEGINNINGS

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

Changing the beginning of your sentences can add variety. Look at these examples:

<table>
<thead>
<tr>
<th>Noun</th>
<th>Vegetables, fortunately, are easy to grow in a city.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adverb</td>
<td>Fortunately, vegetables are easy to grow in a city.</td>
</tr>
<tr>
<td>Infinitive</td>
<td>To grow vegetables in a city, fortunately, is easy.</td>
</tr>
<tr>
<td>Gerund</td>
<td>Growing vegetables in a city, fortunately, is easy.</td>
</tr>
<tr>
<td>Prepositional phrase</td>
<td>For people who garden, growing vegetables in a city is easy.</td>
</tr>
</tbody>
</table>

Practice A  Identifying Sentence Beginnings

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

Example: Before school, we have to stop at the day-care center.
Answer: prepositional phrase

1. Tarantulas look scary, but they are not harmful to humans.
2. Surprisingly, no candidate received a majority of the votes.
3. To complete her assignment, Charla worked over the weekend.
4. Without his glasses, Pete had a hard time reading the assignment.
5. Becoming an astronaut was Diego’s childhood dream.

Practice B  Varying Sentence Beginnings

Read each sentence. Rewrite it to vary the beginning. Begin with the sentence part shown in
parentheses.

Example: Jin’s goal was to finish his report early. (gerund)
Answer: Finishing his report early was Jin’s goal.

1. Aunt Dot’s plan was to walk at least 10,000 steps each day. (gerund)
2. We could see colorful fish in the shallow tropical waters. (prepositional phrase)
3. The cat food we put on the porch was mysteriously gone by morning. (adverb)
4. In the evening, Rick ran laps at the high school track. (noun)
5. The students put a celery stalk in colored water to see what would happen. (infinitive)

Writing and Speaking Application

Write two sentences about an animal you have seen. Use different sentence beginnings. Read
your sentences to a partner. Your partner should listen and suggest another way to start one of the
sentences. Then, switch roles with your partner.
71 CORRECTING FRAGMENTS

A fragment is a group of words that does not express a complete thought.

Fragments are not complete sentences. They may be missing a subject, a verb, or both:

<table>
<thead>
<tr>
<th>No subject</th>
<th>Went to school early today.</th>
<th>We went to school early today.</th>
</tr>
</thead>
<tbody>
<tr>
<td>No verb</td>
<td>The sidewalk at the corner.</td>
<td>The sidewalk at the corner is busy.</td>
</tr>
<tr>
<td>No subject, no verb</td>
<td>At the train station.</td>
<td>We arrived at the train station.</td>
</tr>
</tbody>
</table>

If a fragment lacks a subject and verb, the missing parts can be added to make a complete sentence. The fragment can also be joined to a nearby sentence:

I saw my uncle at the train station.

Practice A Recognizing Fragments

Read the groups of words. Write whether the words are a fragment or sentence.

Example: Want to go home.
Answer: fragment

1. At the bus stop near my house. __________ 6. A squirrel in the tree. ________________
2. Wondered about the noise. ________________ 7. The teacher gave us a test. ________________
3. Walked to Hermann Park. ________________ 8. From outside the cave. ________________
4. Mary cleans her room. ________________ 9. The pattern of numbers. ________________
5. I saw a barn owl. ________________ 10. Larry is hungry. ________________

Practice B Correcting Phrase Fragments

Read the groups of words. Rewrite them to eliminate the fragment. Use the directions in parentheses and combine the fragment with the sentence or add a subject and verb.

Example: Lenny had a plan. To clean up the park. (add subject and verb)
Answer: Lenny had a plan. He wanted to clean up the park.

1. My sister wants to go to college. In the fall. (combine)

2. Rabbits ate the pansies. In the flowerpot. (combine)

3. The players were tired. Running up and down the court. (add subject and verb)

4. Sacha studied every day. To pass the exam. (add subject and verb)

5. Mom has a meeting. On Monday morning. (combine)

Writing and Speaking Application

Write several phrases about something you like to do with friends. Read your phrases aloud to a partner. Your partner should listen and suggest ways to turn the phrases into sentences. Then, switch roles with your partner.
72 CORRECTING CLAUSE FRAGMENTS

A subordinate clause should not be capitalized and punctuated as if it were a sentence. Subordinate clauses do not express complete thoughts and cannot stand alone as sentences. When a subordinate clause is capitalized and punctuated like a sentence, it is a clause fragment. The fragment can be attached to a nearby sentence or words can be added to make a complete sentence. Look at these examples:

<table>
<thead>
<tr>
<th>Clause Fragment</th>
<th>Complete Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>When I left home.</td>
<td>When I left home, I locked the door.</td>
</tr>
<tr>
<td>That are about teens.</td>
<td>I like to watch shows that are about teens.</td>
</tr>
</tbody>
</table>

Practice A Recognizing Clause Fragments
Read the groups of words. Write whether the words are a fragment or sentence.

Example: After I read the chapter about Japan.
Answer: fragment

1. Although Richard lives near school. _____
2. Because it takes 30 minutes to cook. _____
3. Before you fill the birdfeeder. ____
4. We looked at graphic novels. ______
5. Her report was about satellites. ______
6. That we bought yesterday. ______
7. We studied the solar system. ______
8. Which had displays of fish. ______
9. Who takes the train to work. ______
10. Our class read. __________________

Practice B Correcting Clause Fragments
Read the clause fragments. Rewrite them to form complete sentences.

Example: that are in the classroom
Answer: I use the computers that are in the classroom.

1. as soon as I go home

2. before the day ends

3. that was held in the park

4. which I liked the taste of

5. where she parked her car

Writing and Speaking Application
Choose three of the clauses above and use them in new sentences about after-school activities. Read your sentences aloud to a partner. Your partner should listen for any fragments. Then, switch roles with your partner.
73 RUN-ON SENTENCES

A run-on is two or more complete sentences that are not properly joined or separated.

There are two types of run-ons:

- A **fused sentence** is two sentences run together without punctuation:
  - I read the book I enjoyed it very much.

- A **comma splice** is two or more sentences separated by only a comma:
  - I heard a coyote, it made a howling sound.

Practice A Recognizing Run-on Sentences

Read the groups of words. Write whether the words are a run-on or sentence.

**Example:** She talked in a loud voice everyone turned and looked.

**Answer:** run-on

1. Tarantulas are scary-looking spiders, they are not deadly to people.
2. After I bought the shirt, I changed my mind about it.
3. We visited San Miguel, it is in Mexico.
4. At the pond, we collected water samples to study.
5. Some cities have subways as part of their transportation system.
6. There is a severe storm warning we need to stay indoors.
7. We went to a talent contest some of the singers were great.
8. The park has soccer fields, and it has a swimming pool.

Practice B Identifying Types of Run-on Sentences

Read the run-on sentences. Write whether the run-on is a comma splice or a fused sentence.

**Example:** The bus was crowded, I couldn’t find a seat.

**Answer:** comma splice

1. We found the recipe on the Internet, the dish turned out great.
2. After I got to school, I went to homeroom we had a substitute teacher.
3. Soccer is popular in our community we have leagues for children and adults.
4. I took the dog for a walk, when we were far from home, it started to rain.
5. The symphony plays a free concert there is a fireworks show on July 4.
6. Dylan’s fingers went numb, he had been playing the video game for too long.
7. People can rent land in the community garden, they can grow their own vegetables.
8. A new movie opened on Friday our family plans to see it this weekend.
9. First we read the directions next we made sure we had all the parts we needed.
10. The veloway is a paved track in Austin, only bikes and skaters can use the track.

Writing and Speaking Application

Write one run-on sentence and one correct sentence about a place in your community. Read your sentences aloud to a partner. Your partner should identify which sentence is a run-on and which is correct. Then, switch roles with your partner.
74 THREE WAYS TO CORRECT RUN-ONS

There are different ways to correct run-on sentences. Compare these methods:

<table>
<thead>
<tr>
<th>Method</th>
<th>Example 1</th>
<th>Example 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use an end mark to divide the run-on into two sentences.</td>
<td>The dog was thirsty I gave her a drink.</td>
<td>The dog was thirsty. I gave her a drink.</td>
</tr>
<tr>
<td>Use a comma and coordinating conjunction (and, but, for, or, nor, so, yet) to make a compound sentence.</td>
<td>It was warm I took off my coat.</td>
<td>It was warm, so I took off my coat.</td>
</tr>
<tr>
<td>Use a semicolon between independent clauses when the ideas are closely related.</td>
<td>My tooth hurt I went to see the dentist.</td>
<td>My tooth hurt; I went to see the dentist.</td>
</tr>
</tbody>
</table>

Practice A Identifying How to Correct Run-on Sentences

Read the run-on sentences. Add a semicolon or period where needed to correct the run-on. Circle it. If a word needs to be capitalized, underline it.

Example: Eve left her jacket at a friend’s house she went back to get it.
Answer: Eve left her jacket at a friend’s house, she went back to get it.

1. Gary has a great voice he should sing the solo.
2. Fiona is great with numbers she can do calculations very quickly.
3. Fire ant bites are painful even worse, fire ants bite multiple times.
4. We heard strange noises on the roof then we realized that a squirrel was making them.
5. Big Tex is a statue at the State Fair of Texas he is 52 feet tall.

Practice B Rewriting Run-on Sentences

Read the run-on sentences. Use a comma and a coordinating conjunction to correct each one.

Example: I want to make the team I will practice.
Answer: I want to make the team, so I will practice.

1. Our class visited Fort Worth we watched the cattle drive.
2. I went to the market I forgot to buy apples.
3. The roads were wet traffic was slow.
4. We can go the movie theater we can rent a movie.
5. Rhonda likes to sing she can’t carry a tune.

Writing and Speaking Application

Write one run-on sentence. Read your sentence aloud to a partner. Your partner should identify two different ways to correct the run-on sentence. Then, switch roles with your partner.
75 PROPERLY PLACING MODIFIERS

A modifier should be placed as close as possible to the word it describes.

A modifier is a phrase or clause that acts as an adjective or adverb. When a modifier is not close to the word it modifies, a sentence may be odd or unclear. Revise the sentence by placing the modifier closer to the word it modifies:

Barking loudly inside, the boys passed by the house with a dog.

The boys passed by the house with a dog barking loudly inside.

Practice A Identifying Misplaced Modifiers

Read the sentences. Then, underline the misplaced modifier in each one.

Example: I put the bread in the garbage can that was moldy.
Answer: I put the bread in the garbage can that was moldy.

1. The cat belongs to my neighbor with striped fur.
2. The waiter gave the child a crayon in the high chair.
3. Floating over their heads, the players jumped for the ball.
4. I discovered a bookstore walking through my neighborhood.
5. Ginny found the missing sock cleaning behind her dresser.

Practice B Recognizing and Correcting Misplaced Modifiers

Read the sentences. Then, rewrite them to correct the misplaced modifiers. You may need to add words to the sentences.

Example: Talking on the phone, the dog was whining.
Answer: While I was talking on the phone, the dog was whining.

1. I returned the ring to the jewelry store that was too big.

2. We ate pasta before the movie that was filling.

3. I saw that the delivery person was walking away opening the door.

4. Carrying an armload of books, the walk home seemed endless.

5. Leaping through the ocean waves, I watched the dolphins.

Writing and Speaking Application

Write two to three sentences describing an interesting place you have seen on a TV show. Include at least two modifying phrases or clauses. Read your sentences aloud to a partner. Your partner should identify the modifiers and check if they are properly placed. Then, switch roles with your partner.
76 AVOIDING DOUBLE NEGATIVES

Avoid writing sentences that contain double negatives. Negative words are used to deny something or to say no. Usually, a sentence should contain only one negative word or term, such as no, none, nobody, no one, nothing, never, not, and nowhere.

<table>
<thead>
<tr>
<th>Incorrect Double Negative</th>
<th>Corrected With One Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I haven’t read nothing about the accident.</td>
<td>I haven’t read anything about the accident.</td>
</tr>
<tr>
<td>I have read nothing about the accident.</td>
<td></td>
</tr>
</tbody>
</table>

Practice A Identifying Double Negatives

Read the sentences. Then, underline any negative words or terms. On the line, write whether each sentence has a double negative or is correct.

Example: I didn’t want no help with my project.
Answer: I didn’t want no help with my project. double negative

1. The governor hasn’t had no help passing the law.
2. I never saw nothing like the rock formations in Arches National Park.
3. The noise from our neighbor’s party didn’t keep us awake.
4. I didn’t like any of the clothes that I tried on at the mall.
5. None of the students knew nothing about the pop quiz.

Practice B Correcting Double Negatives

Read the sentences. Then, rewrite them to correct the double negatives.

Example: No one at the gym wasn’t working at the front desk.
Answer: No one at the gym was working at the front desk.

1. The weather forecast hadn’t mentioned nothing about thunderstorms.
2. I don’t never want to ride a roller coaster that goes upside down again.
3. We didn’t have nothing to make for dinner at home.
4. Richard hasn’t done nothing to help his sister with the chores.
5. My friend didn’t want to see none of the movies playing at the theater.

Writing and Speaking Application

Write two to three sentences describing a chore you don’t like to do. Include at least two negatives in your sentences. Read your sentences aloud to a partner. Your partner should identify the negatives and check if they are used correctly. Then, switch roles with your partner.
77 AVOIDING COMMON USAGE PROBLEMS

Review these common usage problems:

**To, Too, Two**

To is a preposition or part of an infinitive.  
Too is an adverb.  
Two is a number.

- We want to hike to the cabin.
- I wrote my answer too quickly.
- We saw two movies last weekend.

**There, Their, They’re**

There is an adverb or sentence starter.  
Their is a possessive adjective; it modifies a noun.  
They’re is a contraction of they are.

- There were two bikes over there.
- Their house is painted blue.
- They’re going to repaint their house.

**Accept, Except**

Accept is a verb; it means to take something offered; to agree.  
Except is a preposition; it means leaving out; other than.

- We must accept the truth.
- Except for Jim, the whole class went on the field trip.

**Practice A Choosing the Correct Usage**

Read the sentences. Then, circle the word in parentheses that best completes each sentence.

**Example:**  
We rode (there, their, they’re) on our bicycles.

**Answer:** We rode (there, their, they’re) on our bicycles.

1. (There, Their, They’re) aren’t any empty tables in the cafeteria.
2. Maria plans (to, too, two) attend college next spring.
3. The building manager can (accept, except) packages for residents.
4. On the drive (to, too, two) Houston, we passed oil wells.
5. Dogs are adorable when (there, their, they’re) puppies.

**Practice B Correcting Usage Problems**

Read the sentences. Then, rewrite them to correct the usage problems.

**Example:**  
All the players accept Kurt missed practice during the season.

**Answer:** All the players except Kurt missed practice during the season.

1. The turtles come onto the beach to lay they’re eggs.
2. The store said it could except cash but not personal checks from customers.
3. The students in our geography class wrote too students in Adelaide, Australia.
4. Vicki had too major concerns about the location of the new store.
5. If their are strong winds, planes can’t take off from the airport.

**Writing and Speaking Application**

Write two to three sentences describing something you’d like to learn in the future. Use at least four of the words shown in the instruction above. Read your sentences aloud to a partner. Your partner should listen and record the sentences, checking for correct usage. Then, switch roles with your partner.
78 USING REGULAR VERBS

The past and past participle of a regular verb are formed by adding -ed or -d to the present form. Most verbs are regular. To form their past and past participle forms, you just add -ed to the present form. If the verb ends in e, you just add d to the present form. With some verbs, you may need to double the last letter before adding -ed.

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>discuss</td>
<td>discussed</td>
<td>(have) discussed</td>
</tr>
<tr>
<td>tremble</td>
<td>trembled</td>
<td>(have) trembled</td>
</tr>
<tr>
<td>trim</td>
<td>trimmed</td>
<td>(have) trimmed</td>
</tr>
</tbody>
</table>

Show that you can use forms of regular verbs by completing the following exercises.

**Practice A  Writing Principal Parts of Regular Verbs**
*Read each verb below. Then, write the past and participle form of the verb on the line provided.*

**Example:** happen
**Answer:** happened, (have) happened

1. announce ____________________ 6. snap ____________________
2. attend ______________________ 7. abandon ___________________
3. float ________________________ 8. locate _____________________
4. rain ________________________ 9. believe ____________________
5. occur ______________________ 10. trap _____________________

**Practice B  Using Regular Verbs in Sentences**
*Read each sentence. Then, rewrite the sentence. Replace the underlined verb with the principal part shown in parentheses.*

**Example:** After the game, we walk home. (past)
**Answer:** After the game, we walked home.

1. Jim talks all the way to school. (past) __________________________
2. It rains all night. (past participle) ____________________________
3. A lion roars at me. (past) ____________________________
4. The colors fade in the wash. (past) __________________________
5. The Cubs connect for ten hits. (past participle) ________________
6. Ink stains my shirt. (past participle) __________________________
7. The bridges span the river. (past) __________________________
8. He intends to be early. (past) __________________________
9. My brothers iron their clothes. (past participle) ______________
10. The clown slips on the banana peel. (past participle) __________

**Writing and Speaking Application**
Write three sentences about a sports event that happened in the past. Use past tense regular verbs in your sentences. Read your sentences aloud to a partner. Have your partner identify each verb you used. Switch roles with your partner.
79 USING IRREGULAR VERBS

The past and past participle of an irregular verb are not formed by adding -ed or -d to the present tense form.

Many common verbs are irregular. They form their past and past participle forms by changing the spelling of the present form. You may need to memorize the correct forms of irregular verbs. You can also find the principal parts listed in the dictionary entry for the verb. The chart below shows three different types of irregular verbs.

<table>
<thead>
<tr>
<th>Type</th>
<th>Present</th>
<th>Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Same past and past participle</td>
<td>lead</td>
<td>led</td>
<td>(have) led</td>
</tr>
<tr>
<td>Same present, past, and past participle</td>
<td>burst</td>
<td>burst</td>
<td>(have) burst</td>
</tr>
<tr>
<td>Change in other ways</td>
<td>fall</td>
<td>fell</td>
<td>(have) fallen</td>
</tr>
</tbody>
</table>

Show that you understand how to use irregular verbs correctly by completing the following exercises.

Practice A  Writing Principal Parts of Irregular Verbs

Read each group of verb forms below. Then, fill the blank by supplying the correct present, past, or past participle form of the verb.

Example: break  broke  ______
Answer: (have) broken

Present  Past  Past Participle  Present  Past  Past Participle
1. steal  stole  ______  6. see  ______  (have) seen
2. ______  found  (have) found  7. speak  spoke  ______
3. begin  began  ______  8. ______  came  (have) come
4. ______  flew  (have) flown  9. set  ______  (have) set
5. bring  ______  (have) brought  10. eat  ate  ______

Practice B  Correcting Irregular Verbs in Sentences

Read each sentence. Then, rewrite the sentence. Replace the underlined verb form with the correct form.

Example: Dean drived his father's car.
Answer: Dean drove his father's car.

1. The monkey swunged through the trees.  
2. Hiro buyed a new backpack.  
3. Snow has fell for three days.  
4. Who has winned the playoff game?  
5. A balloon bursted with a loud pop.  

Writing and Speaking Application

Write a paragraph about a time you went shopping for clothes. Use past or past participle forms of irregular verbs in your sentences. Read your sentences aloud to a partner. Have your partner tell whether you used the right form of each verb.
80 IDENTIFYING THE BASIC FORMS OF THE SIX TENSES

The tense of a verb shows the time of the action or state of being. Verbs have six tenses. The tenses show whether an action is happening in the present, past, or future. If the verb shows that the action is going on over a period of time, you might use the present perfect, past perfect, or future perfect tense. The chart below shows the basic form of the six tenses for one regular verb and one irregular verb, and the principal part used with each tense.

<table>
<thead>
<tr>
<th>Tense</th>
<th>Principal Part Used</th>
<th>Regular Verb Basic Forms</th>
<th>Irregular Verb Basic Forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present</td>
<td>Present</td>
<td>I climb.</td>
<td>I drive.</td>
</tr>
<tr>
<td>Past</td>
<td>Past</td>
<td>I climbed.</td>
<td>I drove.</td>
</tr>
<tr>
<td>Future</td>
<td>Present</td>
<td>I will climb.</td>
<td>I will drive.</td>
</tr>
<tr>
<td>Present perfect</td>
<td>Past participle</td>
<td>I have climbed.</td>
<td>I have driven.</td>
</tr>
<tr>
<td>Past perfect</td>
<td>Past participle</td>
<td>I had climbed.</td>
<td>I had driven.</td>
</tr>
<tr>
<td>Future perfect</td>
<td>Past participle</td>
<td>I will have climbed.</td>
<td>I will have driven.</td>
</tr>
</tbody>
</table>

Practice A Identifying Verb Tenses in Sentences
Read each sentence. Then, write the underlined verb and its tense on the line provided.

Example: The fire had destroyed three houses.
Answer: had destroyed — past perfect

1. The fans packed the stadium. ________________________________
2. The game has begun already. ________________________________
3. The players will compete for four periods. ____________________
4. By game’s end, everyone will have used a lot of energy. ______________
5. My father had bought the tickets last month. ____________________

Practice B Forming Verb Tenses
Read each sentence and find the underlined verb. Write the basic form of that verb for the tense shown in parentheses.

Example: The driver slammed on the brakes. (past)
Answer: slammed

1. My cousins _____ to visit. (past perfect) _______________________
2. The train arrives at 8 P.M. (future) ___________________________
3. The musicians tune their instruments. (present perfect) ______________
4. I _____ my bicycle to school. (past) __________________________
5. By midnight, the game concluded. (future perfect) ________________

Writing and Speaking Application
Write three sentences about a trip you took. Use different verb tenses in your sentences. Read your sentences aloud to a partner. Have your partner identify each verb you used and its tense. Then, switch roles with your partner.
81 CONJUGATING THE BASIC FORMS OF VERBS

A conjugation is a list of the singular and plural forms of a verb in a particular tense. You already know that verbs have six tenses. Each tense has six forms that fit with first-, second-, and third-person forms of the personal pronouns in both singular (one) and plural (more than one) number. When you write out all of the forms of the verb in each of the tenses, you are conjugating the verb. The chart below shows a conjugation of the forms of the verb hold for four tenses.

<table>
<thead>
<tr>
<th>Tense</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present</td>
<td>I hold. You hold. He, she, or it holds.</td>
<td>We hold. You hold. They hold.</td>
</tr>
<tr>
<td>Past</td>
<td>I held. You held. He, she, or it held.</td>
<td>We held. You held. They held.</td>
</tr>
<tr>
<td>Future</td>
<td>I will hold. You will hold. He, she, or it will hold.</td>
<td>We will hold. You will hold. They will hold.</td>
</tr>
<tr>
<td>Present perfect</td>
<td>I have held. You have held. He, she, or it has held.</td>
<td>We have held. You have held. They have held.</td>
</tr>
</tbody>
</table>

Practice A Conjugating the Basic Forms of Verbs
Read each verb. Then, conjugate the singular and plural forms of the verb for the tense and person indicated in parentheses.

Example: sell (past) (singular)
Answer: I sold. You sold. He, she, or it sold.

1. choose (present) (plural) 
2. draw (present perfect) (singular) 
3. help (future) (plural) 
4. hurt (present perfect) (plural) 
5. wander (past) (first-person) 

Practice B Using Verb Forms in Sentences
Read each sentence. Then, complete the sentence by filling in the blank with the verb form shown in parentheses.

Example: My brother _________ a boat on the lake. (sail, present tense)
Answer: sails

1. My mom __________ the babysitter to stay late. (ask, present perfect tense)
2. The company __________ three new houses. (build, past tense)
3. We __________ pizza for dinner. (order, future tense)
4. The tires on my bike __________ flat. (go, present perfect tense)
5. Who __________ the winner of the contest? (determine, future tense)

Writing and Speaking Application
Write three sentences about a time you went out for dinner with your family. Use different verb tenses in your sentences. Read your sentences aloud to a partner. Have your partner identify each verb you used and its tense. Then, switch roles with your partner.
82 CONJUGATING BE

Be is the most common verb in the English language. Its conjugation forms are very irregular. The principal parts of be are be, being, was, been. In the chart below, notice how the parts of be are used in four different tenses in both singular (one) and plural (more than one) forms.

<table>
<thead>
<tr>
<th>Tense</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present</td>
<td>I am. You are. He, she, or it is.</td>
<td>We are. You are. They are.</td>
</tr>
<tr>
<td>Past</td>
<td>I was. You were. He, she, or it was.</td>
<td>We were. You were. They were.</td>
</tr>
<tr>
<td>Future</td>
<td>I will be. You will be. He, she, or it will be.</td>
<td>We will be. You will be. They will be.</td>
</tr>
<tr>
<td>Present perfect</td>
<td>I have been. You have been He, she, or it has been.</td>
<td>We have been. You have been. They have been.</td>
</tr>
</tbody>
</table>

Practice A Conjugating the Basic Forms of Be

Read each sentence. Then, complete the sentence by filling in the form of be that matches the tense shown in parentheses.

Example: I _____________ second in the race. (past)
Answer: was

1. Lawrence _____________ a starter on the soccer team. (future)
2. My brother ______________ always ______________ my best friend. (present perfect)
3. Glenn ______________ the only one to complain. (past)
4. Who ______________ your two favorite singers? (present)
5. I ______________ inside all day. (present perfect)

Practice B Using Forms of Be in Sentences

Read the sentences, which are all in the present tense. Then, rewrite each sentence, changing it to the tense indicated in parentheses.

Example: Henry is a good friend. (present perfect)
Answer: Henry has been a good friend.

1. The next feature is “Monsters in the Mall.” (future) ___________________________
2. Kerry is the team’s top scorer. (present perfect) ___________________________
3. Several tires are piled inside the garage. (past) ___________________________
4. Tim and you are in the first row. (future) ___________________________
5. Inside the box is my pet turtle. (past) ___________________________

Writing and Speaking Application

Write two sentences using forms of the verb be in present tense. Then, share your sentences with three partners. One partner should read the sentences aloud, changing the verbs to past tense, one to future tense, and one to present perfect tense. Compare and correct each other’s sentences.
83 RECOGNIZING THE PROGRESSIVE TENSE OF VERBS

The progressive tense, or form, of a verb shows an action or condition that is ongoing. The progressive form of a verb describes an event that is in progress. You create the progressive form by using the present participle of a verb. That is the principal part that ends in -ing. You also add the form of the verb be that matches the tense and number. The chart below shows progressive forms.

<table>
<thead>
<tr>
<th>Progressive Tense</th>
<th>Be + Present Participle</th>
<th>Progressive Tense</th>
<th>Be + Present Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present</td>
<td>I am playing.</td>
<td>Present Perfect</td>
<td>I have been playing.</td>
</tr>
<tr>
<td>Past</td>
<td>I was playing.</td>
<td>Past Perfect</td>
<td>I had been playing.</td>
</tr>
<tr>
<td>Future</td>
<td>I will be playing.</td>
<td>Future Perfect</td>
<td>I will have been playing.</td>
</tr>
</tbody>
</table>

Show that you recognize progressive tenses of verbs by completing the following exercises.

**Practice A  Recognizing the Progressive Tenses in Sentences**
*Read each sentence. Circle the progressive form of the verb. Then, write the tense of the verb on the line.*

**Example:** I am calling all of my friends. __________

**Answer:** __________ present progressive

1. The swimmers have been practicing for hours. __________
2. The meteor was falling toward Earth. __________
3. All my friends will be cheering for me. __________
4. By summer, I will have been training for six months. __________
5. I had been napping on the couch. __________

**Practice B  Using Progressive Tense Verbs in Sentences**
*Read the sentences. Then, fill in the blank, using the tense of the verb in parentheses.*

**Example:** The plane ________ in ten minutes. (land, future progressive)

**Answer:** The plane will be landing in ten minutes.

1. Anna ________ in the park. (jog, past progressive)
2. My uncle ________ a new job. (begin, present progressive)
3. My dog ________ around in circles. (run, past perfect progressive)
4. By noon, I ________ for fifteen hours. (fast, future perfect progressive)
5. My brother ________ in the tub for a long time. (soak, present perfect progressive)
6. The painters ________ early in the morning. (arrive, future progressive)

**Writing and Speaking Application**
Write a paragraph describing a surprise birthday party. Use past progressive tense verbs in your paragraph. Read your paragraph aloud to a partner. Have your partner identify the verbs you used. Then, switch roles with your partner.
84  PROGRESSIVE TENSE OF SING

To conjugate the progressive forms of a verb, add the present participle of the verb to a conjugation of the basic forms of be.

With all verbs, regular or irregular, you create the progressive tense by using the present participle—the one that ends in -ing—with different forms of the verb be.

Here are examples of the six progressive tenses. Notice how the form of be changes in progressive tenses.

<table>
<thead>
<tr>
<th>Tense</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present progressive</td>
<td>Dan is singing a new song.</td>
</tr>
<tr>
<td>Past progressive</td>
<td>He was singing in the music room.</td>
</tr>
<tr>
<td>Future progressive</td>
<td>He will be singing in the show.</td>
</tr>
<tr>
<td>Present perfect progressive</td>
<td>Dan has been singing that song all week.</td>
</tr>
<tr>
<td>Past perfect progressive</td>
<td>Gillian had been singing with him.</td>
</tr>
<tr>
<td>Future perfect progressive</td>
<td>By Thursday, Dan will have been singing this song for a week.</td>
</tr>
</tbody>
</table>

Practice A  Recognizing the Progressive Tenses in Sentences
Read each sentence. Then, write the tense of the underlined verb on the line provided.

Example: I am running as fast as I can. ________________
Answer: present progressive

1. We will be arriving at noon. ________________
2. John was asking a question. ________________
3. By tomorrow, they will have been working on the job for a full week. ________________
4. Steven had been wanting a new watch for a while. ________________
5. The firefighters have been training for weeks. ________________

Practice B  Using Progressive Tense Verbs in Sentences
Read the sentences. Then, fill in the blank so that each sentence contains the progressive tense of the verb shown in parentheses.

Example: The fire ______ out of control. (burn, past progressive)
Answer: was burning

1. My grandparents ________________ us next week. (visit, future progressive)
2. By then, I ________________ rope for two hours straight. (jump, future perfect progressive)
3. The baby ________________ her eyes. (rub, past perfect progressive)
4. Bonita ________________ with her aunt and uncle. (stay, present progressive)
5. I ________________ weights for two weeks. (lift, present perfect progressive)

Writing and Speaking Application
Write three sentences describing a time you visited relatives or they visited you. Use verbs in different progressive tenses in your sentences. Read your sentences aloud to a partner. Have your partner identify the tense of each verb you used. Then, switch roles with your partner.
85 IDENTIFYING ACTIVE AND PASSIVE VOICE

The voice of a verb shows whether or not the subject is performing the action. A verb is in the active voice when its subject performs the action. A verb is in the passive voice when its subject does not perform the action.

Active voice shows that the subject is performing the action. Passive voice shows that the subject is being acted upon by something or someone else. You can recognize a passive verb because it is always a verb phrase made from a form of be and a past participle.

### Practice A Recognizing Active or Passive Voice

Read each sentence. On the line, write AV for active voice or PV for passive voice.

Example: The photos are stored in Eva’s computer.   _____
Answer: PV

1. The tickets were collected.   _____
2. Otto directed the play.   _____
3. Irina named her car Lulu.   _____
4. The radio was purchased there.   _____
5. The show was seen by millions.   _____
6. A new player was sent into the game.   _____
7. The fish swam around the bowl.   _____
8. The houses were built by my dad.   _____
9. Lenny asked a lot of questions.   _____
10. The players jogged around the track.   _____

### Practice B Using Active Voice in Sentences

Read each sentence. Then, rewrite the sentence in active voice.

Example: The beds were made by Alicia.
Answer: Alicia made the beds.

1. The tires were changed by Sal.   ____________________________
2. The book has been bought by Lori.   ____________________________
3. The cans were collected by the children.   ____________________________
4. A notebook was found by Calvin.   ____________________________
5. The meeting was led by the mayor.   ____________________________
6. This book was written by Betsy Byars.   ____________________________
7. The plans were drawn up by an architect.   ____________________________
8. The safe was opened by a thief.   ____________________________
9. All of the money has been stolen by him.   ____________________________
10. Later, he was caught by the police.   ____________________________

### Writing and Speaking Application

Write a short paragraph about a class project in which different students handle different tasks. Use both active and passive voice verbs. Then, read your paragraph aloud to a partner. Have your partner decide the voice of each sentence.
86 TROUBLESOME VERBS

Some verbs cause writers problems. You must learn to use these verbs correctly. Sometimes writers confuse one verb for another. At other times, writers use the wrong principal part of a verb. Remember these rules about troublesome verbs.

Use isn’t, not ain’t.
Use did, not done, as the past tense of do.
Use saw, not seen, as the past tense of see.
Use dragged, not drug, as past tense of drag.
The past tense of lie is lay, not laid.
The past participle of lie is lain, not laid.
Use gone, not went, with a helping verb.
Use set, not sat, to mean “placed something.”
Use should have, not should of.
Use said, to not report someone’s words.

Practice A  Using the Correct Verb
Read the sentences. Then, circle the correct form of the verb.

Example: Alicia (set, sat) the dishes on the table.
Answer: Alicia (set, sit) the dishes on the table.

1. The baby (laid, lay) asleep in her crib.
2. The dog (drug, dragged) the branch into our yard.
3. Then my brother (said, says), “The game is starting soon.”
4. The coach said Stan (done, had done) a good job.
5. Jenn (has laid, has lain) on the floor all afternoon.
6. I (could of, could have) brought you a sandwich.
7. Brad (ain’t, isn’t) going with us.
8. Henry (had gone, had went) with Benny to the movies.
9. The waiter (says, said), “We are all out of chicken soup.”
10. I (saw, seen) my brother hiding behind the tree.

Practice B  Using Troublesome Verbs Correctly
Read the sentences. If the underlined verb is used correctly, write C for correct. If it is not, write the correct form of the verb on the line.

Example: I done my best to answer the questions.
Answer: did

1. Felicia never seen the ball.
2. Sandy set down to rest for a while.
3. Then my sister says, “We won!”
4. The nurse ain’t giving shots today.
5. The camper set a backpack in the tent.
6. Leaves laid all around our yard.
7. The game should of been over.
8. Dot has laid in bed for two days.
9. I have seen every movie in town.
10. After Jan seen us, she smiled.

Writing and Speaking Application
Write a brief dialogue between a child and his or her older brother or sister. The child uses troublesome verbs incorrectly, and the brother/sister explains the right way to use each verb. Then, read your paragraph aloud with a partner. One of you plays the child, and the other plays the brother/sister.
87 THE NOMINATIVE CASE

Use personal pronouns in the nominative case for (1) the subject of a verb and (2) a predicate pronoun.

There are three cases of pronouns—*nominative*, *objective*, and *possessive*. You use nominative case pronouns when the pronoun is the subject of a verb. You also use nominative case pronouns for a predicate pronoun that comes after a linking verb in a sentence. The nominative case pronouns are *I, we, you, he, she, it,* and *they.*

**SUBJECT:** She rode a horse at the ranch.
**PREDICATE PRONOUN:** The person riding the horse was *she*.

Be especially careful when a pronoun is part of a compound subject or a compound predicate nominative. To make sure you are using the right case, say just the pronoun with the verb or invert the sentence to put the pronoun before the verb.

**EXAMPLE:** Annie and _____ went jogging. (*Me* went jogging or *I* went jogging?)
**CORRECT:** Annie and *I* went jogging.

**EXAMPLE:** The best artists were Carla and _____ (*We* were artists or *Us* were artists?)
**CORRECT:** The best artists were Carla and *we*.
Carla and *we* were the best artists.

**Practice B Using Nominative Case Pronouns**

Read each sentence. Then, fill in the blank with a nominative case pronoun.

**Example:** The most improved players were Luanne and ______.
**Answer:** She

1. Around the corner came Janine and _____________.
2. Sandor and ____________ are making a movie.
3. The most dangerous person was _____________.
4. J.T. and ____________ wrote the ad.
5. The first to respond were _____________.

**Writing and Speaking Application**

Write three sentences about going shopping with friends. Use nominative case pronouns in your sentences. Then, read your sentences aloud to a partner. Have your partner listen for and correct any pronoun errors. Then, switch roles with your partner.
88 THE OBJECTIVE CASE

Use personal pronouns in the objective case for (1) a direct object, (2) an indirect object, and (3) the object of a preposition.

The objective case pronouns are me, us, you, him, her, it, and them. The examples below show how objective case pronouns are used:

DIRECT OBJECT (DO): Jan’s mother helped her.
INDIRECT OBJECT (IO): Cal offered her a ride.
OBJ OF PREPOSITION (OP): Snow fell all around them.

If a pronoun is part of a compound object, think of only the pronoun with the rest of the sentence. This will help you decide whether you need an objective case pronoun. Also, be careful if a question begins with a verb. In that case, invert the sentence to put the subject before the verb.

EXAMPLE: The scoutmaster gave Dan and ______ merit badges. (Gave I or Gave me?)
CORRECT: The scoutmaster gave Dan and me merit badges.
EXAMPLE: Have you spoken to Kerry and ______? (You have spoken to her or she?)
CORRECT: Have you spoken to Kerry and her?

Practice A Identifying Objective Case Pronouns
Read each sentence. Circle the correct pronoun. Then, label it DO, IO, or OP.

Example: I invited Doug and (he, him). ______
Answer: I invited Doug and (he, him). DO

1. Tillie’s dad took (she, her) sledding. ______
2. Did you ride with (they, them)? ______
3. Please give Connie and (her, she) directions. ______
4. Where did you find Sam and (him, he)? ______
5. The fight is between Troy and (I, me). ______
6. The general pinned medals on Kylie and (she, her). ______
7. Dad brought Shelley and (me, I) juice. ______
8. Have you seen Lou and (them, they)? ______
9. What is going to happen to (us, we)? ______
10. An argument broke out between (they, them) and (us, we). ______

Practice B Using Objective Case Pronouns in Sentences
Read each sentence. Then, write an objective case pronoun to complete the sentence.

Example: Bill didn’t answer John or ______.
Answer: her

1. We joined the club after _________________.
2. I stood next to Sarah and _________________.
3. Please give Sal and ______ new uniforms.
4. Betsy chose ________________ as godparents.
5. Has Nita played ________________ in a match?
6. Erin told ____________________ a secret.
7. Come join Willa and ____________________.
8. The dog barked at Sam and _________________.
9. Enemy soldiers surrounded Carlo and ______.
10. Sue gave Jeremy and ______ good advice.

Writing and Speaking Application
Write three sentences about a memorable family gathering. Use objective case pronouns in your sentences. Then, read your sentences aloud to a partner. Have your partner listen for and correct any pronoun errors. Then, switch roles with your partner.
89  THE POSSESSIVE CASE

Use the possessive case of personal pronouns before nouns to show possession. In addition, certain personal pronouns may be used by themselves to indicate possession.

The possessive case is used to show ownership. The chart below shows which possessive pronouns are used before nouns and which ones can stand alone.

<table>
<thead>
<tr>
<th>Possessive pronouns used before</th>
<th>mine, our, your, his, her, its, our, their</th>
</tr>
</thead>
<tbody>
<tr>
<td>nouns</td>
<td>She washed her hair.</td>
</tr>
<tr>
<td></td>
<td>They deleted their files.</td>
</tr>
<tr>
<td>Possessive pronouns that can</td>
<td>mine, ours, yours, his, hers, theirs</td>
</tr>
<tr>
<td>stand alone</td>
<td>That boat was his.</td>
</tr>
<tr>
<td></td>
<td>The winning entry was theirs.</td>
</tr>
</tbody>
</table>

Possessive nouns, such as boy’s or Helen’s, usually contain an apostrophe and s. Possessive pronouns never have an apostrophe. The word it’s with an apostrophe is a contraction meaning “it is.”

Practice A  Identifying Possessive Case Pronouns

Read the sentences. Write the correct pronoun from the choices in parentheses.

Example: The blanket was (hers, her’s).  ____
Answer: hers

1. The tickets are (my, mine).  ____
2. What time is (you’re, your) game?  ____
3. The third house is (our’s, ours).  ____
4. Is that jacket (yours, your’s)?  ____
5. We searched for (there, their) dog.  ____
6. (His, His’) is the polka-dot T-shirt.  ____
7. (They’re, Their) sister is a cheerleader.  ____
8. The cat scratched (its, it’s) ear.  ____
9. (Your, You’re) camera takes great pictures.  ____
10. I can’t believe (mine, my) answer was wrong.  ____

Practice B  Using Possessive Case Pronouns Correctly in Sentences

Read each sentence. Then, complete the sentence by filling in the blank with a possessive case pronoun.

Example: I will be at ____ house by 8 A.M.
Answer: your

1. Where is _______ car?
2. I tore _______ jacket.
3. Wash _______ hands and come to dinner.
4. Have you seen _______ apartment?
5. The cheese sandwich is _______.
6. _______ mother earned a law degree.
7. Our hamster hid in _______ cage.
8. Scott changed _______ clothes three times.
9. Of all the entries, _______ was the best.
10. The highest score was _______.

Writing and Speaking Application

With a partner, write a short skit about a time you prepared a meal for your family. Use several possessive case pronouns in your dialogue. Then, perform your skit with your partner. Have your classmates listen for and identify the possessive pronouns you use.
90 SINGULAR AND PLURAL SUBJECTS

The subject and verb in a sentence must agree in number.

A subject can be singular in number or plural in number. *Singular* means “one,” and *plural* means “more than one.” Most nouns form their plurals by adding -s or -es, so they are easy to recognize. Some other nouns change their spelling for the plural. Pronouns used as subjects in sentences can also be singular or plural.

<table>
<thead>
<tr>
<th>Singular Nouns</th>
<th>bell, carpet, child, goose, man, watch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plural nouns</td>
<td>bells, carpets, children, geese, men, watches</td>
</tr>
<tr>
<td>Singular pronoun subjects</td>
<td>I, he, she, her, it, each, anyone, everyone, none, someone, this, that</td>
</tr>
<tr>
<td>Plural pronoun subjects</td>
<td>we, you, they, all, these, those, both</td>
</tr>
<tr>
<td>Pronouns that can be singular or plural subjects</td>
<td>you, some, who, any, none</td>
</tr>
</tbody>
</table>

**Practice A** Identifying Number in Nouns and Pronouns

*Read each word. Then, write whether the word is singular, plural, or both.*

**Example:** canteen _______

**Answer:** singular

1. wives ______________________
2. leaf ______________________
3. enemies ____________________
4. you _______________________
5. someone ____________________
6. some ______________________
7. empress ____________________
8. clothes ____________________
9. everyone ____________________
10. feet ______________________

**Practice B** Identifying Singular and Plural Subjects

*Read each sentence. Then, write whether the underlined subject is singular or plural.*

**Example:** The sailboat glided across the water. _______

**Answer:** singular

1. Those are our gym teachers. ______
2. Someone brought a dozen eggs. ______
3. Will you be working as servers? ______
4. The walrus entertained the children. ______
5. The box of cookies was open. ______
6. Each gave a good answer. ______
7. The cabinet held glasses and dishes. ______
8. Both of them were late. ______
9. In the sky was a flock of geese. ______
10. This is my favorite sandwich. ______

**Writing and Speaking Application**

Imagine that you are looking inside a closet at home. Write four sentences about different objects you might see. Use both singular and plural subjects in your sentences. Read your sentences aloud to a partner. Have your partner identify each subject and its number.
91 SINGULAR AND PLURAL VERBS

The subject and verb in a sentence must agree in number.

Just like subjects, verbs used in sentences can be singular in number or plural in number. Present-tense verbs sometimes cause writers problems. A present-tense verb used with a singular noun subject should have an -s at the end. Also, a present-tense verb used with a third-person singular pronoun subject (such as he, she, it, each, someone) should have an -s at the end.

Some forms of the verb be can also be singular (is, was, has been) or plural (are, were, have been). You must use a singular form with a singular subject and a plural form with a plural subject.

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Singular pronoun subjects</td>
<td>He knows. She collects. It barks.</td>
</tr>
<tr>
<td>Plural noun subjects</td>
<td>The children know. My friends collect. The dogs bark.</td>
</tr>
<tr>
<td>Plural pronoun subjects</td>
<td>They know. They collect. They bark.</td>
</tr>
<tr>
<td>Singular forms of be</td>
<td>She is angry. He has been wondering. It was closed.</td>
</tr>
<tr>
<td>Plural forms of be</td>
<td>They are angry. They have been wondering. They were closed.</td>
</tr>
</tbody>
</table>

Practice A Identifying Number in Verbs

Read each group of words. Then, write whether the underlined verb is singular or plural.

Example: The stars glimmer.

Answer: plural

1. A crowd is cheering. ______________________________

2. It erodes. ______________________________

3. Eagles fly. ______________________________

4. We were anxious. ______________________________

5. Our goal has been achieved. ______________________________

6. They have been stopped. ______________________________

7. The carriages were driven. ______________________________

8. She recalls. ______________________________

9. Both investigate. ______________________________

10. Everyone attends. ______________________________

Practice B Determining Singular and Plural Verbs in Sentences

Read each sentence. Then, fill in the blank with the singular or plural form of the verb.

Example: The dishes ________ in the cabinet.

Answer: The dishes are in the cabinet.

1. My brother ________ two books in his hand. (carry, carries)

2. Each disk ________ many files. (hold, holds)

3. The women ________ ideas. (share, shares)

4. He ________ a sandwich for lunch every day. (eat, eats)

5. The rabbit ________ soft, gray fur. (has, have)

6. Both ________ new coats. (own, owns)

7. My eyes ________ each word. (read, reads)

8. Some of the wires ________. (cross, crosses)

9. He ________ here every spring. (come, comes)

10. Musicians ________ their instruments. (play, plays)

Writing and Speaking Application

Write three sentences about things you might see while walking home from school. Use singular and plural present-tense verbs. Read your sentences aloud to a partner. Have your partner identify each verb and its number. Then, switch roles with your partner.
92 MAKING VERBS AGREE WITH SINGULAR AND PLURAL SUBJECTS

The subject and verb in a sentence must agree in number. A prepositional phrase that comes between a subject and its verb does not affect subject-verb agreement.

Singular subjects need to be paired with singular verbs, and plural subjects need to be paired with plural verbs. Be careful when you are working with present-tense verbs. A present-tense singular verb often ends in -s. Also, remember that the singular forms of the verb be include am, is, was, and has been, and the plural forms include are, were, and have been.

SINGULAR: This chair is broken. The shoelace is tied in knots.
PLURAL: These chairs are broken. The shoelaces have been untied.

If a subject is separated from its verb by a prepositional phrase, ignore the prepositional phrase. Make sure the verb agrees in number with the subject. The object of the preposition is never the subject.

SINGULAR: The sign on my door reads “Keep Out!”
PLURAL: The words on the page look blurry to me.

Show that you can recognize and understand subject-verb agreement by completing the exercises.

Practice A Making Subjects and Verbs Agree

                                  Read the sentences. Write the verb in parentheses that agrees with the subject. Then, label the subject singular or plural.

Example: The men on the team (practice, practices) hard. _________
Answer: practice — plural

1. These customers (require, requires) your help. ____________________________
2. Our neighbor seldom (visit, visits). ____________________________
3. The paintings on the wall (belong, belongs) to my sister. ____________________________
4. A pile of clothes (was, were) lying on the floor. ____________________________
5. Everyone (ask, asks) about you. ____________________________

Practice B Revising for Subject-Verb Agreement

                                  Read the sentences. Then, if a sentence has an error in subject-verb agreement, rewrite the sentence correctly. If a sentence has no error, write correct.

Example: The newspaper sell for 25 cents.
Answer: The newspaper sells for 25 cents.

1. The people in the crowd is very excited. ____________________________
2. Each fan cheer loudly for our team. ____________________________
3. The players on the team appreciate the support. ____________________________
4. The gymnasts performs different exercises. ____________________________
5. A woman in the stands clap loudly. ____________________________

Writing and Speaking Application

Write a paragraph about an athletic event going on right now. Use singular and plural subjects and present-tense verbs. Read your paragraph aloud to a partner. Have your partner correct any mistakes in subject-verb agreement. Then, switch roles with your partner.
93 MAKING VERBS AGREE WITH COLLECTIVE NOUNS

Use a singular verb with a collective noun acting as a single unit. Use a plural verb when the individual members of the group are acting individually.

Collective nouns name groups of people or things. A collective noun that acts as one group together is singular and takes a singular verb. A collective noun in which the group members act as individuals is plural and takes a plural verb.

SINGULAR: The committee explains its findings.
                 The band enters a competition.

PLURAL:    The committee are taking sides on the issue.
                 The band are each collecting funds from neighbors.

Practice A Identifying the Number of Collective Nouns

Read the sentences. Then, label each underlined collective noun as singular or plural.

Example: The committee are bringing snacks from home. ________

Answer: plural

1. The army was divided into two groups. ________

2. The troop is patrolling the area. ________

3. The audience are stamping their feet impatiently. ________

4. Our class are mostly in favor of the new rule. ________

5. The jury consists of six men and six women. ________

6. The band is performing in the school auditorium. ________

7. The army are preparing for their inspection. ________

8. The troop is camping out on the field. ________

9. The audience were each asked three questions. ________

10. The staff have their offices on the tenth floor. ________

Practice B Making Verbs Agree With Collective Nouns

Read the sentences. Then, circle the verb in parentheses that agrees with the subject.

Example: After practice, the team (change, changes) into their street clothes.

Answer: After practice, the team (change, changes) into their street clothes

1. The jury (sit, sits) in a special box in the courtroom.

2. The jury (disagree, disagrees) on the verdict.

3. The faculty (come, comes) from different backgrounds.

4. A majority (is, are) needed to pass the bill.

5. The council (meet, meets) at Town Hall on Tuesdays.

6. The team (plan, plans) to travel in separate cars.

7. The class (is gathering, are gathering) for a photo.

8. The club (is sharing, are sharing) recipes.

Writing and Speaking Application

Write a paragraph about a school team or club. Try to use collective nouns as both singular and plural subjects. Read your paragraph aloud to a partner. Have your partner correct any mistakes in subject-verb agreement. Then, switch roles with your partner.
94 MAKING VERBS AGREE WITH COMPOUND SUBJECTS

A compound subject consists of two or more subjects with the same verb. The subjects are usually connected by a conjunction such as and, or, or nor. Use the rules and examples below.

When a compound subject is connected by and, the verb that follows is usually plural.

**PLURAL VERB:** Ken and Ellen live in the same building.
The teams and coaches are meeting at 9 A.M.

When two singular subjects are joined by or or nor, use a singular verb. When two plural subjects are joined by or or nor, use a plural verb.

**SINGULAR VERB:** Neither the book nor the movie is very exciting.
**WITH PLURAL VERB:** Neither the players nor their coaches have been interviewed

When a compound subject is made up of one singular and one plural subject joined by or or nor, the verb agrees with the subject closer to it.

**SINGULAR VERB:** The girls or their teacher has completed the survey.
**PLURAL VERB:** Neither Ari nor his parents are planning to attend.

Practice A  Making Verbs Agree With Compound Subjects

Read the sentences. Then, circle the verb in parentheses that agrees with the subject.

Example: Kareem or his brothers (is, are) collecting toys for the poor.

**Answer:** Kareem or his brothers (is, are) collecting toys for the poor.

1. A new camera and memory stick (is, are) on order.
2. Either snow or sleet (is, are) predicted tomorrow.
3. Neither Jenna nor her parents (has found, have found) my watch.
4. Either Nicki or Nan (own, owns) that CD.
5. The beach and sand dunes (is, are) under water.

Practice B  Revising for Agreement Between Verbs and Compound Subjects

Read the sentences. If a sentence has an error in subject-verb agreement, rewrite the verb to agree with the subject. If a sentence has no error, write correct.

Example: Carl and Evan has passed the test.

**Answer:** have passed

1. Neither the twins nor their older brother have played the game before. ______________________
2. My suit pants and coat is being cleaned. ______________________
3. Neither bottles nor cans is being recycled at this time. ______________________
4. Either Juanita or her sister is expected to win the race. ______________________
5. Bonnie or Lisa have been offered the job. ______________________

Writing and Speaking Application

Write three sentences using the names of members of your family as compound subjects joined by and or or. Read your sentences aloud to a partner. Have your partner correct any mistakes in subject-verb agreement. Then, switch roles with your partner.
95 AGREEMENT IN INVERTED SENTENCES

When a subject comes after the verb, the subject and verb still must agree with each other in number.

Sometimes the verb or part of the verb comes before the subject in a sentence. This often happens with questions that begin with a helping verb, such as has, have, do, or does. Also, the subject often follows the verb in sentences that begin with a prepositional phrase or with the words here, there, or where. These sentences are called inverted sentences. To determine if the subject and verb agree, rearrange the sentence in normal order in your mind.

<table>
<thead>
<tr>
<th>Inverted Order</th>
<th>Rearranged in Normal Order</th>
</tr>
</thead>
<tbody>
<tr>
<td>Around the pool swim the otters.</td>
<td>The otters swim around the pond.</td>
</tr>
<tr>
<td>Has Evan returned your book?</td>
<td>Evan has returned your book.</td>
</tr>
<tr>
<td>There are the building materials</td>
<td>The building materials are there.</td>
</tr>
<tr>
<td>Where are they going?</td>
<td>They are going where.</td>
</tr>
</tbody>
</table>

Practice A  Identifying Subjects and Verbs in Inverted Sentences
Read the sentences. Then, write the subject and verb on the line provided. Also write whether they are singular or plural.

Example: Over the fence sails the ball.  ________
Answer: ball, sails — singular

1. Have Gino and Vince been here before?  __________________________
2. Here are some flowers from our yard.  __________________________
3. Is anyone going to the store?  __________________________
4. Into the pasture go the sheep.  __________________________
5. Inside the room were three frightened boys.  __________________________

Practice B  Revising for Agreement in Inverted Sentences
Read the sentences. If a sentence has an error in subject-verb agreement, rewrite the sentence correctly. If a sentence has no error, write correct.

Example: Beneath the bridge was a barge and tugboat.
Answer: Beneath the bridge were a barge and tugboat.

1. Where is the raincoat and boots you bought?  __________________________
2. Here comes my best friends.  __________________________
3. Into the game strides the relief pitcher.  __________________________
4. Has Luke and LaRhonda practiced their solos?  __________________________
5. Near the factory was several abandoned houses.  __________________________

Writing and Speaking Application
Write three sentences or questions in inverted order about a recent news event. Read your sentences aloud to a partner. Have your partner correct any mistakes in subject-verb agreement. Then, switch roles with your partner.
96 VERB AGREEMENT WITH INDEFINITE PRONOUNS

When an indefinite pronoun is the subject, the verb must agree in number with the pronoun. The number of the indefinite pronoun is the same as the number of the noun to which it refers.

The chart below shows the three different types of indefinite pronouns.

<table>
<thead>
<tr>
<th>Always Singular</th>
<th>Always Plural</th>
<th>Singular or Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>anybody</td>
<td>everybody</td>
<td>both</td>
</tr>
<tr>
<td>anyone</td>
<td>everyone</td>
<td>few</td>
</tr>
<tr>
<td>anything</td>
<td>everything</td>
<td>many</td>
</tr>
<tr>
<td>nothing</td>
<td>nobody</td>
<td>several</td>
</tr>
<tr>
<td>one</td>
<td>each</td>
<td>others</td>
</tr>
<tr>
<td>either</td>
<td>more</td>
<td>none</td>
</tr>
<tr>
<td>some</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If an indefinite pronoun is followed by a prepositional phrase, mentally cross out the phrase to help you focus. Then, decide whether a singular or a plural verb is needed.

EXAMPLES: Everyone in both families speaks Italian.
Most of my friends are trying out for the play.

Practice A Making Verbs Agree With Indefinite Pronoun Subjects
Read the sentences. Then, circle the verb in parentheses that agrees with the subject.

Example: Each of the brothers (is staying, are staying) at my house.
Answer: Each of the brothers (is staying, are staying) at my house.

1. All of her teammates (was cheering, were cheering) for her.
2. All of the pie (has been eaten, have been eaten).
3. Some of his interests (include, includes) gymnastics and karate.
4. Everyone (require, requires) eight hours of sleep.
5. When something (change, changes), please let us know.

Practice B Revising for Agreement Between Verbs and Indefinite Pronouns
Read the sentences. If a sentence has an error in subject-verb agreement, rewrite the sentence correctly. If a sentence has no error, write correct.

Example: Much of the car were damaged.
Answer: Much of the car was damaged.

1. Each of the ties were hand painted.
2. Few of my friends has joined the club.
3. Everyone in the audience were applauding.
4. All of the tires were flat.
5. Both was searching for a bargain.

Writing and Speaking Application
Write three sentences about people watching or participating in a sporting event. Use indefinite pronoun subjects in your sentences. Read your sentences aloud to a partner. Have your partner correct any mistakes in subject-verb agreement. Then, switch roles with your partner.
97 MAKING PERSONAL PRONOUNS AND ANTECEDENTS AGREE

A personal pronoun must agree with its antecedent in person, number, and gender. Person tells whether a pronoun refers to the person speaking (first person—I or we), the person spoken to (second person—you), or the person, place, or thing spoken about (third person—he, she, it, they). Number tells whether the pronoun is singular or plural. Gender tells whether a third person singular antecedent is masculine, feminine, or not known.

EXAMPLES: The hermit crab left its shell. (third person, singular, gender not known)
Anna ironed her sweaters. (third person, plural, feminine)

Show that you can make personal pronouns and antecedents agree by completing the following exercises.

Practice A Making Personal Pronouns Agree With Their Antecedents
Read each sentence. Then, fill in the blank with the correct personal pronoun.

Example: My sister and I welcomed ________ grandmother.
Answer: My sister and I welcomed our grandmother.

1. Jiro and Hiroshi are stars on ________ baseball team.
2. Hannah brought ____________ own guitar.
3. Marianne went shopping with ____________ grandmother.
4. We shopped at ____________ favorite store.
5. Both Kerri and Luci entered ____________ names in the contest.
6. Either Kerri or Luci hopes ____________ will win.
7. The bear cub injured ____________ paw.
8. The eaglets abandoned ____________ nest.
9. Anthony took off ____________ shoes.
10. Charles removed the ring and put ____________ in ____________ pocket.

Practice B Revising for Pronoun-Antecedent Agreement
Read each sentence. Then, revise each sentence so that the personal pronoun agrees with its antecedent.

Example: Carla and Bette put the books in her lockers.
Answer: Carla and Bette put the books in their lockers.

1. Either Emily or Dee has offered their help.
2. Both girls said she would be in the play.
3. One of the disks was not put back in their case.
4. My brother and I plan to visit his grandmother.
5. Where did Robby store its suitcase?

Writing and Speaking Application
Write three sentences about things people in your family collect or save. Use personal pronouns in each of your sentences. Read your sentences aloud to a partner. Have your partner correct any mistakes in pronoun-antecedent agreement. Then, switch roles with your partner.
98 AVOIDING PROBLEMS WITH NUMBER AND GENDER

A personal pronoun must agree with its antecedent in person, number, and gender. The chart below provides some suggestions for determining the number or gender of the antecedent.

| Use a singular personal pronoun when . . . | two or more singular antecedents are joined by or or nor. | EXAMPLE: Either Liane or Deborah will present her project next. |
| Use a plural personal pronoun when . . . | two or more antecedents are joined by and. | EXAMPLE: Liane and Deborah will deliver their reports. |
| Use a singular pronoun to refer to a collective noun . . . | that names a group that is acting as a single unit. | EXAMPLE: The committee will hold its meeting on Tuesday. |
| Use a plural pronoun to refer to a collective noun . . . | when the members or parts of a group are acting individually. | EXAMPLE: The committee will present their reports at the meeting. |
| To refer to both males and females at the same time . . . | use the phrase his or her or him or her. | EXAMPLE: Each student must have his or her ticket to be admitted. |
| To avoid the problem of matching gender . . . | rewrite the sentence to use a plural antecedent and plural pronoun. | EXAMPLE: All students must have their tickets to be admitted. |

Practice A Making Pronouns and Antecedents Agree

Read the sentences. Then, circle the pronoun in parentheses that agrees with its antecedent.

Example: The cast rehearsed (its, their) parts.
Answer: The cast rehearsed (its, their) parts.

1. Amara and Suzanne have submitted (her, their) report.
2. Neither Van nor Hal brought (his, their) lunch.
3. Each driver passed (her, his or her) written test.
4. All applicants must take (his or her, their) driving tests this afternoon.
5. The council met in (their, its) new chamber.

Practice B Supplying Pronouns That Agree With Their Antecedents

Read each sentence. Then, supply a pronoun or pronoun phrase to complete the sentence.

Example: Each actor delivered ___________ lines.
Answer: his or her

1. Either Maria or Rosa will prepare ___________ recipe tonight.
2. A chipmunk or rabbit has made ___________ home under our yard.
3. The troupe are wearing ___________ new costumes.
4. Each member is responsible for ___________ own task.
5. Irina and Nick completed ___________ science project.

Writing and Speaking Application

Write three sentences using names of characters in books you have read as compound subjects. Use personal pronouns in each of your sentences. Read your sentences aloud to a partner. Have your partner correct any mistakes in pronoun-antecedent agreement.
99 MAKING PERSONAL PRONOUNS AND INDEFINITE PRONOUNS AGREE

Use a singular personal pronoun when its antecedent is a singular indefinite pronoun. Remember to ignore a prepositional phrase that comes between the antecedent and the pronoun. A pronoun matches the number of the antecedent and not the number of the object of the preposition.

Examples: Everyone had his or her own electronic mailbox.
Each of the women drove her children to school.

Practice A Supplying Pronouns That Agree With Indefinite Pronoun Antecedents
Read the sentences. Then, fill in the blank with a pronoun that agrees with its antecedent.

Example: One of the women gymnasts is stretching ___________ muscles.
Answer: her

1. All of us brought _______________ cameras to school.
2. Each of the girls was asked _______________ name.
3. Somebody has forgotten _______________ backpack.
4. Both of my sisters put _______________ names on the list.
5. One of the ponies has hurt _______________ leg.
6. Every officer was assigned _______________ own district.
7. Most of the pieces were put where _______________ belong.
8. Each member of the boys’ softball team returned _______________ uniform.
9. Most of the children recited _______________ poems.
10. Each of the students has been given _______________ identification card.

Practice B Revising for Pronoun-Antecedent Agreement
Read each sentence. Then, revise each sentence so that the personal pronoun agrees with its antecedent.

Example: Each of the men parked their cars in the lot.
Answer: Each of the men parked his car in the lot.

1. All of the women offered her help.
2. One of the men agreed to bring their set of tools.
3. Few of us have read their books yet.
4. Everybody was given their own poem to analyze.
5. The parakeet sat on their perch and sang.

Writing and Speaking Application
Write three sentences about things that people are bringing to a picnic. Use indefinite and personal pronouns in each of your sentences. Read your sentences aloud to a partner. Have your partner correct any mistakes in pronoun-antecedent agreement. Then, switch roles with your partner.
100 THREE FORMS OF COMPARISON

Most adjectives and adverbs have three forms, or degrees, of comparison: positive, comparative, and superlative.

Adjectives and adverbs are called modifiers because they change or add meaning to nouns, verbs, or other parts of speech. Modifiers can also be used to compare two or more items.

<table>
<thead>
<tr>
<th>Positive degree</th>
<th>Main form; used when no comparison is being made</th>
<th>Adj: small, significant, gentle, shy Adv: fast, energetically, well</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparative degree</td>
<td>Used to compare two items or actions; often ends in -er or includes the word more</td>
<td>Adj: smaller, more significant, shyer Adv: faster, more energetically, better</td>
</tr>
<tr>
<td>Superlative degree</td>
<td>Used to compare more than two items or actions; often ends in -est or includes the word most; often follows the word the</td>
<td>Adj: smallest, most significant, shyest Adv: fastest, most energetically, best</td>
</tr>
</tbody>
</table>

Practice A Identifying the Forms of Adjectives and Adverbs

Read each word or group of words. Then, label each word or words as positive, comparative, or superlative.

Example: faster
Answer: comparative

1. fiercest
2. most intelligent
3. certain
4. more gently
5. most interesting
6. swiftest
7. prettiest
8. more exciting
9. dramatically
10. more knowledgeable

Practice B Identifying Forms of Modifiers in Sentences

Read each sentence. Then, write whether the underlined modifier is in positive, comparative, or superlative form.

Example: This test was harder than last week’s test.
Answer: comparative

1. This is the most delicious chili in town.
2. The girls became more excited about the project.
3. The fire burned brightly.
4. Our restaurant was given the highest ranking.
5. Could you speak a little louder?
6. This vinegar is the most bitter I have ever tasted.
7. She walked cautiously into the room.

Writing and Speaking Application

Write three sentences comparing different brands of products, such as toothpaste. Use comparative and superlative modifiers in your sentences. Read your sentences aloud to a partner, who will identify each modifier and its form. Then, switch roles.
101 REGULAR MODIFIERS WITH ONE OR TWO SYLLABLES

Use -er or more to form the comparative degree and use -est or most to form the superlative degree of most one- and two-syllable modifiers.

Most adjectives and adverbs that contain one or two syllables are regular. With some modifiers—such as adjectives that end with -ful or -less or adverbs that end with -ly—adding -er or -est would sound funny. So the word more is used for the comparative degree, and the word most for the superlative degree.

<table>
<thead>
<tr>
<th>Degree Add -er or -est</th>
<th>Use more or most</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparative adjectives</td>
<td>bigger, earlier, healthier, lighter, saltier, windier</td>
</tr>
<tr>
<td>Superlative adjectives</td>
<td>biggest, earliest, healthiest, lightest, saltiest, windiest</td>
</tr>
<tr>
<td>Comparative adverbs</td>
<td>later, earlier</td>
</tr>
<tr>
<td>Superlative adverbs</td>
<td>latest, earliest</td>
</tr>
</tbody>
</table>

Practice A  Identifying Degrees of Regular Adjectives and Adverbs
Read the adjective or adverb. Then, write the comparative and superlative degree on the lines.

Example: calm
Answer: calmer, calmest

1. cheap
2. slim
3. deeply
4. nearly
5. charming
6. warmly
7. fierce
8. handsome
9. lovely
10. happily

Practice B  Using Forms of Modifiers
Read the sentences. Then, fill in the blank, using the form of the modifier specified in parentheses.

Example: Sheryl is _______ than her brother. (old, comparative)
Answer: older

1. Dierdre is one of the __________________________ people I know. (handy, superlative)
2. She works the __________________________ of all the drillers. (hard, superlative)
3. This treatment is __________________________ than the last one. (painful, comparative)
4. Taking yoga classes is helping Denny become __________________________. (relaxed, comparative)
5. He began acting __________________________ than before. (strangely, comparative)

Writing and Speaking Application
Write three sentences about actors or singers you admire. Use comparative and superlative modifiers in your sentences. Read your sentences aloud to a partner. Have your partner identify each modifier and tell its form. Then, switch roles with your partner.
102 REGULAR MODIFIERS WITH THREE OR MORE SYLLABLES

Use *more* and *most* to form the comparative and superlative degrees of all modifiers of three or more syllables. Do not use *-er* or *-est* with modifiers of more than two syllables.

Longer adjectives and adverbs include the word *more* to form their comparative degree. They include the word *most* to form their superlative degree.

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>amazing</td>
<td>more amazing</td>
<td>most amazing</td>
</tr>
<tr>
<td>impatient</td>
<td>more impatient</td>
<td>most impatient</td>
</tr>
<tr>
<td>happily</td>
<td>more happily</td>
<td>most happily</td>
</tr>
<tr>
<td>significantly</td>
<td>more significantly</td>
<td>most significantly</td>
</tr>
</tbody>
</table>

**Practice A Using Forms of Longer Modifiers**

*Read each sentence. Then, fill in the word* *more* *or* *most* *to match the degree shown in parentheses.*

**Example:** Of all the rides, the Hurricane is the _______ frightening. (superlative)

**Answer:** most

1. Allie is the ___________________________ studious person in the class. (superlative)
2. Carolyn is ______________________________ knowledgeable about science than I am. (comparative)
3. Of the two dresses, this one is ______________________________ elegant. (comparative)
4. Sean reread his essay ______________________________ carefully. (comparative)
5. She is the ______________________________ insistent person I know. (superlative)
6. This restaurant was ______________________________ expensive than I had thought. (comparative)
7. He spoke the words ______________________________ emphatically the second time. (comparative)
8. Babysitting the James twins was the ______________________________ exhausting job ever. (superlative)
9. My cousin performed the piano solo ______________________________ smoothly than I did. (comparative)
10. She played the ______________________________ confidently of all the performers. (superlative)

**Practice B Using Forms of Modifiers**

*Read the sentences. Then, fill in the blank, using the form of the modifier specified in parentheses.*

**Example:** Whose eyes are _______ (beautiful, comparative)?

**Answer:** more beautiful

1. Alex is the ______________________________ player on the team. (experienced, superlative)
2. The bells chimed ______________________________ when the wind blew harder. (noisily, comparative)
3. The Grand Canyon is the ______________________________ place I have ever visited. (incredible, superlative)
4. Which coin is the ______________________________? (valuable, superlative)
5. The lion roared ______________________________. (ferociously, comparative)

**Writing and Speaking Application**

Write a brief description for a brochure about a place you would like to visit someday. Use comparative and superlative modifiers in your description. Read your sentences aloud to a partner. Have your partner identify each modifier and tell its form. Then, switch roles.
103 ADVERBS ENDING IN -LY

Use more to form the comparative degree and most to form the superlative degree of most adverbs ending in -ly.

Many adverbs end in -ly. The comparative form of these adverbs includes the word more. The superlative form includes the word most.

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>courageously</td>
<td>more courageously</td>
<td>most courageously</td>
</tr>
<tr>
<td>deadly</td>
<td>more deadly</td>
<td>most deadly</td>
</tr>
<tr>
<td>sincerely</td>
<td>more sincerely</td>
<td>most sincerely</td>
</tr>
<tr>
<td>skillfully</td>
<td>more skillfully</td>
<td>most skillfully</td>
</tr>
</tbody>
</table>

Show that you can recognize and use forms of adverbs ending in -ly by completing the following exercises.

Practice A  Identifying Degrees of Adverbs Ending in -ly
Read the adverb. Then, write the comparative and superlative degree of the adverb on the lines provided.

Example: successfully
Answer: more successfully most successfully

1. genuinely
2. nearly
3. carelessly
4. tensely
5. coldly
6. dearly
7. impatiently
8. desperately
9. certainly
10. intensely

Practice B  Using Correct Forms of Adverbs
Read each sentence. Then, complete the sentence, filling in the form of the modifier specified in parentheses.

Example: The plants grew ________ after they were fertilized. (quickly, comparative)
Answer: more quickly

1. The star gave off the ____________________________ bright light. (amazingly, superlative)
2. After he got a haircut, Sam was greeted __________________________. (favorably, comparative)
3. You should have read the chapter __________________________. (carefully, comparative)
4. This is the __________________________ awaited day in the year. (eagerly, superlative)
5. He tried to act __________________________ towards other people. (sensitively, comparative)

Writing and Speaking Application
Write a paragraph about an automobile or bicycle race. Use comparative and superlative forms of adverbs in your sentences. Read your paragraph aloud to a partner. Have your partner identify each adverb and tell its form. Then, switch roles with your partner.
104 USING LESS AND LEAST

Use less with a modifier to form the decreasing comparative degree and least to form the decreasing superlative degree.

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>exciting</td>
<td>less exciting</td>
<td>least exciting</td>
</tr>
<tr>
<td>swiftly</td>
<td>less swiftly</td>
<td>least swiftly</td>
</tr>
</tbody>
</table>

Practice A  Identifying Decreasing Degrees of Modifiers
Read the adjective or adverb. Then, write the decreasing comparative and superlative forms of the modifier on the line provided.

Example: tense
Answer: less tense, least tense

1. valuable
2. strictly
3. protective
4. affectionate
5. honest
6. hopeful
7. ably
8. tentatively
9. careful
10. beautifully

Practice B  Using the Correct Form of Modifier
Read each sentence. Then, write the word less or least in the blank to create the form in parentheses.

Example: Of all my friends, José is the _______ patient. (superlative)
Answer: least

1. Sam forgets assignments often than Alicia. (comparative)
2. Which of the two cleansers is _______ toxic? (comparative)
3. This is the _______ comfortable chair in the room. (superlative)
4. Which of these muffins is the _______ fattening? (superlative)
5. This medicine works _______ effectively than that brand. (comparative)
6. The cotton sweater was _______ scratchy than the wool one. (comparative)
7. Dean’s answers were the _______ intelligent of all. (superlative)
8. Lissy responded _______ cheerfully to our criticism. (comparative)
9. Of all of her ideas, this one is the _______ creative. (superlative)
10. This motor runs _______ efficiently than the old one. (comparative)

Writing and Speaking Application
Write three sentences about someone who is having a bad day. Use decreasing comparative and superlative modifiers in your sentences. Read your sentences aloud to a partner. Have your partner identify each modifier and tell its form. Then, switch roles with your partner.
105 IRREGULAR ADJECTIVES AND ADVERBS

Memorize the comparative and superlative forms of adjectives and adverbs that are irregular. With some adjectives and adverbs, the comparative and superlative degrees are formed in unusual ways. There are no rules to help you. You will have to memorize the correct forms.

Show that you understand and can use irregular modifiers by completing the following exercises.

Practice A Supplying Comparative and Superlative Degrees of Irregular Modifiers

Complete the chart by filling in the missing forms of the irregular adjectives and adverbs.

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>bad (adjective)</td>
<td>worse</td>
<td>worst</td>
</tr>
<tr>
<td>badly (adverb)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>far (distance)</td>
<td>farthest</td>
<td></td>
</tr>
<tr>
<td>far (extent)</td>
<td>further</td>
<td></td>
</tr>
<tr>
<td>good (adjective)</td>
<td>better</td>
<td></td>
</tr>
<tr>
<td>well (adverb)</td>
<td></td>
<td>best</td>
</tr>
<tr>
<td>many</td>
<td>more</td>
<td></td>
</tr>
<tr>
<td>much</td>
<td></td>
<td>most</td>
</tr>
</tbody>
</table>

Practice B Using Forms of Irregular Modifiers

Read each sentence. Then, fill in the blank, using the form of the modifier specified in parentheses.

Example: Which sweater do you like _________? (much, superlative)

Answer: most

1. These are the _______________ tomatoes I have ever eaten. (good, superlative)
2. I am feeling __________________________ than before. (bad, comparative)
3. Pittsburgh is ______________________________ away than Baltimore. (far, comparative)
4. Tyler plays __________________________ than I do. (good, comparative)
5. I look __________________________ like my mother than my father. (much, comparative)
6. Which restaurant serves the _______________ pancakes? (good, superlative)
7. I have thought __________________________ about your idea. (far, comparative)
8. I pushed that idea __________________________, out of my mind (far, comparative)
9. __________________________ soccer players are right-footed. (many, superlative)
10. That is the __________________________ movie I have seen this year. (bad, superlative)

Writing and Speaking Application

With a partner, write and perform a dialogue in which one of you asks questions using forms of the irregular modifiers in this lesson, and the other answers the questions. For example: What is the best place to buy sneakers in town? Ace Department Store is the best place. Then, switch roles.
106 USING COMPARATIVE AND SUPERLATIVE DEGREES

Use the comparative degree to compare two people, places, or things. Use the superlative degree to compare three or more people, places, or things.

Look carefully at the other words in the sentence to help you decide if you should use the comparative form (comparing two items) or superlative form (comparing more than two).

Avoid using double comparisons, such as more better, more friendlier, most happiest, or worser.

Show that you understand and can use comparative and superlative degrees of modifiers correctly by completing the following exercises.

Practice A  Determining the Correct Form of Modifier
Read each sentence. Then, fill in the correct form of the modifier shown in parentheses.

Example: Whipped butter spreads ______ than solid butter. (easily)
Answer: more easily

1. DeJuan is the ____________________________ runner on the track team. (fast)
2. Of all the children, she is the ____________________________. (noisy)
3. This is the ____________________________ novel she has written. (short)
4. My mother is ____________________________ than her sister. (slim)
5. You must answer ____________________________ to outscore your opponent. (quickly)

Practice B  Revising for Correct Use of Modifiers
Read the sentences. If a sentence contains a modifier error, rewrite the sentence correctly. If a sentence has no error, write correct.

Example: They are the most happiest couple I know.
Answer: They are the happiest couple I know.

1. Who is the bestest player on the team? ____________________________
2. They are the most poorest family in the neighborhood. ____________________________
3. Which of the two brothers do you think looks youngest? ____________________________
4. That bread is the most softest you can buy. ____________________________
5. That is the most impressive building in town. ____________________________

Writing and Speaking Application
Write a short commercial in which you compare one radio station to others in your community. Use comparative and superlative modifiers in your commercial. Read your commercial to a partner. Your partner should listen for and correct any errors in your use of modifiers. Then, switch roles.
107 MAKING LOGICAL COMPARISONS

When you make a comparison, be sure you are comparing things that have clear similarities. Also, make sure that your sentences compare only similar items. When comparing one of a group to the rest of the group, make sure your sentence contains the word other or else.

UNBALANCED: My essay is better than Amber. (What are you comparing?)
BALANCED: My essay is better than Amber’s.

UNBALANCED: Climbing on a stepladder is safer than a chair. (What are you comparing?)
BALANCED: Climbing on a stepladder is safer than climbing on a chair.

CONFUSING: Marta draws better than anyone in the class. (Isn’t Marta in the class?)
CLEAR: Marta draws better than anyone else in the class.

Practice A Recognizing Logical Comparisons
Read each sentence. Then, write whether the comparison is unbalanced or balanced.

Example: My aunt’s truck is cleaner than my uncle. Answer: unbalanced

1. Today’s sale is bigger than last week.
2. Heather’s ring is shinier than Nora.
3. Derek’s teeth are whiter than mine.
4. This watch is more valuable than any watch in the store.
5. Sam’s laugh is louder than Shawn’s.

Practice B Revising to Make Comparisons Logical
Read the sentences. If a sentence contains an illogical comparison, rewrite the sentence correctly. If a sentence has no error, write correct.

Example: Parker is a better athlete than anyone in the family.
Answer: Parker is a better athlete than anyone else in the family.

1. I like spinach more than any vegetable.
2. Kerry’s answer was more complete than Brian.
3. This chair is more comfortable than any in the room.
4. Chicago is more populous than St. Louis.
5. Dave’s speech was more interesting than anyone’s.

Writing and Speaking Application
Write three sentences that follow this pattern: _______ is _______ than _______. Read your sentences to a partner. Your partner should listen for and correct any illogical comparisons. Then, switch roles with your partner.
108 TROUBLESOME ADJECTIVES AND ADVERBS

Use the adjective bad with a linking verb, such as feel. Use the adverb badly with an action verb, such as sing.

Use good with nouns or after linking verbs. Use well with action verbs or to describe health. Use fewer to answer the question How many? Use less to answer the question How much?

INCORRECT: She performed bad in the play. Sara feels badly about the argument.
CORRECT: She performed badly in the play. Sara feels bad about the argument.

INCORRECT: I bought less apples today. That bread tastes well.
CORRECT: I bought fewer apples today. That bread tastes good.

INCORRECT: She performed bad in the play.
CORRECT: She performed badly in the play.

INCORRECT: I bought less apples today.
CORRECT: I bought fewer apples today.

INCORRECT: I bought less apples today.
CORRECT: I bought fewer apples today.

INCORRECT: I bought less apples today.
CORRECT: I bought fewer apples today.

Be careful where you place the word just or only in a sentence. If you mean “no more than,” then just or only should go right before the word it modifies.

CONFUSING: I only bought two pairs of shoes. The senate just discussed one bill.
CLEAR: I bought only two pairs of shoes. The senate discussed just one bill.

Practice A Using Bad and Badly, Good and Well, Fewer and Less

Read each sentence. Then, circle the word in parentheses that correctly completes the sentence.

Example: The milk smells (bad, badly).
Answer: The milk smells (bad, badly).

1. I performed (good, well) at the audition.
2. He felt (bad, badly) about his error.
3. This sandwich tastes really (good, well).
4. The medicine made Darryl (good, well).
5. She played (less, fewer) than five CDs.
6. If we defend (good, well), we’ll win.

Practice B Fixing Troublesome Modifiers

Read the sentences. Rewrite the sentences that contain errors in the use of modifiers. If a sentence has no error, write correct.

Example: Steve plays the piano very good.
Answer: Steve plays the piano very well.

1. We received less than six letters.
2. I only have one clean shirt.
3. I brought just two friends with me.
4. Lew slipped and turned his ankle bad.
5. The band sounds badly tonight.
6. Don’t feel bad about losing the race.

Writing and Speaking Application

Write a paragraph in which you review a TV show or movie. Use the words good, well, bad, and badly in your review. Read your review to the class. Have your classmates listen for and point out any errors with modifiers.
109 USING PERIODS

A period indicates the end of a sentence or an abbreviation. Use a period to end a declarative sentence—a sentence of fact or opinion. Use a period to end most imperative sentences—sentences that give directions or commands. Use a period to end a sentence that contains an indirect question. Use a period after most abbreviations and initials.

Declarative Sentence: The basketball game is tonight.
Imperative Sentence: Close the windows.
Indirect Question: Alexis asked me if I would help.
Abbreviations: Mrs. M.D. Corp. Sr. Wed.
Initials: Robert E. Lee C. S. Lewis J. D. Winters

Practice A Adding Periods
Read each sentence. Then, add periods where they are needed. Circle each period you add.

Example: Prof L Smith is teaching history at the college
Answer: Prof . L . Smith is teaching history at the college.

1. The law firm handling the case is D L Roberts, Ltd
2. Mr Towers asked me if I had done my homework
3. Emily lives at 4404 Oak St
4. Rep Matthews is in Springfield campaigning for re-election
5. Please speak to Col Woods about the decision
6. Bill Martin, Jr, writes books for children
7. Don’t do it, K C
8. Olivia asked Kyle if he had seen Dr Moore yet
9. See that your name is on your paper
10. Ms Foster is in charge of the science fair

Practice B Using Periods
Read each sentence. Then, on the line, write it correctly, adding periods.

Example: I asked Mrs Roberts why my grade was so low
Answer: I asked Mrs. Roberts why my grade was so low.

1. Please take Benjamin to the park
2. Morgan is going with us to the P O
3. My cousin W T lives in St Paul, Minnesota
4. Mrs Dylan told us about Rev Martin Luther King, Jr
5. Don’t touch the hot stove
6. Go to the mall and you will find H A Beck, Co
7. Gov Peters will sign the bill
8. My best friends, James and P J, are here
9. Dad has a B A degree in history
10. The party will be on Dec 5 at 303 Main St

Writing and Speaking Application
Write directions from your home to a favorite store. Use two kinds of sentences and at least one abbreviation. Then, find a partner and take turns reading your directions. Your partner should listen for and tell where you used periods. Then, switch with your partner.
110 USING QUESTION MARKS

A question mark follows a word, phrase, or sentence that asks a question.
Use a question mark after an interrogative sentence—one that asks a direct question. Use a question mark after a word or phrase that asks a question.
Interrogative: When did you last see Zach?
Word: You look unhappy. Why?
Phrase: Did you look in the drawer? In the kitchen cabinet?

Practice A Identifying Questions
Read the sentences. Then, circle a period if it should be a question mark.

Example: We planned the entire project ourselves. Where were you.
Answer: We planned the entire project ourselves. Where were you.

1. Do you read much on your own.
2. You said you read all the time. What books.
3. When is your mom’s book being published.
4. What do you have to get at the store.
5. Have you been to Yellowstone Park. What about the Grand Canyon.
7. You said the Cubs are your favorite team. Why.
8. Could you guess that my favorite team is the Yankees.
9. You said you want to watch television. Which program.
10. Have you read the mystery series books. How many of them.

Practice B Writing Questions
Read the items. Rewrite each one on the line. Use question marks where they are needed.

Example: Practice is at four. Can you be there.
Answer: Practice is at four. Can you be there?

1. You said you pitched today. How many innings.
2. Where will the new stadium be built.
3. Will it be completed this year. Or next.
4. How long does it take to build a stadium.
5. You weren’t at the last game. Why.
6. Did you know my uncle played minor-league baseball.
7. The manager will be replaced next season. By whom.
8. Has your team found a coach yet. Mine hasn’t.
9. Will you wish me luck. I need it.
10. Haley says Mom will be home soon. When.

Writing and Speaking Application
Write a conversation between two people about a sport. Use at least one question. Then, find a partner. Read aloud the conversation. Listen for your turn and speak with expression to indicate a question mark. Then, switch with your partner.
111 USING EXCLAMATION MARKS

An exclamation mark at the end of a word, phrase, or sentence shows strong emotion.
Use an exclamation mark after a word, phrase, or sentence that shows strong emotion or a sentence that gives a forceful or urgent command. Use an exclamation mark after an interjection that expresses strong emotion.

Sentence With Strong Emotion: Here they come!
Imperative Sentence: Stop talking!
Phrase: What a hard decision!
Word: Hush! Wow! Hooray!

Practice A Identifying When to Use Exclamation Marks
Read each sentence. Insert exclamation marks in the sentences as needed.

Example: Hey. How are you? It’s been a long time.
Answer: Hey! How are you? It’s been a long time.

1. Go away.
2. What a glorious day.
3. You are my best friend.
4. Absolutely not. I can’t help you out again.
5. I cannot. It’s not right.
6. Of course. I would like to come.
7. Wow. I can’t believe my eyes.
9. What a shame.

Practice B Writing Using Exclamation Marks
Read each item. Rewrite it on the line. Use one exclamation mark where it is needed in each item.

Example: Oh no. The brakes are gone.
Answer: Oh no! The brakes are gone.

1. Look, that’s Justin at the counter.
2. Have pity. I’m just learning to skate.
3. Whew. That was a close call.
4. Your recipe is super.
5. This is the best party ever.
7. Whoops. There goes my tray.
8. Ah, now I get it.
9. Ouch. That dish is hot.

Writing and Speaking Application
Imagine being surprised by a phone call. Write what you might say. Use at least one exclamation mark. Then, find a partner. Your partner should listen to what you wrote and tell where the exclamation mark belongs. Then, switch roles with your partner.
112 USING COMMAS IN COMPOUND SENTENCES

A compound sentence consists of two or more main or independent clauses that are joined by a coordinating conjunction, such as and, but, for, nor, or, so, or yet.

Use a comma before the conjunction to separate two main or independent clauses in a compound sentence. If the conjunction joins single words, phrases, or subordinate clauses, do not use a comma.

Compound Sentence: I do not want to do my homework, nor do I want to clean.
Single Words: Windows and mirrors have to be washed.
Phrases: We can work in the library or at my house.
Subordinate Clauses: Let’s go to the library because it is quiet there.

Practice A Adding Commas in Compound Sentences
Read each sentence. Underline the word that should be followed by a comma and add the comma. If the sentence is correct, write C.

Example: Thanksgiving is my favorite holiday but I like the Fourth of July, too. _____
Answer: Thanksgiving is my favorite holiday, but I like the Fourth of July, too. _____

1. We will shop today since we are busy tomorrow. _____
2. My little sister likes the zoo but she prefers to ride ponies at the farm. _____
3. Last summer we went camping and this summer Dad wants to go again. _____
4. I want to go to the Smokies but my brother wants to see Mount Rushmore. _____
5. Erin wants to see a bear and deer but I don’t want to get too close to the bear. _____
6. We will sit by the campfire at night, which will keep us warm. _____
7. Last year we took chocolate and graham crackers but we forgot marshmallows. _____
8. Mom does not like to sleep in a tent nor does she like cooking over a fire. _____

Practice B Rewriting Sentences
Read each sentence. Rewrite the sentence on the line, adding a comma if it is needed. If the sentence is correct, write C.

Example: Bears and birds live in the mountains but I want to see the salamanders.
Answer: Bears and birds live in the mountains, but I want to see the salamanders.

1. Black bears are fun to see but you must be careful of them. _____
2. Black bears can run very fast and they climb trees well. _____
3. Owls are wise birds that live in trees. _____
4. Coyotes are scavengers because they eat almost anything. _____
5. Campers leave food out and raccoons find it. _____

Writing and Speaking Application
Write a two-sentence description of a nature scene. Use one compound sentence. Then, read aloud your sentences to a partner. Your partner should listen and tell where the comma belongs in your sentences. Then, switch roles with your partner.
113 AVOIDING COMMA SPLICES

A comma splice occurs when two or more sentences have been joined with only a comma between them.

Avoid comma splices by making sure all of your ideas are properly linked.

INCORRECT: We went by plane, it was my first flight across the country.
CORRECT: We went by plane. It was my first flight across the country.

Practice A Recognizing Comma Splices
Read each item. If the sentence is correct, write C on the line. If it has a comma splice, write I for incorrect. Then, circle the error.

Example: We got to the airport early, we had to wait two hours for our flight. ___
Answer: We got to the airport early, we had to wait two hours for our flight. I

1. The airport was crowded, a storm in Chicago closed the airport there. ___
2. Dad put me in charge of getting a treat. My sister came with me to help. ___
3. Finally our flight was called, we got in line to board. ___
4. Three of our family sat in one row, two sat across the aisle. ___
5. It was fun to see our city from the air, I could see all the highways. ___
6. It took three hours to get from home to Portland, so I took a nap. ___
7. My aunt and her family met us at the airport, my cousins had changed a lot. ___
8. They said we changed too. It’s been three years since we saw them. ___
9. They took us downtown to the museum, we had lunch at a restaurant there. ___
10. We wanted to stay longer, but we already had our return tickets. ___

Practice B Rewriting Sentences
Read the sentences. Then, on the line provided, rewrite the sentence without using a comma splice.

Example: My aunt came to see us from New York City, she came by train.
Answer: My aunt came to see us from New York City. She came by train.

1. Aunt Terri invited us to visit her in New York, maybe we will go next summer.

2. Mom wants to shop on Fifth Avenue, Dad wants to see Times Square.

3. My older sister insists we see a Broadway play, she wants to decide which one!

4. We will have to wait and see about the play, tickets are very expensive.

5. I would like to see a baseball game, maybe the Yankees will be in town.

Writing and Speaking Application
Write several sentences about a trip you want to take. Avoid comma splices. Take turns reading your sentences with a partner. Your partner should listen carefully and tell how many periods you wrote. Then, switch roles with your partner.
114 USING COMMAS IN A SERIES

Use commas to separate three or more words, phrases, or clauses in a series. The comma follows each of the items except the last one in a series. The conjunction and or or is added after the last comma. There are two exceptions to this rule. If each item except the last is followed by a conjunction, do not use commas. Also, do not use a comma to separate groups of words that are considered to be one item.

Series of Words: Earth, Mars, Saturn, and Venus are among the sun’s planets.
Series of Phrases: Rocks are found on cliffs, in the ground, and along coastlines.
EXCEPTIONS: From the boat, we saw bays and inlets and coves. We had spaghetti and meatballs, salad, and bread.

Practice A Recognizing Commas in a Series
Read each sentence. If the sentence is correct, write C on the line. If a comma is missing, write that word and the comma on the line.

Example: Jake Alex, and Sam are outside practicing their free throws. 
Answer: Jake,  
1. My homework includes doing math reading a story, and writing a report. __________  
2. Dinner tonight is beef, mashed potatoes and gravy, and green beans. __________  
3. Amber talks loudly, constantly and shrilly. __________  
4. Amy came with food and games and several gifts. __________  
5. We followed him from the house down Central Street, and into town. __________  
6. In Brazil, you might see toucans, monkeys and sloths. __________  
7. Sloths hang upside down live in treetops, and have greenish fur. __________  
8. The Nile, the Yangtze, the Amazon and the Mississippi are long rivers. __________  
9. The Amazon flows through Brazil, Peru and other countries. __________  
10. Rio de Janeiro is a modern, large, and beautiful city. __________

Practice B Adding Commas
If a sentence is correct, write C on the line. If the sentence has an error in commas, underline the word that should be followed by a comma and add the comma.

Example: The restaurant serves chicken with rice, onions and mushrooms. 
Answer: The restaurant serves chicken with rice, onions, and mushrooms.  
1. Mom makes eggs, waffles, or pancakes for breakfast on weekends. __________  
2. Crystal ran by the first door skipped past the second, and walked into the third. __________  
3. Heather paints using acrylics and water colors and oils. __________  
4. From our window, we can see mountain peaks, wildflowers and a stream. __________  
5. New York City, Los Angeles and Chicago have large populations. __________  
6. You go through the swamp across the river, and into the fort to win the game. __________  
7. That restaurant serves beans and rice tacos, and great chili. __________

Writing and Speaking Application
Write about three foods and a favorite meal. Use a series with commas. Then, take turns with a partner. Read your sentences aloud. Your partner should listen and tell what words should be followed by commas. Then, switch roles with your partner.
115 USING COMMAS BETWEEN ADJECTIVES

Use commas to separate adjectives of equal rank. Do not use commas to separate adjectives that must appear in a specific order. Do not use a comma to separate the last adjective in a series from the noun it modifies.

To tell whether the adjectives in a sentence are of equal rank, try using the word and between the adjectives or change the order of the adjectives.

Practice A  Identifying Correct Comma Use

Read each sentence. Identify the comma error. If the sentence needs a comma deleted, write Omit on the line and then circle the comma that needs to be deleted. If the sentence needs a comma added, write Add on the line and then insert the comma in the sentence.

Example:  Sierra has dim, vague, memories of her grandmother.  
Answer:  Sierra has dim, vague, memories of her grandmother.  Omit

1. Your stained dirty shirt should be washed.  
2. Mr. Riser is an honest truthful person.  
3. He has huge, swollen, feet and hands.  
4. The job is tough, backbreaking, work.  
5. Her actions are unkind, greedy and dishonest.  
6. The principal gives fair helpful advice.  
7. Start learning about art with a basic introductory, course.  
8. We shared the enormous green salad.  

Practice B  Rewriting Sentences

Read each sentence. Correct any misplaced or missing commas. Rewrite the sentence correctly on the line.

Example:  We did not follow the confusing uninteresting plot.  
Answer:  We did not follow the confusing, uninteresting plot.  

1. I don’t want expensive fragile dishes.  
2. How many old worn pairs of jeans do you need?  
3. Mom prefers handy, unbreakable and wood utensils.  
4. She is a sweet caring, and wholesome child.  
5. Trevor is a serious, music student.  

Writing and Speaking Application

Write a brief description of clothing or jewelry. Use at least two sentences with adjectives in a series. Circle any commas. Then, take turns with a partner reading aloud and listening to your descriptions. Discuss where the commas belong.
116 USING COMMAS AFTER INTRODUCTORY WORDS, PHRASES, AND CLAUSES

Use a comma after most introductory words, phrases, or dependent clauses. When a sentence begins with an introductory word, phrase, or other structures, that word or phrase is usually separated from the rest of the sentence by a comma.

<table>
<thead>
<tr>
<th>Introductory word</th>
<th>Cameron, are you ready yet?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No, Mom says I can’t go to the concert.</td>
</tr>
<tr>
<td>Introductory phrase</td>
<td>With effort and courage, you can win.</td>
</tr>
<tr>
<td></td>
<td>In the center of the park, you will see the statue.</td>
</tr>
<tr>
<td>Introductory adverbial clause</td>
<td>Since we got a late start, we should never have chosen this topic for our report.</td>
</tr>
</tbody>
</table>

Show that you can recognize and use commas after introductory words, phrases, and clauses by completing the following activities.

**Practice A  Adding a Comma**

*Read each sentence. Underline the word that should be followed by a comma. Then add the comma.*

**Example:** Near the rear of the building you will find a ramp.

**Answer:** Near the rear of the **building**, you will find a ramp.

1. At three o’clock yesterday the fire alarm sounded.
2. Because the test is early I am going to bed.
3. Patrick it’s time to go to math class.
4. At the top left you will find the name line.
5. Along with math homework I have a science report to finish.
6. When the bell sounds class is over.
7. Certainly I will come if you want.
8. On the bulletin board you will find the team names.
9. Yeah that’s a great idea.
10. In spite of the snowstorm we still had to go to school.

**Practice B  Rewriting Sentences**

*Read the sentences. Rewrite each sentence, adding the comma needed after the introductory word, phrase, or clause.*

**Example:** Without knowing your plans I cannot give you any advice.

**Answer:** Without knowing your plans, I cannot give you any advice.

1. No I do not agree with your plan.
2. Before the time was up I finished the test.
3. When you want to talk please call me.
4. In front of the house Mom planted new flowers.
5. Olivia are you planning to go to the meeting?
6. Till we meet next summer take care.
7. Though Matt did not want to go he did.

**Writing and Speaking Application**

Write two sentences about an event at school. Use and underline one introductory word, one phrase, and one clause. Then, take turns with a partner reading your sentences. Listen for and say the introductory words, phrases, and clauses.
117 USING COMMAS WITH PARENTHETICAL EXPRESSIONS

A parenthetical expression is a word or phrase that is not essential to the meaning of the sentence. These words or phrases generally add extra information to the basic sentence. Use commas to set off parenthetical expressions from the rest of the sentence.

<table>
<thead>
<tr>
<th>Names of people being addressed</th>
<th>This gift is for you, Aaron.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The boys, Jeffrey and Angel, are in the lead.</td>
</tr>
<tr>
<td>Certain adverbs</td>
<td>The solution, therefore, is now clear.</td>
</tr>
<tr>
<td>Common expressions</td>
<td>The news will, I think, surprise everyone.</td>
</tr>
<tr>
<td>Contrasting expressions</td>
<td>I chose this magazine, not that one.</td>
</tr>
</tbody>
</table>

Practice A Recognizing Parenthetical Expressions

Read each sentence. Then, underline the parenthetical element and add one comma if it is at the end of a sentence or two commas if it is in the middle.

Example: The trip to the West therefore is a good idea.

Answer: The trip to the West, therefore, is a good idea.

1. This shirt not that one fits best.
2. I want to go now not tomorrow.
3. Would you get Mom’s sweater Monica?
4. Whether or not to take piano lessons is of course up to you.
5. Moving to Atlanta however was a family decision.
6. Campaign promises therefore mean almost nothing.
7. The decision to forfeit the game was in my opinion a mistake.
8. Cats I think make the best pets.
9. Sam says that dogs not cats are better pals.
10. What kind of pet do you prefer Rachel?

Practice B Rewriting Sentences With Parenthetical Expressions

Read each sentence. Then, on the line provided, rewrite the sentence. Set off the parenthetical expression with a comma or two commas.

Example: The smoke not the fire did the damage.

Answer: The smoke, not the fire, did the damage.

1. Call me when you get there Erica.
2. Their apartment building not ours has been sold.
3. The choice of course is a difficult one.
4. Your clothes need to be picked up too.
5. His excuse however did not work.
6. When you finish here Angela you can do laundry.
7. Their decision in my opinion is the best one.
8. Class is going to start Mitchell.
9. My homework therefore never got finished.

Writing and Speaking Application

Write two sentences about chores. Use at least one parenthetical expression and underline it. Then, find a partner and take turns reading and listening to each other’s sentences. Discuss the parenthetical expressions and how commas are used.
118 USING COMMAS WITH NONESSENTIAL EXPRESSIONS

To determine when a phrase or clause should be set off with commas, decide whether the phrase or clause is essential or nonessential to the meaning of the sentence. Nonessential expressions can be left out without changing the meaning of the sentence.

Use commas to set off nonessential expressions from the main clause. Do not set off essential material with commas.

<table>
<thead>
<tr>
<th>Essential</th>
<th>Nonessential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appositives and Appositive Phrases:</td>
<td>The book <em>The Secret Garden</em> was made into a musical. <em>The Secret Garden</em>, a book, was made into a musical.</td>
</tr>
<tr>
<td>Participial Phrases:</td>
<td>The boy playing on the swings is my little brother. Paul, playing on the swings, called to me for a push.</td>
</tr>
<tr>
<td>Adjectival Clauses:</td>
<td>We looked for someone who plays the guitar. Crystal, who plays the guitar well, joined the group.</td>
</tr>
</tbody>
</table>

Practice A  Labeling Essential and Nonessential Sentences

Read each sentence. Then, write Essential if the phrase or clause is needed for the meaning. Write Nonessential if the phrase or clause can be left out.

Example: Seth, who can’t read a note of music, plays the piano by ear. _________
Answer: Nonessential

1. We are reading the book *The Red Pony* this year. ________________
2. Miguel, running his fifth lap, is beginning to look tired. ________________
3. The woman waiting in the green car is my mom. ________________
4. Hannah, hopping on one foot, says she sprained her ankle. ________________
5. Dad needs to hire someone who can use a computer. ________________
6. Gianna, who sings like a bird, is in the talent show. ________________

Practice B  Using Commas With Nonessential Expressions

Read the sentences. Rewrite the sentences, adding commas where necessary. If a sentence is punctuated correctly, write C on the line.

Example: My brother acting silly sometimes embarrasses me.
Answer: My brother, acting silly, sometimes embarrasses me.

1. The girl talking to the clerk is not happy. ________________
2. The doctor checking his records found the prescription. ________________
3. My uncle who lives next door pops in often. ________________
4. The monkey chattering constantly annoys us. ________________
5. The child a little boy plays while we watch him. ________________

Writing and Speaking Application

Write a two-sentence description of an animal. Use at least one nonessential expression and underline it. Then, find a partner and take turns reading and listening to your descriptions. Discuss where commas are needed.
119 USING COMMAS WITH DATES AND GEOGRAPHICAL NAMES

When a date has several parts, use a comma after each part. When a geographical name is made up of a city and a state, use a comma after each item.

Commas are used when both the month and the date are used as an appositive to rename a day of the week.

Date With Year: As of November 16, 2012, I will be thirteen.
Date With Day: Tuesday, December 14, is Mya’s birthday.
Cities and States: Mom grew up in Oak Park, Illinois, and Des Moines, Iowa.

Practice A Adding Commas

Read the sentences. Add commas where they are needed.

Example: Write July 4 1776 and remember the date.
Answer: Write July 4, 1776, and remember the date.

1. Mom went to Los Angeles California on business.
2. Our neighbors moved to Houston Texas last year.
3. My dad was born on February 14 1972 on a Monday.
4. The team is traveling to Springfield Illinois for a meet.
5. Your postcard came on Thursday July 24 in the morning.
6. Abraham Lincoln was born on February 12 1809 in Kentucky.
7. Memorial Day was celebrated on Monday May 29 last year.
8. On Saturday December 17 we will go into the city.
9. My aunt had a baby boy on Wednesday August 1 at noon.
10. We are going to Boston Massachusetts for vacation.

Practice B Rewriting Sentences

Read the sentences. Rewrite each one using commas correctly.

Example: We are going to San Francisco California to see the Golden Gate Bridge.
Answer: We are going to San Francisco, California, to see the Golden Gate Bridge.

1. On Friday March 30 we celebrate my parents’ anniversary.
2. He lived in Tampa Florida for a year.
3. What is the average temperature in Juneau Alaska in July?
4. He lives in Frankfort Kentucky now.
5. The mountains around Denver Colorado are beautiful.

Writing and Speaking Application

Write two sentences about where you were born and have lived. Use commas in dates and geographical names. With a partner, take turns reading and listening to your sentences. Discuss where you used commas.
120 USING COMMAS IN NUMBERS

With large numbers of more than three digits, count from the right and add a comma to the left of every third digit to separate it from every fourth digit. Use commas with three or more numbers written in a series. Do not use a comma with ZIP codes, telephone numbers, page numbers, years, serial numbers, or house numbers.

<table>
<thead>
<tr>
<th>Large numbers</th>
<th>93,000,000 miles to sun</th>
<th>Telephone numbers</th>
<th>(448) 555-6190</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numbers in a series</td>
<td>Forms 18, 19, and 20</td>
<td>Years</td>
<td>1999</td>
</tr>
<tr>
<td>ZIP codes</td>
<td>72489</td>
<td>House numbers</td>
<td>3204 South Street</td>
</tr>
</tbody>
</table>

Practice A Using Commas
Read the items. Rewrite each item on the line, adding commas where needed. If no commas are needed, write correct.

Example: 174500 miles
Answer: 174,500 miles

1. 1500000 dollars
2. 935000 workers
3. 5492 new laws
4. ZIP code 83509
5. 5450 mammals
6. telephone number (988) 555-4538
7. 2689500 people
8. the year 1865
9. 9109 Sheridan Road
10. Volumes 1, 2, and 3

Practice B Identifying Correct Comma Use
Read the sentences. Insert commas in the numbers that need them. Underline the correctly written numbers.

Example: There are about 2785 species of snakes.
Answer: There are about 2,785 species of snakes.

1. The population of our city is 378021.
2. Read chapters 33, 34, and 35 for next week.
3. The Second World War ended in the year 1945.
4. The shop is at 3060 Pine Street.
5. There are about 10080 minutes in a week.
6. The community center is in Zip code 44456.
7. Call me back at (798) 635-1234.
8. Our company uses 12500 postcards a month.
9. The diameter of Jupiter is about 88800 miles.
10. The library has 32665 square feet.

Writing and Speaking Application
Write a description of a public building. Use at least two numbers that need commas. Circle the numbers. With a partner, take turns reading your descriptions. Then discuss the comma use in the numbers.
121 USING COMMAS WITH ADDRESSES AND IN LETTERS

Use commas in addresses, salutations of friendly letters, and closings of all letters.

<table>
<thead>
<tr>
<th>Address of two or more parts</th>
<th>Logan Miller moved to Santa Barbara, California, last year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address in letter or on envelope</td>
<td>Montpelier, VT 33568</td>
</tr>
<tr>
<td>Salutation</td>
<td>Dear Aiden,</td>
</tr>
<tr>
<td>Closing</td>
<td>Sincerely,</td>
</tr>
</tbody>
</table>

Practice A  Adding Commas
Read each item. If a comma is needed, add it and circle it. If the item is correct, write correct on the line.

Example: 111 Trevino Way

1. 8851 Lewis Street
2. Albany New York 46512
3. Fondly
4. Indianapolis, IN 54540
5. Liberty NE 69782

Practice B  Identifying Missing Commas
Read the letter. There are five commas missing. On each line, write a word that comes before a missing comma and add the comma.

Example: Salt Lake City UT 68791

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________

Writing and Speaking Application
Write the address for the inside heading of a letter, using commas correctly. Circle each comma. Then, with a partner, take turns reading and listening to the addresses. Discuss where you used commas.
122 USING COMMAS WITH DIRECT QUOTATIONS

Commas are used to separate direct quotations from other phrases in a sentence.

EXAMPLE: “I'd like to go to the play,” Michelle replied, “but I have homework.”

Practice A Identifying Correct Comma Use With Direct Quotations

Read each pair of sentences. Write correct on the line next to the one with correct use of commas.

Example: “The game is at two,” Jose said, “and we are going early.”
“The game is at two” Jose said, “and we are going early.”
Answer: “The game is at two,” Jose said, “and we are going early.” correct

1. Ms. Rice said “Open your books, please.”
   Ms. Rice said, “Open your books, please.”
2. “Look at page 240,” she said, “and you will see a photograph.”
   “Look at page 240,” she said “and you will see a photograph.”
3. “It shows” she went on, “the Transcontinental Railroad.”
   “It shows,” she went on “the Transcontinental Railroad.”
4. “Many workers were needed to build the railroad” she said.
   “Many workers were needed to build the railroad,” she said.
5. “We will read,” she said “how it connected the East and the West.”
   “We will read,” she said, “how it connected the East and the West.”

Practice B Rewriting Sentences

Read each sentence. Find the mistake in the use of commas. Then, rewrite the sentence correctly.

Example: “That movie,” said Sean “was great.”
Answer: “That movie,” said Sean, “was great.”

1. “I like action movies” said Dominic.
2. “I do, too,” replied James “but I like science fiction movies more.”
3. Leslie said “I prefer comedies.”
4. “My favorite movies” said Melissa, “are love stories.”
5. “My grandmother says she went to double features” said Zoe.

Writing and Speaking Application

Write a two-sentence conversation about a movie, using commas with direct quotations in each sentence. Circle the commas. Then, with a partner, take turns reading and listening to your conversations. Discuss the commas you both used.
123 USING SEMICOLONS TO JOIN INDEPENDENT CLAUSES

Use a semicolon to join related independent clauses that are not joined by the conjunctions and, or, nor, for, but, so, or yet. Use a semicolon to join independent clauses separated by either a conjunctive adverb or a transitional expression.

EXAMPLES: Bradley folded laundry, mopped the kitchen, and took out the trash; he was exhausted.
The three teams made the plans, did the setup, and cleaned up afterward; as a result, the school fundraiser was a success.

<table>
<thead>
<tr>
<th>Some Conjunctive Adverbs</th>
<th>also, besides, consequently, first, furthermore, however, indeed, instead</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some Transitional Expressions</td>
<td>as a result, at this time, for instance, in fact, on the other hand, that is</td>
</tr>
</tbody>
</table>

Practice A Identifying Words Used With Semicolons
Read each sentence. Then, underline the conjunctive adverb or transitional expression.

Example: It snowed overnight; consequently, we awoke to a winter wonderland.
Answer: It snowed overnight; consequently, we awoke to a winter wonderland.

1. I hope to do well; indeed, I want to excel.
2. It’s early in the season; at this time, we can still win.
3. I studied very hard; nevertheless, I didn’t do well on the test.
4. My aunt thinks we should come to visit; in fact, she sent us tickets.
5. I enjoy history; as a result, I decided to write about ancient Egypt.

Practice B Writing Sentences With Semicolons
Read the two independent clauses in each item. Then, join them in one sentence, using a semicolon with or without a conjunctive adverb or transitional expression. Write the sentence on the line.

Example: Be prepared for the test. Review the practice in the book.
Answer: Be prepared for the test; for example, review the practice in the book.

1. It’s easy to care for a cat. You feed it regularly.

2. I can’t sing a note. I love to dance.

3. I offered to help at the game. I would go to the concert.

4. Everyone is coming on Sunday. We are serving turkey and all the trimmings.

5. Dan doesn’t plan well. He is never prepared.

Writing and Speaking Application
Write two closely related sentences about your special interest. Exchange sentences with a partner. Each partner should combine the two sentences and write them with a semicolon. Then, read the combined sentences aloud as your partner listens.
124 USING SEMICOLONS TO AVOID CONFUSION

Consider semicolons to avoid confusion when items in a series already contain commas.

EXAMPLES: The dog, Hattie; the cat, Spot; and the fish, Myrtle and Mabel, are going with us.

Practice A Rewriting Sentences
Read each sentence. Find the mistake in using semicolons. Rewrite the sentence on the line.

Answer: Read Part 1, pages 1–5; Part 2, pages 6–8; and Part 3, pages 9–17.

1. The movie has action, including two car chases, suspense, featuring a missing person; and good acting.

2. We finished Chapter 4, “Courage”; Chapter 5, “Goals,” and Chapter 3, “Connections.”

3. The characters are Merry, a mermaid; Phil, a big fish, and Wallie, a whale.

4. I must work on Thursday, December 15, Friday, December 16; and Monday, December 19.

5. Our friends went to Las Vegas, Nevada, Houston, Texas; and Phoenix, Arizona.

Practice B Writing Sentences With Semicolons
Read each sentence. Rewrite it correctly on the line, using semicolons where needed in place of commas to avoid confusion.

Example: The shop sells clothing, T-shirts and jeans, jewelry, and scarves.
Answer: The shop sells clothing, T-shirts and jeans; jewelry; and scarves.

1. My dad, my brother, Carter, my sisters, Naomi and Bella, and I are going to the fair next week.

2. I’ll visit on Thursday, May 4, Wednesday, May 10, and Tuesday, May 16.

3. The assignments are to read a story, do the math problems, pages 46–49, and write a descriptive paragraph about a person.

4. Swimming lessons will be on Wednesday, June 23, Wednesday, June 30, and Tuesday, July 6.

Writing and Speaking Application
Write a sentence about a movie, using semicolons to avoid confusion. With a partner, take turns reading your sentences. Then, discuss the use of semicolons.
125 USING COLONS

Use a colon after an independent clause to introduce a list. Do not use a colon after a verb or a preposition. Use a colon to introduce a long or formal quotation.

EXAMPLE: Terrier dogs include these: Westies, Kerry Blues, and Airdales.

<table>
<thead>
<tr>
<th>Some Additional Uses of the Colon</th>
</tr>
</thead>
<tbody>
<tr>
<td>To separate hours and minutes</td>
</tr>
<tr>
<td>After the salutation in a business letter</td>
</tr>
<tr>
<td>On warnings and labels</td>
</tr>
</tbody>
</table>

Practice A Using Colons

Read the items. If an item is correct, write correct on the line. If a colon should be added or omitted, rewrite the item on the line.

Example: The animals on the farm include these: cows, horses, chickens, and goats.

Answer: correct

1. Mrs. Stevens served: pasta with sauce, salad, and bread.

2. This is the association rule: No unit may be subleased.

3. Caution: Keep out of the reach of children.

4. Dear Sir or Madam,

Practice B Using Colons

Read the items. Rewrite each item, adding the missing colon.

Example: There are signs everywhere, Vote today!

Answer: There are signs everywhere: Vote today!

1. For the art project, you will need the following, glitter, glue, paints, and a brush.

2. The game starts at 1,20 on Sunday.

3. Caution, Falling Rocks

Writing and Speaking Application

Write a sentence that includes a list of kitchen utensils. With a partner, take turns reading your sentences. Your partner should tell where the colon belongs.
126 USING QUOTATION MARKS WITH QUOTATIONS

A direct quotation represents a person’s exact speech or thoughts. An indirect quotation reports the general meaning of what a person said or thought.

Enclose **direct quotations** in quotation marks.

| Luke said, “We are studying Cortés.” |

**Indirect quotations** do not require quotation marks.

| Jake said that Cortés conquered Mexico. |

Place a comma after an **introductory expression**.

| Luke replied, “He overthrew the Aztecs.” |

Place a comma, question mark, or exclamation mark inside the quotation mark with a **concluding expression**.

| “Do you know more about him?” asked Jake. |

In an **interrupting expression** with one sentence, use a new set of quotation marks to enclose the rest of the quotation.

| “He was born in Spain,” said Luke, “and arrived in Mexico in 1519.” |

In an **interrupting expression** with two sentences, place a period after the interrupter, and then write the second quoted sentence as a full quotation.

| “De Soto was another Spanish explorer,” said Jake. “He found the Mississippi River.” |

---

**Practice A  Labeling Direct and Indirect Quotations**

Read each sentence. Then, on the line provided, write **D** if the sentence contains a direct quotation. **Write I** if it contains an indirect quotation.

**Example:** Angel said that he wanted to go to a movie.

**Answer:** I

1. Jessica said, “I will come with you.” ______
2. “What time does the movie start?” asked Angel. ______
3. Jessica said, “I’ll look it up on the Internet.” ______
4. Angel agreed that the Internet was a good way to find out. ______
5. He said, “If you can’t find it, I’ll call the theater.” ______
6. “Well,” said Jessica, “that’s another idea.” ______
7. Riley asked if she could come along. ______
8. At the same time, Jessica and Angel said, “Yes!” ______
9. Riley said that she should check with her mom. ______
10. “We’ll wait for you,” replied Angel. ______

**Practice B  Punctuating Expressions**

Rewrite each sentence on the line, adding commas and quotation marks where needed.

**Example:** Zoe asked Will you help plan the book sale?

**Answer:** Zoe asked, “Will you help plan the book sale?”

1. Alex asked When is the book sale? ____________________________
2. That’s one thing we have to decide said Zoe. ____________________________
3. Why are we planning the sale? asked Daniel. ____________________________
4. Zoe said It’s to raise money for the class trip. ____________________________
5. That sounds like a good reason said Alex. ____________________________

**Writing and Speaking Application**

Write a brief conversation between classmates. Use quotation marks. With a partner, take turns reading your conversations. Then, discuss how quotation marks are used.
127 USING QUOTATION MARKS WITH OTHER PUNCTUATION MARKS

A comma or period used with a direct quotation goes inside the final quotation mark. Place a question mark or an exclamation mark inside the final quotation mark if the end mark is part of the quotation. Place a question mark or an exclamation mark outside the final quotation mark if the end mark is part of the entire sentence, not part of the quotation.

EXAMPLES:  “I am leaving,” said Peter, “because I am tired.”
Diane asked, “Did you stay up late last night?”
Did you say, “I’m going to sleep until noon”?

Practice A Identifying Correct Sentences
Read each sentence. Decide if it shows quotation marks used correctly with other punctuation. Write C for correct or I for incorrect.

Example: Anna asked, “How many eggs do you want?”
Answer: Anna asked, “How many eggs do you want?” C

1. “I like scrambled eggs”, she said. _________
2. “Has the baby finished his bottle” he asked? _________
3. I don’t believe she said, “I’m twelve”! _________
4. I was surprised and said, “Wow!” _________
5. Did Mom say, “She turned twelve last week”? _________

Practice B Rewriting Sentences
Read the sentences. Decide whether the missing punctuation goes inside or outside the quotation marks. Then, rewrite the sentence correctly on the line.

Example: “Did you say,” asked Xavier, “Dad bought a new car”
Answer: “Did you say,” asked Xavier, “Dad bought a new car”? 


2. “Gosh” said Melissa. “We’re late already.”

3. I can’t believe she said, “Yes, you can borrow it”

4. “I’d like to see that television show” Emma said.

5. Didn’t Aunt Mae say, “Come at five”

Writing and Speaking Application
Write two sentences of a conversation about a surprise. With a partner, read aloud your sentences. Then, talk about both conversations.
128 USING SINGLE QUOTATION MARKS FOR QUOTATIONS WITHIN QUOTATIONS

Use single quotation marks (‘’) to set off a quotation within a quotation. The rules for using commas and end marks with single quotation marks are the same as they are with double quotation marks.

EXAMPLES:  “Did you say, ‘She’s my twin’ or ‘She’s my kin’?” asked Makala.
She said, “I heard the shout ‘Stop’ before I turned around.”

Practice A Identifying Correct Sentences
Read the sentence pairs. Find the sentence that uses single quotation marks correctly. Write C for correct on the line after that sentence.

Example:  He said, “I heard Dad shout, Tornado! so I went to the basement.”
He said, “I heard Dad shout, ‘Tornado!’ so I went to the basement.”

Answer:  He said, “I heard Dad shout, ‘Tornado!’ so I went to the basement.” C

1. “Did Mrs. Brown say, ‘Open the store,’ or ‘Open the door’?” asked Caleb. _______
   “Did Mrs. Brown say, Open the store, or Open the door?” asked Caleb. _______

2. Maria said, “I heard someone yell, Come quickly, so I am here.” _______
   Maria said, “I heard someone yell, ‘Come quickly,’ so I am here.” _______

3. Jay asked, “What did you say when Brooke said, I didn’t do it?” _______
   Jay asked, “What did you say when Brooke said, ‘I didn’t do it?’” _______

4. “Did you say, Pass the potatoes, or ‘Pass the tomatoes’?” asked Sean. _______
   “Did you say, ‘Pass the potatoes’ or ‘Pass the tomatoes’?” asked Sean. _______

5. Isaac said, “I heard him scream, Help! and came running.” _______
   Isaac said, “I heard him scream, ‘Help!’ and came running.” _______

Practice B Rewriting Sentences
Read the sentences. Rewrite each sentence, using single quotation marks where needed.

Example:  Carter said, “Do you remember when Amy asked, What can I do?”
Answer:  Carter said, “Do you remember when Amy asked, ‘What can I do?’”

1. Melanie said, “Mr. Collins asked, How many are going on the field trip?”

2. Destiny commented, “When you said, Come to my party, I was surprised.”

3. Ms. Miller said, “All who oppose this plan, say, Nay.”

4. Lillian asked, “Did Gavin say, Let’s go to the show, or Let’s go to see Joe?”

5. Addison asked, “Why did you say, Yes, when you didn’t want to go?”

Writing and Speaking Application
Write a question about a startling shout or cry. Use single quotation marks. With a partner, take turns reading the questions. Then, discuss whether you each used single quotation marks correctly.
129 PUNCTUATING EXPLANATORY MATERIAL WITHIN QUOTES

Sometimes it is necessary to add information to a quotation to explain it more fully. In that case, brackets tell your reader that the information did not come from the original speaker.

Example: The water commissioner said, “We are proud to announce the expansion of our services to Harvey and Clinton [nearby cities].”

Practice A Identifying Explanatory Material Within Quotes

Read the sentences. On the line, write the word or words that are explanatory and should be put in brackets.

Example: The superintendent said, “I am proud to report test results. Our middle schools South, Oak, and North have scores above the national average in all grades.”

Answer: [South, Oak, and North]

1. The mayor said, “We wish to thank Lee and Lake two surrounding counties for their help.”


3. The teacher wrote to parents, “We have chosen a book by John Steinbeck The Red Pony because it is a classic.”

Practice B Using Brackets for Explanatory Material Within Quotes

Read the items. Rewrite each one on the lines; enclose the explanatory material in brackets.

Example: The senator said, “I am pleased to announce that our state Wyoming has received funding.”

Answer: The senator said, “I am pleased to announce that our state [Wyoming] has received funding.”

1. “We the nominating committee are announcing our choices to run for the state legislature.”

2. “We the students of the seventh grade wish to thank our principal, Ms. Waller, for her support.”

3. The radio talk show host said, “It is with regret that I am leaving this station for another station BGS in Chicago, Illinois.”

Writing and Speaking Application

Write an announcement that might be made by a committee. Use brackets for explanatory material. With a partner, take turns reading your sentences. Then, discuss your use of brackets.
130 USING QUOTATION MARKS FOR DIALOGUE

A conversation between two or more people is called a dialogue.
In a dialogue, indent to begin a new paragraph with each change of speaker. Add quotation marks around a speaker’s words. Always identify a new speaker.

Practice A Using Quotation Marks in Dialogue
Read the five sentences below. Write them as three paragraphs on the lines. Use quotation marks and begin new paragraphs as necessary.

Example: What are your favorite short stories the teacher asked. I liked the story about seventh grade, said Angel, because sometimes I feel exactly the way Victor did.
Answer: “What are your favorite short stories?” the teacher asked.
“I liked the story about seventh grade,” said Angel, “because sometimes I feel exactly the way Victor did.”

1. The teacher asked Who can name some other favorite stories?
2. I liked the story about the people waiting for the rain to stop said Mark.
3. I think I liked it because I like science fiction he explained.
4. Leah said I remember a story about a parrot.
5. The bird kept the father from being lonely in his store she added.

Practice B Revising Dialogue for Punctuation and Paragraphs
Read the dialogue. Then, rewrite the dialogue on the lines. Add quotation marks and other punctuation and begin new paragraphs where needed.

Example: Who remembers the story about a mongoose the teacher asked. Chris said I do.
Answer: “Who remembers the story about a mongoose?” the teacher asked.
Chris said, “I do.”

We studied plot when we read the mongoose story said Bill. The story had suspense. What is that high point of suspense called he asked. I remember responded Cindy. It is the climax she said. We learned about character and setting, too said Rebecca.

Writing and Speaking Application
Write a brief dialogue between two or three classmates. Use quotation marks and paragraph indents as appropriate. With a partner, read and listen to your dialogues. Then, discuss your use of quotation marks and paragraph indents.
131 USING QUOTATION MARKS IN TITLES

Use quotation marks to enclose the titles of short written works and of a work as part of a collection. Use quotation marks around the titles of episodes in a television or radio series, songs, and parts of a long musical composition.

<table>
<thead>
<tr>
<th>Title of a short story</th>
<th>“Two Kinds”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter from a book</td>
<td>“Danny’s Humiliation” from <em>Big Red</em></td>
</tr>
<tr>
<td>Title of a short poem</td>
<td>“I’m Nobody”</td>
</tr>
<tr>
<td>Title of an article</td>
<td>“Fitness for Life”</td>
</tr>
<tr>
<td>Title of an episode</td>
<td>“The Beauty of Ugly” from <em>Nature</em></td>
</tr>
<tr>
<td>Title of a song</td>
<td>“My Funny Valentine”</td>
</tr>
</tbody>
</table>

**Practice A  Adding Quotation Marks**

*Read each sentence. Add quotation marks for each title. Circle the quotation marks.*

**Example:** We read the story *A Day’s Wait* last week.

**Answer:** We read the story “A Day’s Wait” last week.

1. You must read the magazine article *How to Train Your Dog*.
2. September Song is my grandfather’s favorite song.
3. The best chapter so far is *The Keeper of the Keys*.
4. The short story *The Third Level* is science fiction.
5. Have you seen the episode *The Last Cowboy* on *The Sports Network*?

**Practice B  Using Quotation Marks for Titles**

*Read the sentences. Rewrite each sentence on the line. Enclose the title in quotation marks.*

**Example:** Our next story in the literature book is *All Summer in a Day*.

**Answer:** Our next story in the literature book is “All Summer in a Day.”

1. Did you watch *Dual Citizenship* on *How Do You Do*?

2. Mom is looking for *Casseroles You Will Love* in that magazine.

3. Dad remembers reading *Stolen Day* when he was in school.

4. On what page does *Rattlesnake Hunt* begin?

5. Ogden Nash wrote *The Hippopotamus*.

**Writing and Speaking Application**

Write two sentences recommending a poem to classmates. Use quotation marks for the title. Then, take turns with a partner reading and listening to your sentences. Partners should identify the poem titles. Then, discuss your use of quotation marks.
132 USING UNDERLINING AND ITALICS IN TITLES

Underline or italicize the titles of long written works and publications that are published as a single work.

Underlining is used only in handwritten or typewritten material. In printed material, italic (slanted) print is used instead of underlining.

UNDERLINING: Little Women
ITALICS: Little Women

<table>
<thead>
<tr>
<th>Title of a book or play</th>
<th>Robinson Crusoe  The Producers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of a long poem</td>
<td>Leaves of Grass</td>
</tr>
<tr>
<td>Title of a magazine or newspaper</td>
<td>Time  The Chicago Tribune</td>
</tr>
<tr>
<td>Title of a movie or a television series</td>
<td>Star Wars  Bob the Builder</td>
</tr>
<tr>
<td>Title of a painting or sculpture</td>
<td>Nighthawks  Lady Justice</td>
</tr>
</tbody>
</table>

Practice A  Identifying Titles
Read the sentences. Underline the title in each one.

Example: Have you seen Renoir’s Seascape at The Art Institute of Chicago?
Answer: Have you seen Renoir’s Seascape at The Art Institute of Chicago?

1. I took my little brother to see Beauty and the Beast on stage.
2. Have you seen Renoir’s The Laundress at The Art Institute?
3. I found the album Sgt. Pepper’s Lonely Hearts Club Band on the shelf.
4. We saw the modern sculpture The Chicken by Calder.
5. Have you read Lizzie Bright and the Buckminster Boy?

Practice B  Using Underlining for Titles
Read the sentences. Then, rewrite each one on the line. Underline the title.

Example: I used to read Ranger Rick as soon as it came.
Answer: I used to read Ranger Rick as soon as it came.

1. Have you seen Star Trek reruns?
2. Grandpa likes the old songs on the album It’s Time.
3. My parents went to the opera Madame Butterfly at Orchestra Hall.
5. My sister’s baby sitter is reading Evangeline, and it’s a really long poem.

Writing and Speaking Application
Write a two-sentence description of a television series. Underline the title. Then, take turns with a partner reading and listening to your sentences. Partners should identify the titles. Talk about how each of you used underlining for the title.
133 USING HYPHENS IN NUMBERS

Hyphens are used to join compound numbers and fractions. Use a hyphen with two-word numbers from twenty-one through ninety-nine.

EXAMPLES: eighty-six forty-one

Use a hyphen when you use a fraction as an adjective but not when you use a fraction as a noun.

EXAMPLES: I ate one-half the meatloaf. One half of us watched the series.

Practice A Using Hyphens in Numbers

Read the following items. Write each item, adding hyphens where needed. If an item is already correct, write correct.

Example: thirty six notebooks

Answer: thirty-six notebooks

1. seven eighths of an inch
2. eighty three passengers
3. a two thirds majority
4. twenty four geraniums
5. thirty nine contributions
6. one third cup of milk
7. fifty three of the boxes
8. sixty-one meals
9. one quarter yard
10. ninety two senators

Practice B Proofreading for Hyphens

Read the sentences. Rewrite each sentence, adding hyphens where needed. If an item does not need a hyphen, write correct.

Example: I measured two thirds of a yard of ribbon.

Answer: correct

1. Seventy five people attended the meeting.
2. The recipe calls for one eighth teaspoon nutmeg.
3. One third of the tuition is due now.
4. Thirty seven students were on the bus.
5. One half of the driveway is plowed.

Writing and Speaking Application

Write a description of items in a storage room. Use three hyphens in numbers. Then, take turns with a partner reading and listening to your descriptions. Can you and your partner name the numbers that need hyphens?
134 USING HYPHENS FOR PREFIXES AND SUFFIXES

The following prefixes are often used before proper nouns: ante-, anti-, post-, pre-, pro-, and un-. Check a dictionary when you are unsure about using a hyphen.

Use a hyphen after a prefix that is followed by a proper noun or adjective.

EXAMPLES: pro-Japanese treaty mid-May

Use a hyphen in words with the prefixes all-, ex-, and self- and the suffix -elect.

EXAMPLES: self-confident representative-elect

Practice A Using Hyphens
Read the following phrases. Then, write each phrase on the line, adding hyphens where needed.

Example: pre Georgian invasion
Answer: pre-Georgian invasion

1. self insured homeowner

2. mid January snowstorm

3. ex senator from Kansas

4. post British rule

5. self conscious teen

6. trans American flight

Practice B Proofreading for Hyphens
Read the sentences. Rewrite each sentence on the line, adding hyphens where needed.

Example: Mr. Field is my ex teacher.
Answer: Mr. Field is my ex-teacher.

1. An all homeowner meeting is today.

2. The ex mayor wants to run again.

3. Robert has little self discipline.

4. The legislation is pro Texan.

5. Many people built homes in the post World War II days.

6. He is an ex member of the squad.

Writing and Speaking Application
Write two sentences about a government or school policy. Use at least two hyphens with prefixes or suffixes. Then, read your sentences aloud to a partner. Have your partner tell which words need hyphens. Then, switch roles with your partner.
135 USING HYPHENS IN COMPOUND WORDS

Compound words are two or more words that must be read together to create a single idea. Use a hyphen to connect two or more words that are used as one compound word, unless the dictionary gives a different spelling.

EXAMPLES: great-aunt father-in-law

Practice A Using Hyphens in Compound Words

Read the following phrases. Then, write each phrase on the line, adding hyphens in the compound nouns.

Example: merry go round

Answer: merry-go-round

1. my great grandmother

2. a mother in law

3. a great great grandchild

4. a stand in for the lead

5. a great uncle

6. gained self knowledge

7. president elect

Practice B Proofreading for Hyphens

Read the sentences. Rewrite each sentence on the line, adding hyphens where needed.

Example: My great grandmother lives with us.

Answer: My great-grandmother lives with us.

1. Mrs. Rey and her sister in law are in the living room.

2. My great granddad came from Puerto Rico.

3. Mom planted forget me nots in the garden.

4. I’m the new class vice president.

5. Dad and his brother in law are in China.

6. Aunt Rosie is a writer editor.

Writing and Speaking Application

In a three-sentence description of a family portrait, use at least two compound nouns. Read your sentences aloud to a partner, who will identify the compound words that need hyphens. Then, switch roles with your partner.
136 USING HYPHENS WITH COMPOUND MODIFIERS

A hyphen is not necessary when a compound modifier follows the noun it describes. However, if a dictionary spells a word with a hyphen, the word must always be hyphenated, even when it follows a noun.

Use a hyphen to connect a compound modifier that comes before a noun. Do not use a hyphen with a compound modifier that includes a word ending in -ly or in a compound proper adjective.

EXAMPLES: Nicki is a top-notch tennis player. well-maintained courts
a nearly perfect serve North American matches

Practice A Using Hyphens With Compound Modifiers

Read each phrase. If it needs any hyphens, write it on the line, adding a hyphen or hyphens where needed. If the phrase does not need a hyphen, write correct.

Example: blue collar job

1. a carefully guarded area
2. cutting edge technology
3. a three way stop
4. a one year contract
5. a greatly respected company

Answer: blue-collar job

6. jam packed roads
7. foolishly optimistic forecast
8. a well known rule
9. a rule that is well known
10. a well deserved award

Practice B Proofreading for Hyphens

Read each sentence. If it needs any hyphens, rewrite it on the line, adding a hyphen or hyphens where needed. If no hyphen is needed, write correct.

Example: Mom had a really good idea.

Answer: correct

1. She drew a sensibly designed floor plan.

2. We live on a weather beaten farm.

3. It was time for a well calculated risk.

4. Mom and Dad made a clear headed decision.

5. Well built cabinets were installed.

6. Very costly materials were impossible.

Writing and Speaking Application

Write three sentences about a decision. Use hyphens with two compound modifiers. Read your sentences to a partner. Discuss your sentences. Then, switch roles with your partner.
137 USING HYPHENS AT THE ENDS OF LINES

Hyphens serve a purpose when they divide words at the ends of lines. However, avoid dividing words at the end of a line whenever possible. If a word must be divided, always divide it between syllables. A hyphen used to divide a word should never be placed at the beginning of the second line. It must be placed at the end of the first line.

EXAMPLE: Jake’s parents took him to the doctor for treatment of his allergies.

Practice A Identifying Correct Use of Hyphens
Read each word. Then, rewrite it on the line and draw vertical lines between syllables that can be divided at the end of a line.

Example: station
Answer: sta | tion
1. suffix _______________
2. purpose _______________
3. spellbinding _______________
4. ornament _______________
5. criminal _______________
6. uphill _______________
7. cascade _______________
8. comical _______________
9. contraption _______________
10. difficult _______________

Practice B Using Hyphens in Words
Read each sentence. If a word has been divided correctly, write correct. If not, rewrite the sentence, dividing the word correctly.

Example: Jocelyn, in spite of her good intentions, offended everyone.
Answer: Jocelyn, in spite of her good intentions, offended everyone.
1. It has rained all week, and the drizzle persists today as well.
2. The weather forecaster said the rain may continue next week, too.
3. Grace worked for a long time to conquer her fear of the dark.
4. It was impossible to go because of circumstances beyond Jack’s control.

Writing and Speaking Application
Write two sentences about weather. Use hyphens to break words at the ends of lines. Then, exchange papers with a partner. Discuss each other’s sentences. Were hyphens used correctly at the ends of lines?
138 USING HYPHENS CORRECTLY TO DIVIDE WORDS

Do not divide one-syllable words. Do not divide a word so that a single letter stands alone.
Avoid dividing proper nouns or proper adjectives. Divide a hyphenated word only immediately
following the existing hyphen.

<table>
<thead>
<tr>
<th>Incorrect</th>
<th>ple-at</th>
<th>jump-ed</th>
<th>a-bound</th>
<th>Chin-ese</th>
<th>well-spo-ken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correct</td>
<td>pleat</td>
<td>jumped</td>
<td>abound</td>
<td>Chinese</td>
<td>well-spoken</td>
</tr>
</tbody>
</table>

Practice A Identifying Hyphens Used Correctly
Read the following words divided into syllables. If the word is correctly divided, write correct on the line.
If the word cannot be divided as shown, write incorrect.

Example: a-bout
Answer: incorrect

1. pierc-ed __________
2. Bra-zil __________
3. pi-geon __________
4. pick-y __________
5. closed-cir-cuit __________
6. ear-ly __________
7. clap-ped __________
8. habit-s __________
9. a-long __________
10. self-re-spect __________

Practice B Using Hyphens to Divide Words
Read the sentences. Rewrite each one to correct the error in the way the hyphen is used to divide
the word.

Example: The race was close, but Pam was a-head at the goal line.
Answer: The race was close, but Pam was ahead at the goal line.

1. The street was dark, and then I heard a blood-curd-ling scream.

2. Last year, Miranda and I pledg-ed our friendship.

3. We went to the dock to laun-ch the boat.

4. Judi has been kind and good-tem-pered every time I’ve seen her.

5. I am going to the movie with Kim-berly at three today.

Writing and Speaking Application
Write a sentence in two or three lines about doing something with a friend. Show that you understand
how to divide words with hyphens. Take turns with a partner reading and listening to each other’s
sentences. Discuss how each of you used hyphens to divide words.
139 USING APOSTROPHES WITH POSSESSIVE NOUNS

Apostrophes are used with nouns to show ownership or possession. Add an apostrophe and -s to show the possessive case of most singular nouns and plural nouns that do not end in -s or -es.

EXAMPLES: Lin’s mom is shopping. Gus’s book is on the desk.

Fasten the oxen’s yoke.

Add an apostrophe to show the possessive case of plural nouns ending in -s or -es. Do not add an -s.

EXAMPLES: the golfers’ magazine We heard the cars’ honking.

Add an apostrophe and -s (or just an apostrophe if the word is a plural ending in -s) to the last word of a compound noun to form the possessive.

EXAMPLE: Folk music’s popularity is well known.

Practice A Using Apostrophes to Show Ownership

Read each phrase. Write the possessive form of each item on the line.

Example: the bat belonging to the clean-up hitter

Answer: the clean-up hitter’s bat

1. the work of a day
2. the home of my cousins
3. the uniforms for the boys
4. the question of Dion
5. the dress for the maid of honor
6. the books that belong to Chris

Practice B Fixing Apostrophes

Read the sentences. Then, rewrite each possessive noun, correcting its use of the apostrophe.

Example: Look for foxes dens near water.

Answer: Look for foxes’ dens near water.

1. Childrens’ sweaters are sold on the first floor.
2. That shops’ return policy gives you thirty days.
3. This restaurants’ menu is varied.
4. All of the arenas’ seats have been taken by both team’s fans.
5. Jupiters’ distance from the sun is greater than Earths’ is.

Writing and Speaking Application

Write three sentences about rules at home or school, using apostrophes to show ownership. Then, read your sentences aloud to a partner. Have your partner tell the words that have apostrophes. Then, switch roles with your partner. Do you agree about the way apostrophes are used?
140 USING APOSTROPHES WITH PRONOUNS

Both indefinite and personal pronouns can show possession. Use an apostrophe and -s with indefinite pronouns to show possession. Do not use an apostrophe with possessive personal pronouns. Some personal pronouns act as adjectives. Others act as subjects, objects, and subject complements.

<table>
<thead>
<tr>
<th>Possessive pronouns</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indefinite pronoun</td>
<td>someone’s shoes</td>
<td></td>
</tr>
<tr>
<td>Personal pronoun as adjective</td>
<td>his goal</td>
<td>our room</td>
</tr>
<tr>
<td>Personal pronoun as subject, object, and subject complement</td>
<td>Yours is on the top.</td>
<td>This purse is hers.</td>
</tr>
</tbody>
</table>

Practice A Using Apostrophes
Read each phrase. On the line, rewrite the phrase to correct the mistake. Use correctly a possessive indefinite pronoun or possessive personal pronoun.

Example: each ones response
Answer: each one’s response

1. sweater is mine’s
2. someone baseball
3. their’s team
4. idea is ours’
5. your’s cap
6. house is hers’

Practice B Using Pronouns
Read the sentences. Rewrite the sentences using the pronouns correctly.

Example: Somebodys’ book was left here.
Answer: Somebody’s book was left here.

1. That cell phone is not mine’s.
2. Yours’ is on the table.
3. Nobody report is finished.
4. Is this his’ pen?
5. Ellens’ treats are left on the table.
6. Could this bike be hers’?
7. Someone knit hat is on the shelf.
8. Does this shopping bag belong to them’s?
9. Their’s desks are next to each other.

Writing and Speaking Application
Write three sentences about someone’s lost item. Use one possessive indefinite pronoun and one possessive personal pronoun. Then, read your sentences aloud to a partner. Have your partner identify the pronouns you used. Switch roles with your partner. Discuss how each of you used apostrophes.
141 USING APOSTROPhes WITH CONTRACTIONS

Contractions are used in informal speech and writing, especially in dialogue, because they create the sound of speech. Use an apostrophe in a contraction to show where one or more letters have been omitted.

<table>
<thead>
<tr>
<th>Verb + not</th>
<th>does not = doesn’t</th>
<th>could not = couldn’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noun or pronoun + will</td>
<td>you will = you’ll</td>
<td>it will = it’ll</td>
</tr>
<tr>
<td>Noun or pronoun + be</td>
<td>he is = he’s</td>
<td>Jay is = Jay’s</td>
</tr>
<tr>
<td>Noun or pronoun + would</td>
<td>he would = he’d</td>
<td>they would = they’d</td>
</tr>
</tbody>
</table>

Practice A Using Apostrophes in Contractions

Read the sentences. Each sentence contains a word group that can be written as a contraction. Write the contractions.

Example: He could not pitch today.
Answer: couldn’t

1. They are not prepared for the storm. 
2. Where is the big sale? 
3. Eric is the team leader. 
4. The rain will not start until later. 
5. You could not have made me happier. 
6. I would have helped if I had known. 
7. They will arrive at noon 
8. What is for dinner? 
9. She does not like junk food. 
10. My essay is not proofread yet.

Practice B Proofreading for Apostrophes

Read the sentences. Rewrite each sentence, adding apostrophes where needed.

Example: Bailey cannot eat peanuts.
Answer: Bailey can’t eat peanuts.

1. Ive been busy. 
2. Will you see if shes in the yard? 
3. Hasnt Tiffany baby-sat 
4. She cant leave until three. 
5. You havent seen the kitten, have you? 
6. Theyll bring a salad. 
7. Dad wont be happy about the broken window.

Writing and Speaking Application

Write a short note to a friend. Use apostrophes correctly with three contractions. Circle the apostrophes. With a partner, take turns reading and listening to your notes. Then, talk about how each of you used apostrophes with contractions.
142 USING APOSTROPHES TO CREATE PLURALS

Do not use an apostrophe to form plurals, except in specific instances.

Use an apostrophe and -s to create the plural form of a letter, numeral, or a word used as name for itself.

EXAMPLES: There are four s’s in Massachusetts.
Two Roys are in our family.
Remember to say your please’s.

Practice A Using Apostrophes

Read the sentences. Write the plural on the line. Add an apostrophe only if it is needed.

Example: My little sister is writing her ds backwards. Answer: d’s

1. How many Logans do you know? ______
2. The word aluminum has two ms. ______
3. She uses too many sos when she talks. ______
4. Ruthie is writing her qs better now. ______
5. The dove’s coos are waking me up at five. ______
6. There are five Georges in my family. ______
7. Do you spell your name with two ns? ______
8. You should form your us more carefully. ______
9. I got several As on my report card. ______
10. How many 5s did you get in your answer? ______

Practice B Proofreading for Apostrophes

Read the sentences. Rewrite each sentence on the line, adding an apostrophe only where needed.

Example: Luis’s phone number has four 4s in it.
Answer: Luis’s phone number has four 4’s in it.

1. My little brother mixes up his ps and fs. ______
2. Connecticut has three cs in it. ______
3. Don’t forget to cross your ts when you write. ______
4. Will all the Js line up behind James? ______
5. Does license have one c or two cs? ______

Writing and Speaking Application

Write two sentences about an interesting phone number. Use an apostrophe to create a plural. Circle the apostrophe. Then, with a partner, take turns reading and listening to your sentences. Discuss your use of apostrophes.
PARENTHESES

Parentheses are used to separate information from the rest of a sentence or paragraph.

| Set off explanations or other information loosely related to the rest of the sentence. | George Washington (1732–1799) was the first president of the United States. |
| Do not begin a parenthetical sentence within another sentence with a capital letter. | Washington was a gentleman (he was born into a planter family in Virginia) with manners and culture. |
| End a parenthetical sentence within a sentence with a question mark or exclamation mark but not a period. | He wanted to keep the country neutral, but his secretary of state (was it Thomas Jefferson?) was pro-French. |
| On its own, a parenthetical sentence begins with a capital letter and ends with an end mark. | A conflict arose between cabinet members. (It was between Jefferson and Alexander Hamilton, secretary of the treasury.) |

Practice A  Using Parentheses

Read the sentences. Rewrite each sentence on the line, using parentheses where appropriate.

Example: About 1744, the wood-burning stove was invented by a man Benjamin Franklin who would play an important role in the Revolution.

Answer: About 1744, the wood-burning stove was invented by a man (Benjamin Franklin) who would play an important role in the Revolution.

1. Patriots complained about the king of England King George III.

2. In 1773, a group of colonists dumped tea into water Boston Harbor to protest taxes.

3. According to the news report, tea 342 chests of tea! was dumped into the sea.

4. Two lanterns remember “Paul Revere’s Ride”? signaled that the British were coming by sea.

Practice B  Proofreading for Parentheses

Read the sentences. Add parentheses where appropriate.

Example: Two of the first American presidents were Adamses John and John Quincy.

Answer: Two of the first American presidents were Adamses (John and John Quincy).

1. After most airline tickets domestic and international are sold, they cannot be refunded.

2. The best months for good weather in Alaska are in the summer June, July, and August.

3. You may choose a free gift choose from Fresh Roses Bath Gel, Soap, Lotion if you spend $25.

4. If you buy a video, you will receive not only your free gift a $10 gift card but also a surprise item.

Writing and Speaking Application

Write three sentences about a free gift. Use parentheses to separate information from the rest of the sentence. Read your sentences to a partner, who should listen for and identify the words included in parentheses. Then, switch roles with your partner.
144 BRACKETS

Use brackets to enclose an explanation in a quote to show that the explanation was not part of the original quote. Use brackets to enclose an explanation for text already in parentheses.

EXAMPLES:  The quarterback said, “Victory was a team effort, and we all thank Mr. Vincent [the coach].”

Practice A Using Brackets
Read the sentences. Add brackets where appropriate.

Example:  The coach said, “It is with regret that I will leave after many years here North High School.”
Answer:  The coach said, “It is with regret that I will leave after many years here [North High School].”

1. My grandmother said, “I always admired Dwight Eisenhower during the war World War II.”
2. “He President Eisenhower was popular, and he easily won a second term in office.”
3. The waitress said, “You may want to try today’s special chicken with rice because it’s very good.”
4. Dad asked, “How many of these pointing to the windows did you wash this morning?”

Practice B Proofreading for Brackets
Read the sentences. Add brackets where they are needed in the sentence.

Example:  Our English teacher said, “Gwendolyn Brooks wrote many wonderful poems and was poet laureate of her state Illinois.”
Answer:  Our English teacher said, “Gwendolyn Brooks wrote many wonderful poems and was poet laureate of her state [Illinois].”

1. The basketball player said, “The loss yesterday February 10, 2011 is unfortunate because we played hard.”
2. The superintendent announced, “This year’s recognition for most improved scores math scores goes to Coolidge Middle School.”
3. Ulysses S. Grant (a commander of Union troops during the Civil War 1861–1865) later became President.
4. The newspaper reported, “The House of Representatives passed the bill health care after much debate.”
5. Dad said, “You all have been asking for this a new television, but you must cooperate in choosing the shows to watch.”

Writing and Speaking Application
Write two sentences about an announcement from a school official. Use brackets. With a partner, take turns reading your sentences. Your partner should listen for and tell the word or words that you put in brackets. Then, switch roles with your partner.
145 USING THE ELLIPSIS

An ellipsis ( . . . ) shows where words have been omitted from a quoted passage. It can also mark a pause in dialogue.

An ellipsis consists of three evenly spaced periods, or ellipsis points, in a row. There is a space before the first ellipsis point, between ellipsis points, and after the last ellipsis point. The plural form of the word ellipsis is ellipses.

| Shows words are omitted from the middle or end of a quoted passage. Use an end mark after an ellipsis at the end of a sentence. | “Equal and exact justice to all . . . peace, commerce, and honest friendship with all nations, entangling alliances with none; the support of the State governments . . . .” —Thomas Jefferson, First Inaugural Address, March 4, 1801 |
| Shows a pause in a dialogue or speech. | What time did you say . . . nine o’clock? |
| Shows an incomplete statement. | How much is . . . |

Practice A Using Ellipses

Read the sentences. On the line, write whether the ellipses are used to indicate an omission or a pause.

Example: “I’m a Yankee Doodle Dandy . . . born on the Fourth of July.” Answer: omission

1. Well . . . I am speechless. ________________
2. Oh, no . . . I failed the test! ________________
3. “You’re a grand old flag . . . and forever in peace may you wave.” ________________
4. “That man over there says that women need to be helped into carriages, and . . . Nobody ever helps me . . . And ain’t I a woman?” ________________
5. Certainly . . . if you think it’s a good idea. ________________
6. What . . . what was that you said? ________________
7. “Obliged to you for hearing me . . . old Sojourner ain’t got nothing more to say.” ________________
8. I planned to call you . . . but I forgot. ________________
9. Do you want to watch television . . . or go to a movie? ________________
10. “The people will waken and listen to hear . . . the midnight message of Paul Revere.” ________________

Practice B Using Ellipses

Read the sentences. Write whether ellipses are used to indicate a pause or an incomplete statement.

Example: Can’t you wait . . .

Answer: incomplete statement

1. I . . . just don’t know. ________________
2. Why . . . ________________
3. Please . . . let me explain. ________________
4. I’ll never . . . ________________
5. Oh, come on . . . ________________
6. He apologized . . . but then, he’s apologized before. ________________
7. Thanks . . . Sean’s picking me up. ________________
8. Hurry, please . . . ________________
9. You may want to go on ahead . . . I’ll be there as soon as possible. ________________

Writing and Speaking Application

Write a two-sentence dialogue between friends. Use ellipses. Exchange dialogues with a partner and take turns reading and listening to your sentences. Discuss your use of ellipses with your partner.
146 DASHES

A dash (—) shows a strong, sudden break in thought or speech.
Like commas and parentheses, dashes separate certain words, phrases, or clauses from the rest of the
sentence or paragraph. A dash may also take the place of certain words before an explanation.

<table>
<thead>
<tr>
<th>Use to show a sudden break in thought.</th>
<th>It’s too cold—well below zero—to go out.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use in place of in other words, namely, or that is before an explanation.</td>
<td>Emma volunteered—she always keeps busy. The test was hard—I should have studied last night.</td>
</tr>
<tr>
<td>Use to set off nonessential appositives or modifiers.</td>
<td>The vote was close—52 to 48—but the new rule passed.</td>
</tr>
</tbody>
</table>

Practice A Using Dashes
Read the sentences. Rewrite each sentence on the lines, adding dashes where they are needed.

Example: Kelsey says she can fix the computer she insists she knows how.
Answer: Kelsey says she can fix the computer—she insists she knows how.

1. We went through three states New York, Connecticut, and Massachusetts on the trip.

2. Dad has been in forty-nine of the fifty states there’s only Hawaii left to see.

3. We came over to apologize we were wrong to say what we did.

4. The alarm didn’t go off, my jeans were lost oh, I don’t have time to explain.

Practice B Using Dashes
Read the sentences. Rewrite each sentence on the lines, adding dashes where they are needed.

Example: Those pink flowers I think they are called peonies are huge!
Answer: Those pink flowers—I think they are called peonies—are huge!

1. Please explain why you did that and be sure to include everything.

2. How many business trips my guess is thirty did Mom take last year?

3. Three o’clock that’s when you think you will finish?

4. The hurricane winds they were clocked at more than one hundred miles per hour uprooted old trees.

Writing and Speaking Application
Write a two-sentence description of something in nature. Use at least one dash. With a partner, take
turns reading and listening to your descriptions. Can you identify the places that need dashes in your
partner’s sentences? Discuss your use of dashes.
147 THE WORD I

A capital letter is used for the word I, whatever its position in a sentence.
The pronoun I is always capitalized.

EXAMPLE: I read two books by this author before I found this one.

Show that you can use the conventions of capitalization by completing the exercises.

Practice A Supplying Capitalization
Read the sentences. On the line, rewrite each sentence adding the missing capitals.

Example: i hope it doesn't rain before i get home.
Answer: I hope it doesn't rain before I get home.

1. What can i do to help you get ready?
2. Akemi and i will watch your little sister.
3. If i can't go to camp, i'll take swimming lessons.
4. i will never forget how much you helped.
5. Stephen, Luis, and i are teammates.
6. i am sure i can finish my homework early.
7. i will make dinner for Mom's birthday.
8. If i cook, will you do the dishes?
9. When i am tired, i make mistakes.
10. Chris and i are studying together this afternoon.

Practice B Proofreading for Capitalization
Read each sentence. Circle the letter i if it should be capitalized.

Example: i think i will order the spaghetti.
Answer: (I think) I will order the spaghetti.

1. Cheyenne and i are next-door neighbors.
2. If i sign up, will you?
3. I count three i's in invisible.
4. When i babysit, i have extra money.
5. i like to go out to eat in a restaurant.
6. The twins and i have been friends since first grade.
7. Since i enjoy swimming, my dad said we can join the fitness club.
8. i need to finish my report that's due Friday.
9. May i please have more mashed potatoes?
10. For how many people should i set this table?

Writing and Speaking Application
Write an explanation of something you plan to do this week. Use the word I three times. Then, read your explanation aloud to a partner. Have your partner raise a hand when you say the word I. Switch roles. Then, discuss if each of you always capitalized the word I.
148 SENTENCES

The first word in a sentence must begin with a capital letter.
Capitalize the first word in declarative, interrogative, imperative, and exclamatory sentences.

<table>
<thead>
<tr>
<th>Type</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Declarative</td>
<td>The highway through town needs repairs.</td>
</tr>
<tr>
<td>Interrogative</td>
<td>What would you like for breakfast?</td>
</tr>
<tr>
<td>Imperative</td>
<td>Remember to lock the door.</td>
</tr>
<tr>
<td>Exclamatory</td>
<td>I love this gift!</td>
</tr>
<tr>
<td>Part sentences with the rest understood</td>
<td>Really!</td>
</tr>
</tbody>
</table>

Show that you can use the conventions of capitalization by completing the exercises.

**Practice A  Supplying Capitalization**
Read the sentences. Rewrite each sentence on the line, adding the missing capitals.

Example: when can you be ready?
Answer: When can you be ready?

1. there’s no doubt. __________________________________________
2. the coach asked us to come for practice today. __________________
3. what is your reason? _________________________________________
4. find a partner and talk about your sentences. __________________
5. do you like to read? ________________________________________
6. when? _____________________________________________________
7. the time is three, on the dot. ________________________________
8. will you share your essay, Caleb? _____________________________
9. my sister starts college this year. ___________________________
10. look at the diagram on page 433. ____________________________

**Practice B  Proofreading for Capitalization**
Read the sentences. Circle the letters that should be capitalized.

Example: the shop is open until nine tonight.
Answer: The shop is open until nine tonight.

1. you should come early and stay late to help me.                      6. don’t let jesse bully you.
2. dinner is here on sunday at one.                                     7. oh, well.
3. bring extra pencils and an eraser on thursday.                      8. that’s good news!
4. how many?                                                            9. can you show me how to search the internet?
5. what do you think of mr. hall’s new car?                            10. gate h7 is down this corridor on the right.

**Writing and Speaking Application**
Write a three-sentence description of a good piece of news. Use capital letters to begin sentences. With a partner, read your descriptions. Partners should listen for and name the first words in the sentences. Then, switch roles with your partner.
149 QUOTATIONS

A capital letter signals the first word in a direct quotation, a person’s exact words.

<table>
<thead>
<tr>
<th>Capitalize the first word in a complete quoted sentence.</th>
<th>“I’d like to see a movie,” said Leslie.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capitalize only the first part of a complete sentence quoted in two parts.</td>
<td>“We could go tomorrow,” replied Gabby, “or we could go on Saturday.”</td>
</tr>
<tr>
<td>Capitalize the first word in each sentence in the quotation.</td>
<td>“I’d rather go on Saturday,” said Leslie. “The soccer game is tomorrow.”</td>
</tr>
</tbody>
</table>

Show that you can use the conventions of capitalization by completing the exercises.

Practice A Recognizing Capitalization

Read the sentences. Circle each letter that should be a capital. Write the word or words correctly.

Example: “the forecast is for high winds,” said Peggy.

Answer: “The forecast is for high winds,” said Peggy.

1. Tony said, “once in a windstorm, we lost part of our roof.”

2. “wind is spooky, isn’t it,” said Kylie. “it’s the howling.”

3. Lee said, “in our old house, the wind blows right through the cracks.”

4. “you should try living in Chicago,” said Pete. “it’s really windy there.”

5. “well, I don’t think wind is as bad as a blizzard,” said Lee.

Practice B Proofreading for Capitalization

Read the sentences. Rewrite each sentence on the line, adding the missing capitals.

Example: “who watched television last night?” asked Liam. “a new comedy was on.”

Answer: “Who watched television last night?” asked Liam. “A new comedy was on.”

1. “what time was it on?” asked Mike.

2. “it was on at eight, I think,” replied Liam.

3. “why did you like it?” asked Mike. “should I try to see it next week?”

4. “the main characters have funny lines,” said Liam.

5. “that’s right,” said Crystal, “because I saw it, too.”

Writing and Speaking Application

Write a two- or three-line conversation about a television show. Use capital letters correctly and then circle them. With a partner, take turns reading and listening to your conversations. Then, discuss how each of you used capital letters with quotations.
150 USING CAPITALIZATION FOR PROPER NOUNS

An important use of capital letters is to show that a word is a proper noun. Proper nouns name specific people, places, or things.

<table>
<thead>
<tr>
<th>Capitalize all proper nouns.</th>
<th>Dana Dotson</th>
<th>Kevin McCall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mount Vesuvius</td>
<td>Oak Street</td>
<td></td>
</tr>
<tr>
<td>Lake Superior</td>
<td>the Pyramids</td>
<td></td>
</tr>
<tr>
<td>Capitalize each part of a person’s full name, including initials.</td>
<td>John Greenleaf Whittier</td>
<td>Carolina A. Sears</td>
</tr>
</tbody>
</table>

Show that you can use the conventions of capitalization by completing the exercises.

Practice A Using Capitalization for Names of People
Read the sentences. Write each name, adding the missing capitals.

Example: The play was written by James Weldon Johnson.
Answer: James Weldon Johnson

1. Purple Petunias was painted by Georgia O’Keeffe.

2. The leads in the play are Jillian and Javier.

3. The winner of the Newbery Medal in 2006 was Lynne Rae Perkins.

4. Meriwether Lewis and William Clark were explorers.

5. First prize was won by Stephanie N. Morgan.

6. The winner of the election for class president was Brendan E. Brown.

Practice B Using Capitalization for Names of Places and Things
Read the sentences. Write the name of each place and thing on the line, adding the missing capital letters.

Example: Our neighbors are planning a trip to Tokyo and Kyoto in Japan.
Answer: Tokyo, Kyoto, Japan

1. We saw the U.S. Capitol in Washington, D.C.

2. The Amazon River is one of the world’s great rivers.

3. This will be my first trip to Jackson Hole, Wyoming.

4. Come with us to the Art Institute of Chicago.

5. In San Francisco, we drove across the Golden Gate Bridge.

6. The city of New Orleans is located on the Gulf of Mexico.

7. Dad wanted to move to Seattle, Washington, but he got a job in Ohio.

Writing and Speaking Application
Write a three-sentence description of a body of water, using proper nouns. Circle the capital letters.

With a partner, take turns reading your sentences. Your partner should listen for and name the nouns that need capitalization. Then, switch roles with your partner.
151 USING CAPITALIZATION FOR PROPER ADJECTIVES

When a proper noun or a form of a proper noun is used to describe another noun, it is called a proper adjective. Proper adjectives usually need a capital letter.

<table>
<thead>
<tr>
<th>Proper adjectives</th>
<th>Sumerian</th>
<th>German</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proper adjective modifying common noun</td>
<td>Armenian food</td>
<td>South American nation</td>
</tr>
<tr>
<td>Brand names used as adjectives</td>
<td>Old Southern chicken pot pies</td>
<td>Washington apples</td>
</tr>
</tbody>
</table>

Show that you can use the conventions of capitalization by completing the exercises.

Practice A Using Capitalization for Proper Adjectives

Read the sentences. Circle the proper adjectives. Then, on the lines, write the proper adjectives, adding the correct capitalization.

Example: The italian bread makes good sandwiches.
Answer: The (italian) bread makes good sandwiches. Italian

1. Clear waters make indonesian sailing popular.
2. I like the new korean restaurant.
3. Our neighbors proudly fly a swedish flag.
4. The south african native now lives in London.
5. Doug and Meagan are taking a jamaican vacation.
6. What do you think of this crispy crunch cereal?

Practice B Using Capitalization for Proper Adjectives

Read the sentences. Circle the proper adjectives. Then, on the lines, write the proper adjectives, adding the correct capitalization.

Example: Would you bring me a piece of mexican pottery?
Answer: Would you bring me a piece of (mexican) pottery? Mexican

1. Many restaurants in our city serve asian meals.
2. My brothers and I have korean american ancestry.
3. My brother is taking a college course in russian literature.
4. A north american agreement has been signed.
5. Mars was the roman god of war.
6. Dad once worked for a saudi arabian oil company.

Writing and Speaking Application

Write a two-sentence description of a place you would like to visit. Use a proper adjective and circle it. With a partner, take turns reading your descriptions. Your partner should listen for and name the proper adjective. Then, switch roles with your partner.
152 USING CAPITALIZATION FOR TITLES OF PEOPLE

Whether a title is capitalized often depends on how it is used in a sentence. Capitalize the title of a person when it is followed by the person’s name or when it is used in direct address. Do not capitalize titles that are used alone or that follow a person’s name. With family relationships, capitalize titles used with the person’s name or as the person’s name, except when the title comes after a possessive noun or pronoun.

<table>
<thead>
<tr>
<th>Social and professional titles</th>
<th>The duty of General McChrystal is to lead our troops in Afghanistan. Yes, General, we are prepared. Stanley McChrystal, the general, was interviewed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government official’s titles</td>
<td>Governor Morris wants to reduce taxes. The governor is popular in her state.</td>
</tr>
<tr>
<td>Family relationship titles</td>
<td>Today is Grandmother Hoover's birthday. Is your grandmother here yet? Peter’s uncle is bringing her.</td>
</tr>
</tbody>
</table>

Practice A Using Capitalization for Titles of People

Read the sentences. If the title is correctly capitalized, write correct. If it is not, rewrite the title.

Example: We are hoping to hear the bishop speak.
Answer: correct

1. My question, senator, is about your decision on educational reform.  
2. Moby Dick tells the story of captain ahab and a whale.  
3. My older brother enlisted and is a private in the U.S. Army.  
4. Where is uncle Giovanni staying?  
5. The secretary is in charge of taking minutes.  
6. What do the test results show, doctor?

Practice B Writing Titles of People Correctly

Read the sentences. If the title in the sentence is correctly capitalized, write correct. If it is not, rewrite the sentence correctly.

Example: Since 2001, professor Smith has taught at our junior college.
Answer: Since 2001, Professor Smith has taught at our junior college.

1. May I borrow your necklace for a day, aunt Maria?  
2. Briana’s mother will pick us up at 5:00.  
3. The record shows that representative Davis was absent for the vote.

Writing and Speaking Application

Write sentences about your school. Use at least two titles. With a partner, take turns reading and listening to your sentences. Can your partner name the titles that need capitalization?
153 USING CAPITALIZATION FOR TITLES OF WORKS

Capital letters are used for the titles of things such as written works, pieces of art, and school courses.

Capitalize the first word and all other key words in the titles of books, newspapers, magazines, short stories, poems, plays, movies, songs, and artworks. Capitalize the title of a school course when it is followed by a course number or when it refers to a language.

<table>
<thead>
<tr>
<th>Books</th>
<th>The Moves Make the Man</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newspapers</td>
<td>San Francisco Chronicle</td>
</tr>
<tr>
<td>Magazines</td>
<td>National Geographic</td>
</tr>
<tr>
<td>Short Stories</td>
<td>“The Luckiest Time of All”</td>
</tr>
<tr>
<td>Plays, Movies</td>
<td>Pirates of the Caribbean</td>
</tr>
<tr>
<td>Songs</td>
<td>“The Yellow Rose of Texas”</td>
</tr>
<tr>
<td>Artworks</td>
<td>Venus De Milo</td>
</tr>
<tr>
<td>School Courses</td>
<td>English, social studies, History 8-1</td>
</tr>
</tbody>
</table>

Practice A  Using Capitalization for Titles of Things
Read each sentence. On the line, write the title, adding the correct capitalization. If no capitalization is needed, write correct.

Example: We found it in plays: the drama magazine for young people.
Answer: Plays: The Drama Magazine for Young People

1. They watched the movie shrek many times.

2. Mom reads the food network magazine to find recipes.

3. Our teacher says we will recognize the painting portrait of dr. gachet.

4. The story “amigo brothers” takes place in the city.

5. My brother is studying history in high school.

6. We read the poem “the cremation of sam mcgee” in class.

Practice B  Using Capitalization for Titles of Things
Read each sentence. On the line, write the title correctly, adding the correct capitalization.

Example: The painting green car crash is unusual.
Answer: Green Car Crash

1. Have you seen the movie school of rock?

2. I went to see a musical called the music man with my mom.

3. My uncle’s favorite song is “don’t touch my hat.”

4. My five-year-old brother’s favorite story is the little engine that could.

Writing and Speaking Application
Write a two-sentence description of a magazine. Use capital letters in the title. With a partner, take turns reading your sentences. Then, switch roles with your partner.
154 USING CAPITALIZATION IN LETTERS

Several parts of friendly and business letters are capitalized.
In the heading and inside address, capitalize the street, city, two-letter state abbreviation, and the month.

EXAMPLES: Huron Street Albany NY October

In the salutation, capitalize the first word, any title, and the name of the person or group mentioned. In the closing, capitalize the first word.

SALUTATIONS: My dear Isaac, Dear Ms. Custer:
CLOSINGS: Sincerely yours, Love,

Show that you can use the conventions of capitalization by completing the exercises.

Practice A Identifying Correct Capitalization in Letters
Read the items. If the capitalization is correct, write correct. If it needs to be revised, rewrite the item correctly on the line.

Example: As Ever,
Answer: As ever,

1. 36 Bluebonnet lane

2. Austin TX 78767

3. March 1, 2010

4. dear grandmother,

5. love,

6. Sincerely yours,

7. 76 magnolia lane, baton rouge, la 70821

Practice B Using Capitalization in Letters
Read each sentence. Circle the mistakes in capitalization.

Example: Aunt Mary signed the letter, “your aunt.”
Answer: Aunt Mary signed the letter, “your aunt.”

1. The letter is addressed to him at 140 mockingbird lane, nashville, TN 37219.

2. The letter from ABC Company began with “dear mr. jackson.”

3. I signed my letter to Lily, “your true friend.”

4. Letters to me should be sent to 398 tenth street, columbus, oh 43209

5. “Yours Truly,” is a correct way to close a business letter.

6. I am still getting letters at 10 hawthorne lane, jefferson city, mo 65109

7. Chloe wrote me a letter and signed it, “sincerely.”

8. Dad always signs his business letters, “sincerely yours.”

9. Write the company president at his office: 6202 ninth street, trenton, nj 08608.

10. I included the date in my heading: december 20, 2011.

Writing and Speaking Application
Write an address for a letter to a friend. Circle the capital letters. With a partner, talk about your examples. Then, switch roles with your partner.
155 USING CAPITALIZATION IN ABBREVIATIONS, ACRONYMS, AND INITIALS

An abbreviation is a shortened form of a word or phrase. An acronym is an abbreviation of a phrase that takes one or more letters from each word in the phrase being abbreviated. In general, capitalize abbreviations, acronyms, and initials if the words or names they stand for are capitalized.

<table>
<thead>
<tr>
<th>Initials</th>
<th>George W. Bush</th>
</tr>
</thead>
<tbody>
<tr>
<td>Titles</td>
<td>Mr. Cameron Chase, Sr.</td>
</tr>
<tr>
<td>Academic degrees</td>
<td>Paige Roberts, Ph.D.</td>
</tr>
<tr>
<td>Acronyms</td>
<td>FEMA (Federal Emergency Management Agency)</td>
</tr>
<tr>
<td>Most abbreviations for units of measure are not capitalized.</td>
<td>tsp. (teaspoon)</td>
</tr>
<tr>
<td>Use two-letter state abbreviations without periods only when followed by a ZIP code.</td>
<td>Fort Myers, FL 33913</td>
</tr>
</tbody>
</table>

Practice A Using Capitalization for Abbreviations
Read the items. On the lines, rewrite the items, adding capitals as needed. If the item is correct, write correct.

Example: Atlanta, ga 30319
Answer: Atlanta, GA 30319

1. Sammy Davis, jr.  
2. St. Petersburg, Florida  
3. Dominic Thompson, m.d.  
4. Harbor View dr.  
5. 10ft.  
6. ms. Jennifer Andrews  
7. Samuel l. Gompers  
8. McAllen, tx 78505  
9. Priscilla Winston, MSN  
10. dr. Neva Wallace

Practice B Using Capitalization for Initials and Acronyms
Read the sentences. Write the initials and acronyms on the lines, adding capitals as needed. If the sentence is correct, write correct.

Example: Bob worked for ncar (pronounced EN-car), the National Center for Atmospheric Research.
Answer: NCAR

1. Since she was eleven, Mary Jo has asked to be called m. j.  
2. We belong to core (Congress of Racial Equality).  
3. My parents have an ira account.  
4. Tickets for a B. B. King concert are hard to find.  
5. j. p. Morgan was a banker.

Writing and Speaking Application
Write a sentence about an organization. Use an acronym. Then, with a partner, talk about your sentence. Can your partner figure out what the acronym stands for? Do you agree on the way the acronyms are capitalized?
Part 5

Introduction

Part 5 of the Texas All-in-One Workbook will help you develop vocabulary skills by giving you practice with elements of vocabulary and with applying spelling rules.

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- Spelling Practice 15: Words with Prefixes, Roots, and Suffixes .............. 200
Vocabulary Practice 1: Prefixes

Prefixes: in-, im-
A prefix is a word part that is added to the beginning of a base word. A prefix changes the meaning of a word.

Example: The prefixes in- and im- can both mean “not.” Adding im- to the base word possible makes impossible, which means “not possible.” Adding in- to the base word accurate makes inaccurate, which means “not accurate.”

A. Choose the word below that best completes each sentence. Write the word in the blank.

| immature | impenetrable | improbable | incompetent | incoherent |
| indecisive | inexcusable | inflexible | inexplicable | insurmountable |

___ 1. What happened at the end of the book was so ____________ that many readers criticized the plot.
___ 2. The ____________ customer kept changing his mind about the purchase.
___ 3. Other coaches gave their teams some time off, but the baseball coach was ____________ about practice.
___ 4. The child was regarded as ____________ because she could not yet get along with others.
___ 5. Because the woman got everything she had requested, the reasons for her later complaints seemed ____________.
___ 6. In many families, being rude to a guest is completely ____________.
___ 7. At first, the plumber thought she could drill through the wall, but the wall was ____________.
___ 8. In the interview, the secretary appeared to have many good skills, but, on the job, he turned out to be ____________.
___ 9. The messenger could not deliver the package on time because traffic proved to be an ____________ problem.
___ 10. No one could make sense out of what the man said. His words were ____________.

B. Write a word you wrote for Part A that matches each meaning.

1. not capable ____________ 4. not clear ____________
2. not explainable ____________ 5. not grown up ____________
3. not likely ____________
Vocabulary Practice 2: Prefixes

Prefixes: **de-**
A prefix is a word part that is added to the beginning of a base word. A prefix changes the meaning of a word.

**Example:** The prefix *de-* can mean “the reverse of,” “to reverse the action of,” “away from or off,” or “down.” Adding *de-* to the base word *cline*, meaning “to incline,” makes *decline*, which means “to slope downward or descend.”

A. For each item in the chart below, add the prefix *de-* to the root word to form a new word.

<table>
<thead>
<tr>
<th>Meaning of <em>de-</em></th>
<th>Root (and Meaning)</th>
<th>New Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. the reverse of</td>
<td><em>plete</em> (to fill)</td>
<td></td>
</tr>
<tr>
<td>2. the reverse of</td>
<td><em>compose</em> (to put together)</td>
<td></td>
</tr>
<tr>
<td>3. the reverse of</td>
<td><em>flect</em> (living, existing, functioning)</td>
<td></td>
</tr>
<tr>
<td>4. to reverse the action of</td>
<td><em>hydrate</em> (to cause to take up water)</td>
<td></td>
</tr>
<tr>
<td>5. away from, off</td>
<td><em>formity</em> (the form of)</td>
<td></td>
</tr>
<tr>
<td>6. away from, off</td>
<td><em>face</em> (front, face)</td>
<td></td>
</tr>
<tr>
<td>7. away from, off</td>
<td><em>fault</em> (to fail)</td>
<td></td>
</tr>
<tr>
<td>8. away from, off</td>
<td><em>ter</em> (frighten)</td>
<td></td>
</tr>
<tr>
<td>9. down</td>
<td><em>grade</em> (step, grade)</td>
<td></td>
</tr>
<tr>
<td>10. down</td>
<td><em>nounce</em> (to report)</td>
<td></td>
</tr>
</tbody>
</table>

B. Write a word that you wrote for Part A that matches each meaning below.

1. dead; no longer existing _________
2. to use up _________
3. to scare off; to keep from doing _________
4. to put down; to give a bad report of _________
5. to destroy; to ruin the outside appearance of _________
Vocabulary Practice 3: Prefixes

Prefixes: re-, un-

A prefix is a word part that is added to the beginning of a base word. A prefix changes the meaning of a word.

Example: The prefix re- has different meanings. Sometimes it means “again.” It can also mean “back or backward.” Adding re- to the root peal, which means “to call,” makes repeal, which means “to take back officially” or “to recall.” The prefix un- means “not” or “the reverse of.”

A. Add a prefix to each word below. Write a word that means “the reverse of” each word given.

1. daunted ______________________________ 4. wary ________________________________
2. scathed ______________________________ 5. tenable ________________________________
3. kempt ______________________________

B. Think about the meanings of each prefix and base word. Then, write a definition for the word in bold type. Check your definitions in a dictionary.

1. re- (back or backward) + gress (to go) = regress
   Definition _______________________________________________________________________________
2. re- (back ) + imburse (to pay) = reimburse
   Definition _______________________________________________________________________________
3. re- (back ) + instate (put in position) = reinstate
   Definition _______________________________________________________________________________
4. re- (back) + retaliation (legal getting back at) = retaliation
   Definition _______________________________________________________________________________
5. re- (back/again) + trieve (to find) = retrieve
   Definition _______________________________________________________________________________

C. Choose the word that best matches each meaning. Write it in the blank.

<table>
<thead>
<tr>
<th>unkempt</th>
<th>unwary</th>
<th>retaliation</th>
<th>retrieve</th>
<th>unscathed</th>
</tr>
</thead>
</table>

1. The warrior returned home happy, _________________________ by battle.
2. Pickpockets may look for _________________________ tourists.
3. When I throw the stick, Muffin will _________________________ it.
4. Your yard is neat and trim, but this one is _________________________.
5. The people who hurt Janice’s sister can expect _________________________.
Vocabulary Practice 4: Prefixes

Prefixes: con-, com-, col-

A prefix is a word part that is added to the beginning of a base word. A prefix changes the meaning of a word.

Example: The prefixes con-, com-, and col- mean “together” or “with.” Adding con- to the root cur, which means “to run,” makes concur, which means “to act together for a common purpose” or “to agree.”

A. Think about the meanings of each prefix and base word. Then, write a definition for the word printed in bold type. Check your definitions in a dictionary.

1. col- + labor (to labor) = collaborate
   Definition _______________________________________________________________________________

2. col- + lusion (to play a game) = collusion
   Definition _______________________________________________________________________________

3. com- + bine (two by two) = combine
   Definition _______________________________________________________________________________

4. com- + mend (to entrust) = commend
   Definition _______________________________________________________________________________

5. com- + merce (merchandise) = commerce
   Definition _______________________________________________________________________________

6. con- + form (to form) = conform
   Definition _______________________________________________________________________________

7. con- + serve (to keep) = conserve
   Definition _______________________________________________________________________________

8. con- + fide (trust) = confide
   Definition _______________________________________________________________________________

9. com- + munity (state of service) = community
   Definition _______________________________________________________________________________

10. con- + vene (to come) = convene
    Definition _______________________________________________________________________________

B. On a separate sheet of paper, write a sentence using each of the following words.

<table>
<thead>
<tr>
<th>confide</th>
<th>convene</th>
<th>conform</th>
<th>collusion</th>
<th>commend</th>
</tr>
</thead>
</table>

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Vocabulary Practice 5: Prefixes

Prefixes: ob-, oc-, op-

A prefix is a word part that is added to the beginning of a base word. A prefix changes the meaning of a word.

**Example:** The prefixes ob-, oc-, and op- can all mean “in the way,” “against,” or “toward.” Adding ob-, meaning “in the way of,” to the root ject, which means “to throw,” makes object, which means “to put forth in opposition” or “to oppose something.”

Combine each prefix with each base word or root. Write the new word in the blank. Then, write the letter of the meaning that belongs with each word. The first one is done for you.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Base/Root</th>
<th>New Word</th>
<th>Letter</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ob-</td>
<td>obscure</td>
<td>1. obscure</td>
<td>2. g</td>
<td>a. easily discovered, seen, or understood</td>
</tr>
<tr>
<td></td>
<td>(darkness)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ob-</td>
<td>struct</td>
<td>3.</td>
<td>4.</td>
<td>b. to crush or to burden</td>
</tr>
<tr>
<td></td>
<td>(to build)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ob-</td>
<td>tain</td>
<td>5.</td>
<td>6.</td>
<td>c. someone played or fought against</td>
</tr>
<tr>
<td></td>
<td>(to hold)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ob-</td>
<td>vious (way)</td>
<td>7.</td>
<td>8.</td>
<td>d. someone or something played or fought against</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>op-</td>
<td>ponent</td>
<td>9.</td>
<td>10.</td>
<td>e. state of taking over or possessing</td>
</tr>
<tr>
<td></td>
<td>(position)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>op-</td>
<td>position</td>
<td>11.</td>
<td>12.</td>
<td>f. a commitment, promise, or debt; something someone is bound to</td>
</tr>
<tr>
<td></td>
<td>(position)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>op-</td>
<td>press</td>
<td>13.</td>
<td>14.</td>
<td>g. hidden in darkness, not clear</td>
</tr>
<tr>
<td></td>
<td>(to press)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ob-</td>
<td>igation</td>
<td>15.</td>
<td>16.</td>
<td>h. to get or attain, usually by effort</td>
</tr>
<tr>
<td></td>
<td>(state of binding or tying)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ob-</td>
<td>stacle</td>
<td>17.</td>
<td>18.</td>
<td>i. something that stands in the way of progress or achievement</td>
</tr>
<tr>
<td></td>
<td>(to stand)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>oc-</td>
<td>cupation</td>
<td>19.</td>
<td>20.</td>
<td>j. to block or close up; to cut off</td>
</tr>
<tr>
<td></td>
<td>(to seize)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Vocabulary Practice 6: Suffixes

Suffixes: \(-ance\), \(-ence\)

A suffix is a word that is added to the end of a base word. A suffix changes the meaning of the word and how it is used in a sentence.

**Example:** The suffixes \(-ance\) and \(-ence\) are added to base words and roots to make nouns. Adding \(-ence\) to the base word persist, which means “to keep at” or “to continue, despite problems,” makes the noun persistence, which means “the state of continuing, or staying with, despite problems.”

**A.** Write the noun form, which ends with \(-ance\) or \(-ence\), of the following verbs.

1. endure ___________________________________
2. maintain ___________________________________
3. persist ___________________________________
4. prefer ___________________________________
5. resemble ___________________________________

**B.** Think about the meaning of each adjective. Write a definition of the related noun that ends in \(-ence\) or \(-ance\).

1. abundant (adjective)—plentiful
   abundance (noun)— ___________________________________

2. arrogant (adjective)—proud; exaggerating one’s own worth
   arrogance (noun)— ___________________________________

3. evident (adjective)—clear, obvious
   evidence (noun)— ___________________________________

4. tolerant (adjective)—accepting
   tolerance (noun)— ___________________________________

5. reluctant (adjective)—feeling or showing hesitation or unwillingness
   reluctance (noun)— ___________________________________
Vocabulary Practice 7: Suffixes

Suffixes: -ary, -ery, -ory
A suffix is a word that is added to the end of a base word. A suffix changes the meaning of the word and how it is used in a sentence.

Example: The suffixes -ary, -ery, and -ory are added to base words and roots to make nouns and adjectives. Adding -ery to the base word green, which is an adjective naming a color, makes the noun greenery, which means “green leaves” or “green plants.”

A. Write the adjective from the list that best completes each phrase below. Use each word only once.

<table>
<thead>
<tr>
<th>voluntary</th>
<th>temporary</th>
<th>sensory</th>
<th>advisory</th>
<th>dietary</th>
</tr>
</thead>
</table>
1. ___________ accommodations until the house is built
2. ___________ assistance to senior citizens
3. ___________ details that improve your writing
4. ___________ council to the president
5. ___________ changes related to vitamin C

B. Write the noun from the list that best completes each phrase below. Use each word only once.

<table>
<thead>
<tr>
<th>category</th>
<th>laboratory</th>
<th>dormitory</th>
<th>forgery</th>
<th>flattery</th>
</tr>
</thead>
</table>
1. test tubes stored in the
2. students living in the
3. terms that belong in that
4. smiling at the words of
5. accused of passing off a

C. Write the word from the lists in Parts A and B that is either the noun form of the verb or the adjective form of the noun given.

1. flatter (v.) ________________ 4. forge (v.) ________________
2. diet (n.) ________________ 5. advise (v.) ________________
3. sense (n.) ________________
Vocabulary Practice 8: Suffixes

Suffixes: -ate

A suffix is a word that is added to the end of a base word. A suffix changes the meaning of the word and how it is used in a sentence.

Example: The suffix -ate is a verb-making suffix. The suffix -ate means “to make.” Often, a noun can be changed into a verb by eliminating its noun-making suffix and adding the verb-making suffix -ate.

A. Each word below is a noun ending in -ation. Change each noun to a verb by eliminating the noun ending and adding the suffix -ate.

1. deliberation ________________________ 6. enumeration ___________________________
2. exaggeration ________________________ 7. initiation ___________________________
3. interrogation ________________________ 8. liquidation ___________________________
4. motivation ________________________ 9. participation ___________________________
5. segregation ________________________ 10. violation ___________________________

B. Think about the meaning of each word below. Write a sentence containing the word. Be sure to use the word as a verb.

1. liquidate—to convert assets into cash

2. enumerate—to list one by one

3. interrogate—to question someone

4. initiate—to start

5. violate—to break; to disregard
Vocabulary Practice 9: Suffixes

Suffixes: -ion

A suffix is a word that is added to the end of a base word. A suffix changes the meaning of the word and how it is used in a sentence.

Example: The suffix -ion is a noun-making suffix. Often, a verb can be changed into a noun by adding the suffix -ion, as well as by making spelling changes. The verb progress becomes the noun progression by adding -ion.

A. Think about the verb given in each item. Write the noun form of the verb from the list below.

<table>
<thead>
<tr>
<th>ignition</th>
<th>persuasion</th>
<th>possession</th>
<th>confusion</th>
<th>provision</th>
</tr>
</thead>
<tbody>
<tr>
<td>inversion</td>
<td>emission</td>
<td>infection</td>
<td>liberation</td>
<td>succession</td>
</tr>
</tbody>
</table>

1. possess ___________________________ 6. confuse _______________________________
2. liberate ___________________________ 7. provide _______________________________
3. succeed ___________________________ 8. invert _______________________________
4. ignite ___________________________ 9. infect _______________________________
5. persuade ___________________________ 10. emit _______________________________

B. Write the noun from the list in Part A that best completes each sentence below. Use each word only once. You may use the plural form of any noun in the list.

We took one test after another this week! It was a whole _______________ of tests! In science, we took a test on weather. I got every answer right except the one about temperature _______________. We also had a general science test. It had questions about pollution and automobile _______________. It also had questions about viruses, bacteria, and _______________. We had a writing test with two parts. In one part, we had to use _______________ to make an argument in favor of tough sentences for drug _______________. In another test, we had to explain a simple process, such as removing car keys from the car’s _______________. The goal was to make the writing perfectly clear, so the reader would not have a moment of _______________. We also had a test in social studies. It was about the _______________ of colonies from their rulers, as well as the _______________ these colonies had made for new governments.
Vocabulary Practice 10: Word Roots

Word Roots: -vid-, -vis-, -vit-

Word roots form the basic part of the word and give the word its primary meaning. Prefixes and suffixes add specific meanings to roots. If you know the meaning of a root, you can often figure out the meaning of a whole word.

Example: The word roots -vid- and -vis- mean “see.” Adding the suffix -ion to the root -vis- makes vision, meaning “the act of seeing” or “something seen.” The word root -vit- (sometimes spelled with -viv-) means “life.”

A. Choose the word that best completes each sentence below. Write the word in the blank.

| convivial | improvise | revision | revive | viable |
| video    | visionary | visor    | visual | vital   |

1. We did not see the movie in the theater; instead, we saw the ______________.
2. The artist seemed to see into the future. She was regarded as a ______________.
3. Cassy is a musical person. She also has many ______________ skills.
4. After you write your draft, wait at least one day before doing any ______________.
5. The ______________ helps shield the sun from the driver’s eyes.
6. Everyone had a great time; the party was ______________.
7. Although he tried, the marine biologist could not ______________ the beached whale.
8. The puppy was born early, but it was ______________.
9. Sleep is ______________ for health; a person will die without it.
10. If you don’t have a speech ready, you may need to ______________.

B. Write the word from Part A in the correct column of the chart below.

<table>
<thead>
<tr>
<th>Meaning Related to Seeing</th>
<th>Meaning Related to Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>7.</td>
</tr>
<tr>
<td>2.</td>
<td>8.</td>
</tr>
<tr>
<td>3.</td>
<td>9.</td>
</tr>
<tr>
<td>4.</td>
<td>10.</td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
</tbody>
</table>
Vocabulary Practice 11: Word Roots

Word Roots: -gen-

Word roots form the basic part of the word and give the word its primary meaning. Prefixes and suffixes add specific meanings to roots. If you know the meaning of a root, you can often figure out the meaning of a whole word.

Example: The word root -gen- can mean “birth” or “kind.” Adding the suffix -erate to the root -gen-, meaning “birth,” makes generate, meaning “to bring into existence.”

Think about the meaning of each word below. Decide whether the word is related to the root meaning of “birth” or the root meaning of “kind.” Explain your answer.

1. gender—male or female
   Related to the root meaning ____________ because ____________________________

2. genealogy—an account of a person, family, or group from an ancestor or older forms
   Related to the root meaning ____________ because ____________________________

3. generation—group of living beings who represent a single line in the descent from a common ancestor; an entire group living at the same time
   Related to the root meaning ____________ because ____________________________

4. genesis—the beginning or coming into being of something
   Related to the root meaning ____________ because ____________________________

5. genetic—related to or determined by one’s genes, origins, or development
   Related to the root meaning ____________ because ____________________________

6. gentry—upper class; those with rank or status
   Related to the root meaning ____________ because ____________________________

7. heterogeneous—having a mixed makeup or ingredients
   Related to the root meaning ____________ because ____________________________

8. progeny—offspring, children
   Related to the root meaning ____________ because ____________________________

9. generic—related generally to a whole class; not having a specific brand
   Related to the root meaning ____________ because ____________________________

10. regenerate—to grow back again; to produce again
    Related to the root meaning ____________ because ____________________________
Vocabulary Practice 12: Word Roots

Word Roots: -scribe-, -spec-

Word roots form the basic part of the word and give the word its primary meaning. Prefixes and suffixes add specific meanings to roots. If you know the meaning of a root, you can often figure out the meaning of a whole word.

Example: The word root -scribe- means “write.” Adding the suffix -le to the root (and changing the spelling) makes the word scribble, meaning “a kind of sloppy or quick writing.” The word root -spec- means “look” or “see.”

A. Choose the word that best completes each sentence below. Write the word in the blank.

<table>
<thead>
<tr>
<th>inspector</th>
<th>inscription</th>
<th>script</th>
<th>scripture</th>
<th>spectacular</th>
</tr>
</thead>
<tbody>
<tr>
<td>nondescript</td>
<td>prescribe</td>
<td>suspect</td>
<td>spectator</td>
<td>subscribe</td>
</tr>
</tbody>
</table>

1. The doctor will ________________ the correct medicine for the illness.
2. Lauren does not play lacrosse, but she is an enthusiastic ________________.
3. The minister read from the sacred ________________.
4. Jason won first prize for his ________________ performance.
5. After they study the evidence, the police may name a ________________.
6. The customs ________________ was concerned about fruits and vegetables.
7. The room does not have any distinguishing features; it is ________________.
8. When the actress forgot her lines, she reached for her ________________.
9. I enjoy this magazine so much that I plan to ________________ to it.
10. Inside this book is a personal ________________ addressed to my mother.

B. Write the word from Part A in the correct column of the chart below.

<table>
<thead>
<tr>
<th>Meaning Related to Writing</th>
<th>Meaning Related to Seeing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>7.</td>
</tr>
<tr>
<td>2.</td>
<td>8.</td>
</tr>
<tr>
<td>3.</td>
<td>9.</td>
</tr>
<tr>
<td>4.</td>
<td>10.</td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
</tbody>
</table>
Word Roots: -vert-, -verse-

Word roots form the basic part of the word and give the word its primary meaning. Prefixes and suffixes add specific meanings to roots. If you know the meaning of a root, you can often figure out the meaning of a whole word.

Example: The word roots -vert- and -verse- mean “to turn.” Adding the prefix -in, meaning “in,” to the root -vert- makes invert, meaning “to reverse in position” or “to turn upside down.”

A. Underline all the words with the roots -vert- and -verse- in the following passage.

One of the most versatile inventions of the twentieth century is the laser. If the laser, which is an intense form of light, were a person, it would be an extrovert and not an introvert. That is because the laser seems to do everything, from drill diamonds to record music to reverse retina damage! One well-known use of lasers is in communications. Electrical signals from phones and TVs are converted into bursts of laser light and conducted by fiber optics. Lasers are even used to guide bombs, because no diversion from the set course occurs when a laser is part of the steering system. At one time, people had adverse reactions to some laser technologies. For example, some people disliked the early use of bar code scanners. This new version of pricing and keeping inventory seemed, to some, to give them less control as shoppers. Today, the use of lasers for some medical procedures causes controversy. When it comes to the new versus the old, some people are always more comfortable with the old.

B. Write the words you underlined in Part A beside their meanings.

1. changed _______________________ 6. straying _______________________
2. form, variation _______________________ 7. turn back _______________________ 8. as opposed to _______________________
3. disagreement _______________________ 9. outgoing person _______________________ 10. having many uses _______________________
Vocabulary Practice 14: Synonyms

A synonym is a word similar to or exact in meaning to another word. Knowing synonyms will improve your vocabulary and writing.

Example: Cheat is a synonym for swindle.

A. Next to each numbered word, write its synonym from the list below.

<table>
<thead>
<tr>
<th>scrutiny</th>
<th>synthetic</th>
<th>meager</th>
<th>squalid</th>
<th>affluent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>intriguing</td>
<td>regal</td>
<td>mock</td>
<td>irritate</td>
</tr>
</tbody>
</table>

1. rich ___________________________ 6. interesting ___________________________
2. annoy ___________________________ 7. close examination ___________________________
3. spoil ___________________________ 8. small ___________________________
4. ridicule ___________________________ 9. wretched ___________________________
5. royal ___________________________ 10. artificial ___________________________

B. Write words from the list in Part A to complete each analogy below.

1. Lift is to raise as ridicule is to ____________________________.
2. Fake is to artificial as plastic is to ____________________________.
3. Everyday is to common as royal is to ____________________________.
4. Compliment is to praise as annoy is to ____________________________.
5. Wonderful is to wretched as luxurious is to ____________________________.
6. Collapse is to cave in as spoil is to ____________________________.
7. Dull is to interesting as boring is to ____________________________.
8. Detail is to close examination as fine print is to ____________________________.
9. Poor is to rich as needy is to ____________________________.
10. Huge is to extensive as small is to ____________________________.
Vocabulary Practice 15: Synonyms

A synonym is a word similar to or exact in meaning to another word. Knowing synonyms will improve your vocabulary and writing.

Example: Lift is a synonym for hoist.

A. Write the two words that are synonyms in each sentence.

1. The ironworker was a skilled craftperson, or artisan.

2. Loud cheers came from the boisterous crowd.

3. Mrs. Ramos rewards curious students: she likes to see an inquisitive mind.

4. The witness was urged to take back her testimony, but she would not recant.

5. Mrs. Chin likes living in a mild climate; she will soon move to a temperate zone.

6. The powerful medicine proved to be a potent cure.

7. The criminal seemed totally devoid of a conscience; she was also lacking in remorse.

8. Strong leg muscles are necessary to play soccer, and coordination is indispensable.

9. Miriam became enraged at the dog; its endless barking infuriated her.

10. Climbing Mount McKinley is difficult, but climbing Mount Everest is even more arduous.

B. Write a word you wrote in Part A to complete each group of related words.

1. mighty, strong, powerful, ________________________________

2. angered, enraged, furious, ________________________________

3. essential, necessary, needful, ________________________________

4. curious, inquiring, questioning, ________________________________

5. missing, lacking, absent, ________________________________
Vocabulary Practice 16: Synonyms

A synonym is a word similar to or exact in meaning to another word. Knowing synonyms will improve your vocabulary and writing.

**Example:** *Cheerful* is a synonym for *lighthearted.*

A. Write the two words that are synonyms in each group of words below.

1. worsen deteriorate diminish _______________________________________
2. alone accompanied solitary _______________________________________
3. sign symptom seriousness _______________________________________
4. helpless useless futile _______________________________________
5. feeble fertile weak _______________________________________
6. thorough component comprehensive _______________________________________
7. lacking determinate deficient_______________________________________
8. complicate annoy harass _______________________________________
9. clarify think carefully contemplate _______________________________________
10. aptitude ability attribute _______________________________________

B. Replace the underlined word in each sentence with a synonym from Part A.

1. The sales assistant began to annoy the customer. ____________________________
2. Sherry’s ability for languages is known throughout the school. ____________________________
3. A sore throat is often a sign of illness. ____________________________
4. The condition of the house began to worsen when the occupant moved out. ____________________________
5. After months of illness, the patient had become weak. ____________________________

C. Write one sentence for each of the following words.

<table>
<thead>
<tr>
<th>comprehensive</th>
<th>contemplate</th>
<th>deficient</th>
<th>futile</th>
<th>solitary</th>
</tr>
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<tbody>
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</tbody>
</table>
Vocabulary Practice 17: Antonyms

An antonym is a word that is opposite in meaning to another word. Knowing antonyms will improve your vocabulary and writing.

Example: Clear is an antonym for murky.

A. Read each pair of sentences. In the second sentence, write the word from the list that is an antonym for the underlined word or words in the first sentence.

<table>
<thead>
<tr>
<th>amicable</th>
<th>apprehension</th>
<th>chaotic</th>
<th>coarse</th>
<th>disclaim</th>
</tr>
</thead>
<tbody>
<tr>
<td>dubious</td>
<td>exotic</td>
<td>loathe</td>
<td>luxurious</td>
<td>taut</td>
</tr>
</tbody>
</table>

1. When I first met the new neighbors, they seemed a bit rude.
   Over the years, I learned they were actually very ________________ people.
2. Most people I know love eating pizza for dinner.
   A few people, however, ________________ it!
3. When the ropes are slack, the sides of the tent droop inward.
   If you pull the ropes ________________, you have more room inside the tent.
4. The interior of my grandmother’s house is quite plain.
   She does not like a ________________ look in home furnishings.
5. Two of us felt certain that the opposing team had cheated.
   The rest of us remained ________________ about that idea.
6. Few people will willingly admit their own faults.
   It is just human nature to ________________ one’s own shortcomings.
7. The successful chef at Pierre’s Restaurant runs an orderly kitchen.
   Things are much more ________________ at the grill at Tina’s Take-Away.
8. Melinda’s confidence increased as she climbed the wall.
   Bryan’s ________________ kept him from even trying to climb the wall.
9. The batter for most cakes should be perfectly smooth.
   Biscuit and muffin batters are often ________________. however.
10. Sheila prefers simple, practical clothing.
    Dan likes to wear ________________ fashions.

B. Write an antonym for each word that is different from the antonym used in Part A. Check your answers in a thesaurus or dictionary.

1. plain ........................................
2. love ........................................
3. admit ........................................
4. rude ........................................
5. certain ......................................
Vocabulary Practice 18: Antonyms

An antonym is a word that is opposite in meaning to another word. Knowing antonyms will improve your vocabulary and writing.

Example: Calm is an antonym for blustery.

A. Write the two words that are antonyms in each sentence.

1. That land has been consistently fruitful, but this land is barren.

2. Our teacher did not condemn our actions, but he would not condone them either.

3. Although their first meeting was somewhat hostile, the diplomats eventually developed cordial relations.

4. Some of the contestants were unattractive, some were average, and some were comely.

5. Juan regards cross-country skiing as boring and downhill skiing as exhilarating.

6. After receiving such an impolite response, it was difficult to be civil in return.

7. Helping the stranger seemed like a noble act, while leaving her stranded seemed ignoble.

8. Unlike the impromptu concert, every detail of the party had been planned.

9. Although her parents both seem extroverted, Malory is a shy child.

10. The road next to the river, which is normally quite safe, suddenly became perilous during the storm.

B. Replace the underlined word in each sentence with an antonym from Part A.

1. The authorities plan to publicly condemn the demonstration. _____________________________

2. The hostile attitude of the innkeepers greatly affected their business. ______________________

3. Isn’t riding across these plains boring? _____________________________________________

4. Every head turned when the unattractive candidate entered the room.___________________

5. Many people commented on how much they enjoyed the planned gathering. ____________
Vocabulary Practice 19: Homophones

Homophones are words that are pronounced alike but have different spellings and meanings.

**Example:** The words *coral* and *choral* have different spellings but the same pronunciation. *Coral* is a noun naming a kind of skeletal deposit left by sea animals; it accumulates to form reefs in the ocean. *Choral* is an adjective describing a chorus or choir.

A. You can use memory devices to help you learn the differences between homophones. For example, you might remember that coral is the "core" of a reef and that both *core* and *coral* have no *h*. Read the definition for each word below. Then, make up a memory device of your own for remembering one word in the pair.

1. **capital**—the seat of government; the top of a column; a capital letter; extremely serious, net worth; **capitol**—the building in which the functions of government are carried out

2. **patience**—ability to bear pain or problems without complaining; **patients**—those treated for illness or injury

3. **serf**—a slave or peasant; **surf**—waves; the swell of the sea breaking on shore

4. **sight**—something seen; **site**—location

5. **dual**—having two parts; **duel**—a fight between two persons

B. Complete each of the following sentences with the correct word from Part A.

1. Early explorers were shocked by their first ___________ of the Grand Canyon.

2. Being a mother requires a great deal of ___________.

3. Being a ___________ in the Middle Ages meant working one's whole life for someone else.

4. The children rode the waves and jumped and played in the ___________.

5. The doctor sees several ___________ at the hospital.

6. The men met at dawn to fight their ___________.

7. The use of ___________ engines boosts the power of the vehicle.

8. Many people invested a great deal of ___________ in the new business.

9. That lot is the future ___________ of the town's new recreation center.

10. The guide gave us a one-hour tour of the ___________.

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Vocabulary Practice 20: Homophones

Homophones are words that are pronounced alike but have different spellings and meanings.

**Example:** The words *birth* and *berth* have different spellings but the same pronunciation. *Birth* is the act of being born. A *berth* is a place to sleep on a ship; it is also the place where a ship lies at anchor.

**A.** Read the definition for each word. Then, write a sentence in which you use each word.

1. **cents**—pennies; **scents**—aromas, fragrances, smells; **sense**—a meaning conveyed or intended; sight, smell, hearing, touch, or taste
   a. 
   b. 
   c. 

2. **medal**—an award, often given for bravery or service; **meddle**—to interfere, to enter into in a negative way
   d. 
   e. 

3. **weather**—the state of the atmosphere in respect to temperature, moisture, and air movement; **whether**—if; a word used to indicate possibilities or alternatives
   f. 
   g. 

4. **vain**—conceited; **vane**—an instrument that shows wind direction; **vein**—narrow channel; blood vessel
   h. 
   i. 
   j. 

**B.** Complete each of the following sentences with the correct word from Part A.

1. Few people are as _______________ about their looks as that model is.
2. The prospectors found a _______________ of gold not far from the stream.
3. Let me know _______________ you are planning to attend.
4. It is difficult to make any _______________ out of such unclear writing.
5. The man had a tendency to _______________ in other people’s affairs.
Vocabulary Practice 21: Analogies

An analogy is based on a relationship and consists of two pairs of words. In an analogy, the relationship between the first pair of words is the same as the relationship between the second pair of words.

Example: One type of analogy is a part-to-whole analogy. In BANANA : BUNCH : : GRAPE : CLUSTER, banana and grape are parts of bunch and cluster.

Example: Another type of analogy is category to member. In BOAT : YACHT : : AIRPLANE : JET, boat and airplane are categories into which yacht and jet fit.

A. Determine the relationship between the first pair of words. Write the word that completes the analogy.

1. CLUMSY : AGILE : : AWKWARD :
   a. graceful  b. fast  c. uncoordinated
2. MUSICIAN : VIOLIN : : SCIENTIST :
   a. experiment  b. laboratory  c. microscope
3. MINUTES : TIME : : DEGREES :
   a. Celsius  b. weather  c. temperature
4. CONDUCTOR : ORCHESTRA : : DIRECTOR :
   a. movie  b. box office  c. film crew
5. VCR : TELEVISION : : SCANNER :
   a. computer  b. microwave  c. laser
6. DISAGREEMENT : FEUD : : SCUFFLE :
   a. brawl  b. enemies  c. wounds
7. POISE : SELF-CONFIDENCE : : DISCIPLINE :
   a. self-control  b. bad behavior  c. punish
8. QUESTION : ANSWER : : SOLICITATION :
   a. donation  b. interrogation  c. denial
9. PLACE SETTING : FORK : : OUTFIT :
   a. clothing  b. apparel  c. shirt
10. ACCOMPLISHMENT : PRIDE : : TRANSGRESSION :
    a. applause  b. acknowledgment  c. regret

B. Write a word to complete these part-to-whole and category-to-member relationships.

1. VEGETABLE : EGGPLANT : : SPORT :
2. BOOK : NOVEL : : PUZZLE :
3. SOLAR SYSTEM : GALAXY : : STAR :
4. SLAT : FENCE : : LINK :
5. PAINTING : ART MUSEUM : : PERIODICAL :
Vocabulary Practice 22: Connotations

A connotation is the implied or suggested meaning of a word or phrase. It is different from the denotation, or dictionary definition. Connotations convey implied meanings—positive, neutral, or negative—depending on the context.

Example: The words determination and ambition name a state of being focused on a goal. Determination has positive or neutral connotations, however, while ambition, which can imply ruthless, willful, or selfish firmness, has negative connotations.

A. Complete the sentences with two of the words given. Write a sentence using the third word to convey its connotation. Use a dictionary or thesaurus if necessary.

1. Words that mean “error” are mistake, blunder, and oversight.
   a. Forgetting to enclose the photocopy was a simple ________________.
   b. Dennis was embarrassed about his terrible ________________ at the dinner table.
   c. _______________________________________________________________________________________

2. Three words that connote negative feelings toward a person or a thing are abhor, dislike, and detest.
   d. My cousins ________________ their new neighborhood, though they don’t hate it.
   e. The students ________________ the idea of homework over the vacation.
   f. _______________________________________________________________________________________

3. Three words that express changing states and feelings are changeable, fickle, and flexible.
   g. Amanda adapts easily to new situations: she is ________________.
   h. Serena loses faith quickly in her friends: she is ________________.
   i. _______________________________________________________________________________________

4. Words that describe unchanging people or attitudes include determined, firm, and stubborn.
   j. A ________________ shopper will not leave the mall without the desired item.
   k. Parents are often counseled to be ________________ and consistent.
   l. _______________________________________________________________________________________

5. The words ugly, homely, and hideous all describe bad-looking things or people.
   m. Some people thought Paul was good looking, but he thought of himself as a bit on the ________________ side.
   n. The dark red and bright green colors looked ________________ together.
   o. _______________________________________________________________________________________

B. On another sheet of paper, write another word with the same meaning and a different connotation to add to each group of italicized words in Part A.
Vocabulary Practice 23: Commonly Misused Words

Having a good vocabulary helps you make skillful use of the right words in speaking and writing. Many words that sound alike can cause confusion if not used correctly.

Example: *Affect* and *effect* are often used incorrectly. *Affect* is a verb that usually means “to cause,” while *effect* is usually a noun meaning “the result of.”

Write a definition for each word. You may use a dictionary. Use one word in each pair in the sentence. (You may add suffixes as needed.) Then, on a separate sheet of paper, write a sentence using the other word in each pair.

1. adapt __________________________________________________________________________________
   
   adopt____________________________________________________________________________________
   
   When crossing several time zones, people have to ____________________ their sleeping and eating habits.

2. advise __________________________________________________________________________________
   
   advice __________________________________________________________________________________
   
   It is usually much easier to give ________________ than it is to take it.

3. altitude _________________________________________________________________________________
   
   attitude _________________________________________________________________________________
   
   Breathing becomes more difficult at higher ________________.

4. decree __________________________________________________________________________________
   
   degree __________________________________________________________________________________
   
   The king issued a ________________ forbidding travel beyond certain boundaries.

5. device __________________________________________________________________________________
   
   devise __________________________________________________________________________________
   
   The thieves ________________ a very clever plan for entering the bank.

6. emigrate ________________________________________________________________________________
   
   immigrate ________________________________________________________________________________
   
   When the family ________________ from Czechoslovakia, they left behind many dear friends.
Vocabulary Practice 24: Commonly Misused Words

Having a good vocabulary means making skillful use of the right words in speaking and writing. Many words that sound alike can cause confusion if not used correctly.

Example: Allusion and illusion are often used incorrectly. An allusion is an indirect reference to something. An illusion is an unreal or misleading appearance.

Read the definition for each pair of words. Then, complete each sentence.

1. **all together**—all at once; **altogether**—completely
   The children were ____________ bored by the long assembly.
   The family climbed into the van ____________.

2. **bath**—water for bathing; the act of bathing; the place for bathing; **bathe**—to wash one's body
   People are not allowed to swim or ____________ in the reservoir.
   My father loves to relax in a hot ____________.

3. **choose**—to select, to pick; **chose**—selected, picked
   There were so many different colors to ____________ from.
   David ____________ the pale blue color for the walls of his room.

4. **country**—nation; a political division of a continent; **county**—part of a state; a political division of a state
   The most populated ____________ in our state also contains our state's largest city.
   The ____________ I would most like to visit is China.

5. **elder**—an older, and often respected, person; **older**—more advanced in age
   Everyone listened when the village ____________ spoke.
   Ellie will inherit those letters when she is ____________.

6. **human**—relating to people; **humane**—compassionate, considerate, sympathetic
   The shelter provides ____________ treatment for all animals.
   The use of a complex language system is a ____________ characteristic.

7. **lend**—to give temporarily, as a loan; **loan**—something that is lent
   Jason was willing to ____________ his jacket to Brett.
   Brett was grateful to Jason for the ____________.

8. **phase**—stage; **phrase**—a group of words
   A ____________ does not contain a subject and a verb.
   Some people think the first crescent is the most beautiful ____________ of the moon.
Vocabulary Practice 25: Specialized Vocabulary

Having a basic understanding of legal terms helps you read the newspaper, interpret legal documents, and understand your rights and those of others.

A. Complete each sentence with a word from the list. Use a dictionary as necessary.

| affidavit | annul | arson | counterfeit | cross-examine |
| defendant | felony | indict | larceny | parole |
| perjury | plaintiff | slander | testimony | vandalism |

1. When the woman robbed the bank, she committed ________________.
2. Because he was found at the scene of the fire, the man was suspected of ________________.
3. The attorney for the defense will have a chance to ________________ the witness.
4. In seven years, the convicted murderer will be eligible for ________________.
5. When the witness lied about his role in the crime, he committed ________________.
6. The ________________ in a legal case is usually the injured party.
7. If you make unfounded accusations about a person, you can be brought up on charges of ________________.
8. Soon after the damage was discovered, several teens were charged with ________________.
9. Only a judge can ________________ the contract between the two disputing parties.
10. Instead of hiring a lawyer, the ________________ decided to represent himself.
11. Authorities discovered the person who was making the ________________ money.
12. Criminals who have been convicted of a ________________ are sent to that maximum-security prison.
13. Is there enough evidence to ________________ the suspect?
14. The witness signed an ________________ describing what she had seen.
15. There were some contradictions in the ________________ of the leading witness.

B. Write the word from the list in the correct category below. Use each word only once.

| perjury | vandalism | defendant | counterfeit | arson |
| slander | testimony | affidavit | plaintiff | larceny |

1–2. Two words that name people in a court of law ________________ ________________
3–6. Four words that name types of crimes involving property

| ________________ | ________________ | ________________ | ________________ |

7–8. Two uses of language for which people can face legal action

| ________________ |

9–10. Two things that may be given in a courtroom ________________ ________________
Vocabulary Practice 26: Specialized Vocabulary

Having a basic understanding of boating terms helps when reading novels, reading the newspaper, and traveling on water. Some terms also apply to air travel, swimming, and geography.

A. Match the words on this list with their definitions using a dictionary as necessary.

<table>
<thead>
<tr>
<th>starboard</th>
<th>bow</th>
<th>stern</th>
<th>shoal</th>
<th>ballast</th>
</tr>
</thead>
<tbody>
<tr>
<td>leeward</td>
<td>windward</td>
<td>keel</td>
<td>buoy</td>
<td>helm</td>
</tr>
</tbody>
</table>

1. the direction or side facing the wind
2. right side of a ship or aircraft
3. in the direction toward which the wind is blowing
4. wheel and everything else used for steering a ship
5. sand bank or sandbar
6. rear end of a boat
7. front end of a boat
8. center of a ship's bottom
9. floating object that acts as a marker
10. weight used to give a ship stability

B. Complete each sentence below with a term from this list. Then, write a definition of the term below the sentence. Use a dictionary as needed.

| navigate | mast | capsise | rudder | scuttle |

1. When you are in a canoe, you can use your paddle as a _____________.

2. During the storm, everyone but the captain went down the _____________.

3. Magellan was the first to ______________ around the world.

4. Early sailors often climbed the ______________ in hopes of spotting land.

5. Sudden movements in a small boat can cause it to ______________.
Vocabulary Practice 27: Specialized Vocabulary

Having a basic understanding of geography terms helps you to understand the weather, the land on which you live, and events such as the seasons.

A. Complete each sentence with a word from the list. Use a dictionary as necessary.

<table>
<thead>
<tr>
<th>arctic</th>
<th>crater</th>
<th>dune</th>
<th>eclipse</th>
<th>equator</th>
</tr>
</thead>
<tbody>
<tr>
<td>fossil</td>
<td>geyser</td>
<td>glacier</td>
<td>hemisphere</td>
<td>humidity</td>
</tr>
<tr>
<td>longitude</td>
<td>monsoon</td>
<td>oasis</td>
<td>peninsula</td>
<td>tropics</td>
</tr>
</tbody>
</table>

1. Although a ________________ is a kind of wind, it is also a period of steady rain.
2. The state of Florida is a ________________.
3. North and South America are both located in the western ________________.
4. A ________________ is, among other things, one kind of record of life in the past.
5. In a desert, you might find water at an ________________.
6. Lines of ________________ encircle the globe north and south of the equator.
7. Lines of ________________ encircle the globe east and west of the prime meridian.
8. The ________________ was formed over time by the movement of wind.
9. That ________________ was formed when a meteorite fell to Earth.
10. Ancient peoples viewed the darkened sky of a solar ________________ as a supernatural sign.
11. There is little daylight during wintertime in the ________________ region.
12. The ________________ is an imaginary line that divides the world into northern and southern halves.
13. The movement of a ________________ can carve some physical features and form others by leaving deposits.
14. In the ________________, temperatures are typically very high, and rainfall is heavy.
15. The wetness of the atmosphere is called ________________.

B. Write the word from the list that best fits in each category below. Use each word only once.

1–3. Three words that name imaginary lines encircling the globe
   ________________ ________________ ________________

4–6. Three words that name climatic conditions or events
   ________________ ________________ ________________

7–8. Two terms that name regions ________________ ________________

9–10. Two things encountered in some deserts ________________ ________________
Vocabulary Practice 28: Specialized Vocabulary

Having a basic understanding of computer terms helps when you are trying to access information, transmit information, and record information.

A. Match the words on this list with their definitions. Use a dictionary as necessary.

<table>
<thead>
<tr>
<th>CD-ROM</th>
<th>download</th>
<th>fonts</th>
<th>laptop</th>
<th>modem</th>
</tr>
</thead>
<tbody>
<tr>
<td>network</td>
<td>password</td>
<td>RAM</td>
<td>software</td>
<td>terminal</td>
</tr>
</tbody>
</table>

1. random access memory
2. compact disc, read-only memory; a laser-encoded memory storage
3. portable computer
4. workstation, with keyboard and output device
5. transfer files or applications from one computer or an online source to another computer
6. device used to protect one’s files and online privacy
7. device that enables communication between computers
8. type choices
9. linked computers
10. applications, programs

B. Read each sentence below. Then, write a definition of the underlined term. Use a dictionary to check your definition as needed.

1. Position the cursor on the text you want to delete, and then, drag it over the text.

2. You can store all the files for this project on this disk.

3. Be patient when you see the clock icon; it tells you that you must wait.

4. You can use this file as a template for creating the other book pages.

5. As you input text, it is displayed on the monitor.
Vocabulary Practice 29: Specialized Vocabulary

Having a basic understanding of business terms helps you to be an informed consumer, to understand your banking and taxes, and to manage your own money.

A. Write the word from the list next to its meaning. Use a dictionary as necessary.

<table>
<thead>
<tr>
<th>gross income</th>
<th>inflation</th>
<th>inventory</th>
<th>merger</th>
<th>monopoly</th>
</tr>
</thead>
<tbody>
<tr>
<td>overdraft</td>
<td>profit margin</td>
<td>proprietor</td>
<td>retail</td>
<td>wholesale</td>
</tr>
</tbody>
</table>

1. word describing sales directly to consumers
2. word describing sales to other merchants for resale
3. complete control over an industry gained by buying or driving out all competition
4. process by which one corporation buys or absorbs another
5. overall or total amount earned
6. itemized list of property; list of goods on hand
7. owner
8. rise in general price levels
9. amount of money gained per item, after expenses, through its sale
10. act of overdrawing money at a bank

B. Write the word from the list that best completes each group of related terms. Use a dictionary as needed.

1. return, payback, _________________
2. property, resources, _________________
3. shortage, lack, _________________
4. bill of sale, account of charges, _________________
5. steal, defraud, _________________

C. Write the word from the list in the correct category below. Use each word only once.

<table>
<thead>
<tr>
<th>net worth</th>
<th>assets</th>
<th>monopoly</th>
<th>deficit</th>
<th>retail</th>
</tr>
</thead>
<tbody>
<tr>
<td>wholesale</td>
<td>merger</td>
<td>inventory</td>
<td>gross income</td>
<td>overdraft</td>
</tr>
</tbody>
</table>

1. Two words that name negative balances _________________ _________________
2. Two words that describe types of sales _________________ _________________
3. Two terms that tell about worth _________________ _________________
4. Two things an accountant keeps track of _________________ _________________
5. Two words associated with businesses becoming bigger _________________ _________________
Spelling Practice 1: Short Vowel Spellings

Short vowel sounds can be spelled in a variety of ways.

**Spelling Rule**: The short vowel sounds, including the schwa (ə) or “uh” sound, can be spelled in many different ways.

**Example**: The word *predator* contains three short vowel or schwa sounds. In the first syllable, *pre*, the sound of short *e* is spelled with an *e*. In the second syllable, *da*, the “uh” sound is spelled with an *a*. In the third syllable, the “er” or “or” sound is spelled with an *o*.

A. Determine whether each word is spelled correctly. Rewrite each word correctly, either by copying it or by respelling it. Then, write the letters that spell the short vowel and schwa (ə) sounds.

<table>
<thead>
<tr>
<th>Spelling Word</th>
<th>Correct Spelling</th>
<th>Letter(s) That Spell Short Vowel &amp; Schwa Sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. exercise</td>
<td>exercise</td>
<td>first and second <em>e</em></td>
</tr>
<tr>
<td>2. tense</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. structure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. adjust</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. credit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. astonish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. profit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. skeleton</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. plunge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. budget</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. dramatic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. mascot</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. strategy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. cafeteria</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. attempt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. dentest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. cancel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. smudge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. abandon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. avalanche</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Write three words from Part A that contain the following sounds.

1. short *i*  
2. short *e*  
3. short *o*
**Spelling Practice 2: Long Vowel Spellings**

When you hear the letter name in a word, the word is said to have a long vowel sound. The words *rain, seal, pine, boat*, and *cute* have long vowel sounds.

**Spelling Rule:** The long vowel sounds may be spelled several ways. Always note the spelling.

**Examples:** The word *treaty* contains two long *e* sounds. In the first syllable, the sound of long *e* is spelled *ea*. In the second syllable, however, the long *e* sound is spelled by *y*. In the word *donate*, the long *o* sound is spelled *o*, and the long *a* sound is spelled by a consonant *e*. In the word *toenail*, however, the long *o* sound is spelled by *oe*, and the long *a* sound is spelled by *ai*.

A. Determine whether each word is spelled correctly. Rewrite each word correctly, either by copying it or by respelling it. Then, write the letter or letters that spell the long vowel sounds.

<table>
<thead>
<tr>
<th>Spelling Word</th>
<th>Correct Spelling</th>
<th>Letter(s) That Spell Long Vowel Sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. deceit</td>
<td>decept</td>
<td>e, ei</td>
</tr>
<tr>
<td>2. attend</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. quotation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. radar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. idle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. motivate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. trophy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. decreese</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. donor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. previous</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. noble</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. oval</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. raisin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. acquire</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. creature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. gaze</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. hesitait</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. grease</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. empire</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. proclame</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. preach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. mutual</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. sleave</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. zenith</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. engagement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Write five words from Part A that contain the following sounds.

1. long *a* ________________________________________________
2. long *e* ________________________________________________
3. long *o* ________________________________________________
Spelling Practice 3: Digraphs

Some vowel sounds, called diphthongs, are neither long nor short. They are usually spelled with two letters, or digraphs, and have a variety of spellings.

**Spelling Rule:** Vowel digraphs are neither long nor short vowel sounds. They can be spelled several ways. Always note the spelling of these sounds.

**Examples:** The digraph *aw* spells the vowel sound that you hear at the beginning of the word *awful*. The digraph *au* spells the same vowel sound in *sauce*.

A. Determine whether each word is spelled correctly. Then, rewrite the word correctly, either by copying it or respelling it. Finally, write the digraph you find in each word.

<table>
<thead>
<tr>
<th>Word</th>
<th>Word Spelled Correctly</th>
<th>Digraph</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. prononcex</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. drowned</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. boundary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. foul</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. rookie</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. scour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. wouden</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. shreud</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. browse</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. launch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. mowntain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. applawse</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. outrage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. encounter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. exhaust</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. neutral</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. powch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. foundation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. droght</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. tycoun</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Write a word from Part A that rhymes with each word below.

1. The word *paunch* rhymes with ________________________________.
2. The word *fountain* rhymes with ________________________________.
3. The word *flour* rhymes with ________________________________.
4. The word *clowned* rhymes with ________________________________.
**Spelling Practice 4: Vowels Before \textit{r}**

A vowel sound coming before an \textit{r} is not easy to hear, so it is not always a reliable clue to the spelling.

**Rule:** A vowel sound before \textit{r} does not give a clear clue to the spelling. Always note the spelling of these vowels.

**Examples:** The words *occur* and *transfer* have the same vowel sound in the second syllable, but the letters that spell this sound are different.

A. Sort the words below according to the vowel or vowels that come before \textit{r}. Write the words in the correct categories. **Note:** One word should be written in two categories.

<table>
<thead>
<tr>
<th>adore</th>
<th>artificial</th>
<th>barbecue</th>
<th>bargain</th>
<th>career</th>
</tr>
</thead>
<tbody>
<tr>
<td>charcoal</td>
<td>concern</td>
<td>courtesy</td>
<td>earnest</td>
<td>earth</td>
</tr>
<tr>
<td>enormous</td>
<td>fortunate</td>
<td>gargoyle</td>
<td>journey</td>
<td>majority</td>
</tr>
<tr>
<td>morning</td>
<td>murmur</td>
<td>nervous</td>
<td>normal</td>
<td>ordinary</td>
</tr>
<tr>
<td>parcel</td>
<td>pierce</td>
<td>regard</td>
<td>snarl</td>
<td>sparkle</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ar</strong></th>
<th><strong>or</strong></th>
<th><strong>ur</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ___________</td>
<td>11. ___________</td>
<td>20. ___________</td>
</tr>
<tr>
<td>2. ___________</td>
<td>12. ___________</td>
<td></td>
</tr>
<tr>
<td>3. ___________</td>
<td>13. ___________</td>
<td></td>
</tr>
<tr>
<td>4. ___________</td>
<td>14. ___________</td>
<td></td>
</tr>
<tr>
<td>5. ___________</td>
<td>15. ___________</td>
<td></td>
</tr>
<tr>
<td>6. ___________</td>
<td>16. ___________</td>
<td></td>
</tr>
<tr>
<td>7. ___________</td>
<td>17. ___________</td>
<td></td>
</tr>
<tr>
<td>8. ___________</td>
<td>___________</td>
<td></td>
</tr>
<tr>
<td>9. ___________</td>
<td>___________</td>
<td></td>
</tr>
<tr>
<td>10. ___________</td>
<td>___________</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>our</strong></th>
<th><strong>ear</strong></th>
<th><strong>ier</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>21. ___________</td>
<td>22. ___________</td>
<td></td>
</tr>
<tr>
<td>23. ___________</td>
<td>24. ___________</td>
<td></td>
</tr>
<tr>
<td></td>
<td>___________</td>
<td></td>
</tr>
<tr>
<td></td>
<td>___________</td>
<td></td>
</tr>
</tbody>
</table>

B. Write four words from Part A that contain the same vowel sound in *murmur* but are spelled differently.

1. ____________________ 3. ____________________
2. ____________________ 4. ____________________
Spelling Practice 5: Compounds

Two or more words can sometimes be combined to form a new word.

**Spelling Rule:** Compounds can consist of two or more separate words, two or more words joined to create a single word, or two or more words joined by hyphens to create a single word.

**Examples:** The term *front yard* is a compound: both words together form a single meaning.

The term *baseball* is also a compound: in this case, the words are joined to create one word.

The term *two-by-four* is also a compound. Its parts are joined by hyphens.

Determine whether each word is spelled correctly. Rewrite each word correctly, by copying it, by closing spaces, by eliminating hyphens, or by adding spaces or hyphens. Then, identify the type of compound by writing *one word*, *more than one word*, or *hyphenated*.

<table>
<thead>
<tr>
<th>Spelling Word</th>
<th>Correct Spelling</th>
<th>Type of Compound</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. eye witness</td>
<td>eyewitness</td>
<td>one word</td>
</tr>
<tr>
<td>2. happy go lucky</td>
<td>__________________</td>
<td>__________________</td>
</tr>
<tr>
<td>3. passageway</td>
<td>__________________</td>
<td>__________________</td>
</tr>
<tr>
<td>4. year book</td>
<td>__________________</td>
<td>__________________</td>
</tr>
<tr>
<td>5. wrist watch</td>
<td>__________________</td>
<td>__________________</td>
</tr>
<tr>
<td>6. water-color</td>
<td>__________________</td>
<td>__________________</td>
</tr>
<tr>
<td>7. teen ager</td>
<td>__________________</td>
<td>__________________</td>
</tr>
<tr>
<td>8. playwright</td>
<td>__________________</td>
<td>__________________</td>
</tr>
<tr>
<td>9. night time</td>
<td>__________________</td>
<td>__________________</td>
</tr>
<tr>
<td>10. head quarters</td>
<td>__________________</td>
<td>__________________</td>
</tr>
<tr>
<td>11. stringbean</td>
<td>__________________</td>
<td>__________________</td>
</tr>
<tr>
<td>12. well known</td>
<td>__________________</td>
<td>__________________</td>
</tr>
<tr>
<td>13. trust-worthy</td>
<td>__________________</td>
<td>__________________</td>
</tr>
<tr>
<td>14. paperback</td>
<td>__________________</td>
<td>__________________</td>
</tr>
<tr>
<td>15. heart-broken</td>
<td>__________________</td>
<td>__________________</td>
</tr>
<tr>
<td>16. high school</td>
<td>__________________</td>
<td>__________________</td>
</tr>
<tr>
<td>17. part time</td>
<td>__________________</td>
<td>__________________</td>
</tr>
<tr>
<td>18. postoffice</td>
<td>__________________</td>
<td>__________________</td>
</tr>
<tr>
<td>19. seagull</td>
<td>__________________</td>
<td>__________________</td>
</tr>
<tr>
<td>20. tooth-ache</td>
<td>__________________</td>
<td>__________________</td>
</tr>
</tbody>
</table>
Spelling Practice 6: Adding Suffixes That Begin with Vowels

You must sometimes change the spelling of the base word before adding a suffix that begins with a vowel.

**Spelling Rules**
1. Drop the final silent e before adding a suffix beginning with a vowel.
   
   **Examples:**
   - tame + er = tamer
   - write + ing = writing
   - excite + able = excitable

2. Double a final consonant following a single vowel in a stressed syllable before adding a suffix beginning with a vowel.
   
   **Examples:**
   - prefer + ing = preferring
   - dim + est = dimmest

A. Add suffixes to the words, and write the new words. Check your spelling in a dictionary.

   1. combine + ed = __________________________
   2. donate + ed = ____________________________
   3. simple + est = ____________________________
   4. sense + ible = ____________________________
   5. grave + est = _____________________________
   6. develop + ing = ___________________________
   7. agree + ed = ______________________________
   8. believe + able = __________________________
   9. differ + ed = _____________________________
   10. brave + er = _____________________________
   11. seclude + ed = ___________________________
   12. pale + er = ______________________________
   13. move + able = ____________________________
   14. cancel + ing = ___________________________
   15. transfer + ing = __________________________

B. In each sentence, one word is spelled incorrectly. Underline the incorrectly spelled words, and write them correctly below the sentences.

   1. Will the town have difficulty enforcing the new curfew?
   2. The administration has been forbidding anyone to use that entrance for months.
   3. We plan to donate those valueable paintings to the museum.
   4. Something appears to be propeling this boat in addition to the motor.
   5. Peter wrote the story, and his friend Washington illustrateed it.
   6. Who could resist the affection of that loveable little puppy?
   7. I have been struggling to get through the begining of this book.
   8. We are includeing the work of some new poets in the upcoming issue.
   9. The people rebeled against the strict new laws created by the military government.
   10. We just finished watching one of the sadest movies we've ever seen!

**Words Spelled Correctly**

1. ____________________________ 6. ____________________________
2. ____________________________ 7. ____________________________
3. ____________________________ 8. ____________________________
4. ____________________________ 9. ____________________________
5. ____________________________ 10. ____________________________

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Spelling Practice 7: Changing y to i

You must change the spelling of a base word that ends in a consonant + y before adding a suffix.

**Spelling Rule:** Change a final y that is preceded by a consonant to an i before adding a suffix.

**Examples:**
- carry + es = carries
- certify + ed = certified
- duty + ful = dutiful
- easy + ly = easily

**A.** Add suffixes to the words, and write the new words. Check your spelling in a dictionary.

1. memory + es = ________________________ 9. qualify + ed = _______________________
2. discovery + es = ________________________ 10. battery + es = _______________________
3. identify + ed = ________________________ 11. pity + ful = _______________________
4. variety + es = ________________________ 12. costly + est = _______________________
5. supply + es = ________________________ 13. facility + es = _______________________
6. necessary + ly = ________________________ 14. mystery + ous = _______________________
7. notify + ed = ________________________ 15. carry + age = _______________________
8. family + es = ________________________

**B.** In each sentence, one word is spelled incorrectly. Underline the incorrectly spelled words, and write them correctly below the sentences.

1. At one time, the British Empire had colonys all over the world.
2. Loss of power and water are emergencys for which you can prepare yourself.
3. Because of the rain, apples have been delicious and plentyful this year.
4. The Gomezes held their marryage ceremony at Blue Mountain Lake.
5. That book presents the gloomyest picture of the Middle Ages that I've ever read.
6. Because the child was wearing the flimsyest of pajamas, he could not stay warm.
7. Persistence and a cooperative attitude are qualitys that employer is looking for.
8. My sister applyed to five colleges last fall.
9. If you answer too hastyly, you may jump to the wrong conclusion.
10. Please give me a hand carrying those heavy grocerys into the house.

**Words Spelled Correctly**

1. _______________________________________ 6. _______________________________________
2. _______________________________________ 7. _______________________________________
3. _______________________________________ 8. _______________________________________
4. _______________________________________ 9. _______________________________________
5. _______________________________________ 10. _______________________________________
Spelling Practice 8: Plurals

Most plurals are formed by adding \textit{s} or \textit{es}. Sometimes the spelling of the base word also changes.

**Spelling Rules**

1. Add \textit{s} to most words to make them plural.
   
   \textbf{Examples:} \textit{dandelion} + \textit{s} = \textit{dandelions} \quad \textit{castle} + \textit{s} = \textit{castles}

2. Add \textit{es} to words that end in \textit{s}, \textit{sh}, \textit{ch}, \textit{x}, and \textit{z} to make them plural.
   
   \textbf{Examples:} \textit{couch} + \textit{es} = \textit{couches} \quad \textit{bus} + \textit{es} = \textit{buses}

3. In many words that end in \textit{f} and \textit{fe}, change the \textit{f} or \textit{fe} to \textit{v} and add \textit{es}.
   
   \textbf{Examples:} \textit{elf} + \textit{es} = \textit{elves} \quad \textit{life} + \textit{s} = \textit{lives}

4. For words that end in \textit{o}, add either \textit{s} or \textit{es}. You must memorize these words.
   
   \textbf{Examples:} \textit{alto} + \textit{s} = \textit{altos} \quad \textit{innuendo} + \textit{es} = \textit{innuendoes}

A. Write the plural of each word below. Check your spelling in a dictionary, which gives irregular plurals, as needed.

1. chimney  
2. hero  
3. studio  
4. wristwatch  
5. business  
6. genius  
7. ski  
8. loaf  
9. cupful  
10. knife  
11. taxi  
12. stereo  
13. tornado  
14. stitch  
15. thief

B. Some sentences below contain incorrectly spelled words. Underline the incorrectly spelled words, and write them correctly after the sentences. If a sentence contains no incorrectly spelled words, write \textit{correct}.

1. Jim offered to help the children, but they wanted to do the work by themselves.  

2. How many zeroes are there in a billion?  

3. Those ripe tomatoes will make an excellent salsa.  

4. When the children shouted in the canyon, they were answered with echos.  

5. So far, six witnesses have appeared at the police station.  

6. If we cut all these sandwiches into halfs, we'll have enough for everyone.  

7. Our library has plenty of books, but it is running out of shelfs.  

8. Few employees had actually seen the memoes about the renovations.  

9. Because of her work with the poor, Mother Teresa is one of my heros.  

10. Don't the mosquitoes need wet weather in order to breed?  

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Spelling Practice 9: Syllable Patterns

Look for the syllable pattern in a word. Then, break the word into syllables and spell the word parts.

Spelling Rules
1. Words with double consonants are often divided into syllables between the double letters.
   Examples: pattern = pat/tern, bubble = bub/ble
2. Words are often divided into syllables between consonants.
   Examples: permit = per/mit, condemn = con/demn
3. Words with a vowel-consonant-vowel pattern may be divided before or after the consonant.
   Examples: vocal = vo/cal, lemon = lem/on

A. Write each word. Draw a line between the syllables.

1. victim _____________________________ 14. minor _______________________________
2. summit _____________________________ 15. ignite _______________________________
3. abstract _____________________________ 16. concert _______________________________
4. corrode _____________________________ 17. deny _______________________________
5. summon _____________________________ 18. social _______________________________
6. locust _____________________________ 19. sacred _______________________________
7. eject _____________________________ 20. image _______________________________
8. crisis _____________________________ 21. obstruct _______________________________
9. lobster _____________________________ 22. minus _______________________________
10. focus _____________________________ 23. decent _______________________________
11. rotate _____________________________ 24. torment _______________________________
12. pollen _____________________________ 25. emblem _______________________________
13. errand _____________________________

B. Write the spelling words from Part A that are formed by combining another syllable with the word part given.

1. struct _____________________________ 6. em _____________________________
2. tate _____________________________ 7. ab _____________________________
3. cial _____________________________ 8. ig _____________________________
4. ject _____________________________ 9. con _____________________________
5. ny _____________________________ 10. cor _____________________________
Spelling Practice 10: Three-Syllable Words

Break longer words into syllables and spell the words by parts.

Spelling Rules
1. Words with double consonants are often divided into syllables between the double letters.

Examples: ap-prov-al oc-cur-rence

2. Words are often divided into syllables between consonants.

Examples: pen-al-ty re-min-der

3. Words with a consonant-vowel-consonant pattern may divide before or after the vowel.

Examples: cel-e-brate ba-na-na

A. Divide the following words into syllables.

1. appetite _____________________________ 14. diagram _____________________________
2. typical _____________________________ 15. equipment ____________________________
3. delicious _____________________________ 16. official _____________________________
4. sufficient _____________________________ 17. medium _____________________________
5. absolute _____________________________ 18. delicate _____________________________
6. novelty _____________________________ 19. enclosure _____________________________
7. eternal _____________________________ 20. definite _____________________________
8. scholarship _____________________________ 21. reluctant _____________________________
9. abundant _____________________________ 22. politics _____________________________
10. negative _____________________________ 23. exhibit _____________________________
11. maximum _____________________________ 24. cabinet _____________________________
12. document _____________________________ 25. adhesive _____________________________
13. classify _____________________________

B. Some words are tricky to spell because their middle syllable is made up of a vowel sound. This vowel may not be spelled in the same way that it is pronounced. Write the words from Part A with a middle syllable that consists of only a vowel.

1. _____________________________ 6. _____________________________
2. _____________________________ 7. _____________________________
3. _____________________________ 8. _____________________________
4. _____________________________ 9. _____________________________
5. _____________________________ 10. _____________________________
Spelling Practice 11: Foreign Words and Spellings

Words from other languages often keep their foreign spelling.

**Rule:** Words taken from a foreign language may not spell sounds the way they are spelled in English. You must memorize the spellings of these words.

**Examples:** The words *moccasin* and *opossum* come from a Native American language. They are frequently misspelled because, in both words, one consonant is doubled and a second is not.

A. Sort the words below according to the spelling patterns listed in the chart. Write the words in the correct categories. **Note:** One word should be written in two categories.

<table>
<thead>
<tr>
<th>antique</th>
<th>beret</th>
<th>buffet</th>
<th>chauffeur</th>
<th>chef</th>
</tr>
</thead>
<tbody>
<tr>
<td>confetti</td>
<td>corsage</td>
<td>crochet</td>
<td>dungeon</td>
<td>parachute</td>
</tr>
<tr>
<td>pigeon</td>
<td>plague</td>
<td>prestige</td>
<td>rogue</td>
<td>spaghetti</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>et spells the long a sound</th>
<th>ch spells the sh sound</th>
<th>g spells the j sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ________________________</td>
<td>7. _____________________</td>
<td>13. __________________</td>
</tr>
<tr>
<td>2. ________________________</td>
<td>8. _____________________</td>
<td>14. __________________</td>
</tr>
<tr>
<td>3. ________________________</td>
<td>9. _____________________</td>
<td>15. __________________</td>
</tr>
<tr>
<td>ends with ue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. ________________________</td>
<td>10. ____________________</td>
<td>16. __________________</td>
</tr>
<tr>
<td>5. ________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. ________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. ________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. ________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. ________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. ______________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. ______________________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Determine whether or not each word is spelled correctly. Rewrite each word correctly by copying it or by respelling it. Use a dictionary as needed. Then, write a way to remember the spelling. The first one has been done for you.

<table>
<thead>
<tr>
<th>Spelling Word</th>
<th>Correct Spelling</th>
<th>A Way to Remember the Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. alfalfa</td>
<td>alfalfa</td>
<td>3 a’s, 2 f’s, 2 l’s</td>
</tr>
<tr>
<td>2. alligator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. bulevard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. caribu</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. geiser</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. giraffe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. pizza</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. sequoia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. tortoise</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. yacht</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Spelling Practice 12: Unusual Spellings

Some words have unusual spellings.

**Rule:** Some words have more sounds than letters. Others have letters that are not pronounced. You must memorize the spellings of these words.

**Examples:** Silent letters often cause confusion. For example, the first h is not pronounced in Fahrenheit. Unusual letter patterns, and letter patterns that break rules, such as the ei in Fahrenheit, are also confusing.

A. Sort the words below according to the silent letter they contain. Write the words in the correct category. **Note:** One word should be written in two categories.

<table>
<thead>
<tr>
<th>silent h</th>
<th>silent g</th>
<th>silent p</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. _______________</td>
<td>9. _______________</td>
<td>14. _______________</td>
</tr>
<tr>
<td>2. _______________</td>
<td>10. _______________</td>
<td>15. _______________</td>
</tr>
<tr>
<td>3. _______________</td>
<td>11. _______________</td>
<td>16. _______________</td>
</tr>
<tr>
<td>4. _______________</td>
<td>12. _______________</td>
<td></td>
</tr>
<tr>
<td>5. _______________</td>
<td>13. _______________</td>
<td></td>
</tr>
<tr>
<td>6. _______________</td>
<td>11. _______________</td>
<td></td>
</tr>
<tr>
<td>7. _______________</td>
<td>12. _______________</td>
<td></td>
</tr>
<tr>
<td>8. _______________</td>
<td>13. _______________</td>
<td></td>
</tr>
</tbody>
</table>

B. Determine whether each word is spelled correctly. Rewrite each word correctly by copying it or by respelling it. Use a dictionary as needed. Then, write a rule for remembering the spelling. The first one has been done for you.

<table>
<thead>
<tr>
<th>Spelling Word</th>
<th>Correct Spelling</th>
<th>A Way to Remember the Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. tomb</td>
<td>tomb</td>
<td>like comb, with a silent b</td>
</tr>
<tr>
<td>2. cemetary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. couzin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. swade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. soldier</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. lisence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. garantee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. league</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. hym</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. gauge</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Spelling Practice 13: Related Words

Some words are related in meaning and spelling.

**Rule:** Many verbs have closely related noun forms ending in -ion. Knowing the spelling of the verb will help you spell its noun form.

**Examples:**

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>iritate</td>
<td>irritation</td>
</tr>
<tr>
<td>extract</td>
<td>extraction</td>
</tr>
</tbody>
</table>

A. Change each verb below into its noun form. The first one has been done for you. **Note:** In some cases, the spelling of the verb changes.

<table>
<thead>
<tr>
<th>Word</th>
<th>Minus</th>
<th>Plus</th>
<th>New Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>invite</td>
<td>- e</td>
<td>+ ation</td>
<td>invitation</td>
</tr>
<tr>
<td>converse</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>regulate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>reserve</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>observe</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>admire</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>congratulate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>oblige</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>graduate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>predict</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>direct</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>discuss</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>investigate</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. For each noun below, write the related verb from Part A.

1. regulation
2. obligation
3. congratulation
4. investigation
5. observation
6. discussion
7. reservation
8. conversation
9. admiration
10. invitation
Spelling Practice 14: More Related Words

Some words are related in meaning and spelling.

**Rule:** Many verbs have closely related noun forms ending in -ion. Knowing the spelling of the verb will help you spell its noun form.

**Examples:**

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>elevate</td>
<td>elevation</td>
</tr>
<tr>
<td>impress</td>
<td>impression</td>
</tr>
</tbody>
</table>

**A.** Change each verb below into its noun form. The first one has been done for you. **Note:** In some cases, the spelling of the verb changes.

<table>
<thead>
<tr>
<th>Word</th>
<th>Minus</th>
<th>Plus</th>
<th>New Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>cooperate</td>
<td>- e</td>
<td>+ ation</td>
<td>cooperation</td>
</tr>
<tr>
<td>Televise</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Circulate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compete</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discriminate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Express</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inspect</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consider</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revise</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**B.** For each noun below, write the related verb from Part A.

1. discrimination    
2. association        
3. competition        
4. inspection         
5. examination        
6. television         
7. revision           
8. consideration      
9. cooperation        
10. circulation
Spelling Practice 15: Words with Prefixes, Roots, and Suffixes

Longer words are sometimes made up of parts such as prefixes, roots, and suffixes. Recognizing these parts can help you spell the word.

**Rule:** Find the prefix, root, or suffix in an unfamiliar word and spell the word by parts.

**Examples:** The word *incredible* consists of the prefix *in-*, meaning “not,” the root *-cred-*, meaning “believe,” and the suffix *-ible*, an adjective-making suffix. (Together, the parts form the word’s meaning, “not believable.”) The word parts are put together without spelling changes.

A. Put the following word parts together to spell words.

1. ob + ject + ion = ________________________ 14. cor + rupt + ion = ________________________
2. in + spect + or = _______________________ 15. en + joy + ment = ________________________
3. en + force + ment = ____________________ 16. un + con + sci + ous = ____________________
4. un + bear + able = _____________________ 17. im + mov + able = ________________________
5. ar + range + ment = ____________________ 18. re + ject + ion = __________________________
6. e + rupt + ion = ________________________ 19. as + sort + ed = __________________________
7. com + bin + ation = ____________________ 20. im + port + ed = __________________________
8. in + script + ion = ______________________ 21. ir + re + sist + ible = ______________________
9. sub + divis + ion________________________ 22. un + friend + li + ness = __________________
10. ir + re + spons + ible = _________________ 23. de + press + ion = ________________________
11. in + spir + ation = ______________________ 24. dis + rupt + ion = ________________________
12. contra + dict + ion = ____________________ 25. ex + pens + ive = _________________________
13. dis + ap + point + ment = ______________

B. Write the words from Part A that belong in the following categories.

Words with the suffix *-ment*
1–4. _________________________________________________________________________________________

Words with the prefix *com-, contra-, cor-*
5–7. _________________________________________________________________________________________

Words with the root *-rupt-*
8–10. _________________________________________________________________________________________

Words with the suffixes *-able* or *-ible*
11–13. _________________________________________________________________________________________

Words with the root *-ject-*
14–15. _________________________________________________________________________________________
Part 6
Introduction

The one- and two-page activities in Part 6 of the Texas All-in-One Workbook provide instruction and practice that will help you develop important academic and workplace skills.

Contents

Speaking, Listening, Viewing, and Representing Skills ......................... 203–216
Vocabulary and Spelling Skills .................................................................. 217–233
Reading Skills .......................................................................................... 234–251
Study, Reference, and Test-Taking Skills ................................................. 252–260
Informal Speaking Skills

Speaking in Class Discussions  Develop confidence about participating in class through preparation and practice.

<table>
<thead>
<tr>
<th>TAKING PART IN CLASSROOM DISCUSSIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Set goals for your participation.</td>
</tr>
<tr>
<td>2. Do extra reading on the topic you are studying.</td>
</tr>
<tr>
<td>3. Plan what you might say prior to the discussion.</td>
</tr>
<tr>
<td>4. Raise your hand and volunteer to contribute.</td>
</tr>
<tr>
<td>5. Follow the directions carefully.</td>
</tr>
<tr>
<td>6. Observe methods used by others.</td>
</tr>
</tbody>
</table>

Giving Directions  When giving directions, be as clear and accurate as possible in your language. Do not confuse your listeners by using vague, overly general statements.

<table>
<thead>
<tr>
<th>GIVING DIRECTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Think through the directions carefully.</td>
</tr>
<tr>
<td>2. Speak slowly.</td>
</tr>
<tr>
<td>3. Choose your words carefully.</td>
</tr>
<tr>
<td>4. Use short sentences.</td>
</tr>
<tr>
<td>5. Remember to give the most important details.</td>
</tr>
</tbody>
</table>

Making Introductions  Introduce people by their full names and tell something of interest about them.

**Exercise 1** Preparing for a Classroom Discussion.  Prepare for an upcoming classroom discussion by answering the questions below.

1. What goals have you set for your participation?

2. What extra reading could you do so that you will have something of special interest to say?

3. What points might you be able to make?

4. How should you go about contributing to the discussion?

5. How will you know when it is a good time for you to contribute?

**Exercise 2** Giving Directions.  Using the space provided below, write clear and accurate directions describing how to get to your house from another town several miles away.

---

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Formal Speaking Skills

**Planning Your Speech**  Choose a subject that you know or like in order to interest your audience. Then, outline your speech and prepare note cards to assist you when you deliver your speech.

<table>
<thead>
<tr>
<th>PLANNING A SPEECH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose a topic.</td>
</tr>
<tr>
<td>Gather necessary information.</td>
</tr>
<tr>
<td>Organize the information into an outline.</td>
</tr>
<tr>
<td>Prepare note cards.</td>
</tr>
</tbody>
</table>

**Exercise 1**  Choose a Topic.  Choose a speech topic that will interest each type of audience listed below.

**EXAMPLE:**  Sports fans  *The rise in professional athletes’ salaries*

<table>
<thead>
<tr>
<th>AUDIENCE</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Middle school students</td>
<td></td>
</tr>
<tr>
<td>2. Artists</td>
<td></td>
</tr>
<tr>
<td>3. Scientists</td>
<td></td>
</tr>
<tr>
<td>4. History teachers</td>
<td></td>
</tr>
<tr>
<td>5. Computer experts</td>
<td></td>
</tr>
<tr>
<td>6. Jazz enthusiasts</td>
<td></td>
</tr>
<tr>
<td>7. Local taxpayers</td>
<td></td>
</tr>
<tr>
<td>8. Writers</td>
<td></td>
</tr>
<tr>
<td>9. Army officers</td>
<td></td>
</tr>
<tr>
<td>10. Young children</td>
<td></td>
</tr>
</tbody>
</table>

**Exercise 2**  Planning a Speech.  Complete the activities below.

1. Choose the kind of speech you want to give.
2. Choose an appropriate topic.
3. Gather the information you will need in order to give your speech, and take notes.
4. On a separate sheet of paper, write an outline that presents in a logical manner the information you gathered in step 3.
5. Prepare note cards to use in delivering your speech.
Delivering a Speech

Delivering Your Speech  Practice your speech to gain confidence.

<table>
<thead>
<tr>
<th>DELIVERING A SPEECH</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do not read to your audience.</td>
</tr>
<tr>
<td>2. Pronounce your words clearly.</td>
</tr>
<tr>
<td>3. Be aware of nonverbal language, such as your movements, posture, facial expressions, and gestures, while you practice and deliver your speech.</td>
</tr>
<tr>
<td>4. Stay within the time limit you were given for your speech.</td>
</tr>
<tr>
<td>5. Be prepared to answer questions from your audience.</td>
</tr>
</tbody>
</table>

When delivering a speech, you’ll feel more comfortable knowing how to begin and how to end. After you have made your outline and prepared your note cards, write out your introduction and conclusion.

Exercise 1  Introducing and Concluding Your Speech.  On a separate sheet of paper, draft an introduction and conclusion for your speech. Revise these. Then, write your final drafts on the lines below.

Introduction

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

Conclusion

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
Self-Assessment of a Speech

Evaluating Your Speaking Skills   When you speak before a group, your goal is to present information to your listeners in an interesting and effective way. When you give a speech, you usually want your words to persuade your listeners to believe or do something. Use this sheet to evaluate your attitudes, speaking skills, and performance.

Exercise 1  Evaluating Yourself.   For items 1–4, circle the word that best applies to your speaking habits and techniques.

1. I plan what I’m going to say before I begin to speak. never occasionally always

2. I speak in a clear, confident voice. never occasionally always

3. I use language and gestures that are appropriate to the occasion, audience, and purpose. never occasionally always

4. I engage listeners by making eye contact. never occasionally always

5. I prepare to give a speech in the following ways (check the items that apply):

   _____ I do the necessary research to speak intelligently on my topic.

   _____ I consider my audience and purpose when choosing anecdotes, facts, details, and quotes to include in my speech.

   _____ I organize my ideas in a way that will be easy to follow.

   _____ I decide on an appropriate opening statement, quotation, joke, or anecdote that will “hook” listeners.

   _____ I rehearse my speech to improve my performance.

6. My strongest skill as a speaker is  __________________________________________

   __________________________________________

7. I recently gave a speech on  __________________________________________

   __________________________________________

8. The best part of my speech was  __________________________________________

   __________________________________________

9. The part that listeners seemed to like best was  __________________________________________

   __________________________________________

10. If I were to give that speech again, I would make it better by  __________________________________________

   __________________________________________
Listening Effectively

Prepare yourself to listen by giving the speaker your complete attention. While you are listening to a speaker, identify and remember the main points and major details. After the speaker has finished, evaluate your own success as an active listener.

Exercise 1 Preparing Yourself to Listen. Answer the questions below.

1. What is the difference between hearing and listening?

2. Why is it important to concentrate on the speaker?

3. Why should you have a paper and pencil with you when someone speaks?

4. Why is it helpful to find out in advance what topic will be discussed?

5. How can your physical condition affect your ability to pay attention?

Exercise 2 Evaluating Your Listening Skills. Active listening is an important part of the learning experience. Make a check next to each statement that applies to you. This will help you to evaluate your success as an active listener.

<table>
<thead>
<tr>
<th>Listening Skills</th>
<th>Always</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I think about what the speaker is saying and recognize the main points.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I am polite. I do not interrupt or cause any kind of disturbance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I concentrate on the words, especially toward the middle of the presentation when I might tend to become distracted.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I ask questions whenever I don’t understand something.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I take notes when appropriate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Interpreting Maps and Graphs

Reading Maps  Maps are not only used to study history and geography. They can also help you plan a trip, understand current events, or find out about the weather. The following three steps will help you interpret maps:

1. Identify the topic of the map. The title will tell you the subject of the map. The key explains the meanings of the map’s symbols and colors.
2. Look at a map’s scale to determine distances between places. The scale shows you how many inches on the map equal how many actual miles or kilometers.
3. Study the directional arrow to identify north, south, east, and west on a map.

Reading Graphs  Graphs present statistics, or number facts, in a visual way. A line graph can show you at a glance how statistics change over time, from the population of the world to your batting average. The following four steps will help you interpret line graphs:

1. Use the title to identify the subject of the graph. The source line will tell you where the information was found.
2. Study the labels on the graph. The horizontal (side-to-side) axis usually tells you the time period covered by the graph. The vertical (up-and-down) axis tells you what is being measured.
3. To read the information on the graph, line up the points on the graph with the horizontal and vertical axes to determine how much of something there was at a given time.
4. Draw conclusions about the information presented on the graph.

Exercise 1

Answer the following questions about this map.

1. What is the title of the map?

2. How is a cold front shown on the map?

3. According to the key, what is today’s temperature in Los Angeles? In Denver?

4. On the scale, how many miles are represented by 3/4 of an inch?

5. What is the approximate distance from Washington, D.C., to Miami in miles? In kilometers?

6. What is the northernmost city shown on the map?
Exercise 2

Answer the following questions about this line graph.

1. What is the subject of the line graph? 

2. What is the source of information? 

3. What time period is covered by the graph? 

4. What is being measured? 

5. About how many Native Americans lived in central Mexico before 1520? In 1580? 

6. Using the information on the graph, what can you say about the Native American population of central Mexico?
Viewing Information Media Critically

When you view information media critically, you take the time to analyze the messages you see and hear. Messages from these media can entertain you and help you make decisions. Since they can also influence you in subtle ways, it is important to approach media messages with a critical eye. In order to evaluate what you see, apply the following strategies when viewing a message:

1. **Identify the source** Try to find out who is responsible for the message. This information will help you figure out the point of view being expressed, and it may also reveal a message’s intent. Recognize that media often present an issue through a bias, a personal opinion or strong feeling for or against a subject.

2. **Separate fact from opinion** A fact is a statement that can be proved true by consulting a reliable source. An opinion is a belief that is based on a writer’s attitude or values.

3. **Ask questions** Ask yourself, “What is the purpose for writing the message?”

**Exercise 1 Viewing Media.** Watch or listen to a form of nonprint information media, such as a documentary, a television news program or magazine, an interview, an editorial, or a commercial. Then, answer the questions that follow:

1. What is the source of the media message? How might that source’s motivation affect the content of the message?

2. What is the topic of the message?

3. How would you categorize the interest of this topic—social, political, or cultural?

4. What is the length of the message?

5. Is the coverage in-depth or brief and summarized? Explain.


7. What seems to be the point of the message?

8. Is there any information you would add to the message? If so, what?

9. Does the presentation of the message convey its points effectively? How?

10. Overall, what would you do to improve the content of the media coverage presented?


Viewing Fine Art Critically

The elements of visual arts—content, medium, color, and structure—contribute to the emotional meaning and impact of a work of art. This is true for graphic art, such as posters, and for fine art, such as paintings and drawings. When you look at art, consider how each element affects your response.

**Exercise 1  Examining Fine Art.** Choose a piece of fine art that interests you. Use the following questions to help you examine and analyze it.

**Content**
1. What is the subject of the work? Is it realistic? Abstract?  

2. What does it suggest about the artist’s purpose?

**Medium**
3. What materials has the artist used?

4. How do these materials relate to the artist’s purpose?

**Color**
5. What colors has the artist used?

6. Which moods and emotions do these colors evoke?

7. How do the colors reflect the artist’s feelings about the subject?

**Structure**
8. What kind of structure does the artist use—lines or contours, geometric shapes, or brushstrokes? Are the lines horizontal, vertical, diagonal, or curved? If the art is made up of shapes, which can be seen? If there are brushstrokes, are they long, short, or layered?

9. Where do the lines lead your eyes?

Creating Graphic Organizers for Comprehension

Graphic organizers can be effective tools for thinking and learning, especially if you are a visual learner. Charts, diagrams, clusters, and outlines are all effective tools that you can use to organize information graphically. Organizers are useful in both reading and preparing for writing. Graphic representations of text can help you increase your comprehension and organize your thoughts.

Exercise 1 Creating a Venn Diagram. A Venn diagram is a useful organizer for comparing and contrasting information. Read the following paragraph and answer the questions that follow. Then, create a larger version of the Venn diagram below, or use one that your teacher gives you. Place the information in the diagram.

Canada and the United States share a common heritage and the same continent, but are very different culturally. The major portions of the countries were settled primarily by French and English explorers. However, the French did not maintain as strong a hold anywhere in the United States as they did in Canada. You can see the result of this difference when you compare some Canadian and American cities. In Montreal and Quebec City, for example, you can walk amid French-speaking street vendors selling fruit-filled crêpes (pancakes) and golden brown pommes frites (fried potatoes). Billboards advertise their goods in English and French, the official languages of Canada. In the United States, on the contrary, there are few places having such French character. Part of cities may reflect French influence in place names—the Vieux Carre, or French Quarter, of New Orleans, for example—yet you will hear little French being spoken, as most Americans speak English.

1. In what ways are Canada and the United States alike? (Place the information in the overlapping part of the circles.)

2. In what ways are Canada and the United States different? (Place the information about Canada in one circle and the information about the United States in the other.)

3. Which words and phrases in this paragraph signal comparisons or contrasts?
Exercise 2  Creating a Chart. Simple charts are also useful for organizing information. Read the following paragraphs about cantaloupes and honeydew melons. Organize the information about them in the chart that follows. Write the points to compare and contrast, such as shape and texture, at the top. Then, fill in the missing information for each item about each point.

Have you ever compared a honeydew melon and a cantaloupe? They are similar in shape, since both fruits are round. But they are also very different. The texture or feel of a honeydew melon is smooth. Its skin is pale green in color, while the skin of a cantaloupe is light brown in color and rough in texture.

Like its skin, the inside of a honeydew melon is pale green in color. The inside of a cantaloupe is orange in color, unlike its light brown skin. Both fruits have a particular taste. Cantaloupes are sweet, and honeydew melons are very sweet.

<table>
<thead>
<tr>
<th>Shape</th>
<th>Point 1</th>
<th>Point 2</th>
<th>Point 3</th>
<th>Point 4</th>
<th>Point 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cantaloupe</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honeydew Melon</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exercise 3  Creating a Pie Chart. A pie chart shows percentages of parts that make up a whole. Use the following circle to make a pie chart about preferred pizza toppings. The circle stands for 100 percent. Divide it approximately to show these results of a poll of students in one class:

1. Half the students like pepperoni on their pizza.
2. Plain cheese is second in popularity; 25% of students chose it.
3. The number of students who like green peppers is 14%.
4. Eight percent of students chose olives on their pizza.
5. Only 3% like anchovies on their pizza.

After you’ve divided the circle, put a label and the percentage in each section.
Formatting to Create Effect

Using Italics, Capitalization, Bullets, Numbering, and Boldface  When you prepare a manuscript for presentation, you may want to use formatting to emphasize words or phrases. Some methods of formatting are the following:

1. Italics (slanted or underlined text)—used to emphasize words or to set apart terms that will be defined
2. Capitalization—used for headings
3. Bullets (round black dots)—used next to items in a list
4. Numbering—used for items in a list
5. Boldface (darker text)—used for headings or terms being defined

Exercise 1  Using Formatting.  On the line next to each item below, rewrite the item with formatting, showing which method you would use to emphasize it. Then, explain your choice. If you need to, change the wording of the item, but make sure to keep the meaning the same.

1. Tourist sights in Ireland as a heading in a magazine article

2. It is helpful to answer the five W’s—who, what, when, where, why—in the opening paragraph of a report for a newscast.

3. Nine of our team members are playing in the softball game in different positions: Tobias is the pitcher, Lucy is the catcher, Henry plays first base, Janet plays second base, Alex plays third base, Kristine plays shortstop, Jacob is an outfielder, Jennifer is an outfielder, and Daniel is an outfielder.

4. Here are the types of blood:
   type A
   type B
   type AB
   type O

5. Zoo Rules: Petting the animals is permitted, but please do not feed the animals.
Developing a Multimedia Presentation

In a multimedia presentation, you present researched information through slide shows, videos, audio recordings, and fine art, as well as through your written materials. Good planning, preparation, and practice will make your multimedia presentations effective and memorable.

Exercise 1

Use the following guide to plan your multimedia presentation. Then, answer the questions that follow the steps.

Planning
1. What is your topic?
2. From what sources will you gather your information or content?

Preparing
3. What types of media, such as recorded interviews, music, video clips, photographs, or articles, do you plan to use?
4. What equipment will you need? Where will you get the equipment?

Presenting
5. How will you show your presentation?
6. How does your presentation work when you rehearse it? What do you need to practice or revise?

Exercise 2

Use the outline below to plan your multimedia presentation on paper. Plan the navigation to help users follow your presentation. Include notes to indicate where you will cue each piece of media.

<table>
<thead>
<tr>
<th>Points to Be Made</th>
<th>Media to Be Used</th>
<th>Cues or Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>1.</td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td><strong>Body</strong></td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>4.</td>
<td>4.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
<td>4.</td>
</tr>
</tbody>
</table>
Creating a Video

In order to make a video, a storyboard—a plot in words and pictures—is required to add details to your plan. A storyboard can spark new ideas for plot, character, and setting.

**Exercise 1** Make Your Own Video. Use the following storyboard template to plan your video. In each box, sketch out a step in the action. Include a label or written description of what happens in that scene.

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9.
Using Context

Use context clues to help figure out the meanings of new words.

<table>
<thead>
<tr>
<th>USING CONTEXT CLUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Read the sentence carefully, concentrating on the unknown word.</td>
</tr>
<tr>
<td>2. Look for clues in the surrounding words.</td>
</tr>
<tr>
<td>3. Use these clues to guess the meaning of the new word.</td>
</tr>
<tr>
<td>4. Reread the sentence, substituting your meaning for the new word to see if it makes sense.</td>
</tr>
<tr>
<td>5. Check your definition in a dictionary.</td>
</tr>
<tr>
<td>6. Add the new word and its definition to your vocabulary notebook.</td>
</tr>
</tbody>
</table>

Exercise 1 Using Context Clues. Read the passage below. Circle the correct meaning of each underlined word. Then, write the words that led you to your choices on the line that follows.

For decades (1) archaeologists have studied the Inca Indians. They have collected a vast number of (2) artifacts that these Indians left behind them. From these, archaeologists have (3) deduced many things about the Incas. The Incas were excellent farmers who produced enough food to (4) sustain themselves. Through (5) prodigious effort, they created a large empire that included (6) multitudinous tribes. These tribes paid (7) homage to the Inca leader. A vast (8) bureaucracy was created by the Incas to hold their empire together. Although the Incas (9) flourished for centuries, they finally (10) succumbed to Spanish conquerors.

EXAMPLE: decades: (a) good reasons, (b) periods of ten years (c) treasures have studied

1. archaeologists: (a) people who study religion, (b) people who study past societies, (c) designers
2. artifacts: (a) objects, (b) hiding places, (c) tricks
3. deduced: (a) conquered, (b) figured out, (c) made smaller
4. sustain: (a) starve, (b) employ, (c) supply
5. prodigious: (a) enormous, (b) weak, (c) foolish
6. multitudinous: (a) few, (b) many, (c) strong
7. homage: (a) honor, (b) toll, (c) strong
8. bureaucracy: (a) hospital, (b) army, (c) administration
9. flourished: (a) thrived, (b) failed, (c) declined
10. succumbed: (a) overcame, (b) triumphed, (c) gave in

Exercise 2 More Work With Context Clues. Write a definition for each underlined word. Underline the words in each sentence that provided clues to the meaning.

1. We were afraid of missing the train, so we hastened to the station.
2. Although the jungle was dangerous, the intrepid explorers kept on.
3. Sarah not only loved her grandfather, she had profound respect for him, too.
4. After examining the patient, the doctor said that the prognosis was not good.
5. In order to improve his grades, Pat resolved to study harder.
Studying Meanings in the Content Areas

As you read in the content areas, such as science, social studies, and current events, keep a categorized record of unfamiliar words. In science, create categories using prefixes, suffixes, or roots, and notice that many science words have Latin roots. In social studies, use categories such as government, political activity, and geography. In current events, use categories such as politics, finance, and education.

Exercise 1 Creating Science Categories. List each of the numbered words in the following paragraphs and look up their definitions, which have Latin origins. Then, categorize at least two of the words by prefix, explaining the meaning of that prefix.

When my father went into the hospital with abdominal pain, the doctor found that his intestines had an (1) inchoation of a serious intestinal inflammation. The doctor told us it was (2) diverticulosis. Eating berries with seeds in them had (3) exacerbated the condition.

The doctor suggested that since the abdomen is (4) distensible, he would be able to see the tissue and perform an (5) excisement, which would cure my father.

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________

Categorize by prefix: __________________________

Exercise 2 Creating Social Studies and Current Events Categories. List each of the numbered words in the following paragraph and look up their definitions. Then, categorize at least two of the words by finding a similarity, such as politics or clothing.

In a recent (1) gubernatorial race, there was a candidate who appeared at a press conference with a distinctive (2) habiliment. He had an unusual background. He was a former rabbi with a degree in (3) hermeneutics. He appeared from the (4) postern of the stage, wearing a (5) tallit.

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________

Categorize by similarity: __________________________
Keeping a Vocabulary Notebook

Recording Vocabulary Words in a Notebook  To expand your vocabulary, keep a dictionary and a vocabulary notebook handy when you read.

<table>
<thead>
<tr>
<th>Words</th>
<th>VOCABULARY NOTEBOOK</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>attain (ə tān′)</td>
<td>to accomplish</td>
<td>He attained his goal.</td>
</tr>
<tr>
<td>candor (kan′ dər)</td>
<td>frankness; sincerity</td>
<td>She spoke to me with candor.</td>
</tr>
<tr>
<td>perturb (pər turb′)</td>
<td>to disturb greatly</td>
<td>Bill was perturbed by the noise outside his window.</td>
</tr>
</tbody>
</table>

**Exercise 1** Setting Up a Vocabulary Notebook. Fill in the blanks to create a vocabulary notebook with these words from an assignment. Use a dictionary.

**EXAMPLE:**

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>solar</td>
<td>from the sun</td>
<td>Solar energy heats this house.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Words</th>
<th>Definitions</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. atmosphere</td>
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<td>( )</td>
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<td>2. refuge</td>
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<td>3. evaporate</td>
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<td>4. precipitation</td>
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<td>5. chinook</td>
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<td>6. steppe</td>
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<td>7. maritime</td>
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<td>8. taiga</td>
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<td>9. monsoon</td>
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<td>10. tornado</td>
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</tbody>
</table>

**Exercise 2** Using Other Study Methods. Use a dictionary to find the definition of each word below. Then, write the definition as it might appear on the back of a flashcard.

**EXAMPLE:** affluent    wealthy

| 1. apparel         |             |                                  |
|                   |             |                                  |
| 2. chastise        |             |                                  |
|                   |             |                                  |
| 3. exult           |             |                                  |
|                   |             |                                  |
| 4. hermit          |             |                                  |
|                   |             |                                  |
| 5. literate        |             |                                  |
|                   |             |                                  |
Studying New Words

**Techniques for Studying New Words** There are several ways to study new words. Select at least two review methods to help you learn new vocabulary words.

You can use your notebook that contains words and definitions. Cover up the definitions. Try to remember them, and then write sentences using them.

You can use flashcards with the word on one side and its definition and subject on the other.

With a tape recorder, you can record the word with a long pause between it and its definition. Then, test yourself by saying the definition during the pause.

**Exercise 1 Using Words in Sentences.** Define each of the following words. Then, use each word in a sentence.

1. prototype ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________

2. insipid ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________

3. indubitably ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________

4. copiously ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________

5. minion ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________

**Exercise 2 Using Flashcards or Audio Recorders to Study.** Study the following words by defining each word. Then, reinforce the word's meaning using either of these methods:

1. Make a set of flashcards by jotting down the following words and their definitions.

2. Record yourself as you speak each word and its definition.

   1. clandestine ____________________________
      ____________________________
      ____________________________
      ____________________________
      ____________________________
      ____________________________

   2. winsome ____________________________
      ____________________________
      ____________________________
      ____________________________
      ____________________________
      ____________________________

   3. lugubrious ____________________________
      ____________________________
      ____________________________
      ____________________________
      ____________________________
      ____________________________

   4. liberate ____________________________
      ____________________________
      ____________________________
      ____________________________
      ____________________________
      ____________________________

   5. anterior ____________________________
      ____________________________
      ____________________________
      ____________________________
      ____________________________
      ____________________________
Using a Dictionary and Other Reference Aids

You may be surprised to learn how much information you can find in a dictionary, a thesaurus, or a textbook glossary. Dictionaries and thesauruses are available in print or in electronic form. Read the following tips on when to use these reference tools.

<table>
<thead>
<tr>
<th>Dictionary</th>
<th>When reading, keep a dictionary nearby. Look up in the dictionary any word whose meaning you do not know and cannot figure out.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesaurus</td>
<td>A thesaurus is a reference aid containing synonyms. Use a thesaurus when you are writing and cannot think of the word that expresses precisely what you wish to say.</td>
</tr>
<tr>
<td>Glossary</td>
<td>A glossary, which is located at the back of a textbook, lists and defines a number of words or special terms that are used in your textbook. Use the glossary to look up words you need to know in that particular subject area.</td>
</tr>
</tbody>
</table>

Exercise 1  Using a Dictionary. Use your dictionary to answer the following questions:

1. What is the plural form of the word *mongoose*?
2. Which is the preferred American spelling, *theatre* or *theater*?
3. This piece of equipment is used to play tennis. Which is the correct spelling, *racket* or *raquet*?
4. What is *chicory*?
5. What is the verb form of *quantum*?

Exercise 2  Using a Thesaurus. Look up each word below in a thesaurus and write three words with a similar meaning for each.

**EXAMPLE:** inflammable  combustible, burnable, ignitable

1. illusion
2. hesitate
3. generous
4. intrepid
5. flagrant

Exercise 3  Using a Glossary. Find the glossary in one of your textbooks. Answer the following questions:

1. Where is the glossary found in your book?
2. What two types of information can you learn from the glossary?
3. Choose one term in your glossary and look up the page number listed. This is usually the first time the word is used in the textbook. Write the sentence in which that word appears, underlining your word.
4. Leaf through the pages in the glossary and look for a pronunciation key. Name three words you saw that are difficult to pronounce, write them on the line, and use the key to help you pronounce the words.
5. Write the definitions of the three words you used in item number 4.
Using Roots

The root is the main part—or base—of a word. It contains the basic meaning of a word. Use the meanings of roots to determine the meanings of unfamiliar words.

<table>
<thead>
<tr>
<th>Root</th>
<th>FIVE COMMON ROOTS</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>-mit-/mis-</td>
<td>to send</td>
<td>submit</td>
<td>to send</td>
</tr>
<tr>
<td>-mov-/mot-</td>
<td>to move</td>
<td>motivate</td>
<td>to move to action</td>
</tr>
<tr>
<td>-ven-/vent-</td>
<td>to come</td>
<td>intervene</td>
<td>to come between</td>
</tr>
<tr>
<td>-vert-/vers-</td>
<td>to turn</td>
<td>convert</td>
<td>to turn into another form</td>
</tr>
<tr>
<td>-vid-/vis-</td>
<td>to see</td>
<td>visible</td>
<td>able to be seen</td>
</tr>
</tbody>
</table>

Exercise 1 Using Roots to Define Words. Match the words in the first column with the meanings in the second column. Place the correct number next to each meaning.

1. emit ___________ ambassadors sent to a foreign country
2. invert ___________ to turn around
3. movable ___________ to keep from coming about
4. invisible ___________ easily seen
5. demote ___________ to turn aside
6. evident ___________ turn inside out
7. mission ___________ send forth
8. prevent ___________ able to moved
9. divert ___________ move down in rank
10. reverse ___________ not able to be seen

Exercise 2 Using Roots to Build Words. Use each root to build a word. Define each word and check it in your dictionary.

EXAMPLE: -vers- ___________ conversion ___________ turning into another form
1. -vert-/vers- ___________
2. -mit-/mis- ___________
3. -mov-/mot- ___________
4. -vid-/vis- ___________
5. -ven-/vent- ___________
Using Prefixes

A prefix is one or more syllables added to the main part of the word to form a new word. Use the meanings of prefixes to help determine the meanings of unfamiliar words.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>ex-</td>
<td>from, out</td>
<td>ex + tend to stretch out</td>
</tr>
<tr>
<td>mis-</td>
<td>wrong</td>
<td>mis + deed a bad, or wrong, deed</td>
</tr>
<tr>
<td>re-</td>
<td>back, again</td>
<td>re + print print again</td>
</tr>
<tr>
<td>trans-</td>
<td>over, across</td>
<td>trans + mit to send over a distance</td>
</tr>
<tr>
<td>un-</td>
<td>not</td>
<td>un + aware not aware</td>
</tr>
</tbody>
</table>

Exercise 1 Using Prefixes to Define Words. Write a brief definition of each word. Check the definition in your dictionary.

EXAMPLE: repeat __say again__

1. expand
2. misinform
3. unclear
4. rehire
5. rename
6. misunderstand
7. transship
8. export
9. unfortunate
10. transverse

Exercise 2 Using Prefixes to Build Words. Use each prefix to build a word and write its definition. Check the definitions in your dictionary.

EXAMPLE: re- __reuse__ __use again__

1. re-
2. ex-
3. mis-
4. trans-
5. un-
Using Suffixes

A suffix is one or more syllables added at the end of a root to form a new word. By mastering suffixes, you can build new words by adding them to words or roots that you already know.

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
<th>Example</th>
<th>Part of Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>-able</td>
<td>capable of being</td>
<td>audible</td>
<td>adjective</td>
</tr>
<tr>
<td>-ly</td>
<td>in a certain way</td>
<td>quickly, lovely</td>
<td>adverb or adjective</td>
</tr>
<tr>
<td>-ment</td>
<td>the result of being</td>
<td>recruitment</td>
<td>noun</td>
</tr>
<tr>
<td>-tion (-ion, -sion)</td>
<td>the act or state of being</td>
<td>contraction</td>
<td>noun</td>
</tr>
</tbody>
</table>

**Exercise 1** Using Suffixes to Define Words. Match the words in the first column with the meanings in the second. Place the correct number next to each meaning.

1. affordable
2. softly
3. merriment
4. attraction
5. confusion
6. slowly
7. defensible
8. excitement
9. reasonable
10. decision

**Exercise 2** More Work With Suffixes. Define each word below, using the meaning of the suffix in writing your definition.

**EXAMPLE:** rapidly _in a rapid way_

1. involvement
2. predictable
3. freshly
4. pollution
5. promotion
6. happily
7. employable
8. collision
9. arrangement
10. workable
Examining Word Origins

The English language has grown by “borrowing” words from other languages.

<table>
<thead>
<tr>
<th>EXAMPLES OF BORROWED WORDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>teepee (Native American)</td>
</tr>
<tr>
<td>burro (Spanish)</td>
</tr>
<tr>
<td>sauerkraut (German)</td>
</tr>
<tr>
<td>matzoh (Hebrew)</td>
</tr>
<tr>
<td>silhouette (French)</td>
</tr>
<tr>
<td>coffee (Turkish)</td>
</tr>
</tbody>
</table>

The English language also grows by inventing new words. These include words from people’s names, brand names, and acronyms.

Exercise 1  Discovering the Origins of Borrowed Words. Use a dictionary to find the origin of each word below.

EXAMPLE: spaghetti  Italian

1. canoe
2. igloo
3. plaque
4. oboe
5. galleon
6. mayonnaise
7. croquet
8. patio
9. ranch
10. raccoon

Exercise 2  Finding the Origins of Invented Words. Write the definition and origin of each item. Use a dictionary that provides etymologies.

EXAMPLE: SEATO  an acronym for Southeast Asia Treaty Organization

1. guillotine
2. Morse code
3. St. Bernard dogs
4. WAC
5. smog
Starting a Personal Spelling List

Use this sheet to record words that you frequently misspell. Study the words. Then, have a partner test you on them.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>J</td>
<td>R</td>
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<td>X-Y</td>
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<td>I</td>
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<td></td>
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<tr>
<td></td>
<td>G</td>
<td>Z</td>
</tr>
</tbody>
</table>
Studying Your Spelling Words

Review your spelling words several times a week using the following method.

**A METHOD FOR STUDYING YOUR SPELLING WORDS**

1. Look at each word. Notice any unusual features about the spelling of the word. Concentrate on the part of the word that gives you the most trouble. Then, cover the word and try to picture it in your mind.
2. Say the word aloud. Then, sound the word out slowly, syllable by syllable.
3. Spell the word by writing it on a sheet of paper. Say each syllable aloud as you are writing it down.
4. Compare the word that you wrote on the paper with the word in your notebook. If you spelled the word correctly, put a small check in front of it. If you misspelled the word, circle the letter or letters that are incorrect. Then, start over again with the first step.

**Exercise 1** Working With Problem Words. In these sentences, underline the correctly spelled word in each pair of parentheses. Check your answers in the dictionary.

**EXAMPLE:** We could not explain Bill’s (absence/absense).

1. The harvest this year was (abundent/abundant).
2. That was a very (careless/carless) thing to do.
3. Susan made a (brillient/brilliant) remark in class today.
4. The (waether/weather) will be very hot tomorrow.
5. That was a complete (surprise/suprise) to me.
6. Our new (principle/principal) is Mrs. Burke.
7. I (reccommend/recommend) that we go to the movies instead of a play.
8. I received excellent (guidance/guidence) from my parents.
9. She is (fourty/forty) years old today.
10. I am sorry to (disappoint/disapoint) you.

**Exercise 2** More Work With Spelling Problems. Write each misspelled word below, spelling it correctly. If a word has been spelled correctly, write C. Check your work in a dictionary.

**EXAMPLE:** tragedy  _______tragedy______

1. sophomore
2. concider
3. appresiate
4. consede
5. losing
Applying Spelling Rules

Using ie or ei  When a word has a long e sound, use ie. When a word has a long a sound, use ei. When a word has a long e sound preceded by the letter c, use ei.

<table>
<thead>
<tr>
<th>COMMON IE AND EI WORDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long e Sound</td>
</tr>
<tr>
<td>believe</td>
</tr>
<tr>
<td>grief</td>
</tr>
</tbody>
</table>

Adding Suffixes  When a suffix is added to a root word, the spelling of the root word often changes.

Exercise 1  Spelling Words With ie or ei.  Fill in the blanks in each word with ie or ei.

EXAMPLE: She will achieve an excellent grade.
1. George was deceived by his friend.
2. The thief stole my wallet.
3. Queen Victoria reigned for many years.
4. They discovered a rich vein of silver.
5. I received a beautiful sweater for my birthday.
6. May I have a piece of pie?
7. This box weighs a ton!
8. Do you think we should paint the ceiling?
9. The soccer field is extremely muddy.
10. Neither of these answers is correct.

Exercise 2  Spelling Words With Suffixes.  Make new words by combining each of the following words and suffixes. Check the spelling of the new words in the dictionary.

1. defer + ed
2. spoon + ful
3. annoy + ance
4. slap + ed
5. confer + ed
6. scary + est
7. ship + ing
8. flow + ing
9. fix + ed
10. argue + ment
11. peace + able
12. prefer + ence
13. dispose + able
14. win + ing
15. say + ing
16. gay + ly
17. magnify + ing
18. reduce + ible
19. wax + ed
20. supply + ed
Adding Prefixes and Using Memory Aids

When a prefix is added to a root word, the spelling of the root word stays the same.

<table>
<thead>
<tr>
<th>ADDING PREFIXES</th>
</tr>
</thead>
<tbody>
<tr>
<td>re + place = replace</td>
</tr>
<tr>
<td>un + fair = unfair</td>
</tr>
<tr>
<td>mis + take = mistake</td>
</tr>
<tr>
<td>trans + port = transport</td>
</tr>
</tbody>
</table>

Use memory aids to help you remember the spellings of words that are difficult for you.

**Exercise 1** Spelling Words With Prefixes. Form new words by combining one of the following prefixes with each of the roots below.

1. -natural
2. -place
3. -fer
4. -ceed
5. -call
6. -hale
7. -hale
8. -direct
9. -manage
10. -selfish
11. -press
12. -continue
13. -build
14. -port
15. -cover
16. -ship
17. -obey
18. -terior
19. -work
20. -understand

**Exercise 2** Developing Memory Aids. Rewrite each of the words below, underlining the part(s) you can use as a memory aid.

**EXAMPLE:** achieve ___________ achieve

1. anniversary ___________
2. capitol ___________
3. desert ___________
4. library ___________
5. rehearse ___________
6. capital ___________
7. foreign ___________
8. lightning ___________
9. dessert ___________
10. barrel ___________
Understanding the Influence of Other Languages and Cultures

Spelling English Words From Other Languages. Seven out of ten words in English come from other languages. That means that rules for spelling in English always have many exceptions. For some words, you just can’t apply the spelling rules you know, so you just have to remember how to spell these words. It may help, though, to be able to recognize words as being from other languages. For example, words that end in -tion or -ent usually come from French. Words that end in -o or -i typically come from Italian or Spanish. Words that contain -nym- or -phon- usually come from Greek.

Exercise 1. Words From Other Languages. Read the words below. Write the language from which you believe each word comes.

1. tomato ____________________________ 6. patio ____________________________
2. transaction ________________________ 7. restaurant _______________________
3. phonograph ________________________ 8. volcano _________________________
4. antonym __________________________ 9. phonics _________________________
5. transient ________________________ 10. impression ______________________

Exercise 2. Choosing the Correct Spelling. Choose the correctly spelled word from each group by circling the word. Check your answers in the dictionary.

1. pianoe piano planeau
2. pseudonim pseudonimm pseudonym
3. somnolent somnolint somnolant
4. phony fony phoni
5. indicashun indication indicatienv
6. telefone telephon telephone
7. synonym synonim synynym
8. edukation education educatienv
9. mithology mythologi mythology
10. democracy democrasy demokracy
Forming Plurals

Nouns that are regular form their plurals by adding -s or -es. Most compound nouns written as single words form their plurals regularly. Most compound nouns written with hyphens or as separate words form the plural by making the modified word plural.

<table>
<thead>
<tr>
<th>FORMING REGULAR PLURALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. For words ending in -s, -ss, -x, -z, -sh, -ch, add -es.</td>
</tr>
<tr>
<td>2. For words ending in -o preceded by a consonant, add -es. For words ending in -o preceded by a vowel, add -s.</td>
</tr>
<tr>
<td>3. For words ending in -y preceded by a consonant, change y to i and add -es. For words ending in -y preceded by a vowel, add -s.</td>
</tr>
<tr>
<td>4. For words ending in -ff, add -s. For words ending in -fe, change f to v and add -es. For words ending in -f, add -s, or change f to v and add -es.</td>
</tr>
</tbody>
</table>

Use the dictionary to look up the correct spelling of words with irregular plurals.

**Exercise 1** Writing Plurals. In the space at the right, correctly spell each misspelled plural. Use your dictionary to check the spelling of plurals.

**EXAMPLE:** churchs _churches_

1. father-in-laws _churches_
2. berrys _berries_
3. knives _knives_
4. muffes _muffs_
5. banjoes _banjos_
6. toyes _toys_
7. batchs _batches_
8. salmons _salmons_
9. countrys _countries_
10. brushes _brushes_

**Exercise 2** Forming Plurals. Form the plural of each word below. Use your dictionary to check the spelling of each word.

**EXAMPLE:** wax _waxes_

1. calf _calves_
2. soprano _sopranos_
3. canoe _canoes_
4. glass _glasses_
5. fox _foxes_
6. reef _reefs_
7. flash _flashes_
8. mother-in-law _mothers-in-law_
9. man _men_
10. thief _thieves_
11. oxes _oxen_
12. gooses _geese_
13. waxs _waxes_
14. elfs _elves_
15. tomatoes _tomatoes_
16. altoes _altos_
17. sheeps _sheep_
18. editor-in-chiefs _editor-in-chefs_
19. wifes _wives_
20. basketballes _basketballs_
21. hero _heroes_
22. hunch _hunches_
23. studio _studios_
24. football _footballs_
25. trousers _trousers_
26. roof _roofs_
27. half _halves_
28. dish _dishes_
29. ranch _ranches_
30. chief _chiefs_
Spelling Homophones

Homophones are words that sound alike but have different spellings and meanings. As a result, these words are often confused in writing.

Exercise 1

Choose the correct homophone from the words shown for each of the following sentences.

1. **hear, here**
   a. I __________________ you’ve been accepted into Saint Louis University High School.
   b. Yes, but I can’t decide whether to go there or stay __________________.

2. **whole, hole**
   a. When my brother fell off his bicycle, he ripped a __________________ in the knee of his jeans.
   b. I sat and listened to him tell the __________________ story.

3. **principal, principle**
   a. The __________________ has approved two more field trips this month.
   b. No doubt the weather will be a __________________ concern.
   c. It’s a __________________ of life that when we want sun, it will rain.

4. **stationary, stationery**
   a. Go ahead and walk around while the plane is __________________.
   b. I brought some __________________ to write letters.

5. **their, there, they’re**
   a. Why do people across the aisle have __________________ shades down?
   b. The sun is coming in __________________, and maybe it is too bright.
   c. Well, they don’t know what __________________ missing.

6. **to, two, too**
   a. Our plane will fly __________________ Akron-Canton after leaving Pittsburgh.
   b. I wonder if those __________________ flight attendants know where we are.
   c. I’d like to know __________________. We should be over land, not water.
   d. This is __________________ scary for me.

7. **weather, whether**
   a. Maybe the __________________ is bad over land.
   b. I’m not sure __________________ I like being so close to the water.

8. **whose, who’s**
   a. __________________ country does the landscape resemble?
   b. It looks a little like that of Ilona, ________________ from Hungary.

9. **your, you’re**
   a. Why not take out ________________ camera and snap a few photos from here?
   b. __________________ right! This landscape is too beautiful not to have a picture of it!

10. **compliment, complement**
    a. I want to ________________ you on your taste.
    b. The flowers ________________ the decorations beautifully.
Proofreading and Using References

After you finish writing, the last step in the writing process is to proofread your draft to make it ready for a reader. One important part of proofreading is checking your spelling, for which you should always have a dictionary handy.

Exercise 1 Checking Your Spelling. The following sentences are from a first draft of an essay about “Rikki-tikki-tavi.” Proofread the sentences to correct all spelling errors. Cross out each misspelled word and write the correct spelling above it.

1. “Rikki-tikki-tavi,” by Rudyard Kipling, presents the classic conflict of good versus evil. The mongoose, Rikki-tikki-tavi, represents good. He is curious, resourceful, brave, protective, and friendly. The two cobras, Nag and Nagaina, are sneaky, deceitful, and vengeful. They represent evil.

2. Rikki-tikki is washed from his home in a flood and is adopted by an English family who found him in their garden. He soon proves his worth by killing Karait, a snake that was about to bite the young boy, Teddy.

3. Nag and Nagaina plan to murder the innocent family while they are sleeping in an effort to get rid of Rikki-tikki. They think that if the family is no longer around, Rikki-tikki will have no reason to remain.
Using Sections in Textbooks

Identify and make use of the special sections at the front and back of your textbooks.

<table>
<thead>
<tr>
<th>PARTS OF A TEXTBOOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table of Contents</td>
</tr>
<tr>
<td>Preface or Introduction</td>
</tr>
<tr>
<td>Index</td>
</tr>
<tr>
<td>Glossary</td>
</tr>
<tr>
<td>Appendix</td>
</tr>
<tr>
<td>Bibliography</td>
</tr>
</tbody>
</table>

Use the organization of your textbooks to help you study them effectively.

<table>
<thead>
<tr>
<th>SUGGESTIONS FOR STUDYING TEXTBOOKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Think about the assignment or about why you are reading the textbook.</td>
</tr>
<tr>
<td>2. Preview the material you want to cover.</td>
</tr>
<tr>
<td>3. Read the material with close attention.</td>
</tr>
<tr>
<td>4. Make questions out of what you are reading.</td>
</tr>
<tr>
<td>5. Take notes on what you are reading.</td>
</tr>
<tr>
<td>6. Recite sections of the textbook out loud.</td>
</tr>
<tr>
<td>7. Review your notes at the end of each reading period.</td>
</tr>
</tbody>
</table>

**Exercise 1** Exercing a Textbook. Examine one of your textbooks to become acquainted with its special sections. Then, answer the following questions.

1. What does the table of contents tell you about how the book is organized?
2. Is there a preface? What does it contain?
3. Give page numbers for two topics listed in the index.
4. Is there an appendix? If so, what does it contain?
5. List one source cited in the bibliography.

**Exercise 2** Using a Textbook to Study. Choose a chapter in one of your textbooks to use in completing the work below. Use an extra sheet of paper if necessary.

1. List the chapter headings and subheadings.
2. Turn two of these headings into questions.
3. Read the chapter. Then, answer the questions you wrote in question 2.
4. What are the main ideas contained in the chapter?
5. List the major details used to support one of these ideas.
Using Features of Textbooks

Before you begin to read a chapter of a textbook, you should look at the following features: titles, headings, subheadings, captions, illustrations, and the first and last paragraphs. Headings are usually larger than the rest of the text, and they are printed in bold, dark, or colored type. They usually state the subject matter covered in the section; therefore, they show you how the material is organized.

Exercise 1 Using Features in a Selection of Text. Answer questions 1–3 about the article that follows, without reading the article. Then, read the entire article and answer question 4.

1. How many headings does the article contain? ____________________________

2. What is the article about? Use the headings as clues. ____________________________

3. Write a question based on one of the headings. ____________________________

4. What kind of information did you learn from the first and last paragraphs? ____________________________

Early Health Conditions: Fighting an Unknown Enemy

Today in the United States there are still health problems to solve. However, people live longer and enjoy better health than ever before. No longer are we at the mercy of such diseases as smallpox, bubonic plague, yellow fever, and typhoid fever. These diseases in the past spread rapidly, killed people by the thousands, and often wiped out whole families and entire villages.

What was it like long ago when little was known or done about public health and sanitation? An examination of conditions in three early communities shows why people could not prevent communicable disease, the kind of disease that is passed from one person to another.

The London Plague of 1665

In London, around 1665, a disease known as the Black Death emerged. The disease spread like wildfire because of unsanitary conditions. Streets were dirty, many houses were crowded and full of rats, and personal cleanliness was minimal.

Throughout 1665, the death rate mounted with a speed that struck terror into every heart. It is estimated that 70,000 people died before the year ended.

Conditions in Colonial Times

In 1606, a handful of English colonists settled near the James River in what is now the state of Virginia. The inhabitants of this first settlement, called Jamestown, had health problems so severe that the whole colony was nearly wiped out.

In the summer of 1607, hot, humid weather fell on Jamestown. Food spoiled and the water became not only unpleasant to the taste but polluted with deadly germs. Sickness spread rapidly and the colonists died at an alarming rate. At the end of the summer only about 50 of the 104 original settlers remained alive.

Microbes—The Unknown Enemy

People in the past failed in their war against communicable diseases because they did not know the real nature of their enemy.

The enemy is the microbe. Microbes are tiny plants and animals, some so small they can be seen only with a microscope. Many microbes are helpful, but the harmful ones can make people very sick.

Even after the microscope came into use, years of scientific “detective work” were needed to fight communicable diseases. Almost two hundred years passed between the time a microbe was first seen under a microscope and the time the microbe’s role in disease began to be understood.
Using Reading Strategies

Varying Your Reading Style. Three types of reading styles are skimming, scanning, and close reading. Depending on your purpose, such as reading a novel for pleasure or reading a textbook to prepare for a test, you would use one of the following styles.

<table>
<thead>
<tr>
<th>Skimming</th>
<th>Looking over a text to get a quick overview of the contents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scanning</td>
<td>Looking over a text for particular information. When you scan, look for words related to your topic or purpose for understanding.</td>
</tr>
<tr>
<td>Close reading</td>
<td>Reading the material carefully for thorough understanding.</td>
</tr>
</tbody>
</table>

Exercise 1  Skimming the Headings of a Table of Contents. Look at a table of contents from one of your textbooks and skim it to answer the following questions:

1. What is the textbook about?

2. How many units and chapters does the textbook contain?

3. Approximately how many pages are in each chapter?

4. Approximately how long would it take to read each chapter?

Exercise 2  Scanning for Specific Information. Answer the questions below by scanning the paragraphs on the Jazz Age that follow.

1. What is the topic of the paragraphs?

2. Identify the geographical area or areas described in the paragraph.

3. What are the names of three performers and what did they do?

4. What did America’s youth think of jazz?

The Jazz Age

No music was more important to an era than jazz was to the 1920’s. This unique American music grew from the culture of southern African Americans and traveled north with them. With the migration to northern cities, people flocked to New York’s Harlem to hear this musical form, and jazz enjoyed a golden age. Singers Bessie Smith and Ma Rainey, pianist Duke Ellington, and trumpeter Louis “Satchmo” Armstrong became widely known performers.

Jazz was more than mere music, however. Much of the country’s youth—African American and white—saw jazz as the symbol of their new generation.
Using Graphic Organizers

When you read, you often find information that is graphically represented. A graphic organizer, or a drawing with words, helps you see how ideas in a text are related.

When you read a graphic organizer, notice the relationships among the ideas presented. Read across and down a chart to interpret, compare, or contrast information. Look at the placement of information in a Venn diagram to learn similarities and differences between the two items.

Exercise 1  
Reading a Grid. Answer the following questions based on the grid provided.

<table>
<thead>
<tr>
<th>Endangered Western Birds: Where They Live, What They Eat</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of Bird</strong></td>
</tr>
<tr>
<td>Spotted owl</td>
</tr>
<tr>
<td>Bald eagle</td>
</tr>
<tr>
<td>Peregrine falcon</td>
</tr>
<tr>
<td>California condor</td>
</tr>
<tr>
<td>Marbled murrelet</td>
</tr>
<tr>
<td>Trumpeter swan</td>
</tr>
</tbody>
</table>

*The entire remaining population is now in captivity.

1. a) Which two birds share the most in common? ____________________________
   b) What do they share? ________________________________________________
2. Where do spotted owls exist? _________________________________________
3. What does the trumpeter swan eat? _________________________

Exercise 2  
Reading a Venn Diagram. The Venn diagram, illustrated below, helps in visualizing comparisons and contrasts. Answer the following questions about the fantasy writing of C. S. Lewis and J.R.R. Tolkien.

Subject A: C. S. Lewis fantasies  
Subject B: J.R.R. Tolkien fantasies

1. Which writer has set fantasies in Middle Earth? __________________________
2. What two plots has C. S. Lewis used in his fantasies? ____________________
3. What two characteristics are common to both subjects? ___________________
Comprehending Nonfiction

There are many kinds of nonfiction. As you read a piece of nonfiction, determine the author’s purpose and message. Then, you can respond to the work and evaluate it. Use the following questions as a guide to help you comprehend nonfiction.

Title of Nonfiction

1. Circle the type of nonfiction.
   - essay
   - biography
   - autobiography
   - sports
   - how-to
   - humor
   - letter
   - memoir
   - careers
   - astronomy
   - history
   - article
   - geography
   - personal
   - narrative
   - other

2. Who or what is this nonfiction selection about?

3. What is the author’s purpose for writing this selection?

4. What information, facts, or examples does the author include to support the purpose?

5. List the main ideas or key points the author wishes to convey.

6. For what group of people would this nonfiction work be most appealing?
   - What does the author include to appeal to this audience?

7. What technique(s) does the author use to appeal to the reader? Circle one and give an example from the selection.
   - description
   - argument
   - comparison-and-contrast
   - emotional language
   - quotations
   - personal recollections
   - other

   Example:

8. Summarize the theme or central idea of this selection.

9. Is there a sentence or short passage that states or strongly implies the message or main idea? 
   - If so, what is it?
Distinguishing Fact From Opinion

Analyze your material to determine whether or not it is based on reliable information.

**QUESTIONS TO ASK TO TELL FACTS FROM OPINIONS**

1. Can the statement of fact be checked to verify, or prove, that it is true? How?
2. If the statement cannot be verified as a fact, it is an opinion. Are there supporting facts to make the opinion valid?

**Exercise 1** Distinguishing Between Fact and Opinion. Identify each of the following statements as a fact or opinion.

**EXAMPLE:** The Beatles were the greatest rock band of all time. ____________

1. The Detroit Tigers won the World Series in 1968. ________________
2. California is the most populous state in the United States. ________________
3. Jack is an excellent athlete who has won awards for his achievements in three different sports. ________________
4. *The Hobbit* was J.R.R. Tolkien’s best novel. ________________
5. Sandy is not a good student. She failed three courses this term. ________________
6. Actor Tom Hanks was born in Concord, California. ________________
7. Tom Hanks is a better actor than Brad Pitt. ________________
8. The skiing in Vermont is better than the skiing in New Jersey because the mountains are taller and the ski areas are larger. ________________
9. The mountains in Vermont are taller than the mountains in New Jersey. ________________
10. Ernest Hemingway’s novel *For Whom the Bell Tolls* is set in Spain during the Spanish Civil War. ________________

**Exercise 2** Analyzing Facts and Opinions. Analyze each statement you identified as an opinion in Exercise 1 to determine whether it is valid.

**EXAMPLE:** ____________

1. ________________
2. ________________
3. ________________
4. ________________
5. ________________
6. ________________
7. ________________
8. ________________
9. ________________
10. ________________
Identifying the Author’s Purpose

Authors generally write for a purpose. They often use certain techniques or methods to achieve their purpose.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>To inform</td>
<td>Using facts or explanations</td>
</tr>
<tr>
<td>To instruct</td>
<td>Providing step-by-step explanations</td>
</tr>
<tr>
<td>To offer an opinion</td>
<td>Presenting viewpoints</td>
</tr>
<tr>
<td>To sell</td>
<td>Using persuasive techniques</td>
</tr>
<tr>
<td>To entertain</td>
<td>Using amusing or exaggerated situations</td>
</tr>
</tbody>
</table>

In reading nonfiction, notice the author’s choice of words and the details he or she includes. These clues will help you determine an author’s purpose.

**Exercise 1**

Read the following paragraphs and determine the author’s purpose. Explain your answers.

1. “As our society becomes more diverse, people of all races and backgrounds will have to learn to live together. If we don’t think this is important, all we have to do is look at the situation in Bosnia today.” —from *All Together Now* by Barbara Jordan

2. *The Outsiders* by S.E. Hinton is taut with tension and filled with drama. This remarkable novel gives a moving, credible view of the outsiders from the inside. You’ll meet powerful characters in this contemporary classic for a new generation of readers.

3. “Although baseball and football stars inspired us, our real heroes were the famous prize fighters, and the way to emulate a fighter was to walk around with a Band-Aid over one eye. People with acne walked around that way too, but we hoped it was clear that we were worshipping good fists and not bad skin.” —from “Was Tarzan a Three-Bandage Man?” by Bill Cosby

4. “If you’re looking at a Web site, check if the author or creator is identified. See if there are links to a page listing professional credentials or affiliations. Be very skeptical if no authorship information is provided.” —from “Let the Reader Beware” by Reid Goldsborough

5. “This inventory is getting out of hand. Last week alone I made more than a thousand new entries, and I never erase the old ones. If this keeps up, I will require a dozen ledgers, and even then my accounts will be woefully incomplete. Every year is the same. I prepare my inventory for Thanksgiving, to say grace, and always come up short.” —from “Thanksgiving Inventory” by Roger Rosenblatt, *Time Magazine*
Applying Forms of Reasoning

Using Inference and Generalization  Think logically to draw valid conclusions.

<table>
<thead>
<tr>
<th>Form</th>
<th>Valid Use</th>
<th>Invalid Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inference</td>
<td>A reasonable conclusion based on the information being examined</td>
<td>An interpretation or statement that does not follow from the information being examined</td>
</tr>
<tr>
<td>Generalization</td>
<td>A conclusion that is based on a large number of examples and that takes any exceptions or qualifying factors into account</td>
<td>A conclusion that is based on too few examples or that ignores exceptions or qualifying factors</td>
</tr>
</tbody>
</table>

Exercise 1  Analyzing Forms of Reasoning.  Identify the form of reasoning used in each of the following statements as inference or generalization.

EXAMPLE: Bobby Johnson is big and strong and is a gifted athlete. He has been playing football for ten years, so he must be a good football player.  ______ inference ______

1. Suzy’s new motorcycle was more expensive than Joe’s new car. Therefore, motorcycles cost more than cars.  ______________________

2. The average man is stronger than the average woman.  ______________________

3. Becky works at a grocery store six days a week, so she must be very wealthy.  ______________________

4. Jim and Bob are both high-school students and both are fast runners. Therefore, all high-school students must be fast runners.  ______________________

5. Brenda is very intelligent, and she works hard in school, so she must be a good student.  ______________________

6. Rick’s a good student, and he is a talented guitarist, so he must be a good bowler.  ______________________

7. Girls are better students than boys.  ______________________

8. Ron likes cold weather, and he loves snow, so winter must be his favorite season.  ______________________

9. Wendy is very creative, so she should be a good sculptor.  ______________________

10. The students in the eleventh grade in Hamden High School scored higher on a standardized intelligence test than the students from any other school in the state. Therefore, students at Hamden High School are among the brightest in the state.  ______________________

Exercise 2  More Work With Analyzing Forms of Reasoning.  Determine whether each of the statements made in Exercise 1 is valid or invalid.

1. ______________________  6. ______________________

2. ______________________  7. ______________________

3. ______________________  8. ______________________

4. ______________________  9. ______________________

5. ______________________  10. ______________________
Analyzing the Text

Uses of Language  Learn to identify different uses of language.

<table>
<thead>
<tr>
<th>USES OF LANGUAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denotation</td>
</tr>
<tr>
<td>Connotation</td>
</tr>
<tr>
<td>Jargon</td>
</tr>
</tbody>
</table>

Text Structure  Learn to recognize how an author structures a text using cause and effect, chronological order, order of importance, or spatial order. If you recognize how the work is organized, you’ll be able to read it more easily.

Exercise 1  Analyzing the Uses of Language.  Identify each of the items below as denotation, connotation, or jargon.

EXAMPLE:  Ron walked slowly down the street.  _______denotation____

1. Violet crept down the street with the speed and grace of an oversized slug.  ___________________________
2. Juan is suffering from acidulated food indigestion.  ___________________________
3. The Smiths believed that their multi-talented son would succeed in any field of endeavor.  ___________________________
4. The politician smiled at the crowd and grasped the microphone.  ___________________________
5. The Giants defeated the Cowboys.  ___________________________
6. A student should always aspire to his or her proficiency-achievement level.  ___________________________
7. John strutted through the crowd with a self-important air about him.  ___________________________
8. Laura spent the entire afternoon watching soap operas on television.  ___________________________
9. Phil wasted the entire morning glued to the television watching game shows.  ___________________________
10. At the board meeting, the president declared that the company’s goal was to maximize the product output efficiency in all production areas.  ___________________________

Exercise 2  Identifying Text Structures.  Read the passages below and write the name of the organizational pattern that best describes the passage: cause-and-effect, chronological order, order of importance, or spatial order.

1. When reading a grid, start at the top left, and read across to the right of the row. Then, read each row below from left to right.  ___________________________
2. Nancy greeted her brother at the train station with a smile. Then, they hugged. While they drove home, he told her about his adventures in Europe.  ___________________________
3. Overpopulation in the valley has disrupted the balance of nature. For example, during heavy rains, topsoil is sliding down into the valley because vegetation that prevented erosion has been uprooted. A more serious problem is that continued building has strained the area’s water supply. Two natural lakes have dried up permanently, killing many plants and fish.  ___________________________
4. Matthew helped an elderly woman cross the street. As a result, she handed him a shiny silver coin and thanked him for his help.  ___________________________
Reading Fiction

Fiction is any work of literature in which characters and events have been imagined by the author. Short stories are brief works of fiction, and novels are longer ones. As you read a piece of fiction, determine the author's theme or central message. Then, you can respond to the work and evaluate it. Use the following questions as a guide to help you comprehend a short story or novel.

Title of Short Story or Novel

1. Where does this story or novel take place?
2. Who is the main character in the story or novel?
3. What challenge or conflict does the main character encounter?
4. How is the conflict resolved?
5. What other important characters are involved in the conflict?
6. What kind of person is the main character, and why do you think he or she behaves the way he or she does?
7. What evidence in the story or novel leads you to this opinion of the main character?
8. How would you describe the mood? How does the author establish this mood?
9. Summarize the theme or central idea of this short story or novel.
10. Is there a sentence or short passage that states or strongly implies the theme? If so, what is it?
12. Could the details in this story or novel be easily visualized as you read? Explain.

13. What predictions and questions occurred to you as you read this story or novel?

Were your predictions accurate? 
Were your questions answered?

14. In a few sentences, describe an element of the short story or novel that reminds you of something in your own life.

15. Would you rate this story or novel as weak, average, or strong? Give reasons for your rating.
Reading Drama

Reading drama is different from reading other literary forms because it is designed to be performed for an audience. The story is told mostly through what the actors say (dialogue) and what they do (action). Stage directions in the script indicate how actors should move and how they should speak their lines. As you read a play, determine the playwright’s theme. Then, you can respond to the play and evaluate it. Use the following questions as a guide to help you understand the dialogue and action that make up a play.

Title of Play

1. Who is the main character in the play?

2. What challenge or conflict does the main character encounter?

3. How is the conflict resolved?

4. What other important characters are involved in the conflict?

5. What kind of person is the main character, and why do you think he or she behaves the way he or she does?

6. What evidence in the play leads you to this opinion of the main character?

7. Where and when does this play take place?

8. How would you describe the mood? How does the playwright establish this mood?
9. Summarize the theme or central idea of this short story or novel.

____________________________________________________________________________________

____________________________________________________________________________________

10. Is there a short passage or dialogue that states or strongly implies the theme? If so, what is it?

____________________________________________________________________________________

____________________________________________________________________________________


____________________________________________________________________________________

____________________________________________________________________________________

12. Could you envision the stage directions and action of the characters in this play as you read? Explain.

____________________________________________________________________________________

____________________________________________________________________________________

13. What predictions and questions occurred to you as you read this play? Were your predictions accurate? Were your questions answered?

____________________________________________________________________________________

____________________________________________________________________________________

14. In a few sentences, describe a character or scene in this play that reminds you of something in your own life.

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

15. Would you rate this play as weak, average, or strong? Give reasons for your rating.

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
Reading Poetry

Reading poetry often requires effort beyond that used for reading prose. Poems differ in structure from prose, and they also condense meaning into a tightly knit cluster of words called “verse.” To determine the poet’s meaning, listen carefully to what is said and notice who says it. Then, you can respond to the poem and evaluate it. Use the following questions as a guide to help you build strategies for reading poetry.

Title of Poem ____________________________

1. Circle the literary techniques the poet uses in this poem.
   - simile
   - metaphor
   - personification
   - rhyme
   - repetition
   - onomatopoeia
   - alliteration
   - other ____________________________

2. Circle the word that best describes the tone of the poem.
   - serious
   - peaceful
   - frantic
   - sad
   - frightening
   - lively
   - funny
   - disturbing
   - other ____________________________

3. In this poem, the poet is attempting to (circle one or more)
   - tell a story
   - create an image
   - express a feeling or emotion
   - other ____________________________

4. Who is the speaker in this poem? ____________________________

5. Is the poem written in stanzas? If so, how many? ____________________________

6. How would you describe the rhythm of the poem? ____________________________

   ____________________________

7. Does the rhythm seem to match the message or meaning of the poem? Explain.
   ____________________________

   ____________________________

   ____________________________

8. How would you describe the mood of the poem? ____________________________
   How does the poet create this mood? ____________________________

   ____________________________

   ____________________________

9. Summarize what you think the poet wants you to know, feel, value, or believe about life from this poem.
   ____________________________

   ____________________________

   ____________________________

   ____________________________

   ____________________________
10. What images or word pictures in the poem appeal to your sense of sight, hearing, touch, taste, or smell? Explain.

11. Does a particular word or phrase carry important meaning for the poem? If so, which word or phrase, and what meaning does it convey?

12. Paraphrase, or restate in your own words, a line or passage from the poem that you like or that you feel is important.

13. What did you like or dislike about this poem? Why?

14. When you reread the poem, did you discover something that was not obvious upon your first reading? Explain your discovery and the reason it may have occurred.

15. Would you rate this poem as weak, average, or strong? Give reasons for your rating.
Reading Myths, Legends, and Folk Tales

Although writers retell myths, legends, and folk tales in print, these stories come to us from the oral tradition—the passing along of stories by word of mouth.

<table>
<thead>
<tr>
<th>Myths</th>
<th>anonymous stories involving gods and goddesses that stress cultural ideals or explain natural occurrences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legends</td>
<td>stories that are believed to be based on real-life events and feature larger-than-life people</td>
</tr>
<tr>
<td>Folk tales</td>
<td>stories about ordinary people that reveal the traditions and values of a culture</td>
</tr>
</tbody>
</table>

As you read a myth, legend, or folk tale, first identify the storyteller's purpose. Then, you can clarify your understanding of these stories by using the following questions as a guide.

Title

1. Circle the type of selection. myth folk tale legend

2. Circle one or more phrases that describe this selection.
   - Tells about events in nature
   - Explains how something came into being
   - Teaches a moral lesson
   - Stresses admirable behaviors or ideals
   - Expresses a generalization
   - Uses a symbol to stand for an idea
   - Expresses an idea common to many people

3. When and where does this story take place? ____________________________________________

4. Of what importance is the setting to the story, if any? ____________________________________

5. Who are the main characters? ____________________________________________________________

6. What significant events occur? ___________________________________________________________

7. Summarize the theme, central idea, or message of this selection. _____________________________

8. Is there a sentence or short passage that states or strongly implies the theme, central idea, or message? If so, what is it? ________________________________________________________________

9. What is the storyteller's purpose? _________________________________________________________

10. What cultural value, belief, idea, or custom is this selection about? What clues led you to your understanding of the culture? ________________________________
Reading From Varied Sources

Literary works are not the only kind of reading. You may read material from a wide variety of sources, depending on your purpose. You can select from newspapers, magazines, Web pages, or anthologies—collections of short works.

Exercise 1

Answer the following questions by writing the letter of the appropriate source from the list below.

b. Anthology of British Masterpieces  h. The Cool Cat Collection of Poems  
c. a Web site about studying abroad  i. The New York Public Library Web site  
d. The Chicago Tribune  j. a Web site where students can publish their writing  
e. The Kentucky Daily Record  k. American Music Monthly  
f. Bread Baker’s Monthly  l. Rollerblading Monthly

1. Which source would you use to read poetry written about cats? ____________________________

2. Where would you go to find out the results of the Kentucky Derby? ____________________________

3. Where would you go to find an apartment for rent in Chicago? ____________________________

4. Which source would give you the latest gossip on your favorite actress’s wedding and honeymoon? ______

5. If you were interested in learning to play the guitar, which source would give you research information? ____________________________

6. Where would you go to find examples of essays written by kids your own age? ____________________________

7. Which source would you go to if you wanted to read about baking bread? ____________________________

8. If you wanted to find out which art exhibition will be shown tomorrow at the New York Public Library, which source would you use? ____________________________

9. Where would you go to read Charles Dickens’ A Christmas Carol? ____________________________

10. Which source would you go to if you wanted to find out about becoming a high school foreign exchange student? ____________________________
**Forming a Study Plan**

**Choosing a Study Setting** Establish a study area that works well for you.

<table>
<thead>
<tr>
<th>SUGGESTIONS FOR ESTABLISHING A STUDY AREA</th>
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</thead>
<tbody>
<tr>
<td>1. Choose a quiet location.</td>
</tr>
<tr>
<td>2. Have good lighting.</td>
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<tr>
<td>3. Sit in a comfortable, upright chair.</td>
</tr>
<tr>
<td>4. Write on a flat, clear surface.</td>
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<tr>
<td>5. Equip the study area with all the supplies needed for studying.</td>
</tr>
<tr>
<td>6. Keep the area clean and neat.</td>
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<tr>
<td>7. Eliminate any distractions.</td>
</tr>
</tbody>
</table>

**Scheduling Study Time** Set up and use a study schedule to plan your work, family chores, and free time.

**Exercise 1** Evaluating Your Study Area. Answer the following questions about your study area.

1. Where do you study? ____________________________
2. a. How well lit is the area? ____________________________
   b. Describe any improvements you could make. ____________________________
3. a. What tools do you have in your study area? ____________________________
   b. List any additional tools that you should have. ____________________________
4. a. How neat is your area? ____________________________
   b. Describe any improvements you could make. ____________________________
5. a. Is your study area free of distractions? ____________________________
   b. List any improvements you could make. ____________________________

**Exercise 2** Making a Weekly Study Schedule. In the space below, make a study schedule for the week. Use thirty-minute blocks of time. Start by blocking in all the activities that are already part of your day, such as after-school activities.

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</table>
Taking Notes

Keeping an Organized Notebook  Keep a neat, well-organized, and complete notebook.

<table>
<thead>
<tr>
<th>TEN STEPS TO A WELL-ORGANIZED NOTEBOOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use a three-ring looseleaf binder, so you can remove, replace, and arrange your notes as necessary.</td>
</tr>
<tr>
<td>2. Keep a good supply of looseleaf paper in your binder, so you always have enough to take notes.</td>
</tr>
<tr>
<td>3. Use dividers to separate each subject in your notebook.</td>
</tr>
<tr>
<td>4. Keep all notes on the same subject in the section you have marked for that subject.</td>
</tr>
<tr>
<td>5. Label all notes by subject and write the date they were taken.</td>
</tr>
<tr>
<td>6. Rewrite any notes that are messy or hard to read, and throw away the messy copy when you are finished.</td>
</tr>
<tr>
<td>7. Use gummed reinforcements on any torn pages, so they do not fall out of your notebook.</td>
</tr>
<tr>
<td>8. Keep any tests or homework assignments in their subject section. They may be useful for future studying.</td>
</tr>
<tr>
<td>9. Include a special section to keep track of homework assignments, or keep a separate assignment book.</td>
</tr>
<tr>
<td>10. Place a copy of your class and study schedules on the inside front cover of your notebook for easy reference.</td>
</tr>
</tbody>
</table>

Exercise 1  Organize a Notebook.  Answer the following questions about a notebook.

1. How should all notes be labeled?
2. In what way should the notebook be divided?
3. Where should you keep notes on the same subject?
4. What should you do with notes you no longer need?
5. Where should you record homework assignments?

Exercise 2  More Work With Organizing a Notebook.  Follow the directions in Exercise 1.

1. Why is it important to use a three-ring looseleaf binder?
2. Why is it important to keep a good supply of paper in your binder?
3. What should you do with torn pages? Why?
4. What should you do with tests and assignments that have been handed back to you? Why?
5. What should you attach to the inside of the front cover of your notebook? Why?
Using the Library

The library contains extensive information in both print and electronic forms. To keep yourself focused as you look for books, list exactly the information you want to find.

Exercise 1 Finding Information in the Electronic Card Catalog. Answer the questions below, using the information in this electronic catalog screen.

| AUTHOR: Cousteau, Jacques Y. |
| TITLE: The Silent World |
| CALL NUMBER: 574.92 |
| MATERIAL: Book |
| LOCATION: Stacks |
| STATUS: Available |
| 250 p. ill. |
| NOTES: A history of Cousteau’s deep-sea work and discovery. |
| SUBJECTS: Underwater exploration—Cousteau, Jacques |

1. Who is the author of the book and what is it about? ____________________________________________
2. What is the call number of the book? _________________________________________________________
3. Who is the publisher of the book? _____________________________________________________________
4. How many pages does the book contain? _______________________________________________________
5. What keywords would you use to search for this book? __________________________________________

Exercise 2 Library Scavenger Hunt. Answer the following questions using reference books, the library catalog, databases, the Internet, or the stacks. Decide where to look, and then, when you have found the answer, write it in the space provided.

1. What is the first step you would take to locate this novel on the shelves: The Red Pony by John Steinbeck? ____________________________________________________________

2. Number these works of fiction in the order in which you would find them on the shelves.
   ______ a. A Tale of Two Cities by Charles Dickens
   ______ b. Kim by Rudyard Kipling
   ______ c. Frankenstein by Mary Shelley
   ______ d. The Call of the Wild by Jack London

3. When and for how much was Alaska purchased from Russia? _______________________________________

4. If you were driving from northern to southern Italy, in what order would you arrive at the following cities: Firenze (Florence), Milano (Milan), Napoli (Naples), Roma (Rome)? ________________________________

5. Using The World Almanac, where is the National Baseball Hall of Fame and Museum, and when was it dedicated? ________________________________________________________________

6. Who said it was “Greek to me”? _______________________________________________________________
7. Using the *Oxford Classical Dictionary*, find out who the Harpyiae were, what they looked like, and what they did.

8. What biographies are available on Sir Arthur Conan Doyle, Aaron Copland, and Eudora Welty? Which are biographies and which are autobiographies?
   a. Copland
   b. Doyle
   c. Welty

9. Using an Abbreviations Dictionary, find the meaning of B.N.

10. Using an index to poetry, find the answers to the following questions.
    a. Who wrote the poem titled "Nothing Gold Can Stay"?
    b. Which poem begins "Once upon a midnight dreary, while I pondered, weak and weary"?

11. Using *Who’s Who in America*, where was Richard Donner born, and what are the names of three films he directed?

12. Without using an encyclopedia, find the area of New Zealand.
Using Periodicals and Periodical Indexes

Periodicals Use periodicals to find accurate, up-to-date information. The most useful index to periodicals is *The Readers’ Guide to Periodical Literature*. *The Readers’ Guide* indexes magazine articles according to the author and subject. Main entries are listed in alphabetical order.

<table>
<thead>
<tr>
<th>INFORMATION FOUND IN A READERS’ GUIDE ENTRY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Title of article</td>
</tr>
<tr>
<td>2. Author of article</td>
</tr>
<tr>
<td>3. Illustrated or not</td>
</tr>
<tr>
<td>4. Magazine title</td>
</tr>
<tr>
<td>5. Volume number</td>
</tr>
<tr>
<td>6. Page numbers</td>
</tr>
<tr>
<td>7. Date</td>
</tr>
</tbody>
</table>

**Exercise 1** Interpreting *The Readers’ Guide*. Look at the following entry from *The Readers’ Guide* and answer the questions below.

**TRAVEL LITERATURE**
The pleasures and perils of travel writing

1. What is the main subject? ____________________________
2. What is the title of the article? ____________________________
3. Who is the author? ____________________________
4. In what magazine does the article appear? ____________________________
5. Is the article illustrated? ____________________________

**Exercise 2** Using *The Readers’ Guide*. Look up one of the following subjects in *The Readers’ Guide*. Then, answer the questions below.

Subjects: The Superbowl, Acid Rain, Brazil, Aging

1. What is the date on *The Readers’ Guide* that you used? ____________________________
2. What subheadings are listed under the topic? ____________________________
   __________________________________________
3. What cross-references are listed? ____________________________
4. Write the title of one article listed under your topic. ____________________________
   __________________________________________
5. Write the name and date of the periodical in which the article in item 4 can be found. ____________________________
   __________________________________________
Using the Dictionary

Using Main Entries  Learn to recognize and use the different kinds of information contained in a main entry.

<table>
<thead>
<tr>
<th>INFORMATION COMMONLY FOUND IN MAIN ENTRIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>spelling</td>
</tr>
<tr>
<td>syllabification</td>
</tr>
</tbody>
</table>

Exercise 1  Understanding Main Entries.  Look at this main entry and answer the following questions.

**mel o dy** (mel’ ø de) n., pl. -dies (Gr *melodîa*, choral song) 1 a) pleasing succession or arrangement of sounds b) musical quality 2 Music a) a sequence of single tones b) the structure of music with respect to the succession of single tones c) the leading part in a composition —*melodic* (mè lô’dik) adj.

1. How many syllables are in melody?

2. Which syllable is stressed?

3. What part of speech is melody?

4. List two definitions for melody.

5. Write a word derived from melody and the word’s part of speech.

Exercise 2  Using a Dictionary.  Use a dictionary to answer these questions.

1. What is the meaning of serendipity?

2. How many syllables are in literature?

3. What are two plural forms of Eskimo?

4. What is a synonym for scarce?

5. List two words derived from lobby.

6. List two parts of speech for mistrust.

7. What is a definition for phobia?

8. How many syllables are contained in misdemeanor?

9. List three synonyms for the verb lift.

10. Write a word that is derived from haughty.
Using Other Print and Electronic References

Special Reference Sources  The following resources will help you in your studies.

- Use encyclopedias—on-line, printed books, or DVD-ROMs—for basic facts, background information, and bibliographies.
- Use almanacs, printed books, DVD-ROMs, or the Internet to find specific facts about a variety of information.
- Use print or DVD-ROM atlases to find information about countries, parts of countries, and bodies of water.
- Use special dictionaries to find definitions and other information about one subject.
- Use special encyclopedias to find detailed information about a subject.
- Use biographical reference books to find information about people.

The Internet  The Internet can be a useful reference source. However, not all information on the Internet is accurate or reliable. Remember to critically evaluate the Web sites that you visit and the information you find there.

Exercise 1  Finding Information in General Reference Books.  In the space at the right of each item below, write the general reference book where the information is most likely to be found.

EXAMPLE: a list of the world’s greatest volcanic eruptions  almanac

1. a map of the Caribbean islands
2. a brief history of the automobile
3. a list of Nobel Prize winners
4. a map of U.S. climate zones
5. the locations of towns and cities in Louisiana

Exercise 2  Internet Search.  Find the answers to the following questions on the Internet by using the sources given or a search engine.

1. Using the National Park Service Web site, find the location of Crater Lake National Park.

2. What famous Leonardo da Vinci painting is featured on the official Web site for the Louvre Museum in Paris, France?

3. Imagine you are planning a trip to Quebec City, Canada. Go to the city’s Web site. Then, name three well-known tourist sights you might see while you are there.

4. Using the Web site for the Library of Congress’s American Memory Collection, find the year the movie *Beginning of a Skyscraper* was created.

5. Go to www.miamisci.org/hurricane/howhurrwork.html to complete the following sentence. Hurricanes are formed over warm oceans when the right combination of heat, moisture, and wind conditions occurs.
Answering Different Types of Test Questions

You will encounter a variety of types of questions on tests that you take, whether they are classroom tests or standardized tests. Practice with the different types of questions will give you confidence about taking tests.

The following tips will also help you succeed on tests.

- Review the test when you first receive it.
- Read each question twice.
- Answer all the questions that seem obvious to you.
- Do the harder questions, but guess at them only if you won’t lose points for wrong answers.
- Try not to reconsider your first answer.

Exercise 1  Multiple Choice.  Write the letter of the correct answer in the space provided.

1. On every page of the test, you should include ____________.
   a. the page number
   b. your teacher’s name
   c. your name
   d. the subject of the test

2. After you’ve completed the test, you should ____________.
   a. reconsider the easier questions
   b. make sure you’ve answered all the questions you can
   c. reconsider the harder questions
   d. reconsider all the questions

3. If you lose points for incorrect answers, you should ____________.
   a. guess at them
   b. complete them only if you’re sure of the answer
   c. spend most of your time on the harder questions
   d. reread the question until you know the answer

4. If you are allowed to write on the test paper, you should ____________.
   a. eliminate the obviously incorrect answers
   b. look for the answers on another page of the test
   c. write down how the questions relate to your life
   d. rewrite all the previous answers to find a pattern

5. If you are sure of the answer before looking at the choices, you should ____________.
   a. spend your time reading all the choices
   b. reconsider your answer
   c. skip the question
   d. select that choice
Exercise 2  True/False. On the line, write T if the statement is true and F if the statement is false.

1. Words like much, many, and generally will often make a statement true. ________
2. Words such as always, never, and all will usually make a statement false. ________
3. The best time to study is right before the test. ________
4. The word not often changes the entire meaning of a statement. ________
5. A statement can sometimes be both true and false. ________

Exercise 3  Matching. Write the letter of the correct match on the line.

1. ________ analogy a. a statement
2. ________ true/false b. a relationship
3. ________ multiple choice c. a selection from a group
4. ________ fill-in d. a summary
5. ________ reading comprehension e. an answer

Exercise 4  Analogy. Write the letter of the correct answer on the line.

1. TELEPHONE : VOICE :: COMPUTER :
   a. brain  c. fingers
   b. mouse  d. screen
2. ACTOR : STAGE :: PILOT :
   a. airport  c. air traffic control tower
   b. plane  d. cockpit
3. HUSBAND : WIFE :: MAN :
   a. male  c. woman
   b. lady  d. bride
4. WATER : OCEAN :: SAND :
   a. mountains  c. wind
   b. waves  d. desert
5. ELECTRICITY : VACUUM :: GASOLINE :
   a. car  c. sailboat
   b. bicycle  d. skateboard