



# ESSENTIAL ENGLISH

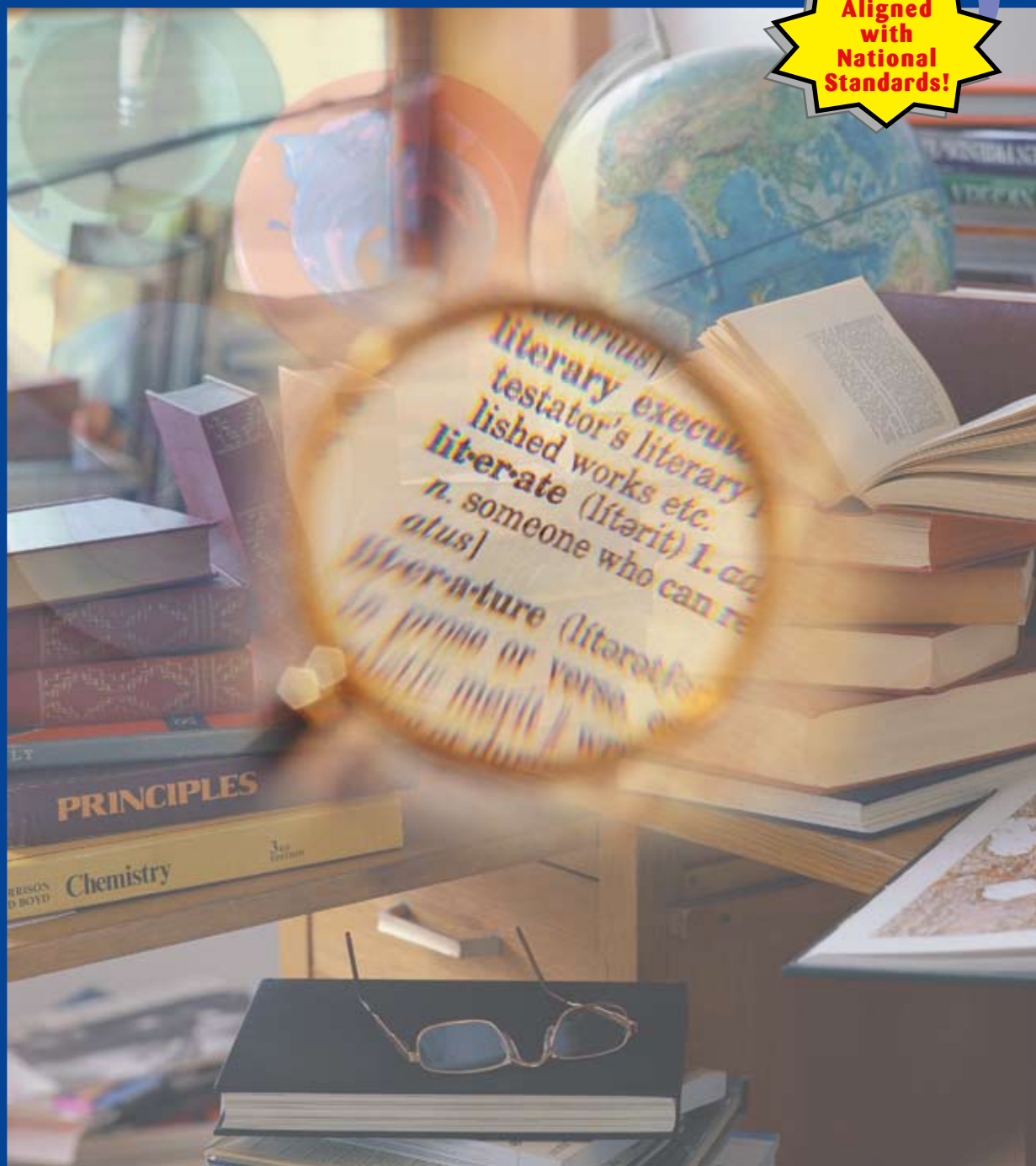
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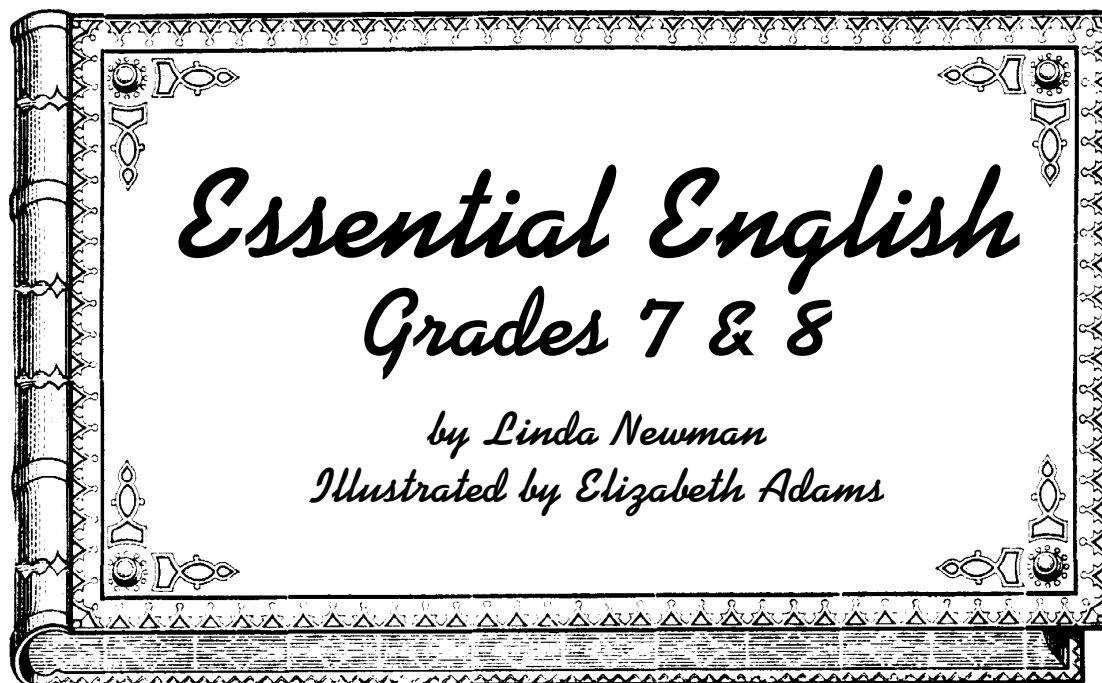
*Language*

Aligned  
with  
National  
Standards!



MILLIKEN PUBLISHING COMPANY

ESSENTIAL  
ENGLISH  
*Language*



*Essential English* is designed to enable students to use the English language in both written and oral communication effectively and with ease and confidence. The skills necessary to achieve this goal have been woven into high-interest reading materials that reach across the entire curriculum.

Students are also provided with numerous opportunities to apply their newly-acquired skills in composing a variety of useful forms of written communication.

While the lessons have been presented in developmental order, the sequence may be adjusted to meet students' needs.



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# Answer Key

## Page 1

Declarative and imperative sentences end with a period (.), interrogative with a question mark (?), and exclamatory with an exclamation point (!).

- |                  |                   |
|------------------|-------------------|
| 1. declarative   | 10. interrogative |
| 2. interrogative | 11. declarative   |
| 3. imperative    | 12. imperative    |
| 4. declarative   | 13. imperative    |
| 5. interrogative | 14. interrogative |
| 6. exclamatory   | 15. declarative   |
| 7. imperative    | 16. exclamatory   |
| 8. declarative   | 17. declarative   |
| 9. declarative   | 18. declarative   |

1. Was the San Francisco earthquake in 1906?
2. The fire raged for more than three days.
3. Did the earthquake destroy the water pipes that serviced the city?
4. The looters are in that store!
5. Help put out that fire.
6. Were two-hundred thousand people forced to spend the night at Golden Gate Park?
7. Eighty percent of the buildings of San Francisco were destroyed in the earthquake.

## Page 2

Each complete sentence ends with a period.

- |      |      |       |       |
|------|------|-------|-------|
| 1. S | 5. S | 8. F  | 11. S |
| 2. S | 6. F | 9. S  | 12. F |
| 3. F | 7. S | 10. F | 13. S |
| 4. F |      |       |       |

1. wrapped in a sodden sleeping bag.
2. He spent several weeks
3. a severe storm.
4. that he would have to depend on himself to survive.
5. was a difficult and dangerous task.
6. He probably
7. The location of the life raft
8. To take only a mouthful
9. collided with the cruiser.
10. did not believe Steven could have survived.

## Page 3

Corrected story:

### MAN SURVIVES 76 DAYS AT SEA

April 21, 1980

Steven Callahan was rescued today by three fishermen after 76 days at sea. His boat was drifting to shore a few miles off a small island near Guadeloupe. Callahan was in a tiny, inflatable raft. His cruiser capsized near Tenerife on February 5.

Callahan had a small amount of food and water. He survived by eating raw fish. He had a spear gun in the raft. He was able to spear dorados and triggerfish. He also caught a bird and a few tiny crabs and shrimp to eat. A small amount of fresh water came from a solar still.

The bottom of the raft was bumped frequently by dorados and sharks. Callahan was able to knock them away with a paddle.

At least six ships passed close enough for him to see the sailors on board. They did not notice his five-foot raft.

Steven Callahan lost 44 pounds during the ordeal. He was covered with saltwater boils and unable to walk when he reached shore. Doctors predict a full recovery in six weeks.

## Page 4

- |                     |                  |
|---------------------|------------------|
| 1. Tiffany's stereo | 3. Chris' friend |
| 2. Charles' hat     | 4. Ralph's dog   |

- |             |           |            |
|-------------|-----------|------------|
| 1. winner's | 4. baby's | 7. Tim's   |
| 2. Vince's  | 5. miss'  | 8. child's |
| 3. turtle's | 6. man's  | 9. fox's   |

- |       |        |
|-------|--------|
| 1. SP | 6. PP  |
| 2. PL | 7. SP  |
| 3. PP | 8. PP  |
| 4. SP | 9. PL  |
| 5. SP | 10. PP |

singular, plural

1. aurora (C), lights (C)
2. phenomenon (C), sights (C), earth (C)
3. descriptions (C), aurora (C), Old Testament (P)
4. Lapps (P), Eskimos (P), Indians (P), stories (C), aurora (C), stories (C), generation (C), generation (C)
5. reports (C), aurora (C), whistles (C), crackles (C), snaps (C), howls (C)
6. Magellan (P), Vasco de Gama (P), explorers (C), regions (C), adventurers (C), explorers (C)
7. "Aurora and Airglow" (P), poem (C), V. Lomonosov (P), century (C), Russian (P), scientist (C)
8. Captain James Cook (P), voyages (C), Pacific (P), European (P), Southern Hemisphere (P), aurora borealis (C)
9. lights (C), Astronaut O.K. Garriot (P), Skylab (P)
10. lights (C), atoms (C), molecules (C), atmospheres (C), electrons (C)

## Page 5

plural, rule #

- |                        |                       |
|------------------------|-----------------------|
| 1. moofs or mooves, 6  | 13. glites, 1         |
| 2. mnoars, 1           | 14. mercats, 1        |
| 3. porays, 3           | 15. molios, 5         |
| 4. xummies, 4          | 16. wertwezes, 2      |
| 5. glifs, glives, 6    | 17. bobios, 5         |
| 6. shilps, 1           | 18. chissinies, 4     |
| 7. glishes, 2          | 19. pruffies, 4       |
| 8. sofips, 1           | 20. quives ,quifes, 6 |
| 9. voxes, 2            | 21. wuses, 2          |
| 10. quiffs, 6          | 22. pirpays, 3        |
| 11. poys, 3            | 23. sliffs, 6         |
| 12. nobos or noboes, 1 | 24. troagies, 4       |

plurals

1. some men from outer space!
2. trying to catch deer to take aboard his spaceship.
3. brothers-in-law will help me if I decide to board the ship secretly.
4. I got cold feet, I found a good hiding spot.
5. were quiet as mice when we tiptoed aboard the craft.
6. alien added cupfuls of an unknown substance to the tank.

7. ships rose in the sky, I could see women and children below us.
8. started to fear for our lives.
9. alien creatures may not like stowaways.
10. could make friends with the creatures on this trip, we would be heroes.

## Page 6

verbs: was, imagine, lighten, remain, seize, looks, appear, work, became

1-5 Answers will vary.

action verbs, verbs of being

1. sailed
2. was
3. played, danced
4. equipped
5. worried
6. assured, was
7. glided, warned, were
8. appeared
9. collided, were
10. covered
11. inspected, called
12. was
13. played, boarded
14. developed, began
15. scrambled, get, was
16. hit, dove
17. leaped
18. became
19. saw, die
20. arrived, survived
21. claimed

## Page 7

past, past participle, present participle

1. baked, (have) baked, (is) baking, (past) baked, (present participle) are baking
2. waved, (have) waved, (is) waving, (present participle) are waving, (past) waved
3. marched, (have) marched, (is) marching, (past participle) have marched, (present participle) are marching
4. painted, (have) painted, (is) painting, (past) painted, (present participle) are painting

1. rang, (have) rung, (is) ringing, (past) rang, (past participle) had run
2. led, (have) led, (is) leading, (present participle) are leading, (past participle) have led
3. went, (have) gone, (is) going, (past participle) had gone, (past) went

verb, verb tense

1. sprang, past
2. is bursting, present participle
3. have traveled, past participle
4. Has caught, past participle
5. wrapped, past
6. is crying, present participle
7. has waded, past participle
8. Is rising, present participle
9. rang, past
10. strike, present

## Page 8

### ACROSS

- |            |             |
|------------|-------------|
| 1. set     | 12. running |
| 2. burst   | 13. frozen  |
| 4. broken  | 14. driving |
| 7. came    | 15. blowing |
| 8. brought | 16. eaten   |
| 10. took   |             |

### DOWN

- |          |             |           |
|----------|-------------|-----------|
| 1. steal | 5. wrote    | 9. ridden |
| 3. swum  | 6. shrunk   | 11. do    |
| 4. begun | 7. choosing | 13. fell  |

## Page 9

simple subject, simple predicate

- grandfather, lived
- Herbert Hoover, was elected
- Americans, bought
- price, plummeted
- Hoover, tried
- No one, could stop
- price, fell
- price, fell; factories, closed

people (S)	tried (P)
crashed (P)	night (S)
was selling (P)	building (S)
rest (S)	millions (S)

complete subject, **simple subject**, complete predicate, **simple predicate**

- Many American citizens **felt** hunger for the first time.
- Over 4,000,000 people **lost** their jobs in a matter of months.
- Hungry and penniless people **hunted** for cardboard boxes in which to live.
- In Martin, Tennessee, my grandfather **was forced** to quit school.
- Young Luther **bought** an old truck to haul vegetables to the city.
- Luther met a girl named Clara at a dance.
- Dances for young people **were organized** to lift their spirits.
- President Hoover **did not realize** the desperation of the people.
- People without work **roamed** the streets in search of food for their families.
- Farm people with no money for seed **were forced** to abandon their farms.
- Some people **turned** to crime or suicide during those years.
- The President **had** to order troops to protect the White House from the hungry people.
- Franklin D. Roosevelt, former governor of New York, **was elected** President in 1932.
- The citizens of the United States **trusted** Roosevelt to lead them toward more prosperous times.

## Page 10

A=action verbs, B=state of being verbs, H=helping verbs

Are (H), going (A), will (H), wear (A)

wouldn't (H), DREAM (A), missing (A), Will (H), drive (A), LOVE (A)

Will (H), be (H), attending (A), do (H), dance (A), enjoy (A), would (H), like (A), May (H), escort (A)

will (H), believe (A), wrote (A), asked (A), should (H), do (A)

Tell (A), isn't (B), thought (A), spent (A), is (B), Do (H), realize (A), are (B)

don't (H) have (A), would (H), like (A), will (H), meet (A), will (H), drive (A)

didn't (H), realize (A), will (H), be (B), meet (A), Do (H), have (A), have (A), will (H), recognize (A), are (B)

DID (H), DO (A), AM (B), WROTE (A), DIDN'T (A), ARE (B), WEREN'T (B), WOULD (H), SPEAK (A), THINKS (A), INVITED (A), WAIT (A)

Relax (A), like (A), know (A), will (H), have (A), will (H), thank (A), got (A), studied (A), decided (A), could (H), be (B)

## Page 11

- Edwin and Amy Earhart (SS), watched (SP), daughter (DO)
- Amelia (SS), saw (SP), airplane (DO)
- Edwin Earhart (SS), moved (SP), family (DO)
- daughter (SS), followed (SP), lead (DO)
- Amelia (SS), studied (SP), science (DO)
- schoolgirl (SS), discovered (SP), flying (DO)
- Would (SP), anyone (SS), allow (SP), woman (DO)
- Neta Shook (SS), taught (SP), art (DO)
- Amelia (SS), took (SP), jobs (DO)
- aviator (SS), landed (SP), plane (DO)

- Amelia (SS), gave (SP), family (IO), scare (DO)
- George Putnam (SS), offered (SP), Amelia (IO), chance (DO)
- Putnam (SS), selected (SP), men (DO), woman (DO)
- publisher (SS), gave (SP), pilots (IO), sum (DO), Amelia (SS), received (SP), reward (DO)
- She (SS), wrote (SP), father (IO), letter (DO), she (SS), rode (SP)
- Amelia (SS), attained (SP), fame (DO), notoriety (DO)
- President Hoover (SS), gave (SP), Amelia (IO), medal (DO)
- Amelia Earhart and Fred Noonan (SS), plotted (SP), trip (DO)
- They (SS), brought (SP), kites (DO), they (SS), designed (SP), precautions (DO)
- plane (SS), would signal (SP), *Itaska* (DO)
- Sailors (SS), awaited (SP), signal (DO)
- operator (SS), heard (SP), voice (DO), sailors (SS), could, see (SP), *Electra* (DO)
- Amelia Earhart and Fred Noonan (SS), left (SP), messages (DO)

## Page 12

linking verb, predicate nominative, **predicate adjective**

- |                        |                           |
|------------------------|---------------------------|
| 1. tastes, <b>good</b> | 3. look, <b>dangerous</b> |
| 2. be, <b>him</b>      | 4. became <b>author</b>   |

- |                           |                          |
|---------------------------|--------------------------|
| 5. is, <b>team</b>        | 7. appear, <b>normal</b> |
| 6. sounds, <b>hopeful</b> | 8. was, <b>baby</b>      |

- was, president; seemed, **solemn**; was Mary; Abraham Lincoln
- is, **pretty**; is, seventh-grader; is, **blonde**  
Answers will vary.
- sound, **loud**; is, effect; are, **fast, helpful**; ambulance, police car or fire engine
- was horseman; was, tent; was, hunter; American Plains Indian (Answers may vary.)
- is, member; feel, **sad**; seems, **frightening**; boa constrictor
- is, fact, fantasy; is, **huge**; is, inhabitant; Abominable Snowman

## Page 13

colors, markings: compound subject  
slithered, crawled: compound predicate  
ran: neither  
snakes, reptiles: compound subject  
followed, hid: compound predicate

- |       |       |
|-------|-------|
| 1. CS | 4. CP |
| 2. CP | 5. CS |
| 3. CS |       |

simple subject, simple predicate

- snake, dwells, is colored (CP)
- reptile, climbs, jumps (CP)
- It, can't fly; it, can move (CSEN)
- Eggs, eggs, are (CS)
- egg-eater, envelops, drives (CP)
- Males, females, have (CS)
- adaptation, breaks, cracks (CP)
- cobra, extends, forms (CP)
- Pakistan, India, Ceylon, host (CS)
- snake, lives; it, is used (CSEN)
- snake, charmer, are putting (CS)
- charmer, flute, sway (CS)
- snake, emerges, follows (CP)
- Charmers, can take; they, can give (CSEN)
- cobra, reaches; it, survives (CSEN)

## Page 14

Pronouns may vary.

- |             |              |
|-------------|--------------|
| 1. My (P)   | 9. their (P) |
| 2. him (O)  | 10. he (N)   |
| 3. I (N)    | 11. you (O)  |
| 4. whom (O) | 12. us (O)   |
| 5. our (P)  | 13. hers (P) |
| 6. me (O)   | 14. her (P)  |
| 7. They (N) | 15. Who (N)  |
| 8. He (N)   | 16. She (N)  |

- My friend is nice.
- No one but he is left.
- These brownies are very tasty.
- I like to include him more than her.
- She can type as fast as we.
- That boy took more than I.
- This cake was made for them.
- The school will have its seventh reunion Saturday.

## Page 15

- |        |        |
|--------|--------|
| 1. PRO | 4. PRO |
| 2. ADJ | 5. PRO |
| 3. ADJ | 6. ADJ |

**Page 15 (con't)**

- |                |               |
|----------------|---------------|
| 1. anyone      | 6. all        |
| 2. themselves  | 7. Who        |
| 3. That        | 8. that       |
| 4. what or who | 9. themselves |
| 5. What        | 10. No one    |

1. They are small, graceful people.
2. They—subject pronoun, this—adjective
3. it—object pronoun, their—adjective
4. these—adjective, him—object pronoun
5. It is not done for sport, but for survival.
6. Much like the American Plains Indians, they do not waste a morsel of the kill.
7. They are utilized after it has been killed.
8. it—object pronoun

**Page 16**

adjectives

- |          |           |
|----------|-----------|
| 1. bad   | 6. mean   |
| 2. poor  | 7. dirty  |
| 3. nice  | 8. good   |
| 4. small | 9. funny  |
| 5. red   | 10. empty |

adjectives in letter:

**paragraph 1**—our, incredible, more, German, various**paragraph 2**—daily, ideal, Every, wooden, vaulting, prison, old, Red Cross, packing, Long, wooden, four, strong, its, dusty, exercise**paragraph 3**—solemn, vaulting, trap, arduous, sandy, appointed, yellow, two, tedious, pulley, constant, any, tunneling, slight**paragraph 4**—escape, two, this, microscopic, long, hooded, black, dark, coffee, remaining, noisy, our, sudden, no, free, our, loved**complimentary closing**—Your**Page 17**

adverb, word modified, word modified (part of speech), question answered

1. frequently, left, verb, when
2. quickly, spoke, verb, how
3. too, quickly, adverb, how much
4. nowadays, understand, verb, when
5. finally, happy, adjective, when
6. down, swooped, verb, where
7. easily, won, verb, how
8. quite, gracefully, adverb, how much
9. gracefully, dances, verb, how
10. totally, inappropriate, adjective, how much

adverb, word modified

1. eerily, quiet
2. never, freezes; certainly, enough, cold
3. usually, black, thick
4. occasionally, report
5. only, late; mysteriously, vanishes
6. apparently, surfaced
7. seldom, talked
8. quickly, spread
9. actually, studied
10. suddenly, saw
11. immediately, grabbed
12. then, were published; anywhere, available
13. actually, is
14. strongly, believe; not, could exist
15. really, do think

**Page 18**

1. dangerous, most dangerous
2. strange, stranger
3. unusual, most unusual
4. tall, tallest
5. little, least
6. worse, worst
7. much, more
8. good, better

1. better, best
2. high, higher
3. early, earliest
4. softly, more softly
5. worse, worst
6. loud, loudest
7. more cautiously, most cautiously
8. reluctantly, most reluctantly

- |                        |                |
|------------------------|----------------|
| 1. heavier, ADJ        | 7. nearer, ADJ |
| 2. most easily, ADV    | 8. faster, ADV |
| 3. most sociable, ADJ  | 9. best, ADV   |
| 4. smallest, ADJ       | 10. tiny, ADJ  |
| 5. better, ADJ         |                |
| 6. least obedient, ADJ |                |

**Page 19**preposition, object of preposition  
on account of, weather  
besides, sailors  
within, minutes  
in back of, dress  
throughout, monthsnext to, my khaki purse  
because of, my intense dislike  
next to, nothing  
in spite of, that  
during, the inclement weather

preposition, object of preposition, word modified, function

1. in, woods, cabin, ADJ
2. in, dish, left, ADV
3. in, dish, food, ADJ
4. in, kitchen, may, eat, ADV
5. next to, lady, child, ADJ
6. with, noses, faces, clowns, ADJ
7. in spite of, signs, went, ADV
8. Without, boys, would have, finished, ADV
9. in, mansion, living, ADV
10. next to, warehouse, home, ADJ

1. That tiny dog in the red collar ate all the food. (ADJ)
2. correct
3. We waited under the umbrella during the rainstorm. (ADV)
4. I sat in my chair and watched a roaring fire. (ADV)
5. The rabbit with floppy ears was picked up by my teacher. (ADJ)

**Page 20**

phrase	clause
phrase	clause
phrase	phrase
clause	clause
phrase	clause

subordinate clause, independent clause

1. **As the new volunteers gathered**, the career soldiers began to execute maneuvers on the field.
2. **As they would discover**, the older soldiers had earned the hardened look of battle.
3. **Although they tried**, the volunteers for both the Union and the Confederacy were ill-equipped for the drudgery of war.
4. They were lacking in experience, **but so were most other soldiers**.
5. **While they had no uniforms or weapons**, the volunteers trained daily to execute military orders and to learn procedures.
6. **As the word spread**, volunteers signed up even though some of them were not able to speak English.
7. **Before they marched to battle**, many companies followed the democratic procedure of electing the company officers.
8. **Although the practice may have been democratic**, it was the reason many battles were bloody and useless.
9. **If a man was popular**, it did not necessarily mean he would be a good officer.
10. Amazingly, both sides believed **that the enemy was ill-prepared and would not be able to defeat them in battle**.
11. **After they had fought a battle**, the soldiers were able to realize the harshness of war.
12. **While their superiors shouted orders before the Battle of Bull Run**, new volunteers stood in awe.
13. Officers found it difficult to maintain discipline **after the battle started**.
14. **Some were so unaccustomed to fighting and so determined to win**, they never dreamed of retiring
15. **Since they were unfamiliar with the horrors of battle**, scores of men would often leave their companies to aid wounded and dying soldiers from either side.
16. **Though it was arduous**, many men distinguished themselves on the battlefield and returned home to loved ones when the war was over.

**Page 21**sentence type: simple subject, simple predicate

1. simple: Ozzie Smith, is
2. complex: he, makes  
clauses: If...ball, (S); he...catch. (I)
3. simple: Ozzie, was born
4. compound: athlete, is married; he, is
5. simple: names, are
6. simple: Ozzie, is known
7. simple: shortstop, received
8. complex: he, listens, works, plays  
clauses: When...ball, (S)  
he...backgammon. (I)
9. simple: Ozzie, is
10. compound: He, is; he, has
11. simple: Ozzie, trains
12. complex: shortstop, became  
clauses: The...hitter (I);  
when...equipment. (S)
13. simple: He, raised
14. complex: fans, were delighted;  
clauses: St. Louis...season (I);  
when...backflip. (S)
15. simple: He, did



## Page 21 (con't)

16. simple: Ozzie, suffered  
17. complex: He, wondered; he should do  
clauses: He wondered (I); if...backflip. (I)  
18. complex: physician, decided; Ozzie,  
should do  
clauses: The... decided (I); that...stunt. (S)  
19. compound: crowd, would be, understood  
20. complex: he, had; fans, did expect  
clauses: Since...injury (S); most ...flip.(I)  
21. complex: crowd, stood, cheered;  
Ozzie, began  
clauses: While...cheered, (S);  
Ozzie...position. (I)  
22. simple: Ozzie Smith, Jr., ran  
23. simple: Smiths, reached  
24. compound: Wizard, stopped; son, did  
25. compound: season, had begun; Ozzie  
Smith, had disappointed

## Page 22

- |              |                       |
|--------------|-----------------------|
| 1. yes       | 8. yes                |
| 2. no        | 9. no *15 yrs, 10 mos |
| 3. yes * 451 | 10. no                |
| 4. no        | 11. yes *39           |
| 5. no *69    | 12. yes               |
| 6. yes       | 13. yes               |
| 7. no        | 14. no *255           |

## Page 23

- (C) Serena Crisp, my friend, is a spelunker.
- (D) Actually, she is a spelunker and a speleologist.
- (B) If you investigate a cave for a scientific reason, you are a speleologist.
- (A) A speleologist investigates caves in winter, spring, summer, and fall.
- (D) Caving, I believe, is a very physical activity.
- (A) To explore a cave requires many tools, much patience, and a lot of courage.
- (B) (A) When Serena enters a cave, she has three sources of light, a hard hat, and sturdy boots.
- (B) She often takes friends caving, but she makes sure they are well prepared.
- (A) You can take a boat ride, explore a tunnel, or see unusual stone shapes in Mammoth Cave.
- (C) Carlsbad Caverns, a cave in New Mexico, is the largest cave in the United States.
- (A) Names based on the formations include the Throne Room in Wyandotte Cavern, the Parachute in Lehman Cave, and the Christmas Tree in Carlsbad Caverns.
- (C) Missouri, "the cave state," has nearly 5,000 caves.
- (A) Cave dwellers include bats, cave fish, and spiders.
- (C) Serena, will you take me spelunking?
  - bats, water, and mud
  - stalagmites, stalactites, and columns
  - brown, furry bats
  - through the clay, under the water, and over the rocks
  - cave fish, cave crayfish, and salamanders

## Page 24

### ACROSS

- |                 |           |
|-----------------|-----------|
| 5. Constitution | 11. House |
| 8. Catholic     | 12. Hall  |
| 9. Americans    |           |

### DOWN

- |            |              |
|------------|--------------|
| 1. Bill    | 6. Saturdays |
| 2. Junior  | 7. History   |
| 3. Bible   | 8. Civil     |
| 4. English | 10. May      |
| 5. Creator |              |

## Page 25

Two strawberries were walking down the street. One strawberry said to the other, "If it weren't for you, we wouldn't be in this jam!"

- "Do you feel well?" asked his wife.
- "Yes, I am fine. Why?" he replied.
- "Well," she said, "you look as though your skin is turning orange."
- "Orange!" he exclaimed. "Are you kidding?"
- "Say, you are right! I do look orange!" he laughed.
- "Perhaps," he told his wife, "living in Alaska for three years has done this. Maybe I am not getting enough sun."
- The man went to see his doctor. "Doctor," he said, "I seem to be turning orange. Do you have any advice?"
- "Tell me about your diet. Are you getting enough vitamins?" questioned the doctor.
- "Well," he replied, "I eat a lot of carrots and yellow vegetables, and I drink a lot of tomato juice."
- "I know what is wrong," said the doctor. "You are eating too many yellow, orange, and red foods. Stop eating those foods, and you will turn back to your normal color."
- The man followed his doctor's advice, and soon he was back to his normal color.

## Page 26

- |                 |                  |
|-----------------|------------------|
| 1. lie (A)      | 13. teaching (A) |
| 2. lain (A)     | 14. learn (B)    |
| 3. laid (B)     | 15. teach (A)    |
| 4. lying (A)    | 16. learn (B)    |
| 5. set (B)      | 17. lend (A)     |
| 6. set (B)      | 18. loan (B)     |
| 7. sat (A)      | 19. lend (A)     |
| 8. Sit (A)      | 20. lend (A)     |
| 9. rise (B)     | 21. leave (B)    |
| 10. raising (A) | 22. Let (A)      |
| 11. rose (B)    | 23. let (A)      |
| 12. raise (A)   | 24. leave (B)    |

## Page 27

- |               |              |
|---------------|--------------|
| 1. than       | 11. nowhere  |
| 2. then       | 12. anywhere |
| 3. then       | 13. good     |
| 4. then       | 14. well     |
| 5. fewer      | 15. well     |
| 6. less       | 16. good     |
| 7. fewer      | 17. badly    |
| 8. less       | 18. badly    |
| 9. everywhere | 19. badly    |
| 10. somewhere | 20. bad      |

## Page 28

All corrections are in bold.

I'll never forget **that** day. It was September 2, 1987, and I was leaving my friend's house. We had just finished **an** evening swim. There was a full moon that night and I noticed a ring around it. I've heard a lot of really strange stories about the ring around the moon.

I started for home from Bernie's house. I had a strange feeling someone or something was watching me. I continued on my way. I had just gone down the hill when I heard something growl. It was **extremely** dark and I couldn't see a thing. I told myself to calm down. I didn't know or even have an idea what it was. I thought the only thing it could have been was a dog, a very big dog.

I started to **back** up slowly and, again, it started to **growl**. It sounded like it was walking in front of **me**. I walked about ten **feet** to where I could see the street light. Then, all of a sudden, the animal jumped in the middle of the street. I couldn't see it very well, but I could tell it was on all **fours** and really hairy. It was making the **strangest** sound I had ever heard. I started to walk slowly backwards and **continued** to increase speed. Then I turned and ran up the hill. It was still following me! In fact, it was **getting** closer!

I reached a **friend's** house at the top of the hill, and all my buddies were laughing and rolling on the ground. I turned to look to see if the animal was still after **me**. To my surprise, there was my friend, Bernie. He was wearing his old **Halloween** costume!

## Page 29

Person: pretender, financier, minion, pensioner  
Place: fortress, macrocosm, kiosk  
Thing: kiosk, edelweiss  
Idea: patience, vanity

common and proper nouns

- home, Nimpau Indians, Rocky Mountains, area, part, Oregon, Idaho, Washington
- Nimpau, name, people, explorers, Nez Percé Indians
- Appaloosas, horses, Nez Percé
- people, explorers, lands
- Indians, Christians, chiefs, Old Joseph, Wallowa Valley
- Old Joseph, son, 1840, missionaries, child, Young Joseph
- 1847, virus, death, members, tribe
- Cayuse, settlers, twelve
- Old Joseph, missionaries, uprising, religion, people
- age, ten, Young Joseph, vision, prayer, name, Thunder-Rolling-in-the Mountains
- 1855, government, treaty, Nez Percé
- United States, part, agreement, Nez Percé
- Young Joseph, chief, death, father, 1871
- wish, father, land, people, times
- Chief Joseph, reservation, people
- treaty, United States Army, Nez Percé
- chief, people, bloodshed
- warriors, men, camp, tribe, war, whites
- Chief Joseph, choice, people, chiefs, war
- warriors, women, children, people, Chief Joseph, General Howard, men

**Page 29 (con't)**

21. months, Indians, traps, army
22. winter, miles, Canada, Indians
23. chief, speech, words, sun
24. Indians, lands, Kansas, Oklahoma
25. 1885, Chief Joseph, reservation,  
Washington, rest, life, government, promise
26. chief, 1904, promises

**Page 30****ACROSS**

- |              |                  |              |
|--------------|------------------|--------------|
| 3. licenses  | 13. Japanese     | 20. bacteria |
| 4. odds      | 14. Sioux        | 22. analyses |
| 8. passersby | 16. teaspoonfuls | 23. beliefs  |
| 10. axes     | 19. pianos       | 24. proofs   |
| 12. lice     |                  |              |

**DOWN**

- |            |             |             |
|------------|-------------|-------------|
| 1. thieves | 7. dominoes | 17. alumni  |
| 2. delays  | 9. buzzes   | 18. stimuli |
| 5. diaries | 11. stereos | 21. pliers  |
| 6. larvae  | 15. valleys |             |

**Page 31**

dogs: dog's, dogs, dogs'

1. dogs, dogs'

child: child's, children, children's

2. child, children, children's

book: book's, books, books'

3. book, book's, books

brother-in-law: brother-in-law's, brothers-in-law,  
brothers-in-law's

4. brother-in-law's, brothers-in-law

foot: foot's, feet, feet's

5. feet, feet's, foot

1. Mrs. Cummins' children were grateful to have such a great mother.
2. I always use Juanita's recipe when I make delicious beef stew.
3. My family's members celebrated the holiday.
4. Those shelves' edges were very sharp.
5. The bride's father and the groom's father shook hands.
6. The book's pages are sticky!
7. My glasses' lens needs to be cleaned.
8. The two Joneses' daughters are often mistaken for sisters.
9. Simon's intelligence is seldom doubted.
10. We were asked to sort the babies' toys.

**Page 32**

1. We
  2. you, us
  3. We, her
  4. She, they, mine
- We, you, us, We, her, She, they
5. someone, you, our
  6. few, us
  7. Something, that
  8. you, everyone
- someone, few, Something, everyone
9. These, your
  10. this, that, she
  11. Those, I
  12. you, that
- These, this, that, Those, that
13. It, itself
  14. You, yourselves
  15. I, myself, you, yourself
  16. Your

itself, yourselves, myself, yourself

17. those, who, I
18. What, you
19. Which, you
20. whom, you
- who, What, Which, whom
21. These, who
22. which, I, hers
23. I, which, my
24. whose, I
- who, which, which, whose
25. our
26. you, yours
27. My, his
28. its, it's
- our, yours, My, his, its

**Page 33**

1. Johnstown (P), late, spring
2. Steep-sided, maintained, earthen
3. canal, arduous, thirty-six-hour
4. English (P), steam
5. Steam, this (D)
6. twenty-five, unused, neglected
7. New, South Fork Fishing and Hunting (P)
8. local, iron, company
9. That (D), questionable, rusty, discharge, his, ignored
10. South Fork (P), overflow
11. that (D), Johnstown (P)
12. eight, torrential, Johnstown (P), few
13. huge
14. Twenty-five million
15. muddy, quiet
16. telegraph, swift, wet, brown
17. railroad, countless, liquid
18. Some, observant, loud, persistent, thunderous, higher
19. main, one
20. Few, loud, late
21. 1,000, those (D), first
22. strong, Pennsylvania Railroad (P), new, steady
23. Dazed, makeshift
24. haphazard
25. courageous, their, Johnstown (P), 2,000, few

**Page 34****How**

viciously attacked  
precariously perched  
carefully prepared

**When**

then spoke  
originally mine  
arrived late

**How Often**

seldom mentioned  
twice preferred  
frequently amused

1–15 Sentences will vary.

- |              |                |
|--------------|----------------|
| 1. loudly    | 6. quickly     |
| 2. very      | 7. nearly      |
| 3. Carefully | 8. really      |
| 4. very      | 9. quickly     |
| 5. happily   | 10. stubbornly |

**Where**

walked uptown  
leads nowhere  
deposit here

**To What Extent**

quite brave  
partially divided  
rather precise

**Page 35**

negatives: new sentences

1. didn't, hardly: I didn't get to finish my homework.
2. haven't, no: That is because I haven't got any extra time.
3. can't, nothing: He really can't do anything to help me.
4. no, nowhere: There was no place to cross anywhere.
5. None, weren't: None were given as much as they needed.
6. Haven't, never: Haven't you ever been wrong?
7. isn't, nothing: There really isn't anything for us to do now.
8. barely, no: We barely had any money for lunch.
9. didn't, nothing: The baby didn't hear anything all night.
10. couldn't, scarcely: I could scarcely believe my eyes!
11. won't, nobody: He won't allow anybody to have any fun.
12. Won't, nobody: Won't anybody tell me what's wrong here?
13. Hardly, none: Hardly any of my teachers think I can talk!
14. don't, no: They just don't know any better, I guess.
15. ain't, nothing: I'm not doing anything today anyway, so I may as well do my English.
16. couldn't, hardly: She could hardly see me in the back of the room.
17. doesn't, none: Tom really doesn't care for any of the spaghetti.
18. can't, hardly: We can't play any popular music because we don't know any.

**Page 36**

- |                 |                     |
|-----------------|---------------------|
| 1. more devout  | 11. more hopefully  |
| 2. most stylish | 12. more            |
| 3. red          | 13. cumbersome      |
| 4. shiniest     | 14. most dangerous  |
| 5. heavier      | 15. more refreshing |
| 6. prettiest    | 16. masterful       |
| 7. better       | 17. more beautiful  |
| 8. worst        | 18. peppiest        |
| 9. meeker       | 19. slimy           |
| 10. drowsiest   |                     |

1. The noise is louder than I remember it.
2. Of the two dogs, this one is cuter.
3. Chara's waist is narrower than mine.
4. Kyla's permanent is worse than yours.
5. She can run farther than me.
6. My hair got wetter than yours!
7. I am better today than yesterday.
8. I saw the neatest program in the computer lab.
9. That is the quickest rabbit in the state!
10. Sung Mun is the heaviest of the three children.
11. correct
12. He is the most famous of all presidents.
13. This is the best chocolate cake you have ever made.
14. Between both boys, Barry is the more polite



**Page 37**

- |               |                          |
|---------------|--------------------------|
| 1. stay (A)   | 9. promised (A)          |
| 2. are (L)    | 10. needed (A)           |
| 3. issued (A) | 11. wanted (A)           |
| 4. is (L)     | 12. were (L)             |
| 5. were (L)   | 13. marched (A)          |
| 6. lived (A)  | 14. had (A)              |
| 7. became (L) | 15. sent (A)             |
| 8. fought (A) | 16. were (H), living (A) |

17. did (H), like (A)  
 18. appeared (L), were (L)  
 19. was (H), supposed (A)  
 20. was (L), was (H), forecast (A)  
 21. did (H), arrive (A)  
 22. was (H), blowing (A), drew (A)  
 23. were (H), washed (A)  
 24. became (L), grew (L)  
 25. had (H), tied (A)  
 26. bent (A), did (H), break (A)  
 27. were (H), swept (A), were (H), killed (A)  
 28. were (H), killed (A)  
 29. found (A), had been (H), swept (A)  
 30. seemed (L)  
 31. had (H), disappeared (A)  
 32. were (H), learned (A)  
 33. are (H), planned (A), tested (A)

**Page 38**

- |                 |              |
|-----------------|--------------|
| 1. has been/was | 8. Spring    |
| 2. chosen       | 9. found     |
| 3. spent        | 10. thinking |
| 4. find         | 11. going    |
| 5. have         | 12. called   |
| 6. begun        | 13. rushing  |
| 7. seen         | 14. see      |

Present Progressive

is reading  
 is arriving

Past Progressive

was laughing  
 was traveling

Future Progressive

will be leaving  
 will be resting

Present Perfect

Progressive  
 have been eating  
 has been packing

Past Perfect

Progressive  
 had been sleeping  
 had been leaving

Future Perfect

Progressive  
 will have been driving  
 will have been singing

**Page 39**

conjunction, type of conjunction

- yet, coordinating
- and, coordinating
- either/or, correlative
- not only/but also, correlative
- but, coordinating
- and, coordinating
- Neither/nor, correlative
- and, coordinating
- and, coordinating
- and, coordinating

- |        |             |
|--------|-------------|
| 1. but | 7. nor      |
| 2. and | 8. but also |
| 3. but | 9. but      |
| 4. and | 10. and     |
| 5. but | 11. or      |
| 6. nor | 12. but     |

**Page 40**

1–12 Answers will vary.

preposition, object(s) of preposition

- in, Himalayas; for, years
- of, ice; to, elevations; in, crevices
- at, rate
- into, crevasses
- of, material; within, body; on, surface; along, way
- near, Mount Everest; to, triangle
- into, hills; by, glaciers
- of, mountains; on, face; of, earth

- in the world
- in this mountain range
- to the most remote areas
- In a geological process
- about 40 to 60 million years ago
- by underground pressure
- at work
- by earthquakes and landslides
- from place to place
- of altitude

**Page 41**

- chairs of wood
- complexion without flaws
- an animal of the forest
- greeting of joy
- trail on the mountain
- skies of clear blue
- language of France
- players of hockey
- the flag of America
- people with dark tans

prepositional phrase, function of prep. phrase in the sentence.

- for speed, ADV
- on long, strong hind legs, ADV
- of great strength, ADJ
- of the best-known meat-eaters, ADJ
- of the first dinosaur fossils, ADJ
- about Europe, Asia, and Africa, ADV
- with long, dagger-like teeth, ADJ
- of Acrocanthosaurus, ADJ
- in a sandstone quarry in Oklahoma, ADV
- of all dinosaurs, ADV
- Despite his great size, ADJ
- in Montana, ADV
- At first glance, ADV
- on his hind legs, ADV
- of today/with many dinosaurs, ADJ/ADV

**Page 42**

- The boy likes that girl.
- She is quietly playing in the yard.
- They are really good to us.
- Marta, Jamal, and Terry took a ride.
- Wow! Who's car is that?
- Can you bake a cherry pie?
- Men, women, children, and babies usually like chocolate.
- I work well under the pressure.
- He looks nice in a suit.
- Janell and Shundrea were working.
- Solomon worked and played.
- We waited, but he never came.
- Neither Tomás nor William could see the serious error.

- Joel and Gina were eating the tasty pizza.
- Come here or I will leave.

**Page 43**

Declarative and imperative sentences end with a period, interrogative with a question mark, and exclamatory with an exclamation point.

- |                   |                   |
|-------------------|-------------------|
| 1. declarative    | 14. declarative   |
| 2. declarative    | 15. declarative   |
| 3. declarative    | 16. declarative   |
| 4. imperative     | 17. declarative   |
| 5. interrogative  | 18. imperative    |
| 6. imperative     | 19. interrogative |
| 7. interrogative  | 20. declarative   |
| 8. declarative    | 21. declarative   |
| 9. declarative    | 22. exclamatory   |
| 10. exclamatory   | 23. interrogative |
| 11. imperative    | 24. declarative   |
| 12. interrogative | 25. imperative    |
| 13. interrogative |                   |

**Page 44**

complete subject, simple subject, complete predicate, simple predicate

- As a young lad, Marco Polo lived in Venice, Italy.
- Marco and his mother lived in a wealthy part of town.
- Have you studied the travels of Marco Polo?
- For your assignment today, study the places he traveled. (You)
- As a child, Marco watched galley slaves unloading heavy chests of pearls from China.
- Marco saw his father for the first time.
- He was then fifteen years old.
- Nicolo Polo, Marco's father, came to Venice on a mission for Kublai Khan.
- Marco joined his father for the voyage to Cathay.
- Can you imagine young Marco in the caravan to Persia?
- Marco wore seven coats in the frigid mountains.
- Atop a beautiful Arabian horse, he rode with his father and his uncle.
- Marco met the great Kublai Khan.
- The enchanting country of China was ripe for explorers.
- The young lad was followed by Karaunas.
- Ride your horse swiftly! (You)
- The escape from the Karaunas was planned quickly.
- After many years, the Polos wished to return to Venice.
- The great Khan did not want them to leave.
- No one believed the tales of the Polos.
- As an officer in the Venetian fleet, Marco was taken prisoner.
- He was quite bored in prison.
- Marco Polo wrote his adventures with the help of a fellow prisoner.
- Young people still marvel at the thrilling adventures of Marco Polo.

**Page 45**

incorrect verb

- are (T)
- sails (T)
- is (N)

correct verb

- were  
 sailed  
 are

**Page 45 (con't)**

4. were (N)	was
5. is (N)	are
6. does (N)	do
7. is (T,N)	were
8. are (T,N)/is (T)	was/was
9. is (N)	are
10. lie (N)	lies
11. 's (where's) (T,N)	were
12. sails (T)	sailed
13. is (N,T)	were
14. keeps (T)	kept
15. thinks (T)	thought
16. were (N)	was
17. float (N)	floats
18. is (N)	are
19. was (N)	were
20. tells (N)	tell
21. are (N)	is
22. are (N)	is
23. believes (N)	believe
24. report (T,N)	reported
25. was (N)	were
26. lie (N)	lies

**Page 46**

1. man (SS), made (SP), tools (DO), weapons (DO)
2. Did (SP), people (SS), discover (SP), fire (DO)
3. human (SS), used (SP), fire (DO)
4. Neanderthal (SS), invented (SP), tools (DO), points (DO), scrapers (DO)
5. man (SS), used (SP), weapons (DO)
6. Cro-Magnon (SS), fashioned (SP), needles (DO), sculpted (SP), stone (DO), shaped (SP), clay (DO)
7. Descendants (SS), produced (SP), food (DO), raised (SP), livestock (DO), harvested (SP), amounts (DO)
8. shepherds (SS), raised (SP), livestock (DO)

1. tribes (SS), buried (SP), dead (DO), brought (SP), them (IO), offerings (DO)
2. man (SS), left (SP), us (IO), amounts (DO)
3. Scientists (SS), gave (SP), them (IO), places (DO)
4. hunters (SS), made (SP), tribes (IO), lamps (DO)
5. women (SS), taught (SP), daughters (IO), methods (DO)
6. craftsman (SS), may have handed (SP), son (IO), tool (DO)

1. The Neanderthal tribes buried their dead and brought offerings to them.
2. The Cro-Magnon man left vast amounts of knowledge for us.
3. Scientists gave important places in world history to them.
4. Magdalenian hunters made fat-burning lamps for their tribes.
5. The Magdalenian women taught the methods of gathering berries and hazelnuts to their daughters.
6. A prehistoric craftsman may have handed a tool to his son.

1. Transitive: Scientists (SS), have found (SP), fireplaces (DO)
2. Transitive: Lightning (SS), gave (SP), man (IO), idea (DO)

3. Intransitive: animals (SS), were charred (SP)
4. Transitive: meat (SS), had (SP), taste (DO)
5. Transitive: Hunters (SS), fed (SP), families (IO), meat (DO)

**Page 47**

subject, linking verb, predicate adjective(s), and/or predicate nominative(s)

1. cars, are, fun (PA), fun (PA)
2. No linking verb.
3. No linking verb.
4. panel, is, key (PN)
5. No linking verb.
6. cars, remain, popular (PA)
7. car, is, performer (PN), beautiful (PA), engineered (PA), high (PA); it, is, classic (PN)
8. car, is, car (PN)
9. M.G., looked/was, good (PA) inexpensive (PA)
10. M.G. K3, looked, sporty (PA)
11. No linking verb.
12. No linking verb.
13. M.G. TC, was, car (PN)
14. designers, were, busy (PA),
15. Jaguars, appear, sleek (PA) graceful (PA)
16. Jaguars, were, sedans (PN)
17. They, look, pretty (PA); they, are, expensive (PA)
18. Benz, was, harbinger (PN)
19. Mercedes, was, name (PN)
20. No linking verb.
21. Mercedes, was, car (PN)
22. door, seemed, unusual (PA)
23. No linking verb.
24. car, remains, luxury (PN)
25. Corvette, looked, sporty (PA)
26. transmission, is, mark (PN)
27. No linking verb.
28. it, is, available (PA)
29. Corvette, was, answer (PN)
30. No linking verb.
31. No linking verb.

**Page 48**

- |               |                         |
|---------------|-------------------------|
| 1. verb       | 5. adjective, adjective |
| 2. adjective  | 6. verb                 |
| 3. adjective  | 7. adjective            |
| 4. verb, verb | 8. verb                 |

**Participle**

- | Participle                  | Word It Modifies |
|-----------------------------|------------------|
| 1. misplaced                | hook             |
| 2. casted                   | line             |
| 3. experienced              | fisherman        |
| 4. moving                   | boat             |
| 5. trolling                 | motor            |
| 6. living                   | fish             |
| 7. aggravating/uninterested | lure/fish        |
| 8. chilling/swift-moving    | waters/streams   |

**participial phrase; other participles in the sentence**

1. Having air sacs; polluted
2. having no boats
3. reeling in a line; unexpected
4. waiting patiently
5. seeking the right temperature; varying
6. loaded with lures
7. swimming lazily in a lake

**Page 49**

gerund, function of gerund in the sentence

1. winning, predicate nominative
2. fishing, subject
3. cooking, object of preposition
4. participating, direct object
5. dancing, direct object
6. running, object of preposition

-ing form of verb, function in the sentence

1. moving, verb
2. moving, participle
3. Moving, gerund
4. complaining, gerund
5. complaining, participle
6. complaining, verb
7. investigating, participle
8. investigating, verb
9. investigating, gerund
10. running, participle
11. running, verb
12. Running, gerund

gerund phrase, function of gerund phrase in the sentence.

1. running for cover, direct object
2. No gerund phrase.
3. No gerund phrase.
4. Finishing English homework, subject
5. receiving the dreadful news, object of preposition
6. Wallpapering the hall, subject
7. No gerund phrase.
8. creating a confection, subject

**Page 50**

- |             |           |
|-------------|-----------|
| 1. to see   | 4. none   |
| 2. none     | 5. To run |
| 3. to sleep |           |

infinitive, function of infinitive in the sentence

1. to visit, direct object
2. to swim, predicate nominative
3. to grow, direct object
4. to see, object of preposition
5. To achieve, subject
6. to leave, predicate nominative
7. to march, object of preposition
8. To rebuild, subject
9. To begin again, subject
10. to eat, direct object

1. to coordinate our effort
2. none
3. to vote freely
4. to skate gracefully
5. none

infinitive phrase, function of infinitive phrase in the sentence.

1. To capture a movement on film, noun
2. to escape the sentence, noun
3. to meet him, adverb
4. to boast about, adjective
5. to make a good impression, noun
6. to gather around, noun
7. to really admire, adjective
8. to control everything, noun
9. to leave, adverb
10. to receive the award, adjective

## Page 51

subject, predicate (simple/compound)

1. location, is (simple)
2. seismograph, registered/recorded (simple)
3. Seismographs/equipment, were checked/evaluated (simple)
4. quake registered/that...is considered (compound)
5. there, were/this caused (compound)
6. state, was called/United States Forest Service, closed (compound)
7. side, began (simple)
8. Clouds/rain, prevented (simple)
9. Scientists, began/geologist called (compound)
10. Livestock/wildlife, acted/farmers told (compound)
11. Governor Ray, allowed (simple)
12. Harry S. Truman, defied (simple)

1. The explosion on May 18 was heard 200 miles away, and a cloud of steam rose 63,000 feet in the air.
2. Winds were of hurricane force, and they blew down millions of two-hundred-year-old trees.
3. The forest fires were widespread, but the falling ash helped to put out the ensuing fires.
4. Volcanic mudflows, called lahars, flowed down the mountain at 50 miles per hour, and their temperature was 211 degrees F.
5. Everyone realized the ash flowing down the mountain was hot, but few realized the temperature was 800 degrees.
6. People either fled the mountains on foot, or they were evacuated by helicopter.

## Page 52

- |                   |                  |
|-------------------|------------------|
| 1. noun clause    | 13. adv. clause  |
| 2. part. phrase   | 14. inf. phrase  |
| 3. adv. clause    | 15. inf. phrase  |
| 4. inf. phrase    | 16. noun clause  |
| 5. adj. clause    | 17. adv. clause  |
| 6. prep. phrase   | 18. part. phrase |
| 7. adv. clause    | 19. adv. clause  |
| 8. noun clause    | 20. noun clause  |
| 9. adj. clause    | 21. part. phrase |
| 10. prep. phrase  | 22. noun clause  |
| 11. adv. clause   | 23. adj. clause  |
| 12. gerund phrase | 24. part. phrase |

## Page 53

- |                |                 |
|----------------|-----------------|
| 1. subordinate | 6. independent  |
| 2. subordinate | 7. subordinate  |
| 3. subordinate | 8. subordinate  |
| 4. independent | 9. independent  |
| 5. subordinate | 10. independent |

simple subject, simple predicate, subordinate clause

1. complex: A dome of lava **was seen when it glowed in the dark.**
2. complex: The volcano **grew as it cooled and cracked.**
3. complex: While Mount St. Helens is now calm, no one knows if it will erupt again.
4. compound: Thirty-five people **were killed and twenty-five were missing and presumed dead.**
5. complex: Since insects were killed by the ash, the wheat, potato, and apple crops had above normal yields.
6. complex: In some counties, when the crops were harvested, the yield was lower than normal.
7. compound: The greatest loss **was to wildlife and most wildlife was lost** through ash.
8. compound: President Carter visited the site, and he seemed overwhelmed by the destruction.
9. complex: Riverbeds had to be dredged because they were clogged by mudflows.
10. compound: Studying the living volcano gave scientists a way to predict quakes, and they have made good use of this knowledge.

## Page 54

(relative pronoun) adjective clause, word modified

1. (that) does not hesitate to swallow dead or inanimate objects, shark.
2. (who) have studied the Biblical Jonah, ichthyologists
3. (where) sharks may devour anything, place
4. (which) was caught in the Adriatic Sea, shark
5. (that) were found in the shark's belly, coats

(subordinate conjunction) adverbial clause, word modified

1. (as long as) they are hungry, attack
2. (until) they die, swim

3. (since) he has no air bladder, swims
4. (as if) built for killing, designed
5. (before) he digests it, can store

noun clause, function of noun clause in sentence

1. whether Jonah was swallowed by a large shark or whale, direct object
2. that sharks never sleep, direct object
3. that sharks have attacked humans, subject
4. whatever or whoever may cross its path, object of preposition
5. where a shark ate a swimming elephant, predicate nominative

## Page 55

- |                                |                |
|--------------------------------|----------------|
| 1. I; President, United States | 6. C           |
| 2. C                           | 7. C           |
| 3. I; mayor                    | 8. I; spring   |
| 4. C                           | 9. C           |
| 5. I; aunt                     | 10. I; English |

Capitalized words

1. Elizabeth Seton, American, Catholic, America
2. The, United States, Martin Van Buren, He, President Van Buren
3. Marie Peary, Rear Admiral Peary, North Pole, Arctic, Eskimos
4. On, December, Gordon Kerr, "March of Medicine," NBC
5. In, Virginia, *New York Times*, Santa Claus
6. A, Jewish, Holland, German, *The Diary of Anne Frank*
7. The, Burpee Seed Company, Washingtonian, Atlee Burpee
8. The, Academy Award, Shirley Temple
9. The, President Lincoln
10. The, New Year's Day, Romans, Janus
11. When, Indonesian, Krakatoa, Panama, Central America
12. The "Mona Lisa," Leonardo, Vinci, When, King, France

Tell whether each sentence is **declarative**, **interrogative**, **exclamatory**, or **imperative**. Put the correct end punctuation mark in the parentheses.

- \_\_\_\_\_ 1. I found it difficult to sleep that Tuesday evening before my thirteenth birthday ( )
- \_\_\_\_\_ 2. Must I really walk Elizabeth to school tomorrow ( )
- \_\_\_\_\_ 3. You should be ready to leave on time in the morning ( )
- \_\_\_\_\_ 4. The crash of glass and a low rumbling sound filled my room ( )
- \_\_\_\_\_ 5. Was someone shaking my bed, or was it just my imagination ( )
- \_\_\_\_\_ 6. It was an earthquake ( )
- \_\_\_\_\_ 7. Get out of the house ( )
- \_\_\_\_\_ 8. The violent shaking continued for over a minute ( )
- \_\_\_\_\_ 9. As we stood dazed and crying, my father called out our names to see if we were all safe and uninjured ( )
- \_\_\_\_\_ 10. What was the eerie orange light coming from our neighbor's parlor ( )
- \_\_\_\_\_ 11. When my father saw the flames, he bolted across the lawn toward the burning house next door ( )
- \_\_\_\_\_ 12. You stay with the girls ( )
- \_\_\_\_\_ 13. Fill containers with water and bring them outside ( )
- \_\_\_\_\_ 14. Can you girls help your mother carry the buckets ( )
- \_\_\_\_\_ 15. My brothers raced back and forth with the buckets of water we had carried to the door ( )
- \_\_\_\_\_ 16. Something was wrong ( )
- \_\_\_\_\_ 17. There was no more water ( )
- \_\_\_\_\_ 18. As we stood in the grass watching the flames, I wondered if anyone remembered it was my birthday ( )

Change these sentences to the type suggested in parentheses. Add correct punctuation.

1. The San Francisco earthquake was in 1906. (Interrogative)  
\_\_\_\_\_
2. Did the fire rage for more than three days? (Declarative)  
\_\_\_\_\_
3. The earthquake destroyed the water pipes that serviced the city. (Interrogative)  
\_\_\_\_\_
4. Get those looters away from that store. (Exclamatory)  
\_\_\_\_\_
5. Could you help put out that fire? (Imperative)  
\_\_\_\_\_
6. Two-hundred thousand people were forced to spend the night at Golden Gate Park. (Interrogative)  
\_\_\_\_\_
7. Were eighty percent of the buildings of San Francisco destroyed in the earthquake? (Declarative)  
\_\_\_\_\_

Write an account that may have been written by someone experiencing the San Francisco earthquake. First, make a draft of your composition from which you can write your final copy. Share it with a friend.

A **sentence** is a group of words that expresses a complete thought. A **fragment** is an incomplete sentence.

Put **S** for sentence or **F** for fragment. Add the correct punctuation at the end of each complete sentence.

- \_\_\_\_\_ 1. Steven Callahan was both a designer and a builder of boats
- \_\_\_\_\_ 2. In 1980, Steven built the *Napoleon Solo*, a twenty-one foot cruiser, which he planned to sail across the Atlantic
- \_\_\_\_\_ 3. Without crossing the Atlantic Ocean
- \_\_\_\_\_ 4. Steven and a friend who had helped him build boats
- \_\_\_\_\_ 5. The *Napoleon Solo* was damaged by floating debris as it neared the coast of Spain
- \_\_\_\_\_ 6. Taking refuge in Tenerife, in the Canary Islands, from a fierce storm
- \_\_\_\_\_ 7. After his boat was damaged, Steven made necessary repairs to make her ready for a solo voyage of more than 2,000 miles
- \_\_\_\_\_ 8. Quietly gliding from the harbor on the night of January 29, 1980
- \_\_\_\_\_ 9. For three days the wind howled
- \_\_\_\_\_ 10. Tied to his sailboat as it bobbed on the crest of a wave
- \_\_\_\_\_ 11. When the line was brought in, it was empty, and Steven was drifting alone in the tiny, inflatable raft
- \_\_\_\_\_ 12. Six pints of water, a plastic paddle, seven flares, two sponges, solar stills, a raft patching kit, and luckily, a spear gun
- \_\_\_\_\_ 13. Food supplies consisted of ten ounces of peanuts, sixteen ounces of baked beans, ten ounces of corned beef, and ten ounces of soaked raisins

Write one of these sentence fragments in each blank to make a complete sentence.

a severe storm	to take only a mouthful
collided with the cruiser	the location of the life raft
he spent several weeks	was a difficult and dangerous task
he probably	wrapped in a sodden sleeping bag
that he would have to depend on himself to survive	
did not believe Steven could have survived	

- 1. His body was \_\_\_\_\_
- 2. \_\_\_\_\_ in Tenerife making repairs.
- 3. On February 5, the *Napoleon Solo* encountered \_\_\_\_\_
- 4. Steven realized very quickly \_\_\_\_\_
- 5. Diving underwater to retrieve equipment from the sinking cruiser \_\_\_\_\_
- 6. \_\_\_\_\_ sat on his knife when he abandoned ship, causing a small leak in the raft.
- 7. \_\_\_\_\_ was 800 miles west of the Canaries, 450 miles north of the Cape Verde Islands, and some 450 miles east of the nearest major shipping lanes.
- 8. \_\_\_\_\_ of water every six hours was difficult.
- 9. Perhaps, during the raging storm, a whale \_\_\_\_\_
- 10. Knowing the dangers of being lost at sea, the coast guard \_\_\_\_\_

The reporter who wrote the following story was careless. The editor wants you to use the proofreading marks to make corrections. Combine fragments or add them to existing sentences to make 17 complete sentences. Do not add any words. Rewrite the story on a separate paper.

**A** make lowercase  
~~e~~ delete  
 ○ make a period

# DAILY TIMES

## MAN SURVIVES 76 DAYS AT SEA

April 21, 1980

Steven Callahan was rescued today by three fishermen after 76 days at sea His boat was Drifting to shore a few miles off a small island near Guadeloupe. Callahan was in. A tiny, inflatable raft. His cruiser capsized. Near Tenerife On February 5.

Callahan had a small amount of food. And water. He survived by eating raw fish. He had A spear gun in the raft. He was able to spear dorados. And triggerfish. He also caught a bird and a few tiny crabs and shrimp to eat. A small amount of fresh

water. Came from a solar still.

The bottom of the raft. Was bumped frequently by dorados and sharks. Callahan was. Able to knock them away with a paddle.

At least six ships Passed close enough for him to see the sailors on board. They did not notice his five-foot raft.

Steven Callahan lost 44 pounds during the ordeal He was. Covered with saltwater boils and unable to walk when he reached shore. Doctors predict a full recovery. In six weeks.



Steven Callahan kept a diary during his 76 days at sea. With limited paper and pencils, he may have used many fragments to keep a record of his adventures. Make these fragments into sentences he might have written. You may use them anywhere in the sentence.

1. alone at sea

---



---

2. began to taste much better

---



---

3. the sight of land

---



---

4. a four-inch hole in the raft

---



---

5. a passing ship

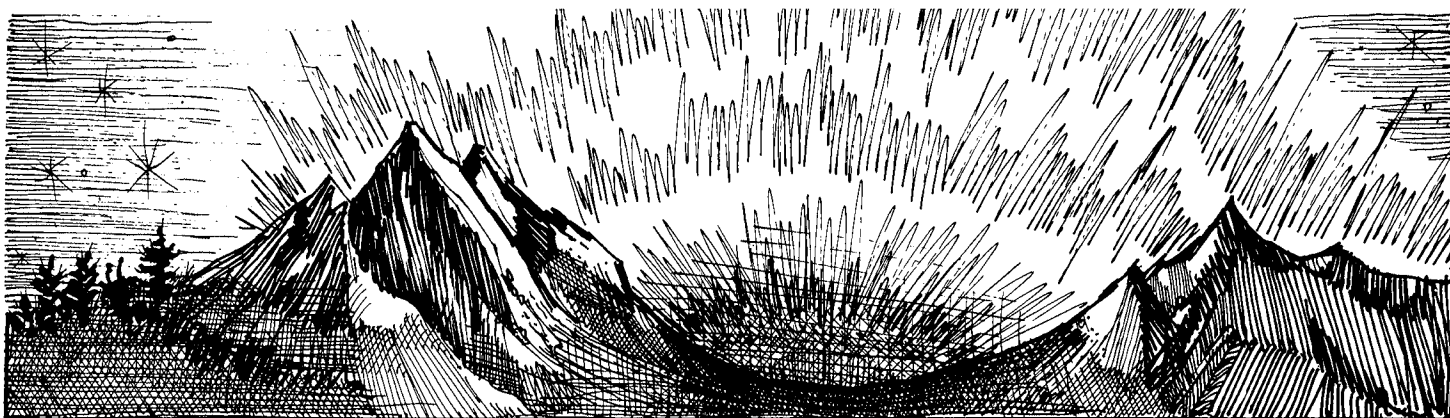
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### WRITING JOURNAL

Imagine you are lost at sea. Your ship capsizes in a storm. You have time to gather twelve items and throw them into your tiny raft. What would you take? List your survival tools. Keep an imaginary diary of your days at sea. Share it with friends when you return home.



Change these proper nouns into possessives:

1. the stereo of Tiffany \_\_\_\_\_
2. the hat of Charles \_\_\_\_\_
3. a friend of Chris \_\_\_\_\_
4. the dog of Ralph \_\_\_\_\_

Write the possessive of these singular nouns:

1. winner \_\_\_\_\_
2. Vince \_\_\_\_\_
3. turtle \_\_\_\_\_
4. baby \_\_\_\_\_
5. miss \_\_\_\_\_
6. man \_\_\_\_\_
7. Tim \_\_\_\_\_
8. child \_\_\_\_\_
9. fox \_\_\_\_\_

Label the boldfaced words **PL** for plural, **SP** for singular possessive, or **PP** for plural possessive.

1. **child's** playpen \_\_\_\_\_
2. the **children** laugh \_\_\_\_\_
3. **families'** reunion \_\_\_\_\_
4. **computer's** graphics \_\_\_\_\_
5. **picture's** frame \_\_\_\_\_
6. the **men's** section \_\_\_\_\_
7. **octopus'** tenacle \_\_\_\_\_
8. my **friends'** hobbies \_\_\_\_\_
9. **glasses** shatter \_\_\_\_\_
10. **writers'** convention \_\_\_\_\_

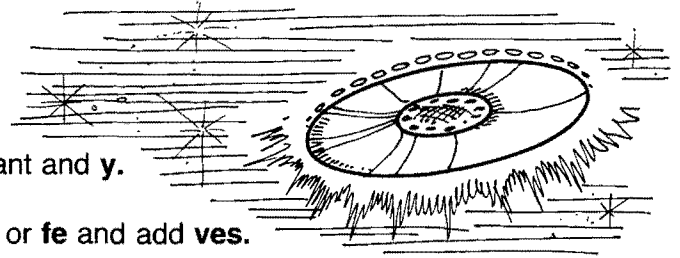
Find nouns in these sentences. Write **C** for common noun and **P** for proper noun above each one. Then go back to each noun and put one line under the singular nouns and two lines under the plural nouns.

1. The aurora borealis is also known as the northern lights.
2. This phenomena is one of the most spectacular sights on earth.
3. The first descriptions of the aurora are found in the Old Testament.
4. The Lapps, Eskimos, and Indians have included stories of the aurora in the stories passed along from generation to generation.
5. There are many reports that the aurora is accompanied by whistles, crackles, snaps, and howls.
6. Magellan and Vasco da Gama were two explorers who opened the polar regions to adventurers and explorers.
7. "Aurora and Airglow" is an inspiring poem written by V. Lomonosov, an eighteenth century Russian scientist.
8. Captain James Cook, who made three great voyages to the Pacific, was the first European in the Southern Hemisphere to see the aurora borealis.
9. The aurora's lights were photographed by Astronaut O.K. Garriot aboard Skylab.
10. The lights appear when atoms and molecules in the upper atmospheres are bombarded by high speed electrons.



# Teacher from Outer Space Needs Help!

A teacher from a galaxy far, far away has just landed on earth. He has never heard of plurals. (On his planet, there is only one of everything.) Help him learn these rules and apply them to the alien language. Write the number of the rule used in parentheses.



1. Add **s** to most nouns.
2. Add **es** to nouns ending in **ch, s, sh, x** or **z**.
3. Add **s** to nouns ending in a vowel and **y**.
4. Change **y** to **i** and add **es** to nouns ending in a consonant and **y**.
5. Add **s** to most nouns ending in a vowel and **o**.
6. Add **s** to many nouns ending in **f, fe, or ff**; some drop **f** or **fe** and add **ves**.

- |                    |                       |                        |
|--------------------|-----------------------|------------------------|
| 1. moof _____ ( )  | 9. vox _____ ( )      | 17. bobio _____ ( )    |
| 2. mnoar _____ ( ) | 10. quiff _____ ( )   | 18. chissiny _____ ( ) |
| 3. poray _____ ( ) | 11. poy _____ ( )     | 19. pruffy _____ ( )   |
| 4. xummy _____ ( ) | 12. nobo _____ ( )    | 20. quife _____ ( )    |
| 5. glif _____ ( )  | 13. glite _____ ( )   | 21. wus _____ ( )      |
| 6. shilp _____ ( ) | 14. mercat _____ ( )  | 22. pirpay _____ ( )   |
| 7. glish _____ ( ) | 15. molio _____ ( )   | 23. sliff _____ ( )    |
| 8. sofip _____ ( ) | 16. wertwez _____ ( ) | 24. troagy _____ ( )   |

Some noun plurals are irregular and must be memorized or looked up in a dictionary.

Change the nouns in boldfaced type below to their plural forms. It may be necessary to change other words to agree with the plurals.

1. I saw a **man** from outer space!  
I saw \_\_\_\_\_
2. He was trying to catch a **deer** to take aboard his spaceship.  
He was \_\_\_\_\_
3. My **brother-in-law** will help me if I decide to board the ship secretly.  
My \_\_\_\_\_
4. Before I got a cold **foot**, I found a good hiding spot.  
Before \_\_\_\_\_
5. I was as quiet as a **mouse** when I tiptoed aboard the craft.  
We \_\_\_\_\_
6. The alien added a **cupful** of an unknown substance to the tank.  
The \_\_\_\_\_
7. As the **ship** rose in the sky, I could see a **woman** and **child** below us.  
As the \_\_\_\_\_
8. I started to fear for my **life**.  
We \_\_\_\_\_
9. The alien **creature** may not like a **stowaway**.  
The \_\_\_\_\_
10. If I could make friends with the **creature** on this trip, I would be a **hero**.  
If we \_\_\_\_\_

## WRITING JOURNAL

Use the alien words to write a story about your experience on the planet where there was only one of everything! Before beginning your story, you might compose a dictionary of the alien words. You make up the definitions!

A **verb** is a word that expresses **action** or a **state of being**.

Circle the words that could be used as verbs.

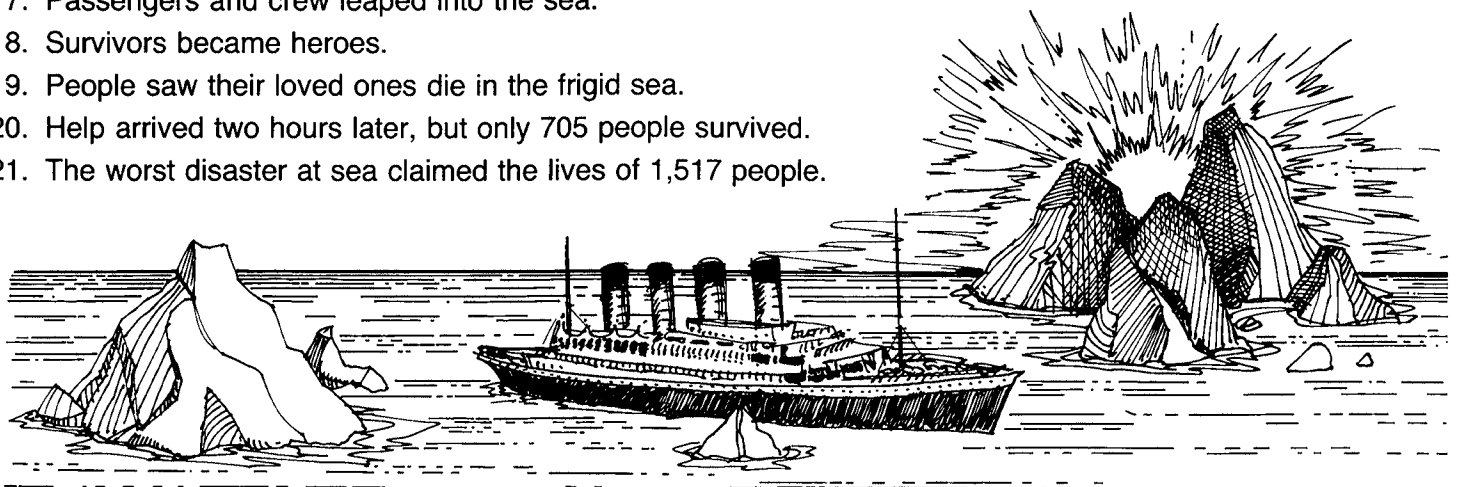
was	detective	imagine	lighten	material	brightly	remain	stimulus
good	seize	tightly	looks	appear	region	work	became

Selecting the right verb makes writing more descriptive. Give two verbs that could be used to replace the plain verb which has been used. Underline the verb being replaced.

1. I walk to school every day. \_\_\_\_\_
2. I talk to my friends at lunch. \_\_\_\_\_
3. We eat our food. \_\_\_\_\_
4. The teacher gives us homework. \_\_\_\_\_
5. I yell at my friends outdoors. \_\_\_\_\_

In the following sentences, underline action verbs with one line and verbs of being with two lines. Some sentences have more than one verb.

1. The *Titanic* sailed out of the Southhampton harbor on Wednesday, April 10, 1912.
2. This ship was the largest and most luxurious vessel on the seas.
3. An orchestra played as the passengers danced on a veranda.
4. The builders equipped the *Titanic* with the Marconi Telegraph, a state-of-the-art radio.
5. Some passengers worried for their safety on this massive boat.
6. The captain assured everyone that the ship was unsinkable.
7. The *Titanic* glided through the night of April 14, even though a message warned her captain that icebergs were in the area.
8. An iceberg appeared directly in front of the ship.
9. The *Titanic* collided with the iceberg, but the passengers were oblivious to the danger.
10. Snow and ice covered the prow.
11. The captain inspected the damage and called for the lifeboats.
12. There was an ominous lack of panic on the sinking ship.
13. While the band played, women and children boarded lifeboats.
14. A sense of urgency developed when the boat began to tilt upward.
15. The remaining passengers scrambled to get into the lifeboats, but there was no room.
16. Less than three hours after it hit the iceberg, the *Titanic* dove toward the ocean floor.
17. Passengers and crew leaped into the sea.
18. Survivors became heroes.
19. People saw their loved ones die in the frigid sea.
20. Help arrived two hours later, but only 705 people survived.
21. The worst disaster at sea claimed the lives of 1,517 people.



Write the **past**, **past participle**, and **present participle** for each **regular verb**. Then rewrite each sentence, changing the verb to the tense shown in parentheses.

1. bake \_\_\_\_\_  
We bake the cake in a moderate oven.  
(past) \_\_\_\_\_  
present participle) \_\_\_\_\_
2. wave \_\_\_\_\_  
Children wave to their parents.  
(present participle) \_\_\_\_\_  
(past) \_\_\_\_\_
3. march \_\_\_\_\_  
The band members march down the street.  
(past participle) \_\_\_\_\_  
(present participle) \_\_\_\_\_
4. paint \_\_\_\_\_  
The artists paint with oils on canvas.  
(past) \_\_\_\_\_  
(present participle) \_\_\_\_\_

Write the **past**, **past participle**, and **present participle** for each **irregular verb**. Then rewrite each sentence, changing the verb to the tense shown in parentheses.

1. ring \_\_\_\_\_  
Tina and her friends ring the doorbell.  
(past) \_\_\_\_\_  
(past participle) \_\_\_\_\_
2. lead \_\_\_\_\_  
Some people lead fascinating lives.  
(present participle) \_\_\_\_\_  
(past participle) \_\_\_\_\_
3. go \_\_\_\_\_  
Picnickers go to the park across town.  
(past participle) \_\_\_\_\_  
(past) \_\_\_\_\_

Underline the verb in each sentence. On the line, identify the verb tense as present, present participle, past, or past participle.

1. The tailback immediately sprang into action. \_\_\_\_\_
2. Wendy is bursting to tell us the secret. \_\_\_\_\_
3. They have traveled across the United States many times. \_\_\_\_\_
4. Has Cheryl caught as many fish as you? \_\_\_\_\_
5. I wrapped a very nice present for my best friend. \_\_\_\_\_
6. The infant is crying. \_\_\_\_\_
7. Kevin has often waded in the frigid waters of Alaska. \_\_\_\_\_
8. Is the moon rising tonight at exactly 9:32? \_\_\_\_\_
9. Katherine rang the bell at the correct intervals. \_\_\_\_\_
10. Some varieties of snakes strike without warning. \_\_\_\_\_

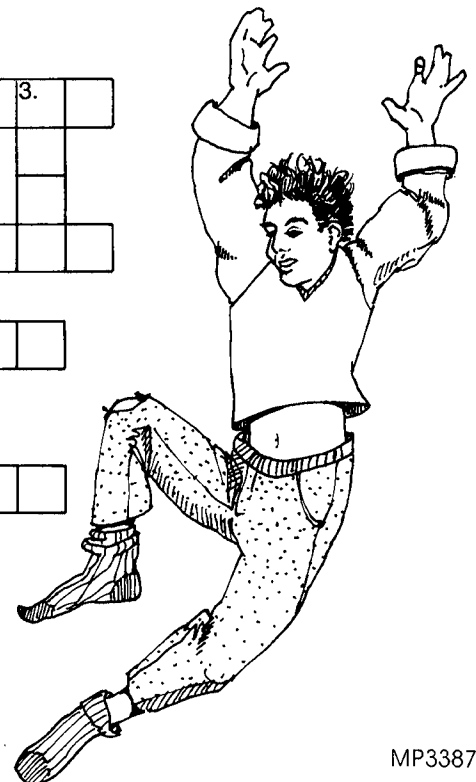
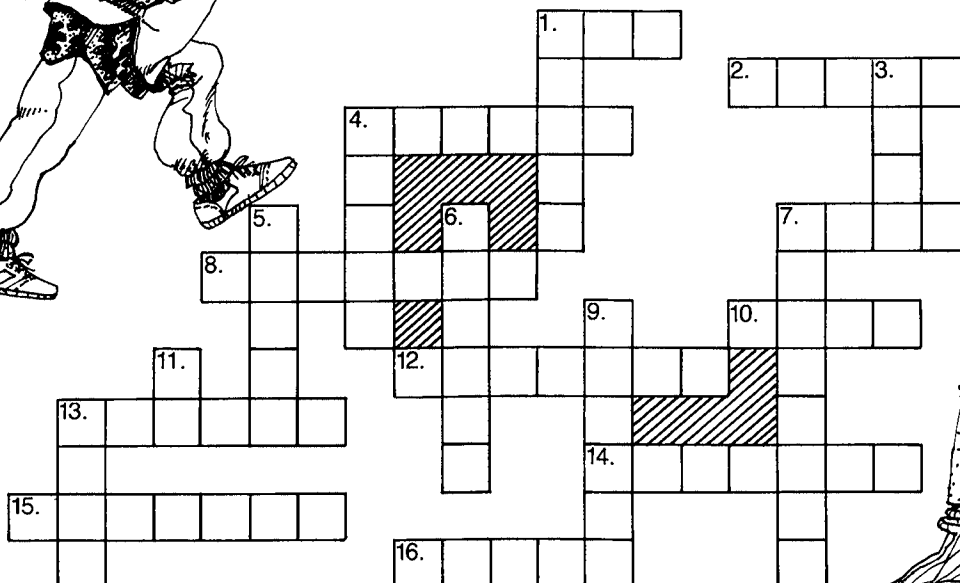
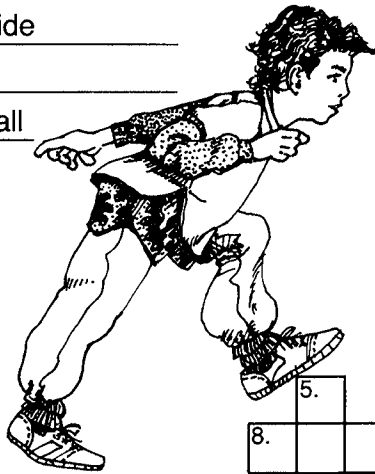
Write the missing principal parts of the irregular verbs in the chart. Fill in the crossword puzzle with the words.

### ACROSS

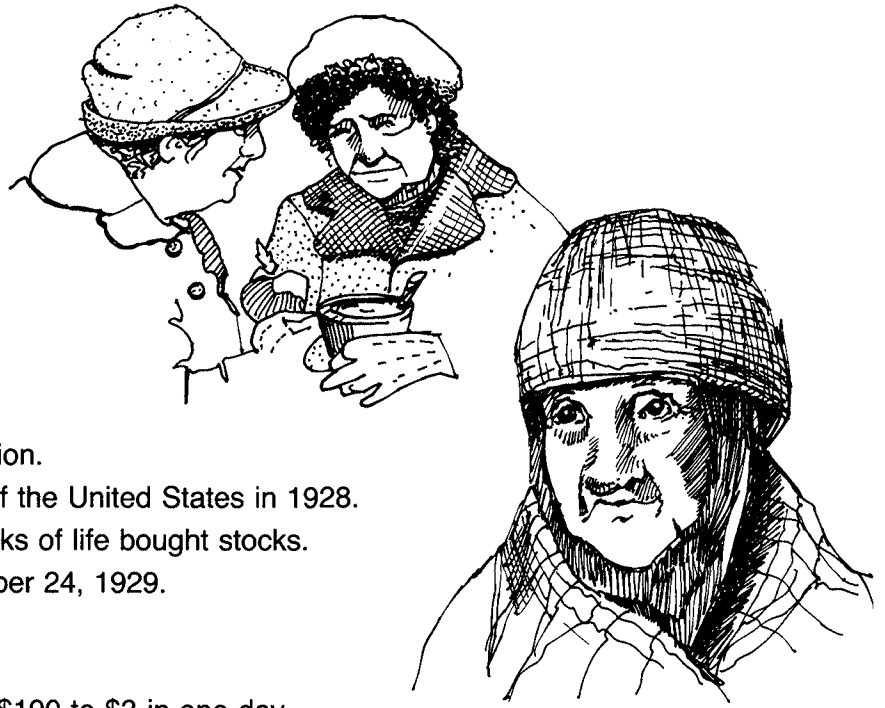
Verb	Present Participle	Past	Past Participle
1. _____	setting _____	set _____	(have) set _____
2. _____	bursting _____	burst _____	(have) burst _____
4. break _____	breaking _____	broke _____	(have) _____
7. come _____	coming _____	_____	(have) come _____
8. bring _____	bringing _____	_____	(have) brought _____
10. take _____	taking _____	_____	(have) taken _____
12. run _____	_____	ran _____	(have) run _____
13. freeze _____	freezing _____	froze _____	(have) _____
14. drive _____	_____	drove _____	(have) driven _____
15. blow _____	_____	blew _____	(have) blown _____
16. eat _____	eating _____	ate _____	(have) _____

### DOWN

1. _____	stealing _____	stole _____	(have) stolen _____
3. swim _____	swimming _____	swam _____	(have) _____
4. begin _____	beginning _____	began _____	(have) _____
5. write _____	writing _____	_____	(have) written _____
6. shrink _____	shrinking _____	shrank _____	(have) _____
7. choose _____	_____	chose _____	(have) chosen _____
9. ride _____	riding _____	rode _____	(have) _____
11. _____	doing _____	did _____	(have) done _____
13. fall _____	falling _____	_____	(have) fallen _____



Identify the **simple subject** and the **simple predicate** in these sentences. Underline the simple subject once and the simple predicate twice. Remember, compound sentences have two subjects and two predicates.



1. My grandfather lived during the depression.
2. Herbert Hoover was elected President of the United States in 1928.
3. During that time, Americans from all walks of life bought stocks.
4. The price of stocks plummeted on October 24, 1929.
5. Hoover tried to calm the people.
6. No one could stop the sliding prices.
7. The price of some stocks fell from over \$100 to \$3 in one day.
8. The price of stocks fell, and many factories closed.

Here are some subject and predicate phrases. Find the simple subject or simple predicate. Underline the word and indicate in the parentheses whether it is **P** for predicate or **S** for subject.

- |                                    |                                    |
|------------------------------------|------------------------------------|
| hungry, jobless people ( )         | always tried to improve ( )        |
| crashed through the barriers ( )   | a frightening night ( )            |
| was still selling for 10 cents ( ) | the newly-constructed building ( ) |
| the rest of the crowd ( )          | millions of ants ( )               |

Underline the **complete subject** once and the **complete predicate** twice. Circle the **simple subject** and **simple predicate** in each sentence.

1. Many American citizens felt hunger for the first time.
2. Over 4,000,000 people lost their jobs in a matter of months.
3. Hungry and penniless people hunted for cardboard boxes in which to live.
4. In Martin, Tennessee, my grandfather was forced to quit school.
5. Young Luther bought an old truck to haul vegetables to the city.
6. Luther met a girl named Clara at a dance.
7. Dances for young people were organized to lift the spirits.
8. President Hoover did not realize the desperation of the people.
9. People without work roamed the streets in search of food for their families.
10. Farm people with no money for seed were forced to abandon their farms.
11. Some people turned to crime or suicide during those years.
12. The President had to order troops to protect the White House from the hungry people.
13. Franklin D. Roosevelt, former governor of New York, was elected President in 1932.
14. The citizens of the United States trusted Roosevelt to lead them toward more prosperous times.



### WRITING JOURNAL

Interview someone who lived during the depression, and write about his or her experiences. Share your writing with the class.

The custodian found these notes in the halls of a junior high school. Underline the **action verbs** once, the **state of being verbs** twice, and circle the **helping verbs** in each note.

Kathy,  
Are you going to the dance  
tonight? What will you wear?  
Suzie

Suz!!!!  
I wouldn't DREAM of missing it! Will your brother  
drive us? I LOVE your brother's new car.  
Kath

Dear Kathleen,  
Will you be attending the dance  
tonight? I do not dance. However, I enjoy  
the variety of music as well as the  
camaraderie of my peers. Therefore, I  
would like to join you, along with other  
classmates, at this occasion. May I escort  
you?

Your associate,  
Herbert O'Toole

Suzie!!!!!!!!!!!!  
You will not believe this. Herbert O. wrote ME a note.  
He asked me to the dance! What should I do?  
Kath

K,  
NO! Herb? Tell me it isn't true. I  
thought Herb spent all his time  
with books. He is so cute! Do  
you realize his initials are H.O.T.?  
S.

Dear Herbert,  
No, I don't have a date for the dance, and yes, I  
would like to go to the dance with you. I will meet  
you in the gym about 7:30. My friend's brother will  
drive Suzie Porter and me to the dance.  
Your friend,  
Kathy

Dear Kathleen,  
I didn't realize there was a dance  
tonight, but I will be happy to meet you.  
Do we have a class together? I have an  
English class with your friend, Suzanne  
Porter. I will recognize you if you are with  
her.

Herb

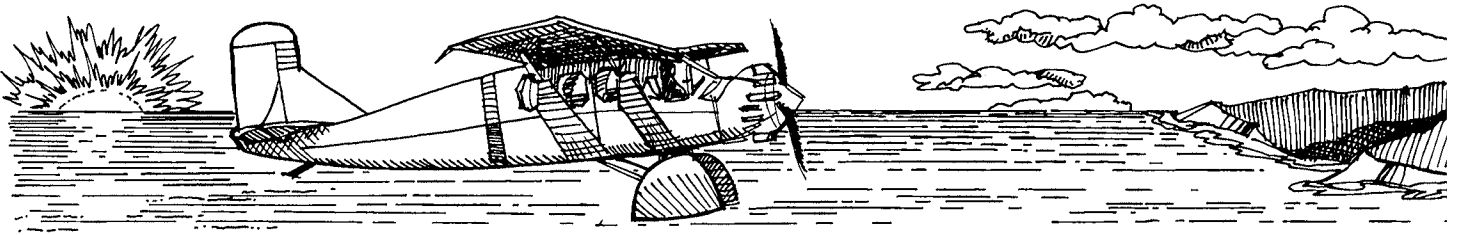
SUZANNE!  
WHAT DID YOU DO TO ME? I AM SO  
EMBARRASSED. YOU WROTE THAT FIRST NOTE  
FROM HERB, DIDN'T YOU? YOU ARE A RAT! IF YOU  
WEREN'T MY BEST FRIEND, I WOULD NEVER  
SPEAK TO YOU AGAIN. NOW HE THINKS I INVITED  
**HIM** TO THE DANCE! YOU JUST WAIT!  
KATHY

Kath,  
Relax. You like him! I know you will have  
a good time. Someday, you will thank  
me. I got the idea in English class today.  
We studied helping verbs and I decided I  
could be "helping Herb" (and you).  
Your FRIEND,  
Suzie

Crissey.  
Can you go  
Monday?  
Heather

Wendy,  
I'll call you  
after school.  
Gina

Aina.  
He called!!  
Nichole



Underline the simple subject, the simple predicate, and the direct object in each sentence. Above them write **SS** for simple subject, **SP** for simple predicate and **DO** for direct object.

1. Edwin and Amy Earhart watched their daughter grow up in Atchison, Kansas.
2. Amelia saw her first airplane in 1907, just four years after the famous first flight of the Wright brothers.
3. Edwin Earhart, a lawyer by trade, moved his family across the country time and time again.
4. His daughter followed his lead in her determination to have a career.
5. At her finishing school, Amelia studied science.
6. In 1917, the young schoolgirl discovered flying.
7. Would anyone allow a woman to fly?
8. Neta Shook, one of the few female pilots, taught Amelia the art of flying.
9. To earn money for flying, Amelia took jobs with a trucking company as a driver, and with the telephone company.
10. The young aviator always landed the plane safely, in spite of numerous close calls.



Some of these sentences have an indirect object as well as a direct object. In addition to the directions for marking sentences above, write **IO** for indirect object.

1. Amelia often gave her family a scare.
2. In 1928, George Putnam offered Amelia a chance to cross the Atlantic.
3. Putnam selected two men and one woman for the crossing.
4. The publisher gave the pilots a large sum of money, but Amelia received no monetary reward.
5. She wrote her father a letter as she rode over the Atlantic Ocean.
6. Upon returning to the United States, Amelia attained great fame and notoriety.
7. President Hoover gave Amelia a medal from the National Geographic Society.
8. Amelia Earhart and Fred Noonan plotted a trip as the first aviators to travel around the world.
9. They brought kites to use as distress signals, and they designed many other safety precautions.
10. Their plane, the *Electra*, would signal the *Itaska* during the final leg of the 27,000-mile trip along the equator.
11. Sailors on the ship *Itaska* awaited a radio signal from the *Electra*.
12. The radio operator on the navy vessel heard Amelia's voice three times, but the sailors could not see the *Electra*.
13. Amelia Earhart and Fred Noonan left no more messages.

### WRITING JOURNAL

The Navy searched for sixteen days but could not find a trace of Amelia or her aircraft. Many theories have been offered to explain her disappearance. Some say she was captured by the Japanese as a spy. Others say her plane went down in the ocean. What do you think happened to Amelia? Write your version of Amelia's last flight.



A **predicate nominative** is a noun or pronoun that follows a linking verb and identifies the subject of the sentence.

A **predicate adjective** follows a linking verb and describes the subject.

Underline the linking verb and circle the predicate nominative or predicate adjective in the following phrases. Write **PN** for predicate nominative or **PA** for predicate adjective on the line. Choose four of the phrases to write in sentences on a separate paper.

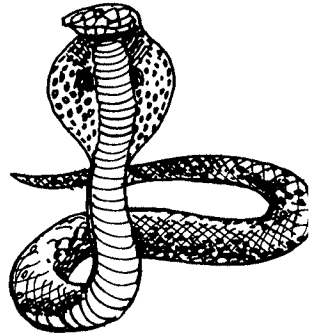
- |                                |                                 |
|--------------------------------|---------------------------------|
| 1. tastes good _____           | 5. is their favorite team _____ |
| 2. must be him _____           | 6. sounds hopeful _____         |
| 3. look dangerous _____        | 7. appear normal _____          |
| 4. became a noted author _____ | 8. was a beautiful baby _____   |

Underline the linking verb and circle the predicate nominative or predicate adjective. Tell by a check whether the word you have circled is a predicate nominative or a predicate adjective.

- |   | PN                      | PA                      |
|---|-------------------------|-------------------------|
| 1. This man was the sixteenth president of the United States.<br>He seemed solemn in many photographs.<br>His wife's name was Mary.<br>WHAT WAS HIS NAME? _____   | _____<br>_____<br>_____ | _____<br>_____<br>_____ |
| 2. The girl is pretty.<br>She is a seventh-grader at your school.<br>Her hair is blonde.<br>WHAT IS HER NAME? _____   | _____<br>_____<br>_____ | _____<br>_____<br>_____ |
| 3. They sound loud.<br>That phenomenon is the Doppler effect.<br>They are fast and helpful.<br>WHAT ARE THEY? _____   | _____<br>_____<br>_____ | _____<br>_____<br>_____ |
| 4. He was a skilled horseman.<br>His home was a buffalo skin tent.<br>He traveled by horse and he was a hunter.<br>WHO WAS HE? _____  | _____<br>_____<br>_____ | _____<br>_____<br>_____ |
| 5. It is a member of the reptile family.<br>Some feel sad to see it in the zoo.<br>The animal seems frightening, because it swallows animals many times its size after killing them by constriction.<br>WHAT IS IT? _____ | _____<br>_____<br>_____ | _____<br>_____<br>_____ |
| 6. Is he fact or fantasy?<br>The creature is alarmingly huge.<br>He is an inhabitant of the snow-covered Himalayas.<br>WHO OR WHAT IS IT? _____   | _____<br>_____<br>_____ | _____<br>_____<br>_____ |

The following phrases could be used as **compound subjects** or **compound predicates** in sentences. One phrase is neither a compound subject nor a compound predicate. Put a check in the right column. Underline the nouns with one line and the verbs with two lines.

	Compound subject	Compound predicate	Neither
brilliant colors and markings	_____	_____	_____
slithered and crawled swiftly away	_____	_____	_____
ran far and fast	_____	_____	_____
snakes and other reptiles	_____	_____	_____
followed closely and hid	_____	_____	_____

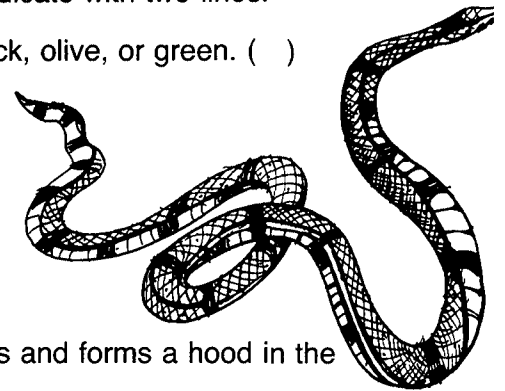


Add a compound subject or a compound predicate to complete these sentences. Put **CS** for compound subject or **CP** for compound predicate in parentheses to tell which part was added.

- \_\_\_\_\_ are two well-known poisonous snakes. ( )
- The various species of boa constrictor \_\_\_\_\_ . ( )
- In some cases, \_\_\_\_\_ have shown a great fear of any kind of snake. ( )
- Snakes \_\_\_\_\_ in many parts of the United States. ( )
- \_\_\_\_\_ can glide across the rocks of the desert. ( )

Label the sentences **CS** for compound subject, **CP** for compound predicate, or **CSEN** for compound sentence. Underline the simple subject with one line and the simple predicate with two lines.

- The native flying snake dwells in Southeast Asia and is colored black, olive, or green. ( )
- This reptile climbs trees and jumps between branches. ( )
- It can't fly, but it can move from tree to tree quite swiftly. ( )
- Eggs, and only eggs, are the food of the egg-eating snake. ( )
- The egg-eater envelops and drives his body around an egg. ( )
- Males and females have the same remarkable elasticity. ( )
- A special adaptation breaks and then cracks the shell. ( )
- The cobra, one of the most easily identified snakes, extends its ribs and forms a hood in the characteristic pear shape. ( )
- Pakistan, India, and Ceylon host the Indian cobra. ( )
- This common snake lives as far east as the Philippines, and it is used by snake charmers throughout Asia. ( )
- Actually, the snake and the charmer are putting on a show. ( )
- The charmer and his flute sway back and forth. ( )
- The snake, seeing his basket opened, emerges from the container and follows the swaying of the charmer. ( )
- Charmers can take precautions by removing the venomous fangs, or they can give the snake something else to bite. ( )
- The Indian cobra sometimes reaches five feet in length, and it survives on a diet of rodents, birds, and eggs. ( )



**Personal pronouns** have three cases: nominative, objective, and possessive.

A subject pronoun is in the nominative case. It may be the subject of a verb or a predicate nominative.  
Examples: I, you, he, she, it, we, they, and who.

A pronoun in the objective case can be a direct object, an indirect object, or the object of a preposition.  
Examples: me, you, him, her, it, us, them, and whom.

A possessive pronoun shows ownership or possession. Do not use an apostrophe with it.  
Examples: my, mine, our, ours, his, her, hers, their, theirs, its, and yours.

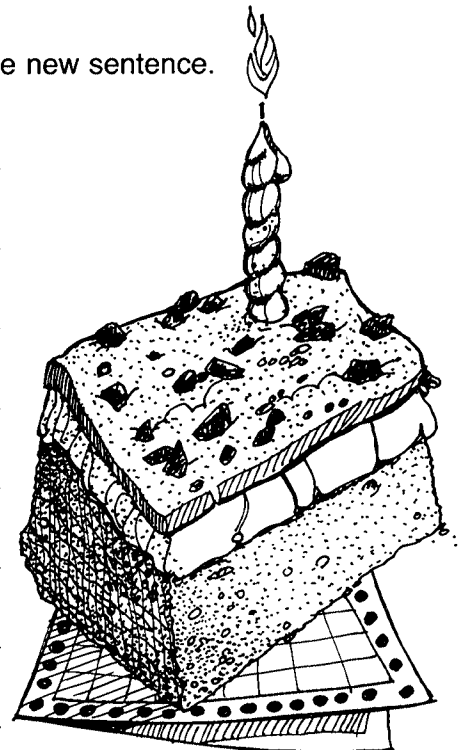
Use the examples above to complete these sentences. Put **N** for nominative case, **O** for objective case, or **P** for possessive case in the parentheses. You may use any pronoun that is in the correct case to complete the sentences.

1. \_\_\_\_\_ ( ) house is next to a vacant lot.
2. Gerald went to Germany with \_\_\_\_\_ ( ).
3. Mary and \_\_\_\_\_ ( ) would like to accompany the press.
4. To \_\_\_\_\_ ( ) did you actually think you were speaking?
5. You ought to tell \_\_\_\_\_ ( ) employees about the celebration.
6. Are those apples for you or \_\_\_\_\_ ( )?
7. \_\_\_\_\_ ( ) have been able to get the job done.
8. \_\_\_\_\_ ( ) would not really appreciate that type of music.
9. Have you had enough of \_\_\_\_\_ ( ) constant complaining?
10. Will \_\_\_\_\_ ( ) be able to get her attention?
11. Who gave your mother and \_\_\_\_\_ ( ) the keys to the car?
12. They have always invited \_\_\_\_\_ ( ) to their holiday parties.
13. Michelle believed the coat was \_\_\_\_\_ ( ) to keep.
14. We've had \_\_\_\_\_ ( ) video-cassette recorder for a few years.
15. \_\_\_\_\_ ( ) would like to be first in line?
16. \_\_\_\_\_ ( ) is the best person for the job.



Correct these sentences by omitting or changing the pronouns. Write the new sentence.

1. My friend she is nice.  
\_\_\_\_\_
2. No one but him is left.  
\_\_\_\_\_
3. These brownies they are very tasty.  
\_\_\_\_\_
4. I like to include him more than she.  
\_\_\_\_\_
5. She can type as fast as us.  
\_\_\_\_\_
6. That boy took more than me.  
\_\_\_\_\_
7. This cake was made for they.  
\_\_\_\_\_
8. The school will have her seventh reunion Saturday.  
\_\_\_\_\_



Tell whether the pronouns in boldfaced type function as pronouns or adjectives. Write **PRO** for pronoun or **ADJ** for adjective.

1. Do you have paper? I didn't bring **any** with me. \_\_\_\_\_
2. That child didn't accept **any** chocolate from the stranger. \_\_\_\_\_
3. The small boy clapped **his** hands to the music. \_\_\_\_\_
4. I've never seen it before. Is it **his**? \_\_\_\_\_
5. **Both** of the children have enjoyed the afternoon. \_\_\_\_\_
6. Do you have a special surprise for **both** children? \_\_\_\_\_



Use an **indefinite**, **reflexive**, **demonstrative**, or **interrogative pronoun** as directed in the parentheses.

1. Did \_\_\_\_\_ give you any details about the Bushmen of the Kalahari Desert? (Indefinite)
2. Bushmen lived in South Africa, but found \_\_\_\_\_ being pushed southward when the Bantu tribes invaded from the North. (Reflexive)
3. \_\_\_\_\_ happened about the same time the Europeans arrived and began to take over the drinking water supply. (Demonstrative)
4. Captured and taken away as slaves, the Bushmen questioned \_\_\_\_\_ was causing their troubles. (Interrogative)
5. \_\_\_\_\_ happened to this great tribe as the difficulties continued to befall its people? (Interrogative)
6. Nearly \_\_\_\_\_ of them perished except those living in the Kalahari Desert region. (Indefinite)
7. \_\_\_\_\_ were the survivors? (Interrogative)
8. The people living in \_\_\_\_\_ barren area of the world have learned to survive on few natural resources. (Demonstrative)
9. The Bushmen lived a Spartan life by \_\_\_\_\_. (Reflexive)
10. \_\_\_\_\_ is immune from the effects of the sun and drought on the Kalahari Desert. (Indefinite)

If there is a pronoun in the sentence, underline it and tell on the line if it is used as a **subject pronoun**, an **object pronoun**, or as an **adjective**. If there is no pronoun, change the sentence to add a pronoun.

1. The Bushmen are small, graceful people.  
\_\_\_\_\_
2. They must be powerful yet fleet of foot to be the masters of this difficult terrain.  
\_\_\_\_\_
3. A poisonous substance has been developed from a beetle, and the hunters smear it on their arrows.  
\_\_\_\_\_
4. Great care must be maintained by the hunter carrying these arrows, since even the tiniest amount of the deadly poison would kill him.  
\_\_\_\_\_
5. Hunting is not done for sport, but for survival.  
\_\_\_\_\_
6. Much like the American Plains Indians, the Bushmen do not waste a morsel of the kill.  
\_\_\_\_\_
7. Hide, blood, and bones are utilized after a beast has been killed.  
\_\_\_\_\_
8. As modern western culture sweeps into the most remote places on earth, the Bushmen of the desert are rapidly becoming a part of it.  
\_\_\_\_\_

An **adjective** modifies a noun or pronoun. In each phrase, underline the adjective. Rewrite the phrase two times using new adjectives. On the first line, make the new adjective a synonym; on the second line, make it an antonym.

	Synonym	Antonym
Example: loud noise	roaring noise	soft noise
1. bad trip		
2. poor woman		
3. nice time		
4. small dog		
5. red blood		
6. mean man		
7. dirty children		
8. good lemonade		
9. funny clown		
10. empty park		

Underline the adjectives in the following letter. Rewrite the letter on another piece of paper, substituting adjectives whenever possible.

January 15, 1944

My friend,

I suppose you have heard about our incredible escape. I thought you might like to hear more details. I was taken prisoner and sent to Stalag Luft III, a German camp. While in the camp, I began to ponder various methods of escape.

Since we were allowed to have daily exercise, this seemed to be an ideal time. Every day we pushed a wooden vaulting horse into the prison yard. We had built the horse out of old Red Cross packing crates. Long wooden beams ran through the center of the crates so that four strong men could carry the horse to its place in the dusty exercise yard of the prison.

What the solemn guards did not know was that hidden inside the vaulting horse was a man. When the horse was placed on the ground, the man inside opened a trap door and began the arduous job of tunneling through the clay into the sandy soil below the vault. At the appointed time, the prisoner, carrying bags of yellow sand, climbed back into the horse. Eventually we sent two men down to speed the tedious work. A pulley system was developed. The constant vaulting shored up the sand above the tunnel and also masked the noise of the tunnelers. The Germans used seismographs to uncover any tunneling efforts, but vaulting masked the slight tremors made by tunnelers.

On October 29, Michael Codner, Oliver Philpot, and I were ready to make an escape attempt. Michael was sealed underground for two hours. During this time he was forced to make a microscopic air hole in the sand. We wore long, hooded clothes that we had dyed black with dark coffee grounds. At 6 P.M., the remaining prisoners led a noisy diversion as we made our way through the tunnel to the land beyond the wall. I expected to be caught. I was ready for the sudden crack of a bullet, but when we reached the surface there was no sound. We were free! We made our way home to loved ones and friends.

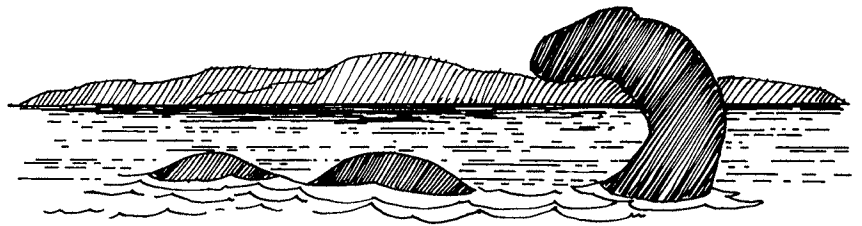
Your friend,  
Eric Williams

**Adverbs** modify verbs, adjectives, or other adverbs. Adverbs are used to answer the questions: how, when, where, why, how often, and how much.

In these short phrases, underline the adverb and circle the word it modifies. On the first line, tell whether the adverb modifies a verb, adjective, or adverb. On the second line, tell what question the adverb answers. There are two phrases with two adverbs.

	Word Modified <b>verb</b>	Question Answered <b>when</b>
1. <u>frequently</u> <b>(left)</b> home		
2. spoke too quickly		
3. spoke too quickly		
4. nowadays we understand		
5. was finally happy		
6. plane swooped down		
7. team won easily		
8. dances quite gracefully		
9. dances quite gracefully		
10. totally inappropriate behavior		

Underline the adverbs in the following sentences. Circle the word the adverb modifies, and draw an arrow from the adverb to the word.



- Loch Ness, in Scotland, is eerily quiet.
- The lake never freezes, although it is certainly cold enough.
- The loch, full of slimy, dark peat moss, is usually black and thick.
- Alert villagers occasionally report the sighting of a ghost ship.
- The ship, seen only late at night, is not lighted and mysteriously vanishes.
- One of the first Loch Ness monster stories apparently surfaced in 565 A.D.
- Until about 1930, villagers seldom talked about the great beast living in their midst.
- It was during the 1930s that publicity about the monster spread quickly around the world.
- Over 12,000 stories have been told, but only a small percentage of these were actually studied or documented.
- In 1934, Dr. R. Kenneth Wilson was vacationing at Loch Ness when he suddenly saw swirling waters in the lake.
- He immediately grabbed his camera and snapped several pictures of the famed Loch Ness monster.
- The resulting photos were then published around the world and remain the clearest and most graphic pictures available anywhere.
- Is there actually a monster at Loch Ness?
- Some scientists strongly believe such a creature could not exist, while others feel that it is a plausible theory.
- What do you really think?

Complete the **adjective** comparison chart.

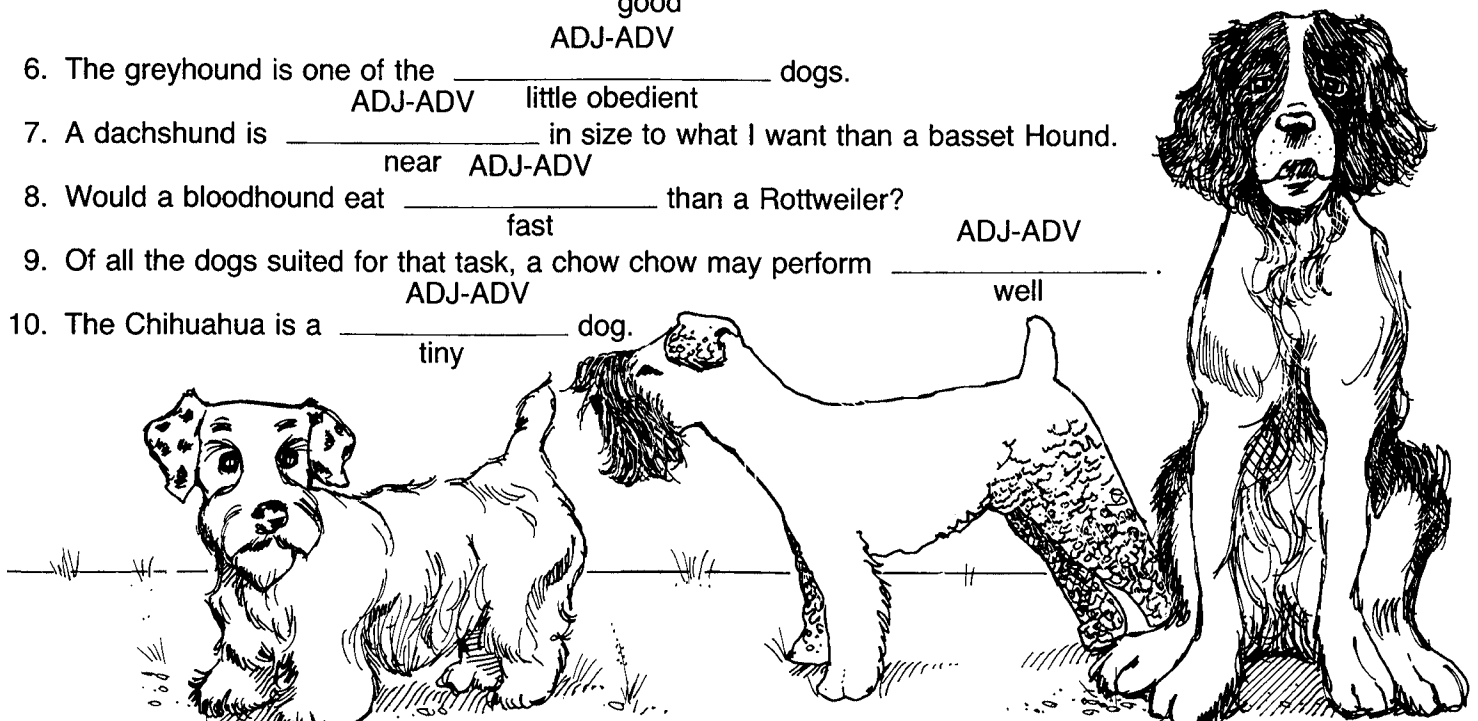
Positive Degree	Comparative Degree	Superlative Degree
1. _____	more dangerous	_____
2. _____	_____	strangest
3. _____	more unusual	_____
4. _____	taller	_____
5. _____	less	_____
6. bad	_____	_____
7. _____	_____	most
8. _____	_____	best

Complete the **adverb** comparison chart.

Positive Degree	Comparative Degree	Superlative Degree
1. well	_____	_____
2. _____	_____	highest
3. _____	earlier	_____
4. _____	_____	most softly
5. badly	_____	_____
6. _____	louder	_____
7. cautiously	_____	_____
8. _____	more reluctantly	_____

Use the correct form of the word or words beneath the blanks in the following sentences. Tell whether the word is used as an adjective or an adverb by circling **ADJ** for adjective or **ADV** for adverb.

- The Yorkshire terrier is \_\_\_\_\_ heavy \_\_\_\_\_ than the pomeranian. ADJ-ADV
- Comparing all of your dogs, would you be able to train the shih tzu \_\_\_\_\_ easily \_\_\_\_\_ ? ADJ-ADV
- Is an old English sheepdog the \_\_\_\_\_ sociable \_\_\_\_\_ dog you have studied? ADJ-ADV
- Of all the breeds of spaniels, the cocker spaniel is the \_\_\_\_\_ small \_\_\_\_\_. ADJ-ADV
- Did you know the great Dane is a \_\_\_\_\_ good \_\_\_\_\_ watchdog than the boxer? ADJ-ADV
- The greyhound is one of the \_\_\_\_\_ little obedient \_\_\_\_\_ dogs. ADJ-ADV
- A dachshund is \_\_\_\_\_ near \_\_\_\_\_ in size to what I want than a basset Hound. ADJ-ADV
- Would a bloodhound eat \_\_\_\_\_ fast \_\_\_\_\_ than a Rottweiler? ADJ-ADV
- Of all the dogs suited for that task, a chow chow may perform \_\_\_\_\_ well \_\_\_\_\_. ADJ-ADV
- The Chihuahua is a \_\_\_\_\_ tiny \_\_\_\_\_ dog. ADJ-ADV





**Prepositions** relate a noun or pronoun to another word in the sentence. They may modify nouns or pronouns, in which case they function as adjectives. They may modify a verb, adjective, or adverb, in which case they function as adverbs.

In the following prepositional phrases, underline the preposition and circle the object of the preposition. Remember some prepositions are made up of more than one word.

- on account of the bad weather

besides the three sailors

within several minutes

in back of your dress

throughout the summer months
- next to my khaki purse

because of my intense dislike

next to nothing

in spite of that

during the inclement weather

On a separate paper, use the above prepositional phrases in sentences. Note whether they are used as adjectives or adverbs.

Underline the prepositions in the following sentences. Circle the object of the preposition. Draw an arrow from the preposition to the word that it modifies. Tell by a check whether it is functioning in the sentence as an adjective or an adverb.

1. We rented a cabin in the (woods)

2. The food left in the dish was discarded.

3. The food in the dish was left and discarded.

4. You may eat here or in the kitchen.

5. The child next to the lady is cute.

6. Clowns with big noses and white faces make me laugh.

7. They went swimming in spite of the warning signs.

8. Without the boys, we wouldn't have finished.

9. Is anyone living in that dilapidated mansion?

10. The home next to the warehouse was being vacated.

ADJ

✓

ADV



A student was told by his teacher to write five sentences with prepositions. He wrote the sentences, but he forgot the prepositions. He tried to add them to the end of each sentence. In most cases, it didn't work! If the prepositional phrase has been correctly placed in the sentence, write "correct" on the line. If it has not, reword the sentence to make it correct. Tell by a check whether the prepositional phrase is used as an adjective or an adverb.

1. That tiny dog ate all the food in the red collar.

2. My teacher likes me in spite of my bad habits.

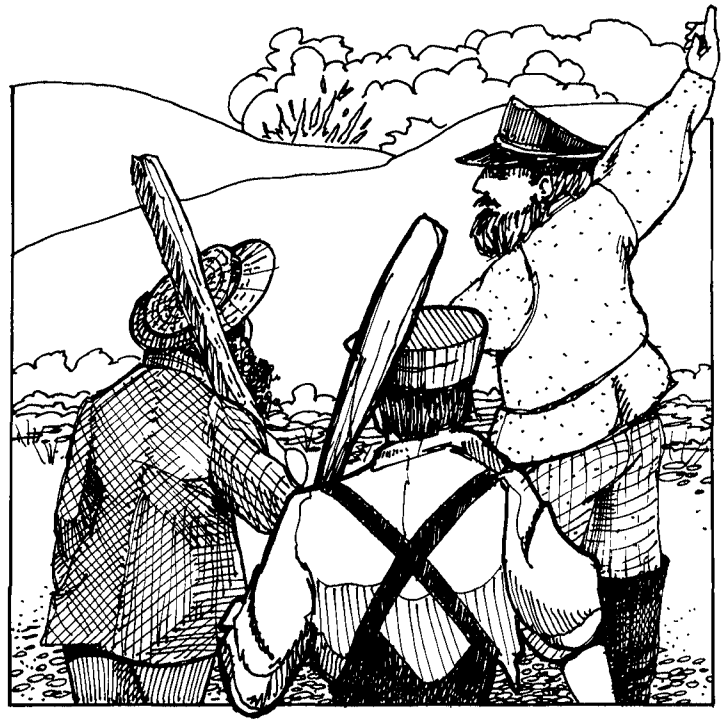
3. We waited during the rainstorm under the umbrella.

4. I sat and watched a roaring fire in my chair.

5. The rabbit was picked up by my teacher with floppy ears.
- ADJ
- ADV

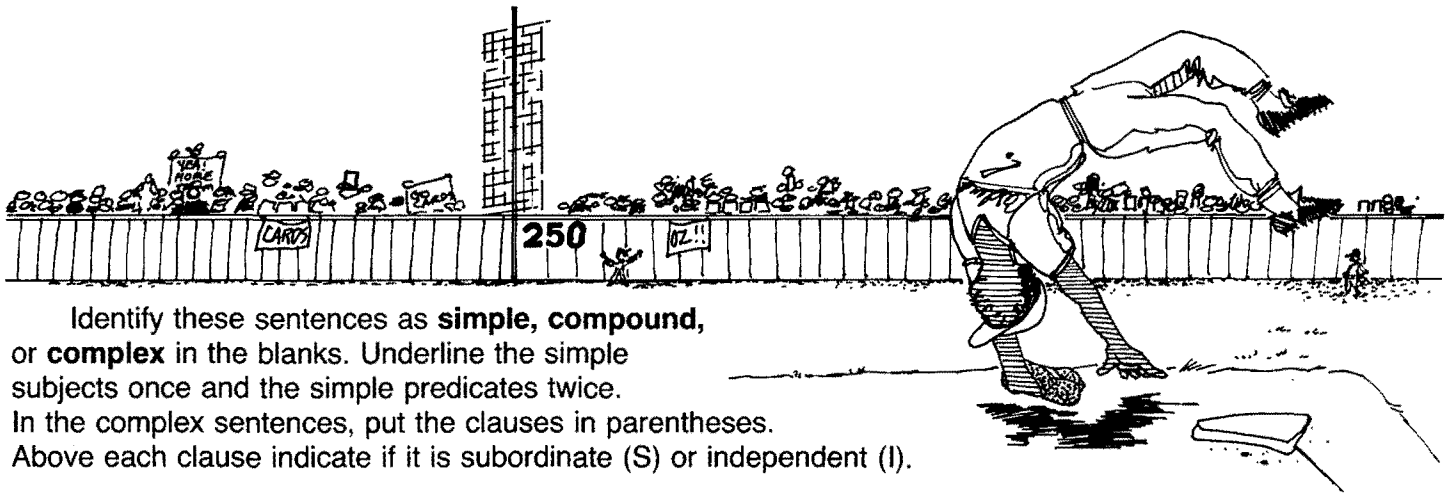
Identify the following as **clauses** or **phrases**.

the glistening snow \_\_\_\_\_  
an icy cold night \_\_\_\_\_  
landed the boat safely \_\_\_\_\_  
when he helped us \_\_\_\_\_  
should have moved \_\_\_\_\_  
before I went \_\_\_\_\_  
until he arrives \_\_\_\_\_  
in the middle of winter \_\_\_\_\_  
where he lives \_\_\_\_\_  
when we moved it \_\_\_\_\_



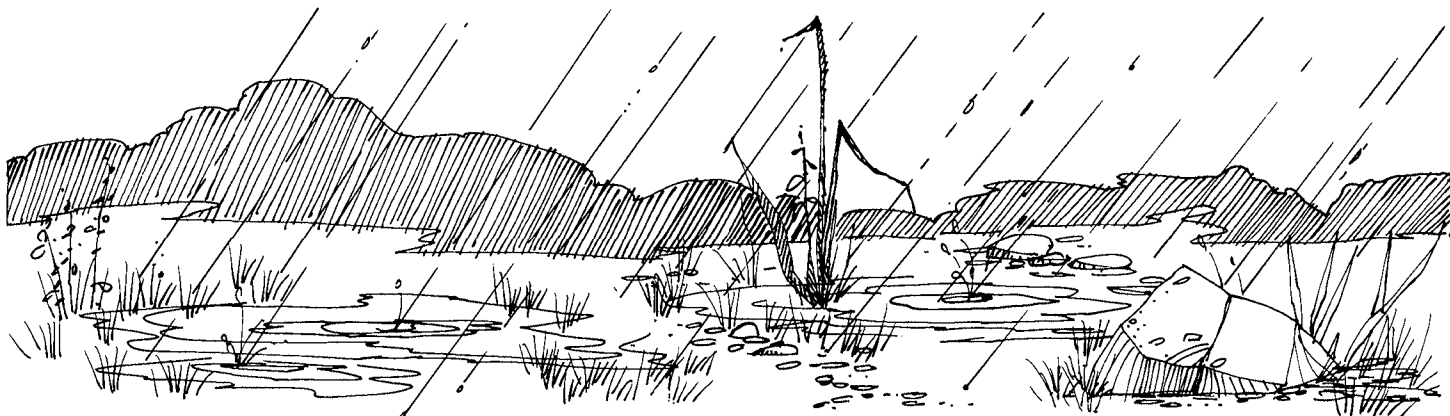
In the following sentences, put parentheses around the clauses. Above each clause, indicate if it is subordinate (S) or independent (I).

1. As the new volunteers gathered, the career soldiers began to execute maneuvers on the field.
2. As they would discover, the older soldiers had earned the hardened look of battle.
3. Although they tried, the volunteers for both the Union and the Confederacy were ill-equipped for the drudgery of war.
4. They were lacking in experience, but so were most other soldiers.
5. While they had no uniforms or weapons, the volunteers trained daily to execute military orders and to learn procedures.
6. As the word spread, volunteers signed up even though some of them were not able to speak English.
7. Before they marched to battle, many companies followed the democratic procedure of electing the company officers.
8. Although this practice may have been democratic, it was the reason many battles were bloody and useless.
9. If a man was popular, it did not necessarily mean he would be a good officer.
10. Amazingly, both sides believed that the enemy was ill-prepared and would not be able to defeat them in battle.
11. After they had fought a battle, the soldiers were able to realize the harshness of war.
12. While their superiors shouted orders before the Battle of Bull Run, new volunteers stood in awe.
13. Officers found it difficult to maintain discipline after the battle started.
14. Some were so unaccustomed to fighting and so determined to win, they never dreamed of retiring.
15. Since they were unfamiliar with the horrors of battle, scores of men would often leave their companies to aid wounded and dying soldiers from either side.
16. Though it was arduous, many men distinguished themselves on the battlefield and returned home to loved ones when the war was over.



Identify these sentences as **simple**, **compound**, or **complex** in the blanks. Underline the simple subjects once and the simple predicates twice. In the complex sentences, put the clauses in parentheses. Above each clause indicate if it is subordinate (S) or independent (I).

- \_\_\_\_\_ 1. Ozzie Smith is the shortstop for the St. Louis Cardinals.
- \_\_\_\_\_ 2. If Ozzie dives for the ball, he usually makes the catch.
- \_\_\_\_\_ 3. Ozzie was born on December 26, 1954, in Mobile, Alabama.
- \_\_\_\_\_ 4. The athlete is married, and he is the father of two sons.
- \_\_\_\_\_ 5. His sons' names are Osborne Earl, Jr. and Dustin Cameron.
- \_\_\_\_\_ 6. Ozzie is known in St. Louis as the "Wizard of Oz."
- \_\_\_\_\_ 7. In the 1987 All Star Game voting, the Cardinals' shortstop received the most votes in the country.
- \_\_\_\_\_ 8. When Ozzie Smith is not playing ball, he listens to jazz, works puzzles, and plays backgammon.
- \_\_\_\_\_ 9. Ozzie is a tireless worker for charities and worthwhile causes.
- \_\_\_\_\_ 10. He is a talented shortstop and he has great gymnastic ability.
- \_\_\_\_\_ 11. Ozzie trains on a trampoline throughout the winter months.
- \_\_\_\_\_ 12. The shortstop became a better hitter when he worked with weights and muscle-building equipment.
- \_\_\_\_\_ 13. He raised his average to over .300 for the 1987 season.
- \_\_\_\_\_ 14. St. Louis fans were always delighted at the opening game of the season when Ozzie performed a backflip.
- \_\_\_\_\_ 15. He did a flip for the first time before the opening game of the 1982 World Series.
- \_\_\_\_\_ 16. In 1985, Ozzie suffered an injury.
- \_\_\_\_\_ 17. He wondered if he should do the anticipated backflip.
- \_\_\_\_\_ 18. The team physician decided that Ozzie should not do the traditional stunt.
- \_\_\_\_\_ 19. The crowd would be disappointed, but they understood his dilemma.
- \_\_\_\_\_ 20. Since he had an injury, most fans did not expect the flip.
- \_\_\_\_\_ 21. While the crowd stood and cheered, Ozzie began the run to his shortstop position.
- \_\_\_\_\_ 22. Ozzie Smith, Jr. ran along next to his dad.
- \_\_\_\_\_ 23. The two Smiths reached the shortstop position.
- \_\_\_\_\_ 24. The Wizard stopped, and his five-year-old son did a near-perfect backflip.
- \_\_\_\_\_ 25. Another exciting season had begun, and once again, Ozzie Smith had not disappointed his fans.



Read the following sentences. If a sentence is punctuated correctly, circle the numeral in the YES column. If the sentence is not punctuated correctly, circle the numeral in the NO column. To complete the sentences by the dots, write the numerals in the order answered.

	YES	NO
1. Have you ever felt there would never be an end to a rainy day?	4	6
2. Let it rain?	3	5
3. Mount Waialeale has the most rainy days of any place on earth.	1	2
• ____ inches of rain fell there in one year!		
4. When you go to bed, do you say goodnight to many brothers and sisters!	2	6
5. A Russian woman from Shuya, holds the record for the most children born to one woman?	7	9
• She has ____ children!		
6. You're out!	1	3
7. Would those words be music to your ears.	4	5
8. The youngest player in baseball was a pitcher who played in 1944.	1	2
9. His name was Joe Nuxhall!	1	0
• Joe Nuxhall was ____ years, ____ months when he pitched for Cincinnati in the major leagues.		
10. Look out?	2	3
11. That exclamation was heard many times by the record holder for taking and failing a driver's test.	9	8
• The record is ____ times!		
12. Do you like watermelon?	2	5
13. A lot of people do.	5	4
14. In 1984, Vernon and Chester Conrad of Bixby, Oklahoma, grew an enormous watermelon?	3	5
• The watermelon weighed ____ pounds!		

Make your own record book with your family or class. Fill in the statistics and the names of the persons on this chart.

Longest Hair \_\_\_\_\_

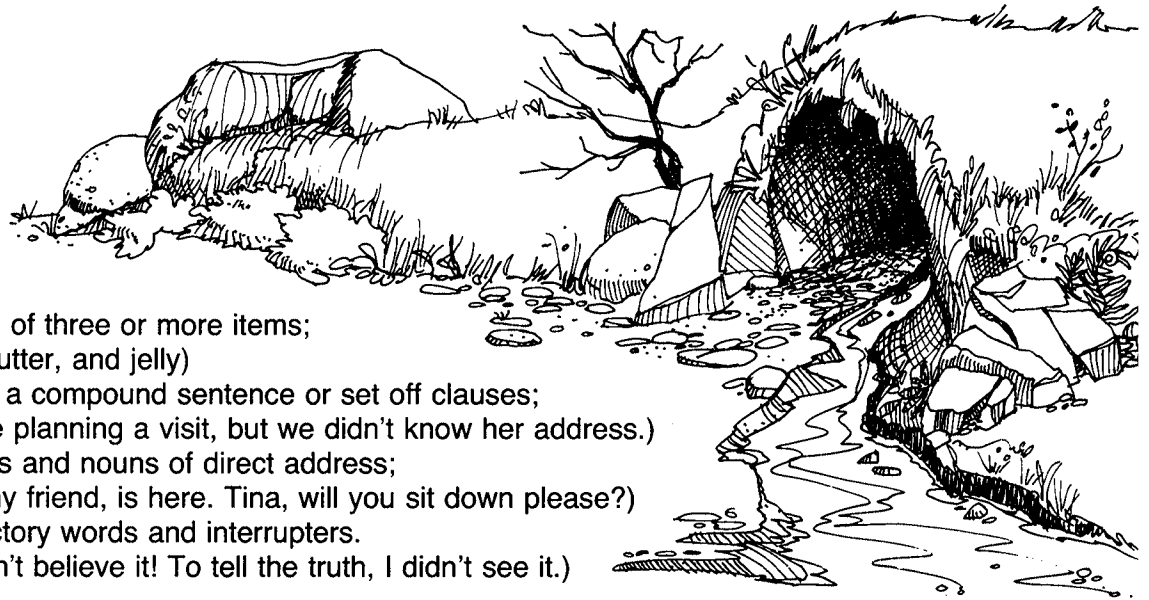
Shortest Name \_\_\_\_\_

Shortest Hair \_\_\_\_\_

Fastest Runner \_\_\_\_\_

Longest Name \_\_\_\_\_

Smallest Feet \_\_\_\_\_

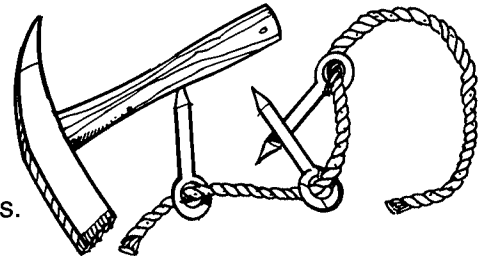
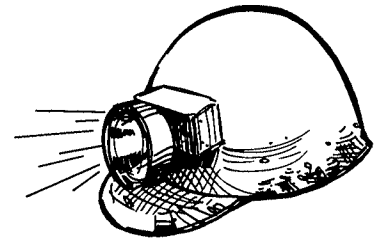


Use a **comma**:

- A. to separate a series of three or more items;  
(bread, butter, and jelly)
- B. to separate parts of a compound sentence or set off clauses;  
(We were planning a visit, but we didn't know her address.)
- C. to set off appositives and nouns of direct address;  
(Stacy, my friend, is here. Tina, will you sit down please?)
- D. to separate introductory words and interrupters.  
(No, I don't believe it! To tell the truth, I didn't see it.)

Use the proofreading mark to add the missing commas in these sentences. Put the letter of the rule(s) you followed in the parentheses.

1. ( ) Serena Crisp my friend is a spelunker.
2. ( ) Actually she is a spelunker and a speologist.
3. ( ) If you investigate a cave for a scientific reason you are a speologist.
4. ( ) A speologist investigates caves in winter spring summer and fall.
5. ( ) Caving I believe is a very physical activity.
6. ( ) To explore a cave requires many tools much patience and a lot of courage.
7. ( ) ( ) When Serena enters a cave she has three sources of light a hard hat and sturdy boots.
8. ( ) She often takes friends caving but she makes sure they are well prepared.
9. ( ) You can take a boat ride explore a tunnel or see unusual stone shapes in Mammoth Cave.
10. ( ) Carlsbad Caverns a cave in New Mexico is the largest cave in the United States.
11. ( ) Names based on the formations include the Throne Room in Wyandotte Cavern the Parachute in Lehman Cave and the Christmas Tree in Carlsbad Caverns.
12. ( ) Missouri the "cave state" has nearly 5,000 caves.
13. ( ) Cave dwellers include bats cave fish and spiders.
14. ( ) Serena will you take me spelunking?



Use these series of words in sentences. Be sure to include commas.

1. bats water and mud  
\_\_\_\_\_
2. stalagmites stalactites and columns  
\_\_\_\_\_
3. brown furry bats  
\_\_\_\_\_
4. through the clay under the water and over the rocks  
\_\_\_\_\_
5. cave fish cave crayfish and salamanders  
\_\_\_\_\_

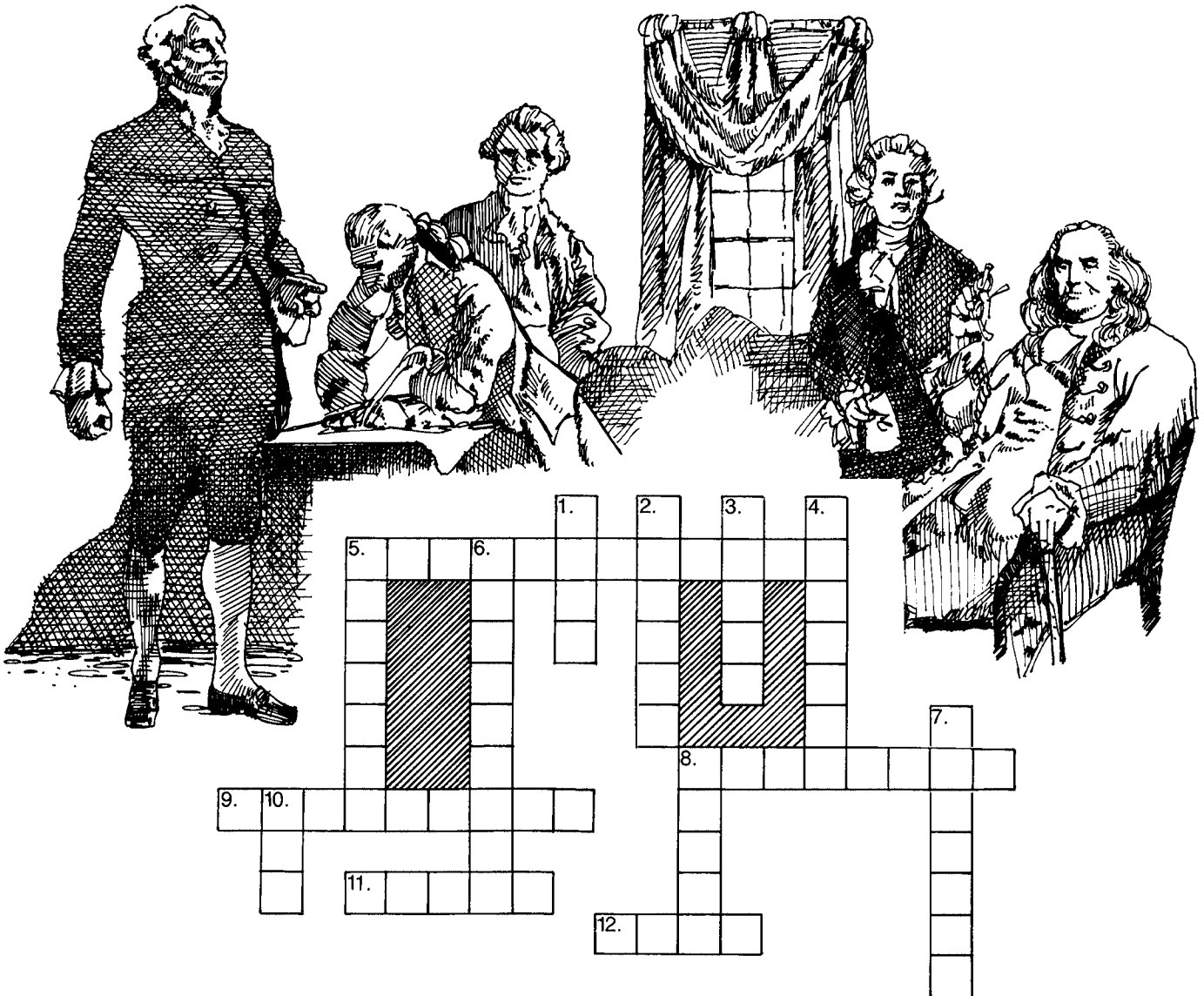
Underline the word in each sentence that should begin with a capital letter. Use that word in the crossword puzzle.

### ACROSS

5. The constitution of the United States was signed on September 17, 1787.
8. Members of the catholic faith were among those who had been denied freedom of religion.
9. The Bill of Rights guarantees that freedom of religion shall exist for all americans.
11. The Constitution set up the house of Representatives and the Senate.
12. Independence hall, which is in Philadelphia, was the location of the signing of the document.

### DOWN

1. The first ten amendments to the Constitution are called the bill of Rights.
2. Thomas Lynch, junior signed the original Constitution.
3. People of various faiths wanted the right to read the bible.
4. Today, students of history, math, and english study the Constitution.
5. The founders of the United States wanted to worship their creator.
6. The founding fathers spent weekdays and saturdays at work on the Constitution.
7. The book, *Living history of the United States*, provides a working explanation of the Constitution.
8. Through many wars, from the civil War to the Vietnam War, the Constitution has provided Americans with protection.
10. On may 29, Rhode Island became the last of the original colonies to ratify the Constitution.



Use **quotation marks** at the beginning and end of a direct quotation. Put exclamation points and question marks inside the quotation marks if they belong with the quotation. Use commas to set off the explanatory words.

Rewrite this joke as a direct quote.

Two strawberries were walking down the street. One strawberry told the other that if it wasn't for him, they wouldn't be in this jam.

Rewrite this story about a man in Alaska. Add the necessary quotation marks and other punctuation marks. Use capital letters where necessary.



1. do you feel well asked his wife
2. yes i am fine why he replied
3. well she said you look as though your skin is turning orange
4. orange he exclaimed are you kidding
5. say you are right i do look orange he laughed
6. perhaps he told his wife living in alaska for three years has done this maybe i am not getting enough sun
7. the man went to see his doctor doctor he said i seem to be turning orange do you have any advice
8. tell me about your diet are you getting enough vitamins questioned the doctor
9. well he replied i eat a lot of carrots and yellow vegetables and i drink a lot of tomato juice
10. i know what is wrong said the doctor you are eating too many yellow orange and red foods stop eating those foods and you will turn back to your normal color
11. the man followed his doctor's advice and soon he was back to his normal color



Use the correct verb forms in the blanks. Write the letter of the definition used in the parentheses.

A. The verb **lie** means to rest or recline.

B. The verb **lay** means to place something.

1. Tomás was tired, so he decided to \_\_\_\_\_ down on the bed. ( )
2. He had \_\_\_\_\_ there for about ten minutes when he remembered that he had homework to do. ( )
3. He looked for his math book, but couldn't recall where he had \_\_\_\_\_ it. ( )
4. Then Tomás saw it \_\_\_\_\_ under the chair. ( )

A. The verb **sit** means to be in or move into a sitting position.

B. The verb **set** means to place or put an object into position.

5. Colleen, will you please \_\_\_\_\_ the table? ( )
6. I am trying to \_\_\_\_\_ up a date for Mike! ( )
7. You have \_\_\_\_\_ on the sofa talking on the phone for hours. ( )
8. \_\_\_\_\_ down and eat dinner before you make any more plans. ( )

A. The verb **raise** means to move something upward. It is transitive.

B. The verb **rise** means to get up or come up from a lower position.

9. Bill likes to \_\_\_\_\_ early and work in the fields. ( )
10. He is \_\_\_\_\_ corn in the lower acres. ( )
11. Doug \_\_\_\_\_ up from bed and went to help his father. ( )
12. With Doug's help, Bill is able to \_\_\_\_\_ the new barn roof. ( )

A. The verb **teach** means to give instruction.

B. The verb **learn** means to receive instruction.

13. My sister is \_\_\_\_\_ fifth grade. ( )
14. I am trying to \_\_\_\_\_ how to arrange flowers. ( )
15. Would you be willing to \_\_\_\_\_ me? ( )
16. I am willing to \_\_\_\_\_ ! ( )

A. The verb **lend** means to give something temporarily.

B. **Loan** is a noun referring to the act of lending.

17. I hope you could \_\_\_\_\_ Dominic some money. ( )
18. Rosa asked him for a \_\_\_\_\_. ( )
19. Would you be able to \_\_\_\_\_ me a pair of scissors? ( )
20. My father does not want my sister to \_\_\_\_\_ her car to a friend. ( )

A. The verb **let** means to allow.

B. The verb **leave** means to go away.

21. Please \_\_\_\_\_ the door shut. ( )
22. \_\_\_\_\_ me give you the answer to that question. ( )
23. If I \_\_\_\_\_ her get away now, I will never see her again. ( )
24. She will \_\_\_\_\_ us at the end of the season. ( )



Fill in the blanks with the correct words. Then use the words in boldfaced type in a sentence.

**Than** is a conjunction used in comparisons.

**Then** is an adverb meaning about that time.

1. He is nicer \_\_\_\_\_ anyone I've ever met.
  2. If you want to go out tonight, \_\_\_\_\_ I think you should ask your father's permission.
  3. I'll ask my mother, and \_\_\_\_\_ I'll ask my father.
  4. They said I could go, but \_\_\_\_\_ I decided not to go out.
- 
- 

Use **fewer** with plural nouns.

Use **less** with singular nouns.

5. We had \_\_\_\_\_ dances at our school last year than you had at yours.
  6. There was \_\_\_\_\_ chance of rain in the morning than at night.
  7. The weather service said there were \_\_\_\_\_ rainy days in New York than in Boston.
  8. Our cook uses \_\_\_\_\_ butter than margarine.
- 
- 

**Anywhere, everywhere, somewhere, and nowhere** all tell where. Do not add s to the words.

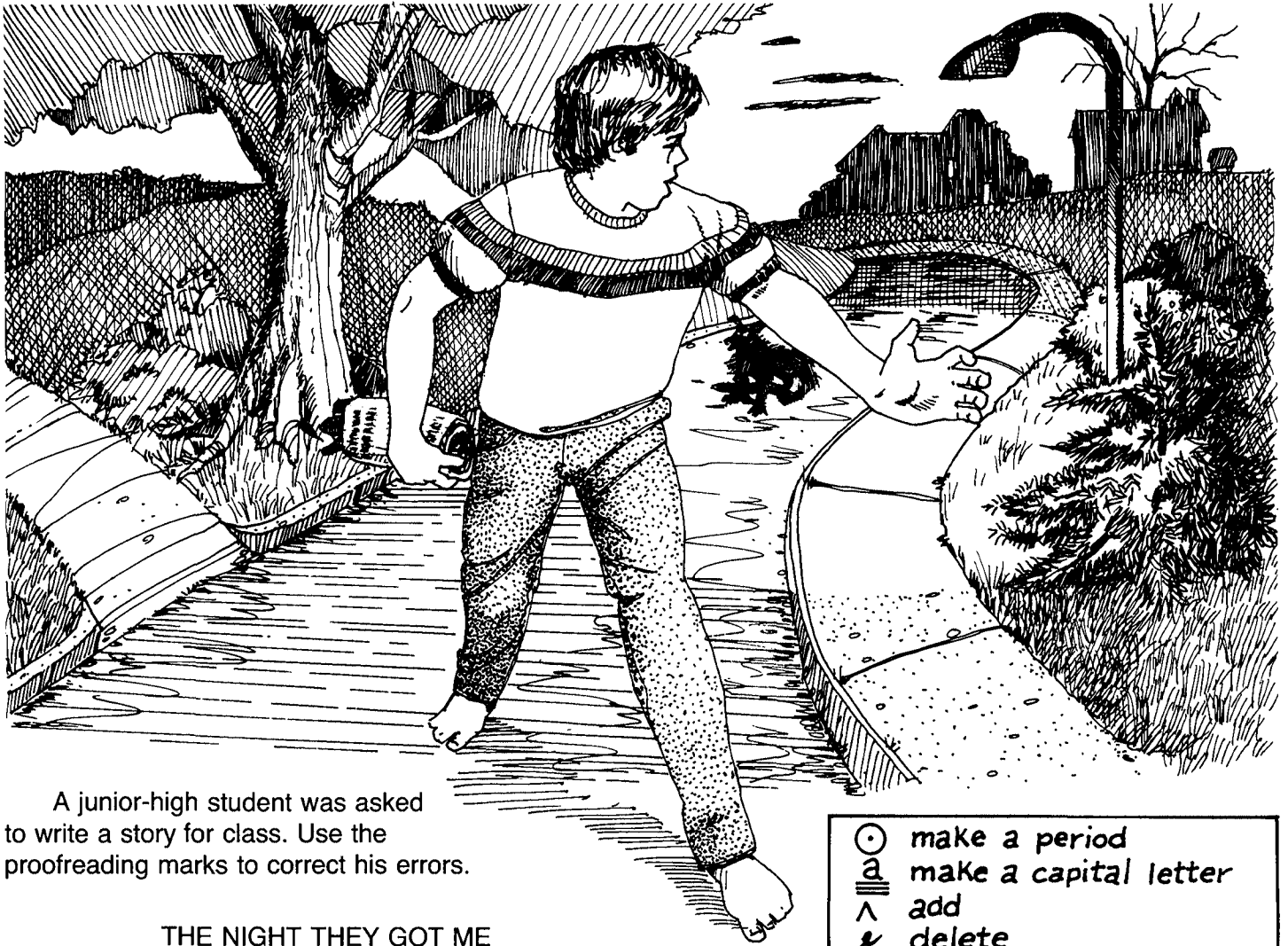
9. When our dog was lost we searched \_\_\_\_\_.
  10. We were sure there was \_\_\_\_\_ we had missed.
  11. The dog was \_\_\_\_\_ to be found.
  12. None of us wanted to go \_\_\_\_\_ until Jingles had returned.
- 
- 
- 
- 

**Good** is an adjective. **Well** is an adverb.

13. Everyone had a really \_\_\_\_\_ time at the party.
  14. We all felt \_\_\_\_\_ enough to go for a long swim.
  15. Everyone noticed that Jimmy played \_\_\_\_\_.
  16. Doesn't Cliff look \_\_\_\_\_ today?
- 
- 

**Bad** is an adjective. **Badly** is an adverb.

17. Janell said she felt \_\_\_\_\_ about losing her book report.
  18. Her friends told her not to feel \_\_\_\_\_.
  19. My puppy behaves \_\_\_\_\_ when we have visitors.
  20. Scamp must learn not to be a \_\_\_\_\_ dog.
- 
-



A junior-high student was asked to write a story for class. Use the proofreading marks to correct his errors.

### THE NIGHT THEY GOT ME by Tommy Hartman

- |          |                       |
|----------|-----------------------|
| ⊙        | make a period         |
| <u>a</u> | make a capital letter |
| ^        | add                   |
| ✂        | delete                |
| ○        | check spelling        |

I'll never forget the day it was September 2 1987 and I was leaving my friends house. We had just finished and evening swim. There was a full moon that night and i noticed a ring around it. I've herd a lot of really strange stories about the ring around the moon.

I started for home from Bernies house. I had a strange feeling someone or something was, watching me. I continued on my way. I had just gone down the hill when I heard something growl. It was extremelly dark and I couldn't see not a thing. I told myself to calm down. I didnt know or even have an idea what it was. I thought the only thing them could have been was a dog, a very big dog.

I started to bak up slowly and, again, it started to growled. It sounded like it was walking in front of I. I walked about ten feat to where I could see the street light. Then all of a sudden the animal jumped in the middle of the street. I couldn't see it real close but I could tell it was on all four's and really hairy. It was making the stranger sound I had ever heard. I started to walk slowly backwards and contued to increase speed. Then I turned and ran up the hill. It was still following me! In fact it was got closer?

I reached a freind's house at the top of the hill, and all my buddies were laughing and rolling on the ground. I turned to look to see if the animal was still after myself. To my surprise, there was my friend Bernie. He was wearing his old halloween costume!

The following words are all **nouns**. Write them in the correct rows. Use a dictionary to find the meanings of unfamiliar words.

*kiosk, edelweiss, pretender, patience, financier, fortress, minion, pensioner, vanity, macrocosm*

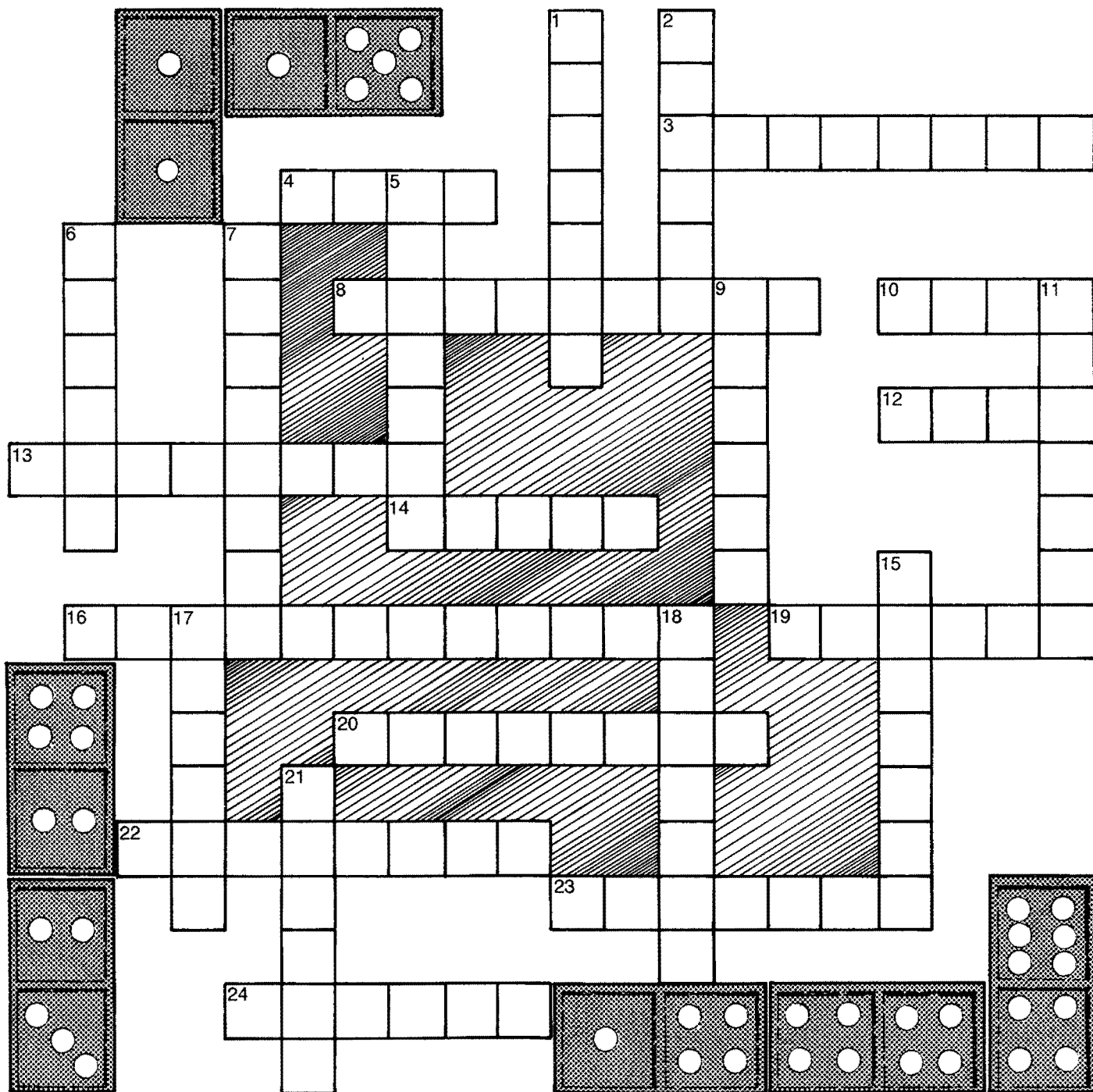
Person	_____	_____	_____	_____
Place	_____	_____	_____	_____
Thing	_____	_____	_____	_____
Idea	_____	_____	_____	_____



Underline all **common** and **proper nouns** in the following sentences. Put a **P** above the proper nouns.

1. The home of the Nimpau Indians was past the Rocky Mountains, in an area that is now part of Oregon, Idaho, and Washington.
2. Nimpau is the name these people called themselves, but explorers called them the Nez Percé Indians.
3. Appaloosas were the beautiful spotted horses of the Nez Percé.
4. They were a proud and prosperous people who befriended the white explorers entering their lands.
5. Many of these Indians became Christians, and one of these Christian chiefs was Old Joseph, of the Wallowa Valley.
6. Old Joseph had a son in 1840, and missionaries called the child Young Joseph.
7. In 1847, a deadly virus caused the death of many members of the neighboring Cayuse tribe.
8. The Cayuse blamed the settlers and killed twelve of them.
9. When Old Joseph saw the missionaries flee during this uprising, he returned to the old religion of his people.
10. At the age of ten, Young Joseph had a vision during prayer, in which he was given the powerful name Thunder-Rolling-in-the-Mountains.
11. In 1855, the United States government made a treaty with the Nez Percé.
12. Although the United States did not keep its part of the agreement, the Nez Percé did.
13. Young Joseph became chief after the death of his father in 1871.
14. The dying wish of his father was that he would keep the land of his people for all times.
15. Chief Joseph was told to move north to a different reservation with his people.
16. He refused to sign a treaty agreeing to leave, but the United States Army forced the Nez Percé to move.
17. Sadly, the chief led his people north to avoid bloodshed.
18. Young warriors killed four white men and returned to the Indian camp to rouse the tribe and get ready for war with the whites.
19. Chief Joseph had little choice but to follow his people and the other chiefs into war.
20. Armed with only 200 warriors, 400 women, children, and old people, Chief Joseph was able to outwit General Howard and his 600 men.
21. For four months the Indians fought and escaped the traps of the army.
22. Then winter came and, thirty miles from Canada, the weary Indians were surrounded.
23. It was then that the chief made his famous speech that ends with these words: "From where the sun now stands, I will fight no more forever."
24. The Indians were promised they could return to their lands, but instead they were sent to Kansas and then to Oklahoma.
25. In 1885, Chief Joseph was sent to a reservation in Washington, and he spent the rest of his life trying to make the government abide by its promise.
26. The chief died in 1904, never seeing the government's promises kept.

Fill in the crossword puzzle with the **plural** forms of the given nouns. Use a dictionary to find unfamiliar words and their plurals.



#### ACROSS

- 3. license
- 4. odds
- 8. passerby
- 10. axis
- 12. louse
- 13. Japanese
- 14. Sioux

- 16. teaspoonful
- 19. piano
- 20. bacterium
- 22. analysis
- 23. belief
- 24. proof

#### DOWN

- 1. thief
- 2. delay
- 5. diary
- 6. larva
- 7. domino
- 9. buzz
- 11. stereo

- 15. valley
- 17. alumnus
- 18. stimulus
- 21. pliers

The **singular noun** is given. Write the **singular possessive**, the **plural**, and the **plural possessive** on the lines. Write the correct form of the noun in the sentences that follow.

SINGULAR	SINGULAR POSSESSIVE	PLURAL	PLURAL POSSESSIVE
Example: bell	bell's	bells	bells'

dog \_\_\_\_\_

1. You have several \_\_\_\_\_, don't you? Are all the \_\_\_\_\_ collars different colors?

child \_\_\_\_\_

2. My \_\_\_\_\_ attends school with \_\_\_\_\_ of many nationalities. Those \_\_\_\_\_ ideas of fun are very similiar.

book \_\_\_\_\_

3. His present to me was a \_\_\_\_\_. The \_\_\_\_\_ cover was torn, so I returned it and chose from other \_\_\_\_\_.

brother-in-law \_\_\_\_\_

4. Her \_\_\_\_\_ name is Jim. Since I have several married sisters, I also have several \_\_\_\_\_.

foot \_\_\_\_\_

5. After playing in the snow, Steve and Beth both had cold \_\_\_\_\_. They found their \_\_\_\_\_ skin was blue! Steve's \_\_\_\_\_ was frostbitten.

Change these **prepositional phrases** to **possessives**. Write the new sentences on the lines provided.

1. The children of Mrs. Cummins were grateful to have such a great mother.

2. I always use the recipe of Juanita when I make delicious beef stew.

3. The members of my family celebrated the holiday.

4. The edges of those shelves were very sharp.

5. The father of the bride and the father of the groom shook hands.

6. The pages of my book are sticky!

7. The lens of my glasses needs to be cleaned.

8. The daughters of the two Joneses are often mistaken for sisters.

9. The intelligence of Simon is seldom doubted.

10. We were asked to sort the toys of the babies.

Read the description of the **pronouns** in each section. In the four sentences following the description, find the pronouns of that type and write them on the lines. Underline all the pronouns in every section.

**Personal pronouns** are the most common type of pronouns.

1. We enjoyed the party very much.
  2. Thank you for inviting us.
  3. We followed her out of the subdivision.
  4. She thought they were mine.
- 

**Indefinite pronouns** do not indicate a definite person, place, or thing.

5. Has someone told you about our group?
  6. A few of us meet every week.
  7. Something is always happening in that particular group of people.
  8. After a few weeks you will know everyone.
- 

**Demonstrative pronouns** point out their antecedent emphatically.

9. These are the best years of your life.
  10. Jan liked this more than that, didn't she?
  11. Those are the kind I prefer.
  12. Didn't you take that too seriously?
- 

**Reflexive pronouns** reflect back to nouns or pronouns used earlier in the sentence. They cannot be omitted from the sentence without changing the meaning of the sentence.

13. It will wear itself out eventually.
  14. You should see yourselves on the videotape.
  15. Sometimes I, myself, see you talking to yourself.
  16. Your self-image is important.
- 

**Interrogative pronouns** ask a question.

17. With those qualifications to consider, who else would I choose?
  18. What are you talking about?
  19. Which would you select?
  20. With whom have you been speaking?
- 

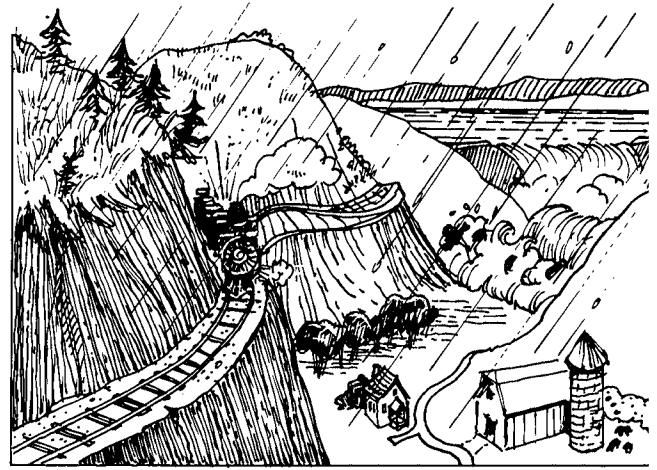
**Relative pronouns** relate a group of words to a preceding noun or pronoun.

21. These are people who are very lonely.
  22. The dog, which I saw on the road, was hers.
  23. I enjoyed the cake, which was made for my birthday.
  24. A boy, whose name I won't mention, is quite handsome.
- 

**Possessive pronouns** are personal pronouns that show ownership or possession.

25. The airline lost our luggage.
  26. Do you have yours?
  27. My brother lost his passport recently.
  28. The dog lost its tag, but it's going to be taken anyway.
-

An **adjective** describes a noun. A **proper adjective** is an adjective used as a part of a proper noun. A **demonstrative adjective** is a demonstrative pronoun (*that, this, these, or those*) used as an adjective.



Underline all adjectives in the following sentences. Put a **P** above a **proper adjective** and a **D** above a **demonstrative adjective**. Do not underline articles.

1. The Johnstown flood began as a late spring rain in 1889.
2. Steep-sided mountains and a poorly maintained earthen dam contributed to the disaster.
3. The dam was constructed as a part of a canal system to shorten the arduous, thirty-six-hour trip between Philadelphia and Pittsburgh.
4. An English engineer unwittingly became a link in the flood by inventing steam engines.
5. Steam engines shortened the route, and this canal was not needed.
6. For twenty-five years, the dam and the lake it created were unused and neglected.
7. New owners purchased the lake and started the "South Fork Fishing and Hunting Club."
8. A local iron company president sent an engineer to examine the dam.
9. That engineer discovered questionable repairs and rusty discharge pipes, but his report was ignored.
10. Instead, the South Fork members stocked the lake, lowered the height of the dam for a road, and partially blocked the overflow channel with a net to hold the fish.
11. On May 31, that report had been largely forgotten by Johnstown residents.
12. Over eight inches of torrential rain fell on the Johnstown area in a few hours.
13. The water reached the top of the dam and poured over in a huge sheet.
14. Twenty-five million tons of water rushed out of the lake.
15. A wall of muddy water roared through the quiet valley.
16. A telegraph tower, the only swift form of communication and warning, became a part of the wet, brown wall.
17. John Hess, a railroad engineer, saved countless people by tying down the whistle of his engine and shrieking through the valley, seconds ahead of the liquid mountain.
18. Some observant dwellers of the valley were alerted by the loud, persistent whistle and the thunderous roar of the water, and they were able to climb to higher ground.
19. The main wall of water reached Johnstown at 4:00, nearly one hour after the dam had given way.
20. Few people understood what the loud thunder in the distance was, until it was too late.
21. Over 1,000 people vanished in those first waves of water.
22. A strong Pennsylvania Railroad bridge formed a new dam of sorts, when it held steady as houses and trees crashed into it with the current.
23. Dazed people climbed off the makeshift dam after being carried through the water.
24. By nightfall, the haphazard debris trapped at the bridge began to burn.
25. Although courageous people risked their lives and worked throughout the night, the Johnstown flood claimed over 2,000 lives in just a few hours.



**Adverbs** answer the questions **how, when, where, how often, and to what extent**. They modify verbs, adjectives, or other adverbs.

Put the adverbs and the words they modify under the appropriate heading. Underline all the adverbs in the phrases.

- |                       |                          |                        |
|-----------------------|--------------------------|------------------------|
| 1. viciously attacked | 6. originally mine       | 11. deposit here       |
| 2. seldom mentioned   | 7. twice preferred       | 12. rather precise     |
| 3. quite brave        | 8. partially divided     | 13. arrived late       |
| 4. walked uptown      | 9. leads nowhere         | 14. frequently amused  |
| 5. then spoke         | 10. precariously perched | 15. carefully prepared |

How	When	Where
_____	_____	_____
_____	_____	_____
_____	_____	_____
How often	To What Extent	
_____	_____	
_____	_____	
_____	_____	

Write a sentence for each of the phrases above.

1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____
8.	_____
9.	_____
10.	_____
11.	_____
12.	_____
13.	_____
14.	_____
15.	_____

In each sentence below, underline the adverb and replace it with a better one. The meaning of the sentence may be changed when the adverb is replaced.

- |  |       |
|--|-------|
| 1. He shouted loudly.                          | _____ |
| 2. Colleen was very sad.                       | _____ |
| 3. Carefully I climbed down the ladder.        | _____ |
| 4. The lights were very bright.                | _____ |
| 5. The child climbed happily on grandpa's lap. | _____ |
| 6. Kim Sun stacked the dishes quickly.         | _____ |
| 7. We were nearly late.                        | _____ |
| 8. My mom was really angry.                    | _____ |
| 9. The car quickly passed us.                  | _____ |
| 10. She stubbornly refused to go.              | _____ |

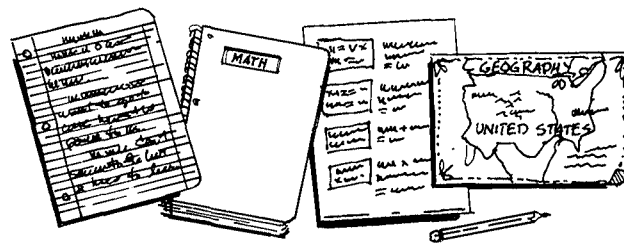
Do not use more than one **negative** word in a sentence. Do not use a negative in the same sentence with **hardly**, **barely**, or **scarcely**. In addition to contractions using **not**, these words are negatives: **no**, **none**, **never**, **nobody**, **nowhere**, and **nothing**.

When there is already one negative word in a sentence, use **any** in place of *no* or *none*, **ever** in place of *never*, **anybody** in place of *nobody*, **anywhere** in place of *nowhere*, and **anything** in place of *nothing*.

In the sentences below, underline all the negatives. Rewrite the sentences correctly, avoiding the use of double negatives.

Example: Lin Sun doesn't have no time for that.

Correct: Lin Sun doesn't have any time for that.



1. I didn't hardly get to finish my homework. \_\_\_\_\_
2. That is because I haven't got no extra time. \_\_\_\_\_
3. He really can't do nothing to help me. \_\_\_\_\_
4. There was no place to cross nowhere. \_\_\_\_\_
5. None weren't given as much as they needed. \_\_\_\_\_
6. Haven't you never been wrong? \_\_\_\_\_
7. There really isn't nothing for us to do now. \_\_\_\_\_
8. We barely had no money for lunch. \_\_\_\_\_
9. The baby didn't hear nothing all night. \_\_\_\_\_
10. I couldn't scarcely believe my eyes! \_\_\_\_\_
11. He won't allow nobody to have no fun. \_\_\_\_\_
12. Won't nobody tell me what's wrong here? \_\_\_\_\_
13. Hardly none of my teachers think I can talk! \_\_\_\_\_
14. They just don't know no better, I guess. \_\_\_\_\_
15. I ain't doing nothing today anyway, so I may as well do my English. \_\_\_\_\_
16. She couldn't hardly see me in back of the room. \_\_\_\_\_
17. Tom really doesn't care for none of the spaghetti. \_\_\_\_\_
18. We can't play hardly any popular music because we don't know any. \_\_\_\_\_

Using negatives correctly, write a sentence for each of the following words: can't, aren't, don't, none, nobody, nothing, nowhere, hardly, scarcely, and barely.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**Adjectives** modify nouns or pronouns. Add **er** to most adjectives when comparing two nouns or pronouns; add **est** to most adjectives when comparing more than two; use **more** and **most** with some multi-syllabled adjectives. Some adjectives change completely in their **comparative** and **superlative** forms. Examples: The play was **funny**. It was **funnier** than the one I saw last week. In fact, that play was the **funniest** play I have seen all year. The costumes were **unusual**. The Martian's costume was **more unusual** than the Earthling's, but the **most unusual** costume was the one worn by the robot. This was the **best** play of the season. It was **better** than "Star Bright," and that play was **good**.

Fill in the blanks with the correct forms of the adjectives.

POSITIVE	COMPARATIVE	SUPERLATIVE
1. devout	_____	most devout
2. stylish	more stylish	_____
3. _____	redder	reddest
4. shiny	shinier	_____
5. heavy	_____	heaviest
6. pretty	prettier	_____
7. good	_____	best
8. bad	worse	_____
9. meek	_____	meekest
10. drowsy	drowsier	_____
11. hopefully	_____	most hopefully
12. much	_____	most
13. _____	more cumbersome	most cumbersome
14. dangerous	more dangerous	_____
15. refreshing	_____	most refreshing
16. _____	more masterful	most masterful
17. beautiful	_____	most beautiful
18. peppy	peppier	_____
19. _____	slimier	slimiest

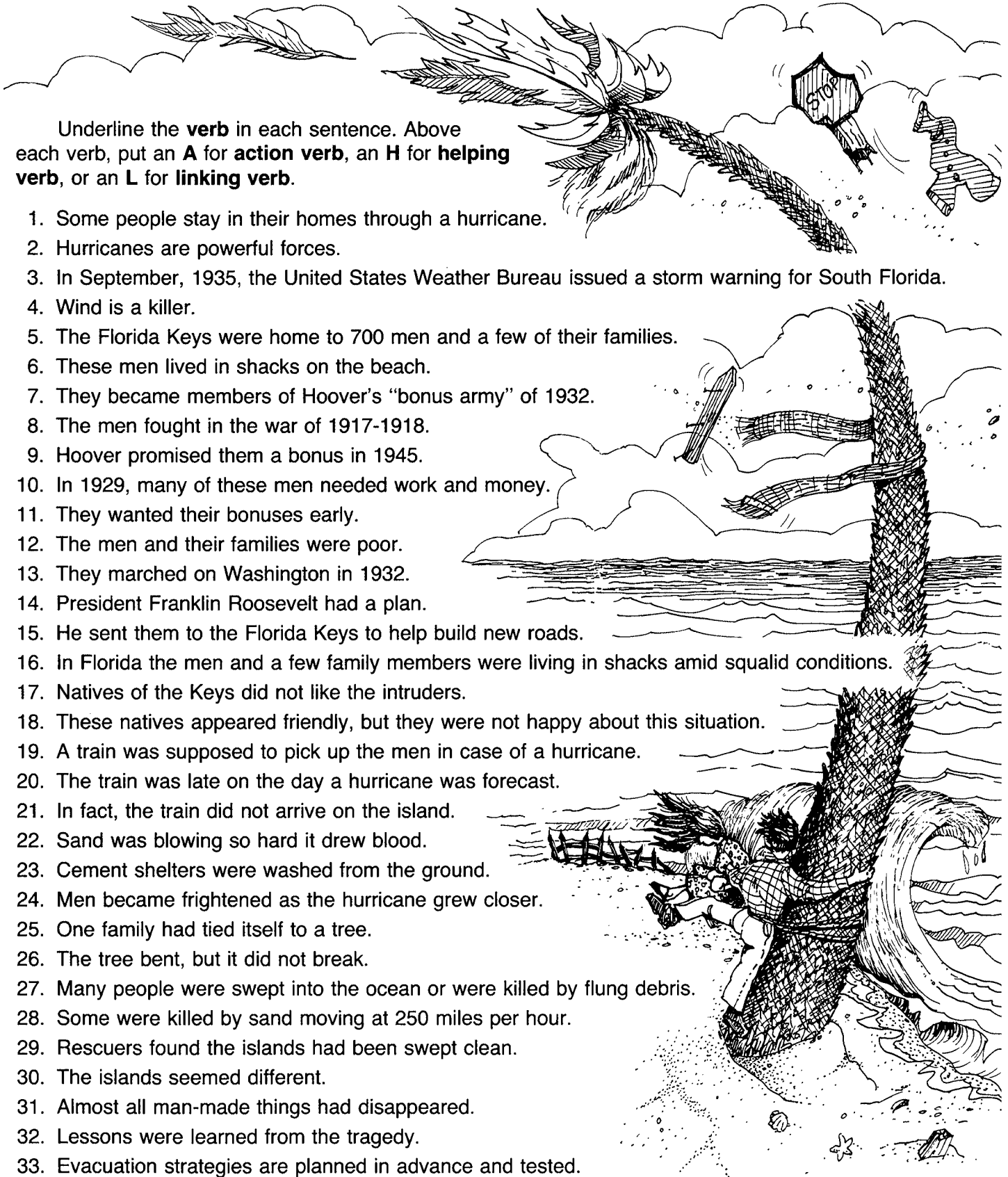
Rewrite these sentences, using the correct forms of the modifiers. If a sentence is correct as printed, write **correct** on the line.

- The noise is more louder than I remember it. \_\_\_\_\_
- Of the two dogs, this one is the cutest. \_\_\_\_\_
- Chara's waist is more narrower than mine. \_\_\_\_\_
- Kyla's permanent is worser than yours! \_\_\_\_\_
- She can run farer than me. \_\_\_\_\_
- My hair got wettest than yours. \_\_\_\_\_
- I am more good today than yesterday. \_\_\_\_\_
- I saw the most neatest program in the computer lab. \_\_\_\_\_
- That is the most quicker rabbit in the state! \_\_\_\_\_
- Sung Mun is the most heavy of the three children. \_\_\_\_\_
- Mrs. Segal is one of the most energetic people I know. \_\_\_\_\_
- He is the more famous of all presidents. \_\_\_\_\_
- This is the most best chocolate cake you have ever made. \_\_\_\_\_
- Between both boys, Barry is the most polite. \_\_\_\_\_

A **verb** is a word that expresses **action** or **state of being**. A verb is the most important word in the **predicate** of a sentence. An **action verb** refers to the **present, past, or future** action of the subject. A **state of being verb** (also called a **linking verb**) tells what the subject **is, was, or will be** or what the subject **is like, was like, or will be like**. Some verbs use **helping verbs**, forms of **have** or **be**, with a main verb.

Underline the **verb** in each sentence. Above each verb, put an **A** for **action verb**, an **H** for **helping verb**, or an **L** for **linking verb**.

1. Some people stay in their homes through a hurricane.
2. Hurricanes are powerful forces.
3. In September, 1935, the United States Weather Bureau issued a storm warning for South Florida.
4. Wind is a killer.
5. The Florida Keys were home to 700 men and a few of their families.
6. These men lived in shacks on the beach.
7. They became members of Hoover's "bonus army" of 1932.
8. The men fought in the war of 1917-1918.
9. Hoover promised them a bonus in 1945.
10. In 1929, many of these men needed work and money.
11. They wanted their bonuses early.
12. The men and their families were poor.
13. They marched on Washington in 1932.
14. President Franklin Roosevelt had a plan.
15. He sent them to the Florida Keys to help build new roads.
16. In Florida the men and a few family members were living in shacks amid squalid conditions.
17. Natives of the Keys did not like the intruders.
18. These natives appeared friendly, but they were not happy about this situation.
19. A train was supposed to pick up the men in case of a hurricane.
20. The train was late on the day a hurricane was forecast.
21. In fact, the train did not arrive on the island.
22. Sand was blowing so hard it drew blood.
23. Cement shelters were washed from the ground.
24. Men became frightened as the hurricane grew closer.
25. One family had tied itself to a tree.
26. The tree bent, but it did not break.
27. Many people were swept into the ocean or were killed by flung debris.
28. Some were killed by sand moving at 250 miles per hour.
29. Rescuers found the islands had been swept clean.
30. The islands seemed different.
31. Almost all man-made things had disappeared.
32. Lessons were learned from the tragedy.
33. Evacuation strategies are planned in advance and tested.



**Verb tenses** show the relationship of events in time between the subject of a sentence and the predicate. The verb tense must **agree** with the subject.

In the blank, write the correct tense of the given verb.

- be 1. Any person who \_\_\_\_\_ a cheerleader before will tell you it is not an easy accomplishment.
- chose 2. Cheerleaders have \_\_\_\_\_ a worthwhile activity.
- spend 3. A lot of time will be \_\_\_\_\_ away from studying, so you must already be a good student.
- find 4. You may \_\_\_\_\_ yourself standing in front of hundreds of cheering fans.
- have 5. At other times, you will \_\_\_\_\_ to calm down an angry mob!
- begin 6. If you have \_\_\_\_\_ to work on strength and agility, you are already ahead of the crowd.
- see 7. At the tryouts, remember the judges have \_\_\_\_\_ many students.
- spring 8. \_\_\_\_\_ onto the floor with a smile on your face!
- find 9. While some boys and girls have \_\_\_\_\_ their feet are frozen in terror, they are still able to perform.
- think 10. You should be \_\_\_\_\_ about your performance before you begin.
- go 11. You are \_\_\_\_\_ to be nervous, but try to act calm!
- call 12. When your name is \_\_\_\_\_, you should jump up and run to your position.
- rush 13. Are you \_\_\_\_\_ the cheer, or are you taking your time?
- see 14. The judges must \_\_\_\_\_ that you love what you are doing!

In the blanks below, write the appropriate progressive form of the verbs in parentheses.

**Present Progressive**

(read) Maria \_\_\_\_\_ her favorite book now.

(arrive) Roberto \_\_\_\_\_ in Florida today.

**Past Progressive**

(laugh) I \_\_\_\_\_ about that just yesterday.

(travel) He \_\_\_\_\_ for his company then.

**Future Progressive**

(leave) I \_\_\_\_\_ for a distant city soon.

(rest) He probably \_\_\_\_\_ tomorrow after all this work.

**Present Perfect Progressive**

(eat) I \_\_\_\_\_ all day!

(pack) He is tired since he \_\_\_\_\_ the entire time.

**Past Perfect Progressive**

(sleep) Carlos \_\_\_\_\_ all evening when we woke him.

(leave) In fact, he \_\_\_\_\_ when I arrived.

**Future Perfect Progressive**

(drive) Mike \_\_\_\_\_ for hours by noon tomorrow.

(sing) Tina \_\_\_\_\_ a long time by then.



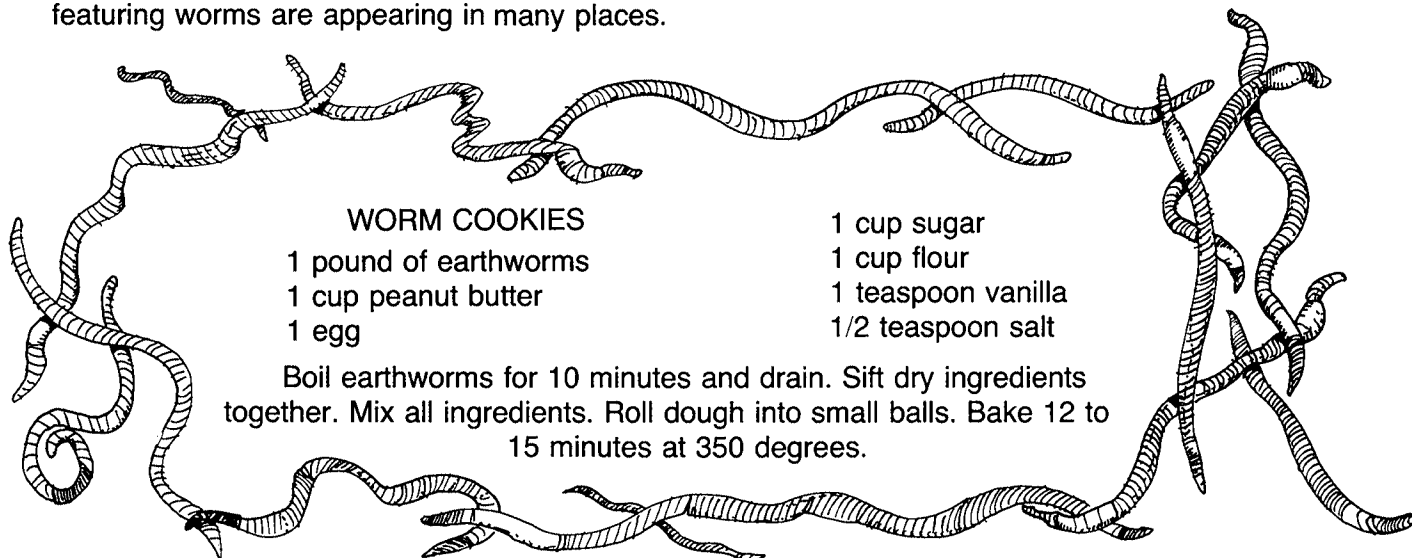
A **coordinating conjunction** (a word like *and*, *but*, and *for*) is used to connect two ideas of about equal importance. **Correlative conjunctions** (pairs of connectives like *not only*. . .*but also*, *whether*. . .*if*, *either*. . .*or*, and *neither*. . .*nor*) are used to show contrast between two ideas.

Underline the **conjunctions** in the following sentences. On the lines, write **coordinating** or **correlative** to specify how each conjunction is used in the sentence.

- \_\_\_\_\_ 1. Worms are simple, yet interesting creatures.
- \_\_\_\_\_ 2. Roundworms, hairworms, ribbon worms, fanworms, and ringed worms are just a few of the many worms in the world.
- \_\_\_\_\_ 3. Worms may live either in moist soil or in a body of water.
- \_\_\_\_\_ 4. Worms may live not only on animals, but also inside of them.
- \_\_\_\_\_ 5. The giant Australian earthworm may be over 12 feet long, but some worms are microscopic in size.
- \_\_\_\_\_ 6. Fishermen may use live and plastic worms to lure fish.
- \_\_\_\_\_ 7. Neither earthworms nor any of the numerous other worms in the world have backbones.
- \_\_\_\_\_ 8. A worm has a top side and a belly side.
- \_\_\_\_\_ 9. Earthworms come to the surface after dark, and they do most of their feeding at night.
- \_\_\_\_\_ 10. Leaves and organic matter are among their chief food sources.

In each blank, write either a coordinating or a correlative conjunction.

1. It may sound unbelievable, \_\_\_\_\_ a worm has taste cells.
2. Oatmeal \_\_\_\_\_ coffee grounds are among the diverse food preferences of the earthworm.
3. Earthworms have mouths \_\_\_\_\_ no teeth.
4. Muscles push soil \_\_\_\_\_ food through the esophagus.
5. Earthworms can help improve soil, \_\_\_\_\_ they cannot improve soil of poor quality.
6. The creature has neither ears \_\_\_\_\_ eyes.
7. Worms can neither think \_\_\_\_\_ reason.
8. They not only have the ability to learn \_\_\_\_\_ to perform.
9. Worms have numerous enemies, \_\_\_\_\_ they are not an endangered species.
10. Some people cook \_\_\_\_\_ eat earthworms.
11. Have you either cooked \_\_\_\_\_ eaten food made from worms?
12. Most Americans would not eat an earthworm, \_\_\_\_\_ recipes featuring worms are appearing in many places.



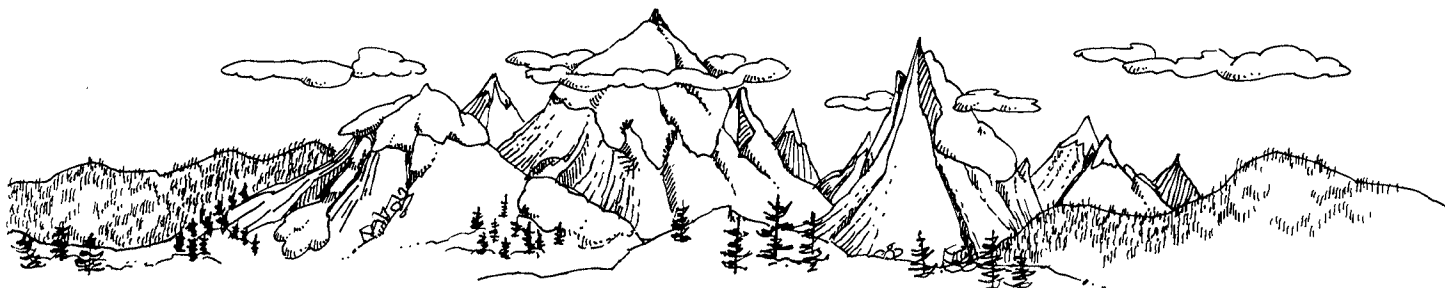
A **preposition** is a word that connects a noun or pronoun (the object) to another word.

Write an object for each preposition. If a pronoun is used, it must be in the objective case (me, us, him, her, them, or whom).

- |                     |                  |                  |
|---------------------|------------------|------------------|
| 1. throughout _____ | 2. aboard _____  | 3. upon _____    |
| 4. within _____     | 5. except _____  | 6. toward _____  |
| 7. instead of _____ | 8. past _____    | 9. against _____ |
| 10. under _____     | 11. behind _____ | 12. above _____  |

In each sentence below, underline the preposition(s) and circle the object(s) of that preposition.

1. Ice has been a shaping factor in the Himalayas for two million years.
2. Thin sheets of ice chisel the peaks to higher elevations, while thick glaciers gouge apart rocks in the crevices below.
3. While they appear inert, glaciers move at a steady rate.
4. Tremendous pressures cause the glacier to split into crevasses.
5. Although glaciers carry most of the material within the ice body, some materials lay on the surface and are deposited along the way.
6. Mount Pumori, near Mount Everest, has been ice sculpted to a nearly perfect triangle.
7. Jagged peaks are tamed into rounded hills by powerful glaciers.
8. Mount Everest is 29,028 feet high and is one of the highest mountains on the face of the earth.

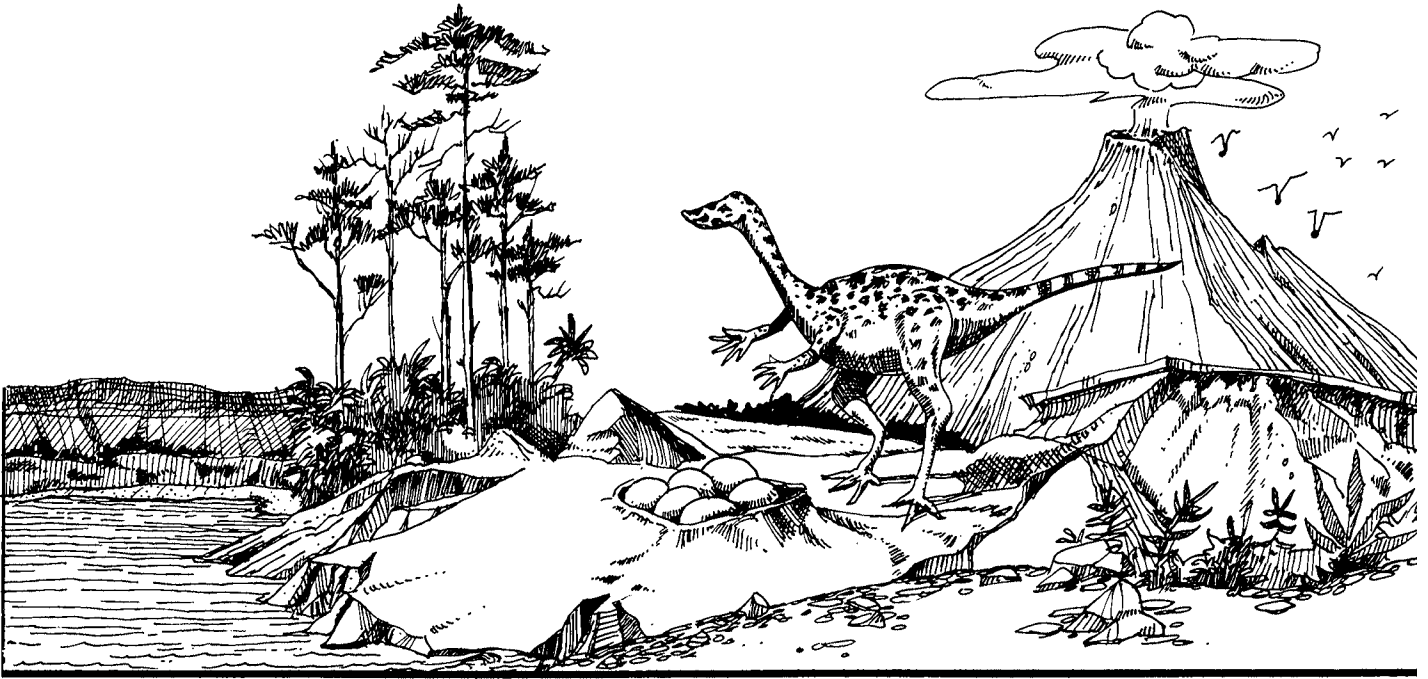


Add these prepositional phrases to the appropriate sentence below.

in a geological process  
about 40 to 60 million years ago  
by earthquakes and landslides  
from place to place  
to the most remote areas

by underground pressure  
at work  
of altitude  
in the world  
in this mountain range

1. The Himalayas are the highest mountains \_\_\_\_\_.
2. One animal living \_\_\_\_\_ is the wild yak.
3. Most yaks have moved \_\_\_\_\_ of the mountains.
4. \_\_\_\_\_ called Continental Drift, mountains are formed.
5. This process began \_\_\_\_\_.
6. This building process is not complete, and the Himalayas are still being forced upward \_\_\_\_\_.
7. Geological forces are \_\_\_\_\_.
8. The physical changes caused \_\_\_\_\_ are easily visible.
9. In the mountains, the temperature range varies widely \_\_\_\_\_.
10. Both the monsoon season and the change \_\_\_\_\_ contribute to the variety of vegetation.



Change these adjective phrases to prepositional phrases.

1. wooden chairs \_\_\_\_\_
2. flawless complexion \_\_\_\_\_
3. a forest animal \_\_\_\_\_
4. joyful greeting \_\_\_\_\_
5. the mountain trail \_\_\_\_\_
6. clear blue skies \_\_\_\_\_
7. French language \_\_\_\_\_
8. hockey players \_\_\_\_\_
9. the American flag \_\_\_\_\_
10. darkly tanned people \_\_\_\_\_

Underline the prepositional phrase in the sentences below. If the prepositional phrase functions as an adjective, write **ADJ** on the line. If it functions as an adverb, write **ADV** on the line.

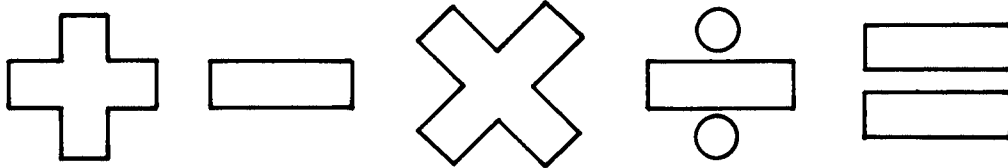
- \_\_\_\_\_ 1. Small meat-eating dinosaurs were built for speed.
- \_\_\_\_\_ 2. Many meat-eaters walked about on long, strong hind legs.
- \_\_\_\_\_ 3. Tails of great strength helped them balance.
- \_\_\_\_\_ 4. One of the best-known meat-eaters was Allosaurus.
- \_\_\_\_\_ 5. Megalosaurus was one of the first dinosaur fossils found.
- \_\_\_\_\_ 6. He roamed about Europe, Asia, and Africa.
- \_\_\_\_\_ 7. Gorgosaurus was a meat-eater with long, dagger-like teeth.
- \_\_\_\_\_ 8. A few skeletons of Acrocanthosaurus have been discovered.
- \_\_\_\_\_ 9. These skeletons were found in a sandstone quarry in Oklahoma.
- \_\_\_\_\_ 10. The most famous of all dinosaurs is the Tyrannosaurus-rex.
- \_\_\_\_\_ 11. Despite his great size, this dinosaur had tiny, useless, front legs.
- \_\_\_\_\_ 12. Typical skeletons were discovered nearly forty years ago in Montana.
- \_\_\_\_\_ 13. At first glance, Plateosaurus resembles Brontosaurus.
- \_\_\_\_\_ 14. Plateosaurus sometimes walked around on his hind legs.
- \_\_\_\_\_ 15. Elephants of today appear diminutive when compared with many dinosaurs.



Read the following sentences. Then, on the lines below, select and write the correct sentence for each mathematical formula.

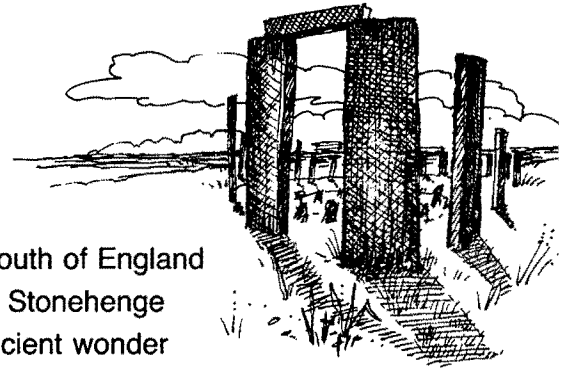
Example: noun + conjunction + noun + helping verb + verb + preposition + noun =  
Tina and Ronnie were going to school.

- |   |  |
|---|--|
| 1. Neither Tomás nor William could see the serious error.   | 9. Wow! Whose car is that?                     |
| 2. Can you bake a cherry pie?                               | 10. Solomon worked and played.                 |
| 3. Marta, Jamal, and Terry took a ride.                     | 11. I work well under the pressure.            |
| 4. The boy likes that girl.                                 | 12. Come here or I will leave.                 |
| 5. He looks nice in a suit.                                 | 13. Joel and Gina were eating the tasty pizza. |
| 6. They are really good to us.                              | 14. Janell and Shundrea were working.          |
| 7. Men, women, children, and babies usually like chocolate. | 15. We waited but he never came.               |
| 8. She is quietly playing in the yard.                      |  |



1. article + noun + verb + demonstrative pronoun + noun = \_\_\_\_\_
2. personal pronoun + helping verb + adverb + verb + preposition + article + noun = \_\_\_\_\_
3. personal pronoun + linking verb + adverb + adjective + preposition + personal pronoun = \_\_\_\_\_
4. proper noun × 2 + conjunction + proper noun + verb + article + noun = \_\_\_\_\_
5. interjection + interrogative pronoun + noun + linking verb + demonstrative pronoun = \_\_\_\_\_
6. helping verb + pronoun + preposition + verb + article + adjective + noun – preposition = \_\_\_\_\_
7. 9 nouns ÷ 3 + conjunction + noun + adverb + verb + noun = \_\_\_\_\_
8. pronoun + verb + adverb + preposition + article + noun = \_\_\_\_\_
9. pronoun + verb + adjective + preposition + article + noun = \_\_\_\_\_
10. 2 × subject + predicate = \_\_\_\_\_
11. subject + 2 × predicate = \_\_\_\_\_
12. independent clause + conjunction + independent clause = \_\_\_\_\_
13. correlative conjunction + subject × 2 + predicate + article + modifier + object = \_\_\_\_\_
14. subject + conjunction + subject + predicate + article + adjective + object = \_\_\_\_\_
15. imperative sentence + conjunction + declarative sentence = \_\_\_\_\_

A **declarative** sentence tells something. An **imperative** sentence requests or demands something. An **interrogative** sentence asks a question and an **exclamatory** sentence shows great excitement.



You are about to take a tour of Stonehenge. Label the guide's remarks as declarative, imperative, interrogative, or exclamatory sentences. Add the necessary end marks.

- \_\_\_\_\_ 1. Welcome to Salisbury Plain in the south of England
- \_\_\_\_\_ 2. I will be your guide to the wondrous Stonehenge
- \_\_\_\_\_ 3. Much mystery still surrounds this ancient wonder
- \_\_\_\_\_ 4. Do not disturb the stones or grounds in any way
- \_\_\_\_\_ 5. How many of you are in England for the first time
- \_\_\_\_\_ 6. Pay attention to the two types of stones making up the bulk of Stonehenge
- \_\_\_\_\_ 7. Do you notice the outer ring of thirty massive pillars, some weighing as much as forty tons
- \_\_\_\_\_ 8. These stones probably were hauled from a quarry twenty-four miles away
- \_\_\_\_\_ 9. A theory suggests the stones were hauled on log sledges, while teams of men pushed and pulled
- \_\_\_\_\_ 10. It took over 1,000 men to do the job
- \_\_\_\_\_ 11. Notice the ring of smaller rocks within the main circle
- \_\_\_\_\_ 12. Is anyone familiar with bluestones
- \_\_\_\_\_ 13. Are they not a beautiful color
- \_\_\_\_\_ 14. These five-ton stones can be found no closer than 250 miles
- \_\_\_\_\_ 15. The shaping and contouring of the stones is another matter
- \_\_\_\_\_ 16. One theory suggests that wedges were pounded into the rocks, and cattails were stuffed into the cracks and set on fire
- \_\_\_\_\_ 17. Cold water was thrown on the fire, and this change of temperature caused the rock to split
- \_\_\_\_\_ 18. Remember that Stonehenge was completed with no wheels, no horses, and no metal tools of any kind
- \_\_\_\_\_ 19. Does anyone know when the structure was built
- \_\_\_\_\_ 20. Using the highly accurate carbon 14 dating method, scientists have found that Stonehenge was built around 1800 B.C.
- \_\_\_\_\_ 21. It took over 300 years to complete the project
- \_\_\_\_\_ 22. This was an extraordinary feat
- \_\_\_\_\_ 23. As you gaze about, do you wonder why Stonehenge was built
- \_\_\_\_\_ 24. Most theories involve a study of early astronomy
- \_\_\_\_\_ 25. Let's move on with our tour

You are a tour guide. Give your tour group some instructions using the four types of sentences. Where is your tour located? \_\_\_\_\_

Declarative: \_\_\_\_\_

Imperative: \_\_\_\_\_

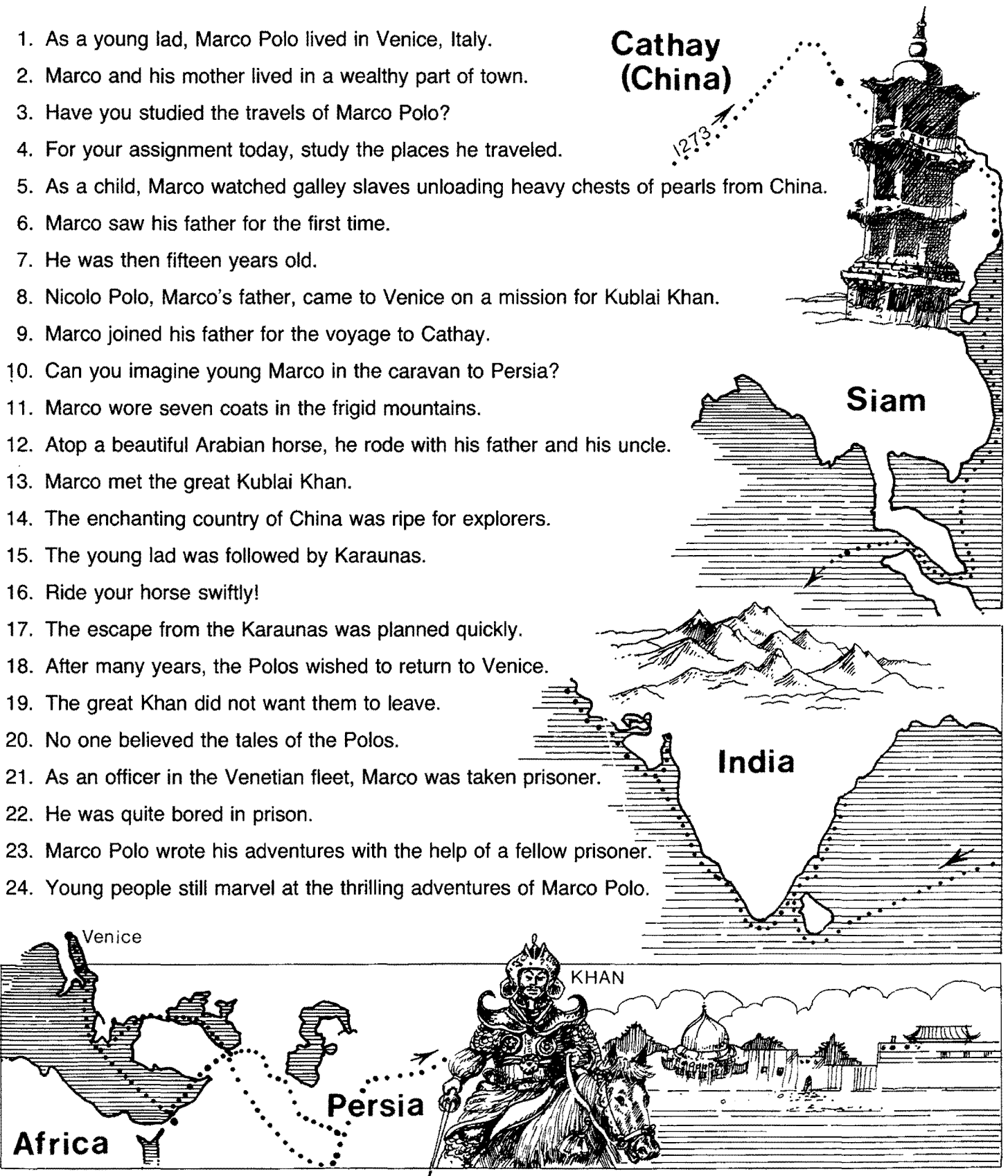
Interrogative: \_\_\_\_\_

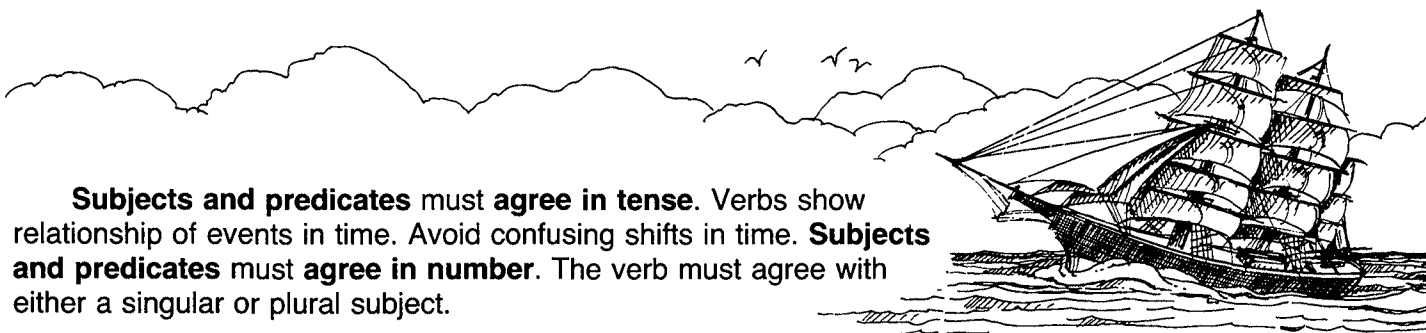
Exclamatory: \_\_\_\_\_

The **simple subject** of a sentence is a **noun**. The **simple predicate** is a **verb**. The **complete subject** includes the **noun and its modifiers**. The **complete predicate** includes the **verb and its complements**.

In the following sentences, circle the simple subjects and predicates. Underline the complete subjects with one line and the complete predicates with two lines.

1. As a young lad, Marco Polo lived in Venice, Italy.
2. Marco and his mother lived in a wealthy part of town.
3. Have you studied the travels of Marco Polo?
4. For your assignment today, study the places he traveled.
5. As a child, Marco watched galley slaves unloading heavy chests of pearls from China.
6. Marco saw his father for the first time.
7. He was then fifteen years old.
8. Nicolo Polo, Marco's father, came to Venice on a mission for Kublai Khan.
9. Marco joined his father for the voyage to Cathay.
10. Can you imagine young Marco in the caravan to Persia?
11. Marco wore seven coats in the frigid mountains.
12. Atop a beautiful Arabian horse, he rode with his father and his uncle.
13. Marco met the great Kublai Khan.
14. The enchanting country of China was ripe for explorers.
15. The young lad was followed by Karaunas.
16. Ride your horse swiftly!
17. The escape from the Karaunas was planned quickly.
18. After many years, the Polos wished to return to Venice.
19. The great Khan did not want them to leave.
20. No one believed the tales of the Polos.
21. As an officer in the Venetian fleet, Marco was taken prisoner.
22. He was quite bored in prison.
23. Marco Polo wrote his adventures with the help of a fellow prisoner.
24. Young people still marvel at the thrilling adventures of Marco Polo.





**Subjects and predicates must agree in tense.** Verbs show relationship of events in time. Avoid confusing shifts in time. **Subjects and predicates must agree in number.** The verb must agree with either a singular or plural subject.

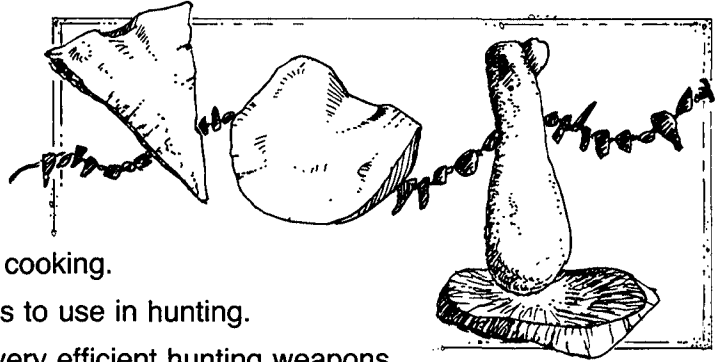
In the following sentences, the predicates do not agree with the subjects. Underline each incorrect verb form and write the correct form on the line.

1. \_\_\_\_\_ Ancient seafarers entered the Sargasso Sea, and they are confronted by a mystery.
2. \_\_\_\_\_ Sailors told terrifying tales, but ships still sails the seas.
3. \_\_\_\_\_ There is legends about monsters and sea serpents.
4. \_\_\_\_\_ Seaweed were floating in heaps so thick and strong it disabled ships.
5. \_\_\_\_\_ These legends is just legends, after all.
6. \_\_\_\_\_ Documented stories about the Sargasso Sea does tell of a strange and intriguing place
7. \_\_\_\_\_ The ancient Phoenicians probably is the ones starting the tales.
8. \_\_\_\_\_ While most of what they said are false, there is an element of truth in the tales.
9. \_\_\_\_\_ Travelers on this sea is likely to view weed-strewn, transparent water.
10. \_\_\_\_\_ The Sargasso Sea, with no close ports, lie a thousand miles from any mainland.
11. \_\_\_\_\_ Where's the stories of the Sargasso Sea first written down?
12. \_\_\_\_\_ Christopher Columbus sails through the sea on his trip across the Atlantic.
13. \_\_\_\_\_ His accounts of the trip is unusual.
14. \_\_\_\_\_ Columbus keeps a separate log where he made false entries designed to placate the crew on the frightening journey.
15. \_\_\_\_\_ Columbus sailed across the green and yellow weeds, and he thinks he was in shallow water because of the weeds.
16. \_\_\_\_\_ The crew were convinced the water was shallow until a sounding line reached a depth of 1200 feet and kept going.
17. \_\_\_\_\_ The Sargasso Sea actually float on the ocean.
18. \_\_\_\_\_ The sea and its waters is defined by its saltier and warmer waters.
19. \_\_\_\_\_ The Phoenicians and Columbus was not aware that this water actually swells two feet higher in its center!
20. \_\_\_\_\_ The sea's saltiness and warmth tells scientists the definite borders, although weeds may stray over the edges.
21. \_\_\_\_\_ This salty sea, with its tepid waters, are also relatively shallow with colder, deeper ocean stretching miles below.
22. \_\_\_\_\_ The climate of neither the Americas nor Africa are influenced by the Sargasso Sea, but Europe's climate is.
23. \_\_\_\_\_ Few people believes the striking clarity of the water.
24. \_\_\_\_\_ A crew that lowered a yellow disk report it could see the disk to a depth of 217 feet.
25. \_\_\_\_\_ Most of the sailors was amazed!
26. \_\_\_\_\_ You may wish to read more about the unique Sargasso Sea, which lie in the Bermuda Triangle and is known as an ocean desert.

Challenge: Put a **T** for **tense error** or an **N** for **number error** above each incorrect verb.

A **direct object** receives the action of the verb.

In each of the following sentences, underline the simple subject, the simple predicate, and the direct object. Label each part with **SS** for **simple subject**, **SP** for **simple predicate**, or **DO** for **direct object**. Some sentences may have compounds.



1. Prehistoric man made tools and weapons.
2. Did prehistoric people discover fire by accident?
3. This straight, erect human used fire for comfort and cooking.
4. The Neanderthal invented tools, points, and scrapers to use in hunting.
5. The Cro-Magnon man, a true Homo sapiens, used very efficient hunting weapons.
6. Over twenty thousand years ago, the Cro-Magnon fashioned needles, sculpted stone, and shaped clay.
7. Descendants of the Cro-Magnon man produced food, raised livestock, and harvested great amounts of grain.
8. In the New Stone Age, shepherds raised livestock.

An **indirect object** receives the action of the verb before it is sent on to the direct object. In the following sentences, indirect objects may be found. In addition to identifying the simple subjects, simple predicates, and direct objects as above, label **indirect objects** with **IO**.

1. The Neanderthal tribes buried their dead and brought them offerings.
2. The Cro-Magnon man left us vast amounts of knowledge.
3. Scientists gave them important places in world history.
4. Magdalenian hunters made their tribes fat-burning lamps.
5. The Magdalenian women taught their daughters the methods of gathering berries and hazelnuts.
6. A prehistoric craftsman may have handed his son a tool.

Rewrite the six sentences above, changing each **indirect object** into the **object of a preposition**.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

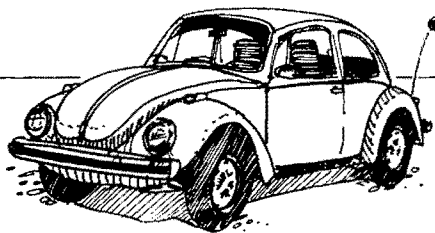
In the following sentences, label the parts as above. On the line before each sentence, indicate whether the verb is **transitive** or **intransitive**. Remember, a **transitive verb** must have a **direct object**.

- \_\_\_\_\_ 1. Scientists have found well-constructed stone fireplaces.
- \_\_\_\_\_ 2. Lightning gave man the idea of using fire.
- \_\_\_\_\_ 3. Some animals were charred by lightning in a storm.
- \_\_\_\_\_ 4. The burned meat had a new taste.
- \_\_\_\_\_ 5. Hunters fed their families a new, more tender meat.

A **linking verb** introduces a description of the subject. When the description of the subject is a noun, it is called a **predicate nominative**. A description of the subject that is an adjective is called a **predicate adjective**.

In each sentence that contains a linking verb, underline the linking verb twice. Underline the subject that is modified by the predicate word once. Write **PN** above the predicate nominatives and **PA** above the predicate adjectives.

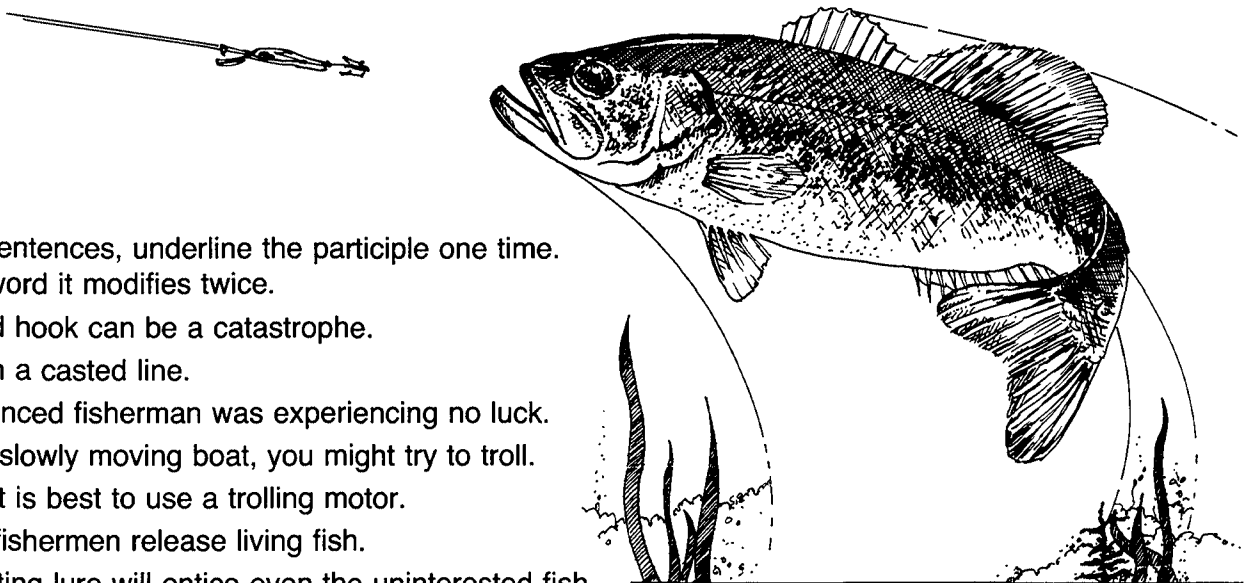
1. Sports cars are not only fun to drive, but also fun to look at!
2. They usually have aerodynamic bodies, and they are built close to the ground.
3. Most classics have engines with four or six cylinders.
4. The instrument panel on the dashboard is the key to the car's performance.
5. One look tells the driver what he needs to know.
6. Some cars remain popular long after they are built.
7. If a car is a good performer, beautiful, precisely engineered, and high in quality, then it is a classic.
8. The Morris Garage car of Oxford, England, is one such car.
9. This M. G. not only looked good, but was inexpensive by 1925 standards.
10. The sleek M.G. K3 looked quite sporty.
11. The K3 had a supercharger to provide a powerful increase in the pressure of the gasoline and air mixture.
12. Only thirty-three were produced in 1933 and 1934.
13. The M.G. TC was the car that started the sports car revolution in the United States.
14. Soon after the TC was brought to America, Detroit designers were busy with plans for the two-seater Ford Thunderbird.
15. Even old Jaguars appear sleek and graceful on the road.
16. Built in 1935, the first Jaguars were sedans.
17. They look pretty and they are pretty expensive!
18. The 1886 Benz was the harbinger of today's Mercedes-Benz.
19. Mercedes was the name of the designer's daughter.
20. To save weight, holes were drilled in the car wherever it would not affect the car's strength.
21. The 300SL Mercedes was the first car to open by a gullwing door.
22. The gullwing door seemed unusual, but some people liked the upward opening.
23. The designer of the Porsche, Dr. Ferdinand Porsche, also designed the Volkswagen Beetle.
24. Today, the Porsche sports car remains an ultimate luxury.
25. The first Corvette looked sporty, but it performed poorly and had an automatic transmission.
26. Automatic transmission is not the mark of a sports car!
27. The engineers chose fiberglass construction for two reasons.
28. Fiberglass doesn't rust, and it is readily available.
29. The Corvette was America's answer to the foreign sports cars.
30. Would you like to own a sports car?
31. What kind would you choose? \_\_\_\_\_



A **participle** is a **present** or **past** form of a **verb** that may be used as an **adjective**.

For each sentence below, write **verb** or **adjective** on the line to indicate whether the italicized participle is used as a **verb** or as an **adjective**.

- \_\_\_\_\_ 1. We are *fishing* for bass at his lake.
- \_\_\_\_\_ 2. Our *fishing* boat is very quick and roomy.
- \_\_\_\_\_ 3. Although it is not a *flying* fish, the largemouth bass can leap out of the water.
- \_\_\_\_\_ 4. Fisherman feel time is *flying* when they are *enjoying* this sport.
- \_\_\_\_\_ 5. *Running* lights are essential to *fishing* boats.
- \_\_\_\_\_ 6. The fishermen are *running* their trotlines.
- \_\_\_\_\_ 7. Once I reeled in a *dented* can.
- \_\_\_\_\_ 8. Another time I *dented* the aluminum boat when I hit the dock.



In these sentences, underline the participle one time. Underline the word it modifies twice.

1. A misplaced hook can be a catastrophe.
2. He reeled in a casted line.
3. The experienced fisherman was experiencing no luck.
4. When on a slowly moving boat, you might try to troll.
5. Of course, it is best to use a trolling motor.
6. Most sport fishermen release living fish.
7. An aggravating lure will entice even the uninterested fish.
8. The chilling waters of swift-moving streams are home to many species of trout.

Write the **participial phrase** on the line. Underline the participles that are not part of that phrase.

1. Having air sacs, the carp can live in polluted water.  
\_\_\_\_\_
2. Some fisherman, having no boats, angle from the shore.  
\_\_\_\_\_
3. A fisherman reeling in a line may have an unexpected surprise.  
\_\_\_\_\_
4. Fishermen waiting patiently may catch a trophy.  
\_\_\_\_\_
5. Fish seeking the right temperature move to varying depths.  
\_\_\_\_\_
6. A tackle box loaded with lures is not essential.  
\_\_\_\_\_
7. Many fish, swimming lazily in a lake, are taken by clever fishermen.  
\_\_\_\_\_

A **gerund** is the **ing** form of a **verb** used as a **noun**. Gerunds may be **subjects**, **direct objects**, **predicate nominatives**, or **objects of a preposition**.

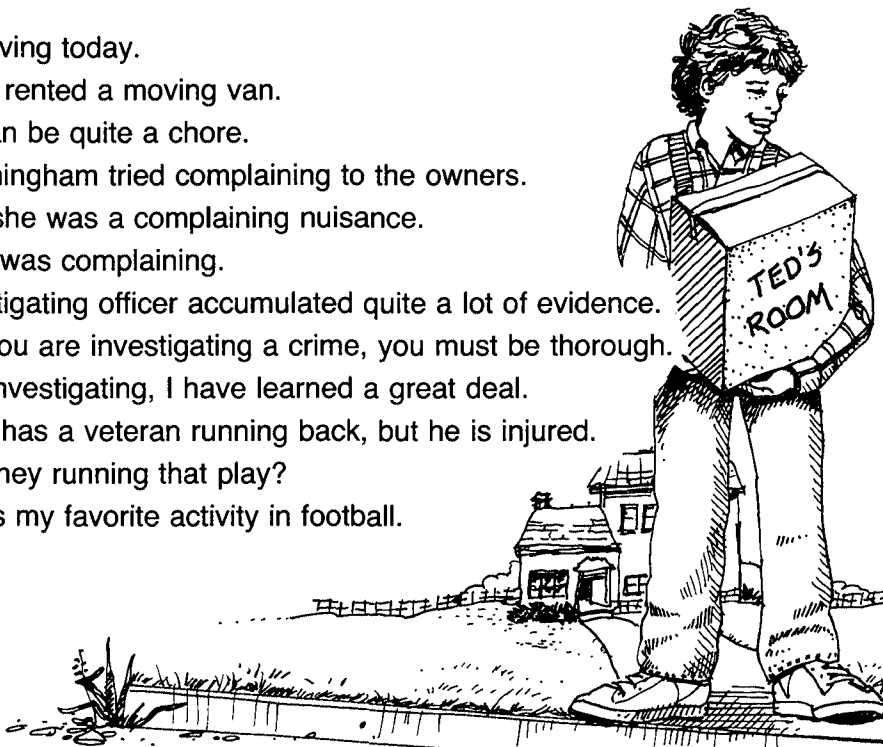
In each of the following sentences, underline the gerund. On the line, indicate whether it is used as a subject, direct object, predicate nominative, or object of a preposition.

- \_\_\_\_\_ 1. Her greatest desire is winning.
- \_\_\_\_\_ 2. The fishing was great today!
- \_\_\_\_\_ 3. I am occupied with cooking right now.
- \_\_\_\_\_ 4. We enjoyed participating in the relay race.
- \_\_\_\_\_ 5. My father loves dancing.
- \_\_\_\_\_ 6. Spring is a nice time for running.



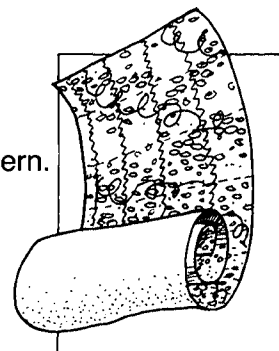
Underline the **ing** form of the verb in these sentences. On the line, indicate whether the word is a participle, a gerund, or a verb.

- \_\_\_\_\_ 1. Ted is moving today.
- \_\_\_\_\_ 2. His family rented a moving van.
- \_\_\_\_\_ 3. Moving can be quite a chore.
- \_\_\_\_\_ 4. Mrs. Cunningham tried complaining to the owners.
- \_\_\_\_\_ 5. They felt she was a complaining nuisance.
- \_\_\_\_\_ 6. Everyone was complaining.
- \_\_\_\_\_ 7. The investigating officer accumulated quite a lot of evidence.
- \_\_\_\_\_ 8. Anytime you are investigating a crime, you must be thorough.
- \_\_\_\_\_ 9. Through investigating, I have learned a great deal.
- \_\_\_\_\_ 10. The team has a veteran running back, but he is injured.
- \_\_\_\_\_ 11. Why are they running that play?
- \_\_\_\_\_ 12. Running is my favorite activity in football.



Put a check next to the sentences with gerund phrases. Underline the phrase and indicate whether it is used as a subject, a predicate nominative, a direct object, or an object of a preposition.

- \_\_\_\_\_ 1. We started running for cover.
- \_\_\_\_\_ 2. My favorite sport in the winter is skiing.
- \_\_\_\_\_ 3. He is going to attend a lecture.
- \_\_\_\_\_ 4. Finishing English homework was my primary concern.
- \_\_\_\_\_ 5. We had left before receiving the dreadful news.
- \_\_\_\_\_ 6. Wallpapering the hall took us all day.
- \_\_\_\_\_ 7. The dog was panting in the hot desert sun.
- \_\_\_\_\_ 8. Is creating a confection your favorite pastime?





**Infinitives** are formed with the **basic form of the verb** and the word **to**.

If a sentence has an infinitive, underline it and write it on the line. If there is no infinitive, write "none".

- \_\_\_\_\_ 1. We like to see you often.
- \_\_\_\_\_ 2. She went to the store for me.
- \_\_\_\_\_ 3. Sometimes I want to sleep all morning.
- \_\_\_\_\_ 4. We are going to the show.
- \_\_\_\_\_ 5. To run in a marathon is my goal.

In the following sentences, underline each infinitive and indicate whether it is used as a subject, a predicate nominative, a direct object, or the object of a preposition.

- \_\_\_\_\_ 1. I like to visit my friends when they don't expect me!
- \_\_\_\_\_ 2. Her favorite hobby is to swim.
- \_\_\_\_\_ 3. When children start to grow, their parents usually preserve memories with photographs.
- \_\_\_\_\_ 4. The man lifted the baby up to see the parade.
- \_\_\_\_\_ 5. To achieve is a measure of success.
- \_\_\_\_\_ 6. My choice is to leave.
- \_\_\_\_\_ 7. He knew of no plan except to march.
- \_\_\_\_\_ 8. To rebuild would be quite costly to us.
- \_\_\_\_\_ 9. To begin again is his only choice.
- \_\_\_\_\_ 10. When the cat began to eat, the kitten watched intently.

**Infinitive phrases** can be used as **nouns**, **adjectives**, or **adverbs**.

Underline the infinitive phrases in the following sentences. If there is no infinitive phrase, write "none".

- \_\_\_\_\_ 1. We tried to coordinate our effort.
- \_\_\_\_\_ 2. I gave a present to Saul in recognition of his services.
- \_\_\_\_\_ 3. Citizens may exercise their power to vote freely.
- \_\_\_\_\_ 4. She tried to skate gracefully.
- \_\_\_\_\_ 5. He is driving to town at this very moment.

In the following sentences, underline each infinitive phrase. On the line, indicate whether it is used as a noun, an adjective, or an adverb.

- \_\_\_\_\_ 1. To capture a movement on film is quite exciting to many people.
- \_\_\_\_\_ 2. The prisoner tried to escape the sentence.
- \_\_\_\_\_ 3. They were happy to meet him.
- \_\_\_\_\_ 4. Is he the one to boast about?
- \_\_\_\_\_ 5. His chief concern is to make a good impression.
- \_\_\_\_\_ 6. Everyone began to gather around.
- \_\_\_\_\_ 7. She is a person to really admire.
- \_\_\_\_\_ 8. The object of the game is to control everything.
- \_\_\_\_\_ 9. They were disappointed to leave.
- \_\_\_\_\_ 10. Carla is the one to receive the award.



A **compound sentence** contains two complete ideas, joined by a **conjunction**.

In the following sentences, underline simple subjects with one line and simple predicates with two lines. On the lines, identify the sentences as either simple or compound sentences. If a sentence is compound, draw a perpendicular line to divide the two sections.

1. The location of Mount St. Helens is fifty miles from Portland, Oregon. \_\_\_\_\_
2. On March 20, 1980, a seismograph registered an earthquake and recorded the epicenter at Mount St. Helens. \_\_\_\_\_
3. Seismographs and other equipment were checked and evaluated to pinpoint the exact location of the quake. \_\_\_\_\_
4. The quake registered 4.1, but that is not considered a major earthquake. \_\_\_\_\_
5. By March 25, there were forty earthquakes per hour, and this caused geologists to worry about a volcanic eruption. \_\_\_\_\_
6. On April 1, a state of emergency was called by Governor Dixie Lee Ray, and the United States Forest Service closed roads and access areas. \_\_\_\_\_
7. The north side of the mountain began to grow and bulge out about five feet a day. \_\_\_\_\_
8. Clouds and rain prevented scientists from investigating the volcano by air. \_\_\_\_\_
9. Scientists began to abandon close access areas during the first few days of May, and one geologist, Al Eggers, called for a May 21st eruption of lava. \_\_\_\_\_
10. Livestock and wildlife acted strangely, and many farmers later told stories about their experiences. \_\_\_\_\_
11. On May 16, Governor Ray allowed property owners at Spirit Lake several hours to enter the area and recover possessions. \_\_\_\_\_
12. Harry S. Truman, an 83-year-old Spirit Lake resident, defied the orders to leave the area. \_\_\_\_\_

Use the conjunctions **and**, **but**, or **either . . . or** to join these sentences or phrases to form compound sentences. Add the necessary capitalization and punctuation.

the explosion on May 18 was heard 200 miles away  
a cloud of steam rose 63,000 feet in the air

1. \_\_\_\_\_  
\_\_\_\_\_
- winds were of hurricane force  
they blew down millions of two-hundred-year-old trees
2. \_\_\_\_\_  
\_\_\_\_\_
- the forest fires were widespread  
the falling ash helped to put out the ensuing fires
3. \_\_\_\_\_  
\_\_\_\_\_
- the temperature of the lahars was 211°F  
volcanic mudflows, called lahars, flowed down the mountain at 50 miles per hour
4. \_\_\_\_\_  
\_\_\_\_\_
- everyone realized the ash flowing down the mountain was hot  
few realized the temperature was 800 degrees.
5. \_\_\_\_\_  
\_\_\_\_\_
- people fled the mountains on foot  
they were evacuated by helicopter
6. \_\_\_\_\_  
\_\_\_\_\_

A **clause** has a **subject** and a **predicate**. A **phrase** does not.

On the lines, identify the words in *italics* as gerund phrases, infinitive phrases, participial phrases, prepositional phrases, noun clauses, adjective clauses, or adverbial clauses.

- \_\_\_\_\_ 1. *That there is great variety at all depth of ocean life*, is a foregone conclusion.
- \_\_\_\_\_ 2. Large predators can usually be found *searching for food*.
- \_\_\_\_\_ 3. *When one thinks of mammals*, one doesn't usually think of the sea.
- \_\_\_\_\_ 4. Some fish wave tentacles through the water *to gather little fragments of food*.
- \_\_\_\_\_ 5. Divers *who brave the frigid temperatures and darkness* are rewarded with beautiful sights.
- \_\_\_\_\_ 6. Many fish feed *on the remains of plants and animals from higher levels*.
- \_\_\_\_\_ 7. A scorpion fish, *because it is difficult to see*, is considered quite dangerous.
- \_\_\_\_\_ 8. Scuba divers have observed *that a great variety of life exists at all depths*.
- \_\_\_\_\_ 9. A fish *that lives in shallow water* is the squid.
- \_\_\_\_\_ 10. Squids hide *in caves and crevasses by day* and come out at night.
- \_\_\_\_\_ 11. Some sea creatures live *where they are born* throughout their entire lives.
- \_\_\_\_\_ 12. *Defending themselves* is a lifelong occupation of many sea creatures.
- \_\_\_\_\_ 13. Sea creatures, *while they are living*, spend most of their time in search of food.
- \_\_\_\_\_ 14. The unique camouflage of some fish makes it *difficult to observe them*.
- \_\_\_\_\_ 15. Sea urchins have teeth *to eat seaweed*.
- \_\_\_\_\_ 16. Fish have been followed *to whatever depths they will swim*.
- \_\_\_\_\_ 17. In temperate waters, *when the sun is strong*, there are plenty of nutrients, and phytoplankton flourish.
- \_\_\_\_\_ 18. The ocean, *divided into various depths*, supports a variety of species.
- \_\_\_\_\_ 19. *When they are swimming*, some fish can't be seen from above.
- \_\_\_\_\_ 20. Divers have found *how the creatures live at staggering depths*.
- \_\_\_\_\_ 21. The fish, *waving its tentacles*, is beautiful and alluring.
- \_\_\_\_\_ 22. A world of darkness is *what has been discovered*.
- \_\_\_\_\_ 23. Some fish, *which are permanently disguised*, appear as weeds or rocks.
- \_\_\_\_\_ 24. Camouflaged fish, *unless seen by an expert*, are well hidden.



An **independent clause** can stand by itself. It may be joined to another independent clause with an **adverbial connector** (*besides, however, moreover, nevertheless, therefore, etc.*) or a **conjunction** (*and, but, for, etc.*). A **subordinate clause** usually cannot stand alone. It is joined to an independent clause by a **subordinating connector** (*although, as, because, if, when, where, whereas, though, etc.*), usually acting as an adverb. When a subordinate clause is introduced by a **relative pronoun** (*that, which, who, whom, or whose*), it usually serves as an adjective.



On the lines, indicate whether the following clauses are subordinate or independent.

- |       |  |
|-------|--|
| _____ | 1. while one company sent one million surgical masks         |
| _____ | 2. as the ash hung over the city for thirty-three days       |
| _____ | 3. if you enter the bank                                     |
| _____ | 4. ash can change the world's climate                        |
| _____ | 5. because people were worried about the effects of ash      |
| _____ | 6. noise of the fourth major tremor was heard 135 miles away |
| _____ | 7. when you wash the ashes off your porch                    |
| _____ | 8. since many ash particles were small enough to be inhaled  |
| _____ | 9. ash took seventeen days to circle the earth               |
| _____ | 10. many ash particles were small enough to be inhaled       |

A **complex sentence** contains a subordinate clause. On the lines, identify the sentences as complex or compound. If they are complex, circle the subordinate clause. In all cases, underline the simple subjects on time and the simple predicates twice.

- |       |   |
|-------|---|
| _____ | 1. A dome of lava was seen when it glowed in the dark.  |
| _____ | 2. The volcano grew as it cooled and cracked.   |
| _____ | 3. While Mount St. Helens is now calm, no one knows if it will erupt again.   |
| _____ | 4. Thirty-five people were killed and twenty-five were missing and presumed dead.                                       |
| _____ | 5. Since insects were killed by the ash, the wheat, potato, and apple crops had above normal yields.                    |
| _____ | 6. In some counties, when the crops were harvested, the yield was lower than normal.                                    |
| _____ | 7. The greatest loss was to wildlife, and most wildlife was lost through ash.   |
| _____ | 8. President Carter visited the sight, and he seemed overwhelmed by the destruction.                                    |
| _____ | 9. Riverbeds had to be dredged because they were clogged by mudflows.   |
| _____ | 10. Studying the living volcano gave scientists a way to predict quakes, and they have made good use of this knowledge. |

An **adjective clause** is a dependent clause that modifies a noun or pronoun. **That, which** or **who** is often used as the subject of an adjective clause. An adjective clause may start with **when, where, or why** if it modifies a noun or pronoun.

In each sentence, find the adjective clause. Write the word it modifies on the short line and the adjective clause on the longer line. Circle the relative pronoun.

1. One shark that does not hesitate to swallow dead or inanimate objects is a killer shark.  
\_\_\_\_\_
2. Some ichthyologists, who have studied the Biblical Jonah, have suggested he may have been swallowed by a large shark, since whales prefer plankton.  
\_\_\_\_\_
3. The ocean is the place where sharks may devour anything.  
\_\_\_\_\_
4. One shark, which was caught in the Adriatic Sea, was found to have three overcoats, a raincoat, and an automobile license plate in his belly.  
\_\_\_\_\_
5. Luckily, the owners of the coats that were found in the shark's belly, were not in the coats at the time!  
\_\_\_\_\_

An **adverbial clause** is a dependent clause that modifies a verb.

In each sentence, find the adverbial clause. Write the word it modifies on the short line and the clause on the longer line. Circle the subordinate conjunction (words that tell how, when, where, or why).

1. Sharks attack as long as they are hungry.  
\_\_\_\_\_
2. Sharks swim incessantly until they die.  
\_\_\_\_\_
3. A shark swims constantly since he has no air bladder.  
\_\_\_\_\_
4. As if built for killing, a shark is superbly designed to attack.  
\_\_\_\_\_
5. Remarkably, this animal can store food at will for weeks before he digests it.  
\_\_\_\_\_

A **noun clause** is a clause that replaces a noun in a clause. It can begin with words like **how, that, what, where, who, and why**.

In each sentence, find the noun clause. On the short line, indicate whether the clause functions as a subject, direct object, predicate nominative, or object of a preposition. Write the noun clause on the long line.

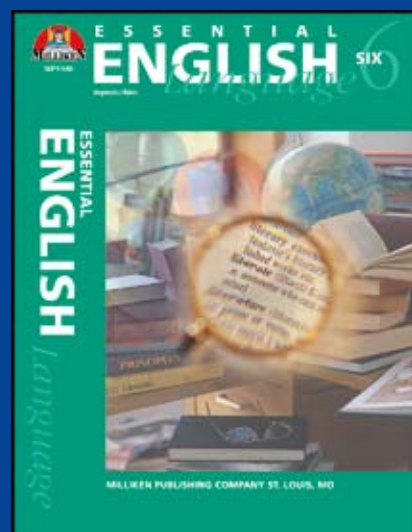
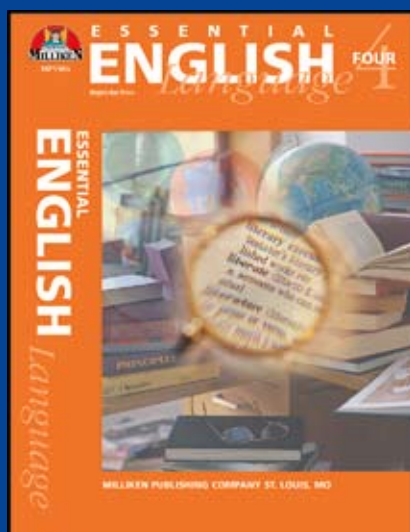
1. For that reason, ichthyologists wonder whether Jonah was swallowed by a large shark or a whale.  
\_\_\_\_\_
2. Because of their constant motion, it is generally assumed that sharks never sleep.  
\_\_\_\_\_
3. That sharks have attacked humans is a proven fact.  
\_\_\_\_\_
4. This predator is deadly to whatever or whoever may cross its path.  
\_\_\_\_\_
5. The water near Kenya is where a shark ate a swimming elephant.  
\_\_\_\_\_



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