PRENTICE HALL
WRITING COACH

All-in-One Workbook

Grade 9
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Part 1: Grammar, Usage, and Mechanics

INTRODUCTION

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

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

- **Grammar:** These worksheets provide students with practice learning how to identify and use the parts of speech, basic sentence parts, phrases, and clauses. They also give students practice identifying and creating effective sentences.
- **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 NOUNS

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

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

<table>
<thead>
<tr>
<th>Noun Type</th>
<th>Description</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common noun</td>
<td>class of person, place, or thing</td>
<td>girl, city, month</td>
</tr>
<tr>
<td>Proper noun</td>
<td>specific person, place, or thing</td>
<td>Maria, Dallas, December</td>
</tr>
<tr>
<td>Concrete noun</td>
<td>something you can see, touch, taste, hear, or smell</td>
<td>table, hat, pen</td>
</tr>
<tr>
<td>Abstract noun</td>
<td>something you can’t perceive through your senses</td>
<td>loyalty, hope, freedom</td>
</tr>
</tbody>
</table>

Practice A Identifying Nouns

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

Example: Our decision was to eat dinner before the movie.
Answer: Our decision was to eat dinner before the movie.

1. The present is on the table.
2. Please take Sally to the dentist.
3. My brother slept through the movie.
4. Call the office after the package arrives.
5. The weather in Chicago is cold in January.
6. The firefighter received a medal for her bravery.
7. Her family moved to the United States from China.
8. Gymnastics requires balance and strength.
9. Our choir visited the White House in Washington, D.C.
10. The friendship between Rich and Tom has lasted for years.

Practice B Labeling Nouns

Read each sentence. Then, on the line provided, identify whether each underlined noun is (1) common or proper and (2) concrete or abstract.

Example: Did you give your pencil to Paul?
Answer: pencil—common, concrete; Paul—proper, concrete

1. Your friendship is important to me.
2. Aunt Mary visited my family yesterday.
3. Please pass the potatoes.
4. My uncle lives in Florida.
5. A puppy needs a lot of attention.
6. Can I use the telephone to call Grandpa?
7. Our deepest hope is for freedom.
8. Have you read Tom Sawyer by Mark Twain?
9. My frustration grew over time.
10. No other bridge is as beautiful as the Brooklyn Bridge.

Writing and Speaking Application

Write a two-sentence description of your classroom, using at least six nouns. Circle the nouns. Then, take turns reading your sentences with a partner. Your partner should listen for and name the nouns in your sentences. Then, switch roles with your partner.
2 PRONOUNS

Pronouns are words that stand for nouns or for words that take the place of nouns. Pronouns get their meaning from the words they stand for. These words are called antecedents. Reciprocal pronouns each other and one another refer to a plural antecedent. They express a mutual action or relationship.

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

Practice A Identifying Antecedents
Read each sentence below. Then, draw an arrow that points from the underlined pronoun to its antecedent.

Example: Michael loves his school.
Answer: Michael loves his school.

1. Mary did the job herself.
2. Jamal works hard at his job.
3. Successful students do their homework.
4. Rachel took her daughter to the park.
5. Andrew likes work. He spends a lot of time there.
6. Roderick wrote his mom a letter.
7. If Jessie does the chores, she will get an allowance.
8. Dennis is very kind to his employees.
9. When Kate exercises, she feels better.
10. If Cameron does the work, he will succeed.

Practice B Identifying Reciprocal Pronouns
Read each sentence below and underline the reciprocal pronouns.

Example: They always help each other.
Answer: They always help each other.

1. At Christmas, we give each other gifts.
2. Good people are kind to one another.
3. The men shook hands with each other.
4. It is obvious that they are fond of one another.
5. The children cooperate with one another.

Writing and Speaking Application
Write five sentences that include pronouns. Circle the pronouns and draw an arrow to their antecedents. Read your sentences to a partner, who will identify the pronouns and their antecedents. Then, switch roles with your partner.
3 ACTION VERBS AND LINKING VERBS

A verb is a word or group of words that expresses time while showing an action, a condition, or the fact that something exists.

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

<table>
<thead>
<tr>
<th>Action verb</th>
<th>tells what action someone or something is performing</th>
</tr>
</thead>
<tbody>
<tr>
<td>go: is going, went</td>
<td></td>
</tr>
<tr>
<td>run: is running, ran</td>
<td></td>
</tr>
<tr>
<td>fly: is flying, flew</td>
<td></td>
</tr>
<tr>
<td>learn: is learning, learned</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Linking verb</th>
<th>connects its subject with a noun, a pronoun, or an adjective that identifies or describes the subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>be: is, am, was, were, could be, would be, has been</td>
<td></td>
</tr>
<tr>
<td>feel: is feeling, felt</td>
<td></td>
</tr>
<tr>
<td>become: is becoming, became</td>
<td></td>
</tr>
</tbody>
</table>

Practice A Identifying Action Verbs

Read each sentence. Underline the action verb.

Example: Susan ran around the track.

Answer: Susan ran around the track.

1. Tyrell plays the guitar.
2. Robert works at the factory.
3. Sarah drank the juice.
4. Connie helps a lot of people.
5. Albin cooks delicious food.

Practice B Identifying Linking Verbs

Read each sentence. Underline the linking verb.

Example: Cathy feels sick.

Answer: Cathy feels sick.

1. Richard is a soldier.
2. Tamara’s voice sounds wonderful.
3. Her son became a doctor.
4. He felt better after we talked.
5. Jason appeared upset.

Practice C Distinguishing Between Action Verbs and Linking Verbs

Underline the verbs in the following sentences. Then, write whether the verb is an action verb or a linking verb.

Example: He flies jets for a living.

Answer: He flies jets for a living. action verb

1. After dinner, she became sick.
2. We played the best game ever!
3. Ashley was so happy about the puppy.
4. Jared is my best friend.
5. The children argued about television shows.

Writing and Speaking Application

Write five sentences, some that use an action verb and some that use a linking verb. Read the sentences to a partner. Your partner should listen for and name the verb and tell whether it is an action verb or a linking verb. Then, switch roles with your partner.
4 TRANSITIVE AND INTRANSITIVE VERBS

A transitive verb directs action toward someone or something named in the sentence.
An intransitive verb does not direct action toward anyone or anything named in the sentence.
The word that receives the action of a transitive verb is called the object of the verb. You can determine
whether a verb has an object by asking whom or what after the verb.

Transitive: The boy lost his jacket. (Lost what? his jacket)
Intransitive: The baby cried loudly. (Cried what? [no answer])

Practice A Identifying Transitive Verbs and Their Objects
Read each sentence. Then, underline the verb and circle the object of the verb.

Example: Mom baked a delicious cake.
Answer: Mom baked a delicious cake.

1. Tim sold hot chocolate at the game.
2. Kelly wore glasses.
3. Mom and Dad ate all of the pie.
4. The kitten scratched my hand.
5. I pictured success in my mind.
6. Chris took the garbage to the curb.
7. Michael forgot his backpack.
8. Belle asked several questions.
9. The dog ate the leftovers.
10. The doctor washed his hands.

Practice B Distinguishing Between Transitive Verbs and Intransitive Verbs
Read each sentence. Then, write the action verb and label it transitive or intransitive.

Example: The baby cried for her bottle.
Answer: cried—intransitive

1. Miette walked to the store.
2. James did his homework.
3. Ethan played his guitar all morning.
4. The grass grew quickly.
5. The plane holds over a hundred people.
6. Chloe sprained her ankle.
7. Benjamin runs faster than anybody else.
8. Mr. Young wants a new dog.
9. Steve forgot the party.
10. His mom washed the dishes.

Writing and Speaking Application
Write four sentences, two with transitive verbs and two with intransitive verbs. Read your sentences to
a partner. Your partner should listen for each verb and name it transitive or intransitive. Then, switch
roles with your partner.
5 VERB PHRASES

A verb phrase consists of a main verb and one or more helping verbs. One or more helping verbs may precede the main verb in a verb phrase. For example, in the sentence, “I will be arriving at school on time,” will and be are helping verbs, and arriving is the main verb. Common helping verbs are shown in the table below.

<table>
<thead>
<tr>
<th>be</th>
<th>do</th>
<th>have</th>
<th>shall</th>
<th>can</th>
</tr>
</thead>
<tbody>
<tr>
<td>is</td>
<td>does</td>
<td>has</td>
<td>should</td>
<td>could</td>
</tr>
<tr>
<td>was</td>
<td>did</td>
<td>had</td>
<td>will</td>
<td>may</td>
</tr>
<tr>
<td>were</td>
<td>would</td>
<td>might</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(all forms of be)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Practice A Recognizing Verb Phrases
Read each sentence. Then, write the verb phrase on the line provided.

Example: I will be taking science first period.
Answer: will be taking

1. You should have finished the paper before watching TV.
2. My family is leaving next week.
3. Truong is painting his house.
4. My dog was not expecting two shots today.
5. That car does use a lot of gas.
6. I have seen this movie four times.
7. Nicole will be working tomorrow.
8. Chad has been posting updates from his trip.
9. Cathy is raising five kids.
10. He is planning a trip to Japan.

Practice B Identifying Helping Verbs and Main Verbs
Read each sentence. Then, underline the helping verbs and circle the main verbs.

Example: She is using her mom's computer.
Answer: She is using her mom's computer.

1. They are adopting a child next month.
2. Mr. Rose should be making dinner by now.
3. Temperatures are climbing.
4. You do want dessert, right?
5. I might go to community college for my first year.
6. Grandma might learn karate.
7. I have seen snow in Telluride in July.
8. Antal will play guitar in a concert tonight.
9. Dad was praising the dog.
10. I am getting a job next semester.

Writing and Speaking Application
Write three sentences that use verb phrases, and underline the helping verbs. Then, read your sentences to a partner. Your partner should identify the main verbs. Switch roles with your partner and repeat the exercise.
6 ADJECTIVES

An adjective is a word used to describe a noun or pronoun or to give it a more specific meaning.

An adjective answers one of four questions about a noun or pronoun: What kind? Which one? How many? How much? See the examples in the table below.

<table>
<thead>
<tr>
<th>Beautiful gardens</th>
<th>What kind of gardens?</th>
</tr>
</thead>
<tbody>
<tr>
<td>That lesson</td>
<td>Which lesson?</td>
</tr>
<tr>
<td>Sixty-seven years</td>
<td>How many years?</td>
</tr>
<tr>
<td>Boundless energy</td>
<td>How much energy?</td>
</tr>
</tbody>
</table>

Practice A Identifying Adjectives

Read the sentences below. Then, underline the adjective or adjectives in each sentence. Remember that articles are adjectives, too!

Example: The tall, handsome boy goes to college.
Answer: The tall, handsome boy goes to college.

1. That game went on forever!
2. I am listening to classical music.
3. Cesar loves putt-putt golf.
4. Some people spend long hours at work.
5. Allen wants a red suit.
6. The broken window lets in the cold.
7. She enjoys making complicated recipes.
8. The old, slow computer has to go.
9. Modern art speaks to my soul.
10. Reading is my favorite activity.

Practice B Identifying Nouns Used as Adjectives

Read each sentence. Then, write the noun that is used as an adjective in each sentence.

Example: She went to the work meeting.
Answer: work

1. It is time to wash the dinner dishes.
2. Did you bring a winter coat?
3. I missed band practice all week.
4. Nguyen is a basketball player.
5. Camilla has a smoothie habit.
6. That office building should be torn down.
7. The earthquake plan is very detailed.
8. Miss Stenberg has fruit salad for lunch.
9. He works at an airplane factory.
10. She is hoping for an adventure vacation.

Writing and Speaking Application
Write a three-sentence description of your family, using at least one adjective in every sentence. Circle the adjectives. Find a partner and take turns reading your sentences. Your partner should listen for and name the adjective or adjectives in each sentence. Then, switch roles with your partner.
7 ADVERBS

An adverb is a word that modifies a verb, an adjective, or another adverb.
When an adverb modifies a verb, it will answer one of the following questions: Where? When? In what way? To what extent? See the examples below.

<table>
<thead>
<tr>
<th>Where?</th>
<th>The book was here.</th>
</tr>
</thead>
<tbody>
<tr>
<td>When?</td>
<td>He never walked the dog.</td>
</tr>
<tr>
<td>In what way?</td>
<td>Thomas gently corrected her.</td>
</tr>
<tr>
<td>To what extent?</td>
<td>They completely lost track of time.</td>
</tr>
</tbody>
</table>

Practice A Recognizing Adverbs
Read each sentence. Then, write the adverb in each sentence.

Example: She ran quickly to the car.
Answer: quickly
1. He yelled loudly when he broke his rib.
2. That child can sleep anywhere.
3. I want to travel abroad.
5. He accidentally spilled his milk.
6. Shane always flosses his teeth.
7. I finally finished that letter.
8. I will see you soon.
9. The package will come tomorrow.
10. Leila smiled cheerfully.

Practice B Identifying Adverbs and the Words They Modify
Read each sentence. Then, write the adverb and the word or words it modifies.

Example: I will arrive eventually.
Answer: eventually—will arrive
1. Juan is utterly wonderful.
2. That bell seldom rings.
3. Young professionals are upwardly mobile.
4. I sometimes appreciate cold weather.
5. He usually arrives about this time.
6. Miss Graski practices her cello often.
7. The hawk dropped swiftly from the sky.
8. She practices medicine thoughtfully.
9. Ava will move to Chicago soon.
10. He was mortally wounded.

Writing and Speaking Application
Write a three-sentence description of how to do something, using at least three adverbs. Circle the adverbs. Then, take turns reading your sentences with a partner. Your partner should listen for and name the adverbs in your sentences. Then, switch roles with your partner.
8 PREPOSITIONS AND PREPOSITIONAL PHRASES

A preposition relates the noun or pronoun that appears with it to another word in the sentence. A prepositional phrase is a group of words that includes a preposition and a noun or pronoun.

Prepositions show relationships that involve location, direction, time, cause, or possession—for example, above, toward, since, and of. Prepositions come at the beginning of prepositional phrases; the phrases include the preposition and a noun or pronoun that is called the object of the preposition.

Practice A Identifying Prepositions and Prepositional Phrases
Read each sentence. Then, write the prepositional phrase in each sentence, and underline the preposition.

Example: Most kids in that school do well.
Answer: in that school

1. Put the book on the table.
2. That son of Tricia’s is still small.
3. Be here in the morning.
4. There was a competition between the two brothers.
5. Henry puts the dishes in the sink.
7. I found the shoe under the bed.
8. Juanita studied into the night.
9. Don’t leave without your hat.
10. I found a ring on the beach.

Practice B Identifying Prepositions and Their Objects
Read each sentence. Then, underline the preposition and circle the object of the preposition.

Example: The bridge goes over the river.
Answer: The bridge goes over the river

1. The children return at sunset.
2. The flight was delayed because of an equipment problem.
3. The family had a party in the park.
4. I want to live near the ocean.
5. The whale is moving toward the shore.
6. The new suit should last for years.
7. Ted is the son of a musician.
8. Liz is walking to work.
9. She says she concentrates better with music.
10. I use the bus for transportation.

Writing and Speaking Application
Write four sentences with a prepositional phrase in each. Underline the prepositions. Then, find a partner. Your partner should listen for and name the prepositional phrases. Together, identify the objects of the prepositions. Then, switch roles with your partner.
9 CONJUNCTIONS

A conjunction is a word used to connect words or groups of words.

There are three main kinds of conjunctions: coordinating, correlative, and subordinating. These types of conjunctions are described in more detail in the following chart.

<table>
<thead>
<tr>
<th>Coordinating conjunctions</th>
<th>There are only seven. They connect similar parts of speech or groups of words that have equal grammatical weight.</th>
<th>and, but, for, nor, or, so, yet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correlative conjunctions</td>
<td>There are only five, and they are paired. They join elements of equal grammatical weight.</td>
<td>both…and; either…or; neither…nor; not only…but also; whether…or</td>
</tr>
<tr>
<td>Subordinating conjunctions</td>
<td>There are many. They join two complete ideas by making one of the ideas dependent upon the other.</td>
<td>after, because, although, as if, as long as, so that, whenever, when, where, as though, in order that, while</td>
</tr>
</tbody>
</table>

Practice A Identifying Conjunctions

Read each sentence. Then, underline the conjunctions. If a sentence has a correlative conjunction, remember to underline both parts.

Example: Neither I nor my employees will attend that event.
Answer: Neither I nor my employees will attend that event.

1. I love skiing, but my knees hate it.
2. We will either take the car or take the bus.
3. I love apples and bananas.
4. Do you want a sandwich or some leftovers?
5. I like dessert after I eat dinner.
6. She eats lunch at her desk when she has to.
7. Lukas wanted to help, but he didn’t have time.
8. He will study either Spanish or French.
9. Fred likes not only soccer but also basketball.
10. While I load the dishwasher, you put the food away.

Practice B Identifying Kinds of Conjunctions

Read each sentence below. Then, write the conjunction from each sentence, and label it as coordinating, correlative, or subordinating.

Example: She likes to knit while she watches TV.
Answer: while—subordinating

1. I like to eat spicy food, yet it bothers my stomach.
2. She was awake but drowsy.
3. While Jack washed the car, Jill mowed the lawn.
4. I walk the dog, but the cat walks herself.
5. You can have either chocolate or vanilla.
6. Michelle and James are getting married.
7. I have to go to the doctor whether I like it or not.
8. Do you prefer flat shoes or heels?
9. Kaya listens to music while she does homework.
10. I want to play soccer, but my knee can’t take the strain.

Writing and Speaking Application

Write three sentences: one that uses a coordinating conjunction, one that uses a correlative conjunction, and one that uses a subordinating conjunction. Read your sentences to a partner, who should identify the type of conjunction used in each sentence. Then, switch roles.
10 INTERJECTIONS

An interjection is a word that expresses feeling or emotion and functions independently of a sentence.

Interjections are different from most other words because they do not have a grammatical connection to other words in a sentence. Some common interjections are shown in the table below.

<table>
<thead>
<tr>
<th>ah</th>
<th>dear</th>
<th>hey</th>
<th>oh</th>
<th>well</th>
</tr>
</thead>
<tbody>
<tr>
<td>aha</td>
<td>goodbye</td>
<td>hello</td>
<td>ouch</td>
<td>whew</td>
</tr>
<tr>
<td>alas</td>
<td>goodness</td>
<td>hurray</td>
<td>psst</td>
<td>wow</td>
</tr>
</tbody>
</table>

Practice A Identifying Interjections
Underline the interjection in each item.

Example: Ugh! I will have to work a long time to fix that.
Answer: Ugh! I will have to work a long time to fix that.

1. Oh! I love this movie!
2. Goodness! You scared me.
3. Pssst, are you awake?
4. Tsk-tsk, you should not be doing that.
5. Ouch! I think I sprained my wrist.
6. Hurray! We won the game!
7. Alas, the ship was not seaworthy.
8. Whew! That was a close call!
9. Congratulations! I am so proud of you!
10. Whoa! You are driving too fast!

Practice B Supplying Interjections
Read each sentence. Then, write an interjection that shows the feeling expressed in the sentence.

Example: I love this dessert!
Answer: Yum!

1. People are trying to study.
2. I had a terrible day.
3. I’m scared of mice.
4. That casserole looks pretty bad.
5. The superhero took one on the chin.
6. You win some, and you lose some.
7. You must be very happy.
8. I’m feeling pretty discouraged.
9. The tray slipped off the counter.
10. How have you been?

Writing and Speaking Application
Write four sentences, each using an interjection. Circle the interjections. Then, take turns reading your sentences with a partner. Your partner should listen for and name the interjections in your sentences. Then, switch roles with your partner.
11 IDENTIFYING PARTS OF SPEECH

The way a word is used in a sentence determines its part of speech. A word’s job (or part of speech) in one sentence can be different from its job (or part of speech) in another sentence. Consider the information in the table.

<table>
<thead>
<tr>
<th>Part of Speech</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noun</td>
<td>a word that names a person, place, or thing</td>
<td>The boy threw the ball.</td>
</tr>
<tr>
<td>Pronoun</td>
<td>a word that stands for a noun</td>
<td>He threw the ball.</td>
</tr>
<tr>
<td>Verb</td>
<td>a word showing action, condition, or existence</td>
<td>The boy threw the ball.</td>
</tr>
<tr>
<td>Adjective</td>
<td>a word that modifies (or describes) a noun or pronoun</td>
<td>The tall boy threw the ball.</td>
</tr>
<tr>
<td>Adverb</td>
<td>a word that modifies a verb, an adjective, or another adverb</td>
<td>The boy skillfully threw the ball.</td>
</tr>
<tr>
<td>Preposition</td>
<td>a word that relates a noun or pronoun that appears with it to another word</td>
<td>The boy threw the ball toward his dad.</td>
</tr>
<tr>
<td>Conjunction</td>
<td>a word that connects words or groups of words</td>
<td>The boy threw the ball, and his dad caught it.</td>
</tr>
<tr>
<td>Interjection</td>
<td>a word that expresses emotion</td>
<td>Hurray! Dad caught the ball.</td>
</tr>
</tbody>
</table>

Practice A  Identifying Parts of Speech: Nouns, Pronouns, Verbs, Adjectives, and Adverbs

Read each sentence. Then, identify whether the underlined word is a noun, a pronoun, a verb, an adjective, or an adverb.

Example: He loves ice cream and cake. noun pronoun verb adjective adverb

Answer: He loves ice cream and cake. noun pronoun verb adjective adverb

1. They love that diner. noun pronoun verb adjective adverb
2. My cat ran under the bed. noun pronoun verb adjective adverb
3. Please do your homework quickly. noun pronoun verb adjective adverb
4. Red cars seem faster than white ones. noun pronoun verb adjective adverb
5. He slowly got out of his chair. noun pronoun verb adjective adverb

Practice B  Identifying Parts of Speech: Prepositions, Conjunctions, and Interjections

Read each sentence. Then, identify whether the underlined word is a preposition, a conjunction, or an interjection.

Example: They ran around the field. preposition conjunction interjection

Answer: They ran around the field. preposition conjunction interjection

1. Put your coat in the closet. preposition conjunction interjection
2. Congratulations! I’m very proud of you. preposition conjunction interjection
3. He left the letter on the table. preposition conjunction interjection
4. Do you want rice or potatoes? preposition conjunction interjection
5. You can have either milk or juice. preposition conjunction interjection

Writing and Speaking Application

Write four sentences, each including at least one noun, adjective, verb, and adverb. Read your sentences to a partner. After reading each sentence, ask your partner to identify the noun, verb, adjective, and adverb. Then, switch roles with your partner.
12 SIMPLE SUBJECTS AND PREDICATES

The simple subject is the essential noun, pronoun, or group of words that acts as a noun in a complete subject. The simple predicate is the essential verb or verb phrase in a complete predicate.

The complete subject includes the simple subject plus any words that describe it. The complete predicate includes the simple predicate and all the words that describe it.

<table>
<thead>
<tr>
<th>Complete Subjects</th>
<th>Complete Predicates</th>
</tr>
</thead>
<tbody>
<tr>
<td>The glass of juice is sitting on the table next to the couch.</td>
<td></td>
</tr>
<tr>
<td>The very sick fox stayed in his den all day.</td>
<td></td>
</tr>
<tr>
<td>My geology paper will be submitted right after class.</td>
<td></td>
</tr>
</tbody>
</table>

Practice A Identifying Simple Subjects

In the sentences below, the complete subject is underlined. Circle the simple subject (which will be part of the underlined section).

Example: The boy with the short black hair loves to ride his minibike.
Answer: The boy with the short black hair loves to ride his minibike.

1. My mother, who loves to skydive, can’t swim.
2. The bird on the wire moved closer to its companion.
3. The bananas in the fruit bowl are over-ripe.
4. The printer needs a new ink cartridge.
5. The finger that he bruised should be x-rayed.
6. Ben’s painting speaks to my soul.
7. The keys to Sarah’s car are hopelessly lost.
8. The biology book includes colorful illustrations.
9. His best and oldest friend lent him money.
10. Many poems describe the night sky.

Practice B Identifying Simple Predicates

In the sentences below, the complete predicate is underlined. Circle the simple predicate (which will be part of the underlined section).

Example: Juanita tossed her backpack into the trunk.
Answer: Juanita tossed her backpack into the trunk.

1. The dishes you gave me will make the table beautiful.
2. Gray days remind me of my summer in Seattle.
3. He took his daughter to the park yesterday morning.
4. The man with the yellow hat loves monkeys.
5. I cried during the second act of that play.
6. The president of the PTA tries her best.
7. Uncle Trae wore his best suit to the wedding.
8. The purse that she wants costs fifty dollars.
9. We canceled our plans.
10. That mother knows her children well.

Writing and Speaking Application

Write four sentences, and underline the simple subject and simple predicate in each. Then, read your sentences to a partner, who should listen for and name the simple subject and the simple predicate in each sentence. Then, switch roles with your partner.
13 FRAGMENTS

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

Fragments are not usually used in writing because they might not be understood. Fragments can be corrected by adding the parts that are needed to make a complete thought. See the examples in the table below.

<table>
<thead>
<tr>
<th>Fragments</th>
<th>Complete Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>the frog with warts</td>
<td>The frog with warts gives me the creeps.</td>
</tr>
<tr>
<td>live in those woods</td>
<td>Beautiful elk live in those woods.</td>
</tr>
</tbody>
</table>

Practice A Distinguishing Sentences and Fragments

Each item below is punctuated like a sentence, but some of the items are fragments. Read each item and, on the line provided, write whether it is a sentence or a fragment.

Example: The monkey who knows sign language.
Answer: fragment

1. Is running late. ________________________________
2. Sunshine makes flowers grow. ____________________
3. Stronger by lifting weights. _____________________
4. He watched the movie twice. _____________________
5. Which is no way to make friends. ________________
6. Is a famous boy. _______________________________
7. I don’t like that music. ________________________
8. Was far too tedious for me to finish. __________
9. Gabriel graduated with honors. _________________
10. Tanya suddenly stood up. _______________________

Practice B Fixing Fragments

Read each fragment below. Then, use each fragment in a sentence.

Example: to the store
Answer: My mom asked me to go to the store for her.

1. the little boy _________________________________
2. went running through the field __________________
3. the beautiful horse ____________________________
4. sat down at the desk ___________________________
5. was standing in a field ________________________

Writing and Speaking Application

Write four fragments and read them to a partner. Together, decide how the fragments can be made into sentences. Then, switch roles with your partner.
14 SUBJECTS IN DECLARATIVE SENTENCES BEGINNING WITH HERE OR THERE

Here and there are never the subject of a sentence.

When the word here or there begins a declarative sentence, it is usually an adverb that modifies the verb by pointing out where something is. Usually sentences beginning with here or there are inverted (with the subject following the verb). If you rearrange the sentence in subject-verb order, you can more easily identify the subject of the sentence. To find the subject, rearrange the sentence and sometimes use a new word.

<table>
<thead>
<tr>
<th>Sentences Beginning With Here or There</th>
<th>Sentences Rearranged in Subject-Verb Order</th>
</tr>
</thead>
<tbody>
<tr>
<td>Here is an idea.</td>
<td>An idea occurs to me.</td>
</tr>
<tr>
<td>There is a crack in the foundation.</td>
<td>A crack is in the foundation.</td>
</tr>
</tbody>
</table>

Practice A  Rearranging Sentences Beginning With Here or There

Read each sentence below. Then, rearrange each sentence so that it is written in subject-verb order.

Example: There is milk in the refrigerator.
Answer: Milk is in the refrigerator.

1. There is snow on the ground.
2. There is money in the bank.
3. Here is a new way of looking at the problem.
4. There are seven packets of oatmeal left.
5. There is a hole in the boat.
6. Here's a get-rich-quick scheme.
7. There is no news.
8. There are squirrels in my garden.
9. There is a fox in the henhouse.
10. There's no hope.

Practice B  Identifying Subjects and Verbs in Sentences Beginning With Here or There

Read each sentence. Then, underline the subject of the sentence and circle the verb.

Example: There is enough milk for the recipe.
Answer: There is enough milk for the recipe.

1. There is a library on the corner.
2. There are three reasons not to go.
3. Here is my best guess.
4. There is a spare tire in the trunk.
5. There are problems with that plan.
6. Here is the best proposal.
7. There are four assignments due.
8. Here is a response to your letter.
9. There are many pillows on the couch.
10. Here is your uncle.

Writing and Speaking Application

Write four sentences that begin with here or there, and underline the subjects and circle the verbs. Then, read your sentences to a partner. Your partner should identify the subject and verb of each sentence. Then, switch roles with your partner.
15 SUBJECCTS IN INTERROGATIVE SENTENCES

In interrogative sentences, the subject often follows the verb.
Interrogative sentences are questions. Some interrogative sentences use subject-verb order, but usually they are inverted (verb-subject). To help locate the subject, rearrange the words in the sentence. Consider the examples in the table, which show the subject underlined and the verb in boldface.

<table>
<thead>
<tr>
<th>Interrogative Sentences</th>
<th>Rearranged in Subject-Verb Order</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the library open on Sunday?</td>
<td>The library is open on Sunday.</td>
</tr>
<tr>
<td>Where is the party?</td>
<td>The party is where?</td>
</tr>
</tbody>
</table>

Practice A  Rearranging Interrogative Sentences
Read each sentence below. Then, rearrange each sentence so that it is written in subject-verb order.

Example: Where is the game?
Answer: The game is where?

1. What is the trouble?
2. Where are your shoes?
3. Are you awake?
4. What is your friend's name?
5. Is your boss expecting you?
6. Did Orion make the winning goal?
7. Are you leaving with Grace?
8. When should I be there?
9. How did you get the job done?
10. Why are you rushing through your work?

Practice B  Identifying Subjects and Verbs in Interrogative Sentences
Read each sentence. Then, circle the subject of the sentence and underline the verb. Some of the sentences have a helping as well as a main verb, so the verb will be two words.

Example: Why are you leaving?
Answer: Why are you leaving?

1. Why is your family moving?
2. How are you getting home?
3. Why are you afraid of flying?
4. Why don’t you like the cold?
5. Where is Ty today?
6. Are you cooking dinner?
7. Why are you sad?
8. Who will be at the game?
9. What do you want for dinner?
10. How have you been?

Writing and Speaking Application
Write four interrogative sentences (questions). Circle the subject of each sentence and underline the verb. Then, read your sentences to a partner, who will listen for and name the subject and verb in each sentence. Then, switch roles with your partner.
16 SUBJECTS IN IMPERATIVE SENTENCES

In imperative sentences, the subject is understood to be you.
The subject of an imperative sentence is usually implied instead of specifically stated. Consider the examples in the table.

<table>
<thead>
<tr>
<th>Imperative Sentences</th>
<th>Sentences With You Added</th>
</tr>
</thead>
<tbody>
<tr>
<td>First, do your homework.</td>
<td>[You,] do your homework first.</td>
</tr>
<tr>
<td>After school, come directly home.</td>
<td>[You,] after school, come directly home.</td>
</tr>
<tr>
<td>Please clean the kitchen.</td>
<td>[You,] please clean the kitchen.</td>
</tr>
</tbody>
</table>

Practice A  Rewriting Imperative Sentences to Include You
Read each sentence below. Then, rewrite each sentence to include its subject, you.

Example: Put your laundry in the hamper.
Answer: You, put your laundry in the hamper.

1. Tomorrow, get home on time.  
2. Take care of your chores first.  
3. By Friday, get me that report.  
4. Pick the children up after band practice.  
5. Put the clothes away.  
6. Put the dishes in the dishwasher.  
7. Please mow the lawn.  
8. Go take a nap.  
9. Take the dog for a walk.  
10. Meet me at six-thirty.  

Practice B  Writing Imperative Sentences
On the lines below, write imperative sentences that have the implied subject you.

Example: Don’t take advantage of his good intentions.

1.  
2.  
3.  
4.  
5.  

Writing and Speaking Application
Write four imperative sentences and read them to a partner. Your partner should restate each sentence to include the subject, you. Then, switch roles with your partner.
17 SUBJECTS IN EXCLAMATORY SENTENCES

In exclamatory sentences, the subject often appears after the verb, or it may be understood as you.

<table>
<thead>
<tr>
<th>Exclamatory Sentence</th>
<th>With Subject and Verb Included—and in Subject-Verb Order</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject and verb out of order: What do you know!</td>
<td>You do know what.</td>
</tr>
<tr>
<td>Subject understood: Leave now!</td>
<td>[You,] leave now!</td>
</tr>
<tr>
<td>Subject and verb both unstated: Hot dogs!</td>
<td>[You can buy] hot dogs!</td>
</tr>
</tbody>
</table>

Practice A Identifying Subjects in Exclamatory Sentences

Read each sentence below. Then, underline the subject in each sentence. If the subject or verb is not included in a sentence, write it on the line provided.

Example: Get out!
Answer: you

1. Go away! ______
2. You scared me! ______
3. I just love this weather! ______
4. This isn’t fair! ______
5. Get out of my room! ______
6. What does he know! ______
7. You are the best mom ever! ______
8. I am so relieved! ______
9. Fire! ______
10. That dog should be quiet! ______

Practice B Writing Exclamatory Sentences and Identifying Subjects

On the lines below, write exclamatory sentences. Then, underline the subject of each sentence. If the subject is implied, write it in parentheses next to the sentence.

Example: I love the spring air!

1. ______________________________________________________
2. ______________________________________________________
3. ______________________________________________________
4. ______________________________________________________
5. ______________________________________________________

Writing and Speaking Application

Write four exclamatory sentences and read them to a partner. Your partner should identify the subject in each sentence. Then, switch roles with your partner.
18 DIRECT OBJECTS

A direct object is a noun, pronoun, or group of words acting as a noun that receives the action of a transitive verb.

Direct objects complete the meaning of action verbs by telling who or what receives the action. Verbs that have direct objects are called transitive verbs; they transfer their action onto direct objects. Some verbs are intransitive, meaning nothing receives the action of the verb.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Question to Ask</th>
<th>Answer</th>
<th>Direct Object? Transitive or Intransitive Verb?</th>
</tr>
</thead>
<tbody>
<tr>
<td>She makes cookies for her friends.</td>
<td>She makes whom or what?</td>
<td>Cookies</td>
<td>Yes; transitive</td>
</tr>
<tr>
<td>Fish can breathe underwater.</td>
<td>Fish can breathe whom or what?</td>
<td>No answer</td>
<td>No direct object; intransitive</td>
</tr>
<tr>
<td>Sam hugged his mother.</td>
<td>Sam hugged whom or what?</td>
<td>Mother</td>
<td>Yes; transitive</td>
</tr>
</tbody>
</table>

Practice A  Identifying Direct Objects

All of the sentences below have transitive verbs, so each sentence has a direct object. Read each sentence, and underline its direct object.

Example: Our debate team won a medal.
Answer: Our debate team won a medal.

1. Alea made her bed.
2. Trece would like more juice.
3. The boys finished their homework.
4. The teacher gave us an assignment.
5. He earned money by helping Mr. Jackson.
6. The men watched football all day long.
7. I like working outside.
8. Did you make dinner?
9. He broke his mother’s vase.
10. The dog has been chewing that bone all day.

Practice B  Identifying Sentences With Direct Objects

Read each sentence below. Then, on the lines provided, write Yes if the sentence has a direct object, and write No if the sentence does not have a direct object.

Example: Joseph hugged his mother.
Answer: Joseph hugged his mother. Yes

1. I walk every morning. ____________
2. I gave the plate to your father. ____________
3. Snakes scare Vanessa. ____________
4. Jennifer plays hockey. ____________
5. Josiah’s team lost. ____________
6. The garage burned down. ____________
7. Kenton plays the guitar beautifully. ____________
8. Dwayne collects rent on the first of the month. ____________
9. Maria spends a lot of money on her car. ____________
10. I will never ski. ____________

Writing and Speaking Application

Write three sentences that have direct objects and three that do not. Read your sentences to a partner. Your partner should say yes if the sentence has a direct object and no if it does not. Then, switch roles with your partner.
# 19 INDIRECT OBJECTS

An indirect object is a noun or pronoun that appears with a direct object. It often names the person or thing that something is given to or done for.

Only sentences with direct objects can have indirect objects. To locate an indirect object, ask questions as indicated in the table below. Notice that the second example does not have a direct object, so it cannot have an indirect object.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Question to Ask</th>
<th>Direct and Indirect Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sally teaches dogs manners.</td>
<td>1. Teaches what or whom?</td>
<td>manners (direct object)</td>
</tr>
<tr>
<td></td>
<td>2. Teaches manners for what or whom or to what or whom?</td>
<td>dogs (indirect object)</td>
</tr>
<tr>
<td>She works quickly.</td>
<td>1. Works what or whom?</td>
<td>No answer; no direct object</td>
</tr>
<tr>
<td>Sam gave his mom a kiss on the cheek.</td>
<td>1. Gave what or whom?</td>
<td>kiss (direct object)</td>
</tr>
<tr>
<td></td>
<td>2. Gave a kiss to what or whom?</td>
<td>mom (indirect object)</td>
</tr>
</tbody>
</table>

## Practice A Identifying Indirect Objects

Read each sentence below. Then, underline the direct object and circle the indirect object. Use the chart above to help you ask the necessary questions.

**Example:** She gave her friend a picture.

**Answer:** She gave her [friend] a picture.

1. He made his girlfriend a painting.       6. Kaya gave her mom a hug.
2. He cooked his family dinner.             7. Michael played his sister a song.
3. I showed my husband the letter.          8. She baked the boy a cake.
4. I taught my dog the command.             9. They bought their uncle a present.
5. They gave their horses a bath.           10. The cat brought me a mouse.

## Practice B Identifying Sentences With Indirect Objects

Read each sentence below. If it does not have an indirect object, write No on the line next to it. If it does have an indirect object, write Yes.

**Example:** Jackson sent his dad an e-mail.

**Answer:** Jackson sent his dad an e-mail. Yes

1. Shane made Justin a cake. 6. Connie cooked her kids some dinner. ______
2. I gave your father the plate. 7. Ethan played me a song. ______
3. Rosa finally paid me my money. 8. She posted an update. ______
4. Their team won the trophy. 9. Kendrick gave me a solution. ______
5. Jason's team lost the game. 10. I forgot the answer. ______

## Writing and Speaking Application

Write three sentences that have indirect objects. Read your sentences to a partner, who will identify the direct object for each. Then, switch roles with your partner.
20 OBJECT COMPLEMENTS

An object complement is an adjective or a noun that appears with a direct object and describes or renames it.

Object complements occur after such verbs as appoint, call, consider, declare, elect, judge, label, make, name, and think. The words to be are often understood before an object complement.

The parents found the performance [to be] enchanting.

Practice A Identifying Object Complements
Read each sentence. Then, underline its object complement.

Example: They appointed me the leader.
Answer: They appointed me the leader.

1. Omar declared our team victorious.
2. Amanda thought my joke the best.
3. The boss considered our work successful.
4. She called me her best friend.
5. The fifth grade elected Julian class president.
6. The men named bowling the sport of kings.
7. The medicine made the child better.
8. She declared the casserole delicious.
9. She thought the gift beautiful.
10. I considered the game frustrating.

Practice B Completing Sentences With Object Complements
Read each item below. Then, fill in the blank with an object complement.

Example: The customer at the bakery called the cake ________.
Answer: The customer at the bakery called the cake a work of art.

1. They appointed the woman __________________________.
2. The teacher judged the report __________________________.
3. Mom thought the flowers __________________________.
4. The city elected Maria __________________________.
5. Kim named the puppy __________________________.
6. The inspector judged the construction __________________________.
7. Peggy declared the weather __________________________.
8. I thought the movie __________________________.
9. The worker thought his pay rate __________________________.
10. I will never think you __________________________.

Writing and Speaking Application
Write five sentences that have object complements. Read your sentences to a partner. Your partner should identify the object complement in each sentence. Then, switch roles with your partner.
21 SUBJECT COMPLEMENTS

A subject complement is a noun, a pronoun, or an adjective that appears after a linking verb and gives more information about the subject.

There are two kinds of subject complements. A **predicate nominative** is a noun that appears after a linking verb and names the subject of the sentence: *Joseph is a programmer.* A **predicate adjective** is an adjective that appears after a linking verb and describes the subject: *The weather is warm.* Some sentences contain compound subject complements: *Joseph is a programmer and a father.*

**Practice A Identifying Subject Complements**

*Read the following sentences. Then, underline the subject complement in each sentence.*

**Example:** She is tall and strong.

**Answer:** She is **tall and strong.**

1. You seem tired.
2. Chris is a blues guitarist.
3. My father is a doctor.
4. The snow is powdery.
5. The queen’s hair looks glamorous.
6. My grandfather was a machinist.
7. Tricia is a wife, a mother, and a pediatrician.
8. That sign seems promising.
9. The garden is dry.
10. Those clouds look threatening.

**Practice B Identifying Predicate Nominatives and Predicate Adjectives**

*Read each sentence below. Then, underline the subject complement. On the line provided, write whether the subject complement is a predicate nominative or a predicate adjective.*

**Example:** I am a gardener.

**Answer:** I am a gardener. **predicate nominative**

1. I want to be a nurse.  
2. She is kind and compassionate.  
4. My father is the mayor.  
5. Mike’s friend is the state wrestling champion.  
6. The sunsets at the beach are lovely.  
7. I feel optimistic.  
8. You seem discouraged.  
9. Do you want to be a lawyer?  
10. Hank’s horse is a thoroughbread. **predicate nominative**

**Writing and Speaking Application**

Write three sentences that have subject complements. After you read each sentence to a partner, your partner should identify the subject complement and say whether it is a predicate adjective or a predicate nominative. Then, switch roles with your partner.
22 PREPOSITIONAL PHRASES

A prepositional phrase, such as behind the house, consists of a preposition along with a noun or pronoun.

Prepositional phrases can act as adjectives (in which case they are called adjectival phrases), or they can act as adverbs (in which case they are called adverbial phrases).

<table>
<thead>
<tr>
<th>Prepositional Phrase Type</th>
<th>Function</th>
<th>Answers the Question</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjectival phrase</td>
<td>Modifies a noun or pronoun</td>
<td>What kind? or Which one?</td>
<td>They had a party with a big cake. (What kind of party?)</td>
</tr>
<tr>
<td>Adverbial phrase</td>
<td>Modifies a verb, an adjective, or an adverb</td>
<td>Where? Why? When? In what way? or To what extent?</td>
<td>The dog crawled under the fence. (Crawled where?)</td>
</tr>
</tbody>
</table>

Practice A Identifying Prepositional Phrases
Read each sentence below. Then, underline the prepositional phrase.

Example: Michael moved into an apartment.
Answer: Michael moved into an apartment.

1. The cat jumped over the fence.
2. He drove through the snowstorm.
3. She carried a purse with a red handle.
4. Rachel took her daughter to the park.
5. Andrew spends money for his truck.
6. The house with the red door is Jorge's house.
7. Ashley works at the gym.
8. Dayna sent pictures to the newspaper.
9. Glen plays trumpet in a jazz band.
10. Jane has two sons in college.

Practice B Identifying Adjectival and Adverbial Phrases
Read each sentence below. Then, identify whether the underlined prepositional phrase is an adjectival phrase or an adverbial phrase by circling the correct answer.

Example: They skied on their favorite trails.
Answer: They skied on their favorite trails. Adjectival phrase Adverbial phrase

1. Bob is the winner of the most races.
2. The kids watch TV after they do homework.
3. The men shook hands with each other.
4. The puppy with the black spots is our favorite.
5. We listened to the news on the radio.

Writing and Speaking Application
Write five sentences that include prepositional phrases. Then, read your sentences to a partner, who should identify the prepositional phrases. Together, decide whether each prepositional phrase is an adjectival phrase or an adverbial phrase. Then, switch roles.
23 APPOSITIVES AND APPOSITIVE PHRASES

An appositive is a word or group of words that identifies, renames, or explains a noun or pronoun.

- Appositives usually follow right after the words they relate to.
- An appositive or **appositive phrase** (which includes descriptive words) is a great way to combine two choppy sentences into one interesting sentence.
- When an appositive is **nonessential** to the meaning of the sentence, commas are used before and after the appositive. When an appositive is **essential** to the meaning of the sentence, commas are not used.
- In the example below, two sentences are combined into one sentence that includes an appositive phrase.
  
  **Before:** Sue’s car is an old station wagon. Sue’s car cannot handle icy roads.
  
  **After:** Sue’s car, an old station wagon, cannot handle icy roads.

**Practice A Identifying Appositives**

*Read the following sentences. Then, underline the appositive in each sentence.*

**Example:** Alea, the leader of the club, canceled our meeting.

**Answer:** Alea, the leader of the club, canceled our meeting.

1. Jackson, the curly-haired boy, plays soccer.
2. Today, Sunday, I will not be working.
3. Her cousin Steve scored the winning point.
4. I chose my favorite top, a red- and blue-striped shirt.
5. The high heels, shoes she rarely wears, got lost under her bed.
6. Bowling, the sport of kings, can get expensive.
7. The students, all 15 of them, left in the middle of the test.
8. I made a meal, chicken and dumplings, for my family.
9. Joe’s son Ben is a good basketball player.
10. Our smallest dog, Sampson, is chewing a bone.

**Practice B Combining Sentences Using Appositives**

*Read the pairs of sentences below. Then, combine the two choppy sentences into one, more interesting sentence by using an appositive or appositive phrase.*

**Example:** My kitchen is the room at the back of the house. My kitchen is being remodeled.

**Answer:** My kitchen, the room at the back of the house, is being remodeled.

1. That tree is a live oak. That tree got hit by lightning.
2. The name of that movie is *My Life*. I have seen that movie a hundred times.
3. My father is a banker. My father always has Sunday off.
5. Emily is Dave’s youngest daughter. Emily goes to Georgetown University.

**Writing and Speaking Application**

Write three sentences that have appositives or appositive phrases. Then, read your sentences to a partner. Your partner should listen for and identify the appositive in each sentence. Then, switch roles with your partner.
24 VERBAL PHRASES

A verbal is a verb that is used as a noun, an adjective, or an adverb. A verbal that includes modifiers or complements is called a verbal phrase.

- Verbals look like verbs, but they are not verbs. Verbs express an action, a condition, or that something exists. Verbals can function as nouns or modify another word.
- Verbals can be essential or nonessential to the meaning of a sentence. When they are nonessential, they have commas on both sides; when they are essential, they do not.
- When a verb acts as an adjective, it forms a participle. The two most common kinds of participles are the present participle (The sputtering car…) and the past participle (The interrupted game…). Participles can include modifiers, in which case they form a participial phrase. (All of the children raised in that town are brilliant.)

Show that you can use and understand verbals and verbal phrases by completing the following exercises.

Practice A  Identifying Verbals and Verbal Phrases

Read the following sentences. Then, underline the verbal or the verbal phrase in each sentence. (The verbals in this exercise are participles or participial phrases, which means they describe nouns.)

Example: Melanie, exhausted from the activity, went to bed early.
Answer: Melanie, exhausted from the activity, went to bed early.

1. Ruined by rain, the toy was thrown out.
2. Jeans washed with rocks are soft.
3. The lawn, mowed and trimmed, looked nice.
4. A growing puppy needs a healthy diet.
5. The freshly painted house looks brand-new.
6. That building, designed by a famous architect, is recognized around the world.
7. The teacher, excited to get started, encouraged the students to take their seats.

Practice B  Recognizing Verbal Phrases

Read the sentences below. On the line provided, indicate whether the underlined word or words in each sentence are (1) a verb (expressing action in the sentence) or (2) a participial phrase (a verbal phrase that describes a noun).

Example: The men remodeled my kitchen.
Answer: The men remodeled my kitchen. verb

1. Twisted but beautiful, the tree enchanted the young girl. __________________________
2. The roof, covered by snow for weeks, eventually began to leak. ______________________
3. The bad news disappointed the family. __________________________
4. Running down a hill, the toddler was an accident waiting to happen. ______________________

Writing and Speaking Application

Write three sentences that have participial phrases (verbal phrases that describe nouns). Then, read your sentences to a partner. Your partner should listen for and identify the participial phrase in each sentence. Then, switch roles with your partner.
25 INDEPENDENT AND SUBORDINATE CLAUSES

A clause is a group of words that contains a subject and a verb.

- An independent clause (also called a main clause) can stand by itself as a complete sentence. Every sentence must contain at least one independent clause.
- A subordinate clause (also called a dependent clause), although it has a subject and a verb, cannot stand by itself as a complete sentence.

Kate is a writer, but she works nights at a restaurant.

Although Kate is a writer, she works nights at a restaurant.

Practice A Distinguishing Independent and Subordinate Clauses

Read each sentence. Then, circle either independent or subordinate, depending upon whether the underlined section is an independent or a subordinate clause.

Example: My daughter asked that she be allowed to stay out late.
Answer: My daughter asked that she be allowed to stay out late. independent subordinate

1. I don’t think he even knew that I was there. independent subordinate
2. I would like to go, but I don’t have enough money. independent subordinate
3. My father, who has been gone for a week, will be home today. independent subordinate
4. Unless it stops snowing, you have to stay home. independent subordinate
5. My mother loves to ski, while my father hates it. independent subordinate
6. That building is old, and it is drafty. independent subordinate

Practice B Combining Sentences Using Independent and Subordinate Clauses

Read each pair of sentences below. Then, on the line provided, combine the two sentences to form one sentence. For two of your sentences, make one clause subordinate (as shown in Example 1). For the other two sentences, let both clauses remain independent (as shown in Example 2).

Example 1: She does not like spinach. She ate it to be polite.
Answer: Although she does not like spinach, she ate it to be polite.

Example 2: The day is sunny. It is cold.
Answer: The day is sunny, but it is cold.

1. The tree was hit by lightning. It survived. _______________________________________________________________________
2. The boy was loud. He did not mean to be rude. _______________________________________________________________________
3. She had fun at her birthday party. Her parents hired a clown for the party. _______________________________________________________________________
4. The puppy chewed the shoes. He misbehaved often. _______________________________________________________________________

Writing and Speaking Application

Write three sentences that have both an independent clause and a subordinate clause. Then, read your sentences to a partner. Your partner should listen for and identify the independent clause and the subordinate clause in each sentence. Then, switch roles with your partner.
26 ADJECTIVAL CLAUSES

An adjectival clause is a subordinate clause that modifies a noun or pronoun in another clause by telling what kind or which one.

- Adjectival clauses cannot stand alone—in other words, they are subordinate clauses that must be connected to an independent clause.
- Adjectival clauses can be essential or nonessential to the meaning of the sentence. When they are nonessential, they are set off from the rest of the sentence by commas. When they are essential, no commas are used before and after.
- Adjectival clauses often begin with a relative pronoun or a relative adverb that links the clause to a noun or pronoun in another clause.
- Example: The car that had been in the accident was towed away. (In the sentence, the underlined adjectival clause answers the question Which one? Notice that no commas are used because the clause is essential to the meaning of the sentence.)

Practice A Identifying Adjectival Clauses
Read the following sentences. Then, underline the adjectival clause in each sentence.

Example: My knee, which I hurt several years ago, will not tolerate the strain of running.
Answer: My knee, which I hurt several years ago, will not tolerate the strain of running.

1. The coffee that Chad makes is too strong.
2. The computer that Andrew gave me has great graphics.
3. Her father, who has been gone for weeks, will be home tomorrow.
4. The real estate agent whom they hired to sell their house is not trying very hard.
5. My mother, who loves to snow-ski, won’t even try water-skiing.
6. She gave me her old jeans, which were too short for her to wear anymore.

Practice B Writing Sentences With Adjectival Clauses
Read the sentences below. Then, rewrite each sentence by correctly placing the adjectival clause, which appears in parentheses. Include commas where appropriate.

Example: The chicken was a little dry. (that Sarah made)
Answer: The chicken that Sarah made was a little dry.

1. The storm finally ended. (which had been raging for weeks)
2. The boy was crying. (who had fallen down)
3. The pen stopped working. (which was brand-new)
4. The cat makes Mom sneeze. (that we got at the shelter)

Writing and Speaking Application
Write three sentences that include adjectival clauses. Then, read your sentences to a partner. Your partner should listen for and identify the adjectival clause in each sentence. Then, switch roles with your partner.
27  RESTRICTIVE RELATIVE CLAUSES AND NONRESTRICTIVE RELATIVE CLAUSES

Relative pronouns connect adjectival clauses to the words they modify. They act as subjects, direct objects, objects of prepositions, or adjectives in the subordinate clauses.

- Relative pronouns include words such as that, which, who, whom, and whoever.
- Relative pronouns have two jobs in a sentence.
  1. They connect an adjectival clause (a clause that modifies a noun) to the word it modifies. Look at the sentence as a whole to see the relative pronoun do this.
  2. The relative pronoun is the subject, direct object, object of the preposition, or an adjective within the clause. You can identify what the pronoun is doing within the clause by pulling the adjectival clause away from the rest of the sentence.

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

Practice A  Identifying Relative Pronouns and Their Clauses

Read the following sentences. Then, circle the relative pronoun and underline the entire adjectival clause.

Example: Melanie, who was exhausted from the activity, went to bed early.
Answer: Melanie, who was exhausted from the activity, went to bed early.

1. The toy, which the boy had outgrown, was handed down to his brother.
2. The meal that had been prepared by my mother was a big hit with the kids.
3. The girl, who was tired from studying, did not want to go to track practice.
4. My puppy, who gets only dry dog food, sits under the table and begs.
5. The house that Tom painted looks fresh and new.
6. That building, which has been empty for years, is going to be torn down.

Practice B  Combining Sentences, Using Relative Pronouns

Read the sentences below. On the line provided, combine each pair of sentences into one sentence by using a relative pronoun and an adjectival clause.

Example: The fruit was grown in Florida. The fruit tasted great.
Answer: The fruit, which was grown in Florida, tasted great.

1. We bought the tree for Mother. The tree is an apple tree.
2. The roof was just repaired. The roof is still leaking.
3. The sun finally came out today. We had not seen the sun in weeks.
4. The little boy is crying. The little boy wants his mother.

Writing and Speaking Application

Write three sentences that have relative pronouns and adjectival clauses. Then, read your sentences to a partner. Your partner should listen for and identify each relative pronoun and adjectival clause. Then, switch roles with your partner.
28 ADVERBIAL CLAUSES

Adverbial clauses are subordinate clauses that modify verbs, adjectives, adverbs, or verbals by telling where, when, in what way, to what extent, under what condition, or why.

Adverbial clauses begin with subordinating conjunctions and contain subjects and verbs.

<table>
<thead>
<tr>
<th>Subordinating Conjunctions</th>
</tr>
</thead>
<tbody>
<tr>
<td>after</td>
</tr>
<tr>
<td>although</td>
</tr>
<tr>
<td>as</td>
</tr>
<tr>
<td>as if</td>
</tr>
</tbody>
</table>

Like adjectival clauses, adverbial clauses can be used to combine the information from two sentences into one sentence that shows the relationship between the ideas.

Example: You are going out for groceries. You should also pick up the dry cleaning.
Answer: As long as you are going out for groceries, you should also pick up the dry cleaning.

Practice A Identifying Adverbial Clauses
Read the following sentences. Then, circle the verb or verbs that are modified by the underlined adverbial clause.

Example: Before we started our work, the teacher explained the lesson.
Answer: Before we started our work, the teacher explained the lesson.

1. I will arrive as soon as I can.

2. After she finishes her homework, she can leave.

3. Until you read the book, you cannot write the report.

4. After the rain, the air smells fresh and clean.

5. Mom is driving me to the dentist so that I can get a filling.

6. Whenever I procrastinate, I regret it.

7. Because I did not sleep well last night, I am tired today.

8. While you run errands, I will clean the house.

Practice B Combining Sentences, Using Adverbial Clauses
Read the sentences below. Then, combine each pair of sentences into one sentence by using the relative adverb in parentheses.

Example: She did not want to do her chores. She did them anyway. (although)
Answer: Although she did not want to do her chores, she did them anyway.

1. You want to be with your friends. You cannot go to the party. (although)

2. It rained for seven days. Our roof leaked. (because)

3. You don’t turn in your homework. You will not get credit. (if)

4. You were out of town. This package came for you. (while)

Writing and Speaking Application
Write three sentences that have adverbial clauses. Then, read your sentences to a partner. Your partner should listen for and identify the adverbial clause in each sentence. Then, switch roles with your partner.
29 NOUN CLAUSES

A noun clause is a subordinate clause that acts as a noun. In a sentence, a noun clause may act as a subject, a direct object, a predicate nominative, an object of a preposition, or an appositive.

Sometimes noun clauses can be difficult to identify because they begin with the same introductory words that can be used to begin other types of clauses and phrases (words such as that, which, who, whom, whose, how, if, what, whatever, where, when, whether, and why). You can test whether a clause is a noun clause by replacing the clause with it, you, fact, or thing. If the sentence still sounds smooth, you probably replaced a noun clause.

Notice that the underlined clause in the example below is a noun clause that is acting as the subject of the sentence. You can replace the clause with it, and the sentence still sounds correct.

Example: Whatever you would like for dinner is fine with me.

Practice A Identifying Noun Clauses

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

Example: She told me that I would have to work late or be fired.
Answer: She told me that I would have to work late or be fired.

1. This gift is just what I wanted.
2. My idea, that we would gather to exchange cookies, was loved by one and all.
3. How you manage work, school, and sports is a complete mystery to me.
4. Did he agree with what you suggested?
5. A new house is what they were building.
6. What Mom says is usually right.
7. A good night’s sleep is what that child needs.
8. Whoever showed up first won a prize.
9. What she wants for Christmas is a trip to New York City.
10. She told me that I passed with flying colors.

Practice B Distinguishing Noun Clauses

Some of the clauses undereined below are adjectival clauses (they describe a noun). Others are noun clauses (they take the place of a noun). Read each sentence. Then, write whether the underlined clause is a noun clause or an adjectival clause.

Example: She wrecked the bike that she had just gotten for her birthday.
Answer: adjectival clause

1. Whoever you choose will be captain of the team.
2. He found his teddy bear, which had been under the couch for a week.
3. He loved the cookies that I made for him.
4. Whichever choice you make is the choice you will have to live with.
5. How the sun rises day after day is a miracle to ponder.

Writing and Speaking Application

Write three sentences that have noun clauses. Then, read your sentences to a partner. Your partner should listen for and identify the noun clause in each sentence. Then, switch roles with your partner.
30  THE FOUR STRUCTURES OF SENTENCES

Every sentence falls into one of four categories according to its structure:

<table>
<thead>
<tr>
<th>Sentence Type</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple sentence</td>
<td>contains a single independent or main clause</td>
<td>Carrie wants chicken for dinner.</td>
</tr>
<tr>
<td>Compound sentence</td>
<td>contains two or more main clauses</td>
<td>Carrie wants chicken for dinner, but Chris wants fish.</td>
</tr>
<tr>
<td>Complex sentence</td>
<td>consists of one independent or main clause and one or more subordinate clauses</td>
<td>Although Carrie wants chicken for dinner, Chris wants fish.</td>
</tr>
<tr>
<td>Compound-complex sentence</td>
<td>consists of two or more independent clauses and one or more subordinate clauses</td>
<td>Chris wants fish for dinner, even though Carrie wants chicken, so they are going to a restaurant.</td>
</tr>
</tbody>
</table>

Show that you can use and understand a variety of sentence structures by completing the following exercises.

Practice A  Distinguishing Between Simple and Compound Sentences
Read the following sentences. Then, label each sentence simple or compound.

Example: The rain came down suddenly, and the fields soaked up the water.
Answer: compound

1. Have you finished your homework?
2. In this area, everybody recycles their garbage.
3. I love living in the mountains, but my husband prefers a warmer climate.
4. I received an award for my speech.
5. Joseph wants to stay home tonight, so Jessie has agreed to cook dinner.
6. You can mow the lawn or vacuum the family room.
7. You can write the report, or you can present it to the class.
8. They are watching the movie and eating popcorn.

Practice B  Identifying the Four Structures of Sentences
Read the sentences below. Then, select the structure of each sentence from the choices provided.

Example: She finished the test, and she walked home.
Answer: She finished the test, and she walked home. complex compound

1. Although I love sleeping late, I rarely have the chance to do so. simple complex
2. The little boy was running down the hill, and then he fell. compound complex
3. Usually I am careful, but I was distracted when I wrecked my bike. compound-complex compound
4. Whenever I feel sad, I watch a funny movie. compound complex
5. While he drove, I slept. compound complex

Writing and Speaking Application
Write three sentences and identify which structure is used in each. Then, read your sentences to a partner. Your partner should listen for and identify the structure of each sentence. Then, switch roles with your partner.
31 THE FOUR FUNCTIONS OF A SENTENCE

Sentences can be classified according to what they do—that is, whether they state ideas, ask questions, give orders, or express strong emotions.

| Declarative: states an idea; ends with a period | The car is parked nearby. |
| Interrogative: asks a question; ends with a question mark | What do koalas eat? |
| Imperative: gives commands or directions; ends with a period or an exclamation mark | Hang up your coat. Stop there! |
| Exclamatory: conveys strong emotions; ends with an exclamation mark | I don't believe it! |

Practice A Punctuating the Four Types of Sentences

Read each sentence and identify its function, which is listed in parentheses. Then, add the correct end mark.

Example: What time does the movie start (interrogative)
Answer: What time does the movie start?

1. What a beautiful painting that is (exclamatory)
2. Stop texting during dinner (imperative)
3. How far is your house from school (interrogative)
4. Come here now (imperative)
5. The bakery will open in an hour (declarative)
6. What an exciting game that was (exclamatory)
7. Mercury revolves once around the sun in 88 days (declarative)
8. The Great Wall of China spans 4,500 miles of the country (declarative)
9. Remember to drop off the books at the library (imperative)
10. Did you know penguins can't fly (interrogative)

Practice B Identifying the Four Types of Sentences

Read each sentence. Then, on the line provided, label each sentence declarative, interrogative, imperative, or exclamatory.

Example: Ask the waiter to bring us some water.
Answer: imperative

1. What is an asteroid? __________________________
2. That's not fair! __________________________
3. Bring a friend to the meeting. __________________________
4. Plot is the sequence of events in a story. __________________________
5. Don’t walk on that ice! __________________________
6. Violent shivering is a sign of hypothermia. __________________________
7. What a great football player Troy Polamalu is! __________________________
8. After you complete the application, leave it on my desk. __________________________
9. New words are added to the dictionary each year. __________________________
10. Have you heard the results of NASA’s latest tests on the moon? __________________________

Writing and Speaking Application

Write a short description of an interesting event. Include declarative, interrogative, imperative, and exclamatory sentences. Read your description to a partner. Your partner should listen for and identify each type of sentence. Then, switch roles with your partner.
32 SENTENCE COMBINING

Combine sentences by forming compound subjects, verbs, or objects, or by forming compound or complex sentences.

<table>
<thead>
<tr>
<th>Compound object</th>
<th>Kelly plays soccer. Kelly plays piano.</th>
<th>Kelly plays soccer and piano.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complex sentence</td>
<td>I thought Maya was home. I saw the light on in her room.</td>
<td>I thought Maya was home because I saw the light on in her room.</td>
</tr>
</tbody>
</table>

Practice A Identifying Compound Subjects, Verbs, and Objects in Sentences
Read each sentence. Underline the compound subject, verb, or object.

Example: When chatting online, never give out your home address or your phone number.

Answer: When chatting online, never give out your home address or your phone number.

1. Phonographs and gramophones are early recording devices.
2. The pilot guided the plane through the storm and landed it safely.
3. Georgio pulled the trash can and the recycling bins to the curb.
4. The brochure displays a mountain scene and a city skyline.
5. Pomeranians and Maltese usually weigh seven pounds or less.
6. Extroverts are talkative and seek the company of others.
7. The shoes were Gabby’s size and were on sale.
8. “The First Tears” and “The Maid of the Mist” are American myths.
9. In the Everglades, we saw giant salamanders and cypress trees.
10. The deer ran through our yard and jumped over the fence.

Practice B Identifying Clauses in Compound and Complex Sentences
Read each sentence. Then, underline each clause in the sentence.

Example: Jan lives in the country, but she prefers the bustle of city life.

Answer: Jan lives in the country, but she prefers the bustle of city life.

1. Angelo overslept because he forgot to set his alarm.
2. High winds had blown trees onto the runway, and the plane couldn’t land.
3. I like indie music, but I’m in the mood to listen to country music today.
4. Kimberly realized she knew Gil after he mentioned his last name.
5. Even though we procrastinated, we were able to get tickets to the show.

Writing and Speaking Application
Write two sentences that relate to each other. Then, exchange papers with a partner. Your partner should combine these sentences and read the new sentence aloud.
33  VARYING SENTENCE LENGTH

Vary your sentences to develop a rhythm, to achieve an effect, or to emphasize the connections between ideas.

Practice A  Writing to Shorten Sentences
Read each sentence. Then, revise each sentence by stating the ideas more directly.

Example: Most of Susanna’s classmates had the flu, and so did Susanna.
Answer: Susanna and most of her classmates had the flu.

1. The mayor gave vague responses to Myra’s questions, and Myra was disappointed.
   
   ____________________________________________________________________________

2. Some politicians use vague language, but Harry Truman spoke in a direct manner.
   
   ____________________________________________________________________________

3. Anita forgot to bring money for the field trip, but all the others brought their money.
   
   ____________________________________________________________________________

4. Many people think of the phonograph as the first device able to record sound when, in fact, there were devices that recorded sound before the invention of the phonograph.
   
   ____________________________________________________________________________

5. The Internet provides a large number of sites that are not checked for accuracy of information.
   
   ____________________________________________________________________________

Practice B  Revising to Vary Sentence Length
Read the following paragraph. Vary sentence length by making these revisions: Shorten sentences 1, 3, and 4; break up sentence 2; combine sentences 5 and 6.

(1) Impressionism is the name of an art movement that began in the 1800s. (2) The Impressionists challenged the idea of art as specific images based on details and precisely drawn lines, and these artists emphasized the use of color and brush stroke to create an overall effect—an impression. (3) The images in Impressionist paintings look like a blur of color when viewed up close, but when Impressionist paintings are viewed from a distance, their images are clear. (4) Rather than painting indoors like their predecessors, Impressionists painted outdoors. (5) They captured the effects of light and movement. (6) They painted realistic scenes from daily life.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Writing and Speaking Application
Write a paragraph about a current event. Make sure to vary the sentence length. Take turns with a partner reading your paragraphs aloud.
VARYING SENTENCE BEGINNINGS

Vary sentences by starting them with nouns, adverbs, adverbial phrases, participial phrases, prepositional phrases, or infinitive phrases.

<table>
<thead>
<tr>
<th>Infinitive phrase</th>
<th>To achieve my goals, I set a plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adverb</td>
<td>Finally, I set a plan to achieve my goals.</td>
</tr>
</tbody>
</table>

**Practice A  Identifying Varied Sentence Beginnings**

Read each sentence. Circle the sentence beginning. Then, on the line provided, identify the part of speech or type of phrase used to start the sentence.

**Example:** Until yesterday, I had never been to a sushi bar. ____________________________

**Answer:** Until yesterday,  I had never been to a sushi bar. prepositional phrase

1. During the summer, I learned to water-ski. ____________________________
2. To earn spending money, Nadine walks the neighbor’s dog. ____________________________
3. Carefully, Laura set the crystal vase on the shelf. ____________________________
4. Chicken and dumplings are my mother’s specialty. ____________________________
5. Usually on time, Sal kept me waiting today for half an hour. ____________________________
6. Distracted by the kittens, the toddler forgot about his broken toy. ____________________________
7. Cars cannot travel beyond this gate. ____________________________
8. Forgetting that it was Saturday, Sean got dressed for school. ____________________________
9. Immediately after the game, we will stop at the bank. ____________________________
10. To be out of the woods before dark was of utmost importance. ____________________________

**Practice B  Writing Varied Sentence Beginnings**

On the line provided, complete each sentence by adding a word or phrase, using the part of speech or type of phrase indicated in parentheses.

**Example:** ______________, Erin plans her vacation. (participial phrase)

**Answer:** Dreaming of the ocean, Erin plans her vacation.

1. ______________ was her hope. (infinitive phrase)
2. ______________ filled the air, and the crowd roared. (noun)
3. ______________, Lou accepted the prize money. (adverb)
4. ______________, a rainbow appeared. (prepositional phrase)
5. ______________, the bull pawed the ground. (participial phrase)

**Writing and Speaking Application**

Write a sentence that begins with a noun that names a classroom object. Read your sentence to a partner. Your partner should restate your sentence, beginning with a different part of speech or with a phrase. Exchange roles. Try to come up with several variations of your sentences.
35  USING INVERTED WORD ORDER

Word order in a sentence is inverted when the subject follows the verb. Inverting word order is another way to make sentences more interesting. See the examples below.

<table>
<thead>
<tr>
<th>Subject-verb order</th>
<th>Dozens of books slid off the broken shelf.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verb-subject order</td>
<td>Off the broken shelf slid dozens of books.</td>
</tr>
</tbody>
</table>

Practice A  Identifying Subjects and Verbs in Sentences

Read each sentence. Underline the verb and circle its subject.

Example: In the upper canopy is the scarlet tanager.
Answer: In the upper canopy is the **scarlet tanager**.

1. A rattlesnake was ready to strike.
2. The penguin shuffled across the ice floe.
3. Blinding was the camera’s flash.
4. Heavy rains caused the roads to flood.
5. Here is the battery for your phone.
6. The poinsettia is a traditional Christmas plant.
7. Black vultures mate for life.
8. Startling was the news about the collapsed bridge.
9. Bright red flowers attract hummingbirds.
10. Standing in line were hundreds of people.

Practice B  Identifying Inverted Word Order in Sentences

Read each sentence. If the sentence uses traditional subject-verb word order, write S-V. If it uses verb-subject order, write V-S.

Example: Exhausting was the hike.
Answer: **V-S**

1. The plane is arriving. ________________
2. Here is the check. ________________
3. The police officer is directing traffic. ______
4. Under the rug is a key to the house. ______
5. The last voter cast her ballot. __________
6. A free drink comes with your sandwich. _____
7. Around the corner is a great little deli. __________
8. There are three pink roses in the vase.
9. Facing a brick wall was the only window.
10. Two qualified candidates applied for the job.

Writing and Speaking Application

Select three sentences from Practice A or Practice B that have traditional subject-verb word order. Rewrite the sentences, inverting the word order. Take turns reading your sentences aloud with a partner.
36 Recognizing Fragments

A sentence fragment is an incomplete sentence.

A fragment is missing one or more elements of a complete sentence (subject, verb, proper punctuation). To correct a fragment, revise the punctuation, connect the fragment to the sentence before or after it, or add a sentence part.

<table>
<thead>
<tr>
<th>Fragments</th>
<th>Completed Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lindsay wants a new watch. Like Sally’s.</td>
<td>Lindsay wants a new watch like Sally’s.</td>
</tr>
<tr>
<td>Interested in learning Web design. Hank signed up for a computer class.</td>
<td>Interested in learning Web design, Hank signed up for a computer class.</td>
</tr>
</tbody>
</table>

Practice A Identifying Fragments

Read each item. If it is a fragment, write F. If it is a complete sentence, write S.

Example: The boxes left on the stairs.
Answer: F

1. A schedule of upcoming events. _____
2. Janine will present her speech after the quiz. _____
3. Cell phone technology has advanced dramatically. _____
4. While jogging, noticing the utility trucks, which blocked the path. _____
5. Because this cereal has an unhealthy amount of sugar, I refuse to buy it. _____
6. Who called? _____
7. Everyone from my neighborhood that was home. _____
8. Construction will begin on a new highway next year. _____
9. Someone left the milk out overnight, and now it’s spoiled. _____
10. Whatever decision you make.

Practice B Correcting Fragments

Read each fragment. Fill in the blank to form a complete sentence.

Example: Whoever called this morning _____________________.
Answer: Whoever called this morning didn’t leave a message.

1. The last time I saw the scissors _____________.
2. ____________ to watch the kayak races.
3. After the trainer checked my knee, _____________.
4. The missing puzzle piece _____________.
5. ___________ that was playing on the radio.

Writing and Speaking Application

In a group, take turns reading aloud your sentences from Practice B. Then, work independently to fill in the blanks differently to form different sentences.
37 AVOIDING RUN-ON SENTENCES

A run-on sentence is two or more sentences capitalized and punctuated as if they were a single sentence.

To correct some run-ons, add a semicolon or a comma and a coordinating conjunction. To correct other run-ons, rewrite the item as a complex sentence.

<table>
<thead>
<tr>
<th>Run-on</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>The game went into overtime we couldn’t stay to watch.</td>
<td>The game went into overtime, but we couldn’t stay to watch.</td>
</tr>
<tr>
<td>I will fill in as the owl mascot, I would rather not wear that hot costume.</td>
<td>I will fill in as the owl mascot, even though I would rather not wear that hot costume.</td>
</tr>
</tbody>
</table>

Practice A Revising to Eliminate Run-ons
Read each item. Correct each run-on by adding a semicolon or a comma and a coordinating conjunction as appropriate.

Example: The door will be locked you will find a key behind the big rock.
Answer: The door will be locked, but you will find a key behind the big rock.

1. Cybercrooks hack into computers every day, it’s important to use protective software.
2. Low tide will be in one hour then we can collect shells from the sandbars.
3. Gabriel Garcia Márquez writes short stories and novels, he also writes nonfiction.
4. My grandmother speaks several languages, for example, she speaks Greek.
5. The ballet was about to begin the lights had flickered.
6. China’s Great Wall was built over centuries, its purpose was to keep out enemies.
7. Cats may swish their tails to indicate anger, they may fluff their tails to show fear.

Practice B Rewriting to Eliminate Run-ons
Read each item. Correct each run-on by rewriting it.

Example: Tim agreed to try out for the play, he would rather be on the stage crew.
Answer: Tim agreed to try out for the play, although he would rather be on the stage crew.

1. The community garden grows food, it will be distributed to needy families.
2. The outdoor concert was canceled, the weather report called for rain.
3. Officer Mill started to arrest Ty, he realized Ty was protecting Joe, not hurting him.
4. The children found their way home, there was a full moon lighting the path.
5. Jeremy talked to his coach, one referee consulted with another.

Writing and Speaking Application
Take turns saying run-on sentences with a partner. Your partner should turn each run-on into a single complete sentence and write it down. Then, switch roles with your partner. Trade papers and check that the sentences are correctly punctuated.
38 RECOGNIZING MISPLACED MODIFIERS

A misplaced modifier is placed too far from the word(s) it modifies, so it appears to modify the wrong word(s).

Correct a misplaced modifier by moving it closer to the word it modifies. See the example below.

<table>
<thead>
<tr>
<th>Misplaced modifier</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>A car drove by our house honking its horn.</td>
<td>A car honking its horn drove by our house.</td>
</tr>
</tbody>
</table>

Practice A Identifying Misplaced Modifiers
Read each sentence. Underline the misplaced modifier and circle the modified word.

Example: Mary wore the sweater to the movies that her sister gave her.
Answer: Mary wore the **sweater** to the movies **that her sister gave her**.

1. The librarian gave a book to Dennis with a torn cover.
2. A group of girls sat in the corner eating lunch.
3. I heard that high winds are expected on the Weather Channel.
4. My brother set the lasagna on the stove **that our mother made**.
5. The beagle chased the cat barking and howling.
6. Sid placed a ketchup bottle on the table **that was dripping**.
7. I took a photograph of a house across the street shaped **like a hexagon**.
8. Chasing rabbits on the road, Luke was afraid a car might hit the dog.
9. Sandy cooked oatmeal in the microwave **flavored with cinnamon**.
10. After working on his car, Calvin came into the house covered **with grease**.

Practice B Correcting Misplaced Modifiers
Read each sentence. Then, rewrite each that has a misplaced modifier. If a sentence is correct, write **correct**.

Example: The horse jumped over a fence running across the field.
Answer: The horse **running across the field** jumped over a fence.

1. The patient sat in the dentist’s chair moaning.
2. While painting the wall, Rose listened to music.
3. Jason listened to Elise playing piano while eating dinner.
4. Teri plopped down in the chair with a sigh.
5. Nikita left the jacket on the stairs **that Julie lent her**.

Writing and Speaking Application
Write three sentences describing a scene in a movie. Use modifiers in your sentences. Trade papers with a partner. Your partner should name the modifiers in your description and tell whether they are correctly placed. Then, switch roles with your partner.
39 RECOGNIZING DANGLING MODIFIERS

A dangling modifier seems to modify the wrong word or no word at all because the word it should modify has been omitted from the sentence.

Correct a dangling modifier by adding missing words and making other needed changes.

<table>
<thead>
<tr>
<th>Dangling modifier</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>To drive on the turnpike, tolls are collected.</td>
<td>To drive on the turnpike, travelers must pay tolls.</td>
</tr>
</tbody>
</table>

Practice A Identifying Dangling Modifiers

Read each sentence. Put a check mark next to the sentence that does not have a dangling modifier.

Example:

a. While throwing a tantrum, the toy truck broke. _____
   b. While throwing a tantrum, the little boy broke his toy truck. ✔

1. a. After painting the mural, the child development room appeared friendly and inviting. _____
   b. After we painted the mural, the child development room appeared friendly and inviting. _____

2. a. Lounging in the pool, she felt all her cares slip away. _____
   b. Lounging in the pool, all her cares slipped away. _____

3. a. Born in Austin, Texas, I found the city of Eek, Alaska, remote and glacial. _____
   b. Born in Austin, Texas, the city of Eek, Alaska, seemed remote and glacial. _____

Practice B Correcting Dangling Modifiers

Read each sentence. Then, rewrite each sentence, correcting any dangling modifiers by supplying missing words or ideas.

Example: While sailing the lake, five flocks of geese flew overhead.

Answer: While my father sailed the lake, five flocks of geese flew overhead.

1. When he was in second grade, Julio's youngest brother was born. __________________________

2. While visiting Memphis, my favorite country singer there performed. _______________________

3. Applauding loudly, the performers came out for an encore. _____________________________

4. Running to catch my flight, my suitcase was left behind. _______________________________

5. Carrying the full can carefully, the paint did not spill. ________________________________

Writing and Speaking Application

Write a sentence that contains a dangling modifier. Model your sentence on one of the incorrect sentences in Practice B. Rewrite the sentence to correct the dangling modifier. Read the new sentence to a partner. Your partner should identify the modifier and tell whether it is correctly placed.
RECOGNIZING THE CORRECT USE OF PARALLELISM

Parallelism involves presenting equal ideas in words, phrases, clauses, or sentences of similar types.

<table>
<thead>
<tr>
<th>Parallel words</th>
<th>The road was quiet, dark, and abandoned.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parallel phrases</td>
<td>I arrived in the evening and after the stores had closed.</td>
</tr>
<tr>
<td>Parallel clauses</td>
<td>I couldn't find the address that I was looking for and that should have been in this block.</td>
</tr>
<tr>
<td>Parallel sentences</td>
<td>You can curse the darkness. You can light a candle instead.</td>
</tr>
</tbody>
</table>

Practice A  Identifying Parallel Grammatical Structures

Read each sentence. Underline the parallel words, phrases, or clauses.

Example: Beneath the bridge and near the docks, people feed the ducks.
Answer: Beneath the bridge, near the docks

1. Next year, Ruby hopes to run track and to play the trumpet.
2. The Renaissance festival was entertaining and informative.
3. My plan is to watch the documentary and to write an essay about it.
4. I have to finish five problems during study hall and before algebra class.
5. My older brother has short hair and a beard.
6. Seneca tried the hair dye that I suggested and that Gina heard about on the radio.
7. Jude bought iced tea. I bought sparkling water.
8. Nathan passed the basketball to Benji, and Benji passed it to Deek.
9. My little sister likes making masks and wearing them.
10. The plans for the new auditorium seem extravagant and expensive.

Practice B  Writing Parallel Grammatical Structures

Read each sentence. Then, on the line provided, write a parallel word or words to complete the sentence.

Example: My parents encourage me to save wisely and ____________.
Answer: spend frugally

1. The soup was cold, tasteless, and ________________________________.
2. The returning soldiers were greeted by family members, news reporters, and ____________________.
3. Do we have time to wash the car and ____________________________ before the game starts?
4. The water park is beyond the school, opposite the grocery store, and ____________________.
5. This is the skateboard that I told you about and ________________________.

Writing and Speaking Application

Write three sentences with parallel ideas. Trade papers with a partner. Your partner should underline the parallel ideas. Take turns reading the sentences aloud.
41 CORRECTING FAULTY PARALLELISM

Faulty parallelism occurs when a writer uses unequal grammatical structures to express related ideas.

<table>
<thead>
<tr>
<th>Nonparallel words</th>
<th>Daphne was outgoing and interested.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonparallel phrases</td>
<td>Tyler tried to dive into the pool and swimming to the other side.</td>
</tr>
<tr>
<td>Nonparallel clauses</td>
<td>Heidi slipped on the wet floor, and she was caught by her sister.</td>
</tr>
</tbody>
</table>

Practice A Identifying Faulty Parallelism

Read each sentence. Decide if the underlined words are parallel. Write P for parallel and NP for not parallel.

Example: My aunt likes making soups and to bake pies.
Answer: NP

1. The speech was dry and bored. ________________________________
2. This weekend, I plan to go shopping and reading a book. ________________________________
3. Across cultures and in spite of our differences, people are quite similar. ________________________________
4. Shel uses the Web site that Todd read about and that you recommended. ________________________________
5. The new teacher has freckles and is blue eyed. ________________________________
6. Shelby says the drive to the mountains is short and scenic. ________________________________
7. Darrin wrote an article, and it was published by the school newspaper. ________________________________
8. Gary ordered a fish sandwich. A meatball hoagie was what I ordered. ________________________________

Practice B Revising to Eliminate Faulty Parallelism

Read each sentence. Then, rewrite the sentence to correct any nonparallel structures.

Example: The wrestler was strong and had big muscles.
Answer: The wrestler was strong and muscular.

1. Many explorers have pursued quests relentlessly and following dreams fearlessly. ________________________________
2. Georgianne promised to be on time, and Jake’s promise was to be ready. ________________________________
3. His dream vacation would include snorkeling near a coral reef and to sail on the ocean. ________________________________
4. Rocks rolled down the mountain and blocking the road. ________________________________
5. Jim was born in Maine, Pearl was born in Texas, and Iowa is where Roy was born. ________________________________

Writing and Speaking Application

Write three sentences with parallel ideas. Trade papers with a partner. Your partner should check for correct use of parallelism. Take turns reading the sentences aloud.
42 CORRECTING FAULTY PARALLELISM IN A SERIES

Faulty parallelism in a series occurs when a writer lists items or ideas with unequal grammatical structures.

<table>
<thead>
<tr>
<th>Nonparallel structure</th>
<th>The coach wants us to stretch, to run sprints, and lifting weights.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correction</td>
<td>The coach wants us to stretch, to run sprints, and to lift weights.</td>
</tr>
</tbody>
</table>

Practice A  Identifying Faulty Parallelism in a Series
Read each sentence. Underline the words in each series that are not parallel.

Example: Make a list, follow a schedule, and keeping a calendar to stay organized.
Answer: keeping a calendar

1. Last week I had three tests to take, an essay to write, and a chess club meeting.
2. To be successful, a person needs concentration, dedication, and to be motivated.
3. The movie was amusing, thought provoking, and kept our interest.
4. Steve had a taco, Donnie had an enchilada, but salad was all that Jay ordered.
5. Our parents plan to limit cable services, cell phone hours, and limiting the Internet.
6. Planting, watering, and to fertilize are three steps in the gardening process.
7. I want to go to the ice arena, to try my new hockey skates, and practicing my I-spin.
8. My uncle has worked as a reporter, a photographer, and had a job baking.
9. Arnette not only won a local photography award but also a national competition.
10. Gritty sand, salty water, and gulls that are noisy are things I dislike about the ocean.

Practice B  Revising to Eliminate Faulty Parallelism in a Series
Read each sentence. Then, rewrite the sentence to correct any nonparallel structures.

Example: The article was poorly written, biased, and had misleading information.
Answer: The article was poorly written, biased, and misleading.

1. The mayor is dynamic, enthusiastic, and full of sympathy.
2. Do you want to go shopping, to the movies, or bowl?
3. Clean your room, do your homework, and the dishes need to be washed.
4. That is the bike that I saw, that I like, and I want it.
5. Lying, stealing, and cheated are what landed her in jail.

Writing and Speaking Application
Write three sentences that have parallel series. Trade papers with a partner. Your partner should check for correct parallelism. Take turns reading the sentences aloud.
CORRECTING FAULTY PARALLELISM IN COMPARISONS

Faulty parallelism occurs when a writer uses nonparallel words, phrases, or clauses in comparisons.

In making comparisons, writers generally should compare a phrase with the same type of phrase and a clause with the same type of clause.

<table>
<thead>
<tr>
<th>Nonparallel structure</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most people prefer freshly made coffee to drinking instant coffee.</td>
<td>Most people prefer freshly made coffee to instant coffee.</td>
</tr>
</tbody>
</table>

Practice A  Identifying Faulty Parallelism in a Comparison

Read each pair of sentences. Put a check mark next to the sentence with correct parallelism in a comparison.

Example:  a. Aaron prefers soccer to playing basketball. _________  
          b. Aaron prefers soccer to basketball. _________

1. a. Yvonne dropped the vase more because she was rushed than that she was careless. _________  
    b. Yvonne dropped the vase more because she was rushed than because she was careless. ______

2. a. I prefer green beans to eating lima beans. _________
    b. I prefer green beans to lima beans. _________

3. a. James got home at 7:00 P.M. rather than arriving at 7:30 P.M. _________
    b. James got home at 7:00 P.M. rather than at 7:30 P.M. _________

4. a. Pam enjoys cleaning as much as other people enjoy watching TV. _________
    b. Pam enjoys cleaning as much as watching TV is enjoyable for other people. _________

5. a. Samuel jogged in the neighborhood rather than jogging at the track. _________
    b. Samuel jogged in the neighborhood rather than at the track. _________

Practice B  Revising to Eliminate Faulty Parallelism in a Comparison

Read each sentence. Then, rewrite the sentence to correct any nonparallel structures.

Example: Marco played the clarinet solo in place of the solo being played by Thomas.  
Answer: Marco played the clarinet solo in place of Thomas.

1. Anne-Marie likes strawberries as much as liking blueberries.
   ____________________________

2. My health class meets twice a week, but I have math class daily.
   ____________________________

3. Darnell bats as powerfully as he can run.
   ____________________________

4. Nate prefers a cold climate to living in a humid climate.
   ____________________________

5. We golfed in the morning rather than golfing in the afternoon.
   ____________________________

Writing and Speaking Application

Using parallel comparisons, write a paragraph about a comical event. Read the paragraph aloud to a group. The group members should point out and correct any faulty parallelism.
44 RECOGNIZING FAULTY COORDINATION

When two or more independent clauses of unequal importance are joined by and or other coordinating conjunctions, the result can be faulty coordination.

<table>
<thead>
<tr>
<th>Faulty coordination</th>
<th>Trippy didn’t respond to my call, and Trippy was chasing a bird.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correct coordination</td>
<td>Trippy didn’t respond to my call, because Trippy was chasing a bird.</td>
</tr>
</tbody>
</table>

Practice A Identifying Correct Coordination

Read each item. Match the item on the left with the words on the right that best complete each sentence, using correct coordination. The first item has been completed for you.

1. She studied for five hours, ______
2. Gino washed the dishes, ______
3. The helicopter hovered over our house, ______
4. Ralph sent an e-mail to his teacher, ______
5. The computer store is having a sale, ______
6. We can plan a car wash, ______

A. and then it flew to the east.
B. or we can plan a bake sale.
C. and she got a good grade on the test.
D. but she hasn’t replied yet.
E. and we plan to go to it.
F. and Rachael dried them.

Practice B Identifying Faulty Coordination

Read each sentence. If the sentence has faulty coordination, write FC. If it does not have faulty coordination, write correct.

Example: My grandmother visits us, and she comes over every Saturday.

Answer: FC

1. Strawberries are a healthy food, and they are full of vitamin C. ____________________________
2. There are berry bushes in our yard that provide food for the birds. ____________________________
3. Leila’s favorite author is Jack London, and she has read all of his books. ________________________
4. Roberta is going to the doctor, and she has the flu. ____________________________
5. We vacationed in a cabin, and it had no electricity or running water. ____________________________
6. My parents gave me a gift, and it’s a heart-shaped necklace. ____________________________
7. The train arrived early at its first stop, and it arrived late at the next. ____________________________
8. We can go to the store now, or we can go after lunch. ____________________________
9. Shaggy is my best friend, and Shaggy is my cat. ____________________________
10. Running into the house, my sister called for me. ____________________________

Writing and Speaking Application

Take turns reading aloud the sentences from Practice B with a partner. Then, write three sentences with faulty coordination from Practice B. Trade papers with your partner. Your partner should rewrite the three sentences to correct the faulty coordination.
# 45 CORRECTING FAULTY COORDINATION

Faulty coordination is caused by an unclear relationship between clauses and can be corrected by making the relationship between those clauses clear.

<table>
<thead>
<tr>
<th>Faulty coordination</th>
<th>The rain forest is a unique habitat, and it has many odd creatures.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Divided into two sentences</td>
<td>The rain forest is a unique habitat. Many odd creatures live there.</td>
</tr>
<tr>
<td>One clause subordinated</td>
<td>The rain forest is a unique habitat where many odd creatures live.</td>
</tr>
<tr>
<td>Clause changed to phrase</td>
<td>The rain forest, a unique habitat, has many odd creatures.</td>
</tr>
</tbody>
</table>

## Practice A Revising to Eliminate Faulty Coordination

Read each sentence. Then, correct the faulty coordination by creating two sentences.

**Example:** A hurricane is brewing over the Atlantic, and I hope it doesn’t blow inland.

**Answer:** A hurricane is brewing over the Atlantic. I hope it doesn’t blow inland.

1. Dad knows a place with wild berries, and they are tremendous.

2. Technology changes daily, and today’s computer will soon be out of date.

3. The trapeze artist soared over the wires, and he heard rounds of applause.

4. Chimpanzees communicate in many ways, and one way is through body posture.

5. Frequent texting may harm your thumb, and some exercises can relieve the pain.

## Practice B Eliminating Faulty Coordination

Read each sentence. Then, underline the words that would correct the faulty coordination in each sentence by reducing a less important idea to a phrase.

**Example:** The horse tossed its mane, and it was prepared to run.

**Answer:** The horse tossed its mane, and it was prepared to run.

1. The water gushed out of the spigot, and it was refreshingly cool.

2. I saw Mr. Clifton at the technology fair, and he was my first-grade teacher.

3. I like hummus, and hummus is a Middle Eastern spread made from chickpeas.

4. Hart served sandwiches to the teens, and the teens were seated in the booth.

5. A blue jay landed in the yard, and it was screaming angrily.

6. Mrs. Lawson stared into Ed’s eyes, and she was hoping to see some sign of remorse.

7. She was seated at the back of the lecture hall, and Donna strained to see the board.

## Writing and Speaking Application

Write three sentences from Practice B. Trade papers with a partner and rewrite each sentence to correct the faulty coordination. Then, take turns reading the revised sentences aloud.
46 THE SIX VERB TENSES

There are six tenses that indicate when an action or a condition of a verb is, was, or will be in effect.

<table>
<thead>
<tr>
<th>Present</th>
<th>I wait</th>
<th>Present perfect</th>
<th>I have waited</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past</td>
<td>I waited</td>
<td>Past perfect</td>
<td>I had waited</td>
</tr>
<tr>
<td>Future</td>
<td>I will wait</td>
<td>Future perfect</td>
<td>I will have waited</td>
</tr>
</tbody>
</table>

Practice A Identifying Verb Tenses

Read each sentence. Write the tense (present, past, future, present perfect, past perfect, or future perfect) of the underlined verb or verbs in each sentence.

Example: Our teacher was so sick this morning that she has taken the rest of the day off.
Answer: past, present perfect

1. The circus will be in town next month. ________________________________
2. The question of Bigfoot’s existence has bewildered people for years. ________________________________
3. After she had eaten, Stacey felt much more energetic. ________________________________
4. I will attend the banquet on Sunday. ________________________________
5. The jump-rope team will have won this contest if it wins the next round. ________________________________
6. So far, the cheerleaders have raised $750 to donate to charity. ________________________________
7. The driver honked his horn when the deer jumped onto the road. ________________________________
8. Our dog loves chasing her ball. ________________________________
9. Once he had received his award, he left the stage. ________________________________
10. When I am at the grocery store, I will buy cereal. ________________________________

Practice B Revising Verb Tenses

Read each sentence. Then, rewrite the underlined verb, using the verb tense shown in parentheses.

Example: It rained all day. (present perfect)
Answer: has rained

1. The photographer schedules appointments until 5:00 P.M. on Sunday. (future) ________________________________
2. My cousin hopes to compete in the triathlon. (past) ________________________________
3. The construction crew finished the walls by late morning. (future perfect) ________________________________
4. Your chicken pot pie tasted delicious. (present) ________________________________
5. I ate all the granola by the end of the hike. (past perfect) ________________________________

Writing and Speaking Application

Write a paragraph about a recent holiday. Use all six verb tenses in your paragraph. Then, read your paragraph aloud to a partner.
47 THE FOUR PRINCIPAL PARTS OF VERBS

A verb has four principal parts: the present, the present participle, the past, and the past participle.

The chart below shows the principal parts of the verb know.

<table>
<thead>
<tr>
<th>Present</th>
<th>Present Participle</th>
<th>Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>know</td>
<td>knowing</td>
<td>knew</td>
<td>(have) known</td>
</tr>
</tbody>
</table>

Practice A  Recognizing the Four Principal Parts of Verbs
Read each set of words. Find the verb that is in the form indicated in parentheses. Write the word and its present tense.

Example: shouting, flash, try (present participle)
Answer: shouting, shout

1. memorizing, start, honored (past)
2. arrived, lining, guide (past)
3. (have) denied, face, absorbing (past participle)
4. weigh, telling, prepared (past)
5. washing, (have) carried, print (past participle)
6. grin, (have) sketched, sighing (past participle)
7. completing, carried, honor (present participle)
8. run, walked, rehearsing (present participle)
9. going, see, (have) said (present participle)
10. did, lie, showing (present participle)

Practice B  Identifying the Four Principal Parts of Verbs
Read each sentence. Then, complete each sentence by filling in the blank with the verb form indicated in parentheses.

Example: The artist ____________ his work in a small, local museum. (past)
Answer: exhibited

1. Uncle Gus ____________ at the courthouse. (present)
2. The horse is ____________ in his stall. (present participle)
3. A major ballet company ____________ at our school. (past)
4. The doctor has ____________ an x-ray of the patient’s arm. (past participle)
5. I ____________ up this mountain three times. (past)

Writing and Speaking Application
Write a paragraph describing an activity. Then, trade papers with a partner. Take turns reading the paragraphs aloud. Finally, each reader should identify four verbs in the paragraph and name their principal parts.
48  REGULAR AND IRREGULAR VERBS

Regular verbs form the past and past participle by adding \textit{-ed} or \textit{-d} to the present form. Irregular verbs do not use a predictable pattern to form their past and past participles.

<table>
<thead>
<tr>
<th>Regular Verbs</th>
<th>Regular Verbs</th>
<th>Regular Verbs</th>
<th>Irregular Verbs</th>
<th>Irregular Verbs</th>
<th>Irregular Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present</td>
<td>protect</td>
<td>vote</td>
<td>bat</td>
<td>bring</td>
<td>break</td>
</tr>
<tr>
<td>Past</td>
<td>protected</td>
<td>voted</td>
<td>batted</td>
<td>brought</td>
<td>broke</td>
</tr>
<tr>
<td>Past participle</td>
<td>(have) protected</td>
<td>(have) voted</td>
<td>(have) batted</td>
<td>(have) brought</td>
<td>(have) broken</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(have) split</td>
</tr>
</tbody>
</table>

Practice A  Matching Present and Past Forms of Irregular Verbs

Read each item. Match the present form of the verb on the left with the past form of the verb on the right. The first item has been completed for you.

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>1. lose</td>
<td></td>
<td>A. left</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. leave</td>
<td></td>
<td>B. chose</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. fly</td>
<td></td>
<td>C. swung</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. fall</td>
<td></td>
<td>D. led</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. choose</td>
<td></td>
<td>E. rang</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. swing</td>
<td></td>
<td>F. lost</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. swim</td>
<td></td>
<td>G. flew</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. lend</td>
<td></td>
<td>H. lent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9. lead</td>
<td></td>
<td>I. swam</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10. ring</td>
<td></td>
<td>J. fell</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Practice B  Using Principal Parts of Verbs in Sentences

For each sentence, write the principal part of a verb that makes sense in the sentence.

Example: A river \underline{runs} through the town.

Answer: \underline{runs}

1. If you had bought eggs, you could have \underline{used} an omelet.
2. The people who attended the grand opening \underline{received} a free keychain.
3. After winning the game, the team \underline{celebrated}.
4. The sun looks as though it is \underline{shining} on top of the trees.
5. My brother \underline{grew} five inches in the last three months.

Writing and Speaking Application

Take turns with a partner. Say sentences with irregular verbs. Your partner should listen for and identify the forms of the verbs that you use and then write three sentences using those verbs.
49 VERB CONJUGATION

A conjugation is a complete list of the singular and plural forms of a verb in a particular tense. Use three principal parts—the present, the past, and the past participle—to conjugate all six of the basic forms. Use the present participle to conjugate the progressive tense.

Practice A Conjugating the Basic Forms of Verbs
Read each item. Then, write the word or words that are missing from the verb conjugation. Use the verb and tense shown in parentheses.

Example: she __________ (stay, past perfect)
Answer: has stayed

1. we ________________ (smile, past)  6. it ________________ (change, past perfect)
2. she ________________ (explain, present)  7. he ________________ (miss, present)
3. you ________________ (look, past perfect)  8. we ________________ (create, past)
4. they ________________ (show, future)  9. you ________________ (work, future perfect)
5. I ________________ (play, present perfect)  10. they ____________ (think, present perfect)

Practice B Conjugating the Progressive Forms of Verbs
Read each sentence. Then, rewrite each sentence, using the form of the verb that is indicated in parentheses.

Example: We work. (future perfect progressive)
Answer: We will have been working.

1. She sails. (past perfect progressive) ________________________________
2. They grow. (present progressive) ________________________________
3. We learn. (past progressive) ________________________________
4. You help. (future progressive) ________________________________
5. I write. (present progressive) ________________________________
6. You serve. (future progressive) ________________________________
7. It blinks. (present perfect progressive) ________________________________
8. We jog. (past progressive) ________________________________
9. They speak. (present progressive) ________________________________
10. He cooks. (past perfect progressive) ________________________________

Writing and Speaking Application
With a group, select a tense and conjugate out loud the basic forms of three verbs from Practice A. To do this assignment, use each verb after I, you, she, we, and they. Then, work independently to write a paragraph using verbs in both basic and progressive forms.
**50 Present, Past, and Future Tense**

The basic, progressive, and emphatic forms of the six tenses show time within one of three general categories: present, past, and future.

<table>
<thead>
<tr>
<th>Present</th>
<th>I walk, I am walking, I do walk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past</td>
<td>I walked, I have walked, I had walked, I was walking, I have been walking, I had been walking, I did walk</td>
</tr>
<tr>
<td>Future</td>
<td>I will walk, I will have walked, I will be walking, I will have been walking</td>
</tr>
</tbody>
</table>

**Practise A Identifying Tense in Present, Past, and Future**

Read each sentence. For the underlined verb in each sentence, write the form of the tense that is used.

Example: Clouds were blocking the sun.
Answer: past progressive

1. Henry **does** play on the baseball team.
2. Rhoda wished that she **had** left sooner.
3. Sharon **will** be driving next year.
4. Someone **is** knocking on the door.
5. I **did** finish reading the book last night.
6. The thief **confessed** to his crimes.
7. Herbivores **eat** plants.
8. The bus **will** be here in five minutes.
9. Mia **has** been writing poetry for years.
10. Cray **will have** left by the time you arrive.

**Practice B Supplying Verbs in Present, Past, and Future Time**

Read each sentence. Then, rewrite each sentence, filling in the blank with the form of the verb indicated in parentheses.

Example: The manatees **migrate** to the bay. (migrate, future)

Answer: The manatees **will migrate** to the bay.

1. Jason **listened** until the loud music distracted him. (listen, past perfect progressive)
2. Adding cinnamon **improves** the flavor. (improve, present emphatic)
3. I **finished** most of the work by the time they came to help. (finish, past perfect)
4. The store **will close** by the time we get there. (close, future perfect)
5. Some mammals **live** in the water. (live, present)
6. Edith **was sleeping** when you called. (sleep, past progressive)

**Writing and Speaking Application**

Take turns with a partner. Tell a story that begins in the past and ends in the future. Write three sentences using verbs in past, present, and future tense from your partner’s story.
51 SEQUENCE OF TENSES

When a sentence has more than one verb, the sequence of tenses of those verbs must be consistent with the time order in which events happen in the sentence.

See the examples below.

I went to the pet store today, and I bought cat litter.
I picked up the pitcher, but it was empty.

Practice A Identifying Time Sequence in Sentences With More Than One Verb
Read each sentence. Then, write the verb of the event that happens second in each sentence.

Example: The shrubs survived the drought and have been growing new leaves.
Answer: have been growing

1. I was sad that my friend broke her leg.
2. I left class early, so I missed the announcement.
3. After Annie chopped the onions, she peeled the potatoes.
4. I am sorry that I borrowed your book without asking.
5. Judith heard that you will be out of town next week.
6. Arthur has missed us since he moved to Philadelphia last year.
7. Because he left his cell phone at home, he borrowed mine.
8. Before the speaker leaves, she will answer the audience's questions.
9. Because he heard thunder, the lifeguard closed the pool.
10. Today, Ms. Berger will announce who sold the most magazines.

Practice B Correcting Errors in Tense Sequence
Read each sentence. Then, rewrite one of the verbs to correct the error in tense sequence.

Example: When we go hiking, we brought snacks.
Answer: When we went hiking, we brought snacks.

1. Eliana dials the number and waited patiently for someone to answer.
2. Every time Uncle Rudolph comes to visit, he brought his guitar.
3. Anik was turning in her homework, but she forgot to put her name on it.
4. Sheila's hat fell off as she runs to catch the bus.
5. Because he missed his flight, Yanni had been spending the night at a hotel.

Writing and Speaking Application
Write about a recent news story, using three sentences with correct tense sequence. Then, take turns reading the sentences aloud with a partner. Your partner should listen for and identify the sequence of events in your sentences, correcting your verbs if necessary.
52 SIMULTANEOUS EVENTS

Simultaneous events are events that happen at the same time.

<table>
<thead>
<tr>
<th>In present time</th>
<th>She cheers as she somersaults.</th>
</tr>
</thead>
<tbody>
<tr>
<td>In past time</td>
<td>She cheered as she somersaulted.</td>
</tr>
<tr>
<td>In future time</td>
<td>She will cheer as she somersaults.</td>
</tr>
</tbody>
</table>

Practice A Identifying Simultaneous Events in Sentences

Read each sentence. Underline the two verbs that indicate simultaneous events in the sentence.

Example: While Donna climbed the mountain, she struggled to keep her footing.

Answer: While Donna climbed the mountain, she struggled to keep her footing.

1. I know that Caddie creates Web sites.
2. As he watched the freight train pass, Raymond was patient.
3. When Donovan plays piano, he taps his foot.
4. I am listening to Crane as he practices his lines.
5. I will understand if Walter thinks it’s funny.
6. The horse whinnies because he wants the carrot.
7. As the gate begins to close, Graham slips in undetected.
8. Clark shook Jeremy’s hand and welcomed him to the group.
9. While dinner was cooking, Sammy was finishing his homework.
10. I will tell Devon next time I talk to him.

Practice B Writing Sentences About Simultaneous Events

Read each sentence. Then, complete the sentence, using the line provided, by adding a verb to indicate a simultaneous event.

Example: I mowed lawns all summer and ________ money to buy a go-cart.

Answer: earned

1. Stanley ____________ when he concentrates.
2. While Lacey ____________ her bike, she thought about her vacation.
3. Dean leaned on the door and ____________ for help.
4. When I smell baked apples, I ____________ of my grandma.
5. As the curtain went up, the music ____________.

Writing and Speaking Application

Write two sentences about a recent experience to read to a partner. Each sentence should mention two simultaneous events. Your partner should listen for and identify the verbs. Then, switch roles with your partner.
53 SEQUENTIAL EVENTS

Sequential events are chronological: an initial event is followed by one or more events.

<table>
<thead>
<tr>
<th>In present time</th>
<th>Having heard the news, he is leaving. He hears the news and leaves.</th>
</tr>
</thead>
<tbody>
<tr>
<td>In past time</td>
<td>He heard the news and then left.</td>
</tr>
<tr>
<td>Spanning past and future time</td>
<td>He heard the news and soon will leave.</td>
</tr>
</tbody>
</table>

Practice A  Identifying Sequential Events in Sentences

Read each sentence. Then, write the verb of the event that happens first in each sentence.

Example: I see that you pierced your ears.
Answer: pierced

1. Because he was curious about coral reefs, Hector searched on the Internet. __________
2. She walked barefoot for 10 miles but then soaked her feet. ____________________________
3. He celebrated after he won the chess tournament. ________________________________
4. Danny needed help with his geometry homework, so he met with his teacher. ______________
5. Since I must see the latest in cell phones, I will attend the technology fair. __________
6. After he washed the dog, Christopher was wet. ______________________________________
7. Because she forgot her book, Angie went back to her locker. __________________________
8. If you want to see the view, you must take a ski lift to the top of the mountain. ______
9. Joanie heard that you got a haircut. ____________________________________________
10. When you return from the store, I’ll show you a surprise. ________________

Practice B  Revising Sentences to Indicate Sequential Events

Read each sentence. Then, rewrite the sentence so that the events are sequential.

Example: Dane is visiting, and we are playing video games.
Answer: Dane came over, and we played video games.

1. Raymond hit the snooze button just as the alarm buzzed. ________________________________
2. As the curtain opened, Nelson dimmed the stage lights. ______________________________
3. Terrance laughed as he came into the room. _______________________________________
4. While she is doing homework, Jean is listening to music. __________________________
5. Bulldozers plowed down the building while dump trucks removed the rubble. __________

Writing and Speaking Application

Write three sentences that follow the pattern If I _______, then I _______. Read them aloud to a partner, who will tell if the sequence makes sense. Then, switch roles.

---

Verb Usage
54 MODIFIERS THAT HELP CLARIFY TENSE

Adverbs and adverbial phrases can clarify the time expressed by a verb. Compare the sentences in the examples below.

<table>
<thead>
<tr>
<th>Adverbs</th>
<th>Ellen always wears her glasses. Ronnie never wears his glasses.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adverbial phrases</td>
<td>Dad cooks pasta once in a while. Dad cooks pasta every day.</td>
</tr>
</tbody>
</table>

Show that you can use and understand modifiers that help clarify tense by completing the following exercises.

Practice A Identifying Modifiers That Help Clarify Tense
Read each sentence. Then, underline the modifier that helps clarify the verb tense.

Example: Occasionally, Alexandra shows up at the meeting.
Answer: Occasionally, Alexandra shows up at the meeting.

1. Maureen always orders the same meal.
2. All of a sudden, the lights went out.
3. Lea set the scalding plate down quickly.
4. The commercial will be over soon.
5. One at a time, the players walked onto the field.
6. In order to avoid traffic, we like to leave early.
7. Val sometimes dog-sits for my family.
8. The package will arrive within a week.
9. Now and then, the mail carrier delivers our mail next door.
10. I have been studying French for three years.

Practice B Recognizing Modifiers That Help Clarify Tense
Read each sentence. Then, fill in the modifier that best clarifies the verb tense in the sentence. The first item has been completed for you.

<table>
<thead>
<tr>
<th>always</th>
<th>once a week</th>
<th>suddenly</th>
<th>next year</th>
<th>until last week</th>
<th>yesterday</th>
</tr>
</thead>
</table>
1. He jogged in the rain yesterday.
2. A prompt person, Steve _____________________________ arrives on time.
3. Surprising us all, Amy _____________________________ burst into tears.
4. I volunteer at the hospital ____________________________.
5. My best friend will be moving to Florida ____________________________.
6. Uncle Vinnie had never been online ____________________________.

Writing and Speaking Application
Write three sentences about events that took place in the past. Use modifiers to clarify tense. Then, change the modifiers and tell a partner about the events as if they will take place in the future. Your partner should listen for and identify the modifiers in your sentences. Then, switch roles.
55 USING THE SUBJUNCTIVE MOOD

The indicative mood is used to make factual statements and ask questions. The imperative mood is used to give orders or directions. The subjunctive mood is used to express requests, demands, and proposals, or an idea contrary to fact.

See the examples of the subjunctive mood below.

| I suggest that she arrive on time. |
| If you were ready, we could leave now. |

Show that you can use and understand the subjunctive mood by completing the following exercises.

**Practice A Identifying the Subjunctive Mood**

With a partner, take turns reading each sentence aloud. Then, on the line provided, identify the mood of the underlined verb.

**Example:** If it were warmer, I would go swimming.

**Answer:** subjunctive

1. I want him to take a break. ________________
2. Gabriella insisted that we be here by noon. ________________
3. It is important that he order more shirts. ________________
4. Add your e-mail address to the list. ________________
5. Stop wasting time! ________________
6. Mr. Perez asked that Dan leave the library. ________________
7. If Sandy were here, she would know what to do. ________________
8. Shut the windows before you leave the house. ________________
9. Janice walked as if she were in a hurry. ________________
10. The librarian said that I owe a fine. ________________

**Practice B Recognizing Subjunctive Verbs**

Read each sentence. Then, write the subjunctive verb on the line provided.

**Example:** He suggests that each person buy a thesaurus.

**Answer:** buy

1. Our school requires that each student join one club. ________________
2. He insists that we finish by tomorrow. ________________
3. She proposed that the school paper extend the contest deadline. ________________
4. Evelyn asked that Gustavo lock the new projector in the closet. ________________
5. He wishes that he were a better golfer. ________________

**Writing and Speaking Application**

Use the sentences in Practice B as a model to write several similar sentences. Trade papers with a partner. Your partner should point out each subjunctive verb and tell whether the verb is used to express doubts, wishes, or possibilities.
56 Auxiliary Verbs That Express the Subjunctive Mood

Because certain auxiliary verbs (*could, would, should*) suggest conditions contrary to fact, they can often be used to express the subjunctive mood. See the example of an auxiliary verb that expresses the subjunctive mood below.

<table>
<thead>
<tr>
<th>The subjunctive mood expressed by a form of <em>be</em></th>
<th>If you <em>were</em> here, I’d help you.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The subjunctive mood expressed by an auxiliary verb</td>
<td>If you <em>could</em> be here, I’d help you.</td>
</tr>
</tbody>
</table>

Show that you can use and understand auxiliary verbs that express the subjunctive mood by completing the following exercises.

**Practice A  Identifying Auxiliary Verbs That Express the Subjunctive Mood**

*Read each sentence. Then, on the line provided, write the word or words that express the subjunctive mood. If a sentence uses an auxiliary verb, write AV after the verb.*

**Example:** If we should adopt a dog, would you walk it every day?

**Answer:** should; AV

1. We’d eat now if dinner were ready.

2. I may have a pencil to lend you if you should need one.

3. If necessary, I would leave the meeting early to pick you up.

4. Your sister would stop crying if she felt better.

5. If you could remember which shampoo you like, I’d buy it.

**Practice B  Writing Subjunctive Mood Sentences With Auxiliary Verbs**

*Read each sentence. Then, rewrite each sentence, using auxiliary verbs.*

**Example:** If Miriam were to miss the meeting, I would tell her what happened.

**Answer:** If Miriam should miss the meeting, I would tell her what happened.

6. I’d go to the play if practice were canceled.

7. If you were to pick one, which would you want?

8. If Mom were to give her permission, we could go.

9. I’d fix your bike today if the parts were available.

10. The water pipes could burst if they were to freeze.

11. Matt would buy more juice if we were to run out.

12. If the rain were to ease up, we’d run to the car.

13. If you were to find my wallet, would you call me?

14. If I were to eat this huge sandwich, I’d be ill.

15. If Amy were to wake up, we’d ask her.

**Writing and Speaking Application**

Write a paragraph describing something that you wish would happen. Use verbs in the subjunctive mood. Take turns reading your paragraph aloud with a partner. Your partner should identify the subjunctive verbs in your description.
**57 ACTIVE AND PASSIVE VOICE**

The voice of a verb shows whether or not the subject is performing the action. **Active voice** shows that the subject is performing an action. **Passive voice** shows that the subject is having an action performed on it.

<table>
<thead>
<tr>
<th>Active voice</th>
<th>Celine planned the party.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passive voice</td>
<td>The party was planned by Celine.</td>
</tr>
</tbody>
</table>

Show that you can use and understand the active voice and passive voice by completing the following exercises.

**Practice A Identifying Active and Passive Voice**

*Read each sentence. Decide if the underlined verb is written in active or passive voice. Write AV for active voice and PV for passive voice.*

**Example:** William drove to school.  
**Answer:** AV

1. The book was written by Amy Tan. ______   6. She learned to play the flute. ____________
2. Jasper chased her ball. _______________   7. The watercolor was painted by Lou. ______
3. Mr. Poppick checked the paper. ___________   8. Breakfast is being made by Bea. __________
4. The speech was presented by Alan. _______   9. The bird sat on the perch. _______________
5. The dinner is being eaten by the girls. ___   10. The cat meowed loudly. ________________

**Practice B Rewriting in Active Voice**

*Read each sentence. Then, rewrite each sentence in the active voice.*

**Example:** The bike was ridden by Bobbie.  
**Answer:** Bobbie rode the bike.

1. It was decided by Ms. Archer. _____________________________
2. The jacket was worn by Sullivan. __________________________
3. It was explained by the principal. _________________________
4. The football was thrown by my cousin. _____________________
5. It was prescribed by the physician. _________________________
6. The hockey puck was lost by my sister. _____________________
7. The truck was driven by Andy. ____________________________
8. The corn was grown on a local farm. _______________________
9. The peaches were picked by our neighbor. __________________
10. The photograph was taken by my aunt. ____________________

**Writing and Speaking Application**

Write three sentences about your weekend. Use active and passive voice. Then, read the sentences to a partner. Have your partner identify the voice of each sentence. Then, switch roles with your partner.
58 USING ACTIVE AND PASSIVE VOICE

Use active voice whenever possible. Use passive voice to emphasize the receiver of an action or when the performer of an action is not easily identified.

See the examples of passive voice below.

David was presented with a difficult choice.
The library's hours were posted on the door.

Show that you can use and understand the active voice and passive voice by completing the following exercises.

Practice A Recognizing the Performer of an Action
Read each sentence. Then, write the performer of the action in each sentence on the line provided.

Example: Selma added onions to the salsa.
Answer: Selma

1. The club voted in a new president.
2. Laura called us yesterday.
3. Raquel joked with her teammates.
4. We each brought extra pencils.
5. All the students know the rules.
6. Wildflowers grow in the field by our house.
7. Caitlin planted tomatoes between the rose bushes.
8. Icicles hung from the roof.

Practice B Using Active Voice
Read each item. Then, use the noun and verb in each item to write a sentence in active voice.

Example: Desi decided
Answer: Desi decided to go swimming.

1. Nikki — golfs
2. ducklings — waddled
3. Darby — plays
4. the snake — coiled
5. acorns — dropped
6. the chipmunk — ran
7. Marla — likes
8. the truck — screeched
9. Michael — dropped
10. Jordan — remembered

Writing and Speaking Application
Write a paragraph about activities you did this past week. Trade papers with a partner. Your partner should underline all the active verbs in your paragraph. Then, take turns saying sentences about activities you enjoy, using active verbs in your descriptions.
THE THREE CASES

Case is the form of a pronoun that shows how it is used in a sentence. The three cases of pronouns are the nominative, the objective, and the possessive.

See the examples below.

<table>
<thead>
<tr>
<th>Case</th>
<th>Use in Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominative – I; you; he, she, it; we, they</td>
<td>We studied the map.</td>
</tr>
<tr>
<td>Objective – me; you; him, her, it; us, them</td>
<td>Hal gave the book to me.</td>
</tr>
<tr>
<td>Possessive – my, mine; your, yours; his, her, hers, its; our, ours; their, theirs</td>
<td>This bike is hers.</td>
</tr>
</tbody>
</table>

Practice A Identifying Pronouns

Read each sentence. Then, underline each pronoun.

Example: He lost the keys.
Answer: He lost the keys.

1. She lost her homework assignment.
2. The coach gave me some good advice.
3. My computer must be repaired.
4. Our team won the basketball game.
5. The dog brought me the toy.
6. Give him the correct e-mail address.
7. Our class magazine is terrific.
8. They didn’t understand the directions.
9. We must return the books to the library.
10. The art teacher gave us the assignment yesterday.

Practice B Labeling Pronouns

Read each sentence. Then, identify whether the underlined pronoun is in the nominative, objective, or possessive case.

Example: We answered all the questions correctly.
Answer: nominative

1. Helen told me the answer.
2. His jeans are new.
3. We never found the lost dog.
4. They will call Ms. Rogers about the class play.
5. The librarian gave us help with our research.
6. Please bring my class schedule with you.
7. The police officer gave her an interview.
8. She will be the lead actress in our play.
9. I must have the answer by tomorrow.
10. Henry will tell you the directions to the park.

Writing and Speaking Application

Using nominative, objective, and possessive pronouns, write three sentences about a school event. Then, read them to a partner. Your partner should listen for and name the case of each pronoun.
60 THE NOMINATIVE CASE IN PRONOUNS

Use the nominative case when a pronoun is the subject of a verb or a predicate nominative.

See the examples below.

<table>
<thead>
<tr>
<th>As the subject of a verb</th>
<th>He will be our class president.</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a predicate nominative</td>
<td>The winners were she and I.</td>
</tr>
</tbody>
</table>

Practice A Identifying Pronouns in the Nominative Case

Read each sentence. Then, circle the nominative pronouns.

Example: We will take the exam.
Answer: We will take the exam.

1. She is a wonderful tennis player. 6. It will be the best vacation ever.
2. The winners were Kate and I. 7. The speakers will be she and Kevin.
3. They will go hiking this Saturday. 8. We will attend the new high school in the fall.
4. I must help Helen finish the assignment. 9. You and I will regret this behavior.
5. Susan and he will never agree. 10. The best writers were he and I.

Practice B Labeling Pronouns

Read each sentence. Then, label the underlined pronoun in each sentence as the subject or predicate nominative.

Example: They will not go with the class on the trip.
Answer: subject

1. They are the new owners of the store. 6. The post office lost the envelope that I was waiting for.
2. The candidates will be she and Jed. 7. It was the most interesting book about that topic.
3. The most helpful neighbor was he. 8. He will probably win the contest.
4. You are the best person for the job. 9. The judges are Ms. Smith and I.
5. The best person for this job is you. 10. We are the most talented artists in the class.

Writing and Speaking Application

Write two sentences using nominative pronouns as a subject or as a predicate nominative. Then, read them aloud to a partner. Ask your partner to identify the nominative pronouns and explain how they are used in each sentence.
61 THE OBJECTIVE CASE

Objective pronouns are used for any kind of object in a sentence as well as for the subject of an infinitive.

See the examples below.

<table>
<thead>
<tr>
<th>Objective Pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct object</td>
</tr>
<tr>
<td>The crowd cheered her.</td>
</tr>
<tr>
<td>Indirect object</td>
</tr>
<tr>
<td>Frank gave us some help with the project.</td>
</tr>
<tr>
<td>Object of a preposition</td>
</tr>
<tr>
<td>The police officer pointed to the right of us.</td>
</tr>
<tr>
<td>Object of infinitive</td>
</tr>
<tr>
<td>Mother wants to help us paint the house.</td>
</tr>
<tr>
<td>Subject of infinitive</td>
</tr>
<tr>
<td>The team asked me to join in the fall.</td>
</tr>
</tbody>
</table>

Practice A  Identifying Objective Pronouns

Circle the objective pronoun in each sentence.

Example:  The coach selected her for the team.
Answer: The coach selected [her] for the team.

1. Mom made him a new sweater this fall.
2. The waves carried her to shore.
3. The teacher decided to praise her for the good report.
4. My boss asked me to work late this weekend.
5. Aunt Mai mailed me the information yesterday.
6. Bring the map with you, please.
7. The pitcher threw him a curve ball.
8. You can sit next to me on the bus.
9. The fans wanted them to play in the competition.
10. Frank intends to e-mail her today about the party.

Practice B  Labeling Objective Pronouns

Read each sentence. Then, identify each underlined objective pronoun as a direct object, indirect object, object of a preposition, object of an infinitive, or subject of an infinitive.

Example:  The teacher gave him a make-up exam.
Answer: indirect object.

1. The map guided [me] in the right direction.
3. The librarian asked [her] to put all the books away quickly.
4. My sister mailed [us] a copy of the newspaper article.
5. The famous actor stood behind [them] in the ticket line.

Writing and Speaking Application

Write a short paragraph about an after-school activity. Use at least four objective pronouns. Read your paragraph aloud to a partner. Have your partner identify each objective pronoun.
62 THE POSSESSIVE CASE

Use the possessive case to show ownership.

<table>
<thead>
<tr>
<th>Possessive Pronouns</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>my, mine</td>
<td>This scarf is mine.</td>
</tr>
<tr>
<td>your, yours</td>
<td>Your bike is blocking the driveway.</td>
</tr>
<tr>
<td>his, her, hers, its</td>
<td>Her speech is much too long.</td>
</tr>
<tr>
<td>our, ours</td>
<td>This computer is ours.</td>
</tr>
<tr>
<td>their, theirs</td>
<td>Their report is late.</td>
</tr>
</tbody>
</table>

Do not confuse possessive pronouns and contractions that sound the same.

Contraction: You're the new owner of the dog.

It's not the correct address.

Possessive Pronoun: Jess will carry your book.

The club has its rules.

Practice A Identifying Possessive Pronouns

Read each sentence. Then, circle the possessive pronouns.

Example: My name is on the list.
Answer: My name is on the list.

1. That library book about computers is mine.
2. Your story about the missing wallet is odd.
3. His special project will take more time.
4. The next stop on the bus is ours.
5. Their answer did not satisfy the police officer.
6. The committee did not accomplish its goals.
7. Is this sweater hers or yours?
8. I like my book report better than theirs.
9. Your planning for the trip could be improved.
10. Our meeting must be postponed.

Practice B Recognizing Pronouns

Write the correct pronoun from the choice in parentheses to complete each sentence.

Example: José brought (his, him) report to class. ________
Answer: his

1. (My, Me) wallet was stolen yesterday.
2. (Your, You’re) reporting of the event is quite good.
3. (It’s, Its) flavor can be improved with more spices.
4. I think that (his, he) talking in class is very annoying.
5. We should practice (our, us) new dance steps before the concert.
6. My parents showed (they, their) photos of the trip at the party.
7. The suggestion for the class outing is (my, mine).
8. All the changes to the group report were (ours, them).

Writing and Speaking Application

Write a short paragraph about a trip. Use at least five possessive pronouns. Read your paragraph aloud to a partner. Have your partner identify the possessive pronouns. Then, switch roles with your partner.
63 USING WHO AND WHOM CORRECTLY

Who is used for the nominative case. Whom is used for the objective case.

Study the examples below.

<table>
<thead>
<tr>
<th>Case</th>
<th>Pronouns</th>
<th>Use in Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominative</td>
<td>Who, whoever</td>
<td>Who is calling? (subject)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The author is who? (predicate nominative)</td>
</tr>
<tr>
<td>Objective</td>
<td>Whom, whomever</td>
<td>We knew whom the caller wanted. (direct object)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To whom are you speaking? (object of preposition)</td>
</tr>
</tbody>
</table>

Practice A  Identifying Pronouns

Underline the pronoun in each sentence.

Example: Bill doesn’t understand who sent this e-mail.
Answer: Bill doesn’t understand who sent this e-mail.

1. Who left this package?
2. Give the information to whoever requested it.
3. Who called Mr. Miller five times last night?
4. The team wasn’t sure whom the judges would select.
5. Whoever will help the new neighbors wash the car on Saturday?
6. Larry didn’t know who had donated the books.
7. The class wasn’t sure whom the students had elected president.
8. With whom will Helen share the responsibility?
9. To whom was the scholarship awarded?
10. The speaker is who?

Practice B  Labeling Pronouns

Read each sentence. Then, on the line provided, identify whether each underlined pronoun is in the nominative or objective case.

Example: Who climbed over the wall?
Answer: nominative

1. Larry knows who is the winner.
2. To whom should Martha address this package?
3. The caller is who?
4. Make the recipe with whoever has joined the cooking class.
5. The doctor wasn’t sure whom the medical report was about.
6. Who will win a scholarship to art school from our class?
7. Address the package to whoever ordered the books.
8. With whom did Randy share a locker in gym class?
9. Next to whom did Maria sit in biology lab?
10. Whom did Bill see at the concert last night?

Writing and Speaking Application

Write four sentences about a group project in your class. Use three examples of who and whom. Read your sentences to a partner. Your partner should tell whether you used who and whom correctly. Then, switch roles with your partner.
64 PRONOUNS IN ELLIPTICAL CLAUSES

An elliptical clause is one in which some words are omitted but still understood.

- In elliptical clauses beginning with than or as, use the form of the pronoun that you would use if the clause were fully stated.
- Mentally add the missing words. If they come before the pronoun, choose the objective case.

Words Omitted Before Pronoun: Sue called Fran more than me.
Sue called Fran more than [she called] me.

If the missing words come after the pronoun, choose the nominative case.

Words Omitted After Pronoun: He enjoyed poetry more than I.
He enjoyed poetry more than I [did].

Practice A Identifying Elliptical Clauses
Read each sentence. Underline the elliptical clause.

Example: Sam worried more than I.
Answer: Sam worried more than I.

Practice B Labeling Pronouns in Elliptical Clauses
Read each sentence. Circle the pronoun in the elliptical clause. Then, label the case of the pronoun—nominate or objective.

Example: He dislikes the movie more than I.
Answer: He dislikes the movie more than [I] nominative

Writing and Speaking Application
Write a paragraph about a visit to a museum. Use three elliptical phrases. Read the paragraph to a partner. Have your partner identify the elliptical phrases. Then, switch roles with your partner.
65 NUMBER IN NOUNS, PRONOUNS, AND VERBS

Number shows whether a noun, pronoun, or verb is singular or plural.

• Most nouns form their plurals by adding -s or -es. Some, like ox and mouse, form plurals irregularly: oxen; mice
• This chart shows the different forms of personal pronouns in the nominative case—the case used for subjects and predicate nominatives.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Singular or Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>we</td>
<td>you</td>
</tr>
<tr>
<td>he, she, it</td>
<td>they</td>
<td></td>
</tr>
</tbody>
</table>

• A verb form will always be singular if it has had an -s or -es added to it or if it includes the word has, am, is, or was. The number of any other verb depends on its subject.
• This chart shows verb forms that are always singular and those that can be singular or plural.

<table>
<thead>
<tr>
<th>Verbs That Are Always Singular</th>
<th>Verbs That Can Be Singular or Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>(he, she, Dave) writes</td>
<td>(I, you, we, they) write</td>
</tr>
<tr>
<td>(he, she, Dave) has written</td>
<td>(I, you, we, they) have written</td>
</tr>
<tr>
<td>(I) am</td>
<td>(you, we, they) are</td>
</tr>
<tr>
<td>(he, she, Dave) is</td>
<td>(you, we, they) were</td>
</tr>
<tr>
<td>(I, he, she, Dave) was</td>
<td></td>
</tr>
</tbody>
</table>

Practice A Identifying Number in Nouns, Pronouns, and Verbs
Read each word or group of words. Then, write whether the word or words are singular, plural, or both.

Example: writes
Answer: singular verb

1. children
2. hears
3. you
4. arm
5. tote bags
6. they

Practice B Labeling Nouns, Verbs, and Pronouns
Read each sentence. Label the underlined word or words as singular or plural.

Example: The students use the computers every day.
Answer: plural

1. The voice recorder fit into my pocket.  
2. The dog often jumps over the fence.  
3. They took out several library books.  
4. Dave was unhappy.  
5. Many branches fell to the ground.  
6. She is the new class president.  
7. I wrote several stories.  
8. He has researched the topic.  
9. They have called us several times.  
10. It was the busiest airport in the city.

Writing and Speaking Application
Write three sentences about your favorite pet. Use singular and plural nouns, verbs, and pronouns. Read your sentences to a partner. Your partner should identify the singular and plural nouns, verbs, and pronouns. Then, switch roles.
66 SINGULAR AND PLURAL SUBJECTS

A singular subject must have a singular verb. A plural subject must have a plural verb. See the examples below.

<table>
<thead>
<tr>
<th>Singular Subject and Verb</th>
<th>Plural Subject and Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>The scientist lectures on Tuesday.</td>
<td>Three scientists lecture on Tuesday.</td>
</tr>
<tr>
<td>He was being very secretive about the present.</td>
<td>They were being very secretive about the present.</td>
</tr>
<tr>
<td>May walks along this path every day.</td>
<td>May and Frank walk along this path every day.</td>
</tr>
<tr>
<td>The theater is very close to our hotel.</td>
<td>The theater and restaurant are very close to our hotel.</td>
</tr>
</tbody>
</table>

Practice A Identifying Singular and Plural Subjects

Read each sentence. Circle the subject. If the subject is singular, write S. If the subject is plural, write P.

Example: Laura walks to school each day.
Answer: Laura walks to school each day. S

1. Now the deep snow covers our driveway. _____
2. He was being smart to delay the exam. _____
3. This computer is a better buy than that one. _____
4. The students enjoy the visit to this museum. _____
5. The visitors always answer our questions politely. _____
6. This map is quite expensive. _____
7. The dishes broke because of the accident. _____
8. The researchers report their findings today. _____
9. Larry watches that television show every day. _____
10. The dogs are playing in the dog run. _____

Practice B Identifying Singular and Plural Subjects and Verbs

Read each sentence. Underline the subject. Then, circle the correct form of the verb in parentheses.

Example: We (is, are) going to the pool this morning.
Answer: We are going to the pool this morning.

1. The managers (was, were) disappointed by the low sales figures.
2. The teacher always (review, reviews) her students’ work in the morning.
3. The new books (is, are) on the library shelves now.
4. The young boys (play, plays) in the small park near their school.
5. They never (use, uses) the best Web sites to research their report.

Writing and Speaking Application

Write three sentences about your favorite movie. Use correct singular and plural subject-verb agreement in your sentences. Read your sentences to a partner. Have your partner identify the singular and plural nouns and verbs. Then, switch roles with your partner.
67 COMPOUND SUBJECTS

A compound subject has two or more simple subjects, which are usually joined by or or and.

- A compound subject joined by and is generally plural and must have a plural verb.
  Two Singular Subjects: The sofa and the chair are too big for the room.
  Two Plural Subjects: Dancers and artists participate in our arts festival.
  Singular Subject and Plural Subject: A dog and two cats live with my aunt.

- Two or more singular subjects joined by or or nor must have a singular verb.
  A musical or a drama always attracts a big audience.

- Two or more plural subjects joined by or or nor must have a plural verb.
  Neither the teachers nor the students like the new school journal.

- If a singular subject is joined to a plural subject by or or nor, the subject closest to the verb determines agreement.
  Neither the camper nor the park rangers are tired.
  Neither the park rangers nor the camper is tired.

Practice A Identifying Compound Subjects
Read each sentence. Underline the compound subject in each sentence.

Example: The students and adults visit the local library daily.
Answer: The students and adults visit the local library daily.

1. The boy and his dog are lost.
2. The apples and oranges fill the basket.
3. Either a stew or a casserole is on the menu tonight.
4. Either adults or teenagers enjoy the new movie.
5. The dancer and her sisters attend the ballet often.
6. A flood and storms hit the small town.
7. Papers and pens are needed to take the exam.
8. Neither the coach nor the athletes are concerned.
9. Neither the manager nor the customer sees the mistake.
10. Neither the parents nor their son enjoys the tour.

Practice B Selecting the Correct Verb
Read each sentence. Circle the form of the verb that agrees with the compound subject in each sentence.

Example: Neither the paints nor the paper (was, were) ruined by the flood.
Answer: Neither the paints nor the paper (was, were) ruined by the flood.

1. The lights and the computer screens (dim, dims) during the electrical storm.
2. A high fence and a brick wall (separate, separates) the two houses.
3. Either the sandwich or the apple (is, are) enough for lunch.
4. Neither the lost tourists nor the guide (seem, seems) worried.
5. Neither the book nor the magazines (is, are) missing.

Writing and Speaking Application
Using sentences 2, 4, and 5 in Practice B as models, write similar sentences. Read them to a partner. Your partner should complete each sentence with the form of the verb that agrees with the compound subject. Then, switch roles with your partner.
68 CONFUSING SUBJECTS

A verb must agree in number with a subject that comes after it. To find out which verb is correct, mentally arrange the sentence into subject-verb order.

EXAMPLE: In the book are two interesting chapters about dogs.
REARRANGED: Two interesting chapters about dogs are in the book.
EXAMPLE: Where is the new theater?
REARRANGED: The new theater is where?

The words there and here often signal an inverted sentence. These words never act as the subject of a sentence.

EXAMPLES: Here is my idea. There are mice in the house.

A linking verb must agree with its subject, regardless of the number of its predicate nominative.

EXAMPLES: Tigers are my favorite wild animal. One cause for our problems is too many cars.

Practice A Identifying Singular and Plural Subjects
Read each sentence. Circle the subject. Then, write S if the subject is singular. Write P if the subject is plural.

Example: There is one book left.
Answer: There is one book left. S

1. Here are the answers to your questions. 
2. Who is the student in the front row? 
3. In the desk is the necessary application. 
4. There are many applicants for this job. 
5. In the street are five trees hit by lightning. 
6. The best gift was the clothes. 
7. Raisins are the best-tasting snack. 
8. Your reports were the reason for your grade. 
9. In the book is the correct answer. 
10. What are the causes of your problem?

Practice B Identifying Singular and Plural Verbs
Read each sentence. Then, write the correct form of the verb in parentheses.

Example: Here (is, are) how to solve the problem.
Answer: Here is how to solve the problem.

1. What (is, are) the problems you found with my book review? 
2. Beyond the village (is, are) the famous monument. 
3. There (is, are) many Web sites with the necessary information. 
4. Those used coats (is, are) a greatly appreciated donation. 
5. Throughout the report (is, are) references to the book.

Writing and Speaking Application
Use sentences 1, 3, and 5 in Practice B as models to write similar sentences. Read them to a partner. Your partner should complete each sentence with the form of the verb that agrees with the subject. Then, switch roles with your partner.
69 AGREEMENT BETWEEN PERSONAL PRONOUNS AND ANTECEDENTS

A personal pronoun must agree with its antecedent in number, person, and gender. An antecedent is the word or group of words for which the pronoun stands.

EXAMPLES: Thomas lost his wallet on the bus. The dog found its bone under the chair.

- Use a singular personal pronoun when two or more singular antecedents are joined by or or nor.
  Either Anna or Joan will ride her bike to the park.
- Use a plural personal pronoun when two or more antecedents are joined by and.
  Jack and Bill are riding their horses.

Practice A Identifying Personal Pronouns
Read each sentence. Then, underline the personal pronoun that agrees with each antecedent.

Example: The writer read his book.
Answer: The writer read his book.

1. My aunt wrote her book last summer. 6. Either the brothers or their uncles lost their directions.
2. David found his lost bike in the street. 7. Neither the mother nor the children recognized their old home.
3. My sisters planned their vacation. 8. Dora will perform her dance.
4. Neither the man nor his sons knew their relatives. 9. Mark reported that he had found the tote bag.
5. The wild animal won’t survive if it can’t find enough food. 10. The committee and I reported our progress.

Practice B Choosing the Correct Personal Pronoun
Read each sentence. On the line provided, write the personal pronoun in parentheses that agrees with the antecedent.

Example: Lisa brought (her, its) new computer to class.
Answer: her

1. The young boy lost (his, her) mother. 2. Either Maria or Anna will complete (her, their) school project soon.
3. My sister and I hope to decorate (their, our) bedroom this summer. 4. The artists and the students are talking about (his, their) art show.
5. During our art class Mr. Crystal discussed (his, him) drawings. 6. Leo and Tim bought (his, their) tickets for the concert last week.
7. Neither girl remembered to bring (their, her) sweater. 8. The unknown actor kept forgetting (his, him) lines during the play.
9. The injured bird couldn’t fly with (its, his) broken wing. 10. My parents demonstrated (your, their) dancing skill at the party.

Writing and Speaking Application
Write three sentences about preparing your favorite meal. Use personal pronouns that agree with their antecedents. Read your sentences to a partner. Your partner should identify each personal pronoun and its antecedent. Then, switch roles with your partner.
70 AGREEMENT WITH INDEFINITE PRONOUNS

When an indefinite pronoun—such as each, all, or most—is used with a personal pronoun, the pronouns must agree.

- Use a plural personal pronoun when the antecedent is a plural indefinite pronoun.
  EXAMPLE: Most of the girls left their tote bags on the school bus.
- Use a singular personal pronoun when the antecedent is a singular indefinite pronoun.
  EXAMPLE: Each of the boys spoke in front of his class.

Practice A Identifying Pronouns

Read each sentence. Underline the indefinite pronoun and circle the personal pronoun.

Example: All of the boys brought their bike helmets.
Answer: All of the boys brought their bike helmets.

1. Many of the students were worried about their exams.
2. All of the doctors spoke to their patients at the clinic.
3. One of the girls forgot to mail her college application on time.
4. Each of the boys must clean his bike before the race.
5. None of the pets was returned to its owner.
6. Each of the birds found its way home.
7. All of the singers remembered their own lyrics to the songs.
8. Many of the female soccer players thanked their coach.
9. Some of the little girls tossed their beach balls in the air.
10. Most of the fans enjoyed their favorite movie star’s performance.

Practice B Choosing the Correct Indefinite Pronoun

Read each sentence. Underline the personal pronoun in parentheses that agrees with the indefinite pronoun.

Example: All of the mayors will present (her, their) speeches at the meeting.
Answer: All of the mayors will present (her, their) speeches at the meeting.

1. All of the female musicians carried (her, their) instruments.
2. Most of the boys put on (his, their) sneakers at the track.
3. Every one of the mothers in the audience talked about (their, her) memories.
4. Many of the senators thanked (his, their supporters).
5. Several of the excited puppies dropped (his, their) toys on the street.
6. Few of the trees had lost (its, their) leaves by the fall.
7. One of the wild horses escaped from (their, its) pen.
8. A few of the men saluted (his, their) officers at the parade.
9. One of the boys remembered to bring (his, their) band uniform.
10. Each of the actresses volunteered (her, their) help for our school play.

Writing and Speaking Application

Write a short paragraph about an interesting job. Correctly use three personal pronouns that agree with their indefinite pronoun antecedents. Read your paragraph to a partner. Your partner should identify each personal pronoun and indefinite pronoun. Then, switch roles with your partner.
71 AGREEMENT WITH REFLEXIVE PRONOUNS

Reflexive pronouns end in -self or -selves and should refer only to a word earlier in the same sentence.

Study the following examples:

Lisa made a new dress for herself.
I found myself lost in the woods.
The boys believed themselves to be the stars of the team.

Practice A Identifying Reflexive Pronouns
Read each sentence. Then, write the reflexive pronoun on the line provided.

Example: We found ourselves stranded in the city.
Answer: ourselves

1. Then I bought myself a new dress. __________________________________________
2. Doris cooked herself a special dinner. __________________________________________
3. We believed ourselves to be the only survivors. _________________________________
4. You should thank yourself for being so persistent. ________________________________
5. Jed bought himself a new cat. ________________________________________________

Practice B Identifying Reflexive Pronouns and Their Antecedents
Read each sentence. Then, draw an arrow from the reflexive pronoun to the antecedent it refers to.

Example: The students taught themselves computer skills.
Answer: The students taught themselves computer skills.

1. After falling in the puddle, the little girl brushed herself off.
2. I found myself in a new school this year.
3. My teammates and I enjoyed ourselves during the competition.
4. The singers considered themselves fortunate to be in the concert.
5. My grandmother enrolled herself in a new art class.
6. That puppy can entertain itself all day long.
7. My uncle liked to be by himself in the museum.
8. The actor recorded his performance himself.
9. I believed myself to be the best swimmer on the team.
10. You should give yourself credit for your excellent report card.

Writing and Speaking Application
Write a paragraph about your summer vacation. Use at least three reflexive pronouns. Then, read your paragraph to a partner. Your partner should listen for and identify each reflexive pronoun and the antecedent it refers to.
72 VAGUE PRONOUN REFERENCES

To avoid confusion, a pronoun requires an antecedent that is either stated or clearly understood.

Study the following examples:

- The pronouns which, this, that, and it should not be used to refer to a vague or too general idea.

Vague Reference:   Earth is warming, which presents problems for humans.
Rewritten:   Earth is warming; this situation presents problems for humans.

- The personal pronouns it, they, and you should always have a clear antecedent.

Vague Reference:   In Massachusetts, you have to carry health insurance.
Rewritten:   In Massachusetts, everyone has to carry health insurance.

Practice A Identifying Vague Pronoun References

Read each sentence. Then, underline the vague pronoun reference.

Example:   In the newspaper it said that the election will be held next month.
Answer:   In the newspaper it said that the election will be held next month.

1. Teenagers know that as an adult you have to assume responsibility.
2. During the Crusades, they conducted many battles.
3. Food was expensive, and it ruined her vacation.
4. His book is poorly written, and it worries him.
5. Helen broke the china vase, and that made her angry.
6. The packages were delayed, and it became a major problem.
7. The blazing sun was too hot, and that made me very uncomfortable.
8. The train ride was quick and comfortable, and this improved my mood.
9. When the team scored the touchdown, they cheered from the sidelines.
10. In Washington, they can try filibusters.

Practice B Correcting Vague Pronouns

Read each sentence. Then, rewrite each sentence to correct the use of vague pronouns.

Example:   This is the book that they have lined up to buy.
Answer:   This is the book that readers have lined up to buy.

1. We are going to see modern paintings, and it should be very interesting.
2. She is repainting, which should make her home very beautiful.
3. From the bleachers, they shout and cheer.
4. On a guided tour, you should listen to the guide at all times.

Writing and Speaking Application

Write a short review of a favorite television show. Use at least three vague pronouns. Then, read your paragraph to a partner. Your partner should listen for and identify the vague references and explain how to rewrite each sentence correctly. Then, switch roles with your partner.
73 AMBIGUOUS PRONOUN REFERENCES

An ambiguous pronoun inappropriately refers to more than one antecedent in a sentence.

Ambiguous Reference: Maria e-mailed Ellen before she left work.
Correct: Maria e-mailed Ellen before Maria left work.

Practice A  Identifying Ambiguous Pronoun References
Read each sentence. On the line provided, write the ambiguous pronoun reference(s).

Example: Mark told Bill about the movie he enjoyed.
Answer: he

1. Hang up the skirt in the closet, but wash it first. ____________________________
2. After Bob called Tim, he didn’t have much to say. ____________________________
3. The review of the movie was interesting, but it was too long. __________________
4. Whenever Anna studies with Sheila, she always wastes time. __________________
5. After my aunt shopped with my cousin Lila, she had little time left. ______________
6. When Mr. Wilson called on José in class, he disagreed with him. ________________
7. Lucy left her bag on a table and couldn’t remember where it was. ________________
8. Warren told Mike that he must sign up for the team soon. ____________________
9. The reporters talked to the candidates, but they didn’t listen carefully. ____________
10. When our dog chases the puppy, it always barks. ____________________________

Practice B  Correcting Ambiguous Pronouns
Read each sentence. Then, rewrite each on the line provided. Avoid ambiguous pronouns.

Example: Larry talked to Bill about the party he planned.
Answer: Larry talked to Bill about the party Bill planned.

1. The athletes and coaches discussed the game, but they didn’t pay attention. ______
2. Remove the battery from the computer, and put it away. ________________
3. Jack and Ron worked on the project, but he didn’t know what to do. ______________
4. Lisa and Maria went swimming together, but she forgot her swim cap. ______________
5. Craig warned Bob that he would not finish his report on time. ________________

Writing and Speaking Application
Use sentences 1, 3, and 4 in Practice A as models for writing similar sentences with ambiguous pronouns. Then, read your sentences to a partner. Your partner should identify the ambiguous pronoun in each sentence and explain how to correct it. Then, switch roles with your partner.
74  AVOIDING DISTANT PRONOUN REFERENCES

A personal pronoun should always be close enough to its antecedent to prevent confusion.
You can correct a distant pronoun reference by changing it to a noun.

Distant Reference:  Meg lost her keys. She’d been on the subway. She waited three days. Finally, she checked the lost-and-found at the terminal, and they were there.
Correct:  Meg lost her keys. She’d been on the subway. She waited three days. Finally, she checked the lost-and-found at the terminal, and the keys were there.

Practice A  Identifying Distant Pronoun References

Read each group of sentences. Underline the distant pronoun reference.

Example:
Sarah tried closing the bedroom window with the broken lock. She tried with all her might.
She asked her brother the weight lifter for help. He made no progress either. It was stuck.
Answer:  It was stuck.

1. Henry broke his arm when he went skiing. He didn’t go to a doctor right away, claiming that his arm did not hurt him too much. But because he waited too long, it never totally healed.

2. We sent several letters to Karen last year. We wanted to know how she was. We wanted to invite her for a weekend. We couldn’t imagine what was wrong, but they went unanswered.

3. The trains at the station nearby are out of service. People have been greatly inconvenienced. Sadly, the transportation board has been unresponsive. They must be repaired.

4. Joe found his raincoat on a bench in the park. He had sat on that bench the week before. The weather was quite warm that day. He was indeed surprised and pleased when he found it.

Practice B  Correcting Distant Pronoun References

Read each group of sentences. Then, on the line provided, rewrite the final sentence in each group to correct a distant pronoun reference.

Example:
Lisa found a dog running in the park next to her house. The park was one of the reasons that Lisa bought the house. It ran away.
Answer:  The dog ran away.

1. Sarah waved to her father from the window of the train. She was looking forward to being on her own for the first time. He didn’t respond.  

2. The student found the lost library book in the back of the car. He went about his errands all over campus. Then, he headed back to the car. He forgot to return it.  

3. The tree was hit by lightning during the storm last summer. Lightning has become more frequent and more intense in this region. It was eventually cut down.  

4. The students cheered the drama club’s performance. For years now, the club has won state and national awards. Now they want to become members.  

5. Lisa followed the recipe to the letter but then threw away the burnt cake. She needed more practice with her new oven. Then, she would try it again.  

Writing and Speaking Application

Write sentences, using items 1 and 3 in Practice A as models. Then, read your sentences to a partner. Your partner should identify each distant pronoun reference and explain how to correct it. Then, switch roles.
75 RECOGNIZING DEGREES OF COMPARISON

The three degrees of comparison are the positive, the comparative, and the superlative. Modifiers are changed to show degree in three ways: (1) by adding -er or -est; (2) by adding more or most; and (3) by using entirely different words.

Study the examples of degrees of adjectives and adverbs on the chart:

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive</td>
<td>Comparative</td>
</tr>
<tr>
<td>quiet</td>
<td>quieter</td>
</tr>
<tr>
<td>wonderful</td>
<td>more wonderful</td>
</tr>
<tr>
<td>good</td>
<td>better</td>
</tr>
</tbody>
</table>

Practice A Identifying the Use of Comparison
Read each sentence. Then, underline the adjective or adverb in each. On the line provided, write adjective or adverb to identify the underlined word.

Example: The car is slower than the train.
Answer: The car is slower than the train. adjective

1. That movie is terrific. ________________
2. Julie’s recipe is better than mine. ________________
3. That star shone most brightly of all. ________________
4. The car traveled quickly on the highway. ________________
5. That’s the most difficult test I’ve ever taken. ________________

Practice B Identifying the Degree of Comparison
On the line provided, identify the underlined word as positive, comparative, or superlative.

Example: Her dress is prettier than mine.
Answer: comparative

1. That is the best movie I’ve ever seen. ________________
2. This book is longer than that one by the same author. ________________
3. The teacher spoke quietly to the students. ________________
4. Everyone in the audience listened intently to the speaker. ________________
5. The proud father smiled broadly at his son. ________________
6. My kind aunt offered to buy me a new computer. ________________
7. The thick wool sweater will protect me in this weather. ________________
8. You are using the sharpest knife in the kitchen. ________________

Writing and Speaking Application
Write a short description of a place in your community. Use five adjectives and adverbs in positive, comparative, or superlative forms. Read your description to a partner. Your partner should identify the degrees of comparison of each adjective and adverb. Then, switch roles with your partner.
76 REGULAR FORMS

The number of syllables in regular modifiers determines how their degrees are formed.
- Use -er or more to form the comparative degree and -est or most to form the superlative degree of most one- and two-syllable words.

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>low</td>
<td>lower</td>
<td>lowest</td>
</tr>
<tr>
<td>stressful</td>
<td>more stressful</td>
<td>most stressful</td>
</tr>
</tbody>
</table>

- Use more and most to form the comparative and superlative degrees of all modifiers with three or more syllables.

<table>
<thead>
<tr>
<th>EXAMPLES:</th>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>glamorous</td>
<td>more glamorous</td>
<td>most glamorous</td>
<td></td>
</tr>
</tbody>
</table>

- All adverbs that end in -ly form their comparative and superlative degrees with more and most.

<table>
<thead>
<tr>
<th>EXAMPLES:</th>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>kindly</td>
<td>more kindly</td>
<td>most kindly</td>
<td></td>
</tr>
</tbody>
</table>

Practice A Identifying Comparative and Superlative Degree

Read each sentence. After it, write C if the underlined word is in the comparative degree and S if the underlined word is in the superlative degree.

Example: That box is bigger than this one.
Answer: C

1. The new building is taller than the one it replaced. ________________
2. That is the quickest horse in the race. ________________
3. The pen pals answered our letters most eagerly. ________________
4. The carpenter spread the plaster more thinly in that area. ________________
5. Our new neighbors are most cooperative. ________________

Practice B Forming Regular Comparative and Superlative Degrees of Comparison

On the full line provided, rewrite each sentence with the correct form of the modifier in parentheses.

Example: He is a _____ writer than I am. (capable — comparative)
Answer: He is a more capable writer than I am.

1. That is the _____ report I have ever researched. (difficult — superlative)
   ________________
2. The candidates are always _____ before a debate. (anxious — comparative)
   ________________
3. That building looks _____ in the distance. (small — comparative)
   ________________
4. The famous painting looks _____ since it was cleaned. (bright — comparative)
   ________________
5. The paint dried _____ in the warm weather. (quickly — superlative)
   ________________

Writing and Speaking Application

Write three sentences about your favorite television program. Use at least three examples of the regular comparative and superlative degrees of comparison. Read your sentences to a partner. Your partner should listen for and identify each example. Then, switch roles with your partner.
**77 IRREGULAR FORMS**

The irregular comparative and superlative forms of certain adjectives and adverbs must be memorized.

<table>
<thead>
<tr>
<th>IRREGULAR MODIFIERS</th>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>bad, badly, ill</td>
<td>worse</td>
<td>worst</td>
<td></td>
</tr>
<tr>
<td>far (distance)</td>
<td>farther</td>
<td>farthest</td>
<td></td>
</tr>
<tr>
<td>far (extend)</td>
<td>further</td>
<td>furthest</td>
<td></td>
</tr>
<tr>
<td>good, well</td>
<td>better</td>
<td>best</td>
<td></td>
</tr>
<tr>
<td>late</td>
<td>later</td>
<td>last or latest</td>
<td></td>
</tr>
<tr>
<td>little (amount)</td>
<td>less</td>
<td>least</td>
<td></td>
</tr>
<tr>
<td>many, much</td>
<td>more</td>
<td>most</td>
<td></td>
</tr>
</tbody>
</table>

**Practice A Identifying Irregular Comparative and Superlative Forms**

*Read each sentence. Underline the irregular modifier.*

**Example:** I feel bad about the problem.

**Answer:** I feel **bad** about the problem.

1. That’s the worst painting in the show.
2. I have very little money left.
3. What’s the farthest you’ve thrown the ball?
4. Sue looks very good in that dress.
5. Since my ankle healed, I feel quite well.
6. What is the latest message from our brother?
7. The damage looks worse than I’d imagined.
8. Do you feel ill?
9. Sam’s writing is much improved this year.
10. My house is the farthest from the park.

**Practice B Writing Irregular Modifiers**

*Read each sentence. On the line provided, complete the sentence with the correct form of the modifier indicated in parentheses.*

**Example:** That’s the **bad** book I ever read. (bad)

**Answer:** That’s the worst book I ever read.

1. Laura looks much ________________ since her recovery. (good)
2. On the first day of our vacation we drove ________________ than ever before. (far)
3. Claire has had the ________________ headache for two days now. (worse)
4. We can use the computer lab ________________ this afternoon than yesterday. (late)
5. The volunteers have two ________________ boxes of books to unpack. (many)

**Writing and Speaking Application**

Use sentences 1, 3, and 5 of Practice B as models and write similar sentences with the modifiers omitted. Then, read the sentences to a partner. Ask your partner to complete each with the correct form of the modifier. Then, switch roles with your partner.
78 USING COMPARATIVE AND SUPERLATIVE DEGREES

Use the comparative degree to compare two persons, places, or things. Use the superlative degree to compare three or more persons, places, or things.

Comparative: Her cat is more playful than mine.
That dress is prettier than this one.

Superlative: Her cat is the most playful of all the cats in the neighborhood.
That dress is the prettiest dress in the store.

Practice A  Identifying the Comparative and Superlative Degrees of Modifiers
Read each sentence. Underline the modifier. On the line provided, write C if the modifier is comparative and S if it is superlative.

Example: He swims better than I do.
Answer: He swims better than I do. C

1. Of all the dogs, that one is the most playful. _____
2. That dress is more flattering than the other one. _____
3. Your report is even longer than mine is. _____
4. That tree looks taller than it did last year. _____
5. This is the tastiest of all the recipes. _____

Practice B  Correcting Mistakes in Usage of Modifiers
Read each sentence. On the line provided, rewrite it and correct the error in the usage of modifiers.

Example: She is least helpful than her sister.
Answer: She is less helpful than her sister.

1. That is the more complicated software program I have ever learned.

2. My new coat is much warmest than the old one that I gave away.

3. This is the farther distance that I have hiked on our trip this summer.

4. This story is most detailed than the one that you wrote last semester.

5. This box of books is heaviest than the one in your hand.

Writing and Speaking Application
Write a short paragraph about a concert you’ve recently attended. Use at least three examples of the comparative and superlative degree. Read your paragraph aloud to a partner. Your partner must listen for and identify the modifiers in the sentences. Then, switch roles with your partner.
79 USING LOGICAL COMPARISONS

Your sentences should compare only items of a similar kind.

UNBALANCED: Maria's painting is prettier than Julia.
CORRECT: Maria's painting is prettier than Julia's.

- When comparing one of a group with the rest of the group, make sure that your sentence contains the word other or the word else.

ILLOGICAL: Jill was taller than any student in the class.
Jill cannot be taller than herself.
LOGICAL: Jill was taller than any other student in the class.

Practice A Identifying Illogical Comparisons
Read each sentence. Underline any unbalanced or illogical comparisons. If the sentence is correct as written, circle it.

Example: Henry's skating skill is better than Fred.
Answer: Henry's skating skill is better than Fred.

1. Lisa's camera is smaller than Jan's.
2. Mark sings better than anyone in the chorus.
3. My mother's car is newer than my aunt.
4. Fred's dog is more playful than Janet's.
5. I eat more than anyone in my family.
6. Leo's bike has more gears than Joe's.
7. The weather here is better than anywhere.
8. My horse runs faster than Marilyn's.
9. That swimmer is more athletic than anyone.
10. My hair is longer than Gloria.

Practice B Writing Clear Comparisons
Read each sentence. Then, on the line provided, rewrite it, correcting any comparison that is unbalanced or illogical.

Example: José's apartment is much larger than Drew.
Answer: José's apartment is much larger than Drew's.

1. My antique wristwatch is more valuable than Laura.
2. That student actor is more talented than anyone in the drama club.
3. My new tote bag is stronger than Joe.
4. That customer is nicer than any customer in our store.
5. That committee member is more helpful than any member of the group.

Writing and Speaking Application
Write three sentences describing a school sports event. Use three examples of comparisons that are unbalanced or illogical. Read your sentences to a partner. Your partner should identify the faulty comparisons and explain how to correct them. Then, switch roles with your partner.
AVOIDING COMPARISONS WITH ABSOLUTE MODIFIERS

In an absolute modifier the meaning is entirely contained in the positive degree. Avoid using absolute modifiers illogically in comparisons.

- Some common absolute modifiers are dead, entirely, fatal, final, identical, infinite, opposite, perfect, right, straight, wrong, and unique.

Study the following example:

INCORRECT: His essay was most identical to mine.
CORRECT: His essay was identical to mine. or His essay was most like mine.

- Do not use an absolute modifier that overstates the meaning. Instead, rewrite the sentence to correct the problem.

ILLOGICAL: Henry wanted to run his absolute best in the race.
CORRECT: Henry wanted to run his best in the race.

Practice A Identifying Absolute Modifiers

Read each sentence. On the line provided, write the illogical absolute modifier.

Example: All the flowering plants in my garden were deader than yours.
Answer: deader

1. My answer to the invitation was most final.
2. That mistake was more entirely mine.
3. In that painting the sky looks more infinite.
4. It is a most straight drive to the museum.
5. Anna’s reading of that story is most perfect.

Practice B Rewriting Sentences to Correct Comparisons Using Absolute Modifiers

Read each sentence. On the line provided, rewrite it to revise the comparison using an absolute modifier.

Example: Those paintings hanging on the wall are not most straight.
Answer: Those paintings hanging the wall are not straight.

1. Her approach to solving our problem was most unique.
2. Peter said that his decision not to join the team was most final.
3. My sister said my attitude about our vacation was very wrong.
4. That mistake was most entirely your fault, not mine.
5. Sheila thought her last version of the story was most perfect.

Writing and Speaking Application

Write a short paragraph about a favorite book. Use three comparisons with absolute modifiers. Read your paragraph to a partner, who should listen for and name the comparisons with absolute modifiers. Then, switch roles with your partner.
81 RECOGNIZING DOUBLE NEGATIVES

Using two negative words in a sentence when one is sufficient is called a double negative. Do not use double negatives in formal writing.

Study the examples of double negatives and two different ways to correct each on the following chart:

<table>
<thead>
<tr>
<th>Double Negative</th>
<th>Corrections</th>
</tr>
</thead>
<tbody>
<tr>
<td>She didn’t call no one on the phone.</td>
<td>She didn’t call anyone on the phone. She called no one on the phone.</td>
</tr>
<tr>
<td>We never told him nothing about the party.</td>
<td>We never told him anything about the party. We told him nothing about the party.</td>
</tr>
</tbody>
</table>

Practice A Identifying Double Negatives

Read each sentence. Then, underline the double negative in each one.

Example: We didn’t have no money for the tickets.
Answer: We didn’t have no money for the tickets.

1. Henry didn’t buy nothing for the class.
2. I haven’t no book for this class.
3. The teacher didn’t give no assignment.
4. They won’t have no seats for the event.
5. The sick dog didn’t eat no food.
6. We don’t have no gasoline in the car.
7. I can’t not understand the speaker.
8. They haven’t nothing to do until lunch.
9. We didn’t have no trouble getting e-mail.
10. Haven’t you no tickets for the concert?

Practice B Revising Sentences to Correct Double Negatives

Read each sentence. Then, on the line provided, rewrite it to correct the use of double negatives.

Example: Lisa didn’t want no help in planning the party.
Answer: Lisa didn’t want any help in planning the party.

1. My friends never said nothing to me about the surprise party.
2. We didn’t have no funds to build a new community library.
3. The mayor couldn’t not explain his failure to appear at the meeting.
4. They weren’t not interested in listening to our excuses.
5. The builder never received no materials for the repair.

Writing and Speaking Application

Use sentences 1, 3, 5, and 8 in Practice A as models and write sentences with double negatives. Read your sentences to a partner. Your partner should listen for and suggest ways to correct the use of double negatives. Then, switch roles with your partner.
82 FORMING NEGATIVE SENTENCES CORRECTLY

The most common ways to make a statement negative are to use one negative word, such as never, no, or none, or to add the contraction -n’t to a helping verb.

To form negative sentences:

- Use only one negative word in each clause.

  **Double Negative:** She doesn’t have no notes for you.
  **Correction:** She doesn’t have any notes for you.

- When but means “only” it usually acts as a negative. Do not use it with another negative word.

  **Double Negative:** There isn’t but one working computer in the library.
  **Correction:** There is but one working computer in the library.

- Do not use barely, hardly, or scarcely with another negative word.

  **Double Negative:** They didn’t scarcely meet the deadline.
  **Correction:** They scarcely met the deadline.

**Practice A Identifying Double Negatives**

Read each sentence. On the line provided, write the words that create a double negative.

**Example:** The kitten’s cries weren’t barely heard.

**Answer:** weren’t barely

1. The umbrella couldn’t scarcely protect us.

2. The audience didn’t barely applaud the performers.

3. We haven’t but two books left to read.

4. Their answers never made no sense.

5. The voters haven’t no reason to believe the candidate.

**Practice B Revising Sentences to Avoid Double Negatives**

Read each sentence. On the line provided, rewrite it to correct the double negative.

**Example:** We couldn’t barely stand the freezing cold weather this winter.

**Answer:** We could barely stand the freezing cold weather this winter.

1. The prizewinners couldn’t scarcely believe their good luck.

2. My younger brother didn’t want no advice about building the treehouse.

3. These old maps weren’t barely useful in planning our trip.

4. Mia never applied for no job this summer.

5. The students hadn’t never heard of the author’s books before.

**Writing and Speaking Application**

Write a short description of an imaginary scene, using at least three examples of double negatives. Then, read your description to a partner. Your partner should name the double negatives and suggest how to rewrite each one. Then, switch roles with your partner.
83 USING NEGATIVES TO CREATE UNDERSTATEMENT

Writers use understatement to express an idea indirectly. Understatement can be achieved by using a negative word and a word with a negative prefix, such as un-, in-, im-, dis-, and under-.

Look at the following examples of using understatement:

- I did not underappreciate my friend’s fine cooking.
- We were hardly uninterested in the speaker.

Practice A Identifying Understatement

Read each sentence. Then, underline the words that create understatement.

Example: We could scarcely dislike such a fine example of modern dance.

Answer: We could scarcely dislike such a fine example of modern dance.

1. His ideas were scarcely unimportant.
2. Lisa’s approach to the problem was hardly unimpressive.
3. Your work isn’t completely unknown.
4. The worker’s contribution was never inadequate.
5. Her comments are hardly unusual.
6. I never misunderstood what you said.
7. His photos of the event were hardly undervalued.
8. It’s not impossible that we will win this game.
9. My support for the team was not unimportant.
10. We were never unconcerned about the difficulties we faced.

Practice B Using Negatives to Create Understatement

Read each sentence. Then, on the line provided, rewrite it using negatives to create understatement.

Example: The new school president is an impressive speaker.

Answer: The new school president is hardly an unimpressive speaker.

1. The appeal of that novel is expected.

2. Jon’s effort to change was noticed by his classmates.

3. Mother liked my new decorating suggestions.

4. We understood what the coach wanted us to do.

5. Kate is an experienced photographer.

Writing and Speaking Application

Write a short review of a school play. Use at least three examples of understatement with a negative word and a word with a negative prefix. Read your review aloud to a partner. Your partner should listen for and identify the examples of understatement. Then, switch roles with your partner.
84 COMMON USAGE PROBLEMS

Study the following examples of common usage problems.

- **Ain’t:** Always use *am not*. Never use *ain’t*.
  Incorrect: I *ain’t* going to that movie. Correct: I *am not* going to that movie.

- **Among, between:**
  Use the preposition *among* to show a connection between three or more items. (among the three)
  Use the preposition *between* to show a connection between two items. (between the two dresses)

- **Different from; different than:**
  Incorrect: This essay is very *different than* that one. Correct: This essay is *different from* that one.

- **Farther, further:**
  Use *farther* to refer to distance. Use *further* to mean “additional” or “to a greater degree.”
  EXAMPLES: We must drive *farther* to reach the hotel. This story needs *further* work.

- **Like, as:**
  *Like* is a preposition meaning “similar to” or “such as.” Do not use it in place of the conjunction *as*.
  Incorrect: She looked *like* she didn’t feel well. Correct: She looked *as if* she didn’t feel well.

**Practice A  Recognizing Usage Problems**

*Read each sentence. Then, circle the correct item from the parentheses to complete each sentence.*

**Example:** This new book is (different from, different than) the old one.

**Answer:** This new book is (different from, different than) the old one.

1. Jenna looks (different from, different than) her twin sister.
2. He (ain’t, is not) a good friend of mine.
3. We must travel much (farther, further) to reach the train station.
4. The five students divided the supplies (among, between) themselves.
5. The little boy looked (like, as if) he were about to cry.

**Practice B  Revising Sentences to Correct Usage Problems**

*Read each sentence. Then, on the line provided, rewrite the sentence, correcting the errors in usage.*

**Example:** I *ain’t* going to that movie tonight.

**Answer:** I *am not* going to that movie tonight.

1. The two countries must divide the land *among* them.

2. The unhappy child cried *like* his heart would break.

3. I’ll race you to the *furthest* marker on the track.

4. This book from the library *ain’t* the one that I asked for.

5. His speech is not very *different than* the one he gave at our last meeting.

**Writing and Speaking Application**

Write a paragraph about an actor, an artist, or a musician. Use at least five examples of common usage problems. Read your paragraph to a partner. Your partner should identify the usage problems and suggest corrections. Then, switch roles with your partner.
USING CAPITALS FOR FIRST WORDS

- Capitalize the first word in declarative, interrogative, imperative, and exclamatory sentences.

DEclarative: The dog raced to his new home.
INTERrogaTive: Who will be the new class president?
IMPERATIVE: Shut that door right away.
EXCLamATORY: What an amazing day this was!

- Capitalize the first word in interjections and incomplete questions.

INTERJECTIONS: Wow! Great!
INCOMPLETE QUESTIONS: Why? When?

- The word I is always capitalized, whether it is the first word in a sentence or not.

EXAMPLE: Lisa and I will work together now.

Show that you can use and understand capitalization for first words by completing the exercises.

Practice A  Capitalizing Words
Read each sentence. Then, circle the word or words that should be capitalized.

Example: that book is too out of date to be a good reference.

Answer: that book is too out of date to be a good reference.

1. who is the person speaking to the assembly?
2. no! i don’t believe you.
3. can you hear me better now?
4. that new coat is very flattering.
5. stop screaming, immediately!
6. don’t let the dog run in the street!
7. no! how dreadful!
8. He and i both tried out for the track team.
9. what? how quickly?
10. i told Larry that his class schedule is incorrect.

Practice B  Rewriting Sentences With Correct Capitalization
Read each sentence. Then, on the line provided, rewrite the sentence with correct capitalization.

Example: will you be joining the school band next year?

Answer: Will you be joining the school band next year?

1. whom should i contact about the job?
2. every day without rain damages more crops.
3. drive carefully on that slippery road.
4. oh no! how horrible! they are lying!
5. after the rain, the air smelled fresh.

Writing and Speaking Application
Write a short paragraph about your favorite dance style. Use correct conventions of capitalization.

Then, read your paragraph to a partner. Your partner should identify the words that should be capitalized. Then, switch roles with your partner.
86 USING CAPITALS WITH QUOTATIONS

- Capitalize the first word of a quotation.

EXAMPLE: Mary called, "Don’t forget to e-mail me about the movie!"

- Do not capitalize the first word of a continuing sentence when a quotation is interrupted by identifying words.

EXAMPLE: "When I first looked at the photos," Bill said, "they looked out of focus."

- Do not capitalize the first word of a continuing sentence when the first word of a quotation is the continuation of a speaker's sentence.

EXAMPLE: My friend said that his new dog "had become his new best friend."

Show that you can use and understand capitalization with quotations by completing the exercises.

Practice A Using Capitals With Quotations

Read each sentence. On the line provided, write the word or words that should be capitalized. If the sentence is correct, write Correct.

Example: The witness said, "he is the robber."
Answer: He

1. My friend said, “let’s go to the park after school.” ______
2. “When our team won,” Tom said, “everyone yelled.” ______
3. “When the thunder struck,” she said, “we were all afraid.” ______
4. “during our trip,” Ellen recalled, “my younger sister was very happy.” ______
5. The teacher said, “take out your books.” ______

Practice B Revising Sentences to Capitalize Quotations Correctly

Read each sentence. Then, on the line, rewrite the sentence and capitalize the quotation correctly.

Example: The tourist said that this trip was “The high point of my summer.”
Answer: The tourist said that this trip was “the high point of my summer.”

1. “after we listened to your emotional story,” Tom said, “we were impressed.”

2. The actor said that this movie role was “The best part I’ve ever had.”

3. Rena said, “let’s take the dogs to the park after lunch.”

4. The angry customer said that he couldn’t believe “You had lied about the product.”

5. “when the hurricane was over,” Bill said, “we finally saw the extent of the damage.”

Writing and Speaking Application

Write a dialogue between two imaginary characters. Read your dialogue with a partner. Your partner should make sure that you used capitals with quotations correctly. Then, switch roles with your partner.
87 USING CAPITALS FOR PROPER NOUNS

Proper nouns name specific people, places, or things and should be capitalized.

- Capitalize each part of a person’s name, even when the full name is not used.
EXAMPLES: Mark Alper  C. A. Chin  Edith A. Bigelow

- Capitalize geographical and place names.

<table>
<thead>
<tr>
<th>Streets: Park Avenue</th>
<th>Mountains: Rocky Mountains</th>
</tr>
</thead>
<tbody>
<tr>
<td>Towns and cities: Beachwood, San Francisco</td>
<td>Sections of a country: the Southwest</td>
</tr>
<tr>
<td>Counties and states: Suffolk County, Texas</td>
<td>Bodies of water: Atlantic Ocean</td>
</tr>
<tr>
<td>Nations and continents: England, Asia</td>
<td>Monuments, memorials: Lincoln Memorial</td>
</tr>
</tbody>
</table>

- Capitalize words indicating direction only when they refer to a section of a country.
EXAMPLES: We are planning to drive through the Northeast. Drive south along Route 11.

- Capitalize the names of specific dates, events, documents, holidays, and periods in history.
EXAMPLES: Tuesday, September 20 (date); Arts Festival (event); Bill of Rights (document); Labor Day (holiday); the Great Depression (period in history)

Show that you can use and understand capitalization for proper nouns by completing the exercises.

Practice A  Identifying Proper Nouns
Read each sentence. Then, underline the proper noun(s) in each sentence.

Example: Our new house is on New Hill Street.
Answer: Our new house is on New Hill Street.

1. On Tuesday we will discuss the Bill of Rights.
2. Turn right at Chestnut Avenue.
3. Tom is making a video about Lake Ontario.
4. The Liberty Bell is in Philadelphia.
5. We are planning a Fourth of July picnic.
6. Who has been to the Pacific Ocean?
7. Let’s see the Lincoln Memorial during our trip.
9. Mr. Thompson and D. E. Martin are hosts.
10. Address the letter to Ann L. Manno.

Practice B  Capitalizing Proper Nouns
Read each sentence. On the line provided, rewrite each sentence and capitalize all proper nouns.

Example: On Saturday, september 10, we will attend the spring festival.
Answer: On Saturday, September 10, we will attend the Spring Festival.

1. We traveled to michigan on thanksgiving. ________________________________
2. Allan C. Gilbert moved from austin, texas, in august. ________________________
3. I have completed a report about the civil war. ______________________________
4. Marco Polo explored china. ______________________________________________
5. We plan to visit Italy and France in Europe. _________________________________

Writing and Speaking Application
Write a short paragraph about a trip you would like to take. Use at least four examples of proper nouns. Then, read your paragraph to a partner. Your partner should identify the proper nouns that should be capitalized. Then, switch roles with your partner.
USING CAPITALS FOR PROPER ADJECTIVES

A proper adjective is either an adjective formed from a proper noun or a proper noun used as an adjective.

- Capitalize most proper adjectives.

<table>
<thead>
<tr>
<th>Proper adjectives formed from proper noun</th>
<th>Italian art</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proper noun used as adjective</td>
<td>Philadelphia steak sandwich</td>
</tr>
</tbody>
</table>

- Capitalize a brand name when it is used as an adjective, but do not capitalize the common noun it modifies.

EXAMPLE: Stay Cool oven

- Do not capitalize a common noun used with two proper adjectives.

EXAMPLE: Appalachian and Rocky mountains

Show that you can use and understand capitalization for proper adjectives by completing the exercises.

**Practice A  Identifying Proper Adjectives**
Read each sentence. Then, circle the proper adjective or adjectives in each.

Example: I wrote a report about Vietnamese history.

Answer: I wrote a report about Vietnamese history.

1. We will study the Nile and Amazon rivers.
2. The French language is very beautiful.
3. We just bought a new Kitchen Rite blender.
4. I want to see this New York landmark.
5. The Italian writer won an important award.
6. The Jane Austen scholars are meeting.
7. I know very little about Renaissance art.
8. Mark always eats Stay Strong protein powder.
9. Mom wants a box of Fresh Coco chocolates.
10. That Tibetan terrier is a wonderful dog.

**Practice B  Capitalizing Proper Adjectives**
Read each sentence. On the line provided, rewrite each sentence and capitalize all proper adjectives.

Example: I want to travel to that austrian village during our european trip.

Answer: I want to travel to that Austrian village during our European trip.

1. The house of representatives debate is important to all of us.

2. I’d like to learn more about the history of the chicago to mackinac race.

3. All the roosevelt speeches will be read during the program.

4. The german and french ambassadors will attend the mozart concert.

**Writing and Speaking Application**
Write a short paragraph about a recent current event. Use at least four examples of proper adjectives. Then, read your paragraph to a partner. Your partner should identify the proper adjectives that should be capitalized. Then, switch roles with your partner.
89 USING CAPITALS IN LETTERS

Capitalize the first word and all nouns in letter salutations and the first word in letter closings. Study the following examples.

<table>
<thead>
<tr>
<th>Salutations</th>
<th>Dear Mark, Dear Ms. Smith: Dear Madam: My Dear Grandmother,</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closings</td>
<td>Best wishes, With love, With all my love,</td>
</tr>
</tbody>
</table>

Show that you can use and understand capitalization in letters by completing the exercises.

Practice A Identifying Salutations and Closings

Read the following examples of salutations and closings. On the line provided, write S if the example is a salutation; write C if the example is a closing.

Example: Best regards
Answer: C


Practice B Capitalizing Salutations and Closings

Read the following examples of salutations and closings. On the line provided, rewrite each, using proper capitalization.

Example: dear governor hughes:
Answer: Dear Governor Hughes:

1. dear margaret, 2. all my best wishes, 3. with regards, 4. dear ms. clarkson: 5. my dear aunt, 6. dear mr. franklin: 7. with love, 8. sincerely yours, 9. fondest wishes, 10. dear sir or madam:

Writing and Speaking Application

Write four examples of letter salutations and four examples of letter closings. Your examples should be capitalized correctly. Read your examples to a partner. Your partner should identify how to capitalize each salutation and closing correctly. Then, switch roles with your partner.
90 USING CAPITALS FOR TITLES

- Capitalize a person’s title only when it is used with the person’s name or when it is used as a proper name by itself. Relatives are often referred to by titles. Do not capitalize titles showing family relationships when they are preceded by a possessive noun or pronoun.

With a Proper Name: Mayor Britt won reelection.

As a Proper Name: Thanks for your gift, Senator. I enjoyed your letter, Uncle.

Relatives:
- My brother
- Aunt Lana
- Your dad
- My cousin
- My uncle

- Capitalize the first word and all other key words in the titles of books, magazines, newspapers, poems, stories, plays, paintings, and other works of art: *A Tale of Two Cities, Mona Lisa.*

- Capitalize the names of educational courses when they are language courses or when they are followed by a number or preceded by a proper noun or adjective. Do not capitalize school subjects discussed in a general manner: Spanish, Algebra 1, biology.

<table>
<thead>
<tr>
<th>Commonly used titles</th>
<th>Sir, Miss, Professor, Doctor, Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbreviated titles</td>
<td>Mr., Mrs., Ms., Dr., Jr., M.D.</td>
</tr>
<tr>
<td>Compound titles</td>
<td>Vice President</td>
</tr>
<tr>
<td>Titles with prefixes or suffixes</td>
<td>ex-Senator Smith; President-elect Martin</td>
</tr>
</tbody>
</table>

Show that you can use and understand capitalization for titles by completing the exercises.

Practice A Identifying Titles
Read each sentence. Then, underline the title in each.

Example: I enjoyed reading *Oliver Twist* by Charles Dickens.
Answer: I enjoyed reading *Oliver Twist* by Charles Dickens.

1. Let’s invite Uncle Ralph for dinner this week. 6. I liked the history book *The Fall of Rome.*
2. Ask Professor Martin about the assignment. 7. Stan was in *The Sound of Music.*
4. I’ll talk to you soon, Grandfather. 9. I did very well in Biology 102 this semester.
5. Corporal Dickson is retiring soon. 10. Take a history class instead of Honors Chemistry.

Practice B Capitalizing Titles
Read each sentence. On the line provided, correctly capitalize each title.

Example: I want to take an honors English class with Professor Gomez.
Answer: Honors English, Professor

1. Send a copy of *Central News* to Mayor Lee. 6. governor Morris joined Ms. Wallace on the platform.
3. I enjoyed Aunt Anna’s new song, “Ballad for Spring.” 8. I want to take Latin, geometry, and an art class.
4. Governor Morris joined Ms. Wallace on the platform. 9. I did very well in Biology 102 this semester.
5. I want to take Latin, geometry, and an art class. 10. Take a history class instead of Honors Chemistry.

Writing and Speaking Application
Write a short paragraph about your favorite class in school. Use at least four examples of capitals for titles. Then, read your paragraph to a partner. Your partner should identify the titles that should be capitalized. Then, switch roles with your partner.
91 USING PERIODS

A period indicates the end of a declarative sentence, a mild imperative sentence, and an indirect question. See the examples below.

Declarative sentence: states a fact or an opinion
- The test was difficult.

Imperative sentence: gives a direction or command
- Finish your homework.

Indirect question: restates a question in a declarative sentence
- My mother asked if I was hungry.

Practice A Using Periods in Sentences
Read each sentence. Then, add periods where they are needed.

Example: Vivian is a good guitarist
Answer: Vivian is a good guitarist.

1. The teacher asked if we understood the assignment
2. The dog has not been fed today
3. Feed the dog
4. The doctor asked whether I was feeling better
5. Remember to take your books
6. My father wondered if I mowed the lawn
7. Our team won the basketball game
8. Shut the door
9. I forgot to do my homework last night
10. Do not forget tonight

Practice B Using Periods Correctly in Sentences
Read each sentence. Add periods where they are needed. Then, write on the line whether each item is a declarative sentence, an imperative sentence, or an indirect question.

Example: Help me take out the trash
Answer: Help me take out the trash. imperative sentence

1. I do not like to take out the trash
2. My sister asked whether I would rather do the dishes
3. I would rather not do any chores
4. Make your bed
5. Our coach asked if we were ready to play our best
6. Play like champions
7. My brother is a great swimmer
8. He asked if the water was warm
9. Jump in
10. It is easier that way

Writing and Speaking Application
Write a declarative sentence, an imperative sentence, and an indirect question. Switch papers with a partner. Take turns reading aloud each sentence and identifying it as a declarative sentence, an imperative sentence, or an indirect question.
92 OTHER USES OF PERIODS

A period can signal that words have been shortened or abbreviated. Use a period after most abbreviations and after initials. Also use periods after numbers and letters in outlines. Do not use periods with acronyms, which are words formed with the first or first few letters of a series of words. See the examples below.

<table>
<thead>
<tr>
<th>Abbreviations of titles, place names, times and dates, and initials</th>
<th>Dr., Ave., Sun., Dec., T. Smith</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other abbreviations with periods</td>
<td>approx., misc., gov., vol., P.M.</td>
</tr>
<tr>
<td>Periods in outlines</td>
<td>I. Uses of periods A. In abbreviations</td>
</tr>
<tr>
<td>No periods in acronyms and some abbreviations</td>
<td>USA, COD, EST</td>
</tr>
<tr>
<td>No periods in postal abbreviations of states or in most standard or metric measurements</td>
<td>kg, TX, ft (exception: in. for inches)</td>
</tr>
</tbody>
</table>

Practice A Using Periods Correctly in Abbreviations

Read each sentence. Then, add periods if they are needed. If no periods need to be added, write none.

Example: J K Rowling wrote the Harry Potter series
Answer: J. K. Rowling wrote the Harry Potter series.

1. Mrs Fernandez gave us the test at 9:10 A.M.
2. Ask Dr Veenstra about gym today.
3. The patio measures 36 ft by 24 ft.
4. The note read, “Please buy 2 gal milk.”
5. My favorite poet is E. E. Cummings.
6. Include mm on your science test.
7. The doctor’s note read, “Grew 3 in this year.”
8. Mr Libretto teaches Italian and Latin.
9. The door to the crowded party read, SRO.
10. How many rpm provide a good workout?

Practice B Writing Abbreviations Correctly

Read each sentence. On the line, write each term that needs a period added or deleted.

Example: I wake up at 6:15 AM on school days.
Answer: A.M.

1. The sign read, Deli Dept Special Sale.
2. The grocery list included 2 doz eggs and 2 gal. of orange juice.
3. How many mm. are there in a cm?
4. There are 12 in in one ft.
5. Her address is 22 Plainsview Ave, Plainsview, T.X. 44404.

Writing and Speaking Application

Make up notes that you might have taken in a class. Use at least three abbreviations. Switch papers with a partner. Take turns reading aloud each other’s notes and identifying each abbreviation and its correct punctuation.
93 USING QUESTION MARKS

A question mark follows a word, phrase, or sentence that asks a question. Use a question mark to end an interrogative sentence, an incomplete question, or a statement intended as a question. See the examples below.

<table>
<thead>
<tr>
<th>Interrogative sentence</th>
<th>When do you have to go home?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incomplete question</td>
<td>I have homework. How much?</td>
</tr>
<tr>
<td>Statement intended as a question (avoid)</td>
<td>You haven’t eaten lunch yet?</td>
</tr>
<tr>
<td>Statement rephrased as a direct question (better than above)</td>
<td>Why haven’t you eaten lunch yet?</td>
</tr>
</tbody>
</table>

Practice A Using Question Marks Correctly in Sentences
Read each sentence. Then, write the correct end mark for each item. Some items may require an end mark other than a question mark.
Example: Why didn’t you bring money to the book fair
Answer: Why didn’t you bring money to the book fair?

1. How I got here, I’ll never know
2. You might want to ask your mother first
3. What time did you say we have to leave
4. The dog ran out of the house. Why
5. Can you believe how hard it is raining
6. We are having fruit salad for dessert
7. Why you wore that sweater on this hot day, I’ll never understand
8. How many people were at the concert
9. Why would anyone want to listen to that music
10. What a long day it has been

Practice B Writing Direct Questions Correctly
Read each statement that ends with a question mark. Rewrite each one so it is a correct direct question.
Example: You said that to her?
Answer: Why did you say that to her?

1. You haven’t finished your homework yet?
2. The keys are still in the door?
3. Your brother left without you?
4. We are having cereal for breakfast again?
5. She left for her vacation three days early?
6. You put the ice cream in the oven?
7. You finished the test in only 10 minutes?
8. The junior varsity team won the championship?
9. You ate the whole thing?
10. That sweater cost $100?

Writing and Speaking Application
Write three statements that are intended to be questions. Switch papers with a partner. Rewrite each statement as a direct question. Say your new questions to your partner.
94 USING EXCLAMATION MARKS

An exclamation mark signals an exclamatory sentence, an imperative sentence, or an interjection. It indicates strong emotion and should be used sparingly.

See the examples below.

<table>
<thead>
<tr>
<th>Exclamatory sentence</th>
<th>It is freezing out!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forceful imperative sentence</td>
<td>Clean up your room!</td>
</tr>
<tr>
<td>Interjection with emphasis</td>
<td>Wow! That was a great game.</td>
</tr>
</tbody>
</table>

Practice A Using Exclamation Marks Correctly in Sentences

Read each sentence. Then, write the correct end mark(s) for each item. Some items may require an end mark other than an exclamation mark.

Example: Watch out
Answer: Watch out!

Example: How could you say that to her
Answer: How could you say that to her?

1. Oh, no I dropped the eggs
2. I can’t believe I won
3. The dog is chasing the squirrel
4. Wow He almost caught it
5. Fire Call 911
6. I am so proud of you
7. How could anyone wear that outfit
8. Not again I locked myself out of the house
9. Why would anyone want to listen to that music
10. Is it still raining

Practice B Writing Exclamatory Sentences and Imperative Sentences

Read each sentence below. Then, rewrite it as either an exclamatory sentence or an imperative sentence. You may change the words as necessary.

Remember to use an exclamation mark.

Example: Did you finish your homework?
Answer: Finish your homework!

1. Are you ready to go? ___________________________________________________________________
2. Did you lock the door? ___________________________________________________________________
3. Can you pay me back today? ___________________________________________________________________
4. Please clean up your room. ___________________________________________________________________
5. Please take out the trash. ___________________________________________________________________
6. I think you should come home now. ___________________________________________________________________

Writing and Speaking Application

Write two declarative sentences and two interrogative sentences. Switch papers with a partner. Rewrite each sentence as either an exclamatory sentence or a strong imperative sentence with an exclamation mark. Say your new sentences to your partner. Be sure to say them with emotion.
95 USING COMMAS WITH COMPOUND SENTENCES

A comma tells the reader to pause briefly before continuing a sentence. A compound sentence consists of two or more main, or independent, clauses that are joined by a coordinating conjunction, such as and, but, for, not, or, so, or yet. Use a comma before a coordinating conjunction to separate two or more independent, or main, clauses in a compound sentence.

Example: Marcia is going on a teen tour of the Rocky Mountains this summer, but I can’t join her.

Practice A Using Commas Correctly in Compound Sentences
Read each sentence. Then, add commas where they are needed.

Example: It rained last night but it was sunny this morning.
Answer: It rained last night, but it was sunny this morning.

1. I went shopping yesterday with Evan and I am going shopping today with Juana.
2. Maria looked for the book in the library first but she had to buy it at the book store.
3. My mother works as a nurse at night so she can be home for us during the day.
4. We went to the beach on Saturday but it started to rain about an hour after we arrived.
5. I cannot baby-sit for the Garcias on Friday night nor can I baby-sit for them on Sunday.
6. The rain flooded our entire street yet we were still able to get to school.
7. I saved my allowance for three months so I have enough money to buy two golf clubs.
8. Did you say we may go to the movies or may we go bowling if we prefer?
9. I studied for the test for a total of six hours yet I still missed three questions.
10. Our team is scheduled to play the first game in the tournament and we will play another one if we win.

Practice B Using Commas Correctly to Write Compound Sentences
Use each sentence pair to write a compound sentence with a coordinating conjunction and a comma.

Example: It took three hours to complete our homework. We had enough time to play basketball.
Answer: It took three hours to complete our homework, but we had enough time to play basketball.

1. Casey is a very good tennis player. She is also a very fast swimmer.

2. Cristobol pitches really well. He is not a very good hitter.

3. My favorite subject is English. I received a higher grade in science this term.

4. I cannot finish the book tonight. I will have to bring it home over the weekend.

5. I really enjoy snowboarding in the winter. The summer is my favorite season.

Writing and Speaking Application
Write three sentence pairs. Switch papers with a partner. Use a coordinating conjunction and comma to create a compound sentence from each pair. Take turns reading aloud your new sentences.
96  AVOIDING COMMA SPLICES

A comma splice occurs when two or more complete sentences have been joined with only a comma. Avoid comma splices by punctuating separate sentences with an end mark or a semicolon, or find a way to join the sentences.

Incorrect  I e-mailed my grandmother after school, she hasn’t replied yet.
Correct  I e-mailed my grandmother after school. She hasn’t replied yet.

Practice A  Correcting Sentences With Comma Splices
Read each sentence. Eliminate the comma splice by changing the punctuation or joining sentences.

Example:  The dog barked loudly at the cat, the cat was not afraid at all.
Answer:  The dog barked loudly at the cat, but the cat was not afraid at all.

1.  I am saving my money to buy an MP3 player, I can’t wait until I have enough.
2.  My grandfather told me that he would take me shopping, he is coming over this weekend.
3.  My father works as a police officer during the day, he works in security two nights a week.
4.  I took my little sister to the playground after school, it began to rain five minutes later.
5.  I will go to the mall with my sister, we are meeting our friends at the movie theater.
6.  Our school closed early on the third day of the heat wave, we still had homework.
7.  I wish I could join my cousins on their trip, I have a different spring break than they.
8.  Our baseball team might win the championship, we will also be undefeated.
9.  Fernando will pitch the first four innings, I wonder who will pitch next.
10.  I met Tomás at the diner for lunch, we ran into Christie and Sara while we were there.

Practice B  Using Commas Correctly in Sentences
Read each item below. Rewrite to correct any comma splices.

Example:  It took four hours to get to the amusement park, we had plenty of time to go on all the rides.
Answer:  It took four hours to get to the amusement park. We had plenty of time to go on all the rides.

1.  Leon plays the drums very well, he is such a bad singer.
2.  Debby is the starting pitcher on the softball team, I play third base.
3.  My favorite subject is English, I always get good grades in it.
4.  I cannot finish the book report tonight, I will have to do the rest of it over the weekend.
5.  My favorite sport is soccer, I enjoy basketball as well.

Writing and Speaking Application
Write two sentences joined with only a comma. Give a partner the sentences to repunctuate and to read aloud. Then, switch roles.
97 USING COMMAS IN SERIES
A series consists of three or more words, phrases, or subordinate clauses of a similar kind. Use commas to separate three or more words, phrases, or clauses in a series.

<table>
<thead>
<tr>
<th>Series of words</th>
<th>My favorite animals in the zoo are panda bears, gorillas, and giraffes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Series of phrases</td>
<td>The directions say to go over the bridge, past the first exit, and onto Riverside.</td>
</tr>
<tr>
<td>Subordinate clauses in a series</td>
<td>My letter to my parents told them that I love camp, that my favorite activity is arts and crafts, and that I miss them very much.</td>
</tr>
</tbody>
</table>

**Practice A  Using Commas Correctly in a Series of Words or Phrases**
Read each sentence. Then, add commas to the series of words or phrases as needed.

**Example:** At the amusement park, we went on the roller coaster the water slide and the Ferris wheel.

**Answer:** At the amusement park, we went on the roller coaster, the water slide, and the Ferris wheel.

1. My favorite fruits have always been apples grapes watermelon and strawberries.
2. My best friends’ names are Marcia Skye Briana and Christa.
3. At the restaurant, we ordered soup salad seafood platters and lemonade.
4. At the playground, my sister goes on the slide swings seesaw and monkey bars.
5. At school, I go to English math history and physical education before lunch.
6. Juan is a star athlete in baseball soccer basketball and tennis.
7. Vern plays the piano the cello the violin and the guitar.
8. I was studying for math preparing my report and memorizing Spanish.

**Practice B  Using Commas Correctly in a Series of Subordinate Clauses**
Read each sentence. Then, add commas to the series of subordinate clauses as needed.

**Example:** The teacher explained that we must be on time for class that we must have a pencil and notebook and that we must complete our homework each night.

**Answer:** The teacher explained that we must be on time for class, that we must have a pencil and notebook, and that we must complete our homework each night.

1. Levon told his mother that he needed new sneakers that he did all his chores and that he had no homework over the weekend.
2. Delilah asked her grandparents if she could stay at their house over the weekend if she could bake cookies with them and if she could help in their garden.
3. The things I love about summer are that we do not have school that I go to camp in June and that we take a family vacation in July.
4. The things I love about autumn are that we go back to school to see our friends that the leaves change color and that it is football season.
5. What I like about my basketball team is that I get to start each game that we are all friends and that the coach is very supportive.

**Writing and Speaking Application**
Work with a partner. Using series commas, write three sentences about your favorite books, musical groups, and sports. Include at least one sentence with subordinate clauses in a series. Read your sentences to your partner and check each other’s work for correct use of series commas.
98 USING COMMAS BETWEEN ADJECTIVES

Use commas to separate coordinate adjectives, also called independent modifiers or adjectives of equal rank. Do not use commas between cumulative adjectives, or adjectives you cannot place the word and between. Do not use a comma between the last adjective and the noun it modifies.

| A comma to separate coordinate adjectives; no comma between last adjective and noun | a slow, boring song |
| No comma to separate cumulative adjectives | many boring songs |

Practice A Using Commas Correctly Between Adjectives

Read each sentence. Then, add commas between adjectives as needed. If the sentence is correct, write correct.

Example: The beautiful red roses were placed in a large vase.
Answer: correct

1. The long straight street intersected with the busy highway.
2. The tall majestic statue was surrounded by a garden of tulips.
3. The cold sweet lemonade quenched our thirst.
4. The pretty red maple tree blazed in the sun.
5. The clean dry clothes lay neatly on the bed.
6. A cold blustery wind sent us running for shelter.
7. The large crashing waves knocked us over.
8. Stephen banged on the large red drum set.
9. The loud crowded theater had filled up early.
10. Large fluffy snowflakes fell quietly from the cold gray sky.

Practice B Using Commas Correctly With Adjectives

Read each sentence. Then, add or delete commas as needed. If you are deleting commas, rewrite the words without commas. If the sentence is correct, write correct.

Example: My father wore his new, black, dinner jacket to the restaurant.
Answer: new black dinner jacket

1. My mother’s freshly, baked, bread is always fluffy, light, and soft.
2. Giovanna’s grandmother sewed her a beautiful, red, velvet skirt.
3. The bird had bright, blue, feathers and a long, sinewy tail.
4. The hot rocky sand hurt the soles of our feet.
5. The small agile shortstop made the play easily.
6. The aggressive hound scared my poor, little puppy.
7. The senior, class president won by a landslide.

Writing and Speaking Application

Work with a partner. Write three sentences—each with multiple adjectives—about a room. Read your sentence aloud. Check each other’s work for correct use of commas between adjectives.
99 USING COMMAS AFTER INTRODUCTORY MATERIAL

Use a comma after an introductory word, phrase, or clause of a sentence.

<table>
<thead>
<tr>
<th>Introductory words</th>
<th>Yes, I will be finished on time.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nouns of address</td>
<td>Ms. Jones, can you explain the lesson again?</td>
</tr>
<tr>
<td>Introductory adverbs</td>
<td>Attentively, we took notes on the lesson.</td>
</tr>
<tr>
<td>Phrases</td>
<td>Moving quickly, I got to my locker before the first bell.</td>
</tr>
<tr>
<td>Adverbial clauses</td>
<td>If you read carefully, you will figure out the mystery.</td>
</tr>
</tbody>
</table>

Practice A  Using Commas Correctly With Introductory Material

Read each sentence. Then, add commas after introductory material as needed. If the sentence is correct, write correct.

Example: Yes I am excited to start high school.
Answer: Yes, I am excited to start high school.

1. Because I love to sing, I joined the school choir. ____________________________
2. Oh I am sure the music teacher will be thrilled to have you in the choir. ____________________________
3. Well there are many good singers in the school. ____________________________
4. No you are definitely the best singer in the class. ____________________________
5. Karina can you baby-sit for the Gonzalez twins tomorrow night? ____________________________
6. Considering that they are well behaved I will baby-sit for them. ____________________________
7. Yuki I am going to the supermarket. ____________________________
8. Well can you buy some more pears? ____________________________
9. Sure I will see what I can do. ____________________________
10. Since I finished my homework can I go with you? ____________________________

Practice B  Using Commas Correctly in Sentences With Introductory Material

Read each sentence. Then, rewrite the introductory material, adding or deleting commas as needed. If the sentence is correct, write correct.

Example: No I don’t know where the school cafeteria is.
Answer: No, I don’t know where the school cafeteria is.

1. During his last visit, he asked many interesting questions. ____________________________
2. After six weeks, of training she began a new job. ____________________________
3. After three years of middle school I can start over. ____________________________
4. True it is good to get a fresh start. ____________________________
5. In the book, I am reading the main character is an orphan. ____________________________
6. Oh I wonder if it will have a happy ending. ____________________________

Writing and Speaking Application

Work with a partner. Write three sentences with introductory material. Work together to edit your sentences for correct use of commas with introductory material. Then, take turns saying the sentences.
100 USING COMMAS WITH PARENTHETICAL EXPRESSIONS

A comma tells the reader to pause briefly before continuing a sentence. A parenthetical expression is a word or phrase that interrupts the flow of the sentence. Use two commas to set off parenthetical expressions in the middle of a sentence. Only one comma is needed to separate a parenthetical expression at the end of a sentence. See the examples below.

<table>
<thead>
<tr>
<th>Nouns of direct address</th>
<th>Can you tell us, Ms. Peres, where you were the night of December 20th?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conjunctive adverbs</td>
<td>I can, in fact, tell you where I was that night.</td>
</tr>
<tr>
<td>Common expressions</td>
<td>You had dinner with Mr. Peres, I assume.</td>
</tr>
<tr>
<td>Contrasting expressions</td>
<td>I had a late lunch, not dinner, with Mr. Peres.</td>
</tr>
</tbody>
</table>

Practice B Using Commas Correctly With Parenthetical Expressions

Read each sentence. Then, add or delete commas as needed. If the sentence is correct as written, write correct on the line.

Example: Renee is a great basketball player not a great soccer player.
Answer: Renee is a great basketball player, not a great soccer player.

1. The forecast predicts snow not rain for tomorrow night.
6. I will do my math homework not my English paper before soccer practice.
2. The weather report said it would snow less than 4 inches not more than 6 inches.
7. Dante likes pasta with marinara sauce not with cream sauce.
3. Camille will be fourteen not sixteen on December 25th.
8. It is healthy to eat nonfat frozen yogurt not ice cream.
4. She is younger not older than you thought.
9. I know how to play checkers not chess.
5. I can come to your house on Saturday not on Sunday next weekend.
10. I play third base not first base on the softball team.

Practice A Using Correct Comma Placement in Contrasting Expressions

Read each sentence. Then, add commas as needed to correctly separate the contrasting expressions.

Example: I received higher grades than my sister this semester I think.
Answer: I received higher grades than my sister this semester, I think.

1. His last, dental appointment, I believe was at 10:30. _____________________________
2. His next appointment, however, is at 1:30. _____________________________
3. You have to go to your locker I assume before lunch. _____________________________
4. I do I’m afraid have to get my lunch from my locker. _____________________________
5. The book I am reading is by the same author as your book, I think. _____________________________

Writing and Speaking Application

Write four sentences using commas to set off contrasting expressions. With a partner, read the sentences aloud and take turns identifying contrasting expressions.
101 USING COMMAS WITH NONESSENTIAL EXPRESSIONS

A comma tells the reader to pause briefly before continuing a sentence. A nonessential, or nonrestrictive, expression can be left out of a sentence without changing the meaning of the sentence. Use commas to set off nonrestrictive expressions. See the examples below.

<table>
<thead>
<tr>
<th>Nonrestrictive appositive</th>
<th>The song was written by Johnny Cash, the legendary country singer.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonrestrictive participial phrase</td>
<td>San Antonio is in Bexar County, established in 1836.</td>
</tr>
<tr>
<td>Nonrestrictive adjectival clause</td>
<td>San Antonio, which is in the southern part of the state, is the second largest city in Texas.</td>
</tr>
</tbody>
</table>

Practice A Using Correct Comma Placement in Nonrestrictive Expressions

Read each sentence. Then, add commas as needed to correctly separate the nonrestrictive expression.

Example: Our high school which is located on the north end has 1,600 students.
Answer: Our high school, which is located on the north end, has 1,600 students.

1. My house built in 1810 has high ceilings and creaky floors.
2. Rachel’s house built in 2009 has large windows and big closets.
3. Old houses, which were built in a different era tend to have small closets.
4. My neighbor who is a nurse was gardening in her yard.
5. My English teacher who has two children of her own is very patient and kind.
6. The leading role was played by George Clooney the famous actor.
7. I asked my mother who was on the phone if I could stay at Mike’s for dinner.
8. The new supermarket which was built in 2009 had a sale on frozen vegetables.
9. The dog who always barks when the doorbell rings was staring out the window.
10. The star of the show was Taylor Swift the famous singer.

Practice B Using Commas Correctly With Nonrestrictive Expressions

Read each sentence. Then, add or delete commas as needed. If the sentence is correct, write correct on the line.

Example: Our math teacher who yells at us all the time was absent today.
Answer: Our math teacher who yells at us all the time was absent today.

1. The photograph which hangs on the wall was taken last Thanksgiving. ________________
2. I wore my new sweater which is brown, to school today. ____________________________
3. Our car bought in 2006 is parked outside the house. _______________________________
4. The ocean, which reaches 75 degrees in the summer, is about two miles from here. ______
5. The play was performed by the Bexar Players the amateur acting group. _______________

Writing and Speaking Application

Write four sentences using commas incorrectly with nonrestrictive expressions. Exchange papers with a partner and identify and correct comma placement. Read aloud the corrected sentences.
102 USING COMMAS WITH DATES AND GEOGRAPHICAL NAMES

When a date is made up of two or more parts, use a comma after each item, except in the case of a month followed by a day. When a geographical name is made up of two or more parts, use a comma after each item. When a name is followed by one or more titles, use a comma after the name and after each title. See the examples below.

<table>
<thead>
<tr>
<th>Dates with commas</th>
<th>The graduation ceremony took place on June 3, 2009, and the graduation party occurred on June 4, 2009.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dates without commas (month and day)</td>
<td>I will graduate in June 2014.</td>
</tr>
<tr>
<td>Geographical names</td>
<td>My father often goes to Mexico City, Mexico, for business.</td>
</tr>
<tr>
<td>Names with one or more titles</td>
<td>The sign on the door said Harold Bloom, Ph.D., so I knew I had found the right office.</td>
</tr>
</tbody>
</table>

Practice A Using Correct Comma Placement in Dates, Geographical Names, and Titles

Read each sentence. Then, add or delete commas as needed to correctly punctuate dates, geographical names, and titles. If the sentence is correct, write correct on the line.

Example: Bookworks Inc published our science textbook.

Answer: Bookworks, Inc., published our science textbook.

1. The memorial in Philadelphia was dated July 10, 1776. __________________________
2. Our house was built in June 2007 by Louis Vanderben Jr. __________________________
3. My sister who goes to college in New Orleans Louisiana is currently doing a semester abroad in Madrid Spain. __________________________
4. My neighbor, who is a nurse, has a name tag that says Nelda Vasquez RN. ______________
5. Our English teacher is Benjamin Charles Tyler Sr. ______________
6. The last day of school is June 8 2010 and the first day of school next year is August 10 2010. __________________________
7. Victoria Calderon Ph.D. is the name of my science teacher. __________________________
8. The grand opening of the new recycling center will be in April 2010. ______________
9. The town of Plainsboro Oklahoma has approximately 5,000 residents. ______________
10. The concert is set for January 11 2010. ______________

Practice B Writing Sentences With Dates, Geographical Names, and Titles

Read each item. Then, write a sentence for each item. Be sure to use commas correctly.

Example: Houston Texas

Answer: Houston, Texas, is home to the Houston Texans.

1. Milton J. Crawford Esq. __________________________
2. Louisa Gonzalez Ph.D. __________________________
3. Memphis Tennessee __________________________
4. Pearson Education Inc. __________________________
5. July 4 2011 __________________________

Writing and Speaking Application

Write three sentences using a date, a geographical name, and a title. Do not include commas. Exchange papers with a partner and add commas to each other’s sentences as needed. Then, take turns reading your correctly punctuated sentences aloud.
USING COMMAS IN NUMBERS

Commas make large numbers easier to read by grouping the digits. With large numbers of more than three digits, use a comma after every third digit starting from the right (for example, 5,999 books; 2,087 songs; 1,509,488 citizens). **Do not** use commas in ZIP codes, telephone numbers, page numbers, years, serial numbers, or house numbers.

**Practice A Using Correct Comma Placement in Numbers**

Read each item. Then, rewrite each number, adding or deleting commas as needed. If the item is correct, write correct.

**Example:** 2000 students
**Answer:** 2,000 students

1. 34678 Claremont Avenue
2. Year 2012
3. (888) 765-7654
4. 90435 people in attendance
5. 3000 patients
6. (505) 688-6111
7. August 13, 2,000
8. serial number 987,985,983
9. 23,489 Beach Boulevard
10. January 18, 1,966

**Practice B Writing Sentences Using Commas in Numbers**

Read each item. Write a sentence of your own, using the number as indicated in parentheses. Be sure to use commas correctly in the numbers.

**Example:** 2906 (number of fans)
**Answer:** There were 2,906 fans at the football game.

1. 18567 (house number)
2. 222 333 678 (serial number)
3. (555) 888-3546 (telephone number)
4. 08812 (ZIP code)
5. 109287 (large number)
6. 2008 (year)
7. 2014 (year)
8. 59876 (ZIP code)
9. 3987456149 (large number)
10. (305) 861-2299 (telephone number)

**Writing and Speaking Application**

Write three sentences about a local charity or activity. Include information such as contact numbers, addresses, and dates of upcoming events. Do not include commas. Exchange papers with a partner and add commas to each other's sentences as needed. Then, take turns reading your sentences aloud.
104 USING COMMAS WITH ADDRESSES AND IN LETTERS

Commas are used in addresses, salutations of friendly letters, and closings of friendly and business letters. See the examples below.

| Use a comma after each item in an address made up of two or more parts. | Mr. Dylan Marcilla  
11 Crowley Road  
Austin, TX 73344 |
| --- | --- |
| Use a comma after the name, street, and city of an address that appears in a sentence. | Send a thank-you note to Mr. Dylan Marcilla, 11 Crowley Road,  
Austin, TX 73344. |
| Use a comma after the salutation in a personal letter and after the closing in all letters. | Dear Julia,  
Yours truly, |

Practice A Using Correct Comma Placement in Addresses and Letters

Read each item. Then, rewrite each item, adding or deleting commas as needed. If the item is correct, write correct.

Example: Dear Chelsea:
Answer: Dear Chelsea,
1. Fondly: ________________________________
2. Cindy Spellman, 10 Sherman Parkway, Providence, RI, 55505 ________________________________
3. Sincerely ________________________________
4. Dear Grandma, ________________________________
5. Truly yours ________________________________
6. Fashion Clothing Co. P.O. Box 3345 Crawford TX 70999-3345 ________________________________
7. Sincerely yours: ________________________________
8. With warmest regards ________________________________
9. Dear Lilia, ________________________________
10. Kaitlyn Stansel, 6040 Boulevard East, West New York, NJ 07093 ________________________________

Practice B Using Commas in Friendly Letters

Read each item. Then, rewrite it, inserting a comma or commas as needed.

Example: Dear Sasha and Malia
Answer: Dear Sasha and Malia,
1. Dear Geraldo ________________________________
2. Sincerely ________________________________
3. Dearest Emma ________________________________
4. Dear Rick Barbara Emily and Luke ________________________________
5. Warmest regards ________________________________
6. Best wishes ________________________________

Writing and Speaking Application

Write two addresses. Leave out the commas. Switch papers with a partner and correct your partner’s addresses. Then, take turns reading aloud your correctly punctuated addresses.
105 USING COMMAS IN ELLIPTICAL SENTENCES

In elliptical sentences, words that are understood are left out. Commas make these sentences easier to read. See the example below.

**Practice A Using Correct Comma Placement in Elliptical Sentences**

Read each elliptical sentence. Then, add commas as needed.

**Example:** The younger children ate early; the older children later.

**Answer:** The younger children ate early; the older children, later.

1. The freshmen have fifth-period lunch; the sophomores sixth.
2. The middle school is on the west side of the road; the high school on the east.
3. The girls’ locker room is to the left of the gym; the boys’ locker room to the right.
4. The seniors park in the south parking lot; the teachers in the north.
5. The nurse’s office is on the first floor; the principal’s office on the second.
6. The auditorium seats 500 students; the gymnasium 200.
7. The crossing guard on Main Street leaves post at 9:00; the crossing guard on Maple at 9:10.
8. The football field is new; the soccer field older.
9. Freshmen and sophomores are dismissed at 3:00; juniors and seniors at 3:10.
10. The junior prom is held in the gymnasium; the senior prom at a country club.

**Practice B Using Commas Correctly in Elliptical Sentences**

Read each sentence. Then, rewrite it as an elliptical sentence, adding a semicolon and an elliptical phrase with a comma.

**Example:** The freshman dance was held on June 2.

**Answer:** The freshman dance was held on June 2; the sophomore dance, on June 3.

1. The girls went to the diner for lunch.
2. My parents like to eat at fancy restaurants.
4. My favorite subject is English.
5. My family goes to the beach in the summer.
6. Jesse and Justin went one way.
7. Frank is funny.
8. My favorite color is blue.

**Writing and Speaking Application**

Write three elliptical sentences. Leave out the commas. Switch papers with a partner and correct your partner’s sentences. Then, take turns reading aloud your correctly punctuated sentences.
106 USING COMMAS WITH DIRECT QUOTATIONS

Commas are used to show where direct quotations begin and end. Use commas to set off a direct quotation from the rest of the sentence. See the examples below.

EXAMPLES: “Bring a warm jacket,” my mother said, “because it’s going to get chilly later.”
I replied, “OK, Mom. I’ve got one.”
“Great,” answered Mom. “Have a good day at school.”

Practice A Using Correct Comma Placement in Direct Quotations
Read each direct quotation. Then, add commas as needed.

Example: “I know I put the book in my backpack” I told my teacher.

1. “We’ll never find our way out of here” I told Max.
2. Max replied “Stop worrying and hold the light steady, Juan.”
3. Max said “I think I see a turn ahead.”
4. “Let’s hope it’s the last turn” I answered.
5. “What’s that glow? I see a light in the distance” said Max.
6. I told Max “I also see that light.”
7. “Oh, it’s nothing. We’re still lost” replied Max.
8. “I’m really starting to panic now, Max” I told him.
9. “Take it easy” said Max. “I’m sure we’ll be fine.”
10. “I’m doing my best” I said “but it’s cold in here.”

Practice B Using Commas Correctly in Direct Quotations
Read each sentence. Then, rewrite each sentence as a direct quotation, adding commas and quotation marks as needed.

Example: The test is tomorrow. I have to study.
Answer: “The test is tomorrow. I have to study,” I explained to my friend.

1. Yes, that is a good idea.
2. When are we having dinner?
3. We will eat when your father gets home from work.
4. OK. I’m starving.
5. Have a glass of milk to hold you over until dinner is ready.
6. Is Michael coming home for dinner, too?
7. No, it’s just the three of us tonight.
8. OK, I’ll set the table for three, then.

Writing and Speaking Application
Work with a partner to write a dialogue about your after-school plans. Use direct quotations, and work together to correctly place the commas. Then, read aloud your dialogue.
107 USING COMMAS FOR CLARITY

Commas are used to prevent a sentence from being misunderstood. See the examples below.

Unclear: By the bus stop the car was parked.
Clear: By the bus stop, the car was parked.

Practice A Using Commas for Clarity
Read each sentence. Then, add commas as needed for clarity.

Example: Before dinner beverages were served.
Answer: Before dinner, beverages were served.

1. The bird perched the worm hanging from its mouth.
2. As the music played on the children danced.
3. Next to the study hall lights dimmed.
4. Near the school buses lined up to take the children home.
5. As the students were crossing guards stopped the traffic.
6. After we put out the fire alarms stopped ringing.
7. As we were swimming pools of water formed on the patio.
8. Next to the football players huddled to hear the next play.
9. During the holiday decorations are often displayed.
10. In the garden vegetables grow.

Practice B Using Commas for Clarity
Read each word pair. Then, write a sentence with it and include commas for clarity.

Example: test preparation
Answer: Before the test, preparation was necessary.

1. vegetable soup
2. baseball players
3. library books
4. park rangers
5. water glasses
6. lunch table
7. gym clothes
8. holiday meals
9. dining chairs
10. group meetings

Writing and Speaking Application
Write three sentences to describe the location of items in your school. Leave out commas. Then, switch papers with a partner. Add commas to your partner’s sentences for clarity. Take turns reading aloud your correctly punctuated sentences.
108 MISUSES OF COMMAS

Commas are used so frequently that sometimes writers insert commas that are unnecessary. Avoid using unnecessary commas. Note the deletion of misused commas in the examples below.

| Misused with an adjective and a noun | I carried my heavy, black suitcase. |
| Misused with a compound subject | My friend and I went to the movies. |
| Misused with a compound verb | He took out the trash and mowed the lawn. |
| Misused with a compound object | She wore gloves and mittens in the snow. |
| Misused with phrases and clauses | Upon reading the letter, and wondering who sent it, Carla decided to throw it away. |

Practice A Recognizing and Correcting Misused Commas

Read each sentence. Then, delete misused commas.

Example: We had salad, baked potatoes, and baked chicken, for dinner.
Answer: We had salad, baked potatoes, and baked chicken for dinner.

1. The last ones to leave the school building were Roger, and me.
2. Larry, Dennis, and Allen, applied for jobs at the store.
3. Thinking about the scary movie, and hearing the wind howl, scared Luisa.
4. I will either go to the shoe store downtown, or to the one in the mall.
5. I prefer almonds, over walnuts.
6. Neither Mrs. Ramirez, nor the children, were on the bus.
7. The children were screaming, crying, and hanging, onto their mother’s legs.
8. The mother was kind, patient, and smiling, as she calmed them down.
9. Did you put the apples in the refrigerator, or on the counter?
10. When you, and your brother, finish your homework, you may have a snack.

Practice B Eliminating Unnecessary Commas in Sentences

Read each sentence. Then, delete any unnecessary commas. If the sentence is correct, write correct on the line.

Example: We went to the store, to the library, to the gas station, and to the recycling center, before we headed home for dinner.
Answer: We went to the store, to the library, to the gas station, and to the recycling center before we headed home for dinner.

1. We ate vegetable soup for lunch, and fruit for a snack.
2. I had an English test today, and I have a math quiz tomorrow.
3. I asked for a new sweater, and a matching skirt, for my birthday.
4. My twin sister asked for a pair of earrings, a bracelet, and a necklace.
5. I put away the dishes, and did my homework, before my mother came home.

Writing and Speaking Application

Write three sentences with unnecessary commas. Switch papers with a partner and delete any unnecessary commas. Take turns reading aloud your correctly punctuated sentences and discuss the corrections that you each made.
USING SEMICOLONS TO JOIN INDEPENDENT CLAUSES

Semicolons establish relationships between two independent clauses that are closely connected in thought and structure. Do not use a semicolon to connect two unrelated independent clauses. Use a period or another end mark instead.

Practice A Identifying Related Independent Clauses

Read each pair of independent clauses. If the independent clauses are related, write related. If they are unrelated, write unrelated.

Example: We pitched in to make the meal. We also helped to eat it.
Answer: related

1. The high school is located on the corner of Maple Avenue and Harristown Road. We stopped at the grocery store to buy orange juice on our way to school.
2. Mary played the villain. Jack played the hero.
3. Friday, I watched a really scary movie. Saturday, I watched a comedy.
4. I have so much homework tonight. I will have to stay up late to finish it.
5. My parents met at a mutual friend’s wedding. Wedding cake is always delicious.
7. My friend called me to go to the movies. Her parents said they would drive us.
8. The new birdhouse is in that tree. We have a lot of birdhouses.
10. After I finished my homework, I called a friend. She told me about her day.

Practice B Using Semicolons With Conjunctive Adverbs and Transitional Expressions

Read each pair of independent clauses. Rewrite each pair as a single sentence, using a semicolon to correctly separate the independent clauses.

Example: We had many errands to run. As a result, we divided them between us.
Answer: We had many errands to run; as a result, we divided them between us.

1. We were so hungry. In fact, we stopped at the first restaurant we saw.
2. I was so happy that our team won. Moreover, I am excited for the playoffs.
3. My father had to work late. Consequently, I had to make dinner for the family.
4. My sister always takes my parents’ car. However, she has to drive me to school.
5. Juan put gas in the lawn mower. Nonetheless, the mower wouldn’t start.

Writing and Speaking Application

Write three pairs of independent clauses. Switch papers with a partner. Use semicolons to join each pair of independent clauses. Take turns reading aloud the new sentences and discuss the changes that you each made.
USING SEMICOLONS TO AVOID CONFUSION

Sometimes, semicolons are used to separate items in a series. Use semicolons to avoid confusion when independent clauses or items in a series already contain commas.

Practice A Using Semicolons to Avoid Confusion in Sentences
Read each sentence. Then, circle the places in each sentence where a semicolon is needed.

Example: The dogs, who were barking loudly, scared away the squirrels, the squirrels, who scurried up the tree, looked down at the dogs from a high branch.

Answer: The dogs, who were barking loudly, scared away the squirrels; the squirrels, who scurried up the tree, looked down at the dogs from a high branch.

1. Mowing lawns, Juana earned sixty dollars, it was enough to buy the new jacket she wanted.

2. I sent letters to my grandmother, who lives in Arkansas, to Geraldo, my cousin in Houston, and to George, my friend from camp.

3. Branch offices are located in San Francisco, Los Angeles, and Oakland, California, Dallas and Houston, Texas, and Springfield and Chicago, Illinois.

4. One week he travels on Monday, Wednesday, and Friday, the next week he travels on Tuesday, Thursday, and Saturday.

5. The children, who were six, eight, and ten years old, grew fidgety, the parents grew impatient.

6. People couldn’t go to work, however, no one complained.

7. The snow, which fell in the northern part of the state, was heavy and wet, it was extremely difficult to clear it off the roads.

8. Come visit me this summer in New York, I will show you the Statue of Liberty, the Empire State Building, and Central Park.

Practice B Writing Sentences With Semicolons
Read each item. Then, write a complete sentence for each, using semicolons to avoid confusion.

Example: white sneakers, blue sweater, red jacket, yellow scarf

Answer: The way we could tell the sisters apart was that Chrissie wore white sneakers; Clara wore a blue sweater; Jessica wore a red jacket; and Jennifer wore a yellow scarf.

1. textbooks, notebooks, pencils, calculator

2. baseball, basketball, soccer, lacrosse

3. Fort Worth, Texas Louisville, Kentucky

4. train, airplane, bus

Writing and Speaking Application
Write two series sentences, one that lists your morning classes and another that lists your after-school activities and hobbies. Do not include semicolons in your sentences. Switch papers with a partner. Use semicolons correctly to edit your partner’s sentences. Then, take turns reading the new sentences aloud.
111 USING COLONS

The colon (:) is used to introduce a list and in certain special situations.

| Use a colon after an independent clause to introduce a list. | For the research report, we had to use the following sources: newspapers, magazines, and books. |
| Use a colon to introduce a formal or lengthy quotation or one that does not contain a “he said/she said” expression. | Albert Einstein said this about infinity: “Only two things are infinite, the universe and human stupidity, and I’m not sure of the former.” |
| Use a colon to introduce a sentence that summarizes or explains the sentence before it. Capitalize the first word in each sentence. | His reason for being absent was unbelievable: He forgot what day it was! |
| Use a colon to introduce a formal appositive that follows an independent clause. | I had finally decided on breakfast: eggs and toast. |
| Use a colon in numbers giving the time, salutations in business letters, and references to periodicals and the Bible. | 12:23 P.M. Dear Mr. Gordon: Sports America 88:44 |

Practice A Using Colons in Sentences

Read each sentence. Then, insert a colon where needed.

Example: Yoda, the wise character from Star Wars, said this “Do, or do not. There is no ‘try.’”
Answer: Yoda, the wise character from Star Wars, said this: “Do, or do not. There is no ‘try.’”

1. I have to be at school at 8 33 A.M. 6. Today, the following people spoke the mayor, the governor, and the attorney general.
2. The Bible portion that we studied in Sunday school was Ecclesiastes 3:1–8. 7. We are having the following for dinner tonight soup, salad, and chicken.
3. Our business hours are as follows Monday through Friday 9 00 A.M. to 5 00 P.M. 8. Can you take me to work at 6 00 P.M.?
4. I had finally decided which family I would baby-sit for the Martins. 9. Submit your application to these people the president of the company, the vice president of the company, and both of their assistants.
5. Her excuse for not coming to my party was understandable Her mother had just had the new baby. 10. Vivian’s reason for not handing in her report was not valid Her dog had eaten it.

Practice B Writing Sentences With Colons

Read each item. Then, for each item, write a complete sentence, using colons as needed.

Example: to introduce an appositive that follows an independent clause
Answer: The doctor had determined what caused Crystal’s allergies: peanuts.

1. to indicate time ________________________________
2. to introduce a long quotation ________________________________
3. to cite a reference, such as a magazine ________________________________
4. to summarize the sentence before it ________________________________
5. in the salutation of a business letter ________________________________

Writing and Speaking Application

Write a business letter requesting a refund for an item you bought. Include at least three sentences that need colons but leave out the colons. Switch papers with a partner. Edit your partner’s letter, adding colons where needed. Take turns reading the edited letters aloud.
112 USING QUOTATION MARKS WITH QUOTATIONS

Quotation marks identify spoken or written words that you are including in your writing. 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. See the examples below.

<table>
<thead>
<tr>
<th>A direct quotation is enclosed in quotation marks.</th>
<th>“How is your research paper going?” my brother asked.</th>
</tr>
</thead>
<tbody>
<tr>
<td>An indirect quotation does not require quotation marks.</td>
<td>I told him that I was having a hard time finding information on my topic.</td>
</tr>
</tbody>
</table>

**Practice A Using Quotation Marks in Direct Quotations**
Read each item. Then, insert quotation marks where needed.

**Example:** Cindy asked, Can anyone volunteer at the coat drive tomorrow?
**Answer:** Cindy asked, “Can anyone volunteer at the coat drive tomorrow?”

1. I would like to volunteer, I said.
2. Great, Cindy replied. Meet us at the church at 6:00 P.M.
3. What do we have to do? I asked.
4. First, we will collect the coats that people bring in, Cindy explained.
5. Then, we will drive the bags of coats to a homeless shelter, she added.
6. It sounds like a worthwhile project, I told her.
7. I think you will feel really good for helping out, Cindy said.
8. OK, I answered. I will see you at 6:00 then.
9. Thanks, Jesse. We need all the help we can get. Cindy said.
10. Sure, I’m happy to help, I answered.

**Practice B Identifying Direct Quotations and Indirect Quotations**
Read each sentence. Then, if the sentence is a direct quotation, rewrite it with quotation marks. If it is an indirect quotation, write *indirect quotation*.

**Example:** My little sister asked if I would help her fix her bike.
**Answer:** *indirect quotation*

1. What happened to your bike? I asked her.
2. The chain fell off, and I don’t know how to get it back on, she answered.
3. That’s no problem. I’ll show you how to fix it, I assured her.
4. I told my mother I would call Mrs. Trainer after dinner.
5. When does she need me to work? I asked my mother.

**Writing and Speaking Application**
Work with a partner. Write a six-line dialogue about your favorite and least favorite classes in school. Use quotation marks around your direct quotations. Then, read your dialogue aloud with your partner.
113 USING DIRECT QUOTATIONS WITH INTRODUCTORY, CONCLUDING, AND INTERRUPTING EXPRESSIONS

A writer will generally identify a speaker by using words such as he asked or she said with a quotation. These expressions, called conversational taglines or tags, can introduce, interrupt, or conclude a quotation.

<table>
<thead>
<tr>
<th>Use a comma after a short introductory tagline that precedes a direct quotation.</th>
<th>My brother said, “I will ride my bike to school today.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use a colon after a very long or formal tagline.</td>
<td>The late General George S. Patton once said: “If a man does his best, what else is there?”</td>
</tr>
<tr>
<td>Use a comma after the part of a quoted sentence followed by an interrupting tagline. Use another comma after the tagline.</td>
<td>“I will ride my bike,” my brother said, “to school today.”</td>
</tr>
<tr>
<td>Use a comma, a question mark, or an exclamation mark after a direct quotation followed by a concluding tagline.</td>
<td>“You will not ride your bike in the rain!” exclaimed my mother.</td>
</tr>
</tbody>
</table>

Practice A Using Punctuation Marks With Introductory, Interrupting, and Concluding Expressions in Direct Quotations

Read each item. Then, rewrite it, inserting quotation marks and commas where needed.

Example: My mother asked How will you get to school today?
Answer: My mother asked, “How will you get to school today?”

1. I will take the subway I answered. _____________________________
2. Sure I answered I will call you. _____________________________
3. I have a math test tomorrow I said. _____________________________
4. My father said I want you to do well. _____________________________
5. Sewing is my new favorite hobby said Kristen. _____________________________

Practice B Using Correct Punctuation in Direct Quotations With Introductory, Interrupting, and Concluding Expressions

Write a direct quotation of your own, using quotation marks and other punctuation marks as needed. Place the expressions where indicated.

Example: Concluding expression
Answer: “I can’t believe you made that yourself!” exclaimed my grandmother.

1. Introductory expression _____________________________
2. Interrupting expression _____________________________
3. Formal introductory expression _____________________________
4. Concluding expression _____________________________
5. Interrupting tagline _____________________________

Writing and Speaking Application

Work with a partner. Write a six-line dialogue on the topic of your choice. Use each of these four types of expressions at least once: introductory, formal introductory, interrupting, and concluding. Then, read your dialogue aloud with your partner.
114 QUOTATION MARKS WITH OTHER PUNCTUATION MARKS

The location of quotation marks in relation to other punctuation marks varies. See the examples below.

| Place a comma or a period inside the final quotation mark. | “That is a super-deluxe skateboard,” my brother said. |
| Place a semicolon or a colon outside the final quotation mark. | I had just bought the “super-deluxe skateboard”; I was pleased he liked it. |
| Place a question mark or an exclamation mark inside the final quotation mark. Do not add an additional end mark at the end of the quotation. | My brother asked, “How could you possibly afford that skateboard?” |

Practice A Using Quotation Marks With Other Punctuation Marks in Sentences

Read each item. Then, insert quotation marks where needed.

Example: My mother asked, How much money do you have?  
Answer: My mother asked, “How much money do you have?”

1. I have five dollars, I answered.  
2. May I borrow it? asked my mother. I have to buy milk at the supermarket.  
3. Sure, I answered, do you want me to come with you?  
4. Thanks for offering, my mother answered, but I’d prefer that you started dinner.  
5. My mother said, Brown the chicken and sauté the onion and peppers.  
6. I think I said I can do that.  
7. I don’t know what I’d do without you! she answered.  
9. I really hate to bowl, answered Gail.  

Practice B Writing Sentences With Quotation Marks and Other Punctuation Marks

Write a sentence of your own using quotation marks and the other punctuation mark indicated below.

Example: quotation marks, exclamation point  
Answer: “I can’t believe you ate the whole thing!” exclaimed my grandmother.

1. quotation marks, colon  
2. quotation marks, semicolon  
3. quotation marks, commas  
4. quotation marks, period  
5. quotation marks, exclamation point  
6. quotation marks, question mark

Writing and Speaking Application

Work with a partner. Write a six-line dialogue on the topic of your choice. Use the following punctuation marks, as well as quotation marks: comma, exclamation point, question mark, period. Then, read your dialogue aloud with your partner.
115 USING SINGLE QUOTATION MARKS FOR QUOTATIONS WITHIN QUOTATIONS

Use single quotation marks (‘ ’) to set off a quotation within a quotation.

EXAMPLE: John asked, “Fernando, did you hear Mrs. Jacobsen say, ‘there is no homework tonight,’ to Jocelyn? I thought we had to read Chapter 5 in our textbook.”

Practice A Using Single Quotation Marks for Quotations Within a Quotation

Read each item. Then, insert single quotation marks where needed.

Example: My mother asked, “Did your father just say, I will be home late, or I won’t be home late?”

Answer: My mother asked, “Did your father just say, ‘I will be home late,’ or ‘I won’t be home late’?”

1. Frank said to his mother, “The directions say, Make the first left onto Boulevard East.”
2. Mrs. Linwood asked her American literature class, “Which famous writer said, Success usually comes to those who are too busy to be looking for it?”
3. Victor said, “What did she say to Josh when he answered, Henry David Thoreau said that?”
4. River said, “I think I heard her say to Josh, That’s right.”
5. Mr. Walters asked his U.S. history class, “Which president said, A people that values its privileges above its principles soon loses both?”
6. Kristen said, “Francisco answered correctly when he said, Dwight D. Eisenhower said that.”
7. Juan said, “The coach told us today, Quitters never win, and winners never quit.”
8. Juan’s mother said, “Your coach gives good advice. Tell him I said, Good job.”
9. Hannah said, “Sarah, did you hear Jake yell, What’s the answer to Question 3? during the exam?”
10. Sarah answered, “Yes, and then I heard Mr. Smith say, Jake, you’ve just earned detention.”

Practice B Writing Quotations Within Quotations

Read the direct quotations below. For each quotation, rewrite it to be a quotation within a quotation.

Example: My mother said, “Be home by 5:30.”

Answer: Victoria told me, “My mother said, ‘Be home by 5:30.’”

1. “What do we have for homework tonight?” Jesse asked.
2. The writer Voltaire once said, “A witty saying proves nothing.”
3. “My father is picking me up at 7:30,” Franco said.
4. Emmett asked, “Do you want to ask Dylan to join our band?”
5. Dylan said, “I already belong to another band, but thanks for asking.”

Writing and Speaking Application

Work with a partner. Write six quotations within quotations. Do not include single quotation marks. Exchange papers with your partner and add single quotations where they are needed in your partner’s sentences. Then, read your quotations aloud.
116 PUNCTUATING EXPLANATORY MATERIAL WITHIN QUOTES

Explanatory material within quotations should be placed in brackets. The brackets indicate that the words between them are not part of the original quotation.

EXAMPLE: The principal said, “The new gym [located across the street] has state-of-the-art equipment.”

Practice A Using Brackets for Explanatory Material Within Quotations
Read each item. Then, insert brackets where you think they are necessary.

Example: The vice principal said, “The construction of the new football stadium cost significantly less 20 percent less than we originally budgeted.”

Answer: The vice principal said, “The construction of the new football stadium cost significantly less [20 percent less] than we originally budgeted.”

1. The vice principal added, “We will use the surplus funds $10,000 to make various improvements in the school building.”

2. The journalist asked the principal, “Mr. Brown, what improvements in the building do you think are most needed?”

3. Mr. Brown replied, “Well, it isn’t solely my decision. The school board and Mr. Crawford the vice principal are vital voices in the discussion.”

4. The journalist then asked, “Mr. Crawford, what improvements will you as a vital voice in the discussion push for?”

5. Mr. Crawford replied, “It is obvious to me that we must update the central air conditioning system which broke three times last year before we address anything else.”

6. The journalist asked, “Mr. Brown, are you inclined to agree with Mr. Crawford?”

7. The principal explained, “Of course, Jack Crawford is right. It is at the top of the priority list.”

8. The journalist then asked, “Will board of education members agree, as well?”

9. The principal replied, “Fortunately, we have a strong relationship with the B.O.E. Board of Education, so we don’t anticipate any disagreements.”

10. The journalist said, “Mr. Brown, we residents of Clinton thank you for a job well done.”

Practice B Writing Quotations With Explanatory Material in Brackets
Read the items below. For each item, write a direct quotation that includes the item in brackets.

Example: Global warming
Answer: The vice president said, “It [global warming] will remain a controversial issue for citizens of our country.”

1. the incident

2. the victim

3. the evidence

4. unfortunately

5. frankly speaking

Writing and Speaking Application
Work with a partner. Write four quotations with explanatory material. Do not include brackets. Exchange papers with your partner and add brackets where they are needed in your partner’s sentences. Then, read your quotations aloud.
USING QUOTATION MARKS FOR DIALOGUE

• When writing a dialogue, begin a new paragraph with each change of speaker. Use quotation marks to set off direct quotations.

• For quotations longer than a paragraph, put quotation marks at the beginning of each paragraph and at the end of the final paragraph.

Practice A Using Quotation Marks in Dialogue
Read the dialogue below. Then, place quotation marks where they are needed.

Example: The journalist asked the mayor, So, Mr. Mayor, what are the biggest challenges?
Answer: The journalist asked the mayor, “So, Mr. Mayor, what are the biggest challenges?”

1. As I see it, the biggest challenges are property taxes, traffic issues, and overcrowded schools, said the mayor.
2. The journalist asked, What can be done about rising property taxes?
3. The mayor replied, Well, the more businesses we can attract to our community, the more taxes they will pay. That will take tax pressure off private residents.
4. The journalist then asked, And what are you doing to attract businesses to Edgewater?
5. The mayor replied, We have offered some good office and commercial space to small and large companies alike.
6. The journalist asked, Mr. Mayor, what about traffic issues? If we have more businesses here, won’t the traffic issues just get worse?
7. The mayor explained, We have to plan for growth in our business district. That means we have to put in more traffic lights to manage the situation.
8. The journalist then asked, What about the schools? One of the reasons property taxes are so high is because we put a lot of money into the schools.
9. The mayor replied, Our school district is our biggest asset. We have to create more space for the growing number of children in our community.
10. The journalist said, I thank you for your time, Mr. Mayor.

Practice B Writing Dialogue Using Quotation Marks
On the lines provided, write a dialogue between two classmates about a homework assignment. Be sure to use quotation marks correctly and to begin a new paragraph for each new speaker.

Example: Marion asked, Vivian, what did Ms. Jones assign for homework tonight?
Answer: Marion asked, “Vivian, what did Ms. Jones assign for homework tonight?”

Writing and Speaking Application
Work with a partner. Add four more lines to each of your dialogues in Practice B. Work together to use quotation marks and paragraph breaks correctly. Then, read the new dialogues aloud with your partner.
118 USING QUOTATION MARKS FOR TITLES

Quotation marks are used around titles of the following works: short stories, book chapters, short poems, essays, articles, written works that are part of a larger collection, television episodes, songs, and parts of long musical compositions. See below for an example.

A segment from a popular new television show was titled, “The Great Escape.”

Practice A Placing Quotation Marks in Titles
Read the sentences below. Then, place quotation marks where they are needed.

Example: Please read The Road Not Taken by Robert Frost for homework.
Answer: Please read “The Road Not Taken” by Robert Frost for homework.

1. I wrote a short story in creative writing called A Dream Realized.
2. Max wrote a poem for the same class called Something Has to Give.
3. My favorite episode of the television show Hey, Drew is called When It Rains, It Pours.
4. I used an article titled Ten Healthy Things Teens Should Do for my research paper.
6. My favorite song to play on the piano is Let It Be by the Beatles.
7. My brother’s favorite song to play on the guitar is Layla by Eric Clapton.
8. My favorite poem by Emily Dickinson is A Charm Invests a Face.
10. The journalist finished his article The First 100 Days of Our New President.

Practice B Using Quotation Marks in Titles
On the lines provided, write a sentence using the type of title indicated. Be sure to use quotation marks correctly in your sentence.

Example: essay title

1. short story title ____________________________
2. song title ____________________________
3. short poem title ____________________________
4. article title ____________________________
5. episode title ____________________________
6. title of part of a long musical composition ____________________________
7. chapter title ____________________________
8. song title ____________________________
9. essay title ____________________________
10. short story title ____________________________

Writing and Speaking Application
Work with a partner. Write four sentences with the titles of your choice. Do not include quotation marks. Exchange papers with a partner, and add quotation marks to the titles in each other’s sentences. Then, take turns reading the new sentences and discuss the placement of quotation marks.
USING UNDERLINING AND ITALICS IN TITLES

Underlining and italics are used to make titles stand out in writing. Use underlining in handwritten work; use italics in printed material.

- Underline or italicize titles of the following: books, newspapers, plays, long poems, magazines, movies, television and radio series, long works of music, and works of art.
- Underline or italicize words, letters, or numbers used as names for themselves.
- Underline or italicize foreign words not yet accepted into English and the names of air-, water-, and spacecraft.

EXAMPLES: My favorite television series is called Bridget in the Big City.

The O’s in her paper looked like zeroes.

My grandmother said buenas noches, which means “good night,” to me on the phone.

Practice A Underlining (or Italicizing) Titles

Read the sentences below. Then, underline the titles as needed.

Example: Please read chapters 1 through 5 of To Kill a Mockingbird.
Answer: Please read chapters 1 through 5 of To Kill a Mockingbird.

1. I am writing a novel called The Speed Skater as my final project.
2. When I have a hard time falling asleep, I watch reruns of Friends on television.
3. My mother’s favorite album is The White Album by The Beatles.
4. We are just starting to read the epic poem Odyssey.
5. When we were in Florence, Italy, we saw David, the famous sculpture.

Practice B Underlining Titles and Special Words and Phrases in Sentences

On the lines provided, write a sentence using the type of title indicated.

Example: book title
Answer: I finally finished the longest book I have ever read: War and Peace.

1. newspaper title ____________________________
2. magazine title ____________________________
3. play title ____________________________
4. long poem title ____________________________
5. movie title ____________________________
6. television series title ____________________________
7. musical album title ____________________________
8. painting title ____________________________
9. foreign word or expression ____________________________
10. air, sea, or spacecraft title ____________________________

Writing and Speaking Application

Work with a partner. Write four sentences with the titles of your choice. Do not underline them. Exchange papers with a partner, and underline the titles in each other’s sentences. Then, take turns reading the new sentences and discuss what you underlined.
120 USING QUOTATION MARKS TO INDICATE SARCASM AND IRONY

Quotation marks are used to set off words intended as sarcasm or irony. See the examples below.

My incredibly “kind and thoughtful” brother woke me up early and then used all the hot water!

Ms. Cristoff's enthusiasm for geometry theorems is a real “breath of fresh air.”

Show that you can use and understand the function of quotation marks to indicate sarcasm or irony by completing the following exercises.

Practice A Using Quotation Marks to Indicate Sarcasm or Irony

Read the sentences below. Then, add quotation marks to indicate sarcasm or irony.

Example: I woke up very grumpy this morning; my mother called me her little ray of sunshine.

Answer: I woke up very grumpy this morning; my mother called me her “little ray of sunshine.”

1. Hey, Stretch, can you reach that glass on the top shelf for me?
2. I don’t appreciate your jokes about my height.
3. Kristen always forgets her purse in her locker, so I buy her lunch almost every day.
4. When I failed my first chemistry test, my brother called me the family Einstein.
5. After we broke down on the highway, my father said he was glad his brother had fixed his car.
6. Jenny told me the reason she didn’t call me back was that she forgot my number.
7. I find your excuses fascinating, I told her.
8. Babysitting for the Franklin quadruplets is a real walk in the park.
9. After I grunted at my mother, she told me I was as sweet as pie.
10. When I told my father I couldn’t fix the door, he said it wasn’t exactly rocket science.

Practice B Using Quotation Marks to Indicate Sarcasm or Irony

On the lines provided, write a sentence using the expression and quotation marks to indicate sarcasm or irony.

Example: my little angel

Answer: When I came home two hours after my curfew, my mother asked, “How is ‘my little angel’?”

1. joke ________________________________
2. best friend ________________________________
3. star of the show ________________________________
4. born genius ________________________________
5. ray of sunshine ________________________________
6. real comedian ________________________________
7. singing ________________________________
8. supposed ________________________________

Writing and Speaking Application

Write three sentences that express irony or sarcasm. Do not use quotation marks. Exchange papers with a partner, and insert quotation marks where you think they are needed. Then, take turns reading the sentences and discuss whether the sentences indicate irony or sarcasm.
121 USING HYPHENS IN NUMBERS

Hyphens are used to join compound numbers and fractions. See the examples below.

| Use hyphens for two-word numbers from twenty-one to ninety-nine. | My brother turned twenty-one years old yesterday. |
| Use hyphens in fractions used as adjectives. | I used one-half tablespoon of peanut butter. |
| Use hyphens between a number and words used as modifiers. | We took a 30-minute walk. |
| Use hyphens for repeated modifiers. | The ninth- and tenth-graders were called into the auditorium. |

Practice A Using Hyphens in Compound Numbers and Fractions

Read the items below. Then, hyphenate them as needed.

Example: three fourths cup of flour
Answer: three-fourths cup of flour

1. twenty five students
2. thirty six inches
3. forty one miles
4. two and one half cups of water
5. two thirds cup of rice
6. the eleventh and twelfth grade students
7. a 15 minute jog
8. a 10 minute break
9. a two hour nap
10. fifty five years old

Practice B Using Hyphens in Compound Numbers and Fractions

On each line provided, write a sentence using the number indicated. Be sure to hyphenate correctly.

Example: Twelve pounds and one half ounce
Answer: Our dog now weighs twelve pounds and one-half ounce.

1. two thirds cup
2. twenty three
3. forty four
4. fifty six
5. one half cup
6. three fourths of the pie
7. 27 and three quarter inches
8. ninety eight
9. sixty one
10. one half teaspoon

Writing and Speaking Application

Work with a partner. Write four sentences with compound numbers and fractions. Do not hyphenate them. Exchange papers with a partner and hyphenate the compound numbers and fractions in each other’s sentences. Then, take turns reading the new sentences and discuss what you hyphenated.
122 USING HYPHENS WITH PREFIXES AND SUFFIXES

Hyphens are used to help readers see the parts of a long word. Use a hyphen after a prefix that is followed by a proper noun or a proper adjective. Use a hyphen in words with the prefixes all-, ex-, and self- and words with the suffix -elect—for example, post-Reconstruction, pro-American, self-assured, and president-elect.

Practice A Using Hyphens With Prefixes and Suffixes

Read the items below. Then, hyphenate them as needed.

Example: post Renaissance
Answer: post-Renaissance

1. un American 6. post Christmas
2. pro Labor 7. governor elect
3. mid August 8. mid March
4. pre Victorian 9. mid July
5. pro Republican 10. all encompassing

Practice B Using Hyphens With Prefixes and Suffixes

Read the items below. Then, write a sentence using the item and a hyphen.

Example: ex husband
Answer: The woman ran into her ex-husband in the restaurant.

1. self knowledge 6. post Napoleonic
2. all powerful 7. ex girlfriend
3. mid August 8. mayor elect
4. self centered 9. all around
5. ex Marine 10. all encompassing

Writing and Speaking Application

Work with a partner. Use a dictionary to find three examples of hyphenated words with suffixes and prefixes. Write three sentences, each using one of the words. Then, take turns reading the new sentences aloud.
123 USING HYPHENS WITH COMPOUND WORDS

Use a hyphen to connect two or more words that are used as one compound word, unless your dictionary gives a different spelling. Use a hyphen to connect a compound modifier that appears before a noun. The exceptions to this rule include adverbs ending in -ly and compound proper adjectives or compound proper nouns that are acting as an adjective. When compound modifiers follow a noun, they generally do not require the use of a hyphen. See the examples below.

<table>
<thead>
<tr>
<th>Use hyphens.</th>
<th>ten-year-old girl</th>
<th>well-made pair of jeans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do not use hyphens.</td>
<td>widely available information</td>
<td>The jeans were well made.</td>
</tr>
</tbody>
</table>

Practice A Using Hyphens in Compound Words

Read the items below. Then, hyphenate the words as needed.

Example: hard and fast rule
Answer: hard-and-fast rule

1. thirty year old man
2. in season produce
3. merry go round
4. up to date information
5. fifty year old woman
6. well to do gentleman
7. brother in law
8. bleary eyed child
9. below ground activity
10. sister in law

Practice B Using Hyphens in Compound Words

Read the items below. Then, write a sentence using each item and hyphens as needed.

Example: mass produced
Answer: The mass-produced bread doesn’t taste as good as my mother’s homemade bread.

1. fourteen year old
2. off season
3. well known
4. jack of all trades
5. as is
6. court martial
7. take off
8. go between
9. friendly looking
10. laid back

Writing and Speaking Application

Work with a partner. Use a dictionary to find three examples of hyphenated compound words. Use each word in a sentence. Then, take turns reading the new sentences aloud.
124 USING HYPHENS FOR CLARITY

Some words or groups of words can be misread if a hyphen is not used. Use a hyphen within a word when a combination of letters might otherwise be confusing. Prefixes, such as semi-, anti-, de-, and re-, are usually hyphenated when the root word begins with the same vowel.

EXAMPLES: We live in a co-op building.

The teacher de-emphasized the poor grades we received on the test.

Practice A Using Hyphens for Clarity

Read the items below. Then, hyphenate the words as needed.

Example: belllike
Answer: bell-like

1. reenter
2. reenlist
3. willless
4. semiindependent
5. antiinflammatory
6. semiillustrative
7. reenergize
8. wellliked
9. semiinformal
10. reestablish

Practice B Using Hyphens for Clarity in Sentences

Read the sentences below. Then, rewrite each sentence, correcting errors in hyphenation. If the punctuation is correct, write correct.

Example: After not speaking for two years, Juana and I reestablished our friendship.
Answer: After not speaking for two years, Juana and I re-established our friendship.

1. The golf club was semiinclusive, meaning it did not allow certain people to join.
2. My father accidentally dropped the air conditioning-unit as he was taking it out of the window.
3. The mass produced-bread doesn’t taste as good as my mother’s homemade loaves.
4. A group of antiindependence voters was demonstrating in the capital city.
5. Another group of demonstrators was antiimperialistic and wanted independence.

Writing and Speaking Application

Work with a partner. Use a dictionary to find three examples of hyphenated words. Use each word you found in a sentence but omit the hyphen. Then, exchange papers with your partner and add hyphens as needed for clarity. Take turns reading the sentences aloud and discuss the use of hyphens in the sentences.
125 USING HYPHENS AT THE ENDS OF LINES

Sometimes a word is divided into two parts at the end of a line. A hyphen is used to show the word has been split. Words should always be divided between syllables, and the hyphen belongs at the end of the first line, not at the beginning of the second line.

EXAMPLE: The students will vote for the new president of the freshman class at noon tomorrow.

Practice A Using Hyphens to Correctly Divide Words

Read the words below. Then, rewrite each by using a hyphen to show how it could be divided at the end of a line of text.

Example: breakfast
Answer: break-fast

1. graceful ___________________________ 6. going ___________________________
2. season _____________________________ 7. sandwich _________________________
3. perfect _____________________________ 8. sister _____________________________
4. partner _____________________________ 9. happy _____________________________
5. dinner _____________________________ 10. fourteen __________________________

Practice B Using Hyphens Correctly at the End of Lines

Read the sentences below. Then, rewrite the incorrectly divided words, showing how they should be divided, if at all.

Example: The two girls walked around the mall looking for the shoe store.
Answer: look-ing

1. I had only 50 cents in my wallet, so I could not buy anything to eat after school. _____________________________
2. The baseball players ran onto the field and warmed up before the game. _____________________________
3. Everyone on the committee was talking at once, so the teacher told us to be quiet. _____________________________
4. The audience applauded the musicians’ performance. _____________________________
5. The mice cage is kept in the science laboratory. _____________________________

Writing and Speaking Application

Work with a partner. Write three sentences in which the last word breaks to the next line. Switch papers with your partner. If a word at the end of a line has been incorrectly divided, correctly divide it or indicate that it must be written as one word. Then, take turns reading your sentences aloud and discuss the use of hyphens.
Do not divide one-syllable words.  

<table>
<thead>
<tr>
<th>Incorrect</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>slud-ge</td>
<td>sludge</td>
</tr>
</tbody>
</table>

Do not divide a word so that a single letter or the letters -ed stand alone.  

<table>
<thead>
<tr>
<th>Incorrect</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>health-y</td>
<td>healthy</td>
</tr>
</tbody>
</table>

Avoid dividing proper nouns and proper adjectives.  

<table>
<thead>
<tr>
<th>Incorrect</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ger-man</td>
<td>German</td>
</tr>
</tbody>
</table>

Divide a hyphenated word only after the hyphen.  

We are going to visit my sister and my brother-in-law in Dallas.

Practice A Using Hyphens to Correctly Divide Words

Read the words below. If the word is hyphenated correctly, write the word correct. If the word is hyphenated incorrectly, write the word the way it should appear.

Example: flo-wn
Answer: flown

1. bor-ed
2. day-time
3. jud-ge
4. for-got
5. brid-ge
6. cre-ate
7. squ-are
8. qui-et
9. Ra-chel
10. fruit-y

Practice B Using Hyphens Correctly to Divide Words

Read each pair of divided words. Identify the word that is not correctly divided. Then, rewrite the word, putting the hyphen(s) in the correct place, or writing it as one word if it cannot be divided.

Example: press-ed press-ing
Answer: pressed

1. help-ed help-ful
2. plan-ned plan-et
3. fes-tive fla-nk
4. bro-ught bring-ing
5. thor-ough thro-ugh
6. read-y read-ing
7. qu-it quit-ting
8. wri-thed writh-ing
9. be-ing be-en
10. flight-y rap-idly

Writing and Speaking Application

Work with a partner. Write three pairs of words. For each pair, include one word that is hyphenated correctly and one that is hyphenated incorrectly. Exchange papers and identify the incorrect word. Then, provide the correction and say it to your partner.
127 USING APOSTROPHES TO FORM POSSESSIVE NOUNS

Apostrophes are used with nouns to show ownership or possession. See the rules for possessive nouns and the examples below.

<table>
<thead>
<tr>
<th>Rule Description</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add an apostrophe and -s to form the possessive case of most singular nouns.</td>
<td>the woman’s coat</td>
</tr>
<tr>
<td></td>
<td>the dog’s collar</td>
</tr>
<tr>
<td>Add only an apostrophe to form the possessive of plural nouns ending in -s or -es.</td>
<td>five whales’ spouts</td>
</tr>
<tr>
<td></td>
<td>the knives’ edges</td>
</tr>
<tr>
<td>Add an apostrophe and -s to show the possessive case of plural nouns that do not end in -s or -es.</td>
<td>the children’s room</td>
</tr>
<tr>
<td></td>
<td>two deer’s tracks</td>
</tr>
<tr>
<td>Add an apostrophe and -s or just an -s to the last word of a compound noun.</td>
<td>the Girl Scout cookie orders</td>
</tr>
<tr>
<td>Use an apostrophe and -s or just an apostrophe to form possessives involving time, amount, or the word sake.</td>
<td>a week’s vacation</td>
</tr>
<tr>
<td></td>
<td>two cents’ worth</td>
</tr>
<tr>
<td></td>
<td>for John’s sake</td>
</tr>
</tbody>
</table>

Practice A Using Apostrophes to Form Possessive Nouns
Read the items below. Then, write the possessive form of each noun in parentheses.

Example: the (dog) tail
Answer: dog’s
1. the (student) pencil
2. the (class) teacher
3. the (foxes) den
4. the (policemen) badges
5. a (ninth-grader) writing
6. my (sister-in-law) visit
7. the (ponies) pasture
8. (Charles) life
9. the (birds) song
10. the (women) baseball team

Practice B Using Apostrophes Correctly in Sentences
Read each sentence. Then, rewrite each underlined possessive noun, correcting any mistakes.

Example: The dogs tail wagged enthusiastically.
Answer: dog’s
1. We borrowed the Glickmans boat.
2. We bought ice and fuel at the wharfs edge.
3. The ferrys captain waved at us.
4. The charts and books were in Lisas backpack.
5. She pointed out a buoys dancing shape.

Writing and Speaking Application
Work with a partner. Write three sentences using possessive nouns. Do not include apostrophes. Exchange papers and add apostrophes to your partner’s sentences as needed. Then, take turns reading the sentences aloud and discuss the placement of apostrophes.
128 USING APOSTROPHES WITH PRONOUNS

Apostrophes are used with some pronouns to show ownership or possession. See the rules for possessive pronouns and the examples below.

| Use an apostrophe and -s with indefinite pronouns to show possession. | somebody's shoes  |
| Do not use an apostrophe with possessive personal pronouns; their form already shows ownership. | her book             |
| | his work               |
| | their idea             |
| Be careful not to confuse the contractions who's, it's, and they're with possessive pronouns. | Whose jacket is this? (Whose = possessive pronoun) |
| | Who's missing a jacket? (Who's = Who is) |

Practice A Using Apostrophes to Form Possessive Pronouns

Read the items below. Then, write the possessive form of each pronoun. If the item is correct, write correct.

Example: whose idea

Answer: correct

1. someones glove  
2. somebodys shoes  
3. his best performance  
4. anybodys suggestion  
5. neithers feelings  
6. ones secrets  
7. no ones keys  
8. her magazine  
9. somebodys backpack  
10. anyones guess

Practice B Using Apostrophes Correctly With Indefinite Pronouns

Read each indefinite pronoun below. Then, write a sentence of your own, using the possessive form of the indefinite pronoun.

Example: someone

Answer: Someone's laptop computer is on the desk.

1. somebody  
2. each  
3. either  
4. neither  
5. neither

Writing and Speaking Application

Work with a partner. Write three sentences using possessive pronouns. Do not include apostrophes. Exchange papers and add apostrophes as needed. Then, take turns reading the sentences aloud and discuss the placement of apostrophes.
USING APOSTROPHES TO FORM CONTRACTIONS
Contractions are used in informal speech and writing. Use an apostrophe in a contraction to show the position of the missing letter or letters.

EXAMPLE: We can’t go to the movies tonight. (contraction can’t = cannot)

Practice A Using Apostrophes to Form Contractions
Read the contractions below. Then, write the words that form each contraction.

Example: she'd
Answer: she would

1. aren't ___________________________ 6. can't ___________________________
2. won't ___________________________ 7. you’re __________________________
3. he'll ___________________________ 8. I’m ___________________________
4. couldn't _________________________ 9. Maria’s _________________________
5. I’d _____________________________ 10. they’re _________________________

Practice B Using Apostrophes Correctly in Contractions
Read each sentence. Then, write a contraction that could be used to replace two words in the sentence.

Example: You are in charge.
Answer: You’re

1. I could not believe it. ___________________________
2. Tell me when it is time. ___________________________
3. They are here. ___________________________
4. Brad is going to drive. ___________________________
5. Let me know when you will be ready. ___________________________
6. Carmen will not change her mind. ___________________________
7. I know she is the one. ___________________________
8. I guess they would be happy about it. ___________________________
9. I said in my reply that I will go. ___________________________
10. That is not how I pictured it. ___________________________

Writing and Speaking Application
Write three sentences using contractions. Exchange papers with a partner. Take turns reading the sentences with and without the contractions.
130 USING APOSTROPHES TO CREATE SPECIAL PLURALS

Apostrophes can help avoid confusion with special plurals. Use an apostrophe and -s to create the plural form of a letter, numeral, symbol, or word that is used as a name for itself.

EXAMPLE: My parents were really upset when I brought home two C’s on my report card.

Practice A Using Apostrophes to Create Special Plurals

Read the items below. Then, use an apostrophe to create a special plural for each item.

Example: ABCs
Answer: ABC’s

1. ps and qs __________________________ 6. ?’s __________________________
2. 5s and 10s __________________________ 7. !’s __________________________
3. As and Bs __________________________ 8. nos __________________________
4. The roaring 20s __________________________ 9. Cs and Ds __________________________
5. 1990s __________________________ 10. ifs, ands, or buts __________________________

Practice B Using Apostrophes to Create Special Plurals in Sentences

Read the items below. Use each item in a sentence, including apostrophes to avoid confusion.

Example: Is and yous
Answer: My father said, “I don’t want to hear I’s and you’s; in this family, we are all just us.”

1. Ds __________________________
2. early 2000s __________________________
3. ?’s __________________________
4. !’s __________________________
5. ABCs and 123s __________________________
6. As and Bs __________________________
7. 5s __________________________
8. As and Ans __________________________
9. 50s and 100s __________________________
10. ps and qs __________________________

Writing and Speaking Application

Work with a partner. Write three sentences that contain letters, numbers, words, and symbols. Do not include apostrophes. Exchange papers with your partner and add the apostrophes as needed to avoid confusion. Then, take turns reading the sentences aloud and discuss the placement of apostrophes.
131 PARENTHESES

Parentheses help you group material within a sentence. Use parentheses to set off information when the material is not essential or when it consists of one or more sentences.

- If the material in parentheses is a complete sentence, use an initial capital letter and place the end mark inside the parentheses.
- If the information in the parentheses is a phrase, do not use an initial capital letter or an end mark inside the parentheses.

EXAMPLE: We finally went to Florida (sometimes referred to as the Sunshine State) for vacation.

Vermont is known for its mountains and covered bridges. (See the photos for examples.)

Practice A  Revising to Add Parentheses to Sentences

Read each sentence. Then, rewrite it, adding the items indicated in parentheses where appropriate in the sentence.

Example: William Shakespeare is my favorite English playwright. (1564–1616)

Answer: William Shakespeare (1564–1616) is my favorite English playwright.

1. I have figured out that I walk three or four miles every game. (or run)

2. The distance from the dugout to the plate is short enough. (but I cover it a good many times)

3. My brother’s team is going to play in the state finals. (soccer)

4. Everything from the harvest must be saved for winter. (fall)

5. Brian wants to move where the jobs are. (he is great with computers)

Practice B  Writing Sentences With Parenthetical Information

Read the items below. Use each item in parentheses in a sentence of your own.

Example: (school year 2011–2012)

Answer: The yearbook committee (school year 2011–2012) is working on a theme for the yearbook.

1. (math and English) ____________________________________________

2. (1948–2008) ________________________________________________

3. (in San Antonio, Texas) ______________________________________

4. (the student council) ________________________________________

5. (I had forgotten to call her.) __________________________________

Writing and Speaking Application

Work with a partner. Write three sentences that contain parenthetical material, such as dates or nonessential information. Do not include the parentheses. Exchange papers with your partner, and add the parentheses as needed. Then, take turns reading the sentences aloud and discuss the placement of parentheses.
132  BRACKETS

Brackets are used to enclose a word or phrase added by a writer to the words of another writer. Use brackets to enclose words you insert in quotations when quoting someone else. Note that the Latin expression *sic* (meaning “thus”) is sometimes enclosed in brackets to show that the author of the quoted material has misspelled a word or phrase that precedes *sic*.

EXAMPLE:  “Sable Island is a sandy crescent [sic] of land far out in the Atlantic [approximately 150 miles] east of Halifax, Nova Scotia.”

**Practice A  Using Brackets in Quotations**

*Read each quotation. Then, rewrite it, adding the bracketed item where you think it is appropriate.*

**Example:**  “More than four hundred ships have come to grief on the island’s low, shifting shores.” [sic]

**Answer:**  “More than four [sic] hundred ships have come to grief on the island’s low, shifting shores.”

1.  “When Columbus made his second journey in 1494, he sailed too far south.” [to the New World]

2.  “He went to find fresh water for his crew.” [ashore]

3.  “He ordered the sailors to fill the ships’ casks with water.” [fresh]

4.  “He knew it was fresh, he had tasted it himself.” [because]

5.  “The ships set sail again and apparently took several days to reach Hispaniola.” [sic]

**Practice B  Revising to Add Brackets to Quotations**

*Read each quotation. Then, rewrite it, adding *sic* in brackets as needed.*

**Example:**  “Michael spent most of his time thinking about the new bycycle his father promised to buy him.”

**Answer:**  “Michael spent most of his time thinking about the new bycycle [sic] his father promised to buy him.”

1.  “Recently, a toothach was cured with unusual dental tools.”

2.  “If that sounds odd, so was the size of the tooth removed, a five-pound molar.”

3.  “The patient was Lucky, a 400-pound elephant at a zoo.”

4.  “She easily survived the operation, which lasted about for hours.”

5.  “On Saturday morning, the football team went through the plays they would use in the afternoon game.”

**Writing and Speaking Application**

Work with a partner. Write three sentences that contain material that should be bracketed. Do not include the brackets. Exchange papers with your partner and add the brackets where you think they belong. Then, take turns reading the sentences aloud and discuss the placement of the brackets.
133 USING THE ELLIPSIS

An ellipsis (...), shows where words have been omitted from a quoted passage. An ellipsis can also mark a pause or an interruption in dialogue. See the examples below.

<table>
<thead>
<tr>
<th>Use an ellipsis to show omitted words in a quotation.</th>
<th>I told my father, “It took several seconds for me to realize . . . it was a tarantula!”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use an ellipsis to mark a pause in a dialogue or speech.</td>
<td>The teacher said, “Get ready . . . and begin the exam.”</td>
</tr>
</tbody>
</table>

Practice A Using Ellipses to Show Omissions In Quotations

Read each quotation. Then, rewrite each quotation, removing the words in parentheses and adding an ellipsis to show their removal.

Example: “Wipe the dog’s paws with a rag before you bring him into the house.” (with a rag)

Answer: “Wipe the dog’s paws . . . before you bring him into the house.”

1. “Bob and Frank, who are our mentors, will teach a class on poetry.” (who are our mentors)

2. “Deborah will sing a solo and be part of the encore at the spring musical.” (a solo and be part of the encore)

3. “I worked long and hard on my bird drawing.” (long and hard)

4. “The plane landed safely in a pasture after its engine cut out.” (in a pasture)

5. “Deer and other animals roam freely through the San Diego Wild Animal Park.” (and other animals)

Practice B Using Ellipses to Show a Pause in Dialogue

Read each line of dialogue. Then, rewrite the line, adding an ellipsis to show a pause where it makes sense for the speaker to have paused.

Example: “Please go downstairs and get me one, no, two containers.”

Answer: “Please go downstairs and get me one . . . no, two containers.”

1. “The coach yelled, “Ready, set, go!”

2. “Hello, can you hear me now?”

3. “I think I’ll have the tuna melt.”

4. “Well, I don’t know.”

5. “Can you tell me which way is east?”

Writing and Speaking Application

Work with a partner. Write three sentences that contain material that can be omitted. Do not include the ellipses. Exchange papers with your partner and replace with an ellipsis the words you think can be omitted. Then, take turns reading the new sentences aloud and discuss the placement of the ellipses.
134 DASHES

A dash signals a stronger, more sudden interruption in thought or speech than commas or parentheses do. A dash may also take the place of certain words before an explanation. See the examples below.

<table>
<thead>
<tr>
<th>Use a dash to indicate an abrupt change of thought, a dramatic interrupting idea, or a summary statement.</th>
<th>I can’t believe she said that about me—by the way, who told you she said that?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use a dash to set off a nonessential appositive or modifier when it is long, already punctuated, or especially dramatic.</td>
<td>The shoe salesman—tired of helping the impossible customer—walked out of the store.</td>
</tr>
<tr>
<td>Use a dash to set off a parenthetical expression when it is long, already punctuated, or especially dramatic.</td>
<td>We visited the birthplace of our great, great grandmother—what an experience!—on the tiny island in the Atlantic.</td>
</tr>
</tbody>
</table>

Show that you can use and understand the function of punctuation marks including dashes to emphasize parenthetical information.

Practice A Using Dashes to Emphasize Parenthetical Expressions

Read each sentence. Then, add dashes as necessary to emphasize the parenthetical expressions.

Example: After a two-hour rain delay the poor fans! the game was canceled.
Answer: After a two-hour rain delay—the poor fans!—the game was canceled.

1. The championship game what an exciting game it was! was played the next day.
2. After the game, the team and the fans and they are terrific fans! celebrated in the field.
3. Everyone had a great time who wouldn’t have had a great time? at the celebration.
4. If you elect me as president and I think I’m the best candidate you will see real changes.
5. Shania is the best singer and there are many good singers in our school.
6. We swam with seals in the Galapagos Islands what an amazing place! on our vacation.

Practice B Using Dashes for Emphasis in Sentences

Read each expression below. Then, write a sentence of your own, using the parenthetical expression provided and dashes for emphasis.

Example: what a mess!
Answer: We made our own dough—what a mess!—in our grandmother’s kitchen.

1. what an opportunity! _____________________________________________
2. I was so pleased! _______________________________________________
3. the teacher was furious! _________________________________________
4. how could you? _________________________________________________
5. do you believe it? ______________________________________________

Writing and Speaking Application

Work with a partner. Write three sentences that contain parenthetical expressions. Do not set them off with dashes. Exchange papers with your partner and add dashes to your partner’s paper as needed for emphasis. Then, take turns reading the sentences aloud and discuss the placement of the dashes.
135 SLASHES

A slash is used to separate numbers in dates and fractions, lines of quoted poetry, or options. Slashes are also used to separate parts of a Web address.

<table>
<thead>
<tr>
<th>Dates</th>
<th>1/1/09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fractions</td>
<td>¾ cup of flour</td>
</tr>
<tr>
<td>Lines of quoted poetry</td>
<td>&quot;The sky is low / The clouds are mean.&quot;</td>
</tr>
<tr>
<td>Options</td>
<td>We could choose from apples/oranges/bananas.</td>
</tr>
<tr>
<td>Web addresses</td>
<td><a href="http://www.whitehouse.gov/">http://www.whitehouse.gov/</a> (the White House)</td>
</tr>
</tbody>
</table>

Practice A Using Slashes With Numbers

Read each item. Then, rewrite each item, using slashes correctly (and, for fractions, using numbers instead of words).

Example: July 7, 1997
Answer: 7/7/97

1. two-thirds
2. three-eighths
4. October 31, 2010
5. September 3, 1966
6. five-ninths
7. eleven-twelfths
8. January 18, 1955
9. December 2, 1939
10. one-half

Practice B Using Slashes Correctly in Sentences

Read each sentence below. Then, rewrite it, using slashes where needed.

Example: Our last day of school is 6 2 12.
Answer: Our last day of school is 6/2/12.

1. The Web address for the Smithsonian Institution is http:www.si.edu.
2. The salad bar options are lettuce tomatoes carrots chickpeas corn peppers.
3. Choose two of the following: apples peaches melon grapes bananas strawberries.
4. Our school’s Web address is http:www.ridgemonthighschool.tx.edu
5. The freshman dance is on 10 4 12.

Writing and Speaking Application

Work with a partner. Write three sentences that contain dates, fractions, and options. Do not include slashes. Exchange papers with your partner and add slashes as needed. Then, take turns reading the sentences aloud and discuss the placement of the slashes.
Part 2: Vocabulary and Spelling
Introduction

Part 2 of the All-in-One Workbook will help you develop vocabulary skills by giving you practice with elements of vocabulary and with applying spelling rules.

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Vocabulary Practice 1: Prefixes

Prefixes: **extra-**, **inter-**, **intra-**, **intro-**, **ultra-**

A **prefix** is a word part that is added to the beginning of a base word. A prefix changes the meaning of a word.

The prefix **inter-** means “between.” Adding **inter-** to the base word **action**, meaning “activity,” makes **interaction**, which means “activity between people or things.” Other prefixes have meanings similar to **inter-**.

- **extra-** means “beyond” or “outside of”
- **intro-** means “inside” or “inward”
- **inter-** means “between,” “among,” or “in the midst of”
- **ultra-** means “beyond” or “exceeding” or “in the midst of”
- **intra-** means “in,” “into,” or “within”

A. Think about the meaning of each prefix and base word. Then, write a definition for the word in bold type. Check your definitions in a dictionary.

1. **extra-** + **terrestrial** (relating to the earth) = **extraterrestrial**
   
   Definition________________________________________________________________________________

2. **inter-** + **planetary** (relating to the planets) = **interplanetary**
   
   Definition________________________________________________________________________________

3. **intra-** + **ocular** (relating to the eye) = **intraocular**
   
   Definition________________________________________________________________________________

4. **ultra-** + **sound** (tone of human hearing) = **ultrasound**
   
   Definition________________________________________________________________________________

5. **intro-** + **pection** (the act of examining) = **introspection**
   
   Definition________________________________________________________________________________

6. **extra-** + **curricular** (relating to courses of study) = **extracurricular**
   
   Definition________________________________________________________________________________

7. **inter-** + **dependent** (relying on another) = **interdependent**
   
   Definition________________________________________________________________________________

8. **intra-** + **venous** (relating to veins) = **intravenous**
   
   Definition________________________________________________________________________________

9. **ultra-** + **modernist** (one who believes in current views) = **ultramodernist**
   
   Definition________________________________________________________________________________

10. **intro-** + **version** (the act of turning) = **introversion**
    
   Definition________________________________________________________________________________

B. On separate paper, make a list of three words using each prefix. Then, write a sentence using each word.
Vocabulary Practice 2: Prefixes

Prefixes: ante-, fore-, pre-, pro-, post-

A prefix is a word part that is added to the beginning of a base word. A prefix changes the meaning of the word.

The prefix fore- means “before.” Adding fore- to the base word sight, meaning “vision,” makes foresight, which means “seeing or knowing before something happens.” The prefixes ante-, pre-, and pro- also mean “before.” The prefix post- means “after.”

A. Add the prefixes to the base words. Write the definitions of the prefixed words. Check your definitions in a dictionary. The first one is an example.

1. The prefix fore- means “before in time.”
   a. fore tell: to tell before something happens; to predict
   b. __________________________ cast: __________________________
   c. __________________________ shadow: __________________________

2. The prefix ante- means “before,” “forward,” or “in front of.”
   a. __________________________ date: __________________________
   b. __________________________ chamber: __________________________
   c. __________________________ mortem: __________________________

3. The prefix pre- means “earlier than” or “prior.”
   a. __________________________ arrange: __________________________
   b. __________________________ mature: __________________________
   c. __________________________ judge: __________________________

4. The prefix pro- means “forward” or “in favor of.”
   a. __________________________ claim: __________________________
   b. __________________________ active: __________________________
   c. __________________________ long: __________________________

5. The prefix post- means “after.”
   a. __________________________ millenial: __________________________
   b. __________________________ graduate: __________________________
   c. __________________________ operative: __________________________

B. Write the words you formed in Exercise A in these sentences.

1. Sam took a __________________________ role in helping his candidate win the election.
2. The attorneys and clients met in a courthouse __________________________ to discuss a settlement.
3. Celebrations were recorded for __________________________ children—those born after A.D. 2000.
4. It was __________________________ to announce technological success without testing.
5. In retrospect, the circumstances did __________________________ the story’s climax.
Vocabulary Practice 3: Prefixes

Prefixes: a-, in-, non-, un-

The prefix is a word part that is added to the beginning of a base word. A prefix changes the meaning of the word.

The prefix in- means “not.” Adding in- to the base word adequate, meaning “sufficient,” makes inadequate, which means “not sufficient.” The prefixes a-, non-, and un- also mean “not,” or “without.”

A. Add the base word to each prefix to make the new word that matches the definition.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>non</td>
<td>______________________________</td>
<td>“not caused by extreme reaction or sensitivity”</td>
</tr>
<tr>
<td>un</td>
<td>______________________________</td>
<td>“not meeting a standard or requirement”</td>
</tr>
<tr>
<td>in</td>
<td>______________________________</td>
<td>“not suitable”</td>
</tr>
<tr>
<td>a</td>
<td>______________________________</td>
<td>“not the usual or of a certain type”</td>
</tr>
<tr>
<td>in</td>
<td>______________________________</td>
<td>“not in accord or agreement”</td>
</tr>
<tr>
<td>un</td>
<td>______________________________</td>
<td>“not having basis or justification”</td>
</tr>
<tr>
<td>non</td>
<td>______________________________</td>
<td>“not binding or confining; not limited”</td>
</tr>
<tr>
<td>un</td>
<td>______________________________</td>
<td>“not knowing, educated, or knowledgeable”</td>
</tr>
<tr>
<td>a</td>
<td>______________________________</td>
<td>“not capable of division into equal halves”</td>
</tr>
<tr>
<td>in</td>
<td>______________________________</td>
<td>“not friendly or receptive to guests”</td>
</tr>
</tbody>
</table>

B. Write five other words used with each prefix. Check your words in a dictionary.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Word</th>
<th>Word</th>
<th>Word</th>
<th>Word</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>non</td>
<td>______________________________</td>
<td>______________________________</td>
<td>______________________________</td>
<td>______________________________</td>
<td>______________________________</td>
</tr>
<tr>
<td>un</td>
<td>______________________________</td>
<td>______________________________</td>
<td>______________________________</td>
<td>______________________________</td>
<td>______________________________</td>
</tr>
<tr>
<td>in</td>
<td>______________________________</td>
<td>______________________________</td>
<td>______________________________</td>
<td>______________________________</td>
<td>______________________________</td>
</tr>
<tr>
<td>a</td>
<td>______________________________</td>
<td>______________________________</td>
<td>______________________________</td>
<td>______________________________</td>
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<tr>
<td>in</td>
<td>______________________________</td>
<td>______________________________</td>
<td>______________________________</td>
<td>______________________________</td>
<td>______________________________</td>
</tr>
</tbody>
</table>

C. Unscramble these four words, which have prefixes. Write the definitions.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>enlerubila</td>
<td>__________________________________________</td>
</tr>
<tr>
<td>csifonecpin</td>
<td>__________________________________________</td>
</tr>
<tr>
<td>romala</td>
<td>__________________________________________</td>
</tr>
<tr>
<td>idecential</td>
<td>__________________________________________</td>
</tr>
</tbody>
</table>
Vocabulary Practice 4: Prefixes

Prefixes: mon-, mono-, uni-

A prefix is a word part that is added to the beginning of a base word. A prefix changes the meaning of a word.

The prefix uni- means “one.” Adding uni- to the base word cycle, meaning “wheel or circle,” makes unicycle, which means “a one-wheeled vehicle.” The prefixes mon- and mono- also mean “one.”

A. Underline the words in these sentences with the prefixes meaning “one.”
1. Stereophonic sound systems replaced monaural record players, which became collectibles.
2. An imaginary animal depicted as a horse is called a unicorn.
3. Chad’s nervousness caused him to read his report in a monotone.
4. In many airports, a monorail takes passengers from parking lots to terminals.
5. One form of marriage custom practiced in many societies is monogamy.
6. The universal theme of the conference attracted people from all over the world.
7. Monaco is a monarchy ruled by the Grimaldi family since the thirteenth century.
8. Some hospitals require the nursing staff to conform to a uniform dress code.
9. Children who are monolingual study other languages in school.
10. The unilateral report, read by its author, presented a very narrow view.

B. For each word you underlined, write the prefix and base word beside the definition.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Base Word</th>
<th>Definition of the Underlined Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>__________</td>
<td>means “using one tone or sound with no variety”</td>
</tr>
<tr>
<td>2.</td>
<td>__________</td>
<td>means “a train that runs on one track”</td>
</tr>
<tr>
<td>3.</td>
<td>__________</td>
<td>means “the custom of marrying only one person”</td>
</tr>
<tr>
<td>4.</td>
<td>__________</td>
<td>means “government ruled by a single person”</td>
</tr>
<tr>
<td>5.</td>
<td>__________</td>
<td>means “including the entire or whole world as one”</td>
</tr>
<tr>
<td>6.</td>
<td>__________</td>
<td>means “knowing or using one language”</td>
</tr>
<tr>
<td>7.</td>
<td>__________</td>
<td>means “a mythological one-horned animal”</td>
</tr>
<tr>
<td>8.</td>
<td>__________</td>
<td>means “having one or the same manner or degree”</td>
</tr>
<tr>
<td>9.</td>
<td>__________</td>
<td>means “a single speaker path for sound”</td>
</tr>
<tr>
<td>10.</td>
<td>__________</td>
<td>means “concerned with one person or side of a subject”</td>
</tr>
</tbody>
</table>

C. Write two more words with each prefix and write the definitions.

________________________________________________________________________
________________________________________________________________________
Vocabulary Practice 5: Suffixes

Suffixes: -ant, -ar, -er, -ist, -or

A suffix is a word part that is added to the end of a base word. A suffix changes the meaning of a word.

The suffix -or means “one who.” Adding -or to the base word act, meaning “perform,” makes actor, which means “one who acts.” The suffixes -ant, -ar, -er, and -ist also mean “one who does, makes, or is concerned with.”

A. Write the base word and suffix for each word. Some words require a spelling change. Then, write the number of the description that belongs with each word. The first one is an example.

<table>
<thead>
<tr>
<th>Base Word and Suffix</th>
<th>Description Matches</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. activist active and -ist</td>
<td>5</td>
<td>1. writes a column or article for a newspaper or magazine</td>
</tr>
<tr>
<td>2. defendant</td>
<td></td>
<td>2. settles differences between people</td>
</tr>
<tr>
<td>3. conductor</td>
<td></td>
<td>3. helps or aides another in a task or job</td>
</tr>
<tr>
<td>4. specialist</td>
<td></td>
<td>4. is skilled in giving powerful speeches</td>
</tr>
<tr>
<td>5. designer</td>
<td></td>
<td>5. takes an active role in issues or causes</td>
</tr>
<tr>
<td>6. orator</td>
<td></td>
<td>6. has a very specific occupation or area of learning</td>
</tr>
<tr>
<td>7. machinist</td>
<td></td>
<td>7. makes laws for a political area</td>
</tr>
<tr>
<td>8. employer</td>
<td></td>
<td>8. has been charged with an offense in a court case</td>
</tr>
<tr>
<td>9. accountant</td>
<td></td>
<td>9. is competing for an award</td>
</tr>
<tr>
<td>10. columnist</td>
<td></td>
<td>10. hires and pays wages to employees</td>
</tr>
<tr>
<td>11. legislator</td>
<td></td>
<td>11. has advanced study in a particular field</td>
</tr>
<tr>
<td>12. finalist</td>
<td></td>
<td>12. figures tax returns or business expenses</td>
</tr>
<tr>
<td>13. arbitrator</td>
<td></td>
<td>13. leads an orchestra or band</td>
</tr>
<tr>
<td>14. assistant</td>
<td></td>
<td>14. works with machinery</td>
</tr>
<tr>
<td>15. scholar</td>
<td></td>
<td>15. creates plans for a design or style</td>
</tr>
</tbody>
</table>

B. On separate paper, write five words with each suffix that means “one who.”
Vocabulary Practice 6: Suffixes

Suffixes: -ic, -ile, -ive

A suffix is a word part that is added to the end of a base word. A suffix changes the meaning of a word.

The suffix -ic means “like.” Adding -ic to the word mime, meaning “to imitate,” makes mimic, which means “to imitate, copy, or ridicule.” Other suffixes with similar meanings are -ile, which means “having to do with” or “like,” and -ive, which means “relating to.”

A. Write the suffix that is added to the base word to make a new word. Write the new word that matches the definition. Some words change spelling when adding the suffix. Check your spelling in a dictionary.

<table>
<thead>
<tr>
<th>Base Word</th>
<th>Suffix</th>
<th>New Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>electron</td>
<td>-ic</td>
<td>electronic</td>
<td>means “related to principles of electricity”</td>
</tr>
<tr>
<td>optimist</td>
<td>______</td>
<td>_________</td>
<td>means “expecting the best outcome”</td>
</tr>
<tr>
<td>fantasy</td>
<td>______</td>
<td>_________</td>
<td>means “unbelievable; not real”</td>
</tr>
<tr>
<td>project</td>
<td>______</td>
<td>_________</td>
<td>means “designed to be thrown or hurled forward”</td>
</tr>
<tr>
<td>support</td>
<td>______</td>
<td>_________</td>
<td>means “promoting interests or causes”</td>
</tr>
<tr>
<td>frag- (fragil)</td>
<td>______</td>
<td>_________</td>
<td>means “delicate; easily broken”</td>
</tr>
<tr>
<td>select</td>
<td>______</td>
<td>_________</td>
<td>means “choosing carefully”</td>
</tr>
<tr>
<td>success</td>
<td>______</td>
<td>_________</td>
<td>means “following in order”</td>
</tr>
<tr>
<td>magnet</td>
<td>______</td>
<td>_________</td>
<td>means “attracting iron, steel, and other materials”</td>
</tr>
<tr>
<td>tact</td>
<td>______</td>
<td>_________</td>
<td>means “a plan or means to accomplish a goal”</td>
</tr>
</tbody>
</table>

B. Write the words you formed in Exercise A in the following passage. Use the context to help you determine the correct word.

Nigel became interested in science when he put magnets on a tiny car and built a _____________________ road. He liked to work in his basement making _____________________ gadgets like toys with wires and batteries. His grandfather worked with Nigel and was very _____________________ of Nigel’s interests in science. Nigel was very _____________________ in choosing his projects. Once, however, he and Grandfather built a rocket and launch pad that turned into a disaster. As Nigel was assembling the rocket for a practice launch, a small piece of metal became a _____________________, without warning, and flew through the air at great speed. It destroyed parts of the construction that were _____________________, or easily broken. Fortunately, Nigel and his grandfather were _____________________ about rebuilding this project. They discussed a _____________________ for creating a successful rocket project.

C. On a separate piece of paper, write an ending to the story, using the two words that you did not use in the passage.
Vocabulary Practice 7: Suffixes

Suffixes: -hood, -ity, -ness

A suffix is a word part that is added to the end of a base word. A suffix changes the meaning of a word.

The suffix -ness means “a state or a quality of being.” Adding -ness to the base word kind, meaning “gentle,” makes kindness, which means “being gentle.” Other suffixes with similar meanings are: -hood, which means “a group” or “class of”; and -ity, which means “degree of being” or “character.”

A. Add the suffix to the words in each column.

<table>
<thead>
<tr>
<th>-hood</th>
<th>-ness</th>
<th>-ity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. brother</td>
<td>1. awkward</td>
<td>1. individual</td>
</tr>
<tr>
<td>2. neighbor</td>
<td>2. like</td>
<td>2. active</td>
</tr>
<tr>
<td>3. parent</td>
<td>3. responsive</td>
<td>3. curious</td>
</tr>
<tr>
<td>4. child</td>
<td>4. friendly</td>
<td>4. rapid</td>
</tr>
<tr>
<td>5. state</td>
<td>5. astute</td>
<td>5. original</td>
</tr>
</tbody>
</table>

B. Read each pair of sentences. Write the words you formed above in the second sentence of each pair. The clue is in the first sentence.

1. A parent has many responsibilities as a child’s guardian.
   The responsibilities of _____________________________ include attention to a child’s safety.

2. Carol is an individual who gets involved in lots of creative activities.
   She demonstrates her ________________________ in art class with a unique style of painting.

3. Joanne, who is fifteen, looks exactly like her young mother.
   In fact, the _____________________________ is so astonishing that they appear to be twins.

4. Curious, four-year-old Jake wandered around the pet shop.
   His ____________________ got the better of him, and he pulled a fishbowl off the shelf.

5. The new doctor already had a reputation for being responsive to patients.
   When Susan had an emergency, the doctor’s _____________________________ saved her life.

6. Do you know when Alaska joined the United States?
   Alaska was admitted for _____________________________ in 1959.

7. People will soon be commuting on the new rapid train from Boston to New York.
   The _____________________________ of trains compares favorably with that of air travel.

8. Jasper was a friendly dog, happily greeting everyone who entered the yard.
   One day his ________________ turned into aggressiveness when some children teased him.

9. As a child, Ineka traveled with her parents all over the world.
   As an adult, she had wonderful memories of her _____________________________ experiences.

10. The immigrant was astute about the customs of her new country.
    Her _____________________________ helped her handle difficult situations in her new life.
Vocabulary Practice 8: Suffixes

Suffixes: -cy, -ion, -ment, -sion, -tion

A suffix is a word part that is added to the end of a base word. A suffix changes the meaning of a word.

The suffix -ment means “act or quality of.” Adding -ment to the base word agree, meaning “consent,” makes agreement, which means “the act of consenting.” Other suffixes with similar meanings are: -ion, -sion, -tion, which mean “act or condition of”; and -cy, which means “state or position of.”

A. Underline the words having the suffixes listed above.
1. The principal announced scholarship awards at the commencement.
2. Flowers were an expression of the family’s sympathy and friendship.
3. The neighbors settled their disagreement by creating a workable plan.
4. At the conclusion of the trial, the jury delivered the verdict.
5. Students studied at the library to improve their concentration on homework.
6. Every adult made a commitment to work in the relief effort.
7. The juxtaposition of the two entrances presented a problem for walking traffic.
8. The Secretary of State attempted to resolve the crisis with diplomacy.
9. Part of the plan for student enrichment was a monthly trip to the art museum.
10. Life returned to normalcy many weeks after the tornado.

B. Match the words you underlined in Exercise A with their definitions.

1. means “that which makes richer or improves by adding a desired quality”
2. means “having the normal or usual pattern”
3. means “fixed attention on a subject or goal”
4. means “side by side or close together”
5. means “a difference of opinion”
6. means “the act of outwardly communicating thoughts or ideas”
7. means “the ceremony for the conferring of degrees or diplomas”
8. means “an obligation or pledge”
9. means “the end or termination”
10. means “the conducting of political relations and government negotiations”

C. Write the base words of the underlined words in Exercise A. Use a dictionary, if necessary.

-ion, -sion, or -tion
-ment
-cy

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Vocabulary Practice 9: Word Roots

Word roots: -spec-, -spect-, -scop-, -vis-, -vid-

A word root forms the basic part of a word and gives the word its primary meaning. Prefixes and suffixes add specific meaning to word roots. If you know the meaning of a root, you can often figure out the meaning of a whole word.

The word root -vis- means “look” or “see.” Adding the suffix -ible, meaning “able” or “capable,” to the root -vis- makes visible, which means “being seen.” Other word roots with similar meanings are: -vid-, which means “to see” or “to look at;” -scope-, which means “to watch” or “to spy;” -spec- and -spect-, which mean “to see” or “to observe.”

A. Underline the roots in these words.

<table>
<thead>
<tr>
<th>specimen</th>
<th>improvise</th>
<th>supervision</th>
<th>visionary</th>
<th>kaleidoscope</th>
</tr>
</thead>
<tbody>
<tr>
<td>spectrum</td>
<td>seismoscope</td>
<td>evidence</td>
<td>circumspect</td>
<td>periscope</td>
</tr>
</tbody>
</table>

B. Using the root meanings and sentence clues, write definitions for the words in italics. Check your definitions in a dictionary.

1. The scientist used a periscope to observe life at the bottom of the ocean.
   Definition________________________________________________________________________________

2. The quilts sewn for charity displayed the full spectrum of colors.
   Definition________________________________________________________________________________

3. After the top-secret meeting, those in attendance were circumspect in discussions.
   Definition________________________________________________________________________________

4. As children, we always enjoyed the beautiful patterns in a kaleidoscope.
   Definition________________________________________________________________________________

5. The President’s job as visionary is to plan for the country’s future.
   Definition________________________________________________________________________________

6. Ships and planes use instruments called gyroscopes and gyrocompasses to keep them level.
   Definition________________________________________________________________________________

7. The lab took a small soil specimen to conduct a test on its nitrogen content.
   Definition________________________________________________________________________________

8. Anthropologists gathered bones, teeth, and the skull of a dinosaur they found in the forest and reported their findings as evidence of another genus of dinosaurs.
   Definition________________________________________________________________________________

9. The actor forgot his lines, but he was able to improvise, to the delight of the audience.
   Definition________________________________________________________________________________

10. A seismoscope is an essential instrument for recording earthquake data.
    Definition________________________________________________________________________________
Vocabulary Practice 10: Word Roots

Word roots: -pass-, -path-, -sens-, -sent-, -tang-, -tact-

A word root forms the basic part of a word and gives the word its primary meaning. Prefixes and suffixes add specific meaning to word roots. If you know the meaning of a root, you can often figure out the meaning of a whole word.

The root -sent- means "feel" or "think." Adding the suffix -dis, meaning "not" or "away from," to the root -sent- makes dissent, which means "feeling against something." Other word roots with similar meanings are: -sens-, which means "feel" or "think;" -pass- and -path-, which mean "feel" or "suffer;" and -tact- and -tang-, which mean "touch."

A. Write the word that belongs in the sentence. Underline the root in each answer choice.

1. Jake explained to his little brother why it was _____________________________ to wear a helmet when riding his bike.
   tangible   tactile   sensible

2. The busy nurse was still very _____________________________ to her patients’ needs.
   sensitive   passive   tactful

3. Feelings and thoughts are _____________________________, but they are a major aspect of our self-expression.
   sympathy   telepathy   intangible

4. Watching the news, Helen felt great _____________________________ for the homeless.
   tactics   compassion   sensations

5. When Anne received her final exam scores, she felt she had a _____________________________ reward for her extra effort all semester.
   tangible   sensual   passionate

6. The earthquake demolished most of the buildings in the city, but the newspaper building was still _____________________________.
   tactless   pathetic   intact

7. Holly looked for a card with the perfect _____________________________ for Jessica.
   sensation   sentiment   contact

8. The politician gave a fiery, or _____________________________, speech about animals’ rights.
   pathetic   impassioned   tangled

9. A meteorological report gave _____________________________ information about tornadoes in the region, but it gave in-depth information about hurricanes.
   tangential   passionate   sentimental

10. The reporter used a very clever _____________________________ to interview the senator.
    sensor   tactic   pathology

B. On other paper, explain answer choices 1, 3, and 4 in Exercise A, referring to the meaning of the root in your answer.
Vocabulary Practice 11: Word Roots

Word roots: -soru-, -solv-

A word root forms the basic part of a word and gives the word its primary meaning. Prefixes and suffixes add specific meaning to word roots. If you know the meaning of a root, you can often figure out the meaning of a whole word.

The Latin words solutus and solvere mean “to loosen” or “to dissolve.” Roots formed from these Latin words are spelled -soru- or -solv-, and mean “to loosen” or “to dissolve.” Adding the suffix -tion, meaning “the condition of,” to the word root -soru- makes solution, which means “that which is dissolved” or “a liquid.”

A. Underline all the words with the roots -soru- and -solv- in this passage.

Dr. Distraction walked with resolve into his chemistry lab believing that the mystery was solvable. The day before, he had used a solute that had turned azure blue as it dissolved. Then, overnight, the solution had turned clear! He couldn’t remember which solvents he had used, so he tried mixing many combinations of soluble chemicals. Finally, as he mixed the last combination of liquid and powder, the mystery was solved. Now Dr. Distraction could absolve himself of making a mistake with his own formula! What is your solution to the mystery?

B. Using the definitions of the prefixes and suffixes below and sentence clues in the passage, write the words you underlined beside their definitions. One word has two meanings.

<table>
<thead>
<tr>
<th>Prefixes</th>
<th>Suffixes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ab- (away)</td>
<td>-ble (able)</td>
</tr>
<tr>
<td>dis- (apart)</td>
<td>-able (able)</td>
</tr>
<tr>
<td>re- (again)</td>
<td>-ent (condition)</td>
</tr>
<tr>
<td></td>
<td>-tion (condition)</td>
</tr>
</tbody>
</table>

1. _________________________ means “liquid mixtures that can break down other substances”
2. _________________________ means “a fixed purpose; firm determination”
3. _________________________ means “found a solution to a problem”
4. _________________________ means “can be dissolved”
5. _________________________ means “melted; became liquid”
6. _________________________ means “to set free from guilt or blame”
7. _________________________ means “an answer to a problem”
8. _________________________ means “capable of being explained”
9. _________________________ means “mixture of solids, liquids, or gases”
10. _________________________ means “a substance that has dissolved or changed in a process”

C. On another piece of paper, write a solution to the mystery using words with the roots -soru- and -solv-.
Vocabulary Practice 12: Word Roots

Word roots: -prim-, -prime-, -primo-, -prot-, -proto-

A word root forms the basic part of a word and gives the word its primary meaning. Prefixes and suffixes add specific meaning to word roots. If you know the meaning of a root, you can often figure out the meaning of a whole word.

The Latin word *primus* means “first.” Many words and phrases in English have the Latin roots -prim-, -prime-, -primo-, -prot-, and -proto-, all meaning “first.” Adding the suffix -ary, meaning “relating to,” to the word root -prim- makes *primary*, which means “first in time or order.”

A. Underline the words in these sentences with a root that means “first.” Then, write a definition for each underlined word. Check your definitions in a dictionary.

1. Congressional members read the protocol, and then debated this original draft of a bill.
   Definition________________________________________________________________________________

2. The human brain today is much larger than that of primitive humans.
   Definition________________________________________________________________________________

3. Da Vinci’s famous flying machine design was a prototype for the first airplane.
   Definition________________________________________________________________________________

4. In a drama, the protagonist sometimes shares center stage with the villain.
   Definition________________________________________________________________________________

5. A good diet includes adequate amounts of protein as well as other nutrients.
   Definition________________________________________________________________________________

6. Greenwich, England, is the location of the prime meridian, or 0° longitude, from which all other lines of longitude are counted east and west.
   Definition________________________________________________________________________________

7. The manager discussed the company’s primary account, or principal financial source.
   Definition________________________________________________________________________________

8. On the opening night of the ballet, the understudy took the principal role for the evening.
   Definition________________________________________________________________________________

9. Adam, who became a primatologist, studied the earliest mammals.
   Definition________________________________________________________________________________

10. Benjamin, the eldest son, claimed his family’s inheritance, or primogeniture.
    Definition________________________________________________________________________________

B. On other paper, write five more words with prefixes that mean “first.”
Vocabulary Practice 13: Word Roots

Word roots: -sta-, -stat-

A word root forms the basic part of a word and gives the word its primary meaning. Prefixes and suffixes add specific meaning to word roots. If you know the meaning of a root, you can often figure out the meaning of a whole word.

The Latin root -stare- means “to stand.” Words formed with this root are spelled -sta- or -stat-. Adding the prefix un-, meaning “not,” and the suffix “-le,” meaning “able,” to the root -stab- makes unstable, which means “not able to stand.”

A. Underline the word in each sentence with the root -sta- or -stat-. Then, circle the word that defines the word you underlined.

1. When Henry’s status in the company changed, he decided to find another job.
   - salary    office    position
2. Huge layoffs caused economic instability and eventually resulted in bankruptcy.
   - unevenness    uprising    steadfastness
3. Shelby rode her stationary bike every evening to work off tension.
   - motorized    manual    standing
4. Students were ecstatic over the announcement of a delay in the school’s opening.
   - despairing    overjoyed    disbelieving
5. The speaker’s stature in politics drew a capacity crowd to the auditorium.
   - notoriety    knowledge    importance
6. The city’s mayor established a memorial fund for the accident victims.
   - declared    contributed    awarded
7. The doctor ordered fluids and medications to stabilize the child’s vital signs.
   - force    balance    affect
8. Corporations use national employment and income statistics to plan their futures.
   - data    evaluation    codes
9. Weather patterns were stagnant in July, resulting in weeks of high humidity.
   - active    unsettled    motionless
10. The baseball player’s stance was comical, and he amused the fans in every game.
    - uniform    pose    attitude

B. On another piece of paper, write a response to each question. Use the boldface word in your answer, and underline the word. Use a dictionary, if necessary.

standard  1. What kinds of rules for arriving and leaving school are enforced?
statute(s)  2. What law governs the age for getting a driver’s license in your state?
rheostat  3. Who might use an instrument for regulating electrical current?
stable  4. How can you give a puppy a good home and environment?
stagnate  5. Why might a pond become unfit for fish and other life?
Vocabulary Practice 14: Synonyms

A synonym is a word similar in meaning to another word. Knowing synonyms will improve your speaking and writing vocabulary.

Example: Loyal is a synonym for faithful.

A. Write the synonym for each numbered word.

<table>
<thead>
<tr>
<th>naive</th>
<th>suffice</th>
<th>endurance</th>
<th>waver</th>
<th>pursue</th>
</tr>
</thead>
<tbody>
<tr>
<td>legacy</td>
<td>articulate</td>
<td>perpetuate</td>
<td>focused</td>
<td>astute</td>
</tr>
</tbody>
</table>

1. inheritance _______________________________ 6. sway back and forth __________________
2. stamina __________________________________ 7. intent _______________________________
3. explain _________________________________ 8. be enough _____________________________
4. continue _________________________________ 9. follow _______________________________
5. keen _________________________________ 10. unsophisticated ___________________________

B. Write the boldface words from Exercise A in this passage.

Jason was _____________________________, or shy, about making his own way in the world. He tended to _____________________________ in making a decision about his future. He was _____________________________ on letting the future make itself known to him. Jason could _____________________________ his reasons for not deciding what he wanted to do as graduation approached. Perhaps he would _____________________________ the family name, now on the restaurant his great-grandfather had built. Running a restaurant required commitment and _____________________________, both of which Jason had in no short supply. It was his _____________________________ from his grandfather and father. Also, he thought he might _____________________________ his interest in technology. He was very _____________________________ about technological developments and had his own ideas for inventions. For now, just thinking about all the options for his future would _____________________________.

C. Using a dictionary or thesaurus, write three synonyms for each word.

1. commitment _____________________________________________________________________________
2. inherited ________________________________________________________________________________
3. options __________________________________________________________________________________

D. The word articulate, used as a verb in the passage, is also an adjective. Write a definition for articulate as used in this sentence:

Nancy is an articulate speaker and is often asked to address the assembly.
Vocabulary Practice 15: Synonyms

A synonym is a word similar in meaning to another word. Knowing synonyms will improve your speaking and writing vocabulary.

Example: Truthful is a synonym for honest.

**A.** Write the boldface word that belongs with each set of synonyms.

<table>
<thead>
<tr>
<th>raze</th>
<th>opaque</th>
<th>foible</th>
<th>reconciliation</th>
<th>opulent</th>
<th>blithe</th>
<th>circuitous</th>
<th>rudimentary</th>
<th>coagulate</th>
<th>befuddle</th>
</tr>
</thead>
</table>

1. confuse, bewilder, ____________________________________________
2. happy, carefree, ______________________________________________
3. indirect, roundabout, __________________________________________
4. congeal, clot, ________________________________________________
5. imperfection, fault, ____________________________________________
6. nontransparent, cloudy, _________________________________________
7. destroy, ruin, ________________________________________________
8. lavish, luxurious, _____________________________________________
9. settlement, agreement, _________________________________________
10. basic, elementary, ____________________________________________

**B.** Write the boldface word from Exercise A that completes each sentence.

1. Arithmetic skills are the _______________________ form of all higher mathematics.
2. As we watched, bulldozers began to _______________________ the oldest houses on the block.
3. The decorator used _______________________ window shades to block the outside light.
4. The partners agreed to an immediate _______________________ to settle the dispute.
5. Taking the _______________________ route to the ball game caused us to miss the first inning.
6. Buying her first car, Soo Yung could not afford the _______________________ leather interior.
7. Tyler waited for the blood to _______________________, so the doctor would let him leave.
8. Amy was a ________________________ spirit, always cheerful, optimistic, and positive.
9. The one _______________________ that was Hank’s downfall was his habit of procrastinating.
10. The store changed the location of items, which _______________________(d) customers.

**C.** On other paper, write as many synonyms as you can for circuitous, blithe, rudimentary, opaque, and foible.
Vocabulary Practice 16: Synonyms

A synonym is a word similar in meaning to another word. In a synonym analogy, both pairs of words are synonyms.

Example: In the following analogy, the first pair of words are synonyms. Which pair of words completes the analogy?
FORECAST:PREDICT::
   a. advise:recommend  b. request:respond  c. inform:question
The answer is ADVISE:RECOMMEND, which are synonyms.

A. Complete each analogy by choosing the letter of the pair of words that show a synonym relationship. Use a dictionary or thesaurus, if necessary.

1. REJECT:DECLINE::
   a. deny:define  b. dismiss:accept  c. confound:confuse

2. GROTESQUE:REPULSIVE::
   a. conglomeration:mixture  b. unfamiliar:awkward  c. attractive:unusual

3. FRET:WORRY::
   a. deliver:purchase  b. delineate:describe  c. scold:reassure

4. MOCK:RIDICULE::
   a. choose:contribute  b. choose:deny  c. emulate:copy

5. ADMIRE:PRAISE::
   a. guile:innocence  b. stage:drama  c. novice:newcomer

6. HUMOROUS:AMUSING::
   a. poor:substantial  b. insolvent:bankrupt  c. secure:unsteady

7. SENTIMENTAL:NOSTALGIC::
   a. sensitive:sensible  b. complimentary:final  c. laudable:admirable

8. ANONYMOUS:UNKNOWN::
   a. meticulous:detailed  b. metric:digital  c. cautious:unguarded

9. DISPUTE:CHALLENGE::
   a. pacify:forgive  b. needle:annoy  c. argue:concede

10. PROSPEROUS:FORTUNE::
    a. ancient:antiquity  b. squander:save  c. thrifty:poverty

B. Write a synonym to complete each analogy.

1. UNKEMPT:SLOPPY::PUNCTUAL: ________________________________

2. PLEASING:AESTHETIC::DISTASTEFUL: __________________________

3. CHILDISH:IMMATURE::SOPHISTICATED: _________________________

4. PAY:COMPENSATE::RECOGNIZE: ______________________________

5. JUSTIFY:DEFEND::COMPLAIN: _________________________________
Vocabulary Practice 17: Antonyms

An **antonym** is a word that is opposite in meaning to another word. Knowing antonyms will improve your speaking and writing vocabulary.

**Example:** Optimist is an antonym for pessimist.

A. Write the boldface word that is an antonym for the two synonyms given. Use a dictionary or thesaurus to check your answers.

<table>
<thead>
<tr>
<th>alien</th>
<th>defiant</th>
<th>genteel</th>
<th>introspective</th>
<th>judicious</th>
<th>literal</th>
<th>mute</th>
<th>reject</th>
<th>subtle</th>
<th>sullen</th>
</tr>
</thead>
</table>

**Synonyms**

1. direct, frank
2. cooperative, willing
3. accept, select
4. cheerful, happy
5. unwise, indiscreet
6. unprecise, inaccurate
7. vocal, spoken
8. unrefined, unpolished
9. unreflective, thoughtless
10. familiar, known

**Antonyms**

_________________________________________________________________________________

B. Write the boldface word from Exercise A that belongs in the first part of each sentence. Then, write a sentence ending using an antonym for the word you wrote in the sentence.

**Example:** Elderly Mrs. Johnson was known as a genteel person because she was very refined, extremely polite, and well-mannered with everyone.

1. The contestant was so excited and nervous she became ____________________________ when ___________________________________________________________________________________.

2. To stop the ____________________________ child from screaming, Leslie ____________________________ _____________________________________________________________.

3. As a shy, ____________________________ teenager, Patti greeted people she had never met by _____________________________________________________________________________.

4. The usually good-natured toddler became moody and _____________________________ when he entered the doctor’s office and _______________________________________________________.

5. Every jury member was ____________________________ about keeping silence regarding the details of the case after the judge _______________________________________________________.

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Vocabulary Practice 18: Antonyms

An antonym is a word that is opposite in meaning to another word. Knowing antonyms will improve your speaking and writing vocabulary.

Example: Enemy is an antonym for friend.

A. Read each pair of sentences. In the second sentence, write the boldface word that is an antonym for the underlined word or words in the first sentence.

<table>
<thead>
<tr>
<th>Chaste</th>
<th>Commence</th>
<th>Crass</th>
<th>Discreet</th>
<th>Dishearten</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neglected</td>
<td>Placid</td>
<td>Ravenous</td>
<td>Spurn</td>
<td>Verbose</td>
</tr>
</tbody>
</table>

1. The Smiths loved to take care of their lawn and garden.
   The lawn and garden were _________________ when the owners were out of town.

2. The teacher reminded students to be polite and courteous with the speaker.
   Unfortunately, one student was _________________ and was asked to leave the assembly.

3. Shirley decided she would accept the invitation everyone waited to receive.
   It would not be polite to _________________ a gracious invitation to this special event.

4. The ceremonies will conclude promptly at eleven o’clock.
   We will be in our seats at eight o’clock when the speeches _________________.

5. Alice was satisfied with a light breakfast and left early for the ski slopes.
   After skiing all afternoon, she was _________________ and arrived early for dinner.

6. Marj sailed close to shore because the ocean was becoming rough.
   The lake was _________________ and clear, so we could almost see to the bottom.

7. Nick’s neighbor was friendly, but usually not conversational.
   However, he was _________________ when he talked about his favorite sports teams.

8. Jenny’s classmates were usually public about the plans for her party.
   It was difficult to be _________________ about the party when Jenny was around.

9. Coach Williams always encouraged the soccer team and supported them.
   The coach tried not to _________________ the players with the news of his leaving the team.

10. The storybook princess had an impure heart and led her prince to destruction.
    The princess’s stepsister, on the other hand, was _________________ and saved the prince.

B. Write antonyms for these words that are different from those used in the sentences above. Check your answers in a thesaurus or dictionary.

1. Neglected __________________________

2. Commence __________________________

3. Discreet ____________________________

4. Verbose ____________________________

5. Placid ______________________________
Vocabulary Practice 19: Antonyms

An antonym is a word that is opposite in meaning to another word. In an antonym analogy, both pairs of words are antonyms.

**Example:** In the following analogy, the first pair of words are antonyms. Complete the analogy by choosing the word pair that are also antonyms.

FAVORABLE:UNFAVORABLE:: ________.

a. real:false b. likely:possible c. pretty:attractive

The answer is REAL:FALSE, which are antonyms.

A. To complete each analogy, choose the letter for the pair of words that show an antonym relationship. Use a dictionary or thesaurus, if necessary.

1. EDUCATED:UNLEARNED: ________
   a. confined:limited b. ambulatory:immobile c. risk:chance

2. HARMONY:DISCORD:: ________
   a. logical:wise b. old-fashioned:antique c. audible:faint

3. PERFECT:FLAWED:: ________
   a. contrite:sorry b. unpleasant:cordial c. anxiety:concern

4. SLIGHT:ROBUST:: ________
   a. humorous:funny b. demonstrative:unemotional c. vague:obtuse

5. DENIAL:ADMISSION:: ________
   a. chief:principal b. grateful:appreciative c. depreciate:increase

6. PRIVATE: PUBLIC:: ________
   a. introverted:timid b. incoherent:articulate c. mistake: error

7. LAUNCH:TERMINATE:: ________
   a. limited:unrestricted b. sustain:support c. victory:triumph

8. OBSCURE:RECOGNIZED:: ________
   a. downhearted:happy b. official:authorized c. mundane:worldly

9. TOLERANCE:PREJUDICE:: ________
   a. somber:gloomy b. pallid:colorful c. clumsily:awkwardly

10. DOWDY:FASHIONABLE:: ________
    a. spendthrift:miserly b. lavish:reckless c. pensive:thoughtful

B. Write an antonym to complete each analogy.

1. SIMPLE:COMPLICATED::BANAL: _________________

2. SECURE:UNSURE::SVELTE: _________________

3. AMBITIOUS:LAZY::CEASE: _________________

4. COMPASSIONATE:INDIFFERENT::ARROGANT: _________________

5. DISMISS:RETAIN::AVOW: _________________
Vocabulary Practice 20: Synonym and Antonym Review

A synonym is a word with the same or nearly the same meaning as another word. An antonym is a word that is opposite in meaning to another word.

A. Choose the word that has most nearly the same meaning as the word in italics.

1. The speaker arrived on time to commence the scholarship awards.
   a. repeat   b. initiate   c. summarize   d. conclude

2. Marie was discreet in dealing with the competition for her business.
   a. outgoing   b. inappropriate   c. friendly   d. cautious

3. To her mother, Ginny’s soft cries were audible and not to be disregarded.
   a. perceptible   b. familiar   c. placid   d. auspicious

4. The visitors were verbose when meeting the mayor to plan the exchange program.
   a. alien   b. foreign   c. talkative   d. sullen

5. When Mr. Jaynes’s financial portfolio began to depreciate, he called his accountant.
   a. devalue   b. escalate   c. unravel   d. demonstrate

6. Allen was contrite as he approached his best friend, ready to make amends.
   a. controlled   b. hopeful   c. sullen   d. apologetic

7. When it was time to leave for college, Ken was introspective about his future.
   a. reflective   b. concerned   c. downhearted   d. mundane

8. The new neighbors are judicious about their children’s playmates.
   a. ravenous   b. incoherent   c. demonstrative   d. discerning

B. Choose the word that is opposite in meaning to the word in italics.

1. Cheryl was articulate when talking about her computer and her job.
   a. ineloquent   b. direct   c. haughty   d. opaque

2. Professional sports require a high level of endurance.
   a. compensation   b. routine   c. fatigue   d. stamina

3. After many years of feuding, family members had a reconciliation.
   a. reunion   b. celebration   c. conspiracy   d. disagreement

4. Taking art classes again was rudimentary, but necessary after years of not painting.
   a. basic   b. advanced   c. mundane   d. laudable

5. When the bank announced that it was insolvent, customers closed their accounts.
   a. merging   b. foreclosed   c. purchased   d. profitable

6. The couple drove along the shoreline, a circuitous route, and took three hours to arrive.
   a. magnificent   b. circular   c. direct   d. uneventful

7. Susan was known for her laudable achievements throughout her life.
   a. meritorious   b. dishonorable   c. questionable   d. worthy

8. People express adulation for someone they admire in the public world.
   a. respect   b. admiration   c. worship   d. contempt

C. Write one synonym and one antonym for these words: opaque, defiant, dishearten, naive.
Vocabulary Practice 21: Analogies

An analogy is a relationship between 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: In one type of analogy, the relationship between words is “a part of.” In \( \text{PAGE:BOOK} \), page is “a part of” a book. In another type of analogy, the first word is “a type of” the second word in the pair. In \( \text{NOVEL:BOOK} \), a novel is “a type of” book.

A. Determine the relationship in the first pair of words. To complete the analogy, circle the letter of the word pair with the same relationship.

1. \( \text{STEPS:DANCE::} \) _______
   - a. stem:petal
   - b. stripe:flag
   - c. shade:lampp
   - d. garden:tomato
   - e. can:bottle

2. \( \text{WATERSKIING:SPORT::} \) _______
   - a. brick:walk
   - b. apple:crust
   - c. vet:dog
   - d. China:Great Wall
   - e. maple:leaf

3. \( \text{SOLOIST:CHORUS} \) _______
   - a. conductor:symphony
   - b. kite:wind
   - c. officer:badge
   - d. bicycle:safety
   - e. menu:entree

4. \( \text{LEADER:TROOP} \) _______
   - a. boy:child
   - b. sail:launch
   - c. flue:chimney
   - d. tooth:brush
   - e. time:watch

5. \( \text{BACKHOE: EQUIPMENT} \) _______
   - a. science:microscope
   - b. gasoline:car
   - c. satire:comedy
   - d. lecture:auditorium
   - e. cartoon:newspaper

6. \( \text{COLLAR:SHIRT} \) _______
   - a. book:read
   - b. oven:stove
   - c. desk:chair
   - d. car:garage
   - e. knob:radio

7. \( \text{SIAMESE:CAT} \) _______
   - a. scenery:stage
   - b. Vermont:leaves
   - c. rain:lake
   - d. bank:building
   - e. skirt:shirt

8. \( \text{NAME:LABEL} \) _______
   - a. sign:street
   - b. weekend:holiday
   - c. inches:yards
   - d. vacation:plan
   - e. beach:umbrella

9. \( \text{SAHARA:DESERT} \) _______
   - a. boundary:line
   - b. river:stream
   - c. cake:dessert
   - d. ape:monkey
   - e. canoe:rapids

10. \( \text{CANVAS:PAINTING} \) _______
    - a. artist:museum
    - b. moderator:panel
    - c. music:musician
    - d. books:librarian
    - e. cook:chef

B. Complete these “part of” and “type of” analogies.

1. \( \text{RULER: TOOL:: HALOGEN:} \) _______
2. \( \text{PACIFIC: OCEAN:: COMEDY:} \) _______
3. \( \text{SUN: SOLAR SYSTEM:: TRIBUTARY:} \) _______
4. \( \text{PROPELLER: PLANE:: SMOKESTACK:} \) _______
5. \( \text{CHEF: RESTAURANT:: DOCTOR:} \) _______
Vocabulary Practice 22: Analogies

An **analogy** is a relationship between 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.

**A.** Determine the relationship between the first pair of words. Write the word that completes the second pair of words in the analogy.

1. **ASTUTE:** **OBSCURE** :: **OPAQUE**:
   a. brave
   b. fuzzy
   c. clear

2. **BEFADDLE:** **CLARIFY** :: **METICULOUS**:
   a. fastidious
   b. sloppy
   c. organized

3. **CHASTE:** **PURE** :: **DISCREET**:
   a. secretive
   b. obnoxious
   c. disclosed

4. **MUNDANE:** **ORDINARY** :: **SPENDTHRIFT**:
   a. investor
   b. miser
   c. squanderer

5. **RECONCILIATION:** **PEACE** :: **ANTIBIOTIC**:
   a. infection
   b. healing
   c. pain

6. **PRACTICE:** **PERFECTION** :: **DISCIPLINE**:
   a. order
   b. anarchy
   c. disbandment

7. **NOURISHMENT:** **ENERGIZE** :: **HUMOR**:
   a. bore
   b. disgust
   c. amuse

8. **EXERCISE:** **HEALTHINESS** :: **REST**:
   a. recuperation
   b. sleep
   c. exhaustion

9. **SHIP:** **ARMADA** :: **STAR**:
   a. light
   b. constellation
   c. sun

10. **SONNET:** **POEM** :: **OREGANO**:
    a. spice
    b. pizza
    c. Italian

**B.** Circle the letter of the word pair that completes each analogy.

1. **SALT:** **PRESERVE**::
   a. teacher:instruct
   b. book:read
   c. ice cubes:melt

2. **FRET:** **RELAX**::
   a. cultivate:destroy
   b. lawyer:crime
   c. coagulate:clump

3. **OPTOMETRIST:** **PHYSICIAN**::
   a. walk:log
   b. seaweed:ocean
   c. acacia:tree

4. **OBSCURE:** **KNOWN**::
   a. sedate:calm
   b. frequent:seldom
   c. vision:sight

5. **EXPLORATION:** **DISCOVERY**::
   a. atmosphere:oxygen
   b. tornado: havoc
   c. raw:unexplored
Vocabulary Practice 23: Connotations and Denotations

A connotation is the implied or suggested meaning of a word or phrase. Words with similar meanings convey different connotations, depending on the text. The denotation of a word is the dictionary definition.

A. Using a dictionary, write the denotation of each word. Then, use the phrase in a sentence to illustrate the connotation of the word.

1. **bland**
   - bland meal

2. **formal**
   - formal wedding

3. **ignorant**
   - ignorant of the law

4. **repetitious**
   - repetitious message

5. **typical**
   - typical response

6. **breathtaking**
   - breathtaking scene

7. **defiant**
   - defiant child

8. **innocuous**
   - innocuous idea

9. **discreet**
   - discreet meeting

10. **optimum**
    - optimum performance

B. Use a dictionary or thesaurus to write two other words that are connotations for the bold-face words. Then, on other paper, write a sentence using one of the two words to convey its connotation.

1. **bland**
   - 6. **breathtaking**

2. **formal**
   - 7. **defiant**

3. **ignorant**
   - 8. **innocuous**

4. **repetitious**
   - 9. **discreet**

5. **typical**
   - 10. **optimum**
Vocabulary Practice 24: Connotations and Denotations

A connotation is the implied or suggested meaning of a word or phrase. Words with similar meanings convey different connotations, depending on the text. The denotation of a word is the dictionary definition.

A. The denotation is given for each boldface word. Write the two words from the list that are connotations for the given word. Then, write a sentence using one of the words to convey its connotation.

<table>
<thead>
<tr>
<th>consolidate</th>
<th>coax</th>
<th>indirect</th>
<th>appease</th>
<th>discriminating</th>
</tr>
</thead>
<tbody>
<tr>
<td>apathetic</td>
<td>aspiring</td>
<td>unite</td>
<td>sensible</td>
<td>determined</td>
</tr>
<tr>
<td>settle</td>
<td>denounce</td>
<td>curb</td>
<td>seek</td>
<td>challenge</td>
</tr>
<tr>
<td>clever</td>
<td>confine</td>
<td>impel</td>
<td>unresponsive</td>
<td>stalk</td>
</tr>
</tbody>
</table>

1. persuade to cause to do something by reasoning or urging ______________________________

2. subtle making fine distinctions in meaning ____________________________________________

3. indifferent showing no partiality, bias, or preference __________________________________

4. ambitious striving, desirous, or eager for something ________________________________

5. sagacious having or showing sound judgment or keen perception ________________________

6. impugn to oppose or attack by argument or criticism _________________________________

7. restrict to put certain limits on _____________________________________________________

8. solidify to make solid, firm, or strong _______________________________________________

9. reconcile to make friendly again or win over ___________________________________________

10. pursue to follow in order to overtake or to strive for __________________________________

B. On another piece of paper, write two more words that are connotations for each boldface word in Exercise A.
Vocabulary Practice 25: Connotations and Denotations

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 text.

Example: The words frugal and miserly both mean “careful with money.” Frugal describes a person who is thrifty or economical while miserly describes someone who is stingy or greedy. Frugal is a neutral implied meaning while miserly is a negative implied meaning.

A. Complete the sentences with two of the italicized words. Write a sentence using the third word to convey its connotation. Use a dictionary or thesaurus, if necessary.

1. Words that connote “ways of speaking one’s opinion” are candid, tactless, and complimentary.
   a. Mitchell is _____________________________ and sometimes offends sensitive people.
   b. Natalie is always _____________________________ when asked her opinion about something.
   c. _______________________________________________________________________________________

2. Words that connote “repeated behavior” are consistent, chronic, and habitual.
   a. Nathan has a _____________________________ cough so his mother takes him to the doctor frequently.
   b. Tom is _____________________________ about paying bills on time and has a great credit rating.
   c. _______________________________________________________________________________________

3. Words that connote “a taste for style” are old-fashioned, outdated, and antique.
   a. Each year we clean the closests and donate _____________________________ clothing.
   b. Grandmother has a wonderful flair for everything _____________________________ in her house.
   c. _______________________________________________________________________________________

4. Words that connote “degrees of asking for” are request, plead, and demand.
   a. A _____________________________ is usually not the best way to achieve a desired goal.
   b. Children often _____________________________ when asking parents for a special toy or privilege.
   c. _______________________________________________________________________________________

5. Words that connote “ways to look over” are study, scrutinize, and observe.
   a. On nature walks, we always _____________________________ the birds, small animals, and insects.
   b. Seeing an empty nest, we _____________________________ it to determine its former inhabitants.
   c. _______________________________________________________________________________________

B. On another piece of paper, write another word with the same meaning and a different connotation for the italicized words in Exercise A.
Vocabulary Practice 26: Commonly Misused Words

Having a good vocabulary means knowing the right word to use in speaking and writing. Many words are confused because they sound similar or their meanings are not understood.

Example: Allusion and illusion are often used incorrectly. Allusion means “a casual or indirect reference.” Illusion means “a false idea or concept.”

A. Write a brief definition for each boldface word, using a dictionary, if necessary.

1. amount/number 
   _______________________________________________________________________

2. berth/birth 
   _______________________________________________________________________

3. older/elder 
   _______________________________________________________________________

4. farther/further 
   _______________________________________________________________________

5. personal/personnel 
   _______________________________________________________________________

6. addition/edition 
   _______________________________________________________________________

7. apathy/empathy 
   _______________________________________________________________________

8. adapt/adopt 
   _______________________________________________________________________

9. healthful/healthy 
   _______________________________________________________________________

10. desert/dessert 
    _______________________________________________________________________

B. Complete each phrase with a word from Exercise A. Some words require suffixes. Then, on another piece of paper, write a sentence using the other word in each pair.

1. __________________________________ siblings 6. ______________________________ for victims
2. __________________________________ pet 7. walked ______________________________
3. __________________________________ soups 8. ________________________________ of twins
4. __________________________________ of people 9. ______________________________ response
5. fat-free __________________________________ 10. three-digit __________________________
Vocabulary Practice 27: Commonly Misused Words

Having a good vocabulary demands skillful use of the right words in speaking and writing. Many words sound alike and cause confusion when not understood.

A. Write a brief definition for each boldface word, using a dictionary, if necessary. Then, write the word that completes the sentence. Some words require suffixes.

1. **ability/capacity**

   Jane’s new car has the ________________ to be driven hundreds of miles on a tank of gasoline.

2. **advice/advise**

   Would ________________ from an elderly person be appreciated by a very young person?

3. **affect/effect**

   Carnival events will not be ________________ by a rainstorm unless there are high winds.

4. **aid/aide**

   At the hospital, the ________________ are always busy visiting the infirm to cheer them up.

5. **beside/besides**

   What should the children bring ________________ cookies and cupcakes to the party?

6. **bring/take**

   “What will you ________________ to dinner?” Mathilde asked her sister.

7. **lose/loose**

   In hot weather, it’s always a good idea to wear ________________ clothing.

8. **site, sight, cite**

   Begin having your vision checked at an early age to avoid loss of ________________.

9. **strait/straight**

   As we rounded the corner and went through the ________________, we were hypnotized by the view.

10. **among/between**

    Confusion occurs unless it is remembered that the word ________________ is used to compare two things.

B. On another piece of paper, write a sentence using each word not used in the sentences in Exercise A.
Vocabulary Practice 28: Commonly Misused Words

Many English words sound alike and cause confusion when not used correctly. Other words are confused in meaning and usage.

**Example:** The word *capital* and *capitol* sound alike, but have different spellings and meanings. *Capitol* with a capital *c* refers to the building in Washington, D.C., while *capital* means “principal” or “most important.” The words *between* and *among* are often confused. *Between* compares two things; *among* compares three or more things.

A. Match the words and definitions. Write the letter of each definition before the word.

1. ________ unaware a. to indicate indirectly
   ________ unawares b. being part of the real nature of something
2. ________ accept c. to struggle awkwardly in speaking or actions
   ________ except d. to conclude or decide from something known
3. ________ eminent e. not moving; fixed
   ________ imminent f. to stumble, fall, or become stuck
4. ________ stationary g. to avoid or escape unnoticed
   ________ stationery h. to refer to in a casual way
5. ________ fewer than i. not being part of or connected to something
   ________ less than j. to omit or exclude
6. ________ allude k. to put forward in opposition
   ________ elude l. paper and envelopes
7. ________ imply m. the lowest degree; miserable
   ________ infer n. likely to happen soon
8. ________ flounder o. to take or receive willingly
   ________ founder p. refers to total or mass quantity
9. ________ abject q. without knowing, unexpectedly
   ________ object r. not aware conscious of
10. ________ extrinsic s. rising above others, prominent
    ________ intrinsic t. refers to the number of separate units of anything

B. Write the word that is used in each phrase. Then, on another piece of paper, write a phrase for the other words in Exercise A.

1. ______________________________ to a secret
2. monogrammed __________________________
3. ________ a quart but more than a pint
4. ___________________________ thunderstorm
5. __________________________ a wrongdoing
6. everyone __________________ the decision
7. ______________ in making a statement
8. ______________ or unimportant to the story
9. his _____________________________ behavior
10. caught _______________________________
Vocabulary Practice 29: Commonly Misused Words Review

A. Use one word from each pair in the sentences.

addition/edition   further/farther   lose/loose
less than/fewer than among/between   advice/advise
affect/effect     accept/except        amount/number
desert/dessert    imply/infer           stationary/stationery
adapt/adopt       eminent/imminent     beside/besides
coarse/course     minor/miner           later/latter
quiet/quite       formally/formerly

1. Marge realized that she had not measured the _____________________________ of sugar correctly.
2. The _____________________________ speaker was internationally recognized and well respected.
3. _____________________________ 1000 people filled the auditorium to vote on the stadium.
4. On _____________________________ from his physician, the athlete sat out the games for the rest of the season.
5. Our dog could not _____________________________ to the intrusion of the neighbors’ dogs on his space.
6. We arrived home _____________________________ than planned, never dreaming we were in for a surprise.
7. The presidential candidate will _____________________________ the election without a majority of votes.
8. When the three friends met, they discussed who _____________________________ them had lost the most weight.
9. Helen gets good exercise regularly by using her _____________________________ bike.
10. The Capricorn Box Company was _____________________________ owned by Mr. Quible’s family.
11. The _____________________________ all looked inviting so Jan decided to try the key lime pie.
12. Gasoline price increases will _____________________________ summer travel plans.
13. Mother was _____________________________ upset when the guests spilled drinks on her sofa.
14. The elderly woman became an instant celebrity when she walked _____________________________ than anyone her age in a marathon.
15. Wildflowers grew _____________________________ the steps with no care from the residents.
16. In the old bookstore, Anne found a rare _____________________________ of her favorite book.
17. Students met with counselors to discuss their _____________________________ .
18. Being a _____________________________ means being underage and subject to age restrictions.
19. _____________________________ for the book review, Ed had completed all his homework before dinner.
20. “What can you _____________________________ from the character’s behavior about his motives?” asked the teacher.

B. Write a sentence for five words not used in Exercise A.
Vocabulary Practice 30: Specialized Vocabulary

Having a basic understanding of legal terms helps when reading the newspaper, processing legal documents, and conversing about the law, among other purposes.

A. Match ten words and their definitions, using a dictionary, if necessary.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>plaintiff</td>
<td>the person who is filing a claim against someone</td>
</tr>
<tr>
<td>deposition</td>
<td>a court that reviews appeals</td>
</tr>
<tr>
<td>perjury</td>
<td>the willful telling of a lie while under lawful oath</td>
</tr>
<tr>
<td>libel</td>
<td>the person being sued in a claim</td>
</tr>
<tr>
<td>lien</td>
<td>the person who initiates lawsuit proceedings</td>
</tr>
<tr>
<td>appellant</td>
<td>a claim on another’s property as security for debt payment</td>
</tr>
<tr>
<td>court</td>
<td>a lawsuit</td>
</tr>
<tr>
<td>arraignment</td>
<td>appearance before a court of law to hear the charges in a lawsuit</td>
</tr>
<tr>
<td>plagiarism</td>
<td>a witness’s testimony</td>
</tr>
<tr>
<td>larceny</td>
<td>10. an established rule</td>
</tr>
<tr>
<td>probate</td>
<td></td>
</tr>
<tr>
<td>statute</td>
<td></td>
</tr>
<tr>
<td>subpoena</td>
<td></td>
</tr>
<tr>
<td>prosecutor</td>
<td></td>
</tr>
</tbody>
</table>

B. Write the definitions for the five remaining words.

1. _________________________________________________________________________________________
2. _________________________________________________________________________________________
3. _________________________________________________________________________________________
4. _________________________________________________________________________________________
5. _________________________________________________________________________________________

C. Look in a newspaper, magazine, legal document, or other source for an example of how each word or phrase in Exercise A is used. Then, write a sentence using each word or phrase. Include a reference to the source.

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

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Vocabulary Practice 31: Specialized Vocabulary

Many English words are actually words derived or “borrowed” from other languages.

Example: The word African comes from the Latin word Africa, meaning “land.” Today, the word African is an adjective that describes the people, languages, and cultures of Africa. It is also a noun meaning “a native of the continent of Africa.”

A. Match the words with their origins by writing the letter of the origin before the word that is used today. The list does not include all word origins.

1. _______ hurricane
2. _______ freight
3. _______ bravado
4. _______ gumbo
5. _______ mattress
6. _______ shampoo
7. _______ buoy
8. _______ chess
9. _______ pecan
10. _______ jungle

   a. Hindi, jangal, “desert, forest”; Sanskrit, jangala, “dry ground”
   b. Algerian, paccan, “nut of the hickory tree”; Native American, pagan, pakan
   c. Arabic, eschec related to shah, “a king who controls the rules”
   d. Spanish, huracan; Portuguese, furacao; Caribbean, huracan, “evil spirit of the sea”
   e. Spanish, bravada, “a boast”; Italian, bravata
   f. Spanish, quingombó; Angolan and Bantu, kingombo, “a stew made with okra”
   g. Middle English, frauht, fraucht, “cargo”
   h. Middle Dutch, boeie, Middle French, boie and buie, “a chain”, or “held by a chain”
   i. Middle English, Old French, materas; originally Arabic, al-matrah, “a place to put a mat”
   j. Hindustani, cchampo, “a massage”; shampna, “giving a massage”

B. Write the word from Exercise A that matches each description of current use.

1. _____________________________ now refers to a storm
2. _____________________________ now means “a floating object anchored in a lake, river, or ocean to warn of a hazard”
3. _____________________________ is an edible nut grown in the South
4. _____________________________ is a kind of board game
5. _____________________________ has derived to mean “brave”
6. _____________________________ now means “to wash the scalp”
7. _____________________________ now refers to objects carried by trucks, trains, and boats
8. _____________________________ is a kind of dish native to a region
9. _____________________________ is a cloth case filled with soft material used on or as a bed
10. _____________________________ now means land overgrown with foliage

C. Use the dictionary to find ten more words borrowed from other languages. Write the words, their current meanings, and their origins.
Spelling Practice 1: Words With ei and ie

Words spelled with ei and ie follow rules for spelling with some exceptions.

**Spelling Rule:** Use i before e except after c or when sounded like a as in neighbor and weigh.

**Examples:** The word retrieve and other words follow the i before e rule; words such as receive and weird are examples of “except after c.” Other words such as weight are exceptions and must be learned. The rule applies only when ei or ie are in the same syllable. Thus words such as be’ing do not follow the rule.

A. Write these misspelled words correctly. Then, write the rule that applies to the spelling. Check your spelling in a dictionary. The first one is an example.

<table>
<thead>
<tr>
<th>Spelling Word</th>
<th>Correct Spelling</th>
<th>Spelling Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. casheir</td>
<td>cashier</td>
<td>i before e</td>
</tr>
<tr>
<td>2. conciet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. riemburse</td>
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<td></td>
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<tr>
<td>4. efficeint</td>
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<td></td>
</tr>
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<td>5. caffiene</td>
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<td></td>
</tr>
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<td>6. peity</td>
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<tr>
<td>7. deciet</td>
<td></td>
<td></td>
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<tr>
<td>8. concieve</td>
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<td></td>
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<tr>
<td>9. speceis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. impropriety</td>
<td></td>
<td></td>
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<tr>
<td>11. reciept</td>
<td></td>
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<td>12. inviegh</td>
<td></td>
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<tr>
<td>13. yeild</td>
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<td></td>
</tr>
<tr>
<td>14. breif</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. percieve</td>
<td></td>
<td></td>
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<tr>
<td>16. freind</td>
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<tr>
<td>17. gaeity</td>
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<td>18. surveilance</td>
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<td>19. beleif</td>
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<td>20. vareity</td>
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<td>21. shiek</td>
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<tr>
<td>22. retreive</td>
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<tr>
<td>23. sufficeint</td>
<td></td>
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<tr>
<td>24. anceint</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. feifdom</td>
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<td></td>
</tr>
</tbody>
</table>

B. On other paper, add five more words that are exceptions to the rules.
Spelling Practice 2: Final e With Suffixes

When spelling words with final e and adding suffixes, follow rules for keeping or dropping e.

**Spelling Rules**
1. Drop the final silent e before a suffix that begins with a vowel.
   **Examples:** close and -est makes closest; dine and -ing makes dining; use and -able makes usable
2. Keep the final silent e in a word that ends in ce or ge before a suffix beginning with a or o.
   **Examples:** changeable, courageous, mileage
3. Keep the final silent e before a suffix that begins with a consonant.
   **Examples:** grace and -ful makes graceful; amuse and -ment makes amusement
   **Exceptions:** judgment, acknowledgment, argument

**A.** Add the suffixes to the words and write the new words. Write the number of the rule that applies to the spelling. Check your spelling in a dictionary.

<table>
<thead>
<tr>
<th>New Word</th>
<th>Spelling Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. arrange and ed makes ____________________________ ____________________________</td>
<td>____________________________</td>
</tr>
<tr>
<td>2. upgrade and ing makes ____________________________ ____________________________</td>
<td>____________________________</td>
</tr>
<tr>
<td>3. encourage and ment makes ____________________________ ____________________________</td>
<td>____________________________</td>
</tr>
<tr>
<td>4. hope and ful makes ____________________________ ____________________________</td>
<td>____________________________</td>
</tr>
<tr>
<td>5. nine and ty makes ____________________________ ____________________________</td>
<td>____________________________</td>
</tr>
<tr>
<td>6. service and able makes ____________________________ ____________________________</td>
<td>____________________________</td>
</tr>
<tr>
<td>7. erase and ed makes ____________________________ ____________________________</td>
<td>____________________________</td>
</tr>
<tr>
<td>8. taste and ful makes ____________________________ ____________________________</td>
<td>____________________________</td>
</tr>
<tr>
<td>9. advantage and ous makes ____________________________ ____________________________</td>
<td>____________________________</td>
</tr>
<tr>
<td>10. write and ing makes ____________________________ ____________________________</td>
<td>____________________________</td>
</tr>
</tbody>
</table>

**B.** Underline the misspelled word in each sentence. Write the word correctly after the sentence.

1. Nell has acheived a great degree of success in playing her flute. ___________________________
2. Since people have different skills and talents, compareing people isn’t fair. ________________
3. For the third time in one week, the actor has been late to the reherseal. ___________________
4. The jar cover was closed so tightly that it was not removeable. ____________________________
5. Lee was remorsful about hurting her friend’s feelings. ____________________________________
6. The two children had a loud arguement about which movie to see. ________________________
7. A safty law requires people to wear seatbelts in most states. _____________________________
8. The restaurant prices were so outragous that we decided not to stay for dinner. ___________
9. Our hamster is really thriveing on all the extra vitamins he’s eating. ____________________
10. Often small children will strive hard in order to win their teacher’s approveal. ____________

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Spelling Practice 3: Final y With Suffixes

When spelling words with final y and adding suffixes, follow rules for keeping y or changing y to i before adding the suffix.

Spelling Rules
1. Change y to i when a consonant precedes y.
   Examples: Adding -es, -ed, -able, or -ing to deny makes denies, denied, and deniable.
   Exception: Adding -ly and -ness toussy makes fussily and fussiness. Denying retains y before the suffix to avoid having two i’s.

2. Retain y when a vowel precedes y.
   Example: Adding -s, -ing, -ed to annoy makes annoys, annoying, annoyed.

3. Retain y in one-syllable words before -ly and -ness.
   Example: Adding -ly to dry makes dryly and dryness.
   Exception: Adding -ly to gay makes gaily.

A. Add the suffixes -es, -ed, -ing, -ly, -able, or -ness and write the new words. Then, check your spelling in a dictionary.

<table>
<thead>
<tr>
<th>Word With Suffix</th>
<th>Word With Suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. legacy and es</td>
<td>16. spry and ly</td>
</tr>
<tr>
<td>2. beautify and ing</td>
<td>17. scurry and ed</td>
</tr>
<tr>
<td>3. day and ly</td>
<td>18. spunky and ness</td>
</tr>
<tr>
<td>4. magnify and ed</td>
<td>19. liquefy and ed</td>
</tr>
<tr>
<td>5. employ and able</td>
<td>20. verify and able</td>
</tr>
<tr>
<td>6. tardy and ness</td>
<td>21. justify and ing</td>
</tr>
<tr>
<td>7. haughty and ly</td>
<td>22. hearty and ly</td>
</tr>
<tr>
<td>8. testify and ing</td>
<td>23. qualify and es</td>
</tr>
<tr>
<td>9. mystify and es</td>
<td>24. occupy and ing</td>
</tr>
<tr>
<td>10. cheery and ly</td>
<td>25. dizzy and ness</td>
</tr>
<tr>
<td>11. simplify and ed</td>
<td>26. memory and able</td>
</tr>
<tr>
<td>12. charity and able</td>
<td>27. uncanny and ly</td>
</tr>
<tr>
<td>13. heavy and ness</td>
<td>28. apology and es</td>
</tr>
<tr>
<td>14. fortify and ing</td>
<td>29. relay and ing</td>
</tr>
<tr>
<td>15. society and es</td>
<td>30. ally and ed</td>
</tr>
</tbody>
</table>

B. Categorize the words you formed in Exercise A under the appropriate spelling rule. Begin on this page and complete the list on other paper.

<table>
<thead>
<tr>
<th>Change y to i</th>
<th>Retain y</th>
<th>Exceptions</th>
</tr>
</thead>
<tbody>
<tr>
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Spelling Practice 4: Words Ending in *l* and *ll*

Words with sound-alike endings are often misspelled. Spelling rules help to spell words that end in *l* or *ll*.

**Spelling Rules**
1. Words with one syllable and a vowel before the final /l/ sound end in *ll* as in *call*.
2. Words with one syllable and two vowels before the final /l/ sound end in *l* as in *seal*.
3. Words with one syllable and a consonant before the final /l/ sound end in *l* as in *crawl*.
4. Words with two or more syllables may end in *l* as in *special* or in *ll* as in *treadmill*.

A. Add *l* or *ll* to these words.

<table>
<thead>
<tr>
<th>1. fri</th>
<th>11. thrli</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. concea</td>
<td>12. repeall</td>
</tr>
<tr>
<td>3. vertica</td>
<td>13. shaw</td>
</tr>
<tr>
<td>4. appea</td>
<td>14. Brazi</td>
</tr>
<tr>
<td>5. theatrica</td>
<td>15. qui</td>
</tr>
<tr>
<td>6. rea</td>
<td>16. kneel</td>
</tr>
<tr>
<td>7. whir</td>
<td>17. snarl</td>
</tr>
<tr>
<td>8. chlorophy</td>
<td>18. goodwi</td>
</tr>
<tr>
<td>9. spraw</td>
<td>19. whippoorwi</td>
</tr>
<tr>
<td>10. disma</td>
<td>20. daffodi</td>
</tr>
</tbody>
</table>

B. Write the words in Exercise A under the appropriate spelling rule. The examples are a guide. Then, add five more words to each list.

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
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</tbody>
</table>
**Spelling Practice 5: Double the Final Consonant**

When adding suffixes to words with a final consonant and a consonant-vowel-consonant (c-v-c) pattern, follow the rules for doubling the final consonant. In most words that do not follow the c-v-c pattern, the final consonant is not doubled when adding a suffix.

**Spelling Rules**

1. In one-syllable words that end in a c-v-c pattern, double the final consonant when adding a suffix beginning with a vowel, but not when adding a suffix beginning with a consonant.

   **Example:** The word *top* is one syllable with the c-v-c pattern. When adding *-ed* or *-ing*, double the final consonant and add the suffix to make *topped* or *topping*. When adding *-ly* or *-ness*, do not double the final consonant, as in *slowly* and *slowness*.

2. In words with two or more syllables that end in a c-v-c pattern and a stressed last syllable, double the final consonant when adding a suffix that begins with a vowel, but not when the suffix begins with a consonant. Do not double the final consonant if the last syllable is not stressed.

   **Example:** The word *control* ends in a c-v-c pattern (*contro*) and the last syllable is stressed. When adding *-ing*, double the final consonant, as in *controlling*.

3. In words that end with two or more consonants, do not double the final consonant when adding a suffix.

   **Example:** The word *round* has two ending consonants. Adding *-ed* or *-ing* to *round* makes *rounded* and *rounding*.

4. Certain letters are never doubled before adding a suffix: c, h, j, k, v, w, x, and y.

   **Examples:** mower, fixed, swayed

A. Add the suffixes to the words and write the new words. Write the number of the spelling rule that applies.

<table>
<thead>
<tr>
<th>Word with Suffix</th>
<th>Spelling Rule</th>
<th>Word with Suffix</th>
<th>Spelling Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. relax and ed</td>
<td></td>
<td>11. moral and ly</td>
<td></td>
</tr>
<tr>
<td>2. grin and ing</td>
<td></td>
<td>12. appoint and ment</td>
<td></td>
</tr>
<tr>
<td>3. accidental and ly</td>
<td></td>
<td>13. shy and ness</td>
<td></td>
</tr>
<tr>
<td>4. commit and ment</td>
<td></td>
<td>14. parallel and ing</td>
<td></td>
</tr>
<tr>
<td>5. retract and able</td>
<td></td>
<td>15. permit and ed</td>
<td></td>
</tr>
<tr>
<td>6. candid and ness</td>
<td></td>
<td>16. patrol and er</td>
<td></td>
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<tr>
<td>7. expound and ed</td>
<td></td>
<td>17. propel and ing</td>
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<tr>
<td>8. plan and ed</td>
<td></td>
<td>18. literal and ly</td>
<td></td>
</tr>
<tr>
<td>9. import and er</td>
<td></td>
<td>19. thick and ly</td>
<td></td>
</tr>
<tr>
<td>10. submit and ed</td>
<td></td>
<td>20. entrap and ment</td>
<td></td>
</tr>
</tbody>
</table>

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Spelling Practice 5: Double the Final Consonant

B. Determine whether or not each word is spelled correctly. If spelled correctly, put a check beside the word. Write the misspelled words correctly.

1. disjointed _______________________________ 16. rationally _______________________________
2. beginner _________________________________ 17. cancelled _______________________________
3. discovering ______________________________ 18. traveller ________________________________
4. clotted _________________________________ 19. commendable ___________________________
5. benefiting _______________________________ 20. forgetfulness ___________________________
6. overcommitted ____________________________ 21. objected _______________________________
7. enrichment ______________________________ 22. repellant ________________________________
8. stacking ________________________________ 23. remarkable ______________________________
9. contentment _____________________________ 24. correctness ______________________________
10. confidently ______________________________ 25. taxing _________________________________
11. loyally _________________________________ 26. transferring ______________________________
12. flowing _________________________________ 27. amendment ______________________________
13. wrapped ________________________________ 28. renewed ________________________________
14. extractable ______________________________ 29. squawking ______________________________
15. soundness ______________________________ 30. regrettable ______________________________

C. Organize the words for doubling the final consonant in Exercise B, using the spelling rules on page 173.

<table>
<thead>
<tr>
<th>Spelling Rule 1</th>
<th>Spelling Rule 2</th>
<th>Spelling Rule 3</th>
<th>Spelling Rule 4</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

D. Add five more words to each spelling rule.

1. ___________________ _____________________ _____________________ _____________________
2. ___________________ _____________________ _____________________ _____________________
3. ___________________ _____________________ _____________________ _____________________
4. ___________________ _____________________ _____________________ _____________________
5. ___________________ _____________________ _____________________ _____________________
**Spelling Practice 6: Words Ending in -cede, -ceed, -sede**

Words with sound-alike endings are often misspelled. Some words follow spelling rules. Other words such as those with the endings -cede, -ceed, and -sede must be learned. Three words end in -ceed and one word ends in -sede. All other words are spelled -cede.

A. Add the word endings to complete the words. Then, write the definitions of the words. Use a dictionary, if necessary.

<table>
<thead>
<tr>
<th>-cede</th>
<th>-ceed</th>
<th>-sede</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. pre _________ 4. se _________ 7. pro _________ 10. super _________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. re _________ 5. ac _________ 8. suc _________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. inter _________ 6. con _________ 9. ex _________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. __________________________________________________________________________________________
2. __________________________________________________________________________________________
3. __________________________________________________________________________________________
4. __________________________________________________________________________________________
5. __________________________________________________________________________________________
6. __________________________________________________________________________________________
7. __________________________________________________________________________________________
8. __________________________________________________________________________________________
9. __________________________________________________________________________________________
10. __________________________________________________________________________________________

B. Write the words from Exercise A in the sentences. Some words require suffixes.

1. The Secretary of State was asked to _____________________________ in negotiations to resolve the conflict.
2. Three countries _____________________________ to a treaty to bring peace to the region.
3. Our teacher said that the class’s SAT scores _____________________________ her expectations.
4. Once the driver received directions, the bus _____________________________ to the village.
5. At low tide, it’s great to watch the ocean _____________________________ from the shore.
6. The new credit card contract _____________________________ the earlier one.
7. The tennis player _____________________________ that the challenger had a better serve.
8. During the Civil War, the southern states decided to _____________________________ from the Union.
9. Newly elected mayor Doria Ceraso will _____________________________ Gregory Lynch in the office.
10. If Jack _____________________________ me in arriving at the concert, he will buy the tickets.
Spelling Practice 7: Words Ending in -el and -le

Words that end in -el and -le sound alike and are often misspelled. While most words are spelled -le, spelling rules help to remember and spell these words correctly.

**Spelling Rules**

1. Words with the letters m, n, r, v, and w are followed by -el as in enamel and quarrel.
2. The letter c with the /s/ sound and the letter g with the /j/ sound are followed by -el as in cancel and angel.
3. The letters b, d, f, g, p, and t are followed by -le as in ladle, dangle, and mingle.
   - **Exceptions:** bagel, mantel, label, model, scalpel
4. The sounds /k/ and /z/ are followed by -le as in sizzle and fickle.
   - **Exceptions:** nickel, hazel

**A.** Determine whether or not each word is spelled correctly. If spelled correctly, put a check (✓) beside the word. Write the misspelled words correctly.

1. pinnacel
2. humbel
3. monocel
4. fizzel
5. parcle
6. squirrle
7. rippel
8. principel
9. hobbel
10. trouble
11. icicel
12. noble
13. frazzel
14. minstrel
15. marvle
16. sorrle
17. crippel
18. vehicel
19. whistel
20. barrle
21. subtel
22. hazle
23. libel
24. trickel
25. chapel
26. hostile
27. duffel
28. spectacel
29. trembel
30. triangel

**B.** Write the words from Exercise A under the appropriate spelling rule. You will need another piece of paper.

<table>
<thead>
<tr>
<th>Rule 1</th>
<th>Rule 2</th>
<th>Rule 3</th>
<th>Rule 4</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
Spelling Practice 7: Words Ending in \(-el\) and \(-le\)

C. For each boldface word, write the number of the spelling rule on page 176 that applies to the word. Then write two words from the list that follow the same spelling rule or that are exceptions.

<table>
<thead>
<tr>
<th>Word</th>
<th>Spelling Rule</th>
<th>Two Words and Exceptions for the Same Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>trowel</td>
<td></td>
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<tr>
<td>cradle</td>
<td></td>
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<tr>
<td>fiddle</td>
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<tr>
<td>fizzle</td>
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<tr>
<td>hostel</td>
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<tr>
<td>marvel</td>
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<td>parcel</td>
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<td>novel</td>
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<td>shingle</td>
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<td>sorrel</td>
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<td>snorkel</td>
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<tr>
<td>simple</td>
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<tr>
<td>tangle</td>
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<tr>
<td>squirrel</td>
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<tr>
<td>tinsel</td>
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<td>trickle</td>
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<td>trample</td>
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<td>tackle</td>
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<tr>
<td>panel</td>
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<tr>
<td>throttle</td>
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<tr>
<td>grapple</td>
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<td>maple</td>
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<tr>
<td>nibble</td>
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<td>pummel</td>
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<tr>
<td>waffle</td>
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<td>propel</td>
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<td>ripple</td>
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<tr>
<td>assemble</td>
<td></td>
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<tr>
<td>brittle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cancel</td>
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</tbody>
</table>

D. Choose one word from Exercise C that follows each spelling rule and exception. Write a sentence using each word and underline it.
Spelling Practice 8: Words Ending in \(-er\) and \(-re\)

Most words in English are spelled with the ending \(-er\), but a few words are spelled with the ending \(-re\), using the British spelling.

A. Write the ending \(-er\) or \(-re\) to complete each word. Check your spelling in a dictionary.

1. conf _______________________________ 16. deciph _______________________________
2. farth ______________________________ 17. toddl ______________________________
3. theat _______________________________ 18. ref ________________________________
4. charact ____________________________ 19. medioc ____________________________
5. sequest ____________________________ 20. philosoph __________________________
6. ling ________________________________ 21. meand ____________________________
7. meag _______________________________ 22. og _________________________________
8. cloist ______________________________ 23. massac ____________________________
9. ac ________________________________ 24. marin _____________________________
10. engend ____________________________ 25. gen _______________________________
11. zith ______________________________ 26. feath ______________________________
12. should ____________________________ 27. timb ______________________________
13. leath ______________________________ 28. cent ______________________________
14. trail _______________________________ 29. answ _____________________________
15. macab _____________________________ 30. photograph __________________________

B. Write the words that are spelled two ways, with \(-er\) and \(-re\).

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

C. Write a word ending in \(-er\) or \(-re\) to complete each phrase. Use the words in Exercise A or your own.

1. _________________________________ handbag 6. _________________________________ a code
2. story ______________________________ 7. _________________________________ movie
3. wedding __________________________ 8. literary ____________________________
4. mischievous ________________________ 9. _________________________________ of corn
5. tales by a ________________________ 10. village ____________________________
Spelling Practice 9: Commonly Misspelled Words

Words with single or double medial consonant letters are often misspelled. There are no spelling rules for words with medial consonant letters. Words that are spelled the same except for the medial consonant have different meanings.

Example: The word *caned* means “made with cane,” as a chair, while *canned* means “preserved in a jar or can.”

A. Write the correct spelling of each word with a double medial consonant. Put a check (✓) beside words with a single medial consonant.

1. abreviate _________________________________ 16. ocasion _________________________________
2. acidentially ________________________________ 17. paralel _________________________________
3. acumulate ________________________________ 18. posess __________________________________
4. buletin ___________________________________ 19. suceed _________________________________
5. comittee __________________________________ 20. hoping _________________________________
6. planing ___________________________________ 21. sylable _________________________________
7. scisors ___________________________________ 22. tomorow ________________________________
8. embarass _________________________________ 23. vilain ___________________________________
9. taped _____________________________________ 24. griper __________________________________
10. exagerate _________________________________ 25. mating _________________________________
11. gramar ___________________________________ 26. striped ________________________________
12. imigrant __________________________________ 27. regretable ______________________________
13. mispell ___________________________________ 28. corespondence __________________________
14. riper _____________________________________ 29. reference _______________________________
15. disapoint _________________________________ 30. flanel _________________________________

B. List the words in Exercise A that are spelled correctly with a single medial consonant. Then, write the same words with double medial consonants. On a separate page, write the definitions of both words, using a dictionary, if necessary.

<table>
<thead>
<tr>
<th>Words with Single Medial Consonants</th>
<th>Words with Double Medial Consonants</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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<td>5.</td>
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<tr>
<td>6.</td>
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<tr>
<td>7.</td>
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</tbody>
</table>
Spelling Practice 10: Commonly Misspelled Words

Words spelled with two or three medial vowels such as *ea, ie, ai, eo, ei, ou,* and *iou* are frequently misspelled.

**A.** Determine whether or not each word is spelled correctly. Write the misspelled words correctly. Put a check (✓) beside the words that are spelled correctly.

1. acheeve ________________________________ 16. assauge ________________________________
2. aireal _________________________________ 17. boysterous ______________________________
3. aisle _________________________________ 18. prosaic _________________________________
4. anxiaty ________________________________ 19. variaty _________________________________
5. approach ______________________________ 20. cheeper _________________________________
6. turmiol ________________________________ 21. glamoruos ______________________________
7. hieght ________________________________ 22. recieving ________________________________
8. despaeer ______________________________ 23. ingenoius _______________________________
9. aighth _________________________________ 24. cloyster _________________________________
10. forign ________________________________ 25. copius _________________________________
11. appeese ______________________________ 26. dissaude ______________________________
12. bemone ______________________________ 27. nieve ________________________________
13. aviary ________________________________ 28. pliable _________________________________
14. amphibious __________________________ 29. furoius _________________________________
15. belaeguer ____________________________ 30. infamous _______________________________

**B.** For each set of medial vowels, write two words from Exercise A with the same medial vowels.

1. ei _____________________________________
2. ie _____________________________________
3. ai _____________________________________
4. ia _____________________________________
5. ee _____________________________________
6. ea _____________________________________
7. oa _____________________________________
8. oi _____________________________________
9. ou _____________________________________
10. iou ___________________________________
Spelling Practice Review

A. Write the misspelled words correctly. Put a check (√) beside the words that are spelled correctly.

1. abreviate ________________ 31. acheive ________________
2. embarass __________________ 32. liquefy ________________
3. enamal ________________________ 33. imigrant ________________
4. exaggerrate ___________________ 34. allowence ________________
5. conifur ______________________ 35. anxiety ________________
6. paralell _____________________ 36. annoyed ________________
7. beautifing ___________________ 37. judgemental ________________
8. posesses _____________________ 38. resonce ________________
9. dissapoint ____________________ 39. vareity ________________
10. grammar ________________ 40. charactre ________________
11. committee ____________________ 41. hindrence ________________
12. mispell ______________________ 42. delinate ________________
13. ambivalance __________________ 43. impervous ________________
14. benevolance __________________ 44. compel ________________
15. tardyness ________________ 45. sucede ________________
16. independence __________________ 46. divergance ________________
17. nuisence _____________________ 47. foreign ________________
18. resistence ____________________ 48. accidentaly ________________
19. admitance ____________________ 49. arguementative ________________
20. acquaintence __________________ 50. circutious ________________
21. attendence ____________________ 51. scalpel ________________
22. spectacal ________________________ 52. sagaceous ________________
23. aireal ______________________ 53. naieve ________________
24. consience ____________________ 54. changable ________________
25. simplyfied ____________________ 55. unweildy ________________
26. grief ______________________ 56. precede ________________
27. occassion ____________________ 57. gentele ________________
28. referance ____________________ 58. concreet ________________
29. sylable ________________________ 59. phrophecy ________________
30. linger ______________________ 60. fallibel ________________

B. On a separate page, organize all the words in Exercise A according to the spelling rule that applies. Include the exceptions to the rules. Briefly state the spelling rules.
Part 3: Academic and Workplace Skills

Introduction

The one- and two-page activities in Part 3 of the All-in-One Workbook provide instruction and practice that will help you develop important academic and workplace skills.

Contents

Speaking, Listening, Viewing, and Representing Skills ......................... 184–193
Vocabulary and Spelling Skills ............................................................. 194–208
Reading Skills .................................................................................... 209–224
Study, Reference, and Test-Taking Skills ............................................. 225–234
Workplace Skills and Competencies .................................................. 235–241
Speaking in a Group Discussion

**Speaking in Class** 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 discussion 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 in your language as possible. 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 before giving them.</td>
</tr>
<tr>
<td>2. Speak slowly.</td>
</tr>
<tr>
<td>3. Choose your words carefully.</td>
</tr>
<tr>
<td>4. Avoid sidetracking your listeners.</td>
</tr>
</tbody>
</table>

**Making Introductions** Before introducing a person, find out, write down, and memorize all pertinent information about that person.

**Making Announcements** When making an announcement, supply the answers to these questions: *Who? What? Where? When? Why? and How?*

**Exercise 1** Preparing for a Classroom Discussion. Prepare for an upcoming classroom discussion by answering the questions below.

1. What goals have you set for your participation? ____________________________________________

2. What extra reading could you do that will provide you with something of special interest to say? ____________________________________________

3. What points might you be able to make? ____________________________________________

4. How should you go about contributing to the discussion? ____________________________________________

5. How will you know when it is a good time for you to contribute? ____________________________________________

**Exercise 2** Preparing to Make an Announcement. Prepare to make an announcement about a real or imaginary event by answering the questions below.

1. Whom does the announcement concern? ____________________________________________

2. What is the event that is being announced? ____________________________________________

3. Where is the event taking place? ____________________________________________

4. When is the event taking place? ____________________________________________

5. Why is the announcement being made? ____________________________________________
Giving a Speech

Delivering a Speech  Practice your speech before delivering it. Be aware of both the verbal and nonverbal forms of language as you practice.

<table>
<thead>
<tr>
<th>FORMS OF LANGUAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Verbal</strong></td>
</tr>
<tr>
<td><strong>Nonverbal</strong></td>
</tr>
</tbody>
</table>

Evaluating a Speech  Evaluate a speech in a way that offers benefits both to the speaker and to yourself.

<table>
<thead>
<tr>
<th>ITEMS TO CONSIDER WHEN EVALUATING A SPEECH</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Type of speech</td>
</tr>
<tr>
<td>2. Clarity and development</td>
</tr>
<tr>
<td>3. Use of details to support main ideas</td>
</tr>
<tr>
<td>4. Use of unspoken language</td>
</tr>
<tr>
<td>5. Voice projection</td>
</tr>
</tbody>
</table>

Exercise 1  Using Verbal and Nonverbal Forms of Language.  Answer the following questions.

1. How can you make sure that your speech does not sound as though it has been memorized?  

2. How can you make sure that your speech is heard throughout the room in which you are delivering it?  

3. How might you use nonverbal language to emphasize the fact that you are strongly against something?  

4. How might you use nonverbal language to give extra emphasis to an important point that you wish to make?  

5. Give an instance in which you might want to use nonverbal language to contradict your verbal language.  

Exercise 2  Evaluating a Speech.  Evaluate a speech given in class by answering the questions below.

1. What type of speech was given?  

2. Did the speaker introduce the topic clearly and develop it well? Support your answers.  

3. Did the speaker support main ideas with appropriate details? Give two examples.  

4. Did the speaker’s movements confirm or contradict his or her words? Where? How?  

5. Did the speaker project his or her voice loudly enough?  

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Using Critical Listening

Preparing to Listen  Prepare to listen by giving the situation your full attention.

Listening for Main Ideas and Major Details  Learn to take mental notes of main ideas and major details as you listen.

<table>
<thead>
<tr>
<th>QUESTIONS TO HELP YOU LISTEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the general topic?</td>
</tr>
<tr>
<td>What important things are being said about the topic?</td>
</tr>
<tr>
<td>What needs to be remembered about the topic?</td>
</tr>
</tbody>
</table>

Following Directions  Learn to listen to directions by performing certain mental steps.

<table>
<thead>
<tr>
<th>STEPS TO HELP YOU UNDERSTAND DIRECTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prepare to concentrate.</td>
</tr>
<tr>
<td>2. Visualize each step as it is given.</td>
</tr>
<tr>
<td>3. Link steps together using key words.</td>
</tr>
<tr>
<td>4. After hearing directions, repeat them mentally.</td>
</tr>
</tbody>
</table>

Exercise 1  Listening for Main Ideas and Major Details.  Work on improving your listening skills by writing down the main idea and major details of a lecture given in one of your classes. Use the spaces provided below.

1. Main idea
2. Major detail
3. Major detail
4. Major detail
5. Major detail

Exercise 2  Following Directions.  Choose a teacher who explains homework assignments orally. Listen carefully as that teacher explains an assignment. Then, answer the questions below.

1. How did the teacher introduce the assignment? ____________________________________________

2. List the steps used by the teacher to explain the assignment. ____________________________________________

3. What are the key words that link these steps together? ____________________________________________

4. What examples, if any, did the teacher give? ____________________________________________

5. What questions, if any, were asked after the teacher had finished giving the directions? ____________
Interpreting Maps

Understanding and Interpreting Maps  Maps visually convey specialized information. Learn the special features of maps to help you understand and interpret various types of maps, from road maps to weather maps.

<table>
<thead>
<tr>
<th>TIPS FOR INTERPRETING MAPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Determine the type and purpose of the map. Look at the map’s heading or title for clues.</td>
</tr>
<tr>
<td>2. Look for a legend or key that explains the various symbols and markings on a map.</td>
</tr>
<tr>
<td>3. Examine the map and its symbols. Look for relationships that are familiar to you so that you can better understand new information.</td>
</tr>
<tr>
<td>4. Relate the information on the map to written information that accompanies the map.</td>
</tr>
</tbody>
</table>

Exercise 1  Interpreting a Map.  Refer to the map below to answer the questions that follow.

1. What is the title of the map?  
2. What is the purpose of the map?  
3. What do the symbols on the map represent?  
4. Approximately how far is Mexico City from the Gulf of Mexico?  
5. What two major sources of energy does Mexico possess?  

Exercise 2  Finding and Interpreting a Map.  Using a map you have found in your science or social studies textbook, answer the following questions.

1. What is the title of the map?  
2. What is the purpose of the map?  
3. According to the map’s scale, one inch equals approximately how many miles?  
4. How does the map use symbols or color to convey information?  
5. What fact or facts did you learn from the map?  

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Interpreting Graphs

Understanding and Interpreting Graphs  Graphs visually convey various types of information. They are useful tools for the analysis and comparison of mathematical, scientific, and other types of data. There are three main types of graphs.

<table>
<thead>
<tr>
<th>TYPES OF GRAPHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Line graph</td>
</tr>
<tr>
<td>Shows relationships between two sets of information shown on the horizontal and vertical axes</td>
</tr>
<tr>
<td>Bar graph</td>
</tr>
<tr>
<td>Compares and contrasts amounts by showing different bar heights or lengths</td>
</tr>
<tr>
<td>Pie graph</td>
</tr>
<tr>
<td>Illustrates the relationship of parts to each other and to a whole</td>
</tr>
</tbody>
</table>

Exercise 1  Interpreting a Graph. Refer to the graph below to answer the following questions.

![Graph of Rainfall in Niger, 1988–1996](image)

2. What type of graph is it? Line graph
3. What ideas are being related in the graph? Relationship between year and rainfall
4. In what year did Niger experience the most rainfall? 1992
5. What general trend do you see in the patterns of rainfall in Niger? Generally decreasing rainfall from 1988 to 1996

Exercise 2  Finding and Interpreting a Graph. Using a graph you have found in a newspaper or magazine, answer the following questions.

1. What type of graph is it? (Insert type of graph)
2. What is the title of the graph? (Insert title)
3. What is the purpose of the graph? (Insert purpose)
4. What type of information is given in the graph? (Insert type of information)
5. What fact(s) did you learn from the graph? (Insert fact(s))
Viewing Information Media Critically

When you view information media critically, you analyze the messages you see and hear.

**STRATEGIES FOR VIEWING MEDIA INFORMATION CRITICALLY**

1. **Identify the source.** Try to find out who is responsible for the message. This information will help you identify the point of view being expressed.
2. **Identify persuasive techniques.** Persuasive techniques such as repetition of a main idea, bandwagon appeals, celebrity endorsements, and loaded language are often used in media messages. Look past them to find the facts.
3. **Separate fact from opinion.** Learn to distinguish fact from opinion in media messages. A *fact* is a statement that can be proved true. An *opinion* is a belief that is based on a writer’s attitude or values.
4. **Ask questions.** Ask yourself, “What is the purpose for writing the message?”

**Exercise 1** Recognizing Information Media. Read the advertisement below. Then, answer the following questions.

**STOP THE MADNESS!**
Really Big Development Corporation is planning to erect an ugly 65-story condominium tower on River Road. The monstrosity will block views of Emerald City and cast permanent shadows on Cliff Park. The completion of this foolhardy project as planned will not only increase traffic on the already traffic-choked River Road, but also add hundreds of students to a school system that already has no seats for incoming students.

Attend the Town Meeting and Vote “NO!”
Saturday, May 9, at 7:00 p.m.
Sponsored by the River Road Association

1. Which information in the advertisement is factual?
2. Which information is opinion?
3. Where in the ad can you find examples of loaded language?
4. What does the ad want readers to do?
5. Who is responsible for the ad? What might be their purpose for running the ad?

**Exercise 2** Viewing Media. Watch a form of nonprint media—a documentary, a television news program or magazine, an interview, an editorial, or a commercial. Then, answer the questions below.

1. What is the topic of the message?
2. What is the source of the message? How might that source’s motivation affect the message’s content?
3. List three facts and three opinions that appear in the message.
4. What seems to be the point of the message?
5. Does the presentation of the message convey its points effectively? How?
Viewing Fine Art Critically

The emotional meaning and impact of a work of art are conveyed through the art’s content, medium, color, and structure. 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.

<table>
<thead>
<tr>
<th>ANALYZING ELEMENTS OF VISUAL ART</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
</tr>
<tr>
<td><strong>Medium</strong></td>
</tr>
<tr>
<td><strong>Color</strong></td>
</tr>
<tr>
<td><strong>Structure</strong></td>
</tr>
</tbody>
</table>

**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 the content of the work 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, contours, geometric shapes, or brush strokes? Are the lines horizontal, vertical, diagonal, or curved? If it is made up of shapes, which ones can be seen? If there are brush strokes, are they long, short, or layered? ________________________________
9. Why might the artist have chosen this structure? Explain. ________________________________
10. Do you find the structure effective? Why or why not? ________________________________
Creating Visual Representations

Organizing Information Visually  Visual aids, such as graphic organizers, maps, and pictures, can be effective tools for thinking and learning. Charts, diagrams, clusters, and outlines help organize information, showing causes and effects, changes over time, comparisons and contrasts, or main ideas and details. Maps reveal specifics regarding location, distance, and topography or terrain. Pictures and art reinforce—or take the place of—text descriptions.

<table>
<thead>
<tr>
<th>SHOWING INFORMATION WITH VISUAL AIDS</th>
<th>Type of Visual Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cause and effect</td>
<td>Chain-of-events chart</td>
</tr>
<tr>
<td>Comparison and contrast</td>
<td>Venn diagram; T-chart; bar graph</td>
</tr>
<tr>
<td>Chronological order</td>
<td>Chain-of-events chart; timeline</td>
</tr>
<tr>
<td>Main ideas and details</td>
<td>Outline; T-chart</td>
</tr>
<tr>
<td>Location; Distance</td>
<td>Maps; diagrams; blueprints</td>
</tr>
<tr>
<td>Appearance</td>
<td>Illustrations; paintings; photographs</td>
</tr>
</tbody>
</table>

Exercise 1  Choosing a Visual Aid.  Refer to the chart above as you answer the following questions.

1. Which visual aid would you use to show the prices of a product at various stores? Why?  

2. If you were giving directions to a party, which graphic aid would be most useful?  

3. If you were to show major plot events of a story you read, which visual aid would you create?  

4. Which graphic aid might you create to teach someone how to change a tire?  

5. To compare characters in a play, which visual aid might you find useful?  

Exercise 2  Creating a Flow Chart.  A flow chart shows at a glance the tasks that need to be completed, who is to complete them, and the order in which they need to be completed. Read the following passage and create a flow chart using information found there.

Example Flow Chart:

<table>
<thead>
<tr>
<th>March</th>
<th>April</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team A:</td>
<td>Task 1</td>
<td>Task 2</td>
</tr>
<tr>
<td>Team B:</td>
<td>Task 3</td>
<td></td>
</tr>
<tr>
<td>Team C:</td>
<td></td>
<td>Task 5</td>
</tr>
</tbody>
</table>

Miranda and Ted are to write the script for the film. At the same time, Alvin will work on the budget. When the script is finished and the budget is complete, Sarah and Kamika will scout locations for shooting and create a storyboard from the script. While they are working, Miranda and Ted will cast the film. Alvin will create a shooting schedule. When everyone is finished, film production will begin.
Using Formatting

Creating Emphasis or Effect  When writing, use formatting to structure and organize your key ideas. Also use formatting options to call attention to special features or to capture readers’ attention.

<table>
<thead>
<tr>
<th>Type of Creative Format</th>
<th>Use of Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>Italics (or underlining)</td>
<td>To give emphasis to works and phrases</td>
</tr>
<tr>
<td>Capitalization</td>
<td>To make words in headings stand out</td>
</tr>
<tr>
<td>Bullets</td>
<td>To highlight and set off equal items in a list</td>
</tr>
<tr>
<td>Numbering</td>
<td>To indicate steps to be followed in sequence</td>
</tr>
<tr>
<td>Boldface</td>
<td>To emphasize words or make headings stand out</td>
</tr>
<tr>
<td>Creative fonts</td>
<td>To create a mood or tone or make words stand out</td>
</tr>
</tbody>
</table>

Exercise 1  Getting Formatting Ideas.  Refer to the chart above as you answer the questions below.

1. If you were to write a news article, how would you format the head? ____________________________

2. To describe a sequence of steps in a how-to article, what type of formatting would you choose? _____

3. When publishing a favorite recipe, what type of format might you choose for listing the ingredients? __________

4. In what type of situation might you use a creative font? Explain. ____________________________

5. To emphasize key concepts in a report, what formatting option might you use? _________________

Exercise 2  Using Formatting.  On a separate sheet of paper, rewrite the following article, indicating the different types of formatting you would use to better present the information.

Dining out on a budget
You don’t need to be rich to eat like a king in Upton. Following are several suggestions for dining that are sure to please your wallet as well as your palate.
$ = under $10/$$ = $10 to $15/$$$ = $15 to $20
Chinese: Ho-Hong Restaurant $  Great variety of Chinese dishes. Service is friendly and fast. The dumplings are not to be missed.
American: Owens Family Restaurant $$  Good, hearty meals that remind you of the ones Mom used to make. Meatloaf Surprise is a delight, as are the fries.
Italian: Il Forno $$  Tortellini, rigatoni, cacciatore, linguine. All are delicious here.
French: The Brasserie $$$  If you like a warm, cozy atmosphere and delicious food, this is the place for you. Try the brioche.
Working With Multimedia

An oral report that is accompanied by various types of media, such as video, slides, charts, and audio, is called a multimedia presentation. Good planning, preparation, and practice will make your multimedia presentation effective and memorable.

<table>
<thead>
<tr>
<th>TIPS FOR PREPARING A MULTIMEDIA PRESENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify which parts of your presentation will be illustrated with media.</td>
</tr>
<tr>
<td>2. Select appropriate media, keeping in mind your audience’s needs.</td>
</tr>
<tr>
<td>3. Practice your presentation.</td>
</tr>
<tr>
<td>4. Set up in advance to make sure that all equipment works and the audience will be able to see everything clearly.</td>
</tr>
</tbody>
</table>

**Exercise 1** Planning a Multimedia Presentation. Answer the following questions to develop a step-by-step plan for a multimedia presentation.

**Planning**
1. What is your topic? 
2. From what print or multimedia sources do you plan to gather information on the topic? 

**Preparing**
3. What equipment will you need? Where will you get the equipment? 
4. What special arrangements will you need to make to set up your presentation? 

**Practicing**
5. How long does your presentation run during rehearsal? 
6. Do you need to make any cuts? 
7. Based on rehearsal, what do you need to practice or revise? 

**Exercise 2** Making an Outline. Use the outline below to plan your multimedia presentation on paper. Include notes to indicate where you will present 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></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td><strong>Body</strong></td>
<td></td>
<td></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></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
<td>4.</td>
</tr>
</tbody>
</table>
Recognizing Context Clues

Context Clues  Use context clues to guess the meanings of new words.

<table>
<thead>
<tr>
<th>TYPES OF CONTEXT CLUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
</tr>
<tr>
<td>Example</td>
</tr>
<tr>
<td>Restatement</td>
</tr>
<tr>
<td>Comparison and Contrast</td>
</tr>
<tr>
<td>Synonyms</td>
</tr>
<tr>
<td>Antonyms</td>
</tr>
</tbody>
</table>

Exercise 1  Using Context Clues.  Read the passage below. Then, circle the correct meaning of each word listed below, indicating the context clue that helped you determine its meaning.

The (1) empirical evidence that resulted from the tests the doctor had done on the girl indicated that her (2) affliction was influenza. However, on the basis of her failure to respond to the standard medications, the doctor (3) surmised that her illness was of a more (4) extraordinary kind. Her frightened parents (5) entreated him to (6) endeavor to treat the girl at home. However, he insisted that he would be (7) remiss if he did not have her (8) conveyed to a hospital. The parents (9) relented—fortunately, because the girl was indeed suffering from a rare and (10) lethal disease—and hospital treatment saved her life.

**EXAMPLE:** indicated: (a) asked; (b) showed; (c) persuaded; (d) guessed.

1. empirical: (a) certain; (b) improper; (c) scanty; (d) experimental
   Context Clue: evidence that resulted from the tests

2. affliction: (a) illness; (b) parentage; (c) ability; (d) hope
   Context Clue:

3. surmised: (a) insisted; (b) guessed; (c) shouted; (d) proved
   Context Clue:

4. extraordinary: (a) dangerous; (b) imaginary; (c) unusual; (d) uninteresting
   Context Clue:

5. entreated: (a) sued; (b) commanded; (c) begged; (d) persuaded
   Context Clue:

6. endeavor: (a) try; (b) learn; (c) agree; (d) remember
   Context Clue:

7. remiss: (a) successful; (b) cowardly; (c) absent; (d) neglectful
   Context Clue:

8. conveyed: (a) assigned; (b) admitted; (c) taken; (d) flown
   Context Clue:

9. relented: (a) gave in; (b) insisted; (c) apologized; (d) wept
   Context Clue:

10. lethal: (a) long-term; (b) deadly; (c) unusual; (d) harmless
    Context Clue:
Denotation and Connotation

Recognizing the Levels of Meaning of Words  The *denotation* of a word is its literal definition. Its *connotations* include the ideas, images, and feelings that are often associated with that word.

<table>
<thead>
<tr>
<th>Word</th>
<th>Denotative Meaning</th>
<th>Connotative Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>intelligent</td>
<td>one who possesses intellect</td>
<td>a person who is capable and likeable</td>
</tr>
<tr>
<td>smart</td>
<td>clever; keenly intelligent</td>
<td>a person eager to display intelligence</td>
</tr>
<tr>
<td>shrewd</td>
<td>intelligent in practical matters</td>
<td>a person who uses intelligence as a tool to get ahead</td>
</tr>
</tbody>
</table>

Exercise 1  Recognizing Shades of Meaning.  Circle the word in each pair below that has a strong connotative meaning. Then, identify whether the word conveys a *positive* or *negative* connotation.

**EXAMPLE:** firm  stubborn  **negative**

1. serene  quiet
2. millionaire  tycoon
3. teacher  mentor
4. advanced  challenging
5. melody  song
6. job  career
7. obsession  love
8. truthful  candid
9. grass  lawn
10. thin  skinny

Exercise 2  Using Words With Different Connotations.  In the passage below, replace the underlined neutral words or phrases with words that have more positive connotations. Use a thesaurus to help locate your replacement words.

The snow bombarded the countryside, drifting to (1) alarming heights. The (2) frigid wind whipped around the (3) shack as the fire did its best to heat the (4) tiny room. (5) Huddled under blankets, my family sipped (6) scalding cocoa and waited out the (7) fierce storm.

1. _______________________
2. _______________________
3. _______________________
4. _______________________
5. _______________________
6. _______________________
7. _______________________

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Recognizing Related Words

**Identifying Synonyms, Antonyms, and Homophones**  
*Synonyms* are words similar in meaning; *antonyms* are words opposite in meaning; *homonyms* sound alike but have different meanings and spellings.

<table>
<thead>
<tr>
<th>SOME WORD RELATIONSHIPS</th>
<th>Synonyms</th>
<th>Antonyms</th>
<th>Homonyms</th>
</tr>
</thead>
<tbody>
<tr>
<td>defeat/beating</td>
<td>old/recent</td>
<td>plain/plane</td>
<td></td>
</tr>
<tr>
<td>thought/idea</td>
<td>dull/exciting</td>
<td>troop/troupe</td>
<td></td>
</tr>
<tr>
<td>educator/teacher</td>
<td>width/breadth</td>
<td>road/rode</td>
<td></td>
</tr>
</tbody>
</table>

**Exercise 1**  
**Recognizing Related Words.** Identify each set of words below as *synonyms*, *antonyms*, or *homonyms*.

**EXAMPLE:** bow/bough  **homonyms**

1. talent/skill
2. loyal/traitorous
3. strait/straight
4. effort/ease
5. principal/principle
6. grown/groan
7. ask/request
8. salary/wages
9. sorrow/happiness
10. course/coarse

**Exercise 2**  
**Matching Related Words.** Match each word in the box below with its related word in the numbered list that follows. Then, identify each set of related words as *synonyms*, *antonyms*, or *homonyms*.

- sandy
- sharp
- base
- heedless
- challenging
- lessen
- guess
- admiration
- relaxed
- sad

**EXAMPLE:** pleasant  **affable**  **synonyms**

1. difficult
2. bass
3. gritty
4. estimate
5. respect
6. jovial
7. tense
8. thoughtful
9. lesson
10. acute

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Using Related Words in Analogies

Working With Analogies  An analogy points out a resemblance or similarity between two things. Word analogies are often used to test students’ vocabulary. In a word analogy exercise, a pair of related words is presented, and the student identifies a second pair of words that has the same relationship.

TIPS FOR ANSWERING ANALOGY QUESTIONS

1. Define both words in the initial pair.
2. Determine how the two words are related. For example, they may be synonyms, antonyms, a part to a whole, or sequential steps.
3. Look for a second pair of words that has the same relationship.
4. Make sure your answer choice follows the same order or same part of speech as the initial pair.

Exercise 1  Recognizing Related Words in Analogies. Choose the pair of words below whose relationship is most similar to that of the capitalized pair of words.

1. NOTE : SCALE ::
   a. inch : foot
   b. music : symphony
   c. letter : pen
   d. moist : dank

2. POMPOUS : ARROGANT ::
   a. courageous : brave
   b. tempest : storm
   c. guilt : innocence
   d. intensity : ease

3. ABSTAIN : INDULGE ::
   a. vote : elect
   b. majestic : inferior
   c. deny : allow
   d. faint : collapse

4. MAMMAL : TIGER ::
   a. slice : loaf
   b. cub : litter
   c. teacher : class
   d. tooth : bicuspid

5. CYMBAL : SYMBOL ::
   a. simple : symbol
   b. stares : stairs
   c. affect : effect
   d. series : serious

Exercise 2  More Work With Analogies. Choose the pair of words below whose relationship is most similar to that of the capitalized pair of words.

1. ABOLISH : ERADICATE ::
   a. accede : recede
   b. berate : scold
   c. veto : concur
   d. insure : pacify

2. KITTEN : CAT ::
   a. mammal : amphibian
   b. frog : tadpole
   c. modest : grand
   d. gosling : goose

3. STAR : GALAXY ::
   a. book : chapter
   b. water : vinegar
   c. matter : atoms
   d. cell : organism

4. MONDAY : TUESDAY ::
   a. letters : words
   b. summer : fall
   c. appointment : date
   d. frog : tadpole

5. CONCISE : BRIEF ::
   a. memorable : ordinary
   b. sure : certain
   c. hero : heroic
   d. timid : fearless

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Using a Dictionary and a Thesaurus

Use a dictionary to find the spelling, proper pronunciation, part of speech, and meaning of a word.

<table>
<thead>
<tr>
<th>Dictionary</th>
</tr>
</thead>
<tbody>
<tr>
<td>jour na list (jûr’ nə l ist) n.: a person whose work is the gathering, reporting, publishing, or broadcasting of news</td>
</tr>
</tbody>
</table>

Use a thesaurus to find words that are identical, similar, or related in meaning.

<table>
<thead>
<tr>
<th>Thesaurus</th>
</tr>
</thead>
<tbody>
<tr>
<td>stroll n syn WALK, constitutional, ramble, saunter, turn</td>
</tr>
</tbody>
</table>

**Exercise 1** Using a Dictionary. Use a dictionary to look up the primary definition of each underlined word below, and write the definition in the space provided.

1. My best friend was genial to all.  ____________
2. The recluse stayed at home. ____________
3. Following the miracle, we were incredulous. ____________
4. The ostensible reason was not believed. ____________
5. Do not abandon hope. ____________
6. Sometimes, I prefer solitude. ____________
7. We should venerate our elders. ____________
8. Do not condone bad behavior. ____________
9. The book was archaic. ____________
10. They told us about their sojourn south. ____________

**Exercise 2** Using a Thesaurus. Use a thesaurus to find words to replace the underlined words in this passage. Write your word choices on the lines that follow.

The lookouts (1) spotted another ship on the horizon. Trying to outrun the (2) ship was going to be (3) difficult. The captain (4) commanded the (5) crew to get busy. (6) Peering through his spyglass, the captain (7) recognized the flag on the (8) ship that was behind them. It was the Grinning Reaper! His mouth went dry and he (9) stared in (10) amazement. It was his brother’s ship.

1. ____________________________  6. ____________________________
2. ____________________________  7. ____________________________
3. ____________________________  8. ____________________________
4. ____________________________  9. ____________________________
5. ____________________________ 10. ____________________________
Remembering New Vocabulary

**Remembering Vocabulary Words**  Use a variety of methods for studying and reviewing new words.

<table>
<thead>
<tr>
<th>STUDYING AND REVIEWING METHODS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Set up an individual three-column vocabulary notebook.</td>
</tr>
<tr>
<td>2. Use index cards to make a set of flash cards.</td>
</tr>
<tr>
<td>3. Work with a tape recorder.</td>
</tr>
<tr>
<td>4. Study with a partner.</td>
</tr>
</tbody>
</table>

**Exercise 1**  Working With the Three-Column-Notebook Method.  Using a dictionary, look up each word in the first column below. Then, write a bridge word—a word that will provide you with a hint as to the word’s meaning. Write the definition in the third column. Periodically study the words listed.

**EXAMPLE:**  fuchsia  a color  purplish-red

<table>
<thead>
<tr>
<th>Bridge Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. sauté</td>
<td></td>
</tr>
<tr>
<td>2. slither</td>
<td></td>
</tr>
<tr>
<td>3. behemoth</td>
<td></td>
</tr>
<tr>
<td>4. shamrock</td>
<td></td>
</tr>
<tr>
<td>5. steerage</td>
<td></td>
</tr>
<tr>
<td>6. arbor</td>
<td></td>
</tr>
<tr>
<td>7. itinerary</td>
<td></td>
</tr>
<tr>
<td>8. biopsy</td>
<td></td>
</tr>
<tr>
<td>9. crustacean</td>
<td></td>
</tr>
<tr>
<td>10. stringent</td>
<td></td>
</tr>
</tbody>
</table>

**Exercise 2**  Using Other Study Methods.  Use a dictionary to look up the primary definition of each word below, and write the definition in the space provided. Copy each word on one side of an index card. On the other side, copy its definition. Working with a partner, quiz each other on the definitions.

**EXAMPLE:**  arbiter  a person chosen to judge a dispute

| 1. chide | |
| 2. mutate| |
| 3. oscillate| |
| 4. subtle| |
| 5. verdant| |
Using Prefixes

Using Prefixes as Clues  Often, a word’s prefix will help you to figure out its meaning. Learn various word prefixes and their meanings to help improve your vocabulary.

<table>
<thead>
<tr>
<th>TEN COMMON PREFIXES</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>com-</td>
<td>with, together</td>
<td>ex-</td>
<td>from, out</td>
<td>mis-</td>
</tr>
<tr>
<td>de-</td>
<td>away from, off</td>
<td>in-</td>
<td>not</td>
<td>re-</td>
</tr>
<tr>
<td>dis-</td>
<td>apart, away</td>
<td>inter-</td>
<td>between</td>
<td>sub-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>un-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exercise 1  Using Prefixes to Define Words.  Examine the prefixes of the words below and write a brief definition of each word based on your knowledge of its prefix. Check the word’s definition, as well as the definition of the prefix, in a dictionary.

EXAMPLE: cohabit  to live together

1. indistinct
2. ungracious
3. disinfect
4. misrepresent
5. redirect
6. antibiotic
7. disaffected
8. unassuming
9. submarine
10. intercollegiate

Exercise 2  Using Prefixes to Compose Words.  Use each prefix below to compose a word. Then, write the definition of the word. Check your definition in a dictionary.

EXAMPLE: de- depart  to go away from

1. con-
2. de-
3. dis-
4. a-
5. in-
6. inter-
7. mis-
8. re-
9. sub-
10. un-
Recognizing Roots

**Identifying Roots**  Use roots as clues to the meanings of unfamiliar words.

### TEN COMMON ROOTS

<table>
<thead>
<tr>
<th>Root</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>-cap-</td>
<td>seize, take</td>
</tr>
<tr>
<td>-duc-</td>
<td>lead</td>
</tr>
<tr>
<td>-fac-</td>
<td>do, make</td>
</tr>
<tr>
<td>-graph-</td>
<td>write</td>
</tr>
<tr>
<td>-mit-</td>
<td>send</td>
</tr>
<tr>
<td>-mov-</td>
<td>move</td>
</tr>
<tr>
<td>-ten-</td>
<td>hold</td>
</tr>
<tr>
<td>-spec-</td>
<td>see</td>
</tr>
<tr>
<td>-scribe-</td>
<td>write</td>
</tr>
<tr>
<td>-ven-</td>
<td>come</td>
</tr>
</tbody>
</table>

### Exercise 1  Finding Words With Common Roots.

Circle the two words in each group below that have a common root. Then, look up the words and describe the basic meaning they share.

**EXAMPLE:**

- homophone
- phrase
- phonics
- elephant

**Both words deal with sound.**

1. encrypt cryptic crying caustic
2. erect eject defect reject
3. intersect ingest binomial bisect
4. stare erratic static stationary
5. acrobat acropolis police artifice

### Exercise 2  Using Roots to Define Words.

Match the words in the first column with their meanings in the second.

1. sustain  A. to direct; to guide
2. factory  B. a person’s own signature
3. conduct  C. to support; to hold up
4. emit     D. to assemble; to come together
5. autograph E. the act of moving
6. convene  F. a place where items are made
7. spectator G. to send forth
8. motion   H. a person taken prisoner
9. captive  I. to write carelessly
10. scribble J. an onlooker

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Using Suffixes

Identifying Suffixes Often, a word’s suffix will help you to figure out its meaning. Learn various word suffixes and their meanings to help improve your vocabulary.

<table>
<thead>
<tr>
<th>TEN COMMON SUFFIXES</th>
</tr>
</thead>
<tbody>
<tr>
<td>-able (-ible)</td>
</tr>
<tr>
<td>-ance (-ence)</td>
</tr>
<tr>
<td>-ate</td>
</tr>
<tr>
<td>-ful</td>
</tr>
<tr>
<td>-ity</td>
</tr>
</tbody>
</table>

Exercise 1 Using Suffixes to Define Words. Define each word below. Use the meaning of the suffix in writing the definition.

EXAMPLE: movable capable of being moved

1. curable
2. attendance
3. elevate
4. imitation
5. penniless
6. preparedness
7. enthusiastically
8. careful
9. judgment
10. equality

Exercise 2 Using Suffixes to Create Words. Add each suffix below to only one of the listed words. Define each new word you make.

-ness -tion -ly -less -ment

<table>
<thead>
<tr>
<th>New Word</th>
<th>Definition With Suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. heed</td>
<td></td>
</tr>
<tr>
<td>2. late</td>
<td></td>
</tr>
<tr>
<td>3. argue</td>
<td></td>
</tr>
<tr>
<td>4. imitate</td>
<td></td>
</tr>
<tr>
<td>5. quiet</td>
<td></td>
</tr>
</tbody>
</table>
Exploring Etymologies

Using Borrowed Words  Some words in the English language have been borrowed from other languages.

<table>
<thead>
<tr>
<th>BORROWED WORDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>fabricate—Latin</td>
</tr>
<tr>
<td>colleague—French</td>
</tr>
<tr>
<td>alligator—Spanish</td>
</tr>
<tr>
<td>democracy—Greek</td>
</tr>
<tr>
<td>violin—Italian</td>
</tr>
<tr>
<td>sable—Russian</td>
</tr>
</tbody>
</table>

Words With New Meanings  The English language grows by giving new meanings to old words. Additionally, many new words are added to the language when two existing words are joined together to form a third word with a new meaning.

<table>
<thead>
<tr>
<th>COMBINED WORDS THAT CREATE NEW MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>fireproof</td>
</tr>
<tr>
<td>overdue</td>
</tr>
<tr>
<td>turntable</td>
</tr>
<tr>
<td>layout</td>
</tr>
</tbody>
</table>

Coined Words  The English language grows through the addition of newly coined, or created, words.

<table>
<thead>
<tr>
<th>NEWLY COINED WORDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acronyms: NASA</td>
</tr>
<tr>
<td>Technological Terms: gigabyte</td>
</tr>
</tbody>
</table>

Exercise 1  Finding the Sources of Words. Look up each of the following words in a dictionary, then write the language of origin in the space provided.

**EXAMPLE:** aeronaut  Greek

1. biology
2. omelet
3. mammoth
4. caravan
5. gyrate
6. cherub
7. venal
8. tulip
9. evolution
10. tea
11. cameo
12. dinghy
13. monarch
14. facsimile
15. colleen
16. pedestrian
17. grotto
18. alpaca
19. embargo
20. philanthropy

Exercise 2  Combining Words to Create New Words. Combine each word in the following list with a numbered word to create a new word.

right  broker  wise  writer  hand  house  map  board  keeper  boat

**EXAMPLE:** hold  household

1. road
2. copy
3. other
4. house
5. stock
6. switch
7. ware
8. book
9. second
10. type
Keeping a Spelling Notebook

Setting Up a Spelling Notebook  Creating your own spelling notebook can help you keep track of words that you misspell often, so that you can learn how to spell them correctly.

<table>
<thead>
<tr>
<th>STEPS FOR SETTING UP A SPELLING NOTEBOOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Set aside an area of your notebook or use a separate notebook.</td>
</tr>
<tr>
<td>2. Divide each page into four columns.</td>
</tr>
<tr>
<td>3. Use the columns to write (1) words you have misspelled; (2) their correct spelling; (3) the dates you practiced spelling each word; and (4) a memory aid to help you spell the word correctly.</td>
</tr>
</tbody>
</table>

Exercise 1  Developing a Spelling Study Sheet.  Use a dictionary to find the correct spelling for each word below. Then, create a short memory aid to help you remember how to spell the word.

**EXAMPLE:**
cemetary  
cemetery  
all e’s

1. freind
2. independant
3. lisense
4. embarass
5. seperate
6. akcess
7. pritend
8. wierd
9. sekseed
10. goverment

Exercise 2  Creating a Personal Spelling List.  Use the lines below to list 10 words that you sometimes misspell. Write your misspelling in the first column, the correct spelling in the second column, and a memory aid in the third column.

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 

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**Using Memory Aids**

**Using Memory Aids**  Use memory aids to remember the spelling of words that you find especially difficult.

<table>
<thead>
<tr>
<th>PLAN FOR USING MEMORY AIDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Look for short, easy-to-spell words within the difficult words.</td>
</tr>
<tr>
<td>2. Associate letters in the word with letters in related words.</td>
</tr>
<tr>
<td>3. Look for the order in which vowels and consonants appear.</td>
</tr>
</tbody>
</table>

**Practicing With Problem Words**  Use the following steps when studying problem words.

<table>
<thead>
<tr>
<th>STEPS FOR STUDYING PROBLEM WORDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Look at each word carefully to observe the arrangement of letters.</td>
</tr>
<tr>
<td>2. Pronounce each word and divide it into syllables.</td>
</tr>
<tr>
<td>3. Write the word.</td>
</tr>
<tr>
<td>4. Check to see that the word is spelled correctly.</td>
</tr>
</tbody>
</table>

**Exercise 1**  Developing Memory Aids.  Rewrite each word below, underlining the part(s) you can use as a memory aid.

**EXAMPLE:**  handkerchief  

1. mileage          handkerchief
2. prairie
3. knowledge
4. rehearse
5. misspell
6. secretary
7. preparation
8. permanent
9. correspondence
10. parallel

**Exercise 2**  Working With Problem Words.  In the following sentences, circle the correctly spelled word in each pair of words in parentheses. Use a dictionary to check your answers.

1. Don’t try to (deceive/decieve) me.
2. I don’t know (wether/whether) I shall go.
3. The (dezert/dessert) today is ice cream.
4. How did you explain your (absence/absense) today?
5. The (capitle/capital) of France is Paris.
6. You (omited/omitted) the last sentence.
7. The (library/librery) is closed on Sunday.
8. Circle the date on the (calendar/calender).
9. One should (exercize/exercise) daily.
10. The word contains two (sylables/syllables).
Following Spelling Rules: Plurals, Prefixes, and Suffixes

Spelling Plurals  The plural form of most nouns is formed by adding -s or -es to the singular. For a word whose plural is irregular, consult the dictionary.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>biscuit</td>
<td>biscuits</td>
</tr>
<tr>
<td>loss</td>
<td>losses</td>
</tr>
<tr>
<td>hero</td>
<td>heroes</td>
</tr>
<tr>
<td>stimulus</td>
<td>stimuli</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>radio</td>
<td>radios</td>
</tr>
<tr>
<td>copy</td>
<td>copies</td>
</tr>
<tr>
<td>galley</td>
<td>galleys</td>
</tr>
<tr>
<td>foot</td>
<td>feet</td>
</tr>
</tbody>
</table>

Adding Prefixes  When a prefix is added to a word, the spelling of the root word remains the same.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Word</th>
<th>New Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>dis</td>
<td>satisfied</td>
<td>dissatisfied</td>
</tr>
<tr>
<td>un</td>
<td>necessary</td>
<td>unnecessary</td>
</tr>
<tr>
<td>mis</td>
<td>spell</td>
<td>misspell</td>
</tr>
</tbody>
</table>

Adding Suffixes  Be aware of spelling changes in some words when you add suffixes.

<table>
<thead>
<tr>
<th>Suffix</th>
<th>No Change</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ous</td>
<td>courage</td>
<td>courageous</td>
</tr>
<tr>
<td>-able</td>
<td>love</td>
<td>lovable</td>
</tr>
<tr>
<td>-less</td>
<td>home</td>
<td>homeless</td>
</tr>
<tr>
<td>-ly</td>
<td>day</td>
<td>daily</td>
</tr>
</tbody>
</table>

Exercise 1  Writing Plurals.  Write the plural of each word below in the space provided.

EXAMPLE: potato ______ potatoes

1. glass ______________________ 6. wish ______________________
2. department __________________ 7. mosquito __________________
3. box ________________________ 8. datum ______________________
4. echo ________________________ 9. village ______________________
5. child ______________________ 10. attorney ______________________

Exercise 2  Spelling Words With Prefixes and Suffixes.  Form new words by combining the given word with the prefix or suffix indicated below.

1. in- + numerable = ________________ 11. local + -ly = ________________
2. un- + noticed = ________________ 12. drag + -ing = ________________
3. mis- + name = ________________ 13. happy + -ly = ________________
4. com- + mute = ________________ 14. equip + -ment = ________________
5. sub- + missive = ________________ 15. glory + -ous = ________________
6. epi- + center = ________________ 16. believe + -able = ________________
7. in- + credible = ________________ 17. judge + -ment = ________________
8. bi- + cycle = ________________ 18. refer + -ence = ________________
9. co- + exist = ________________ 19. confer + -ing = ________________
10. mis- + matched= ________________ 20. notice + -able = ________________
Understanding Rules and Exceptions: 
**ei and ie; -cede, -ceed, and -sede**

**ei and ei Words** Use the traditional rule for *ie* and *ei* words after memorizing the exceptions.

<table>
<thead>
<tr>
<th><em>ei</em> Exceptions</th>
<th><em>ie</em> Exceptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>either</td>
<td>ancient</td>
</tr>
<tr>
<td>seize</td>
<td>efficient</td>
</tr>
<tr>
<td>their</td>
<td>financier</td>
</tr>
<tr>
<td>neither</td>
<td>sheik</td>
</tr>
<tr>
<td>leisure</td>
<td>financier</td>
</tr>
<tr>
<td>weird</td>
<td>forfeit</td>
</tr>
<tr>
<td>height</td>
<td>sufficient</td>
</tr>
</tbody>
</table>

**Words ending in -cede, -ceed, and -sede** Memorize the words ending in *-cede*, *-ceed*, and *-sede*.

<table>
<thead>
<tr>
<th>Words ending in <em>-cede</em></th>
<th>Words ending in <em>-ceed</em></th>
<th>Words ending in <em>-sede</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>accede</td>
<td>exceed</td>
<td>supersede</td>
</tr>
<tr>
<td>intercede</td>
<td>proceed</td>
<td></td>
</tr>
<tr>
<td>concede</td>
<td>proceed</td>
<td></td>
</tr>
<tr>
<td>recede</td>
<td>succeed</td>
<td></td>
</tr>
<tr>
<td>precede</td>
<td>succeed</td>
<td></td>
</tr>
</tbody>
</table>

**Exercise 1** Spelling Words With *ei* and *ie*. Fill in the blanks in each word below with *ei* or *ie*.

**EXAMPLE:** The dog will retr __ **ie** __ ve any stick you throw.

1. The police ch ______ f offered a reward for information about the crime.
2. The senator’s speech was br ______ f but revealing.
3. At the end of the two weeks, you will rec ______ ve your paycheck.
4. The cash ______ r at the bank handed me the wrong amount of money.
5. I am going to meet my fr ______ nd at the concert.
6. Aunt Camilla always takes one of her n ______ ces to the ballet with her.
7. The opposing team would not y ______ ld control of the ball.
8. Painting a c ______ ling is not an easy job.
9. In the Middle Ages, each foot soldier carried a sh ______ ld.
10. The army laid s________ ge to the town, allowing no one to enter or leave.

**Exercise 2** Spelling Words Ending in *-cede, -ceed, and -sede*. Fill in the correct letters in the blanks below.

1. My grades ex ______ ed even my own expectations.
2. Father’s hairline has begun to re ______ .
3. Does this new regulation super ______ the old one?
4. I will pre ______ you on the stage.
5. Will the candidate con ______ the election?
6. Do the French Canadians really want to se ______ and form a separate nation?
7. I hope my brother will suc ______ in college.
8. The official will ac ______ to their demands.
9. Pro ______ to the next exit and turn right.
10. My teacher said that she would inter ______ on my behalf.
Proofreading Carefully

**Identifying Errors**  Proofread everything you write for spelling errors. Use a dictionary to look up words that you suspect may be spelled wrong.

**Studying Spelling Problem Words**  Review a list of spelling problems to identify words that are likely to cause you problems. Then, look for these words in your writing to make sure you have spelled them correctly.

<table>
<thead>
<tr>
<th>COMMON SPELLING PROBLEM WORDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>garage</td>
</tr>
<tr>
<td>thief</td>
</tr>
</tbody>
</table>

**Exercise 1**  Proofreading a Selection.  There are ten misspelled words in the paragraph below.

Underline each misspelled word and spell it correctly in one of the spaces provided below the paragraph.

It seems our school secretary called home about my absence yesterday. It was an awkward situation, and I was truly embarrassed. Mother greeted me coolly and expressed her dissapointment. I promised her that there would be no repitition. “From now on,” I said, “there will be no more wierd behaviour.”

1. __________________________  6. __________________________
2. __________________________  7. __________________________
3. __________________________  8. __________________________
4. __________________________  9. __________________________
5. __________________________ 10. __________________________

**Exercise 2**  Finding Misspelled Words.  Each line below contains one misspelled word. Spell it correctly in the space provided.

**EXAMPLE:** comitee  achieve  probably  ____committee____

1. reveled  hygiene  probably  __________________________
2. precede  eighth  prarrie  __________________________
3. despair  foriegn  defendant  __________________________
4. villian  whether  vacuum  __________________________
5. lawyer  lonliness  recede  __________________________
6. behavior  admitance  conscious  __________________________
7. knowlege  proceed  anxiety  __________________________
8. meanness  desert  decieve  __________________________
9. captain  calander  athletic  __________________________
10. tomorrow  occur  parlyze  __________________________
Using Sections in Textbooks

Reading Textbooks  Identify and make use of the special sections at the front and the back of your textbook.

<table>
<thead>
<tr>
<th>PARTS OF A TEXTBOOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table of Contents</td>
</tr>
<tr>
<td>Preface</td>
</tr>
<tr>
<td>Information Index</td>
</tr>
<tr>
<td>Glossary</td>
</tr>
<tr>
<td>Appendix</td>
</tr>
<tr>
<td>Bibliography</td>
</tr>
</tbody>
</table>

Exercise 1  Examining 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 the way 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 kind of information does it contain? 

5. List one source cited in the bibliography. 

Exercise 2  Evaluating Textbook Features.  Answer the following questions to evaluate the textbooks you are using this year.

1. Which of your textbooks is organized best? Why? 

2. Which of your textbooks has the most interesting visual materials? Give examples. 

3. Which textbook is the hardest to read and understand? Why? 

4. How would you improve that textbook? 

5. Which textbook contains the best review materials at the end of a chapter? Give examples. 

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Using Different Reading Styles

Choosing a Style of Reading  Learn to use the style of reading suitable to your purpose and material.

<table>
<thead>
<tr>
<th>Style</th>
<th>Definition</th>
<th>TYPES OF READING STYLES</th>
<th>Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phrase Reading</td>
<td>Reading groups of words in order to understand all material</td>
<td>For studying, solving problems, and following directions</td>
<td></td>
</tr>
<tr>
<td>Skimming</td>
<td>Skipping words in order to read rapidly and get a quick overview</td>
<td>For previewing, reviewing, and locating information</td>
<td></td>
</tr>
<tr>
<td>Scanning</td>
<td>Reading in order to locate a particular piece of information</td>
<td>For researching, reviewing, and finding information</td>
<td></td>
</tr>
</tbody>
</table>

Reading Critically to Identify Author’s Purpose  Read critically in order to question, analyze, and evaluate what you read.

<table>
<thead>
<tr>
<th>IDENTIFYING AUTHOR’S PURPOSE IN WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>To Inform</td>
</tr>
<tr>
<td>To Instruct</td>
</tr>
<tr>
<td>To Offer an Opinion</td>
</tr>
<tr>
<td>To Sell</td>
</tr>
<tr>
<td>To Entertain</td>
</tr>
</tbody>
</table>

Exercise 1  Determining Which Style of Reading to Use.  Determine which of the styles referred to above would be most appropriate for each of the purposes below.

EXAMPLE:  Finding a specific section in one of your textbooks  __scanning__

1. Reading a chapter in a math book in order to answer the questions at the end of the chapter  
2. Reviewing a section of a history textbook to prepare for class  
3. Locating supporting information for a research paper  
4. Reading a novel that has been assigned in your English class

Exercise 2  Identifying Author’s Purpose in Writing.  For each item below, determine whether the author’s purpose is to inform, to instruct, to offer an opinion, to sell, or to entertain.

EXAMPLE:  China is the most populated country in the world.  __to inform__

1. One of the first steps in learning how to use a computer is becoming familiar with the keyboard.  
2. A recent survey indicates that people prefer our product to the leading brand by a ratio of two to one.  
3. The cheetah is the fastest animal in the world.  
4. To any intelligent, informed person, it must be quite obvious that this proposal is totally unacceptable.
Using the SQ4R Method

Understanding Material Using the SQ4R Method  Use the SQ4R method to gain a better understanding of textbook material. The steps below illustrate the SQ4R steps.

<table>
<thead>
<tr>
<th>SQ4R: STEPS IN READING TEXTBOOKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey to get an overview of the material.</td>
</tr>
<tr>
<td>Question before you read each section.</td>
</tr>
<tr>
<td>Read to answer the questions.</td>
</tr>
<tr>
<td>Record by taking notes on the major ideas and details.</td>
</tr>
<tr>
<td>Recite by reading your notes aloud.</td>
</tr>
<tr>
<td>Review on a regular basis.</td>
</tr>
</tbody>
</table>

Exercise 1  Getting to Know the SQ4R Method.  Choose a chapter in one of your textbooks to use in answering the questions below.

1. If you wanted to find information quickly, which step of SQ4R would you use? ________________

2. If you wanted to be sure to memorize an important fact, which steps of SQ4R would you be sure to use? ________________

3. If you were studying for a test, which steps of SQ4R would you use? ________________

4. To locate an answer to a specific question, which step of SQ4R would you use? ________________

5. To set a purpose for reading, which step of SQ4R would you use? ________________

Exercise 2  Using the SQ4R Method.  Choose a chapter in one of your textbooks to use in completing the items below.

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 #2. _________________________

4. List the main ideas contained in the chapter. _________________________________________

5. List the major details used to support one of these ideas. ________________________________
Using Outlines

Making Formal Outlines  Use a formal outline for organizing reports or other presentations in which you plan to show main ideas, major details, supporting details, and smaller details.

<table>
<thead>
<tr>
<th>FORMAL OUTLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Main idea or heading</td>
</tr>
<tr>
<td>A. Major detail explaining I.</td>
</tr>
<tr>
<td>B. Second major detail explaining I.</td>
</tr>
<tr>
<td>1. Supporting detail explaining B.</td>
</tr>
<tr>
<td>2. Second supporting detail explaining B.</td>
</tr>
<tr>
<td>a. Subdetail explaining 2.</td>
</tr>
<tr>
<td>b. Subdetail explaining 2.</td>
</tr>
<tr>
<td>II. Second main idea or heading</td>
</tr>
<tr>
<td>A. Major detail explaining II.</td>
</tr>
</tbody>
</table>

Exercise 1  Writing a Formal Outline.  Prepare a formal outline using the notes below. Write your outline on a separate sheet of paper.

<table>
<thead>
<tr>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Triassic Period 198–240 million years ago small dinosaurs herbivores thecodonts</td>
</tr>
<tr>
<td>Cretaceous Period Triceratops; Maiasaura hot and dry cooler climate</td>
</tr>
<tr>
<td>Jurassic Period 65–135 million years ago 135–198 million years ago Jungalike Carnosaurs</td>
</tr>
</tbody>
</table>

Exercise 2  Outlining a Textbook Section or Chapter.  Choose a chapter, or a section of a chapter, of your science or social studies textbook. Organize the information into a formal outline that has at least two main idea headings. You might also work with a partner. Each of you should outline the same material separately. Then, compare your outlines to see who has covered the material more thoroughly. Finally, prepare a joint outline.
Using Graphic Organizers as You Read

Connecting Ideas With Graphic Organizers  You can use graphic organizers to help you understand the information you read and to show how ideas are related to each other. Graphic representations of text can help you increase your reading comprehension and organize your thoughts for writing about what you read.

<table>
<thead>
<tr>
<th>Type of Organizer</th>
<th>Purpose of Organizer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Venn Diagram</td>
<td>For comparing and contrasting information</td>
</tr>
<tr>
<td>Chart</td>
<td>For organizing information under common</td>
</tr>
<tr>
<td></td>
<td>headings</td>
</tr>
<tr>
<td>Web</td>
<td>For presenting main ideas and supporting</td>
</tr>
<tr>
<td></td>
<td>details</td>
</tr>
<tr>
<td>Timeline</td>
<td>For arranging events in chronological</td>
</tr>
<tr>
<td></td>
<td>order</td>
</tr>
</tbody>
</table>

Exercise 1  Using a Venn Diagram.  Look for similarities and differences among the topics in the passage below. As you read, fill in a Venn diagram. Then, review what you have written to come to a fuller understanding of the topics.

Characteristics of Igneous Rock

The first rock to form on Earth probably looked much like the igneous rocks that harden from lava today. Igneous rock is any rock that forms from magma or lava. The name igneous comes from the Latin word ignis, meaning “fire.”

Most igneous rocks are made of mineral crystals. The only exceptions to this rule are the different types of volcanic glass—igneous rock that lacks minerals with a crystal structure.

Origin.  Geologists classify igneous rocks according to where they formed. Extrusive rock is igneous rock formed from lava that erupted onto Earth’s surface. Basalt is the most common extrusive rock. Basalt forms much of the crust, including the oceanic crust, shield volcanoes, and lava plateaus.

Igneous rock that formed when magma hardened beneath Earth’s surface is called intrusive rock. Granite is the most abundant intrusive rock in continental crust.

Textures.  Intrusive and extrusive rocks usually have different textures. Intrusive rocks have larger crystals than extrusive rocks. If you examine a coarse-grained rock such as granite, you can easily see that the crystals vary in size. . . .
Using Graphic Organizers to Show Connections

Showing Relationships With Graphic Organizers You can use graphic organizers to show relationships between ideas in your writing. Graphic organizers are particularly useful when presenting information to a group.

<table>
<thead>
<tr>
<th>Type of Organizer</th>
<th>Purpose of Organizer</th>
</tr>
</thead>
<tbody>
<tr>
<td>T-Chart</td>
<td>To show comparison-and-contrast relationships or the pros and cons of an idea or product</td>
</tr>
<tr>
<td>Boxed Chart</td>
<td>To show complex or mathematical information in an easy-to-understand format</td>
</tr>
<tr>
<td>Pie Chart</td>
<td>To show percentages; to visually show numbers and types of responses to questionnaires</td>
</tr>
<tr>
<td>Graph</td>
<td>To show changes over time or the properties or features of one or more subjects</td>
</tr>
<tr>
<td>Timeline</td>
<td>To show changes over time</td>
</tr>
</tbody>
</table>

**Exercise 1** Choosing an Organizer. Use the information above to answer the following questions.

1. To display the results of a poll, which organizer would you create?

2. To show the result of product testing, which organizer would you create?

3. To explain the growth of a tadpole into a frog, what kind of graphic organizer would you create?

4. To show the profits of three companies during the period of a year, which type of graphic organizer would you create?

5. To show temperatures for five countries over five months, what type of graphic organizer would you create?

**Exercise 2** Making an Organizer. Use information from the passage below to create a graphic organizer.

**Founding of the Colonies**

New England colonies were founded during the early 1600’s. The Plymouth colony was founded in 1620 by William Bradford for religious freedom. The New Hampshire colony cited profit from trade and fishing as their reasons for founding in 1622. This colony was led by Ferdinando Gorges and John Mason. John Winthrop founded the Massachusetts Bay colony in 1630, citing religious freedom as the reason. In Connecticut, two colonies were founded: Hartford in 1636 and New Haven in 1639. Thomas Hooker was leader of both. These colonies were founded for the expansion of trade and for the free practice of religion and politics. Rhode Island was founded in 1636 by Roger Williams. This colony, too, cited religious freedom as the primary reason for founding.
Reading Nonfiction

Using Nonfiction Reading Strategies  When reading nonfiction—autobiographies, biographies, essays, and so on—apply various strategies to ensure that you fully understand what you have read.

<table>
<thead>
<tr>
<th>TIPS FOR READING NONFICTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Establish a purpose for reading.</td>
</tr>
<tr>
<td>2. Identify main points and details.</td>
</tr>
<tr>
<td>3. Identify relationships between characters, events, and ideas.</td>
</tr>
<tr>
<td>4. Interpret what you read by restating the main ideas in your own words.</td>
</tr>
<tr>
<td>5. Respond to the author’s ideas.</td>
</tr>
</tbody>
</table>

Exercise 1  Reading Nonfiction. Read the following passage of nonfiction, and then answer the questions that follow.

*from The Autobiography of Benjamin Franklin*

In 1721 I first published my *Almanac*, under the name of Richard Saunders; it was continued by me about twenty-five years, commonly called *Poor Richard’s Almanac*. I endeavored to make it both entertaining and useful, and it accordingly came to be in such demand that I reaped considerable profit from it, vending annually near ten thousand. And observing that it was generally read, scarce any other neighborhood in the province being without it, I considered it as a proper vehicle for conveying instruction among the common people, who bought scarce other books. . . .

1. What purpose did you set as you read?

2. What is the main idea of the passage?

3. What details support the main idea?

4. How would you restate the main idea of this passage?

5. What is your reaction to this passage? Why?
Analyzing Nonfiction

Using Analyzing Strategies Although nonfiction is writing that is factual, its contents are still open for evaluation. When you read nonfiction, identify the author’s ideas, and then evaluate them.

<table>
<thead>
<tr>
<th>TIPS FOR ANALYZING NONFICTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify the main idea and supporting details within the piece.</td>
</tr>
<tr>
<td>2. Recognize the author’s tone—the attitude toward his or her subject.</td>
</tr>
<tr>
<td>3. Look for bias—an author’s prejudice for or against something.</td>
</tr>
<tr>
<td>4. Interpret the text to find the author’s message.</td>
</tr>
<tr>
<td>5. Evaluate the author’s ideas.</td>
</tr>
</tbody>
</table>

Exercise 1 Analyzing Nonfiction. Read the passage below and answer the questions that follow.

My best childhood memory was of attending the school in Gravenville. No one could ask for a zanier way to begin academic life. All twenty students were squashed like bugs in a tiny room. Kids from ages 6 to 12, tall and short, fat and skinny, shy and outgoing, shared one room, one teacher, one chalkboard, one library. This ivory tower of learning was forced upon us by the circumstances beyond our control; namely poverty and our rural location. Surprisingly, however, we learned. We learned about spiders, stars, and ideas. We learned to coexist with others who had different abilities and interests. We learned that although it would have been nice to have a proper school, with rooms and facilities, the most important part of schooling is the relationship between student and teacher . . .

1. What is the main idea of this passage? What details support this idea? ________________________________

2. How would you describe the author’s attitude? ____________________________________________

3. Does the author seem to have any biases? ____________________________________________

4. What is the overall message of this passage? ____________________________________________

5. How would you evaluate the passage? ____________________________________________

Exercise 2 More Analyzing Nonfiction. Read the passage below and answer the questions.

from “Glory and Hope” by Nelson Mandela

We, the people of South Africa, feel fulfilled that humanity has taken us back into its bosom, that we, who were outlaws not so long ago, have today been given the rare privilege to be host to the nations of the world on our own soil. . . .

We trust that you will continue to stand by us as we tackle the challenges of building peace, prosperity, nonsexism, nonracialism, and democracy.

We deeply appreciate the role that the masses of our people and their democratic, religious, women, youth, business, traditional, and other leaders have played to bring about this conclusion. Not least among them is my Second Deputy President, the Honorable F. W. de Klerk . . .

The time for the healing of the wounds has come. The moment to bridge the chasms that divide us has come. The time to build is upon us.

We have, at last, achieved our political emancipation. We pledge ourselves to liberate all our people from the continuing bondage of poverty, deprivation, suffering, gender and other discrimination. . . .

1. What is the main idea of this passage? What details support this idea? ________________________________

2. How would you describe the author’s attitude? ____________________________________________

3. Does the author seem to have any biases? ____________________________________________

4. What is the overall message of this passage? ____________________________________________

5. How would you evaluate the passage? ____________________________________________
Evaluating What You Read

Using Fact and Opinion  Analyze material first to decide whether it is reliable.

<table>
<thead>
<tr>
<th>DISTINGUISHING BETWEEN FACT AND OPINION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statements of Fact</td>
</tr>
<tr>
<td>Statements of Opinion</td>
</tr>
</tbody>
</table>

Using Valid Reasoning  Think logically to draw valid conclusions.

Exercise 1  Distinguishing Between Facts and Opinions. Identify each of the following statements as a fact or an opinion.

EXAMPLE: The blue whale is the largest mammal ever to live.  fact

1. Dustin Hoffman is the best actor in the world.  
2. Today’s music is not as good as the music of the sixties.  
3. Bruce Springsteen’s album “Born in the U.S.A.” sold over a million copies.  
4. Florida’s climate is warmer than Vermont’s.  
5. The surfing in Hawaii is much better than the surfing in California.  

Exercise 2  Providing Support for Opinions. Write a sentence providing facts or details to support each opinion statement below.

EXAMPLE: Pergetto sauce is superior to Nugatella sauce.

In recent taste tests, 4 out of 5 respondents preferred the taste of Pergetto.

1. Everyone loves baseball.  
2. There is no place like home.  
3. Of all animals, the fox is the most misunderstood.  
4. The school year should be shortened.  
5. Swimming is the best exercise.  

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Evaluating Forms of Reasoning

Using Valid Reasoning  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 interpretation of the information that is given</td>
<td>An interpretation that is not consistent with the given information</td>
</tr>
<tr>
<td>Generalization</td>
<td>A statement that holds true in a large number of cases or is supported by evidence</td>
<td>A statement that is made without accounting for exceptions</td>
</tr>
<tr>
<td>Cause and Effect</td>
<td>A sequence in which something is caused by one or more events that occurred before it</td>
<td>A sequence in which the first event did not cause the second event</td>
</tr>
<tr>
<td>Analogy</td>
<td>A comparison between two different objects or events that are similar in important ways</td>
<td>A comparison that fails to account for essential dissimilarities</td>
</tr>
</tbody>
</table>

Exercise 1  Analyzing Forms of Reasoning.  Identify the form of reasoning in each of the following statements as inference, generalization, analogy, or cause and effect. Then, for each case, tell whether the conclusion drawn is valid or invalid.

EXAMPLE: Christine didn’t graduate because she failed math.  cause and effect  valid

1. Bill isn’t smiling, so he must be angry.  ____________  ____________
2. Rock musicians have long hair and wear blue jeans.  ____________  ____________
3. A school is like a beehive.  ____________  ____________
4. Saint Bernards are larger than poodles.  ____________  ____________
5. The team won the game because of their pitcher’s performance.  ____________  ____________

Exercise 2  Analyzing the Validity of More Statements.  Identify the form of reasoning in each of the following statements as inference, generalization, analogy, or cause and effect. Then, for each case, tell whether the conclusion drawn is valid or invalid.

1. People with college degrees get high-paying jobs.  ____________  ____________
2. Living in a city is like living in a fishbowl.  ____________  ____________
3. Since the teacher is late, she must be tied up in traffic.  ____________  ____________
4. All people need to breathe.  ____________  ____________
5. Tyrone did well on his test because of his lucky pencil.  ____________  ____________
Examining the Author’s Language

Uses of Language  Learn to identify different uses of language.

<table>
<thead>
<tr>
<th>USES OF LANGUAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denotation and Connotation</td>
</tr>
<tr>
<td>Self-Important Language</td>
</tr>
<tr>
<td>Slanting</td>
</tr>
</tbody>
</table>

**Exercise 1**  Analyzing the Uses of Language.  Identify each of the items below as an example of *denotation, connotation, self-important language,* or *slanting.*

**EXAMPLE:** Recent economic figures clearly indicate that all Americans are in much better shape financially than they were four years ago.  *slanting*

1. The virologist hypothesized that the disease was caused by ultramicroscopic infective agents.  ____________________________
2. Because they tend to be larger and stronger, boys are much better athletes than girls.  ____________________________
3. Reptiles are cold-blooded animals that have lungs.  ____________________________
4. The mayor said that he would concentrate on prioritizing the city’s options.  ____________________________
5. It is a perilous situation, and the solution does not appear to be within our grasp.  ____________________________

**Exercise 2**  More Work With the Uses of Language.  Identify each of the items below as an example of *denotation, connotation, self-important language,* or *slanting.*

1. His condition is critical, but his entire family is heedless.  ____________________________
2. The candidate asseverated that his opponent was guilty of calumniation in one of his recent speeches.  ____________________________
3. The candidate delivered her speech in an even voice.  ____________________________
4. As the general devised his plan of attack, he bit his lip and bared his teeth.  ____________________________
5. Average scores on standardized tests have risen dramatically over the past decade. This proves that the quality of education has improved in recent years.  ____________________________
Reading Actively

Reading in an Active Way  When you read works of fiction, don’t just passively follow the action or ideas. Become actively involved by thinking about what is happening, analyzing why the author wrote the piece, and evaluating whether the message gets across effectively.

<table>
<thead>
<tr>
<th>TIPS FOR READING ACTIVELY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before you read</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>As you read</strong></td>
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<td></td>
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<td></td>
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<tr>
<td><strong>After you read</strong></td>
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</tbody>
</table>

Exercise 1  Actively Reading a Work of Fiction.  Answer the questions below about a story, novel, or play you have read recently.

Title and Author of Work ________________________________

1. Why did you read the work? For example, did you read to learn something or to be entertained?

2. Have you read any other works by this author? If so, what other works have you read? ________________

3. What did you expect the work to be about before you read it? Why did you have those expectations?

4. In what ways was it different from what you expected? Explain. ______________________________________

5. Which character(s) in the book seemed the most like people you know? ____________________________

6. Which character(s) were the most unusual or unpredictable? ____________________________

7. What overall message is conveyed in the work? ______________________________________

8. How effectively did the message come across? Explain. ______________________________________

9. What is one new idea you learned from reading the work? ____________________________

10. What is one way the work could have been improved? ____________________________
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.

<table>
<thead>
<tr>
<th>FICTION READING STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Picture the action in your mind.</td>
</tr>
<tr>
<td>2. Ask questions and make predictions as you read.</td>
</tr>
<tr>
<td>3. Look for connections between events that make up the plot.</td>
</tr>
<tr>
<td>4. Put yourself in the characters’ situations to understand them better.</td>
</tr>
<tr>
<td>5. Draw inferences about the author’s purpose or point of view.</td>
</tr>
</tbody>
</table>

Exercise 1  Analyzing a Work of Fiction.  Choose a short story or novel you have read and answer the following questions.

Title and Author 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 and what kind of person is he or she? ____________________________

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. Summarize the theme or central idea of this short story or novel. ____________________________

7. Are the characters and dialogue believable? Explain. ____________________________

8. Could the details in this story or novel be easily visualized as you read? Explain. ____________________________

9. What predictions and questions occurred to you as you read this story or novel? Were your predictions accurate? Were your questions answered? ____________________________

10. In a few sentences, describe an element of the short story or novel that reminds you of something in your own life. ____________________________
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.

Use the following strategies as you read to help you understand drama.

<table>
<thead>
<tr>
<th>STRATEGIES FOR READING DRAMA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Read the setting and prop descriptions and stage directions to help you envision the action.</td>
</tr>
<tr>
<td>2. Summarize the action of the play as you complete each scene and act.</td>
</tr>
<tr>
<td>3. Try to “hear” how the actors would be saying the lines of dialogue.</td>
</tr>
<tr>
<td>4. Look for clues about the playwright’s theme or message.</td>
</tr>
</tbody>
</table>

Exercise 1  Analyzing a Drama. Choose a play you have read and answer the questions below.

Title and Author of Play ____________________________

1. Who is the main character in the play and what kind of person is he or she? ____________________________

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 evidence in the play leads you to this opinion of the main character? ____________________________

6. Where and when does this play take place? ____________________________

7. How would you describe the mood? How does the playwright establish this mood? ____________________________

8. Summarize the theme or central idea of this short story or novel. ____________________________

9. Is there a short passage or dialogue that states or strongly implies the theme? If so, what is it? ____________________________

10. Are the characters and dialogue believable? Explain. ____________________________

11. Could you envision the stage directions and action of the characters in this play as you read? Explain. ____________________________

12. What predictions and questions occurred to you as you read this play? Were your predictions accurate? Were your questions answered? ____________________________

13. In a few sentences, describe a character or scene in this play that reminds you of something in your own life. ____________________________

14. Would you rate this play as weak, average, or strong? Give reasons for your rating. ____________________________

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Reading Poetry

Reading poetry often requires effort beyond that used for reading prose. Use the following questions as a guide to help you build strategies for reading poetry.

<table>
<thead>
<tr>
<th>POETRY READING STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify who is speaking in the poem—the poet or some character.</td>
</tr>
<tr>
<td>2. Try to read the poem aloud to hear how the poet has used sound and language.</td>
</tr>
<tr>
<td>3. Look for literary techniques the poet uses to create mental images.</td>
</tr>
<tr>
<td>4. Use your imagination and senses to mentally picture what the poem is saying.</td>
</tr>
<tr>
<td>5. Note how the poem looks on the page for more clues to its meaning.</td>
</tr>
<tr>
<td>6. As you read, restate lines of the poem in your own words.</td>
</tr>
</tbody>
</table>

Exercise 1 Analyzing a Poem. Choose a poem from your literature book, read it, and answer the following questions.

Title and Author of Poem ______________________

1. Which literary technique(s) are used in this poem?
   - simile
   - metaphor
   - personification
   - rhyme
   - repetition
   - onomatopoeia
   - alliteration
   - other ______________________

2. Which word best describes the tone of the poem?
   - serious
   - peaceful
   - frantic
   - sad
   - frightening
   - lively
   - funny
   - disturbing
   - other ______________________

3. In this poem, what is the poet’s main purpose? (circle one or more)
   - to tell a story
   - to create an image
   - to 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. ______________________
Although writers retell myths, legends, and folk tales in print, the stories come to us from the oral tradition—the passing along of stories by word of mouth. **Myths** are anonymous stories involving gods and goddesses that stress cultural ideals or explain natural occurrences. **Legends** are stories that are believed to be based on real-life events and feature larger-than-life people. **Folk tales** are stories about ordinary people that reveal the traditions and values of a culture.

**STRATEGIES FOR READING**

1. Be aware of historical and cultural context.
2. Paraphrase to better understand plot events.
3. Identify the message or theme of the piece.

**Exercise 1** **Analyzing a Myth, Legend, or Folk Tale.** Choose a myth, legend, or folk tale from your literature book, read it, and answer the following questions.

1. Which type of selection have you read?
   - myth
   - folk tale
   - legend

2. Which of the following phrases describes 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, if any, is the setting to the story? 

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? 

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Developing a Study Plan

Choosing a Study Setting  Establish a comfortable, well-lit area for studying, and supply it with all necessary materials.

<table>
<thead>
<tr>
<th>CHARACTERISTICS OF A GOOD STUDY AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. It must be an area where there will be no distractions.</td>
</tr>
<tr>
<td>2. It should be well lit.</td>
</tr>
<tr>
<td>3. It should be equipped with materials such as paper, pens, pencils, a ruler, a dictionary, and a clock.</td>
</tr>
</tbody>
</table>

Developing a Study Schedule  Schedule regular periods for studying. Aim for two hours a day, five days a week.

<table>
<thead>
<tr>
<th>MAKING AND USING A STUDY SCHEDULE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Block out areas of time in which you already have activities.</td>
</tr>
<tr>
<td>2. Block out at least two hours a day for studying.</td>
</tr>
<tr>
<td>3. Divide your study time into whatever number of study periods works best for you.</td>
</tr>
</tbody>
</table>

Exercise 1  Evaluating Your Study Area. Answer the following questions about your study area.

EXAMPLE: Describe the lighting where you study.  Overhead fluorescent lights in public library

1. a. Describe the lighting where you study.  
   b. What improvements, if any, could be made?

2. a. Describe the table or desk and chair in your study area.  
   b. What improvements, if any, could be made?

3. a. Describe any other features of the study area that make it an effective one for you.  
   b. Describe any other features that could be improved.

4. a. List the equipment in your study area.  
   b. What other equipment would be useful?

5. a. List reference works or other books kept in your study area.  
   b. What other books would be helpful to have there?

Exercise 2  Setting Up a Study Schedule. Use the spaces provided below to make up a study schedule that suits your personal needs. Be sure to include at least two hours of study time.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 A.M. – 3:00 P.M.</td>
<td>School</td>
</tr>
</tbody>
</table>

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Taking Notes

**Keeping an Organized Notebook** Keep a notebook that is organized, complete, and neatly written.

**Making Outlines** Use a modified outline to take notes while listening or reading. Use a formal outline to arrange ideas when preparing major written or oral assignments.

<table>
<thead>
<tr>
<th>Modified Outline</th>
<th>Formal Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jose de San Martín</td>
<td>Jose de San Martín</td>
</tr>
<tr>
<td>—Leader of South American independence</td>
<td>I. Early Life</td>
</tr>
<tr>
<td>—Born in 1778 in what is now Argentina</td>
<td>A. Born in 1778 in what is now Argentina</td>
</tr>
<tr>
<td>—Educated in Spain</td>
<td>B. Educated in Spain</td>
</tr>
<tr>
<td>—Fought with Spanish army against Napoleon</td>
<td>C. Fought with Spanish army against Napoleon</td>
</tr>
<tr>
<td>—Returned to South America in 1812</td>
<td>II. Leader of South American independence</td>
</tr>
<tr>
<td>—Led army that drove Spanish out of Chile</td>
<td>A. Returned to South America in 1812</td>
</tr>
<tr>
<td>—Later helped win freedom for Peru</td>
<td>B. Led army that drove Spanish out of Chile</td>
</tr>
<tr>
<td></td>
<td>1. Crossed snow-covered Andes</td>
</tr>
<tr>
<td></td>
<td>2. Surprise attack</td>
</tr>
<tr>
<td></td>
<td>C. Helped win freedom for Peru</td>
</tr>
</tbody>
</table>

**Writing Summaries** Use summaries to take notes when you need to remember only the main ideas.

<table>
<thead>
<tr>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jose de San Martín (1778–1850) was a leader in the war against Spain for South American independence. Educated in Spain, he returned to South America in 1812 to lead an army that crossed the snow-covered Andes to surprise and defeat the Spanish in Chile. He later helped Peru win independence.</td>
</tr>
</tbody>
</table>

**Exercise 1** Making a Modified Outline. Listen to a radio or TV interview or a segment of a documentary. Use the questions below to prepare a modified outline of what you hear.

1. Who is the source of the information?
2. When and where was the information presented?
3. What is the main idea?
4. What are the supporting ideas?
5. On a separate piece of paper, write the main idea and supporting ideas in modified-outline form.

**Exercise 2** Writing a Summary. Read a newspaper or magazine article. Use the questions below to plan a summary of the article.

1. What is the title of the article and who wrote it?
2. Where and when was the article published?
3. What is the main idea of the article?
4. What are the supporting ideas?
5. On a separate piece of paper, write the main idea and supporting ideas in summary form.
Using the Library: An Overview

Libraries are a source of information, as well as places in which you can study and read for enjoyment. Learn how to use the library’s resources, especially how to find material for reading and research.

**FINDING INFORMATION**

1. Identify the general subject under which your topic is likely to be listed.
2. Consider alternate names or terms under which your topic might be listed.
3. Search for books by author, if known.

**Using the Card Catalog** Use the card catalog to find information about a library’s books and other materials. There are four types of cards: author card, title card, subject card, and cross-reference card.

**Exercise 1** Finding Information From Catalog Cards. Use information on the catalog cards below to answer the questions that follow.

<table>
<thead>
<tr>
<th>1. B Bob Regan, Stewart Ja</th>
<th>2. 503 SCIENCE—DICTIONARIES Bi Biddle, Wayne</th>
</tr>
</thead>
</table>

1. Who is the author of the biography *Michael Jackson*?
2. What is the title of the book published by Viking?
3. In which book could you look up scientific terms?
4. Which card is the author card?
5. What kind of card is card #2?

**Exercise 2** Finding Books in the Library. Answer the following questions.

1. What is the first step you would take to find the novel *Animal Farm* on the shelves?

2. Number the following works of fiction in the order in which you would find them on the shelves.
   - a. *David Copperfield*, by Charles Dickens
   - b. *Oliver Twist*, by Charles Dickens
   - c. *Fahrenheit 451*, by Ray Bradbury
   - d. *Gorilla, My Love*, by Toni Cade Bambara

3. What is the first step you would take to find a biography of Winston Churchill on the shelves?

4. Number the following biographical works in the order in which they are found on the shelves.
   - b. *Mary, Queen of Scots*, by Emily Hahn
   - c. *Mornings on Horseback*, a biography of Theodore Roosevelt by David McCullough
   - d. *Eleanor and Franklin*, a biography of Eleanor and Franklin Roosevelt by Thomas Lash

5. Number the following call numbers in the order in which you would find them on the shelves.
   - a. 811
   - b. 811.008
   - c. 811
   - d. 811.01

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Using the Library: Going From Catalog to Shelf

Finding the Book You Want Most libraries place fiction and nonfiction books in separate sections. They may also set up special sections for biographies and reference books. Use call numbers and other symbols given in the catalog to locate materials on the shelves.

Finding Books on the Shelves In most libraries, fiction, nonfiction, and biographies are arranged in different ways.

<table>
<thead>
<tr>
<th>TIPS FOR FINDING TYPES OF BOOKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiction</td>
</tr>
<tr>
<td>Nonfiction</td>
</tr>
<tr>
<td>Biography</td>
</tr>
</tbody>
</table>

Locating Nonfiction Materials Nonfiction books are arranged by call numbers according to the Dewey Decimal System. The books are arranged in number-letter order on the shelves—for example, 212.2, 212.2G, 212.4D, 213.42B, 213.42M.

<table>
<thead>
<tr>
<th>Main Classes of the Dewey Decimal System</th>
</tr>
</thead>
<tbody>
<tr>
<td>000–099 General Works</td>
</tr>
<tr>
<td>100–199 Philosophy</td>
</tr>
<tr>
<td>200–299 Religion</td>
</tr>
<tr>
<td>300–399 Social Sciences</td>
</tr>
<tr>
<td>400–499 Languages</td>
</tr>
</tbody>
</table>

Exercise 1 Finding Books on the Shelves. Write the first three letters or numbers you would look for to find each of the following books.

Example: The Nine Tailors by Dorothy Sayers (fiction) SAY
1. The Origins of Swahili by Leseje Nbutu (829.11)
2. Babe Ruth: The Legend Comes to Life by Robert W. Creamer (biography)
3. Sonnets from the Portuguese by Elizabeth Barrett Browning (821.123)
4. Comets, Meteors, and Asteroids by Seymour Simon (557.233SIM)
5. Love in the Time of Cholera by Gabriel García Márquez (fiction)

Exercise 2 Finding Fiction and Nonfiction Books on the Shelves. Answer the following questions about locating books on library shelves.

1. To find fiction by Wilkie Collins, would you look to the right or left of fiction by Charlotte Bronte?
2. To find a nonfiction book with the call number 231.09, would you look to the right or left of a book with the call number 332.09G?
3. In which bank of shelves would you expect to find a book on computers—one with books ranging from 111–199, one ranging from 501–599, or one ranging from 601–699?
4. Arrange these fiction books in the order you would find them on library shelves: The Flanders Panel by Arturo Perez Reverte, Beloved by Toni Morrison, and The Princess Bride by William Goldman.

5. Arrange these call numbers in the order you would find them on library shelves: 321.66D; 311.11.A; 391.345REV; 311.10BRU.
Using Periodicals, Periodical Indexes, and the Vertical File

General Reference Books  General reference books include encyclopedias, almanacs, and atlases (for maps).

Specialized Reference Books  For detailed information on a topic, use specialized reference books, such as specialized dictionaries (e.g., thesauri), specialized encyclopedias (e.g., *The Baseball Encyclopedia*), biographical reference books (e.g., *Current Biography*), and literary reference books (e.g., books of quotations).

Periodicals and Pamphlets  Periodicals often contain the most recent information on a subject. Use *The Readers’ Guide to Periodical Literature* to find information in magazines and journals.

### LOOKING UP INFORMATION IN THE READERS’ GUIDE

1. Begin with the most recent issues of *The Readers’ Guide*
2. Look up the subject you are interested in. (Subjects are listed alphabetically.)
3. Read the list of articles under your subject and choose the ones you want to see.
4. Copy the names, volume numbers, dates, and page numbers of the magazines you want. If you are not sure what an abbreviation means, look at the index of magazines near the front of the *Readers’ Guide*.

### Exercise 1  Using Reference Books.

Match each item in the first column with the reference book in which it can be found in the second column.

- a. General information about India
- b. A quotation from Winston Churchill
- c. Rivers in Indiana and Illinois
- d. Information about Jesse Jackson
- e. Feeding habits of a scarlet ibis
- f. The works of Emily Dickinson
- g. Music composed by Aaron Copland
- h. Information about Jonas Salk
- i. The population of Santa Fe
- j. A comparison of German and Japanese camera lenses

   1. an atlas
   2. an encyclopedia
   3. *Current Biography*
   4. *Composers Since 1900*
   5. *Modern Men of Science*
   6. *The World Almanac*
   7. *American Authors 1600–1900*
   8. *Familiar Quotations*
   9. *The Photography Catalog*
   10. *A Field Guide to the Birds*

### Exercise 2  Using *The Readers’ Guide*.

In the library, look up one of the following subjects in the *Readers’ Guide*. Then, answer the questions below. Subjects: Rock Music, The World Series, Video Games, Endangered Species, Automobile Safety Devices

1. What is the date on the *Readers’ Guide* that you used?
2. What subheadings of the topic does the listing have?
3. What, if any, cross-references to other subjects are given?
4. What is the title of one article listed under your subject?
5. What are the name of the magazine, the volume number, the date, and the page numbers for the article you listed in #4?
Using Dictionaries

Choosing the Right Dictionary  Choose a dictionary that contains all of the words you are likely to encounter in your studies and that explains words in language you can understand.

Find the Words  To find words more easily in the dictionary, use the following steps.

<table>
<thead>
<tr>
<th>LOCATING WORDS IN THE DICTIONARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use the four-section approach. (A±D, E±L, M±R, S±Z)</td>
</tr>
<tr>
<td>2. Use the guide words.</td>
</tr>
<tr>
<td>3. Follow strict alphabetical order.</td>
</tr>
</tbody>
</table>

Understanding Main Entries  In a dictionary, a word with all of its pertinent information is called a main entry.

<table>
<thead>
<tr>
<th>COMMON INFORMATION FOUND IN MAIN ENTRIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>spelling</td>
</tr>
<tr>
<td>syllabification</td>
</tr>
<tr>
<td>pronunciation</td>
</tr>
<tr>
<td>part-of-speech label</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Exercise 1  Finding Words in a Dictionary.  Use a dictionary to answer the following questions.

1. Write in which section of the dictionary you would find each word listed below. Then, look up each word and write the guide words that are on the page.

<table>
<thead>
<tr>
<th>Section (A±D, E±L, M±R, S±Z)</th>
<th>Guide Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. filmography</td>
<td></td>
</tr>
<tr>
<td>b. olfactory</td>
<td></td>
</tr>
<tr>
<td>c. mediate</td>
<td></td>
</tr>
<tr>
<td>d. cryogenic</td>
<td></td>
</tr>
<tr>
<td>e. spitz</td>
<td></td>
</tr>
</tbody>
</table>

Exercise 2  Using a Dictionary.  Use a dictionary to answer the following questions.

1. What is an abalone?  
2. What are three synonyms for the verb abandon?  
3. What does the abbreviation AAUW stand for?  
4. What are the two plural forms of abacus?  
5. What is the etymology of abacus?  
6. Divide abandonment into syllables.  
7. What is the legal meaning of abate?  
8. What part of speech is abject?  
9. What is the noun form of abase?  
10. What is the nautical meaning of abaft?
Using Other Reference Works

General Reference Books  Use general reference books to check basic facts or to explore the range of a topic.

<table>
<thead>
<tr>
<th>General Reference Books</th>
<th>What They Contain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encyclopedias</td>
<td>Basic information about almost all general topics</td>
</tr>
<tr>
<td>Biographical references</td>
<td>Short biographies of famous historical and contemporary people</td>
</tr>
<tr>
<td>Almanacs</td>
<td>Facts and statistics on a wide range of subjects, sports, governments, and famous people</td>
</tr>
<tr>
<td>Atlases</td>
<td>Current or historical maps, often showing details</td>
</tr>
<tr>
<td>Gazetteers</td>
<td>Facts about places around the world</td>
</tr>
</tbody>
</table>

Specialized Reference Books  Use specialized reference books to gather detailed information about a limited aspect of a broad topic.

Exercise 1  Locating General References.  Visit the reference section of the school or public library to find the following information.

1. What encyclopedias are available in the library?

2. Which encyclopedia has the most detailed information?

3. Is there an atlas that contains historical maps?

4. What biographical reference sources are available in the library?

5. What is the date of the most recent almanac in the library?

Exercise 2  Using General Reference Books.  Match each item in the first column with the reference book in which it can be found in the second column.

- a. a list of winners of the most recent Olympic games
- b. profiles of members of Congress
- c. information about Sally Ride
- d. a quotation from Mark Twain
- e. the topography of Kansas
- f. definition of techno-babble
- g. general information about the Industrial Revolution
- h. stories about the gods of Olympus
- i. a list of favorite prime-time television shows
- j. information about a particular company

1. Congressional Quarterly Almanac
2. Dictionary of American Slang
3. Thomas Register of American Manufacturers
4. an encyclopedia
5. Bullfinch’s Mythology
6. International Television Almanac
7. World Almanac and Book of Facts
8. Dictionary of Quotations
10. an atlas
Using the Internet

Evaluating Internet Resources  Keep in mind that when you find information on the Internet, it may not be accurate or reliable. Use the following tips to evaluate the information you find on Web sites.

<table>
<thead>
<tr>
<th>TIPS FOR EVALUATING WEB SITES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Find the source of the information. Look for copyright information or other ways to identify the source.</td>
</tr>
<tr>
<td>2. Determine whether the source is a recognized organization that has expertise in the subject or an individual who may have a bias.</td>
</tr>
<tr>
<td>3. Look at the Web address of the organization for clues. Addresses ending in &quot; .com &quot; indicate that it is a business; addresses ending in &quot; .gov &quot; indicate a government organization; addresses ending in &quot; .edu &quot; indicate a college or university-sponsored site.</td>
</tr>
<tr>
<td>4. Compare the information on the site with information from other sites on the same topic.</td>
</tr>
<tr>
<td>5. Look to see whether the site documents the sources of the information it includes.</td>
</tr>
<tr>
<td>6. Check to see how current the information is.</td>
</tr>
</tbody>
</table>

Exercise 1  Using the Internet. Using a computer in the library, school computer lab, or at home, go on-line to carry out these research tasks.

1. What key words might you use to find Web sites on tourism in Pennsylvania? What key words might you use to narrow your search to tourism in Philadelphia? ____________________________

2. Use the Internet to find at least two maps of Philadelphia. List the Web addresses of each site containing a map. ____________________________

3. (a) Who is the mayor of Philadelphia? (b) When was he or she elected? ____________________________

4. (a) Who founded the city of Philadelphia? (b) On what Web site did you find this information? ____________________________

5. (a) What museums are located in Philadelphia? (b) Which one would you most like to visit, and why? ____________________________

Exercise 2  Evaluating Internet Information. Using a computer in the library, school computer lab, or at home, go on-line to carry out these research tasks.

1. Find two different sources for information on the life of Edgar Allan Poe. List their URL’s, or Web addresses. ____________________________

2. What person or organization holds the copyright for each site? ____________________________

3. When was each site created or last updated? How do you know? ____________________________

4. Which site do you think has the more reliable information? Why? ____________________________

5. Which links to other Web pages have you found that seem to be promising sources of information? ____________________________
Answering Objective Questions

Taking Objective Tests  Budget your time between previewing the test, answering the questions, and proofreading your work.

<table>
<thead>
<tr>
<th>BUDGETING YOUR TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Previewsing</td>
</tr>
<tr>
<td>Answering</td>
</tr>
<tr>
<td>Proofreading</td>
</tr>
</tbody>
</table>

Understanding Different Kinds of Objective Questions  Use your knowledge of the kinds of questions that may be asked, along with certain helpful procedures, to achieve higher test scores on objective tests.

<table>
<thead>
<tr>
<th>TIPS FOR ANSWERING QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple Choice</td>
</tr>
<tr>
<td>Matching</td>
</tr>
<tr>
<td>True/False</td>
</tr>
<tr>
<td>Fill-in</td>
</tr>
</tbody>
</table>

Exercise 1  Taking Objective Tests.  Answer the questions below.

1. What should you be aware of when you first skim through the test?  ________________

2. What is the next step you should take after skimming through the test?  ________________

3. What types of questions should you plan to devote the most time to?  ________________

4. What information should you write on every sheet of paper for each test that you take?  ________________

Exercise 2  Answering True/False Questions.  Identify the following statements as true or false by writing T or F in the space provided.

EXAMPLE: You should always do your homework.  T

1. You should only read books that are assigned to you in class.  ________________

2. It is always necessary to study for more than two hours for a test.  ________________

3. Fill-in questions are always more difficult than true/false questions.  ________________

4. You should not take the time to preview a test before taking it.  ________________

5. You should allow as much as 15 percent of your test time for previewing.  ________________
Answering Short-Answer and Essay Questions

Taking Short-Answer Tests  One of the most common forms of test is the short-answer test, in which you are required to supply a piece of information that is missing. These answers are short and fact-based.

**TIPS FOR ANSWERING SHORT-ANSWER QUESTIONS**

1. Read the question at least twice to ensure that you understand what you are being asked.
2. Answer the question fully, using facts and examples to support your answer, if it is requested of you.
3. Check your response to be sure that it answers the question exactly.
4. Proofread to correct errors in grammar, spelling, and punctuation.

Taking Essay Tests  In essay tests, you will respond to a writing prompt. You will be evaluated on your ability to respond to the prompt, to convey your main ideas and support those ideas with convincing details and examples.

**TIPS FOR ANSWERING ESSAY QUESTIONS**

1. Read the essay prompt carefully, taking note of what you are being asked. If you are given a choice of prompts, answer the one about which you know the most.
2. Take note of any time limits and glance at your watch as you begin.
3. Write your response, using supporting details to support your main idea.
4. Revise your response, adding or deleting details as necessary.
5. Proofread to correct errors in grammar, spelling, and punctuation.

**Exercise 1**  Taking a Test.  Read the passage below and answer the questions that follow.

Coral reefs are natural aquarium exhibits, displaying a colorful diversity of life to be enjoyed and studied. Reefs also protect coastlines during violent storms. The reefs break up the surf, preventing waves from severely eroding the land. However, human activities can harm the fragile reefs. Boat anchors dragging across a reef can damage it. Divers can accidentally break off pieces of the reef. Even brushing against the reef can harm some of the coral animals. Because coral grows only a few millimeters a year, a reef cannot recover quickly.

1. What is the topic of the passage?
2. What benefits do coral reefs provide?
3. What human activities can damage reefs?
4. What is the main purpose of this passage?
5. Essay question: Suppose you are in charge of a tourist business. The majority of your customers want to see a coral reef up close. Create a brochure in which you educate your customers about coral reefs. Also, make up a set of guidelines for them to follow while on tour.
Working With People (One on One)

Learning One-on-One Communication  Learn and practice the skills necessary for good one-on-one communication.

<table>
<thead>
<tr>
<th>TIPS FOR ONE-ON-ONE COMMUNICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Maintain good eye contact with the other person. Show that you are giving the individual your full attention.</td>
</tr>
<tr>
<td>2. Smile and be friendly at all times.</td>
</tr>
<tr>
<td>3. Show sensitivity and respect for the other person’s opinions.</td>
</tr>
<tr>
<td>4. Listen without interrupting. If you have a question, ask it after the person stops talking.</td>
</tr>
<tr>
<td>5. Ask questions about things you do not understand. Also, invite the other person to ask questions about things you are saying.</td>
</tr>
<tr>
<td>6. Use an appropriate level of formality.</td>
</tr>
</tbody>
</table>

Exercise 1  Conducting an Interview.  With a partner, role-play a college or job interview in which you are the interviewer or interviewee. Then, answer the following questions.

1. How did the interview begin? ______________________________________________________ |
2. Who asked more questions, the interviewer or the interviewee? ______________________ |
3. When were you both formal during the interview? Explain. __________________________ |
4. Describe an instance when you were casual. ______________________________________ |
5. What is one way you showed respect during the interview? __________________________ |
6. What follow-up questions did the interviewee ask? ________________________________ |
7. What advice would you give to someone who is about to be interviewed? ______________ |
8. What advice would you give someone who was about to interview somebody? __________ |

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Learning Teamwork

**Holding a Group Discussion or Meeting**  When holding a group discussion or meeting, assign each member a specific task to perform.

<table>
<thead>
<tr>
<th>GUIDELINES FOR GROUP DISCUSSIONS AND MEETINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitator</td>
</tr>
<tr>
<td>Leads the discussion from start to finish and settles any disputes that may arise</td>
</tr>
<tr>
<td>Note-taker</td>
</tr>
<tr>
<td>Takes notes on all key points expressed during the discussion, and prepares and distributes a report of the discussion</td>
</tr>
<tr>
<td>Timekeeper</td>
</tr>
<tr>
<td>Keeps track of the time allowed for each part of the discussion</td>
</tr>
<tr>
<td>Participants</td>
</tr>
<tr>
<td>Bring ideas to the meeting; listen to the suggestions of others; think of creative ways to solve problems</td>
</tr>
</tbody>
</table>

**Exercise 1**  **Holding a Group Discussion.**  Hold a group meeting and discuss a topic that you choose. Assign group members to serve as facilitator, recorder, and timekeeper. Then, complete these items.

1. What was the topic of the discussion or the point of the meeting? ________________
2. How much time was allotted for the meeting? How did the timekeeper keep track of time? ________________
3. Did the facilitator help keep the discussion focused and orderly? Explain. ________________
4. How clear and accurate were the notes of the meeting? ________________
5. What were some important ideas that came out during the discussion? ________________
6. What ideas did you contribute to the meeting? ________________
7. Were any problems identified or resolved during the discussion? Explain. ________________
8. Were there any disagreements among group members? If so, how were they resolved? ________________
10. If you were to explain the importance of a facilitator’s responsibilities, what would you say? ________________
Moving Toward Your Goals

Setting Your Goals  Decide what personal and professional goals you wish to set for yourself.

<table>
<thead>
<tr>
<th>SETTING GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. List your strongest interests and abilities.</td>
</tr>
<tr>
<td>2. Identify ways you might develop your interests and abilities.</td>
</tr>
<tr>
<td>3. Decide on a related goal or goals you’d like to achieve.</td>
</tr>
<tr>
<td>4. Determine the times when you can work on achieving your goals.</td>
</tr>
<tr>
<td>5. List the tools you need to achieve your personal goals.</td>
</tr>
</tbody>
</table>

Charting Your Goals  Create a chart that lists each goal and tracks your progress toward reaching it.

<table>
<thead>
<tr>
<th>CHARTING YOUR GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Goal: Getting Elected Class President</td>
</tr>
<tr>
<td>Week 1: Identifying message</td>
</tr>
<tr>
<td>Week 2: Planning campaign strategy</td>
</tr>
<tr>
<td>Week 3: Preparing and giving speech</td>
</tr>
<tr>
<td>Week 4: Distributing flyers</td>
</tr>
</tbody>
</table>

Exercise 1  Setting a Goal.  Follow these instructions to help you set and achieve a goal.

1. List several of your special interests and talents.

2. Identify a goal related to one of your interests or talents.

3. Make a schedule of the best times for you to work on your goal this week.

4. Name the best place(s) and time(s) for you to work on your goal.

5. List the tools you need to achieve your goal.

Exercise 2  Charting a Goal.  Choose a personal or professional goal you can reach within six weeks. Identify the goal and record what you plan to do each week to get closer to your goal.

Goal: ____________________________________________________________

Week 1: _________________________________________________________

Week 2: _________________________________________________________

Week 3: _________________________________________________________

Week 4: _________________________________________________________

Week 5: _________________________________________________________

Week 6: _________________________________________________________
Managing Time

**Listing Tasks** Make a list of the tasks that you must complete by given deadlines.

<table>
<thead>
<tr>
<th>LISTING TASKS BY DEADLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task</td>
</tr>
<tr>
<td>Complete science project</td>
</tr>
<tr>
<td>Buy cat food</td>
</tr>
<tr>
<td>Find a job</td>
</tr>
</tbody>
</table>

**Putting Tasks in Order** Analyze your tasks and then arrange them according to time priority.

**TIPS FOR ORDERING TASKS**

1. Identify the tasks with the most urgent deadlines.
2. Identify the tasks with the least urgent deadlines.
3. Identify the tasks that will create the biggest problems if they are not done.
4. Identify the tasks that will create the smallest problems if they are not done.
5. Identify the tasks that require the most time to complete.
6. Identify the tasks that require the least time to complete.

**Exercise 1** **Listing Tasks.** Use the following chart to list six tasks that you need to complete within the next two weeks. After each task, indicate its deadline.

<table>
<thead>
<tr>
<th>Task</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Exercise 2** **Ordering Tasks.** Using your tasks listed in Exercise 1, record them below in the order that you plan to complete them. Offer a brief reason why you are giving each task the priority indicated.

Task 1: ____________________________ Reason: ____________________________
Task 2: ____________________________ Reason: ____________________________
Task 3: ____________________________ Reason: ____________________________
Task 4: ____________________________ Reason: ____________________________
Task 5: ____________________________ Reason: ____________________________
Task 6: ____________________________ Reason: ____________________________
Managing Money

Managing Your Money Managing money involves keeping track of income and expenses and making sure that expenses do not exceed your ability to pay for them.

### Money Management Tips

1. Always keep receipts of expenses.
2. Keep copies of pay stubs.
3. Every month, double-check the amount that is in the account against your records.

Formulating a Budget Developing and maintaining a budget involves tracking the amount of money being paid into an account as well as money that is used from the account to pay bills. Major expenses are foreseen, and enough money is on hand to pay for them.

#### Sample Monthly Budget

<table>
<thead>
<tr>
<th>Item</th>
<th>Income</th>
<th>Regular Expense</th>
<th>Projected Expense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job (take-home)</td>
<td>120.00</td>
<td></td>
<td>15.00</td>
</tr>
<tr>
<td>Gifts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gas, Tolls</td>
<td>20.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food</td>
<td>30.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Savings</td>
<td>20.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>120.00</td>
<td>70.00</td>
<td></td>
</tr>
</tbody>
</table>

**Exercise 1** Evaluating Money Management Techniques. Label each of the following money management techniques as *good* or *poor*. Then explain your reasoning.

**EXAMPLE:** You assume the bank keeps accurate records. *poor: Always check your figures against the bank’s.*

1. You keep your receipts in an envelope in your desk. __________________________________________

2. You frequently guess at the amount of money left in your account. ______________________________

3. You save at least 30% of your take-home salary. _____________________________________________

4. You balance your checkbook twice a year. ___________________________________________________

5. You keep a log of gas expenses in your glove compartment. _________________________________

**Exercise 2** Developing Your Own Budget. Answer the following questions. Then, make a chart similar to the Sample Monthly Budget above for yourself for the next month.

1. What will be your main sources of income next month? How much do you estimate receiving from each source? __________________________________________

2. What regular and projected expenditures do you plan to make? ________________________________

3. Do you think your income will equal or exceed your expenditures? _____________________________

4. List one workable way you could increase your monthly income. ______________________________

5. List one workable way you could decrease your monthly expenses. ____________________________
Applying Math Skills

Using Math on the Job  Basic math skills come in handy at home as well as in the workplace. Math skills, in particular, will help in the following situations:

<table>
<thead>
<tr>
<th>MATH ON THE JOB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giving estimates</td>
</tr>
<tr>
<td>Determine the cost of doing a job, based on the amount of materials, time, or supplies needed</td>
</tr>
<tr>
<td>Finding best buys</td>
</tr>
<tr>
<td>Knowledge of price per weight will help you identify bargains</td>
</tr>
<tr>
<td>Making commitments</td>
</tr>
<tr>
<td>Use division to make schedules for completion of products</td>
</tr>
</tbody>
</table>

Making Purchases  Use math skills to analyze costs before making a purchase.

**TIPS FOR MAKING PURCHASES**

1. Determine the unit price—how much an item costs per gram or per ounce.
2. Compare the unit price of one item with that of another brand.
3. Find out how much it costs to maintain and repair the item.
4. Discover whether you can purchase the item on sale, and how much you will save off the regular price.
5. Take note of how long the guarantee or warranty remains in effect.

**Exercise 1**  Using Math at Work.  Read the problem below and answer the questions that follow.

Two companies make a bid to furnish and decorate your office. Company A can start work in 1 week. It will take 7 working days to complete the job. They will paint the walls, lay carpet, and install cubicles. The total cost is $7,000.00.

Company B offers to do the job for $7,500. They will paint the walls, carpet the floors, install lighting fixtures, and install cubicles. They can start the job in 3 days and finish in 8 working days.

1. Which company would you choose if saving time were your top priority?  
2. Which company provides more services?  
3. If budget were your main concern, which company would you choose? Why?  
4. What might you like to find out before you hire Company A? Why?  
5. What are the advantages of getting competitive bids from companies? Explain.

**Exercise 2**  Making a Decision.  Read the following and answer the questions below.

**Swirlee Ice Cream**  Part-time help, year-round; up to 20 hr/wk. $8.00/hr. All shifts available. Town Center location.

**Sprinkles Ice Cream**  Full-time summer help; $7.50/hr. Night shift only. Boardwalk and Dune St.

1. Which job might you take if you were planning on going away to school in the fall?  
2. Which store might provide more opportunities for growth? Why?  
3. Why might location be a factor in deciding which job to take?  
4. If your goal was to make as much money as possible in 8 weeks, which job would you take?  
5. If you were unable to drive past nine at night because of license restrictions, which job would you take?  

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Applying Computer Skills

Identifying Computer Functions Computers can be very helpful work tools, as long as you know how to use them effectively. Learn the many functions of computers and the ways in which computer programs can help make your life easier.

<table>
<thead>
<tr>
<th>IMPORTANT COMPUTER FUNCTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Processing</td>
</tr>
<tr>
<td>Chart and table makers</td>
</tr>
<tr>
<td>Spreadsheets</td>
</tr>
<tr>
<td>Databases</td>
</tr>
<tr>
<td>Spell-Check</td>
</tr>
<tr>
<td>Thesaurus</td>
</tr>
</tbody>
</table>

Exercise 1 Identifying Computer Functions. Answer the questions that follow, using the list below.

thesaurus spell-check word-processing program chart and table maker spreadsheets

1. What type of program would you use if you needed help proofreading a report?

2. If you were presenting a record of your school’s monthly expenses for sports activities, which feature would you use?

3. If you wanted to make an eye-catching flyer, which program would you use?

4. If you've used the word beach several times in a poem and want to come up with alternate words, which feature might you use?

5. You are planning a multimedia presentation for social studies class. Which feature might you use to give your presentation visual interest?

Exercise 2 Evaluating Your Computer Skills. Evaluate your own computer skills by answering the following questions.

1. Which of the computer functions in the chart at the top of this page have you carried out?

2. Which computer skills would you like to learn more about?

3. With which software programs do you have the most experience?

4. What computer skill do you think will be the most important for you to know in the future? Why?

5. How can you learn more about that skill?