



A McGraw-Hill Education Partnership

GRADE
6

Grammar, Language, and Composition Guide:

Student Edition

Grammar, Language, and Composition Guide:

Student Edition

TABLE OF CONTENTS

[Grammar and Language Workbook](#)

[Grammar and Composition Handbook](#)

Grammar and Language Workbook

GRADE 6



Copyright © McGraw-Hill Education

All rights reserved. The contents, or parts thereof, may be reproduced in print form for non-profit educational use with MHE/Study Sync, provided such reproductions bear copyright notice, but may not be reproduced in any form for any other purpose without the prior written consent of McGraw-Hill Education, including, but not limited to, network storage or transmission, or broadcast for distance learning.

Send all inquiries to:
McGraw-Hill Education
2 Penn Plaza
New York, NY 10121

Contents

Handbook of Definitions and Rules	<u>1</u>
Troubleshooter	<u>23</u>
Part 1 Grammar	<u>45</u>
Unit 1 Subjects, Predicates, and Sentences	
1.1 Kinds of Sentences: Declarative and Interrogative	<u>47</u>
1.2 Kinds of Sentences: Exclamatory and Imperative	<u>49</u>
1.3 Subjects and Predicates: Simple and Complete	<u>51</u>
1.4 Subjects and Predicates: Compound	<u>53</u>
1.5 Simple and Compound Sentences	<u>55</u>
1.6 Sentence Fragments	<u>57</u>
1.7 Run-On Sentences	<u>59</u>
Unit 1 Review	<u>61</u>
Cumulative Review	<u>62</u>
Unit 2 Nouns	
2.8 Nouns: Proper and Common	<u>63</u>
2.9 Nouns: Singular and Plural	<u>65</u>
2.10 Nouns: Collective	<u>67</u>
2.11 Nouns: Possessives	<u>69</u>
Unit 2 Review	<u>71</u>
Cumulative Review: Units 1–2	<u>72</u>
Unit 3 Verbs	
3.12 Action Verbs and Direct Objects	<u>75</u>
3.13 Action Verbs and Indirect Objects	<u>77</u>
3.14 Transitive and Intransitive Verbs	<u>79</u>
3.15 Linking Verbs and Predicate Words	<u>81</u>
3.16 Verb Tenses: Present, Past, and Future	<u>83</u>
3.17 Main Verbs: Principal Parts	<u>85</u>
3.18 Helping Verbs	<u>87</u>
3.19 Verb Forms: Present Progressive and Past Progressive	<u>89</u>
3.20 Perfect Tenses: Present and Past	<u>91</u>
3.21 Irregular Verbs I	<u>93</u>
3.22 Irregular Verbs II	<u>95</u>
3.23 Irregular Verbs III	<u>97</u>
3.24 More Practice with Verb Forms	<u>99</u>
Unit 3 Review	<u>101</u>
Cumulative Review: Units 1–3	<u>102</u>
Unit 4 Pronouns	
4.25 Personal Pronouns	<u>105</u>
4.26 Using Pronouns Correctly	<u>107</u>
4.27 Pronouns and Antecedents	<u>109</u>
4.28 Possessive Pronouns	<u>111</u>
4.29 Indefinite Pronouns	<u>113</u>
Unit 4 Review	<u>115</u>
Cumulative Review: Units 1–4	<u>116</u>
Unit 5 Adjectives	
5.30 Adjectives and Proper Adjectives	<u>119</u>
5.31 Articles and Demonstratives	<u>121</u>
5.32 Adjectives That Compare	<u>123</u>
5.33 Special Adjectives That Compare	<u>125</u>
Unit 5 Review	<u>127</u>
Cumulative Review: Units 1–5	<u>128</u>
Unit 6 Adverbs	
6.34 Adverbs Modifying Verbs	<u>131</u>
6.35 Adverbs Modifying Adjectives and Adverbs	<u>133</u>
6.36 Adverbs That Compare	<u>135</u>
6.37 Irregular Comparative Forms	<u>137</u>
6.38 Telling Adjectives and Adverbs Apart I	<u>139</u>
6.39 Telling Adjectives and Adverbs Apart II	<u>141</u>
6.40 Avoiding Double Negatives	<u>143</u>
Unit 6 Review	<u>145</u>
Cumulative Review: Units 1–6	<u>146</u>
Unit 7 Prepositions, Conjunctions, and Interjections	
7.41 Prepositions	<u>149</u>
7.42 Prepositional Phrases	<u>151</u>
7.43 Pronouns After Prepositions	<u>153</u>
7.44 Prepositional Phrases as Adjectives and Adverbs	<u>155</u>
7.45 Telling Prepositions and Adverbs Apart	<u>157</u>
7.46 Conjunctions	<u>159</u>
7.47 Interjections	<u>161</u>
Unit 7 Review	<u>163</u>
Cumulative Review: Units 1–7	<u>164</u>
Unit 8 Subject-Verb Agreement	
8.48 Making Subjects and Verbs Agree	<u>167</u>
8.49 Subject Pronouns and Verb Agreement	<u>169</u>
8.50 Locating the Subject	<u>171</u>
8.51 Agreement with Compound Subjects	<u>173</u>
Unit 8 Review	<u>175</u>
Cumulative Review: Units 1–8	<u>176</u>
Unit 9 Diagraming Sentences	
9.52 Diagraming Simple Subjects and Simple Predicates	<u>179</u>
9.53 Diagraming the Four Kinds of Sentences	<u>181</u>
9.54 Diagraming Direct and Indirect Objects and Predicate Words	<u>183</u>
9.55 Diagraming Adjectives and Adverbs	<u>185</u>
9.56 Diagraming Prepositional Phrases	<u>187</u>
9.57 Diagraming Compound Sentence Parts	<u>189</u>
Unit 9 Review	<u>191</u>
Cumulative Review: Units 1–9	<u>192</u>

Part 2 Usage	<u>195</u>
Unit 10 Usage Glossary	
10.58 Usage: <i>accept</i> to <i>a lot</i>	<u>197</u>
10.59 Usage: <i>beside</i> to <i>chose</i>	<u>199</u>
10.60 Usage: <i>in</i> to <i>teach</i>	<u>201</u>
10.61 Usage: <i>leave</i> to <i>sit</i>	<u>203</u>
10.62 Usage: <i>than</i> to <i>whose</i>	<u>205</u>
Unit 10 Review	<u>207</u>
Cumulative Review: Units 1–10	<u>208</u>

Part 3 Mechanics.....211

Unit 11 Capitalization

11.63 Capitalizing Sentences, Quotations, and Salutations I	<u>213</u>
11.64 Capitalizing Sentences, Quotations, and Salutations II	<u>215</u>
11.65 Capitalizing Names and Titles of Persons I.....	<u>217</u>
11.66 Capitalizing Names and Titles of Persons II.....	<u>219</u>
11.67 Capitalizing Names of Places I	<u>221</u>
11.68 Capitalizing Names of Places II	<u>223</u>
11.69 Capitalizing Other Proper Nouns and Adjectives I.....	<u>225</u>
11.70 Capitalizing Other Proper Nouns and Adjectives II	<u>227</u>
Unit 11 Review	<u>229</u>
Cumulative Review: Units 1–11	<u>230</u>

Unit 12 Punctuation

12.71 Using the Period and Other End Marks	<u>233</u>
12.72 Using Commas I	<u>235</u>
12.73 Using Commas II	<u>237</u>
12.74 Using Commas III.....	<u>239</u>
12.75 Using Commas IV.....	<u>241</u>
12.76 Commas in Review.....	<u>243</u>
12.77 Semicolons and Colons.....	<u>245</u>
12.78 Quotation Marks.....	<u>247</u>
12.79 Quotation Marks and Italics	<u>249</u>
12.80 Apostrophes	<u>251</u>
12.81 Hyphens.....	<u>253</u>
12.82 Abbreviations I.....	<u>255</u>
12.83 Abbreviations II.....	<u>257</u>
12.84 Writing Numbers I.....	<u>259</u>
12.85 Writing Numbers II	<u>261</u>
Unit 12 Review	<u>263</u>
Cumulative Review: Units 1–12	<u>264</u>

Part 4 Vocabulary and Spelling.....267

Unit 13 Vocabulary and Spelling

13.86 Building Vocabulary: Learning from Context.....	<u>269</u>
13.87 Building Vocabulary: Prefixes	<u>271</u>
13.88 Building Vocabulary: Suffixes	<u>273</u>
13.89 Synonyms and Antonyms.....	<u>275</u>
13.90 Homonyms	<u>277</u>
13.91 Basic Spelling Rules I	<u>279</u>

13.92 Basic Spelling Rules II	<u>281</u>
13.93 Basic Spelling Rules III	<u>283</u>
13.94 Often Misspelled Words	<u>285</u>
13.95 Easily Confused Words	<u>287</u>
13.96 Review: Building Vocabulary	<u>289</u>
13.97 Review: Basic Spelling Rules	<u>291</u>
Unit 13 Review	<u>293</u>
Cumulative Review: Units 1–13	<u>294</u>

Part 5 Composition.....297

Unit 14 Composition

14.98 The Writing Process: Prewriting I	<u>299</u>
14.99 The Writing Process: Prewriting II	<u>301</u>
14.100 The Writing Process: Drafting I	<u>303</u>
14.101 The Writing Process: Drafting II	<u>305</u>
14.102 The Writing Process: Revising I.....	<u>307</u>
14.103 The Writing Process: Revising II	<u>309</u>
14.104 The Writing Process: Editing.....	<u>311</u>
14.105 The Writing Process: Presenting.....	<u>313</u>
14.106 Outlining	<u>315</u>
14.107 Writing Effective Sentences I.....	<u>317</u>
14.108 Writing Effective Sentences II	<u>319</u>
14.109 Writing Effective Sentences III	<u>321</u>
14.110 Building Paragraphs I.....	<u>323</u>
14.111 Building Paragraphs II	<u>325</u>
14.112 Building Paragraphs III	<u>327</u>
14.113 Paragraph Ordering.....	<u>329</u>
14.114 Personal Letters I.....	<u>331</u>
14.115 Personal Letters II.....	<u>333</u>
14.116 Personal Letters III	<u>335</u>
14.117 Business Letters: Letters of Request or Complaint.....	<u>337</u>
14.118 Business Letters: Letters of Opinion	<u>339</u>

Index	<u>341</u>
--------------------	-------------------



Handbook of Definitions and Rules



SUBJECTS AND PREDICATES

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

PARTS OF SPEECH

Nouns

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

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

leaf melody desk aroma

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

loyalty honesty democracy friendship

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

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

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

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

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

Verbs

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

He _____. We _____. She _____ it.

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

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

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

The janitor **washed** the window.

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

The children **played** noisily.

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

Marcy sent **her brother** a present.

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

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

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

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

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

They **are listening** to a symphony.

6. Verbs have four **principal parts** or forms: base, past, present participle, and past participle. Form the past and past participle by adding -ed to the base.

Base: I **talk**.

Present Participle: I am **talking**.

Past: I **talked**.

Past Participle: I have **talked**.

7. **Irregular verbs** form the past and past participle in other ways.

PRINCIPAL PARTS OF IRREGULAR VERBS

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

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

Simple Tenses

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

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

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

Perfect Tenses

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

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

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

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

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

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

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

10. The **voice** of a verb shows whether the subject performs the action or receives the action of the verb. A sentence is in the **active voice** when the subject performs the action. A sentence is in the **passive voice** when the subject receives the action of the verb.
- The robin **ate** the worm. (active)
The worm **was eaten** by the robin. (passive)

Pronouns

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Adjectives

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

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

POSITIVE	COMPARATIVE	SUPERLATIVE
slow	slower	slowest
charming	more charming	most charming

6. Some adjectives have irregular comparative forms.

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

Adverbs

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

Prepositions, Conjunctions, and Interjections

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

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

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

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

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

COMMON CONJUNCTIONS

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

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

CLAUSES AND COMPLEX SENTENCES

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

main sub.

She became a vegetarian because she loves animals.

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

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

SUBJECT-VERB AGREEMENT

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

USAGE GLOSSARY

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

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

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

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

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

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

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

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

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

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

The sink is **beside** the refrigerator.

Besides the kitchen, the den is my favorite room.

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

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

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

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

You may **bring** your model here.

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

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

Constance **can** walk to school.

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

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

I **choose** the blue folder.

Celia **chose** the purple folder.

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

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

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

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

They **formally** agreed to the exchange.

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

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

The birds nest **in** the trees.

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

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

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

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

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

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

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

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

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

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

I will **leave** after fourth period.

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

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

The bike chain was very **loose**.

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

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

Many ants were crawling near the anthill.

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

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

Lunch will **precede** the afternoon session.

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

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

The sleeping kitten was **quiet**.

The other kittens were **quite** playful.

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

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

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

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

Please **sit** in your assigned seats. **Set** those dishes down.

The sun **set** at 6:14.

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

Wisconsin produces more milk **than** any other state.

First get comfortable, **then** look the pitcher right in the eye.

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

The Westons returned to **their** favorite vacation spot.

They're determined to go next year as well.

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

Theirs is one of the latest models.

There's another pitcher of lemonade in the refrigerator.

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

You may go **to** the library.

It is **too** cold for skating.

There are only **two** days of vacation left.

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

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

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

Do you know **whose** books these are?

Who's willing to help me clean up?

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

Please arrange **your** schedule so that you can be on time.

If **you're** late, you may miss something important.

CAPITALIZATION

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

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

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

Dear Professor Nichols:

Sincerely yours,

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

PUNCTUATION, ABBREVIATIONS, AND NUMBERS

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

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

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

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

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

VOCABULARY AND SPELLING

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

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

Composition

Writing Themes and Paragraphs

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

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

Outlining

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

SENTENCE OUTLINE

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

TOPIC OUTLINE

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

Writing Letters

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

- Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.



Troubleshooter



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

Sentence Fragments

PROBLEM 1

Fragment that lacks a subject

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

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

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

SOLUTION

Martha asked about dinner. She hoped it was lasagna.

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

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

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

PROBLEM 2

Fragment that lacks a predicate

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

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

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

SOLUTION

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

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

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

Make a complete sentence by adding a predicate.

PROBLEM 3

Fragment that lacks both a subject and a predicate

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

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

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

SOLUTION

I heard the laughter of the children in the nursery.

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

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

Combine the fragment with another sentence.



More help in avoiding sentence fragments is available in Lesson 6.

Run-on Sentences

PROBLEM 1

Two main clauses separated only by a comma

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

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

SOLUTION A

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

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

SOLUTION B

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

Place a semicolon between the main clauses of the sentence.

PROBLEM 2

Two main clauses with no punctuation between them

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

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

SOLUTION A

The law student studied hard. She passed her exam.

Make two sentences out of the run-on sentence.

SOLUTION B

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

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

PROBLEM 3

Two main clauses without a comma before the coordinating conjunction

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

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

SOLUTION

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

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

Add a comma before the coordinating conjunction.



More help in avoiding run-on sentences is available in Lesson 7.

Lack of Subject-Verb Agreement

PROBLEM 1

A subject separated from the verb by an intervening prepositional phrase

agr The stories in the newspaper was well written.

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

SOLUTION

The stories in the newspaper were well written.

The house in the suburbs was just what she wanted.

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

PROBLEM 2

A sentence that begins with here or there

agr Here go the duck with her ducklings.

agr There is the pencils you were looking for.

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

SOLUTION

Here goes the duck with her ducklings.

There are the pencils you were looking for.

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

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

PROBLEM 3***An indefinite pronoun as the subject***

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

SOLUTION

Each of the animals has a unique way of walking.

Many of the movies were black and white.

None of the leaves are turning colors yet.

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

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

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

SOLUTION A

The students and the teacher adore the classroom hamster.

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

SOLUTION B

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

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

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

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

SOLUTION

Either Hester or Sue is supposed to pick us up.

Neither pepper nor spices improve the flavor of this sauce.

Either Caroline or Robin volunteers at the local food pantry.

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

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



More help with subject-verb agreement is available in Lessons 48–51.

Incorrect Verb Tense or Form

PROBLEM 1

An incorrect or missing verb ending

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

SOLUTION

We talked yesterday for more than an hour.

They sailed last month for Barbados.

Sally and James landed at the airport yesterday.

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

PROBLEM 2

An improperly formed irregular verb

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

SOLUTION

Our hair clung to us in the humid weather.

Trent drank all the orange juice.

The evening breeze blew the clouds away.

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

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

tense Helen has took first place in the marathon.

SOLUTION

Helen has taken first place in the marathon.

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



More help with correct verb forms is available in Lessons 19–24.

Incorrect Use of Pronouns

PROBLEM 1

A pronoun that refers to more than one antecedent

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

SOLUTION

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

Henry ran with Philip, but Philip was faster.

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

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

PROBLEM 2

Personal pronouns as subjects

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

SOLUTION

He and Mary unfurled the tall, white sail.

Nina and they bought theater tickets yesterday.

Karen and I heard the good news on the television.

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

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

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

SOLUTION

The horse galloped across the field to Anne and me.

The new signs confused Clark and them.

Grant wrote her a letter of apology.

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



More help with correct use of pronouns is available in Lessons 25–29.

Incorrect Use of Adjectives

PROBLEM 1

Incorrect use of good, better, best

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

SOLUTION

Is a horse better than a pony?

Literature is my best subject.

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

PROBLEM 2

Incorrect use of bad, worse, worst

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

SOLUTION

That game was the worst game our team ever played.

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

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

adj This bike is more faster than my old bike.

SOLUTION

This bike is faster than my old bike.

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

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

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

SOLUTION

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

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



More help with the correct use of adjectives is available in Lessons 30–33.

Incorrect Use of Commas

PROBLEM 1

Missing commas in a series of three or more items

com We saw ducks geese and seagulls at the park.

com Jake ate dinner watched a movie and visited friends.

SOLUTION

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

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

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

PROBLEM 2

Missing commas with direct quotations

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

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

SOLUTION

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

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

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

PROBLEM 3***Missing commas with nonessential appositives***

com Maria our new friend is from Chicago.

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

SOLUTION

Maria, our new friend, is from Chicago.

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

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

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

com Karen who started early finished her work before noon.

SOLUTION

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

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

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

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

SOLUTION

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

Place a comma after an introductory adverbial clause.



More help with commas is available in Lessons 72–76.

Incorrect Use of Apostrophes

PROBLEM 1

Singular possessive nouns

apos Pablos new bicycle is in Charles yard.

apos Bills video collection is really great.

apos That horses saddle has real silver on it.

SOLUTION

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

Bill's video collection is really great.

That horse's saddle has real silver on it.

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

PROBLEM 2

Plural possessive nouns that end in -s

apos The girls team won the tournament.

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

apos The model cars boxes are in my room.

SOLUTION

The girls' team won the tournament.

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

The model cars' boxes are in my room.

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

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

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

apos The childrens clothes are on the third floor.

SOLUTION

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

The children's clothes are on the third floor.

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

PROBLEM 4***Possessive personal pronouns***

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

SOLUTION

The poster is hers, but the magazine is theirs.

Do not use apostrophes with possessive personal pronouns.

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

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

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

SOLUTION

The old tree was the last to lose its leaves.

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

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



More help with apostrophes and possessives is available in Lessons 11 and 80.

Incorrect Capitalization

PROBLEM 1

Words that refer to ethnic groups, nationalities, and languages

cap

Many irish citizens speak both english and gaelic.

SOLUTION

Many Irish citizens speak both English and Gaelic.

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

PROBLEM 2

The first word of a direct quotation

cap

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

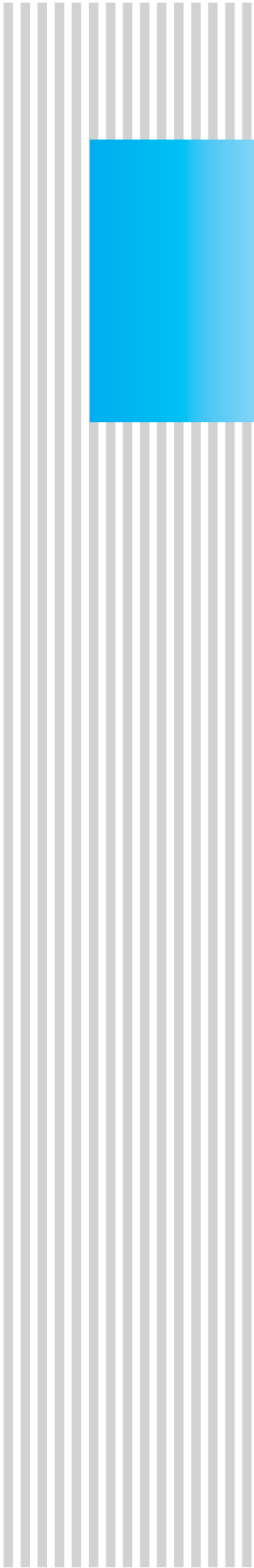
SOLUTION

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

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



More help with capitalization is available in Lessons 63–70.



Grammar



Unit 1: Subjects, Predicates, and Sentences

Lesson 1

Kinds of Sentences: Declarative and Interrogative

A **sentence** is a group of words that expresses a complete thought. All sentences begin with a capital letter and end with a punctuation mark. Different kinds of sentences have different purposes.

A **declarative sentence** makes a statement. It ends with a period.

Last summer I went on a long trip.

An **interrogative sentence** asks a question. It ends with a question mark.

Where did you go on your vacation?

► **Exercise 1** Insert a period if the sentence is declarative. Insert a question mark if it is interrogative.

My family and I went to Alaska .

1. Have you ever been that far north
2. Alaska is a wonderful and wild state
3. Isn't it the largest state in the union
4. Was the weather hotter than you expected
5. Some days were so warm that I wore shorts
6. In some parts of Alaska, the sun never sets in summer
7. Summers in Alaska don't last very long
8. Are Alaskan winters as cold as they say
9. The ground under much of Alaska is permanently frozen
10. How can animals live in such a cold climate
11. All the animals in Alaska are equipped for the cold
12. Did you see any bears in Alaska
13. We saw a lot of brown bears at Katmai National Monument

14. Male brown bears can be as tall as ten feet
15. Can an animal that big move very fast
16. A brown bear can run as fast as twenty-five miles per hour
17. Do you think you'd be afraid of a brown bear
18. Did you know that the highest mountain in North America is in Alaska
19. The mountain is called Denali
20. What does *Denali* mean
21. *Denali* is a Native American word that means "the great one"
22. At one time only Native Americans lived in Alaska
23. Who were the first white settlers in Alaska
24. Russians built a settlement on Kodiak Island in 1784
25. Why did the Russians want to settle in Alaska
26. They went there to look for furs
27. Russia sold Alaska to the United States in 1867
28. How much did the United States pay for Alaska
29. Alaska cost the United States \$7.2 million
30. Does that seem like a lot of money to you
31. When did Americans begin going to Alaska
32. Americans began going to Alaska during the 1890s and 1900s
33. They went there to look for gold
34. Large amounts of "black gold" were discovered in Alaska in 1968
35. What is "black gold"
36. "Black gold" is another name for oil
37. Alaska also has coal, platinum, copper, and uranium
38. Did you take many pictures during your trip
39. I took a great shot of an eagle catching a salmon
40. Do you want to see some other pictures I took

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

In addition to declarative and interrogative sentences, there are two other types of sentences. An **exclamatory sentence** shows strong feeling. It ends with an exclamation point.

I never saw so much traffic!

An **imperative sentence** commands someone to do something. The subject *you* is understood. An imperative sentence can end with either a period or an exclamation point.

(You) Look both ways before crossing the street. (You) Look out!

► **Exercise 1** Write *exc.* in the blank before each exclamatory sentence and *imp.* before each imperative sentence.

- exc.** That alarm clock is too loud!
- _____ 1. Give the orange juice to Cecilia.
- _____ 2. How sleepy I am!
- _____ 3. What a funny dream I had last night!
- _____ 4. I can hardly wait for the dance!
- _____ 5. Please don't talk so loudly.
- _____ 6. Tell Kwasi that it's time to get up.
- _____ 7. Put the timer where you'll be sure to see it.
- _____ 8. I love peanut butter sandwiches!
- _____ 9. The toast is burning!
- _____ 10. Give this bottle to the baby.
- _____ 11. Becky spilled all her cereal!
- _____ 12. Mop it up with a paper towel.
- _____ 13. Help me set the table.
- _____ 14. I'm in trouble if I'm late for school!
- _____ 15. Jan forgot to do her math homework!

- _____ 16. Please take these books back to the library.
- _____ 17. Pour some more milk for Ricardo.
- _____ 18. How I would love to be a rock star!
- _____ 19. Get that cat off the table!
- _____ 20. The puppy chewed a hole in my sock!
- _____ 21. Pull up the anchor so we can be on our way.
- _____ 22. Gordo is such a cute puppy!
- _____ 23. Take these old magazines to your art teacher.
- _____ 24. Be careful not to drop the plates.
- _____ 25. My new sneakers are covered with mud!
- _____ 26. Comb Tina's hair and put a ribbon in it.
- _____ 27. I wish Dad would drive us to school!
- _____ 28. I can't believe you ate all of that!
- _____ 29. Oh, no, the car won't start!
- _____ 30. Make sure you have enough air in your bike tires.
- _____ 31. Put your dishes in the sink before you leave.
- _____ 32. Don't forget to call me when you get home.
- _____ 33. I dropped my ring into the sink!
- _____ 34. You spilled juice on the floor!
- _____ 35. Make sure you tie your shoes before jogging.
- _____ 36. Put this apple in your pocket.

► **Writing Link** Write a paragraph explaining how to play a game. Use exclamatory and imperative sentences.

Lesson 3**Subjects and Predicates: Simple and Complete**

Every sentence has two parts: a subject and a predicate. The **subject part** of a sentence names whom or what the sentence is about. The **predicate part** of a sentence tells what the subject does or has. It can also describe what the subject is or is like.

SUBJECT PART	PREDICATE PART
The mountain climbers	reached the peak.

The **complete subject** is all of the words in the subject part of a sentence. The **complete predicate** is all of the words in the predicate part of a sentence.

COMPLETE SUBJECT	COMPLETE PREDICATE
The horse's black mane	was blowing in the wind.

The **simple subject** is the main person or thing in the subject part of a sentence. The **simple predicate** is the main word or group of words in the predicate part of a sentence.

SIMPLE SUBJECT	SIMPLE PREDICATE
The horse's black mane	was blowing in the wind.

► **Exercise 1** Draw one line under each complete subject and two lines under each complete predicate.

The bottle of milk is in the refrigerator.

1. That little dog is following us to school.
2. Brian forgot his flute.
3. The yellow canary fell in love with the shiny mirror.
4. Those plaid slacks are much too long for me.
5. Kisha hated the movie.
6. The big, shaggy animals in the pen are yaks.
7. The girl's long red hair shone in the sun.
8. The Yellow Hornets won the softball game.
9. My cousin Diana hit the ball right over the fence.
10. A sudden rainstorm ended the game.

11. He spilled the popcorn on the person in front of him.
12. Franco walked home alone.
13. The fire engine raced by on the way to a fire.
14. Dad's tie was ruined by the gooey mess.
15. The red construction paper is in the cabinet.
16. Captain Kidd was a fearsome pirate.
17. The band played for two hours.
18. The small boat sank in the big waves.
19. The brave soldier was rescued.
20. Alison's stepmother teaches English at the high school.

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

I am twelve years old today.

1. Marco was born in Venice, Italy.
2. Chanel's father traded his used car for a new one.
3. He traveled all the way to China by himself.
4. Those two were the first to cross the finish line.
5. In March, I returned all of my library books.
6. At least one hundred people waited in line.
7. He told his little sister a bedtime story.
8. Scott's cousin lost his favorite jacket.
9. The diagram showed three secret passageways.
10. Chen's nickname was "Louisville Slugger."
11. Marina never told people her secret.
12. The musician strummed the guitar quietly.
13. Christopher read every book by his favorite author.
14. The red skirt cost more than the blue skirt.
15. The Buckeroos made Gary an honorary member of the team.

Lesson 4

Subjects and Predicates: Compound

Some sentences have more than one simple subject or simple predicate. A **compound subject** is two or more simple subjects that have the same predicate. The simple subjects are joined by *and*, *or*, or *but*.

Mummies and **art objects** are found in Egyptian tombs.

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

The archaeologists **excavated** the tomb and **discovered** the treasure.

Some sentences have both a compound subject and a compound predicate.

The **pharaoh** and his **wife** **loved** the people and **did** many good works.

► **Exercise 1** Draw one line under the compound subject and two lines under the simple predicate that they share.

Volcanoes and earthquakes cause great destruction.

1. Rome and Florence are two cities in Italy.
2. Both Sara and Caroline were chosen for the team.
3. Cinders and ashes rose from the fire.
4. People and animals mingle at the zoo.
5. Historians, archaeologists, and tourists love to explore ancient ruins.
6. Paintings and other objects were on display at the museum.
7. Smoke and car exhaust pollute the air.
8. Hot dogs and hamburgers sizzled on the grill.
9. In Egypt mummies and pyramids are favorite subjects of study.
10. My uncle and brother visited me in the hospital.
11. In the summer Shama and I swim every day.
12. Gold and silver cost more than copper.
13. Food and dishes filled the table.
14. The doctor and her nurse waited for the next patient.

15. Teeth and bones need calcium for strength.
16. Emily and Bill met Ron at the movies.
17. The lion and cheetah are predators.
18. The Ohio River and the Missouri River flow into the Mississippi River.
19. The librarian and their teacher helped them.
20. Most men and women exercise to stay in shape.

► **Exercise 2** Draw one line under each simple or compound subject and two lines under each compound predicate.

LaToya opened her book and raised her hand.

1. Farmers raise crops and sell them to food companies.
2. Mom and Juan made a casserole and put it in the oven.
3. They left the party and headed home.
4. We changed our clothes and went out for dinner.
5. Both Ahmed and Tanika study hard and get good grades.
6. The cat opened its mouth and yawned.
7. Shawn ignored the television and did his homework.
8. Mom and Dad built a doghouse and painted it.
9. My stepbrother opened the door and ran into the yard.
10. The dog followed him and barked.
11. At night we sit on the front porch and tell stories.
12. Our team scored a run and won the game.
13. Sarah will turn on the light and close the curtain.
14. Alicia and Consuelo went to the store and bought milk.
15. The thunder and lightning scared the campers and kept them awake.
16. Kevin likes hamsters and keeps them as pets.
17. I will wash the dishes and put them away.
18. The 4-H Club raises animals and shows them at fairs.

Lesson 5**Simple and Compound Sentences**

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

SUBJECT

Natalie

Bill and Edward

The runners

PREDICATE

won the marbles tournament.

signed up for the paper drive.

lined up and waited for the starting signal.

A **compound sentence** contains two or more simple sentences joined by a comma and *and*, *but*, or *or*. They can also be joined by a semicolon (;).

Jessica's cake won first prize, **and** Katherine won the sack race.

Jessica's cake won first prize; Katherine won the sack race.

► **Exercise 1** Write **S** in the blank before each simple sentence and **C** before each compound sentence.

- S** You and I should go to the fair and see the sights.
- _____ 1. Both adults and kids love to go to the fair.
- _____ 2. You buy the tickets, and I'll get the popcorn.
- _____ 3. The animals are over there, and the crafts are down this way.
- _____ 4. Julieta won a blue ribbon for her painting.
- _____ 5. The games and contests are along the crowded fairway.
- _____ 6. The bubble gum contest and the juggling contest are almost over.
- _____ 7. Al blew a huge bubble, but Fernanda's bubble was bigger.
- _____ 8. Jack's pig is groomed well; it's friendly, too.
- _____ 9. The pig got away and escaped into the crowd.
- _____ 10. I want a hot dog, but Mom says to wait.
- _____ 11. Mrs. Collins bakes wonderful pies, and her children eat them.
- _____ 12. I want to ride the Ferris wheel, but Ted is afraid.
- _____ 13. The roller coaster and the spaceship are the most popular rides.
- _____ 14. Give the calf's rope to me, or tie it to the post.
- _____ 15. Anita won first prize; Franco came in second.

- _____ 16. My frog, Big Nell, had the longest legs and jumped farthest.
- _____ 17. You can put the trophy on the mantel, or you can put it on the shelf.
- _____ 18. The cats slept in their cages, and their owners waited nervously.
- _____ 19. Puff was the prettiest cat, but she didn't win.
- _____ 20. I'd like to take a kitten home, but we already have too many cats.
- _____ 21. The goat ate its blue ribbon and took a nap.
- _____ 22. Anita raised the champion cow; her brother showed it at the fair.
- _____ 23. The chicken and the rooster stood side by side.
- _____ 24. Randi raises rabbits, and Shelly shears sheep.
- _____ 25. The biggest pumpkin and the biggest tomato are on that table.
- _____ 26. Dad picked the lettuce; I made a prizewinning salad.
- _____ 27. Jenny feeds the rabbits, and Andy brushes them.
- _____ 28. My sister and her friends made that quilt.
- _____ 29. She made the squares for the quilt, and Mandy sewed them together.
- _____ 30. At the dog show, two terriers got into a fight.
- _____ 31. The grape jelly and the orange marmalade taste wonderful on toast.
- _____ 32. Give the chickens some corn, and fill their water dish.
- _____ 33. The ponies and the horses are in the barn.
- _____ 34. My sister found a wallet, and I took it to the lost-and-found.
- _____ 35. Throw a table tennis ball into the goldfish bowl, and win a prize.
- _____ 36. Herbie won a stuffed gorilla; Alma won a stuffed tiger.

► **Writing Link** Write a paragraph that explains how to prepare your favorite food. Use at least two compound sentences.

Lesson 6**Sentence Fragments**

A sentence must have both a subject and a predicate to express a complete thought. A group of words that lacks a subject, a predicate, or both is a **sentence fragment**. A fragment does not express a complete thought and should be avoided in writing.

Almost stopped them. (lacks a subject)

The three explorers. (lacks a predicate)

Almost to the top. (lacks a subject and a predicate)

► **Exercise 1** Draw one line under the complete subject and two lines under the complete predicate of each complete sentence. If a sentence is not complete, write *F* (fragment) in the blank.

- F Of brave explorers.
- _____ 1. History tells tales of brave explorers.
- _____ 2. Christopher Columbus.
- _____ 3. Sailed in three ships.
- _____ 4. Christopher Columbus and his men sailed in three ships.
- _____ 5. Their long voyage brought them to the New World.
- _____ 6. The explorer Amerigo Vespucci.
- _____ 7. America was named for the Italian explorer Amerigo Vespucci.
- _____ 8. Sir Edmund Hillary was the first to climb Mt. Everest.
- _____ 9. A very high mountain.
- _____ 10. Everest is a high mountain in Nepal.
- _____ 11. Hillary and his group almost died in the cold.
- _____ 12. Hard to breathe.
- _____ 13. It is hard to breathe on extremely high mountains.
- _____ 14. Oxygen is very thin that high up.
- _____ 15. Peary reached the North Pole first.
- _____ 16. His dogs pulled him on a sled.

- _____ 17. Arrived there before him.
- _____ 18. Captain Cook, might have arrived there before him.
- _____ 19. Other explorers found the Northwest Passage.
- _____ 20. Atlantic and Pacific oceans.
- _____ 21. This watery passage joins the Atlantic and Pacific oceans.
- _____ 22. Many of today's explorers.
- _____ 23. Many of today's explorers look to the skies.
- _____ 24. Others explore the deep oceans.
- _____ 25. You can also explore without leaving your room.
- _____ 26. You can explore with your mind.
- _____ 27. Some scientific discoveries are based on theories.
- _____ 28. Johannes Kepler discovered the cause of tides.
- _____ 29. Few people believed him.
- _____ 30. Isaac Newton made many important scientific discoveries.
- _____ 31. Without these people.
- _____ 32. These people made a difference in our world.
- _____ 33. Modern astronauts depend on their discoveries.
- _____ 34. Today's scientists are still exploring new ideas.
- _____ 35. Much different from today's.
- _____ 36. Tomorrow's world will be much different.
- _____ 37. Space travel may be common.
- _____ 38. The world tomorrow.

► **Writing Link** Write two complete sentences about a process you would like to learn more about.

Lesson 7**Run-On Sentences**

A **run-on sentence** is two or more sentences incorrectly written as one sentence. Correct a run-on sentence by writing separate sentences or by combining the sentences with a semicolon (;) or with a comma and *and*, *or*, or *but*.

RUN-ON SENTENCE

Bill won the race, the crowd cheered.

CORRECTED SENTENCE

Bill won the race. The crowd cheered.
 Bill won the race; the crowd cheered.
 Bill won the race, and the crowd cheered.

► **Exercise 1** Write *R* next to each run-on sentence.

- R** You took a chance you lost the game.
- _____ 1. Architects design buildings, their buildings can take years to complete.
- _____ 2. Lionel took the subway and then transferred to a bus.
- _____ 3. The colors in his painting are quite striking.
- _____ 4. I ordered a small sweatshirt, but I received a large one.
- _____ 5. Preheat the oven, bake for one hour.
- _____ 6. The tower cleared the runway, but the plane still could not take off.
- _____ 7. Yori took an aspirin, there was only one left.
- _____ 8. The bill comes to almost twenty dollars, are you going to pay it?
- _____ 9. Of all the birds at the pet store, we liked the parrots best.
- _____ 10. Subtract ten from twelve for the answer.
- _____ 11. Here is your present, but don't open it until your birthday.
- _____ 12. Clean your room first and then we can go to the movie.
- _____ 13. Daryl's first test was too easy, his second test was much more difficult.
- _____ 14. Go to the first street; then turn left.
- _____ 15. The first store had the best selection, but the second store had the album I wanted.

- _____ 16. Look at all the people at the parade I wonder where we can sit.
- _____ 17. Susie is planning a surprise party; Karen doesn't suspect a thing.
- _____ 18. The night sky was clear many stars could be seen.
- _____ 19. George and Hernando are walking to the park, I am riding my bicycle.
- _____ 20. Saturday's softball game will have to be postponed if it rains.
- _____ 21. Tonight we are going to see a skating competition I hope it is like the Olympics.
- _____ 22. Cynthia wrote a letter to Cousin Jane, and Dad mailed it for her.
- _____ 23. Mike is reading *The Adventures of Tom Sawyer*, but Jamie is reading *The Prince and the Pauper*.
- _____ 24. The actors are sewing their own costumes it is quite a challenge.
- _____ 25. Scott's jacket is colorful; it is also very warm.
- _____ 26. The new bridge has several special features one of them is a carving of a ship.
- _____ 27. We can eat first, or we can start the tour.
- _____ 28. Buy the seeds this week, and plant them next week.

► **Exercise 2 Underline each run-on sentence in the paragraph.**

If you're looking for something to do with your free time, you might think about starting a collection. There are millions of collectors in the world. Some people collect baseball cards, some people collect the autographs of famous people, did you know there are even some people who collect colorful shopping bags from different stores? If you have a special interest in sports or music, you might decide to collect baseball caps or photos of musicians. If you like nature, you could collect seashells, fossils, or wooden carvings of ducks. Collecting is fun, collecting can be profitable. The items you collect can double or even triple in value over the years, stamps and coins are good examples of this. Most people enjoy collecting because they like looking for new items to add to their collection. Finding a rare shell or discovering a one-of-a-kind baseball card in your grandmother's attic is a real thrill for most collectors.



Unit 1 Review

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

- exc. What a great skateboard this is!
- _____ 1. Should I bring an umbrella?
- _____ 2. It's been raining for three days.
- _____ 3. Come with me to the store.
- _____ 4. Are your shoes too tight?
- _____ 5. My library card is ruined!

► **Exercise 2** Write *S* before each simple sentence, *C* before each compound sentence, and *F* before each sentence fragment.

- S The oldest zoo in the United States is in Philadelphia.
- _____ 1. Washington and Jefferson liked to fish.
- _____ 2. I want to get a cat, but my sister wants a dog.
- _____ 3. In the doghouse behind the garage.
- _____ 4. The horses are in the barn; the cows are in the field.
- _____ 5. Bring it here, please.

► **Exercise 3** Draw one line under each simple subject. Draw two lines under each simple predicate. Separate the complete subject and complete predicate with a vertical line (|).

Many children|love animals.

1. Big dogs need lots of space.
2. Kendall made a valentine for his stepmother and gave it to her.
3. The postcard from Eliza is on the table.
4. The dog and cat chased the squirrel up the tree.
5. The red book belongs to Eliza and Ted.

Cumulative Review: Unit 1

► **Exercise 1** Write *dec.* if the sentence is declarative, *int.* if it is interrogative, *exc.* if it is exclamatory, or *imp.* if it is imperative.

int.

Is Bobby home?

- _____ 1. The lightbulb is burned out.
- _____ 2. Will you help me shovel the driveway?
- _____ 3. Wow, that was a fantastic movie!
- _____ 4. Please give Miss Kitty some milk.
- _____ 5. Your red shirt is in the dryer.
- _____ 6. What a cold day it is!
- _____ 7. Did you wear your boots today?
- _____ 8. The cat is chasing the dog.
- _____ 9. Don't drop these eggs.
- _____ 10. Is it my turn now?

► **Exercise 2** Draw one line under each simple subject. Draw two lines under each simple predicate. Separate the complete subject from the complete predicate with a vertical line (|).

The pirates | sailed down the coast.

- 1. Alma and Phil swam laps together.
- 2. My mom found the money.
- 3. My friend's dog and my neighbor's cat growl at each other.
- 4. The third pig's house was made of brick.
- 5. The straw basket was full of apples and nuts.
- 6. The small boy led the way to the castle and opened the door.
- 7. The tired soldiers charged up the hill.
- 8. The pizza and drinks were eight dollars.
- 9. Cara and Tim closed their eyes during the scary movie.
- 10. Cora's aunt knitted her a sweater and a hat.

Unit 2: Nouns

Lesson 8

Nouns: Proper and Common

A **noun** is a word that names a person, place, thing, or idea.

There are two basic kinds of nouns: common nouns and proper nouns.

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

A **proper noun** names a particular person, place, thing, or idea. It may consist of one or more words. Always begin a proper noun with a capital letter. If a proper noun has more than one word, capitalize the first word and all the important words.

	COMMON NOUN	PROPER NOUN
People:	student police officer	Jan Lopez Captain Michael Millay
Places:	school park	Dewey Middle School Central Park
Things:	poem painting	"Jabberwocky" Mona Lisa

► **Exercise 1** Write *com.* above each common noun and *prop.* above each proper noun.

com.

com.

com.

My stepfather bought me blue slacks and a red jacket.

- Uncle Lloyd, Aunt June, and I went to a movie.
- The Cubs won the first game of the season.
- Felicia scored ten points in the game against Davis School.
- The Americans fought the British in the Battle of New Orleans.
- Brenda is a new student in our class.
- Jaime got a good grade on his paper about Albert Einstein.
- We left our bags at the station in Pittsburgh.
- In Philadelphia we visited many historical places.
- Does this book on Egypt belong to Maria?
- May we have a picnic at Lincoln Park this weekend?

11. I could see the fear in the eyes of the little dog.
12. My mother is a supervisor at the factory.
13. The water in the pool at Shelby Park is nice and warm.
14. Many boats sail on the Charles River.
15. Superman is my hero.
16. The pink and green skateboard belongs to Akimi.
17. The rain and snow kept the children inside for the day.
18. Have you read *Alice in Wonderland* by Lewis Carroll?
19. Jack says this book is the funniest he has ever read.
20. Gordo, my puppy, ate all the meat.
21. Put your guitar on the chair and your coat in the closet.
22. Broadway is a famous street in New York City.
23. We're going to Texas and Louisiana to visit my cousins.
24. Uncle Antoine keeps his boat on Lake Pontchartrain.
25. Ask Mr. Capozza if he knows where my mitt is.
26. Last winter we skated on Walden Pond.
27. Jo is a character in *Little Women* by Louisa May Alcott.
28. My father was born in Dublin, Ireland.
29. Put more sauce on this plate of spaghetti.
30. The car got all dirty on the long drive from Omaha.
31. The apples for the pie came from our own trees.
32. Nance left the house before Louisa did.
33. That building across the street is the Empire State Building.
34. I've seen the Atlantic, but I haven't seen the Pacific.
35. There are many schools and colleges in and around Boston.
36. This bus will take you to Park Street.

Lesson 9**Nouns: Singular and Plural**

A **singular noun** names one person, place, thing, or idea. A **plural noun** names more than one. Most plural nouns are formed by adding *-s* or *-es* to the singular form of the noun. To write the plural forms of some nouns, however, you need to know special rules.

FORMING PLURAL NOUNS

NOUNS ENDING WITH	TO FORM PLURAL	EXAMPLE
<i>s, z, -zz, ch, sh, x</i>	Add <i>-es</i> .	church, church es
<i>o</i> preceded by a vowel	Add <i>-s</i> .	patio, patio s
<i>o</i> preceded by a consonant	Usually add <i>-es</i> . Sometimes add <i>-s</i> .	echo, echo es piano, piano s
<i>y</i> preceded by a vowel	Add <i>-s</i> .	monkey, monkey s
<i>y</i> preceded by a consonant	Usually change <i>y</i> to <i>i</i> and add <i>-es</i> .	fly, fly ies
<i>f</i> or <i>fe</i>	Usually change <i>f</i> to <i>v</i> and add <i>-es</i> . Sometimes add <i>-s</i> .	knife, knife s earmuff, earmuff s

► **Exercise 1** Write *S* above each singular noun. Write *P* above each plural noun.

P My **P** parents want us **P** children to do the dishes.

1. The paintings were in the old wing of the museum.
2. The donkeys ran through the fields.
3. All the books in the library have special numbers.
4. Did you see the cat run down the alley?
5. The game Josh is playing is the hardest.
6. That sailor has several medals.
7. The calves stood calmly beside their mothers.
8. Scientists work on many serious problems.
9. This store sells supplies for school.
10. Do you have any autographs of famous singers?
11. The cliffs of Dover in England are white.

12. I wonder if the astronaut was afraid as he floated in space.
13. We shouted into the cave and heard an echo.
14. There are not enough forks to go around.
15. Jupiter is the largest planet in the solar system.
16. The baby has outgrown his coat and mittens.
17. I have to go to two birthday parties this weekend.
18. Lions live on the plain, and tigers live in the jungle.
19. The car has four flat tires.
20. Jamie has read several books of historical fiction.

► **Exercise 2** Complete each sentence by writing the correct form of the noun in parentheses. Use a dictionary if necessary.

Mom says that all the soldiers are heroes. (hero)

1. The little boy was carrying three _____ of flowers. (bunch)
2. The squirrel is sitting on the _____ of the house. (roof)
3. The torn screen allowed _____ to come in. (fly)
4. Is it very sunny on the _____? (patio)
5. Ami and Cyndi played a duet on two _____. (piano)
6. Three _____ were ahead of us in line. (lady)
7. The submarine was sunk by the enemy's _____. (torpedo)
8. The yodeler's cry rang through the _____. (valley)
9. Yvonne has lived in several large _____. (city)
10. I just finished raking up that huge pile of _____. (leaf)
11. The campers dug _____ to keep water out of their tents. (trench)
12. I never saw so many _____ of one cat. (photo)
13. Did you boil enough _____ for the salad? (potato)
14. The _____ going downtown is usually crowded. (bus)
15. Maddie found three _____ on the sidewalk. (penny)

Lesson 10**Nouns: Collective**

Words that name a group of people or things, such as *crowd* and *team*, are called **collective nouns**. A collective noun can take either a singular or a plural verb. Make the verb singular when the group acts as a unit. Make it plural when each member of the group acts separately.

The **crowd was** excited by the close game.

The **crowd were** pushing each other to get through the gate.

► **Exercise 1** Underline each collective noun. Above it write *S* if it is singular and *P* if it is plural.

^{**S**}
The class is putting on a musical this year.

1. The audience were shifting restlessly in their seats.
2. All of a sudden the crowd rose to its feet.
3. The construction crew works at night.
4. The herd of cattle is grazing peacefully on the hillside.
5. The jury is glad to take a break.
6. Carla's family is going to visit relatives in Mexico.
7. The jury are carefully discussing the evidence.
8. A scientific team is searching for a cure.
9. The public is unhappy with the politicians.
10. The group of students were talking and laughing.
11. My family disagree with each other about the movie.
12. The club I belong to does fund-raising for charity.
13. The baseball team take their positions on the field.
14. The committee has finally reached a decision.

15. The swarm of bees was following the queen bee.
16. My class are taking turns watering the plants.
17. The band is playing at the dance.
18. The class is about equally divided between girls and boys.
19. The flock of pigeons flew to the top of the building.
20. The orchestra plays in the park on Sundays.

► **Exercise 2** Draw a line under the verb in parentheses that best completes the sentence.

The committee (is, are) unanimous in its decision.

1. My family (is, are) spending the weekend at Grandma's house.
2. The class (has, have) different ideas on how to decorate the gym.
3. The big crowd (was, were) surprisingly quiet.
4. Jessica's family (is, are) taking vacations in different places.
5. The Spanish club (is, are) raising money for a trip to Mexico.
6. The group (has, have) followers from all over the world.
7. The team (is, are) running in all directions.
8. The audience (was, were) reading or chatting before the show started.
9. A flock of geese (is, are) flying overhead.
10. The public (is, are) very happy with the new mayor.
11. The office staff (is, are) having a picnic on Saturday.
12. Our team (is, are) ahead by one point.
13. The band of cowhands (is, are) herding the horses across the river.
14. The orchestra (was, were) all playing the wrong notes.
15. The staff (is, are) all members of different health clubs.
16. Only the best team (is, are) going to the playoffs.
17. Do you know if the senate (is, are) meeting today?
18. The crowd (is, are) on its feet.

Lesson 11

Nouns: Possessives

A noun that shows ownership of things or qualities is a **possessive noun**.

The **lion's** mane is shaggy.

All of the **clowns'** costumes are bright and colorful.

The **children's** tickets to the circus are in my pocket.

FORMING POSSESSIVE NOUNS

NOUNS	TO FORM POSSESSIVE	EXAMPLES
Most singular nouns	Add an apostrophe and -s ('s).	The seal's ball is red.
Singular nouns ending in -s	Add an apostrophe and -s ('s).	Chris's ticket got lost.
Plural nouns ending in -s	Add an apostrophe (').	The tigers' trainer is brave.
Plural nouns not ending in -s	Add an apostrophe and -s ('s).	The people's faces are happy.

Remember that possessive nouns always contain apostrophes. Plural nouns do not.

The **acrobats** have capes. Where are the **acrobats'** capes?

► **Exercise 1** Underline each possessive noun. Above it write **S** if it is singular and **P** if it is plural.

P
The clowns' red noses look like cherries.

- Do you think the human cannonball's trick is dangerous?
- The ringmaster's voice has to be very loud.
- The lions' roars don't seem to scare the trainer.
- Someone must carefully check the trapeze artists' ropes.
- Please don't eat all of your sister's popcorn.
- The trainer is putting his head in the lion's mouth!
- I dare you to count the zebras' stripes.
- The rider stood on the horse's back.

9. The audience's applause rang through the arena.
10. The trainer's belief is that lions can be trained but not tamed.
11. The big cats' tempers can be very fierce.
12. The baby elephants grabbed their mothers' tails.
13. The circus's winter home is in Florida.
14. The woman's costume is the same color as her poodles' fur.
15. The acrobats' legs must be very strong.

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

- The worker braided the horse's mane. (*horse*)
1. The _____ circus was one of the most famous. (*Ringling Brothers*)
 2. The human _____ act is next. (*cannonball*)
 3. The _____ fuse is about to be lit. (*cannon*)
 4. The lion _____ bravery is amazing. (*trainer*)
 5. The _____ antics delight everyone. (*clowns*)
 6. The _____ noise is frightful. (*explosion*)
 7. Are most _____ acts dangerous? (*performers*)
 8. The _____ smiles lit up the arena. (*children*)
 9. The circus _____ coats are sleek and shiny. (*animals*)
 10. Look! That _____ toenails are painted red. (*dog*)
 11. The circus _____ conductor raised her baton. (*band*)
 12. The _____ fangs are long and sharp. (*tiger*)
 13. This is supposed to be the _____ biggest circus. (*world*)
 14. The toddler pulled the _____ tail. (*monkey*)
 15. The _____ capes are made of silk. (*performers*)



Unit 2 Review

► **Exercise 1** Write *prop.* above each proper noun, *com.* above each common noun, and *col.* above each collective noun.

^{prop.} Jamie and ^{prop.} Pat live in the same ^{com.} neighborhood.

1. Have you seen my copy of *Jem's Island*?
2. Sharon and Akira belong to the club.
3. The balloons sailed through the sky above Walker Stadium.
4. Watch out for that swarm of bees.
5. The clothing at Frederico's Department Store is very expensive.
6. All the middle schools in Newton have large libraries.
7. Our family is trying to spend more time together.
8. The red Ford belongs to my sister.
9. The crowd of runners is almost at the line.
10. Do you think the audience liked the play?

► **Exercise 2** Write *S* above each singular noun and *P* above each plural noun. Draw a line under each singular or plural noun that is also a possessive noun.

That is ^S Steve's ^S black truck.

1. Your shirts are in this drawer.
2. Alma's shoes are under the bed.
3. Look at the books in this library!
4. This town has two newspapers.
5. Is this the librarian's list of books?
6. The team needs new bats and gloves.

Cumulative Review: Units 1–2

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

- exc. That was a spectacular hit!
- _____ 1. Bring us our check, please.
- _____ 2. Are you nervous about giving your speech?
- _____ 3. The live butterfly exhibit at the park is worth seeing.
- _____ 4. Fifteen skiers are competing in the downhill race.
- _____ 5. Help! I think I'm going to fall!
- _____ 6. Will you give me a hand with my science project?
- _____ 7. Take the Main Street bus to Mulberry.
- _____ 8. I wanted the blue hat, but the green one will have to do.
- _____ 9. May I borrow your tape player for the party?
- _____ 10. Congratulations, you take first place!

► **Exercise 2** Write *S* beside each simple sentence, *C* beside each compound sentence, and *F* beside each sentence fragment.

- F The road through the orchards and valleys.
- _____ 1. Mom will bake a cake, and Bill will frost it.
- _____ 2. The teacher and the principal are laughing.
- _____ 3. You can take a nap, or you can read a book.
- _____ 4. All that work.
- _____ 5. Fish have scales, and birds have feathers.
- _____ 6. Maizie will turn on the light, and you can unlock the door.
- _____ 7. The dog and the cat are sleeping on the porch.
- _____ 8. Alicia wrote the paper, and Jaime drew the pictures.
- _____ 9. I'm glad you are here.
- _____ 10. Mountains and mountains of ice cream.

► **Exercise 3** Write *prop.* above each proper noun and *com.* above each common noun. Draw a line under each possessive noun.

prop. *com.* *prop.* *prop.*
Neil plays soccer with David and Justin.

1. Allen and Margaret live on Kenmore Street.
2. The butterflies' wings are orange.
3. The hospital is on the other side of town.
4. Mom wants to use the telephone.
5. I'll meet you at the doctor's office.
6. Officer D'Amico is giving a talk on safety today.
7. It was too noisy to hear the singers' voices.
8. The driver's jacket is on the chair.
9. Can you see the cars' headlights?
10. Kerry's aunt sent her a box of chocolates.

► **Exercise 4** Complete each sentence by writing the plural form of the noun in parentheses.

The girls took medicine for their allergies. (girl)

1. I like everything in my salad except _____. (tomato)
2. Oil _____ dry more slowly than other paints. (paint)
3. Please get a book from the library about the _____ of people in early Rome. (life)
4. The music department has three grand _____. (piano)
5. Their tool _____ were covered with wood shavings. (bench)
6. Jason and his sister rode _____ into the Grand Canyon. (donkey)
7. She applied for a few _____ last week. (job)
8. How many _____ are on your schedule? (class)
9. Part of her salary will go toward state _____. (tax)
10. There aren't enough _____ to go around. (dictionary)

► **Exercise 5** Draw a line under the verb in parentheses that best completes the sentence.

A school of fish (swims, swim) past the shark.

1. The class (begins, begin) their book reports tomorrow.
2. The committee (argues, argue) among themselves.
3. Raphael's family (lives, live) next to the school on Mound Street.
4. The audience (applauds, applaud) when the performance is over.
5. Our team (has, have) different ideas on how to win the volleyball tournament.
6. The jazz band (plays, play) in the park on Sundays.
7. The senate (reads, read) each bill out loud.
8. The stage crew (moves, move) the scenery off the stage.
9. The crowd (cheers, cheer) the team.
10. A gaggle of geese (visits, visit) our pond every winter.

► **Exercise 6** Complete each sentence by writing the possessive form of the word in parentheses.

The cars' engines were fast enough to win the race. (cars)

1. The crowd cheered the _____ call. (referee)
2. He groaned when he realized he had backed into his _____ car. (boss)
3. I found my dad's tie in the _____ department. (men)
4. Zachary delivers papers to all the _____ homes. (neighbors)
5. My _____ team is in fourth place this year. (sister)
6. Mystery _____ books usually keep the reader in suspense. (writers)
7. Which _____ toy is best for this age group? (child)
8. Mr. _____ watch has an alarm that wakes him for work. (Jones)
9. The _____ horses were trained to herd cattle. (cowhands)
10. Who is the president of the _____ club this year? (women)

Unit 3: Verbs

Lesson 12

Action Verbs and Direct Objects

An **action verb** is a word that describes what someone or something does. An action verb names an action, although not always a physical action. Some action verbs describe mental action.

Tyler swam faster than anyone else at camp. (The action verb *swam* describes a physical action.)

Alicia **calculated** the score in her head. (The verb *calculated* describes a mental action.)

Sometimes an action verb is followed by a **direct object**. A direct object receives the action of the verb. It answers the question *what* or *whom?* after an action verb.

Kelsey's soccer team won yesterday's game. (The action verb, *won*, is followed by the direct object, *game*, which answers the question *what?*)

► Exercise 1 Draw two lines under the action verb in each sentence.

Yellowstone National Park attracts many visitors.

1. Yellowstone covers more than two million acres of land.
2. Its boundaries reach into three states.
3. The park features thousands of hot springs.
4. Some hot springs shoot columns of water and steam into the air.
5. We call them geysers.
6. Yellowstone's geysers attract visitors from all over the world.
7. Nearly two hundred geysers dot the park's landscape.
8. Old Faithful, the largest, erupts almost hourly.
9. It shoots water more than one hundred feet into the air.
10. Enormous crowds gather beside it.
11. Yellowstone National Park contains many other attractions.
12. The Yellowstone River divides the park north to south.

13. It carves a canyon through the mountains.
14. In several places, the river falls from steep cliffs.
15. Visitors to Yellowstone observe a variety of wildlife.
16. Many species of wildflowers grow in the Rocky Mountains.
17. Moose roam the area.
18. Herds of bison graze in the park.
19. Both grizzlies and black bears live in the park.
20. Yellowstone's famous bears sometimes frighten campers.

► **Exercise 2** Draw two lines under the action verb in each sentence. If the action verb has a direct object, circle the direct object.

The Grand Canyon attracts millions of visitors each year.

1. Millions more catch glimpses of the canyon through airplane windows.
2. Grand Canyon National Park contains the most spectacular sections of the gorge.
3. The park encompasses more than one million acres.
4. At visitor centers, people study maps of the park.
5. They learn interesting facts about the area's geology.
6. An enormous sea once covered this part of North America.
7. The Colorado River carved the canyon over many years.
8. Many visitors hike the park's trails.
9. Trails lead hikers down from the canyon's rim and back up.
10. Some people ride mules instead of hiking.
11. Visitors notice fossils in the canyon walls.
12. Sandstone, limestone, and shale form multicolored layers.
13. Weather constantly changes the rock formations.
14. Wind and rain erode the soft rock.
15. Sometimes big chunks of rock fall.
16. Changing light constantly alters the canyon's appearance.

Lesson 13**Action Verbs and Indirect Objects**

An **indirect object** can appear only in a sentence that has a direct object. Just as a direct object answers the question *whom?* or *what?* after an action verb, an indirect object answers the question *to whom?* or *for whom?* An indirect object always comes before the direct object.

James bought **Corey** a cold drink. (The indirect object *Corey* answers the question, *James bought a cold drink for whom?*)

Naomi gives the **class** red pencils. (The indirect object *class* answers the question *Naomi gives red pencils to whom?*)

► **Exercise 1** Write *DO* in the blank if the italicized word is a direct object or *IO* if it is an indirect object.

- IO The doctor gave *Maya* a vision test.
- _____ 1. My cousin Rita brought *us* fresh-picked vegetables.
- _____ 2. Loud music gives my mother *headaches*.
- _____ 3. Janelle baked her family double-chocolate *brownies*.
- _____ 4. Louie's sister made the *team* a pitcher of lemonade.
- _____ 5. Ezra read *us* the newspaper from Mexico City.
- _____ 6. Colleen showed her father her new gymnastics *routine*.
- _____ 7. Camille loaned *us* her tent.
- _____ 8. He offered my mother a *ride* to her office.
- _____ 9. My sister gave the *dog* a dish of water.
- _____ 10. The president gave me his *autograph*.
- _____ 11. Carmen sewed her new *niece* a crib quilt.
- _____ 12. My father prepared *us* a feast.
- _____ 13. The middle school sent the *shelter* more than five hundred cans of food.
- _____ 14. Oma gave Carl three *dollars*.
- _____ 15. Mr. Alvarez told me the new teacher's *name*.

- _____ 16. Carlos showed *me* his baseball card collection.
- _____ 17. Peter played us three new *songs*.
- _____ 18. Kristi made *everyone* a handcrafted gift.
- _____ 19. My Uncle Randall gave me his old *computer*.
- _____ 20. I will give Tyler some *gum*.

► **Exercise 2** Circle each direct object. Underline each indirect object.

The Wildcats baked their coach a birthday cake.

1. The tour guide gives each visitor a map.
2. My sister lent me her new magazine.
3. Oleg's father bought him a leather jacket.
4. Ms. Kumin read the class the last chapter.
5. My grandmother mailed me seventeen postcards.
6. We cooked Carol dinner.
7. Clayton built his sisters a playhouse.
8. The class gave Officer Wallace its full attention.
9. Someone sent Kim a dozen roses.
10. The hotel offered its guests free breakfast.
11. I ordered my mother a silver necklace.
12. Julia told the children a funny story.
13. My mother ordered Uncle Rob a cup of coffee.
14. Chris paid his brother five dollars.
15. Louisa sings the baby a song.
16. I bought my friend some basketball cards.
17. She read Raul the directions.
18. Aaron left Gabriel a doughnut.
19. Charlie made his family lasagna.
20. Amy gave her sister three old books.

Lesson 14**Transitive and Intransitive Verbs**

An action verb that is followed by a direct object is called a **transitive verb**. An action verb that is not followed by a direct object is called an **intransitive verb**. Some verbs can be either transitive or intransitive, depending on the words that follow them. Remember that a direct object answers the question *what?* or *whom?*

The polar bears **eat** slowly.

The word *slowly* tells how the bears eat. It does not answer the question *what?* or *whom?* In this sentence, the action verb *eat* is intransitive because it is not followed by a direct object.

The polar bears **eat** fish.

The word *fish* answers the question *what?* In this sentence, the action verb *eat* is transitive because it is followed by the direct object *fish*.

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

 T Mitchell repaired the computer.

- _____ 1. The baby cried loudly.
- _____ 2. Marta finished early.
- _____ 3. We climbed three flights of stairs.
- _____ 4. Carly sings better than I do.
- _____ 5. My brother pedaled his bike down the sidewalk.
- _____ 6. The peanut butter cookies burned.
- _____ 7. My aunt called me yesterday.
- _____ 8. The pet store opened late.
- _____ 9. Peter's goldfish eats in the morning.
- _____ 10. Jen sank the ball through the hoop.
- _____ 11. After school, Zach ate two apples.
- _____ 12. The alarm woke Ethan at seven.
- _____ 13. The bathtub overflowed.

- _____ 14. Aisha practiced every day.
- _____ 15. The city closed our street during the construction.
- _____ 16. My neighbor's dog barked all night.
- _____ 17. Tamara washed her mother's car on Saturday.
- _____ 18. William found the doctor's phone number.
- _____ 19. The upstairs phone rang.
- _____ 20. Ingrid packed her sister's lunch.
- _____ 21. Heavy snow fell during the night.
- _____ 22. Ruby starts piano lessons tomorrow.
- _____ 23. We watched a video in class.
- _____ 24. Our elaborate plans failed.
- _____ 25. Jamie's father grows prize-winning pumpkins.
- _____ 26. My grandfather snores loudly.
- _____ 27. Maureen and Sarah skated for two hours.
- _____ 28. I dropped my key.
- _____ 29. Gordon borrowed nine books from the library.
- _____ 30. The track team broke three records.
- _____ 31. Kaitlin scored in the second inning.
- _____ 32. Gilberto asked the librarian.
- _____ 33. She painted more carefully than ever.
- _____ 34. A kitten followed me home.
- _____ 35. The hall door slammed.
- _____ 36. The doctor's office closes at five.
- _____ 37. A wave knocked Cameron off his feet.
- _____ 38. Andy and Jorge's boat sailed swiftly across the pond.
- _____ 39. The band played only jazz.
- _____ 40. The class decorated for the fall festival.

Lesson 15**Linking Verbs and Predicate Words**

A **linking verb** connects a sentence's subject with a noun or an adjective in the predicate. The predicate word tells what a sentence's subject *is* or *is like*.

An avocado **is** a **fruit**. (The linking verb *is* connects the subject *avocado* with *fruit*.)

In the sentence above, *fruit* is a **predicate noun**. It tells what the subject, *avocado*, is. Some sentences have a **predicate adjective**, an adjective that follows a linking verb and tells what the subject is like.

This avocado **is ripe**. (*Ripe* is a predicate adjective. It tells what the subject *avocado* is like.)

COMMON LINKING VERBS

appear
am, is, are, was, were

become
feel

grow
look

seem
taste

► **Exercise 1** Draw two lines under the verb in each sentence. Write *AV* in the blank if the verb is an action verb. Write *LV* if it is a linking verb.

- LV Dogs are popular pets.
- _____ 1. Many dogs use their tails for communication.
- _____ 2. A dog's tail expresses playfulness or fear.
- _____ 3. Some dogs' tails are long and thin.
- _____ 4. Other dogs have fluffy or curly tails.
- _____ 5. Dogs are very good smellers.
- _____ 6. Their noses are extremely sensitive.
- _____ 7. Certain dogs actually become detectives.
- _____ 8. They search with their noses.
- _____ 9. A dog's hearing is also very strong.
- _____ 10. Dogs hear many things.
- _____ 11. Dogs' ears move in different directions.
- _____ 12. Dogs seem sensitive to sounds.

- _____ 13. Most dogs have forty-two teeth.
- _____ 14. Different types of teeth serve different purposes.
- _____ 15. Some dogs are web-footed.
- _____ 16. Webbed feet make dogs good swimmers.
- _____ 17. Canine eyesight is different from human eyesight.
- _____ 18. Small details look fuzzy to dogs.
- _____ 19. Most colors appear gray to them.
- _____ 20. In the dark, dogs see better than humans.

► **Exercise 2** Draw two lines under the linking verb in each sentence. Write *PA* in the blank if the verb is followed by a predicate adjective. Write *PN* if it is followed by a predicate noun.

- PN _____ Snakes are very interesting animals.
- _____ 1. Not all of them are poisonous.
- _____ 2. Earth is home to more than two thousand species of snakes.
- _____ 3. About a dozen snake species are rare.
- _____ 4. One endangered snake is the indigo.
- _____ 5. Indigos seem very friendly.
- _____ 6. They are native to Florida and Georgia.
- _____ 7. Some snakes grow extremely long.
- _____ 8. A few become longer than thirty feet.
- _____ 9. The South American anaconda is a large snake.
- _____ 10. Some anacondas are thick.
- _____ 11. Thread snakes are the smallest snakes.
- _____ 12. Some of them appear tiny.
- _____ 13. A snake's scaly skin looks slippery.
- _____ 14. Its skin is only temporary.
- _____ 15. Some snakes are poisonous.
- _____ 16. All snakes are carnivores.

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

A verb's **tense** tells when an action takes place. The **present tense** describes an action that happens regularly.

We **visit** my grandmother on Sundays.

It can also express a general truth.

We **visit** many relatives.

The **past tense** describes an action that has already taken place. The past tense is most often formed by adding *-ed* to the verb.

We **visited** my aunt last weekend.

The **future tense** describes an action that will take place in the future. The future tense is formed by adding the helping verb *will* (or *shall*) to the verb.

We **will visit** my grandmother next Sunday.

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

- | | |
|--|---|
| <p>_____ present _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>Jimmy <u>loves</u> to fish.</p> <p>1. We traveled to Ontario last summer.</p> <p>2. My father makes the best whole wheat rolls.</p> <p>3. I will be there by six o'clock.</p> <p>4. Mr. Glazer's class recycles the most paper.</p> <p>5. India shared her ideas for after-school activities.</p> <p>6. The karate class will begin promptly at three.</p> <p>7. My brother will paint the mural.</p> <p>8. No one unlocked the storage room.</p> <p>9. We always plant pumpkins behind the garage.</p> <p>10. The club will sell cookbooks.</p> <p>11. George returned his library books on time.</p> <p>12. Each student will contribute one poem to the book.</p> |
|--|---|

- _____ 13. The band practiced for weeks.
- _____ 14. Amy watches her younger brother on weekends.
- _____ 15. We discussed the Brazilian rain forest.
- _____ 16. Carol walked ten blocks in the rain.
- _____ 17. André lives next door to Mr. Batten.
- _____ 18. Sharla's mother will pick her up after practice.
- _____ 19. Indira will call for a taxi.
- _____ 20. Stephen waits for a ride.
- _____ 21. I locked my bike to the fence.
- _____ 22. Louis helps me with my algebra.
- _____ 23. The newspaper will list the score from last night's game.
- _____ 24. Three girls studied together for the geography test.
- _____ 25. We hiked to the top of the ridge.
- _____ 26. Clarence will audition for the spring play.
- _____ 27. I usually wear jeans on Saturday.
- _____ 28. We will order pizza for everyone in the group.
- _____ 29. Ms. Tapp teaches social studies and history.
- _____ 30. Our new yard will be smaller than our old one.
- _____ 31. Barry listens to classical music.
- _____ 32. Pat skated around the sink.
- _____ 33. I will keep the key in my backpack.
- _____ 34. Ezra washes the dishes on Wednesday.
- _____ 35. They will hold the first meeting in the library.
- _____ 36. I watched *The Yearling* last year.
- _____ 37. The museum closes early on Sunday.
- _____ 38. Rami called each person on the list.
- _____ 39. Perry will use his sister's computer.
- _____ 40. Together we cleaned the whole apartment in two hours.

Lesson 17**Main Verbs: Principal Parts**

Verbs have four principal parts: the **base form**, the **present participle**, the **past form**, and the **past participle**. These principal parts are often combined with helping verbs to form **verb phrases**. The **main verb** is always the last verb in a verb phrase.

Base Form:	I learn at least one new song every week.
Present Participle:	I am learning how to play guitar. (The main verb, <i>learning</i> , is the last verb in the verb phrase.)
Past Form:	I learned two songs last week.
Past Participle:	I have learned fourteen songs so far. (The main verb, <i>learned</i> , is the last verb in the verb phrase.)

► **Exercise 1** Draw one line under the entire verb phrase. Draw two lines under the main verb.

Her uncle was bringing the soft drinks.

1. Darnel is selling me his skateboard.
2. Kelsa has donated her old soccer ball.
3. Travis is playing a tape for the class.
4. I have written my grandmother several poems.
5. The jeweler is repairing Allyson's necklace.
6. People have walked in the flower bed.
7. Carin was learning the history of ballet.
8. NASA is postponing the shuttle mission.
9. Throughout history, people have valued gold.
10. Troy has flown in a 747.
11. We were hoping for a first-place trophy.
12. Craig's grandmother is coming to the game tonight.
13. The dictionary is sitting on the windowsill.
14. Ms. Chang had opened the door for the children.
15. The bus driver was waiting for Kerwin.

► **Exercise 2** Draw two lines under the main verb. Write *past* in the blank if it is a past participle. Write *pres.* if it is a present participle.

- pres. Mira's family is camping this summer.
- _____ 1. They have planned their trip carefully.
- _____ 2. Mira's mother has selected the destination.
- _____ 3. She has decided on an isolated island.
- _____ 4. Now everyone is preparing for the trip.
- _____ 5. Mira's brother has formed a list of supplies.
- _____ 6. He is borrowing as many items as he can.
- _____ 7. Mira is reading books and magazines about wilderness camping.
- _____ 8. She had hoped for a different sort of vacation.
- _____ 9. She was dreaming of a swimming pool and a new bathing suit.
- _____ 10. She had imagined air-conditioned restaurants and hotel rooms.
- _____ 11. Now she is learning about fishing bait and camp stoves.
- _____ 12. Mira had wanted to send postcards to her friends.
- _____ 13. Her mother has reminded her that there is no post office.
- _____ 14. Mira is trying hard to be positive.
- _____ 15. She has decided to make the best of this trip.

► **Writing Link** Write a short paragraph about a trip you have taken. Use at least one present participle and one past participle. Circle the main verbs.

Lesson 18**Helping Verbs**

A **helping verb** is a verb that helps the main verb express an action or make a statement. Forms of the helping verb *be* are used with the present participle.

SINGULAR

I **am** memorizing my lines.
 You **are** memorizing your lines.
 She **is** memorizing her lines.
 I **was** memorizing my lines.
 You **were** memorizing your lines.
 He **was** memorizing his lines.

PLURAL

We **are** memorizing our lines.
 You **are** memorizing your lines.
 They **are** memorizing their lines.
 We **were** memorizing our lines.
 You **were** memorizing your lines.
 They **were** memorizing their lines.

Forms of the helping verb *have* are used with the past participle of a main verb.

SINGULAR

I **have** visited Florida.
 You **have** visited Florida.
 He **has** visited Florida.
 I **had** visited Florida.
 You **had** visited Florida.
 She **had** visited Florida.

PLURAL

We **have** visited Florida.
 You **have** visited Florida.
 They **have** visited Florida.
 We **had** visited Florida.
 You **had** visited Florida.
 They **had** visited Florida.

► **Exercise 1** Underline the helping verb in each sentence.

Lenore and her father are watching the basketball game.

1. Carol has helped her brother with his homework.
2. The three friends were pedaling uphill slowly.
3. Steven had started a new project.
4. Lee is steering the orange canoe.
5. Both girls are riding red bicycles.
6. Lisa had removed her helmet.
7. Andrew was sliding into home plate.
8. No one had practiced.
9. She is hoping to set a new record.
10. Carlos was wearing a blue jacket.

11. Loren had tried to call three times.
12. He has waited all week for this moment.
13. Tova's father is watching from the car.
14. The three of them were meeting for pizza.
15. Nadim has trained the puppy to sit.
16. Each player had hit the tennis ball twice.
17. My mother is helping us with the new song.
18. Tom had cleaned all the windows before lunch.
19. We have seen this movie twice.
20. Anna has kept her opinion a secret.

► **Exercise 2** Draw one line under the helping verb and two lines under the main verb in each sentence.

My great-aunt Marta is learning about herbs.

1. She has loved cooking for many years.
2. She has used herbs in her recipes.
3. She has grown parsley and chives on windowsills.
4. Now she is starting an herb garden.
5. Her garden is expanding slowly.
6. Every spring, she has added two or three plants.
7. Marta's neighbor, Irene, was teaching her what to plant where.
8. Irene has shared many plants from her own garden.
9. Now Marta has planted a dozen or so different herbs.
10. Mint has appeared near the water faucet.
11. Garlic is growing by the fence.
12. Marta had arranged her garden by color.
13. Violet flowers are blooming right now.
14. Bees are hovering over the chives.
15. Lavender is filling the air with a sweet scent.

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

Verbs in the progressive form describe action that continues. The **present progressive** form of a verb describes an action that is continuing at the present time. The present progressive form consists of a helping verb (*am, are, or is*) plus the present participle of the main verb.

SINGULAR**I am laughing.****You are laughing.****She, he, or it is laughing.****PLURAL****We are laughing.****You are laughing.****They are laughing.**

The **past progressive** form of a verb describes an action that was continuing at an earlier time. The past progressive form consists of a helping verb (*was or were*) plus the present participle of the main verb.

SINGULAR**I was laughing.****You were laughing.****She, he, or it was laughing.****PLURAL****We were laughing.****You were laughing.****They were laughing.**

Notice that verbs in the progressive form always end in *-ing*.

► **Exercise 1** Fill in the blank with the progressive form of the verb in parentheses. Change present tense verbs to the present progressive form and past tense verbs to the past progressive form.

Mr. Ling's class is studying mammals. (studies)

- The students _____ a video about opossums. (watched)
- Now they _____ up facts about other animals. (look)
- Jacob _____ to a recording of whale sounds. (listens)
- Mr. Ling _____ everyone to give a report. (requires)
- Tamara _____ to talk about horses. (plans)
- She _____ a stable to do research. (visits)
- The entire class _____ at the library today. (worked)
- The librarian _____ Charlie find information. (helps)
- Ved _____ Molly where the books about mammals are. (shows)

10. Molly _____ to read about Labrador retrievers. (hoped)
11. Jacob's parents _____ veterinary medicine. (study)
12. They _____ to talk to the class on Thursday. (come)
13. Mr. Ling _____ to bring his rabbit on Friday. (planned)
14. Thursday night, he _____ his plans, however. (changed)
15. The rabbit _____ babies. (had)
16. Mr. Ling _____ the visit until next week. (postpones)
17. The class _____ a guinea pig named Greta. (adopts)
18. Molly's cousin Derek _____ it. (donated)
19. Derek _____ to England next month. (moves)
20. Everyone _____ to prepare Greta's new home. (helps)

► **Exercise 2** Draw two lines under the verb phrase. Write *pres. prog.* in the blank if the verb is in the present progressive form. Write *past prog.* if the verb is in the past progressive form.

- _____ pres. prog. Peter's swimming skills are improving.
- _____ 1. Raul is listening to the game on the radio.
 - _____ 2. My mother was driving home in the storm.
 - _____ 3. The boys were waiting forty-five minutes.
 - _____ 4. I am reading a book about Houdini.
 - _____ 5. Tim was watching a cardinal.
 - _____ 6. The dishwasher was leaking all over the kitchen floor.
 - _____ 7. The Ecology Club is meeting on Tuesday.
 - _____ 8. She is eating dinner with us.
 - _____ 9. My bike tire was losing air.
 - _____ 10. You are looking at an aerial view.
 - _____ 11. The newspaper was blowing away.
 - _____ 12. The teachers were planning a field trip.

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

The **present perfect tense** of a verb is used to describe an action that happened at an indefinite time in the past. It is also used to describe something that happened in the past and is still going on. The present perfect tense is formed by combining the helping verb *have* or *has* with the past participle of the main verb.

Ms. Taylor **has recycled** glass jars for years.

The **past perfect tense** of a verb describes an action that happened before another action or event in the past. The past perfect tense is formed by combining the helping verb *had* with the past participle of the main verb.

Until she started collecting cans, Marella **had recycled** only newspapers.

► **Exercise 1** Complete each sentence by changing the verb in parentheses to the tense indicated.

Darrell's family **traveled** to Washington, D.C., last summer. (past/*travel*)

1. They _____ with his aunt in nearby Virginia. (past/*stay*)
2. Darrell and his father _____ some attractions on previous trips. (past perfect/*visit*)
3. His stepsister Emily _____ to see the Air and Space Museum. (past perfect/*want*)
4. Darrell _____ the Air and Space Museum twice. (present perfect/*visit*)
5. Space travel _____ Darrell's father. (present/*fascinate*)
6. He _____ to visit the museum with Emily. (past/*agree*)
7. Darrell and his stepmother _____ earlier to visit monuments. (past perfect/*decide*)
8. They _____ to see the Washington Monument first. (past perfect/*plan*)
9. Both of them _____ to ride the elevator to the top. (present perfect/*want*)
10. Before they even reached the monument, rain _____ to fall. (past perfect/*start*)

11. The rain _____ for only a few minutes, however. (past/*last*)
12. The sun reappeared before the two _____ their tickets. (past perfect/*purchase*)
13. They _____ they would be able to see a great distance from the top, but the fog was too dense. (past perfect/*believe*)
14. By the time they _____ down all 898 steps, both of them needed a rest. (past perfect/*walk*)
15. When Darrell is sightseeing, he always _____ a bottle of drinking water in his backpack. (present/*carry*)
16. That day, his stepmother _____ a drink too. (past perfect/*pack*)
17. They _____ for a shady spot. (past/*look*)
18. After their rest, Darrell's stepmother _____ to visit the Vietnam Veterans Memorial. (past perfect/*want*)
19. He _____ at his watch. (past/*look*)
20. Darrell _____ walking if there is enough time. (present/*prefer*)
21. They _____ to meet the others for lunch. (past perfect/*plan*)
22. Darrell _____ they had plenty of time. (past/*believe*)
23. That morning, he _____ his father for directions. (past perfect/*ask*)
24. They _____ that the Vietnam Veterans Memorial was not far from the Washington Monument. (past perfect/*determine*)
25. Darrell _____ the Vietnam War in school. (present perfect/*study*)
26. Families of veterans _____ a monument to honor Americans lost in the war. (past/*want*)
27. Darrell _____ a book about the sculptor who designed the memorial. (present perfect/*read*)
28. Maya Lin _____ her design in a national competition. (past perfect/*enter*)

Lesson 21**Irregular Verbs I**

Verbs that do not form their past and past participle by adding the ending *-ed* are called **irregular verbs**. With some irregular verbs, one vowel changes in the past form and past participle.

BASE FORM	PAST FORM	PAST PARTICIPLE
begin	began	begun
drink	drank	drunk
sing	sang	sung
swim	swam	swum

With other irregular verbs, the past form and the past participle are the same.

BASE FORM	PAST FORM	PAST PARTICIPLE
bring	brought	brought
buy	bought	bought
catch	caught	caught
feel	felt	felt
lay	laid	laid
leave	left	left
make	made	made
sit	sat	sat
sleep	slept	slept
teach	taught	taught
think	thought	thought

► **Exercise 1** Write in the blank the past form of the verb in parentheses.

After school, Lisa left her books in the library. (leave)

1. Jack _____ in the green tent. (sleep)
2. Martin _____ the essay contest. (win)
3. She _____ me how to do a cartwheel. (teach)
4. Each cast member _____ a costume. (make)
5. We _____ the length of the pool twice. (swim)
6. The telephone _____ while I was in the shower. (ring)
7. Thomas _____ his old skateboard. (sell)
8. After ten minutes, we _____ up. (catch)

9. Paul _____ his watch somewhere at school. (lose)
10. Carla _____ ready for the math test. (feel)
11. José _____ for two tickets. (pay)
12. My mother _____ me two dollars. (lend)
13. She _____ her rock collection on the top shelf. (keep)
14. Carl _____ the yellow poster board. (bring)
15. Tara _____ one book for each child. (buy)
16. The demonstration _____ at precisely two o'clock. (begin)

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

- Enzo's team has _____ **won** three games. (win)
1. My mother has _____ across the lake several times. (swim)
 2. I have _____ my favorite sweater. (shrink)
 3. Carmela has _____ me a new song. (teach)
 4. This phone hasn't _____ at all today. (ring)
 5. I had _____ it would be sunny on Saturday. (think)
 6. Andrew has _____ three umbrellas this year. (lose)
 7. She had _____ it was the best choice. (feel)
 8. Kim's father has _____ a bigger trout. (catch)
 9. Gina had _____ her clean clothes in the suitcase. (lay)
 10. Zoe has _____ sure that someone will be home. (make)
 11. She believed the dog had _____ all day. (sleep)
 12. A new baseball season has _____. (begin)
 13. Nathan has _____ in the back seat all day. (sit)
 14. Courtney's grandmother had _____ all of her artwork. (keep)
 15. The screen door has _____ open three times today. (swing)
 16. Jan has _____ us some delicious oatmeal raisin cookies. (bring)

Lesson 22**Irregular Verbs II**

With some irregular verbs, the past form ends in *-ew*, and the past participle ends in *-wn*.

BASE FORM	PAST FORM	PAST PARTICIPLE
blow	blew	blown
draw	drew	drawn
fly	flew	flown
grow	grew	grown
know	knew	known

With other irregular verbs, the base form, past form, and past participle are all the same.

BASE FORM	PAST FORM	PAST PARTICIPLE
cut	cut	cut
let	let	let

With others, the past form and the past participle do not follow any pattern.

BASE FORM	PAST FORM	PAST PARTICIPLE
be	was, were	been
do	did	done
go	went	gone
wear	wore	worn

► **Exercise 1** Write in the blank the past form of the irregular verb in parentheses.

Ms. Chandra's class grew tomatoes. (grow)

1. Aunt Karin _____ my hair last night. (cut)
2. The wind _____ down four trees. (blow)
3. She _____ her hair in a braid. (wear)
4. My mother _____ me spend the night at Sandra's house. (let)
5. Miriam _____ all the answers. (know)
6. Tom _____ up lettuce for the salad. (tear)
7. Damon _____ the first to eat all the berries he picked. (be)
8. My brother _____ five inches last year. (grow)
9. I _____ out only recent photos. (cut)

10. She _____ me borrow her necklace. (let)
11. All three of us _____ to the same doctor. (go)
12. Kareem's mother _____ to Los Angeles on business. (fly)
13. His baby sister _____ a page out of the book. (tear)
14. Melinda _____ my green dress to the wedding. (wear)
15. I _____ the name of the main character. (know)
16. Ms. Pritchard _____ up a balloon for the experiment. (blow)
17. Keith _____ swimming on Saturday. (go)
18. He _____ the same problem twice. (do)
19. Mikki _____ a wool sweater over her blouse. (wear)
20. He _____ his finger making lunch. (cut)

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

Charlie has (drew, drawn) a line down the middle of the driveway.

1. We have (blew, blown) out the candles.
2. I wish I had (did, done) that last year.
3. We (knew, known) most of the answers.
4. She has (drew, drawn) a name out of the hat.
5. David (wore, worn) his favorite sweatshirt twice this week.
6. Jim has (wore, worn) his new boots before.
7. Kelly has (tore, torn) open all her presents.
8. Katie had (drew, drawn) two other pictures.
9. She (did, done) a spectacular job.
10. Our class has (went, gone) to the art museum before.
11. She has (knew, known) my parents for a long time.
12. He had (threw, thrown) the boomerang across the park.
13. My father had (went, gone) grocery shopping on Thursday.
14. This plant has (grew, grown) an inch since yesterday.

Lesson 23**Irregular Verbs III**

With some irregular verbs, the base form and the past participle are the same.

BASE FORM	PAST FORM	PAST PARTICIPLE
become	became	become
come	came	come
run	ran	run

With other irregular verbs, the past participle ends in *-en*.

BASE FORM	PAST FORM	PAST PARTICIPLE
bite	bit	bitten or bit
break	broke	broken
choose	chose	chosen
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
give	gave	given
ride	rode	ridden
rise	rose	risen
see	saw	seen
speak	spoke	spoken
steal	stole	stolen
take	took	taken
write	wrote	written

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

With the snow melting, mud has become a problem. (become)

- Wayne had _____ loud enough for everyone to hear. (speak)
- We had _____ around the track twice. (run)
- Ted had _____ home on the late bus. (come)
- My uncle has _____ a vegetarian. (become)
- My mother had _____ most of the way. (drive)
- Keisha has _____ a deer in her yard. (see)
- The temperature has _____ this afternoon. (rise)
- At camp, Diana had _____ a horse for the first time. (ride)

9. Someone has _____ the popcorn popper. (break)
10. Michelle has _____ to Mr. Dietz about the science fair. (speak)
11. We have _____ all the potato salad. (eat)
12. Tom has _____ the music for the program. (choose)
13. Most of the leaves have _____ off my poinsettia. (fall)
14. Hannah has _____ a letter to her great-grandmother. (write)
15. Marc's new puppy has _____ him twice. (bite)
16. We had _____ the server our order half an hour before the food arrived. (give)

► **Exercise 2** Complete each sentence by changing the verb in parentheses to the form indicated.

Smoke rose from the chimney. (past/*rise*)

1. The kitten _____ faster than I expected. (past/*grow*)
2. Three inches of rain have _____. (past participle/*fall*)
3. The whistle _____ at noon and six o'clock. (past/*blow*)
4. We have _____ our classes for next semester. (past participle/*choose*)
5. Maria _____ more work than anyone else. (past/*do*)
6. She has _____ that every week. (past participle/*do*)
7. The geese _____ away. (past/*fly*)
8. The Lightfoots have _____ dinner. (past participle/*eat*)
9. I _____ ten minutes early. (past/*come*)
10. Abraham has _____ pumpkins to sell. (past participle/*grow*)
11. We have _____ a class president. (past participle/*choose*)
12. Phil _____ a moon rock at the museum. (past/*see*)
13. The president _____ out the first ball. (past/*throw*)
14. We have _____ through two states today. (past participle/*drive*)
15. In art class, we _____ pictures of dragons. (past/*draw*)
16. Perry and Daniel have _____ excellent athletes. (past participle/*become*)

Lesson 24

More Practice with Verb Forms

► **Exercise 1** Write *AV* in the blank if the verb is an action verb or *LV* if it is a linking verb. Above each italicized word write *DO* for direct object, *IO* for indirect object, *PN* for predicate noun, or *PA* for predicate adjective.

LV PN Balto was a sled *dog* in Alaska.

- _____ 1. He brought *miners* food and tools.
- _____ 2. In February 1925, he saved the *town* of Nome.
- _____ 3. Nome was a remote frontier *town*.
- _____ 4. Some people in Nome became very *sick*.
- _____ 5. They caught a *disease* called diphtheria.
- _____ 6. Nome had only one *doctor*.
- _____ 7. The doctor needed special *medicine*.
- _____ 8. The medicine was *scarce*.
- _____ 9. A hospital 800 miles away sent the *doctor* some medicine by train.
- _____ 10. The train soon became *stuck* in deep snow.
- _____ 11. Dog sleds carried the *medicine* the rest of the way.
- _____ 12. Balto led *one* of those teams.
- _____ 13. The February weather was *brutal*.
- _____ 14. A blizzard blew *snow* in the sled dogs' eyes.
- _____ 15. Deep snowdrifts blocked the *trail*.
- _____ 16. The dogs crossed frozen *rivers*.
- _____ 17. They grew very *tired* and *weak*.
- _____ 18. Balto led his *team* for twenty continuous hours.
- _____ 19. The sick people received the *medicine*.
- _____ 20. Balto was a *hero*.

► **Exercise 2** Complete each sentence by changing the verb in parentheses to the form indicated.

Newspapers everywhere printed stories about Balto. (past/print)

1. People _____ tribute to Balto with parades. (past/pay)
2. Balto had _____ the attention of people around the world. (past participle/catch)
3. A statue of Balto still _____ in New York City's Central Park. (present/stand)
4. By 1927, however, many people had _____ about Balto. (past participle/forget)
5. A greedy man had _____ Balto in a traveling show. (past participle/put)
6. Balto had _____ very thin and frail. (past participle/grow)
7. Some concerned people _____ alarmed. (past/become)
8. The man _____ Balto to them for two thousand dollars. (past/sell)
9. Schoolchildren had _____ much of the money to save Balto. (past participle/collect)
10. Balto _____ to Cleveland, Ohio. (past/go)
11. The people there _____ him another parade. (past/give)
12. The parade _____ fifteen thousand people. (past/draw)
13. Then the people _____ Balto to a zoo. (past/take)
14. They had _____ him a safe place to live. (past participle/find)
15. Balto _____ out his days at the zoo. (past/live)
16. Thousands of people _____ him there. (past/see)
17. The people _____ good care of him. (past/take)
18. Balto _____ to be eleven years old. (past/grow)
19. Today Balto _____ in a museum. (present/stand)
20. Balto's story has _____ many people about bravery. (past participle/teach)



Unit 3 Review

► **Exercise 1** Draw two lines under each action verb. Circle each direct object. Write each indirect object in the blank. If there is no indirect object, write *none*.

- _____ student Mr. Rosenblum gave each student a poetry notebook.
- _____ 1. Mareka read us an article about pesticides.
- _____ 2. My mother marked the appointment on her calendar.
- _____ 3. Mr. Kalish paid Tory three dollars for washing his car.
- _____ 4. Pat showed her sister the old silver necklace.
- _____ 5. Cora painted her father a picture of his dog.
- _____ 6. The students wrote a weekly newsletter.
- _____ 7. My grandfather brought me an autographed baseball.
- _____ 8. Carlos sent his friends two postcards each.
- _____ 9. Elizabeth baked her family a special dessert.
- _____ 10. We measure the plants every morning.
- _____ 11. Tannie's family visited two museums on Saturday.
- _____ 12. I made my friend a bracelet with turquoise beads.
- _____ 13. We bring Mrs. Domingo library books every week.
- _____ 14. I gave the stranger a suspicious look.
- _____ 15. My brother gave the van a coat of wax.
- _____ 16. Clyde brought his grandmother some daffodils.
- _____ 17. We always eat pizza on Saturday night.
- _____ 18. I threw the puppy a tennis ball.

Cumulative Review: Units 1–3

► **Exercise 1** Draw one line under each simple subject and two lines under each simple predicate.

Aunt Margie is cooking chicken parmigiana for dinner.

1. The cottage lies just beyond the river.
2. My necklace is made of gold and silver.
3. A new adventure movie opens at the local theater tonight.
4. Carlos and Tyler are learning the game of rugby.
5. The Fishers will vacation in Arizona this year.
6. Myra located Tanzania on a world map.
7. Some lemonade would taste wonderful right now.
8. Greta and her parents saw a production of *Sunday in the Park with George*.
9. Mark received a telescope for his birthday.
10. The wind blew Simone's kite into a tree.
11. Manuella wanted a view of the Caribbean Sea.
12. The farmer sold his best milk cow to a friend.
13. One coat in the store window was purple.
14. Cheryl is making a guest list for the party.
15. Everyone held his or her breath during the aerialist's daring jump.
16. The telephone company prints new directories every year.
17. Airplanes from Cleveland land three times each day.
18. These library shelves hold many books.
19. A pagoda is a type of tower with many levels.
20. Lenny is fishing for trout and bass.
21. Lydia plays silly songs on the piano.
22. Colorful leaves fall from every tree on the street.

► **Exercise 2** Write *prop.* above each proper noun (except possessives), *col.* above each collective noun, and *poss.* above each possessive noun.

poss. Abbey's jacket came from *prop.* China.

1. The Goldenrod Restaurant is featuring Sally's pot roast.
2. Our team voted to give Coach Howard a plaque.
3. Mrs. Clark sent Tina's homework to her so that she wouldn't fall behind.
4. The famous singer thrilled the crowd with her soulful singing.
5. Gillian's favorite game is chess, but our class prefers checkers.
6. Damian's father has been appointed ambassador to Haiti.
7. The Lincoln Memorial is located in Washington, D.C.
8. My church group took a tour of Jerusalem last spring.
9. Judge Lucas waited for the jury to reach a verdict.
10. Turn left at Taylor Avenue and look for Monroe Middle School on the right.
11. The choir performed three selections at the festival.
12. Dr. Callahan's first patient was early, so I did not have to wait long.
13. My entire family enjoys the game of croquet.
14. Lorna and Meg have tickets to *Cats*.
15. The airplane's seats were unusually comfortable.
16. The student body elected to have a holiday party.
17. We knew we were in trouble when the car's engine sputtered and stopped.
18. The capital of California is Sacramento.
19. Ivan's grandparents, who are from Russia, are coming for a visit.
20. The finance committee submitted its report to the president.

► **Exercise 3** Write the tense of each italicized verb in the blank: *pres.* (present), *past*, *pres. prog.* (present progressive), *past prog.* (past progressive), *pres. perf.* (present perfect), or *past perf.* (past perfect).

_____ *past* The story *involved* an opera singer and her ambition to become a star.

- _____ 1. My little sister *climbed* a tree and scraped her arm.

- _____ 2. The teachers *had hoped* for perfect attendance.
- _____ 3. Two women *are loading* the moving van.
- _____ 4. Dylan *wants* to name the kittens after planets.
- _____ 5. Her uncle *is going* to drive us home from the game.
- _____ 6. The preschoolers *have gone* on a field trip to the fire station.
- _____ 7. Because the temperature was dropping, the rain *was freezing* on the sidewalks.
- _____ 8. Jim's father *is attending* classes at the university.
- _____ 9. Our pets *had waited* long enough to be fed.
- _____ 10. Aunt Joan *was painting* her kitchen peach.
- _____ 11. Roberto *made* a birdfeeder for his mother's yard.
- _____ 12. The movie *had begun* five minutes late.
- _____ 13. Both girls *have sung* solos in previous concerts.
- _____ 14. Kylee *is drinking* an entire bottle of juice.
- _____ 15. Not everyone who enters the contest *wins* a prize.
- _____ 16. Josh *has paid* for his uniform already.
- _____ 17. The phone *had rung* four times before I could get to it.
- _____ 18. Marta's directions *led* us to a dead-end street.
- _____ 19. Aaron *is making* plans for the weekend.
- _____ 20. We *keep* the seedlings warm with lights.
- _____ 21. Kelly *caught* three fly balls in the first inning.
- _____ 22. Mary *was sleeping* when the storm began.

Unit 4: Pronouns

Lesson 25

Personal Pronouns

A **pronoun** takes the place of a noun, a group of words acting as a noun, or another pronoun. A **personal pronoun** refers to a person or thing. A personal pronoun that is the subject of a sentence is a **subject pronoun**. Subject pronouns are *I, you, he, she, it, we, you, and they*. A personal pronoun that is the direct or indirect object of a verb is an **object pronoun**. Object pronouns are *me, you, him, her, it, us, you, and them*.

He has a paper route. (The subject pronoun *he* is the subject of the sentence.)

Paula asked **him** for help. (The object pronoun *him* is the object of the verb *asked*.)

► Exercise 1 Circle each personal pronoun.

① walk one mile to school every day.

1. Helen gave him a schedule of the club's meetings.
2. After swimming for hours, he was very tired.
3. Have you seen them lately?
4. Gary is not sure if he wants to go to the museum with us.
5. We taught them the new computer game.
6. I will happily call you tomorrow morning.
7. They waited excitedly for the parade to reach them.
8. When the power went out, we lit candles and played charades.
9. He watched the sun as it sank in a blaze of orange and red.
10. We nervously watched the big, brown dog approach us.
11. She enjoyed reading *The Secret Garden*.
12. I watched a show about the great grizzly bear.
13. The trained dog calmly guided him to the bus stop.

14. The eagle soared higher and higher until it disappeared behind a cloud.

15. After eating the cake, I told Mom that I really enjoyed it.

► **Exercise 2** Replace each italicized word or group of words with a personal pronoun. Write the pronoun above the words. Write *subj.* in the blank if the pronoun is a subject and *obj.* if it is an object.

obj. Mrs. Yoshida drove *Kay, Don, and me* to the movie.

_____ 1. *Consuela* fishes almost every weekend.

_____ 2. Dad asked *Mindy* to the game.

_____ 3. Give *the eraser* to Meagan so she can erase the chalkboard.

_____ 4. *Hiroshi and Ray* had been playing chess for hours.

_____ 5. *The sun* always rises in the east.

_____ 6. Did you taste *the kiwifruit*?

_____ 7. Kenji told *Jack* a funny joke.

_____ 8. *Cheryl* proudly opened a bank account with money earned from baby-sitting.

_____ 9. Mom took *Tom and Mitch* with her.

_____ 10. *Sumi and I* sang the duet in perfect harmony.

_____ 11. With great care, *Pam* chose a gift for her best friend.

_____ 12. *The little boy* pushed the shopping cart for his grandmother.

_____ 13. *The powerful horses* thundered across the prairie.

_____ 14. Mrs. Cuevas quietly told *Janie and me* the sad news.

_____ 15. Have you seen *Terry and Rachel*?

► **Writing Link** Write a few sentences about a make-believe awards program you would give for your friends or family. Use at least four pronouns besides the pronoun *I*.

Lesson 26**Using Pronouns Correctly**

Use a subject pronoun as the subject of a sentence. Use an object pronoun as the object of a verb. Be sure to use a subject pronoun in a compound subject and an object pronoun in a compound object.

Jamal and I fly model planes. (compound subject)

Debra met **Jamal and me** in the park. (compound object)

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

The last one in line was **he**. Yes, this is **she**.

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

The baby-sitter and (I, me) watched the squirrels play in the yard.

1. Mom called (we, us) in for supper.
2. (He, Him) and Derek will get to school early.
3. Byron lent (I, me) this video.
4. Are (they, them) ever going to arrive?
5. Who is (he, him)?
6. Aunt Cara brought (she, her) for a visit.
7. Roger and (I, me) rode our new bikes.
8. (We, Us) were late for our appointment.
9. Please tell (I, me) the answer?
10. Uncle Clyde told my sisters and (I, me) a story.
11. We took out the eggs and boiled (they, them) in water.
12. My mom drove Eloise and (she, her) to the concert.
13. The rain really soaked (he, him).
14. No one asked (I, me) about it.
15. (They, Them) mow lawns during summer vacation.
16. Todd bought (they, them) sodas.

17. Evelyn and (she, her) never run out of things to talk about.
18. Julie, Jennifer, and (I, me) made toys for the kindergarten class.
19. Scott and Carl helped (we, us).
20. (They, them) took Emily to the zoo last Saturday.

► **Exercise 2** Write *C* in the blank if the pronoun in *italics* is correct. If it is incorrect, write the correct pronoun in the blank.

- he Susan and *him* love that new album by the Trees.
- _____ 1. Karen and *she* took the bus.
 - _____ 2. Bill and *me* saw the movie.
 - _____ 3. Ahmed called Carol and *me*.
 - _____ 4. Mom and *him* are in the room.
 - _____ 5. The best artist is *her*.
 - _____ 6. Marla and *me* saw the Renoir painting.
 - _____ 7. Sally wrote Ted and *me* letters from camp.
 - _____ 8. Wendy and *me* read about Chief Joseph.
 - _____ 9. Mom gave Akira and *I* a job for the afternoon.
 - _____ 10. Sharks interest Patti and *he*.
 - _____ 11. The tallest student is *he*.
 - _____ 12. Jim and *me* think that natural resources are important.
 - _____ 13. Darla and *we* agreed about the picnic.
 - _____ 14. Carl and *us* saw the ballet *Swan Lake*.
 - _____ 15. The coach showed Nat and *they* a few tricks.
 - _____ 16. Wayne invited *we* to the golf tournament.
 - _____ 17. Charlotte and *I* sang a duet at the festival.
 - _____ 18. Barbara bought Vicki and *I* souvenirs.
 - _____ 19. Linda gave *he* a pumpkin from her garden.
 - _____ 20. She and *him* fish in the pond behind their house.

Lesson 27**Pronouns and Antecedents**

The word or group of words that a pronoun refers to is its **antecedent**. The pronoun must agree with its antecedent in number and gender.

The **girl** in the blue dress is my sister. **She** is my sister. (*Girl* is the antecedent of the pronoun *she*).

The **students** wear gym clothes on Friday. **They** have gym for one hour. (*Students* is the antecedent of the pronoun *they*.)

► **Exercise 1** Fill in the blank with the correct pronoun. Then circle the antecedent of the pronoun.

The word Renaissance is a French word. it means *rebirth*.

1. The Middle Ages came before the Renaissance. _____ lasted from about A.D. 500 to A.D. 1500.
2. The Renaissance took place in Europe. _____ lasted from the fourteenth century to the sixteenth century.
3. Achievements in art and literature shaped the Renaissance. _____ made it a special time in history.
4. Modern science also began during the Renaissance. _____ traces its beginnings to this time period.
5. The Renaissance started in Europe. _____ began with the study of the ancient history of Italy.
6. Many great thinkers shaped the Renaissance. _____ held different opinions about many different things.
7. Petrarch headed the study of Italy's history. _____ was an Italian.
8. Gifted artists lived during this time. _____ were Raphael, Titian, Michelangelo, and Leonardo da Vinci.
9. People called "patrons" supported these artists. They gave _____ money and other things to pay for their work.

10. The Sistine Chapel is in Rome. Michelangelo painted _____ .
11. Michelangelo painted the ceiling of the Sistine Chapel. He began painting _____ in 1508.
12. Pope Julius II gave Michelangelo the job of painting the chapel. Julius II supported _____ while he worked.
13. Music also flourished during the Renaissance. _____ developed a specific style.
14. Renaissance buildings were also unusual. Architects of today often imitate _____.

► **Exercise 2** Write *C* in the blank if the italicized pronoun in the second sentence agrees with its antecedent in the first sentence. Circle the antecedent. If it does not agree with its antecedent, write the correct pronoun in the blank.

- C The Mona Lisa hangs in the Louvre in Paris. *It* is one of the best-known paintings in the world.
- _____ 1. Leonardo da Vinci painted the *Mona Lisa*. *He* is famous for achievements in both art and science.
- _____ 2. Born in 1452, da Vinci lived during a period of great artistic expression. Early in his career *it* was an art apprentice.
- _____ 3. Da Vinci met Michelangelo in Florence, Italy. *He* was a city where many artists lived.
- _____ 4. Da Vinci and Michelangelo worked together. Da Vinci taught *her* how to show movement in art.
- _____ 5. Da Vinci painted the *Mona Lisa* and *The Last Supper*. *It* are two of his most famous paintings.
- _____ 6. Da Vinci's paintings hang in many museums. People come from faraway places to see *them*.
- _____ 7. Da Vinci created breathtaking paintings, and *he* also crafted great sculptures.
- _____ 8. Two notebooks written by da Vinci were found in 1965. *Them* revealed many of da Vinci's plans and ideas.

Lesson 28**Possessive Pronouns**

Possessive pronouns are another kind of personal pronoun. A possessive pronoun takes the place of a person or thing that owns or possesses something. It can come before the noun that is possessed or it can stand alone in a sentence.

Dan's father is a doctor. **His** father is a doctor. (*His* comes before the noun *father*.)

The lunch bag on the table belongs to Donna. The lunch bag on the table is **hers**. (*Hers* stands alone.)

USED BEFORE NOUNS

Singular: my, your, her, his, its

Plural: our, your, their

USED ALONE

mine, yours, hers, his, its

ours, yours, theirs

► **Exercise 1** Circle each possessive pronoun. Write in the blank **SA** for “stands alone” or **BN** for “before a noun.”

- SA The yellow skateboard is his.
- _____ 1. Mia left her notebook on the bus.
- _____ 2. Is this house key mine?
- _____ 3. The colorful picture of the flowers is mine.
- _____ 4. The proud parents brought home their new baby girl.
- _____ 5. Will strummed his guitar and invited everyone to sing.
- _____ 6. The red house on the corner is ours.
- _____ 7. The computer quickly stores information in its huge memory.
- _____ 8. These warm chocolate chip cookies melt in your mouth.
- _____ 9. The cheetah lay in the tall grass, planning its attack.
- _____ 10. Her hand shot up when the teacher asked for volunteers.
- _____ 11. I didn't get a cheeseburger, so I tasted hers.
- _____ 12. Is your seat belt always fastened?
- _____ 13. The fluffy, brown puppy is theirs.
- _____ 14. Yours is the third seat in the first row.

_____ 15. My cousin from Nebraska is staying with us.

► **Exercise 2** Write the correct possessive pronoun above each italicized word or words.

Her

Karen's friend showed us her new game.

1. The hungry dog pushed *the dog's* dish with its nose across the kitchen floor.
2. The bird flapped *the bird's* long wings and flew away.
3. Dave gladly carried *Shari's* backpack for her.
4. Tonya grabbed my notebook by mistake, and I took *Tonya's* notebook.
5. The clever idea was *Jim's and Akira's*.
6. *Greg's* sister is graceful and smart.
7. Robert's style of skating is different from *my style of skating*.
8. *My aunt's* smile is full of love and warmth.
9. The young chimpanzee spends many happy hours playing with *the young chimpanzee's* brothers and sisters.
10. John dreams of flying high in the clouds in *John's* own plane one day.
11. Chloe claimed that the purse was *Chloe's*.
12. The telescope is not mine. It is *Billy's, Tim's, and Jane's*.
13. My family looked everywhere for *my family's* dog.
14. The biggest fish caught that day was *Juan's*.
15. This yellow parka looks similar to *my parka*.

► **Writing Link** Write a few sentences describing your classroom and the things in it. Use as many possessive pronouns as possible.

Lesson 29**Indefinite Pronouns**

An **indefinite pronoun** refers to a person, place, or thing in a more general way than a personal pronoun does. If the indefinite pronoun is singular, it takes a singular verb. If it is plural, it takes a plural verb. Some indefinite pronouns—*all, any, most, none, and some*—may take either a singular or a plural verb, depending on the context of the sentence.

Everybody knows the answer. **Many know** the answer.

Some of the pie **is** gone. **Some** of the neighbors **are** gone.

Singular Indefinite Pronouns: *another, anybody, anyone, anything, each, either, everybody, everyone, everything, much, neither, nobody, no one, nothing, one, somebody, someone, something*

Plural Indefinite Pronouns: *both, few, many, others, several*

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

Everybody (has, have) a chance to win the contest.

1. Everyone (likes, like) the pizza in the cafeteria.
2. One of the answers (is, are) correct.
3. Everybody (crowds, crowd) around the stage.
4. (Is, Are) anyone allowed to borrow books from the library?
5. No one (lives, live) in the middle of the desert.
6. All of the frightened sheep (tries, try) to run away from the snarling wolf.
7. Most of the neighbors (was, were) enjoying the cool summer breeze.
8. Either of the songs (seems, seem) perfect for the party.
9. Both of the girls (plays, play) soccer well.
10. Several of the club members (meets, meet) in the library each week.
11. Both of the movies (was, were) good.
12. Neither of the boys (is, are) able to ski.
13. Nothing (smells, smell) as good as Aunt Velda's roast beef.
14. Much of the work (was, were) done by the time we joined the group.

15. Each (has, have) its own water dish.
16. Few of the puppies (knows, know) how to fetch a ball.
17. (Is, Are) anything as good as a chocolate ice-cream cone on a hot day?
18. Everything (was, were) calm and quiet after the rainstorm.
19. No one (calls, call) after 11:00 P.M.
20. Anybody (is, are) welcome to write a poem for the contest.
21. Both (takes, take) dancing lessons.
22. The others (flies, fly) behind the lead goose.
23. (Has, Have) someone checked the answering machine for messages?
24. Each (chirps, chirp) happily when the mother returns to the nest.
25. Nobody (has, have) a better sense of humor than Jen.
26. Many (visits, visit) Mrs. Cruz in the hospital.
27. (Does, Do) any of the printers in the computer lab work?
28. (Is, Are) everyone allowed to go on the field trip tomorrow?
29. No one (lives, live) in the house next to ours.
30. All of us (tries, try) our best to get good grades.
31. Everyone (watches, watch) in awe as the space shuttle lifts off.
32. Many of the firefighters (is, are) willing to go into the burning building.
33. Much of the movie (remains, remain) to be watched.
34. Some of the stars (shines, shine) more brightly than others.
35. Several (has, have) tried to beat Amad at checkers, but few (has, have) succeeded.
36. Few (hits, hit) the ball over the ballpark fence.
37. Some of the popsicles (has, have) melted.
38. Most of the turkey (was, were) eaten.
39. Everybody in this choir (sings, sing) off-key.
40. Several of those teenagers (visits, visit) this nursing home.



Unit 4 Review

► Exercise 1 Fill in the blank with the pronoun that best completes each sentence.

John F. Kennedy was the thirty-fifth president of the United States. He was the youngest president ever elected.

1. Anthropology is the study of humans and _____ beginnings, development, and cultures.
2. Mother told Ahmed to put away each toy in the place where _____ belongs.
3. When the birds fluttered around the birdhouse, Jessie ran to feed _____.
4. After Hannah and Roberto finished their homework, _____ went to the movie.
5. Valerie ordered three books, but _____ hasn't received them yet.
6. At the beach, I picked up a seashell that reminded _____ of home.
7. Carla waved to her mother in the crowd as _____ joined _____ teammates on the court.
8. When my pencil broke, I asked the teacher if I could sharpen _____.
9. When Kristen and I dug the garden, my mother gave _____ seeds to plant.
10. The test questions were not as difficult as _____ looked.
11. Sam was running late this morning, and _____ missed his bus.
12. After searching for his wallet for an hour, Brian found _____.
13. Ever since Kari had a bike accident, _____ has worn a helmet.
14. I finished my math homework quickly because my sister helped _____ figure out the hard problems.
15. Victor and I told mother that _____ could clean the garage ourselves.
16. Our school uniforms are much more comfortable than _____ used to be.
17. Miss Darnell asked the students if _____ would mind helping Mr. Lenox.
18. Ariel and _____ sometimes do our homework together.
19. As I was leaving, Mrs. Dillman gave _____ a big hug.
20. "Is this Marsha?" asked the voice on the phone. "Yes," said Marsha, "this is _____."

Cumulative Review: Units 1–4

► **Exercise 1** Draw one line under each direct object and two lines under each verb. Write in the blank *tr.* if the verb is transitive or *int.* if it is intransitive.

int.

The schools closed because of the snowstorm.

- _____ 1. Renee bought a CD with her baby-sitting money.
- _____ 2. My mother's plane arrived late.
- _____ 3. Fish have gills instead of lungs.
- _____ 4. Crowds of people attended the concert.
- _____ 5. My grandfather's health improved slowly.
- _____ 6. We sat on my porch for at least an hour.
- _____ 7. The Stevensons keep horses on their small farm.
- _____ 8. Nigan and I walk to the practice field together.
- _____ 9. The fireworks went off with a bang and a burst of color.
- _____ 10. Our neighbor rescued an injured bird.
- _____ 11. My sister and I play tennis with our dad.
- _____ 12. Ariel writes to her pen pal every Saturday.
- _____ 13. The choir sang the song in perfect unison.
- _____ 14. Miguel corrected his mistakes before handing in his paper.
- _____ 15. We jogged to school and back for our morning exercise.

► **Exercise 2** Write *pers.* for personal pronoun (subject or object), *poss.* for possessive, or *ind.* for indefinite above each pronoun.

ind.

Someone spilled juice on the table.

1. Tell them about your favorite book.
2. When the travelers arrived, they were weary from their journey.
3. She will present her report to the class.
4. Is this flute yours?
5. No one thinks the quiz will be today.

6. The spelling bee participants carefully studied their long word lists.
7. Somebody forgot to turn off the light.
8. Although the girl is often sick, she is always cheerful.
9. Allison said the idea for the project was hers.
10. Is anyone responsible for taking attendance today?
11. Rayna pulled her desk closer to Judy's.
12. Few knew of her change in plans.
13. For their birthday, Sabra gave her twin daughters matching sweaters.
14. We will tell you several of our objections to their program.
15. Neither of us had heard of him before.

► **Exercise 3** Draw a line under the simple subject of the sentence. Draw two lines under the simple predicate.

She called me at six o'clock this morning.

1. In three giant leaps, the cat crossed the busy highway.
2. I read that story, too!
3. Emily sang in the chorus.
4. The bicycle chain rattled against the wheel.
5. The buses chugged noisily through the school parking lot.
6. Sally and he told us that silly joke again.
7. Henry painted a watercolor portrait of Camilla.
8. They laughed through the entire play.
9. This old movie makes my sister cry.
10. Have Ali and you written the postcards yet?
11. We laughed at the clowns.
12. The homework is still not done.
13. Will it never rain?
14. Kevin and the varsity team played really hard.

15. Can you find Lake Erie on the map?

► **Exercise 4** Write the correct possessive pronouns above the words in italics.

His

Dad's car is new.

1. *Mary's* foul shot won the game.
2. *The tree's* color is a beautiful red-gold.
3. *Ted's* book is missing.
4. *Bill's and my* bikes both need new tires.
5. *Monica and Alina's* project is finished.
6. Renee, is this *Renee's* notebook?
7. This ring looks like *Cathy's* ring.
8. *George Washington's* military skill and daring helped win America's independence from Britain.
9. Priscilla, where are *your and my* new jackets?
10. Trina, is this magazine *Trina's*?
11. *Queen Victoria's* long reign is known as the Victorian Age.
12. Are these concert tickets *Patti's and Carla's*?
13. Those tennis rackets are *Terri's and mine*!
14. Ricardo and Larry, I'm pretty sure these baseball cards are *Ricardo's and Larry's*.
15. *Baron Karl Friedrich Hieronymus von Münchhausen's* wild stories are unbelievable but very funny.
16. Unfortunately, *the books'* covers were torn during the move.
17. *Tricia's* new home is in a lovely small town.
18. *The drama club's* members were excited about the spring play.
19. This telescope is *Pedro's and Jeff's*.
20. I love this spaghetti; may I eat *my brother's*?

Unit 5: Adjectives

Lesson 30

Adjectives and Proper Adjectives

A word that describes persons, places, or things is an **adjective**. An adjective usually answers one of three questions about the noun or pronoun it modifies.

What kind? Please use the **drawing** paper.

How many? Wanda had **three** sisters.

Which one? **That** seat is taken.

Usually the adjective comes just before the noun it modifies. However, when the noun is the subject followed by a linking verb, its adjective follows the linking verb as part of the predicate. These adjectives are called **predicate adjectives**.


The puppy became **frisky**.

A **proper adjective** is an adjective formed from a proper noun. Sometimes the proper adjective is the same word as the noun that forms it. At other times it has a special ending. All proper adjectives begin with a capital letter.

the **Wyoming** foothills

Chinese checkers

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

The *first* robots were built in the Middle Ages.

1. Some *early* robots can still be seen today.
2. In Venice, Italy, two *human-sized* robots dressed in *medieval* clothing strike the clock tower bell every hour.
3. In Germany, figures dance and play *musical* instruments under a *church* clock.
4. Although their movements are *simple*, they are entertaining.
5. These robots get their power from *clock* parts.
6. Today robots work on land, in *outer* space, or on the *ocean* floor.
7. *Japanese* scientists are creating a *crablike* robot to work underwater.

8. This robot can take a *great* deal of *underwater* pressure.
9. The abilities of this robot are *awesome*.
10. Robots are *important* to *space* exploration.
11. *American* spacecraft landed robots on Mars in 1977.
12. These robots tested *Martian* soil and atmosphere.
13. The Soviet Union used robots in 1978 to take the *first* pictures of the surface of Venus.
14. The pictures showed *rust-colored* rocks and an *orange* sky.
15. The pictures were truly *breathtaking*.

► **Exercise 2 Underline each adjective.**

Robots with human shape are called “androids” or “humanoids.”

1. Many androids or humanoids are run by remote control.
2. True robots run on computer power.
3. Some robots perform household chores.
4. However, household robots are rare.
5. Household robots are also expensive.
6. Household robots could easily cost as much as new houses.
7. Future robots will answer doorbells, clear the dinner table, and keep the kitchen cupboard full.
8. Industrial robots are already quite common.
9. In automobile factories, robots paint cars.
10. On assembly lines, robots are run by computers.
11. Large companies often use these robots to deliver mail.
12. Industrial robots are usually strong.
13. They can use various tools.
14. In one Japanese factory, robots are building other robots.
15. One advantage of robots is that they never become tired.

Lesson 31**Articles and Demonstratives**

An **article** is a special kind of adjective. There are three articles, the words *a*, *an*, and *the*. *The* describes one specific item or items.

The program was canceled because of **the** snowstorm.

A and *an* refer to any one item of a group. Use *a* before words that begin with a consonant sound. Use *an* before words that begin with a vowel sound.

A giraffe is **an** elegant animal.

Demonstrative adjectives are used to point out something. The words *this*, *that*, *these*, and *those* are demonstrative adjectives. *This* and *that* are singular. *These* and *those* are plural. *This* and *these* refer to things that are close. *That* and *those* refer to things that are at a distance.

Read **this** book.

He washed **these** apples. (close to the speaker)

Take **that** train.

Those boys are on the other team. (at a distance from the speaker)

Demonstratives often appear before the nouns they modify, but they can stand alone. When a demonstrative is used by itself, it is a **demonstrative pronoun**.

Give **this** to your sister. I like **those** the best.

► **Exercise 1** Write in the blank the article that best completes each sentence.

Do you have _____ **a** _____ ticket for _____ **the** _____ class play?

- _____ moon is really bright tonight.
- It is helpful to have _____ calculator.
- My dad keeps maps in _____ car glove compartment.
- _____ field hockey team has a match after school.
- Sara hopes to get _____ bicycle for her birthday.
- My father thinks ordering pizza is _____ excellent idea.
- I read my little sister a story about _____ unicorn.
- _____ index of street names appears on most maps.
- I will be attending _____ school on Maple Street.

10. My mom wants to buy _____ sports car.
11. Please put your backpack on _____ kitchen table.
12. The Metropolitan Museum of Art is _____ huge museum.
13. _____ closest parks are across town.
14. Jeff went shopping for _____ baseball mitt.
15. Many of my friends have _____ interest in astronomy.

► **Exercise 2** Draw a line under the demonstrative in parentheses that best completes each sentence. Write *P* in the blank if it is a pronoun or *A* if it is an adjective.

- _____ **P** (That, These) is the biggest pumpkin I've ever seen!
- _____ 1. (This, Those) baby's skin is as smooth as silk.
 - _____ 2. Miriam told (those, that) same joke yesterday.
 - _____ 3. (Those, That) elephants are sleeping in the shade of the tree.
 - _____ 4. (This, These) takes two solid hours to complete.
 - _____ 5. Is (those, this) your favorite song?
 - _____ 6. (That, Those) icicles look like long, jagged teeth.
 - _____ 7. (This, Those) is the worst I have seen!
 - _____ 8. (This, These) ants are busy at work.
 - _____ 9. (That, These) are the best days of our lives.
 - _____ 10. I have climbed (those, that) tree a hundred times.
 - _____ 11. The pilot calmly steered us through (that, these) big cloud.
 - _____ 12. (This, Those) makes a high, piercing noise.
 - _____ 13. Her eyes shining, the little girl pointed to (those, that) piece of candy.
 - _____ 14. May I buy five of (that, those), please?
 - _____ 15. (Those, That) students want to transfer to our school.
 - _____ 16. (Those, That) sounds like an interesting movie.
 - _____ 17. (This, These) is what we bought for Dad.
 - _____ 18. Liam, take (this, these) and put it over there.

Lesson 32**Adjectives That Compare**

Some kinds of adjectives compare two or more nouns or pronouns.

The **comparative** form of an adjective compares two things or people. It is usually formed by adding *-er* to an adjective that has only one syllable. If an adjective has more than one syllable, the comparative is usually formed by adding the word *more* before the adjective.

Pedro is **older** than his brother Carlos.

The long coat is **more expensive** than the short one.

The **superlative** form of an adjective compares more than two people or things. It is usually formed by adding *-est* to an adjective that has only one syllable. If the adjective has more than one syllable, the superlative is usually formed by adding *most* before the adjective.

Pedro is the **oldest** of the three Castino children.

The long coat is the **most expensive** of all the coats.

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

Brian is (taller, tallest) than his brother.

1. The park by the ocean is the (peacefulest, most peaceful) place I have ever been.
2. Jimmy Carter is a (more recent, recentest) president than John F. Kennedy.
3. Granite is the (most hard, hardest) rock nature makes.
4. Mt. Shasta is the (higher, highest) mountain I have ever seen.
5. An airplane moves at (greater, more great) speed than a car.
6. The (most big, biggest) problem we have is reading the German book.
7. My brother thinks New York is the (most exciting, excitingest) city in the world.
8. Joseph was (later, more late) than Juan.
9. The English test was (more difficult, difficultest) than the math test.
10. Yellow is the (most light, lightest) color on Brenda's painting.
11. We had the (thrillingest, most thrilling) time at the amusement park!
12. Apples have (most smooth, smoother) skin than cantaloupes.

13. The bananas were the (more ripe, ripest) fruit in the store.
14. The (most short, shortest) path is the one through the parking lot.
15. The newspaper is (more current, currenter) than the magazine.

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

A sweater was the warmest thing she had to wear. (warm)

1. I think this is the _____ shirt I own. (nice)
2. Of all the ideas, Emily's was the _____ to happen. (likely)
3. Gasoline is _____ than water. (explosive)
4. Mount Everest is the _____ mountain in the world. (high)
5. The salad bar lettuce seems _____ today than yesterday. (fresh)
6. This is the _____ forest I have ever seen! (green)
7. The flowers outside are much _____ than the ones in the vase.
(fragrant)
8. We walked barefoot through the _____ grass imaginable. (thick)
9. The kitten was _____ than I remember. (adorable)
10. The shortstop has the _____ arm on the team. (strong)
11. This song is far _____ than the one they just played. (popular)
12. The cushion was _____ than the chair. (old)
13. I think the lamb is the _____ of our farm animals. (gentle)
14. Spider webs are among the _____ things in nature. (delicate)
15. This grammar test is the _____ one so far. (hard)

► **Writing Link** Write three sentences about your favorite story. Use adjectives to compare it with others you have read.

Lesson 33**Special Adjectives That Compare**

The comparative and superlative forms of some adjectives are not formed in the regular way. Never add *more* or *most* before these adjectives.

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

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

There is less corn than spinach in the pantry. (little)

- My cold is _____ today than it was yesterday. (bad)
- Many old books are very _____. (good)
- Felicia had _____ money in her pocket than she thought. (little)
- Nelson did the _____ amount of work possible. (little)
- A computer costs far _____ money than a typewriter. (much)
- Baking bread has the _____ smell in the world. (good)
- That movie was the _____ one of the two. (good)
- That was the _____ team we played all year. (bad)
- The score was far _____ than the last time we lost. (bad)
- There is _____ help we can give her. (little)
- The creamy chocolate pie is _____ than the apple pie. (good)
- All the apples in that bag were _____. (bad)
- _____ glazed doughnuts were left than plain doughnuts. (many)
- While _____ students preferred spring, a few preferred summer. (many)
- Is it _____ to coach softball than to play it? (good)
- Our team has _____ players than theirs. (good)

17. Not _____ paint is left. (much)
18. Shana likes _____ movies she sees. (much)
19. We have had _____ snow than usual. (little)
20. The museum had _____ paintings by French artists than by German artists.
(many)
21. The potato soup is very _____. (good)
22. I am _____ at skiing than at football. (good)
23. Our team had the _____ number of players of any team in the tournament.
(little)
24. Today's weather was _____ than yesterday's. (bad)
25. The magician's act was _____ than the comedian's. (good)
26. There are _____ trees in Blendon Woods than in Houston Woods. (much)
27. We waited a _____ while and then went home. (little)
28. Which of the three plans will cause the _____ trouble? (little)
29. After the bike was painted, it looked _____ than ever. (good)
30. That was the _____ movie I had ever seen. (bad)

► **Writing Link** Write a short paragraph that describes your neighborhood or a favorite place. Include comparative and superlative forms of the adjectives *good*, *bad*, *much*, and *little*.



Unit 5 Review

► **Exercise 1** Draw one line under each article and two lines under each comparative or superlative adjective. Circle all other adjectives.

That mouse scooted across the most slippery part of the floor.

1. The Victorian house is closer than the modern house.
2. The Constitution guarantees free speech.
3. There was a dark spot on the carpet.
4. The little dog barked at the letter carrier.
5. More people attended the concert this year than last year.
6. Here is the ripest pear I could find.
7. The slowest way to get there is by boat.
8. Thanksgiving is the busiest time of year for airports.
9. In the spring, red roses grow in the park.
10. In 1994 we had the worst winter in five years.
11. The heavy box held a new sewing machine.
12. Please pass those delicious chocolates.
13. Aleta was the earliest arrival.
14. The old oak tree was taller than the house.
15. Rashad thinks Chinese food is better than Mexican food.
16. This bucket is full of soapy water.

Cumulative Review: Units 1–5

► **Exercise 1** Draw one line under each simple subject. Draw two lines under each simple predicate.

The clown brought a pony to the birthday party.

1. Mother rented a good movie for us.
2. The book is called *The Lion King*.
3. Cody and Brian have a new game.
4. They ran to the park.
5. Over and over they threw and caught the ball.
6. Maria and Juan baked chocolate cookies this afternoon.
7. Harve built a small robot, and Kelly painted it for him.
8. His older sister took him to the store.
9. The Morgans and the Morenos are our new neighbors.
10. Jamie wants hot dogs, but Simon prefers hamburgers.

► **Exercise 2** Write in the blank the past tense for each verb.

sit **sat** _____

- | | |
|-----------------|------------------|
| 1. run _____ | 11. squawk _____ |
| 2. go _____ | 12. take _____ |
| 3. smile _____ | 13. let _____ |
| 4. eat _____ | 14. write _____ |
| 5. call _____ | 15. speak _____ |
| 6. do _____ | 16. croak _____ |
| 7. leave _____ | 17. smell _____ |
| 8. ask _____ | 18. fall _____ |
| 9. buy _____ | 19. squeak _____ |
| 10. watch _____ | 20. laugh _____ |

► **Exercise 3** Draw two lines under each verb or verb phrase. Write its tense in the blank: *present*, *past*, *future*, *pres. prog.* (present progressive), *past prog.* (past progressive), *pres. perf.* (present perfect), or *past perf.* (past perfect.)

- _____ **past prog.** _____ The principal was speaking to the student.
- _____ 1. My dad and I will bake brownies tonight.
- _____ 2. I had already heard the rumor.
- _____ 3. The snow is falling in big flakes.
- _____ 4. The editor of the school paper wrote an editorial.
- _____ 5. You have made my day!
- _____ 6. Fiona enjoys computer games.
- _____ 7. My sister was riding the exercise bike.
- _____ 8. Charles Schulz created the “Peanuts” comic strip.
- _____ 9. Our dog will stay in a kennel during our vacation.
- _____ 10. Our class is studying endangered species.
- _____ 11. Rebecca had hurried to the mall.
- _____ 12. Everyone was cheering for the home team.
- _____ 13. Mrs. Santos has discovered the missing workbooks.
- _____ 14. General Sherman commanded the Union army in the Civil War.
- _____ 15. The light had burned out in the kitchen.

► **Exercise 4** Replace the word or words in parentheses with an appropriate pronoun.

- _____ **She** _____ (Glenda) practiced playing the piano every night.
- _____ 1. (The squirrels) scampered up the tree.
- _____ 2. I have seen (the movie) five times.
- _____ 3. (Samuel) gets up every morning at 6:00.
- _____ 4. (Mark and I) played catch in the summer sun.
- _____ 5. My sister borrowed (Kyle’s) bike yesterday.
- _____ 6. Mrs. Simpson wants to call (you and your sister) about raking her leaves.

- _____ 7. We can't find (Betty, Kai, and Marillu) anywhere.
- _____ 8. (Levi's and my) model airplane is red.
- _____ 9. We saw (your aunt) at the shopping mall.
- _____ 10. (The fish's) gills moved quickly in and out.
- _____ 11. Do you know if (the Gonzaleses) are coming?
- _____ 12. We all applauded Carlos and (Maria).
- _____ 13. Does (Julie) know her sweater is on backwards?
- _____ 14. My dad carried (the luggage) upstairs.
- _____ 15. Tricia lent (Jules and me) her library card.

► **Exercise 5** Draw one line under each regular adjective and two lines under each predicate adjective. Circle all proper adjectives.

The Pennsylvania mountains seem large and rugged.

1. The big barn appears spacious and roomy.
2. The heavy sea thundered against the black basalt rock of the cliffs.
3. A cousin of mine owns a Belgian horse.
4. This new flavor of strawberry sherbet tastes delicious.
5. The outdated steamship became a popular attraction for tourists.
6. Did you see that Italian sports car in front of the old house?
7. I saw the science book on the antique table and the French grammar book on the kitchen counter.
8. Are those beach houses in greater danger from hurricanes than these tall hotels?
9. The English mystery movie interests me more than this Japanese cartoon.
10. June was the driest month on record.
11. The scarlet cardinal sounds happy on this sunny day.
12. The mighty battleship sits quietly at anchor these days, and many people visit it.
13. Glorious sunlight reflects warmly off the brick walls.
14. I like Irish setters; what dog breed do you like?

Unit 6: Adverbs

Lesson 34

Adverbs Modifying Verbs

An **adverb** modifies, or describes, a verb, an adjective, or another adverb. An adverb tells *how*, *when*, or *where* about the word it modifies. An adverb that modifies a verb may appear in different positions in a sentence.

Chan **happily** plays ball. (The adverb *happily* tells *how* Chan plays ball.)

Often the team travels on a bus. (The adverb *often* tells *when* the team travels.)

My sister ran **downstairs**. (The adverb *downstairs* tells *where* my sister ran.)

Most, but not all, words that end in *-ly* are adverbs. This type of adverb is usually formed by adding *-ly* to an adjective.

Adjective: graceful Adverb: gracefully

Some adverbs that do not end in *-ly* are *soon*, *after*, *now*, *later*, *hard*, *not*, *fast*, *often*, *today*, *always*, *very*, and *here*.

► Exercise 1 Underline each adverb. Draw an arrow to the verb it modifies.

The custom of wearing wigs has varied greatly over the centuries.

1. For many centuries both men and women frequently wore wigs.
2. As time passed, wigs gradually became the mark of high fashion.
3. In many countries people grandly dressed their wigs with gold and jewels.
4. Queen Elizabeth I of England dearly loved clothes and jewelry.
5. She soon revived the style of wearing fancy wigs.
6. In France, Queen Marie Antoinette gracefully hid her hair loss with a wig.
7. All of her subjects eagerly followed her style.
8. In the New World many ministers preached energetically against wigs, while other ministers wore them proudly.

9. Just before the American Revolution, colonists heavily powdered their high, puffy wigs.
10. In those days George Washington surely considered his wig high fashion.
11. People later stopped wearing wigs.
12. Wigs were obviously part of the old world.
13. The new Americans certainly wanted freedom in style as well as in government.
14. Even so, they powdered their hair and tied it tightly at the back of the neck.
15. They soaked their hair heavily in oil to hold the powder.

► **Exercise 2** Complete each sentence by writing an appropriate adverb in the blank.

In many ancient lands people proudly grew long hair as a mark of honor.

1. People were _____ punished by having their hair cut.
2. When Julius Caesar conquered a new country, he _____ forced the people to cut their hair.
3. Many people _____ believed that long hair increased strength.
4. The story of Samson and Delilah _____ illustrates how many people felt about hair.
5. On the other hand, the Greeks shaved their heads and _____ offered the hair to the gods.
6. In return, they _____ asked for great strength in battle.
7. Peoples like the Anglo-Saxons _____ dyed their hair in bright colors.
8. They _____ admired hair dyed in bright green, blue, or orange.
9. Ancient Germans, on the other hand, _____ preferred hair dyed in bright red.
10. Instead of hair spray, they _____ used goat's grease to make their hair stay in place.

Lesson 35**Adverbs Modifying Adjectives and Adverbs**

An adverb can also modify an adjective or another adverb. An adverb that modifies an adjective or another adverb tells *how*, *when*, or *where* about the word it modifies. An adverb that modifies an adjective or another adverb almost always appears immediately before the word it modifies.

Kai is an **unusually** good skater. (The adverb *unusually* tells *how* about the adjective *good*.)

Marta **almost** always sings. (The adverb *almost* tells *when* about the adverb *always*.)

ADVERBS OFTEN USED TO MODIFY ADJECTIVES AND OTHER ADVERBS

very	too	almost	quite
so	extremely	really	partly
rather	nearly	barely	unusually
just	somewhat	totally	hardly

► **Exercise 1** Circle each adverb that modifies an adjective or an adverb. In the blank, write *adj.* if the adverb modifies an adjective. Write *adv.* if the adverb modifies another adverb.

- adj. I was barely awake when the phone rang.
- _____ 1. A very nice bowl of flowers arrived in the mail.
- _____ 2. We call my grandmother nearly every day.
- _____ 3. Pierre is the most popular player on the team.
- _____ 4. He almost always turns off the light.
- _____ 5. The floor was marked with totally black lines.
- _____ 6. We set the eggs on the counter very carefully.
- _____ 7. The circus clown had an unusually big, false nose.
- _____ 8. The elderly man walked rather slowly.
- _____ 9. My shirt is old and somewhat gray.
- _____ 10. My best friend, Tanya, sings quite sweetly.
- _____ 11. Bill spends so much time working that he has little time for other things.

Lesson 36**Adverbs That Compare**

The **comparative** form of an adverb compares two actions. The **superlative** form of an adverb compares more than two actions. Adverbs that have only one syllable form the comparative by adding *-er* and form the superlative by adding *-est*. Adverbs that have more than one syllable or that end in *-ly* use the word *more* to form the comparative and the word *most* to form the superlative.

Comparative: The little clown ran **faster** than the big one. The little clown ran **more quickly** than the big one.

Superlative: The little clown ran the **fastest** of all of them. The little clown ran the **most quickly** of all of them.

► **Exercise 1** Write in the blank the missing form of the adverb.

ADVERB	COMPARATIVE	SUPERLATIVE
easily	<u>more easily</u>	most easily
1. fast	faster	_____
2. firmly	more firmly	_____
3. rarely	_____	most rarely
4. simply	_____	most simply
5. hard	_____	hardest
6. regularly	more regularly	_____
7. _____	more actively	most actively
8. long	longer	_____
9. _____	sooner	soonest
10. high	higher	_____
11. clearly	more clearly	_____
12. close	_____	closest
13. frequently	_____	most frequently
14. plainly	_____	most plainly
15. truly	more truly	_____

► Exercise 2 Underline the correct form of the adverb in parentheses.

It took us (longer, longest) to get to the museum than to the park.

1. Mark ran the (faster, fastest) of all the boys.
2. Mika worked (more hard, harder) than Roger.
3. Maria speaks the (intelligentliest, most intelligently) of all the candidates.
4. He wins (more frequently, most frequently) than his brother.
5. Sarah is studying (more long, longer) than usual because she has a test tomorrow.
6. We arrived (more soon, sooner) than we thought we would.
7. We play tennis (more often, oftener) now that the weather is warmer.
8. An eagle can fly (more high, higher) than a sparrow.
9. Some animals act (more mean, meaner) than they actually are.
10. Cole plays (more noisier, more noisily) on his electric guitar now that he has a new amplifier.
11. Fred sat (closer, closest) to the door than Shelly did.
12. Mary always eats (faster, fastest) than her brother does.
13. The owl can screech (louder, loudest) than any other bird I know.
14. Tad wrote his report (neatlier, more neatly) the second time.
15. She answered (sooner, soonest) of the ten people asked.
16. In sports, Ruth always tries (more hard, harder) than Susan.
17. The cheetah runs (more swiftly, most swiftly) than any other animal.
18. The gold medal winner skated the (more skillfully, most skillfully) of the ten contestants.
19. Mrs. Roth explained the problem (more clearly, most clearly) than Mrs. Groves did.
20. The prize will go to the ballplayer who attends practice (more regularly, most regularly).

Lesson 37**Irregular Comparative Forms**

Some adverbs have irregular forms of the comparative and the superlative.

IRREGULAR COMPARATIVE FORMS

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

► **Exercise 1** Underline the correct form of the irregular adverb in parentheses.

Robby fixed his stereo (better, best) the second time.

- I was worried that I did (more badly, worse) on the test.
- Emilio ate (less, least) quickly than Tom did.
- Mario could see much (more far, farther) with his new glasses.
- I don't want to listen any (further, farther).
- Ariel does (bestest, best) in school after a good night's sleep.
- I hope they repair the bridge (better, best) this time than last time.
- The metal fence is (badly, worst) rusted from all the rain.
- I would like to contribute to my community (better, best) than I have in the past.
- Pearl is (less, least) clever than her sister.
- Raoul enjoys baby-sitting (better, best) than he enjoys mowing lawns.
- Friday I played the (worse, worst) of anyone on the team.
- Humming is the (less, least) annoying of all your habits.
- Monarch butterflies migrate the (farther, farthest) of all the butterflies.
- Always do your (better, best), and you will succeed in life.
- Julius did (worse, worst) in the 500-meter dash than in the 100-meter dash.

► **Exercise 2** Complete the sentence by writing in the blank the correct form of the irregular adverb in parentheses.

Vivian traveled less this year than last year. (little)

1. Last year on vacation we drove as _____ as Mexico. (far)
2. Kayla's sister drew animals _____ than she drew people. (well)
3. I will think about it _____ before next week. (far)
4. Of all the performances, our school play went _____ on opening night.
(badly)
5. My dad can throw a football _____ than I can. (far)
6. In our pet contest, the frog jumped _____ than the grasshopper. (far)
7. Lisa performed _____ in today's volleyball game than in yesterday's.
(well)
8. This video game was the _____ enjoyable of the three. (little)
9. Can you explain the problem _____ ? (far)
10. The teacher and the students will _____ refine the class goals. (far)
11. When choosing pretzels, popcorn, or potato chips, remember that potato chips are the
_____ healthful of the three. (little)
12. Atlanta is the _____ south I have ever been. (far)
13. I like the country _____ than the city. (well)
14. I like the ocean _____ of all. (well)
15. Micah performed his violin solo the _____ he ever had. (well)
16. Martin enjoys swimming _____ than I do. (little)
17. Juan does _____ in science than in English. (badly)
18. Do you think my big brother dances _____ than I do? (badly)
19. The little girl can speak much _____ than she could six months ago.
(well)
20. Of any time of day, Jenny sings _____ in the morning. (badly)

Lesson 38**Telling Adjectives and Adverbs Apart I**

Some adjectives and adverbs are easy to identify within sentences. An adjective modifies a noun or pronoun. An adverb modifies a verb, adjective, or another adverb. When they follow a verb, however, they can be confusing. A predicate adjective follows a linking verb and an adverb follows an action verb.

A leopard is **fast**. (*Fast* is a predicate adjective.)

A leopard runs **fast**. (*Fast* is an adverb.)

► **Exercise 1** Draw one line under each italicized word that is an adjective. Draw two lines under each italicized word that is an adverb.

Which of the two movies did you like *better*?

1. The king was a *just* ruler.
2. I have *just* started this assignment.
3. Everyone worked *hard* on the projects for the science fair.
4. The toast had become *hard* and cold.
5. We have *less* homework than usual tonight.
6. I enjoyed the stage play *less* than the movie.
7. Jess skates *better* than Tony.
8. This book seems *better* than that one.
9. Peggy can swim *faster* than Carol.
10. The jockey wanted a *faster* horse.
11. The explorers climbed a *high* mountain.
12. The plane flew *high* overhead.
13. Linda took a *long* drink of water.
14. How *long* have you waited here?
15. Come *close*, and I'll tell you a secret.
16. The referee made a *close* call.

17. Only one person arrived *late*.
18. The Changs ate a *late* dinner.
19. This is the *most* popular restaurant in town.
20. *Most* people look forward to weekends.

► **Exercise 2** Underline the adjective or adverb in parentheses that best completes each sentence.

Mr. Denton (usual, usually) arrives before seven o'clock.

1. Juanita is a (great, greatly) chess player and a good sport.
2. Mom and Dad appeared (great, greatly) pleased with their anniversary gift.
3. Mitzi (near, nearly) collided with Tim in the doorway.
4. A (near, nearly) miss does not count in basketball.
5. Myra looked (sad, sadly) at her friend's broken glasses.
6. The little puppy looked (sad, sadly) and lonely.
7. The rain came down (sudden, suddenly).
8. There was a (sudden, suddenly) shower this afternoon.
9. What is the (probable, probably) cause of the disease?
10. We have (probable, probably) waited too long.
11. It is (unusual, unusually) cold today.
12. A temperature of seventy seems (unusual, unusually) for February in Iowa.
13. It was an absolutely (perfect, perfectly) summer day.
14. Mr. Murphy told us a (perfect, perfectly) ridiculous joke!
15. Could you (possible, possibly) help me with this math problem?
16. Well, that is one (possible, possibly) solution to the problem.
17. The long white envelope looked quite (ordinary, ordinarily).
18. I would not (ordinary, ordinarily) read a book about computer technology.
19. Jake grew (gloomy, gloomily) toward the end of the day.
20. The picknickers watched the dark clouds (gloomy, gloomily).

Lesson 39**Telling Adjectives and Adverbs Apart II**

Some adjectives and adverbs demand special attention because they can be confusing. *Bad* and *good* are adjectives. They are used after linking verbs. *Badly* and *well* are adverbs. They modify action verbs. When *well* is used after a linking verb to describe a person's health, it is an adjective. *Real* and *sure* are adjectives. They describe nouns or pronouns. *Really* and *surely* are adverbs. *Most* is usually an adjective. When it is part of a superlative, it is an adverb. *Almost* is usually an adverb. When it is followed by an indefinite pronoun, it is an adjective.

ADJECTIVESThe choir sounds **bad**.The grapes are **good**.The roses are **real**.We are **sure** to win.**Most** people like music.**ADVERBS**She sings **badly**.Grapes keep **well**.The roses are **really** pretty.We will **surely** win.The song is **almost** too loud.► **Exercise 1** Underline the word in parentheses that best completes each sentence.Our cat is (real, really) fuzzy.

1. We will (sure, surely) beat the Lions tomorrow!
2. Does this milk taste (good, well) or is it sour?
3. We (most, almost) always have salad with dinner.
4. The wrestler had a (sure, surely) hold on his opponent.
5. Alex didn't feel (good, well), so he stayed home from school.
6. The boxer who landed the (most, almost) punches won the fight.
7. (Most, Almost) everyone in our class was excited about the basketball play-offs.
8. Bagels don't fit (good, well) in our toaster.
9. Don and Maria had a (real, really) good time at the party.
10. I go to (most, almost) every football game.
11. My sister and I behave (good, well) when our grandparents visit.
12. We saw a (real, really) whale when we vacationed at Cape Cod!
13. Are you (sure, surely) you are right about the time of the movie?

14. The CD sounds (good, well) on our new disc player.

15. (Most, Almost) plants need sun and water.

► **Exercise 2** Write in the blank the correct form of the word in italics. If the word is correct, write *C* in the blank.

- _____ well _____ Sheila did *good* on her English grammar test.
- _____ 1. The baseball cap looked *well* on Neal's head.
- _____ 2. The Mexican food was *real* spicy.
- _____ 3. Jazz is *surely* popular in New Orleans!
- _____ 4. Joel *most* never watches TV on school nights.
- _____ 5. With the help of my calculator, I did *good* on my math homework.
- _____ 6. We will *sure* go to the mall this weekend.
- _____ 7. *Almost* politicians have degrees in either political science or law.
- _____ 8. The sound system in our school auditorium works *badly*.
- _____ 9. The soccer match was *real* exciting!
- _____ 10. Jasmine's grandma knits very *good*.
- _____ 11. Your messy room looks *badly*.
- _____ 12. The pepperoni pizza tastes *well*.
- _____ 13. Mr. Valdez is *surely* about the results.
- _____ 14. Dolphins are *really* smart mammals.
- _____ 15. The old car rattled *bad*.

► **Writing Link** Write one or two sentences comparing your ability to do something this year with your ability to do it last year.

Lesson 40**Avoiding Double Negatives**

Negative words express the idea of *not* or *no*. The adverb *not* often appears in the form of a contraction.

is + not = isn't	do + not = don't	will + not = won't
was + not = wasn't	did + not = didn't	have + not = haven't
were + not = weren't	can + not = can't	could + not = couldn't

Negative words are the opposite of affirmative words. **Affirmative words** show the idea of *yes*. Each negative will have several opposite affirmatives.

NEGATIVE	AFFIRMATIVE	NEGATIVE	AFFIRMATIVE
never	ever, always	nobody	somebody, anybody
nothing	something, anything	nowhere	somewhere, anywhere

Using two negatives in a sentence creates a **double negative**. Avoid using more than one negative in a sentence. Correct a double negative by using an affirmative word in place of one of the negative words.

Incorrect: The teacher **didn't** grade **no** papers.

Correct: The teacher graded no papers. The teacher didn't grade any papers.

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

We didn't see (none, any).

1. My father doesn't (never, ever) want to vacation in Florida.
2. Bill doesn't think (nothing, anything) is as much fun as mountain climbing.
3. My mother says she isn't (no, a) swimmer.
4. There weren't (no, any) apples on the tree.
5. There isn't (no, any) easy way to decide where to go.
6. Aaron wasn't (never, ever) able to keep up with the older boys.
7. We didn't see (nothing, anything) interesting at the flea market.
8. The book can't be kept (no, any) longer.
9. My brother didn't break (no, any) windows.
10. The band didn't play (nowhere, anywhere) last week.

Name _____ Class _____ Date _____

11. Did you say you don't (never, ever) make a mistake?
12. Marcy hasn't (no, any) money for the book.
13. We looked for the treasure, but we didn't find (nothing, anything).
14. The pirates didn't intend for (no one, anyone) to find it.
15. Mr. Allen didn't mean (nothing, anything) by his comment.
16. After the picnic there weren't (no, any) potato chips left.
17. The broken glass wasn't (no one's, anyone's) fault.
18. We won't (never, ever) visit that theater again.
19. The police officer yelled, "Don't (nobody, anybody) move!"
20. There wasn't (no, any) popcorn for the movie.

► **Exercise 2** Write a negative in the blank for each of the following affirmative words. Use contractions when possible.

ever **never** _____

- | | |
|-------------------|--------------------|
| 1. will _____ | 11. can _____ |
| 2. one _____ | 12. some _____ |
| 3. anywhere _____ | 13. could _____ |
| 4. did _____ | 14. was _____ |
| 5. have _____ | 15. someone _____ |
| 6. should _____ | 16. would _____ |
| 7. any _____ | 17. were _____ |
| 8. is _____ | 18. anything _____ |
| 9. do _____ | 19. has _____ |
| 10. always _____ | 20. does _____ |



Unit 6 Review

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

We practiced eagerly for two hours.

1. Rob kicked the ball well.
2. Marlo closed the door quickly.
3. The actors performed the play badly.
4. The music was really beautiful.
5. We arrived late to the movie.
6. The pool will open soon.
7. We always swim in the summer.
8. Alma cheerfully taught her little sister the game.
9. They walk to school nearly every day.
10. Their mother regularly calls them at home.

► **Exercise 2** Complete each sentence with the correct comparative or superlative form of the adverb in parentheses.

Our dog obeys better than he used to. (well)

1. The play will be held _____ than expected. (soon)
2. Of all the animals in the world, the cheetah runs _____. (fast)
3. This writing can be read because you pressed _____ than before. (firmly)
4. Of all the bikers, Ralph climbed the slope _____. (easily)
5. Kendra plays checkers _____ than anyone else. (well)
6. My brother plays the guitar _____ than he thinks. (badly)

Cumulative Review: Units 1–6

► **Exercise 1** For each complete sentence draw one line under each simple subject and two lines under each simple predicate. In each blank write *S* for simple sentence, *C* for compound sentence, or *F* for sentence fragment.

- C Our dog chased the squirrel, and the squirrel chased the mouse.
- _____ 1. Our trip during spring break was a lovely cruise.
- _____ 2. The weather became cool and cloudy.
- _____ 3. We were unhappy with the stove, and we returned it to the store.
- _____ 4. Common errors by the teacher in art class.
- _____ 5. Most of the time we didn't swim in the ocean water.
- _____ 6. Marcia and I went to the movie and walked to the mall.
- _____ 7. Celebrating her birthday.
- _____ 8. Pedro and Marta practiced their song, and they sang it for Mother and me.
- _____ 9. Akeem loved the trip to the desert in Arizona.
- _____ 10. For some groceries for our Thanksgiving dinner at Granddad's house.
- _____ 11. Tomorrow Lance will come to the meeting.
- _____ 12. Rona ate before the movie, but her brother ate afterward.
- _____ 13. Angry at those rude and noisy people in the first few rows.
- _____ 14. Carl sang a solo in choir last week.
- _____ 15. As a child, Mark always seemed happy.
- _____ 16. Susana with her father to the game.
- _____ 17. The cheerleaders are planning the pep rally, but they need more help.
- _____ 18. The space shuttle carried our science experiment on its last flight.
- _____ 19. The contest during the last week of band practice.
- _____ 20. I am looking forward to a career in space, and my brother plans as career as a teacher.

► **Exercise 2** Write in the blank the plural of each noun.

piano pianos

- | | |
|-------------------|------------------|
| 1. team _____ | 11. donkey _____ |
| 2. sister _____ | 12. puppy _____ |
| 3. birthday _____ | 13. bee _____ |
| 4. potato _____ | 14. boss _____ |
| 5. visitor _____ | 15. toy _____ |
| 6. church _____ | 16. fly _____ |
| 7. dog _____ | 17. fox _____ |
| 8. wish _____ | 18. dress _____ |
| 9. library _____ | 19. bush _____ |
| 10. market _____ | 20. lunch _____ |

► **Exercise 3** Write *adj.* in the blank if the word in *italics* is an adjective. Write *adv.* if it is an adverb.

adj. What a *lovely* tulip!

- _____ 1. The baby has *curly* brown hair.
- _____ 2. At *almost* any moment, the phone may ring with the news.
- _____ 3. The *school* band will perform at the game.
- _____ 4. There was *little* truth to her statement.
- _____ 5. What is your *favorite* show on television?
- _____ 6. Grace *carefully* braided her hair.
- _____ 7. Aunt Beth has *nearly* twenty varieties of house plants.
- _____ 8. Keith moved *rapidly* through the grocery store.
- _____ 9. The reporter followed events *closely*.
- _____ 10. I like my *new* home very much.
- _____ 11. My father works *hard* for a living.
- _____ 12. The new student is very *friendly*.

- _____ 13. Please cut the cake *quickly*!
- _____ 14. The *hardest* part of redecorating my room was choosing the wallpaper.
- _____ 15. A kangaroo jumps *higher* than a rabbit.
- _____ 16. We *almost* always are involved in community service.
- _____ 17. My sister works *long* hours delivering newspapers.
- _____ 18. Abdul tiptoed *sneakily* through the house.
- _____ 19. I *sometimes* curl up on the couch for a nap.
- _____ 20. Juanita enjoys *most* kinds of music.
- _____ 21. My mom becomes very *sleepy* after nine o'clock.
- _____ 22. My family *often* goes to baseball games.
- _____ 23. The jet pilot had *perfect* vision.
- _____ 24. The plumber worked *long* and hard on the broken pipe.
- _____ 25. Josh looked *handsome* in his new suit.
- _____ 26. The backhoe dug a *deep* hole.
- _____ 27. A gray seagull soared *effortlessly* in the sunny sky.
- _____ 28. In a *short* while we'll be ready to go.
- _____ 29. The flag fluttered *wildly* on its broken rope.
- _____ 30. I hurried *downstairs*.
- _____ 31. That is a *hilarious* story.
- _____ 32. Elizabeth cares *deeply* about her patients.
- _____ 33. This program ends *soon*.
- _____ 34. That *antique* chair is fragile.
- _____ 35. Please come *here* quickly.

Unit 7: Prepositions, Conjunctions, and Interjections

Lesson 41

Prepositions

A **preposition** is a word that relates a noun or a pronoun to some other word in a sentence. Most prepositions are single words, but some are made up of two or three words. Prepositions made up of two or three words are called **compound prepositions**.

Park the tractor **behind** the barn.

Victor came **to** the meeting **instead of** Charles.

WORDS COMMONLY USED AS PREPOSITIONS

about	because of	in addition to	over
above	before	in front of	past
according to	behind	inside	since
across	below	in spite of	than
across from	beneath	instead of	through
after	beside	into	throughout
against	between	like (as)	till (until)
ahead of	beyond	near	to
along	but (except)	next to	toward
along with	by (next to)	of	under
among	despite	off	underneath
apart from	down	on	until
around	during	onto	up
as	except	on top of	upon
as well as	for	out	with
aside from	from	out of	within
at	in	outside	without

► Exercise 1 Draw a line under each preposition and compound preposition.

Jeremiah, please stand by my desk.

1. Place the umbrella stand beside the door.
2. Lean a little to the left.
3. Mom, may I go skating with Suzi?
4. You can get extra supplies from the stationery store.

5. Eileen and Miranda have been best friends since third grade.
6. The ground under the trees isn't even wet.
7. We can do this work without any extra help.
8. The paprika is between the onion powder and the pepper.
9. I can stay only until eight o'clock.
10. I found my homework inside my social studies book.
11. We ran five laps around the gym and then practiced shots.
12. Myra lives near Mr. Polumski, who is my English teacher.
13. The airplane flew above the storm.
14. Sprinkle the colored sugar on top of the frosting.
15. Meet me during lunch period.
16. I can meet you in front of the library at four o'clock.
17. Samantha and David ran down the street.
18. Alfie, my golden retriever, relaxes in the shade under the oak tree.
19. Juan shyly stood apart from the other new students.
20. We must be on the train by noon.
21. Jeremy sits third from the left among the other trumpet players.
22. Will you write about John Cabot instead of Abigail Adams?
23. According to Mr. Wolford, you performed beyond all expectations.
24. Everyone went outside the building because of the false alarm.
25. All of these papers except the green ones are for Salem Elementary.
26. Crawl through the tunnel, and climb onto the platform.
27. How did you get inside the house without your key?
28. Go into the stable and look for the saddle soap.
29. During my study time, I came upon this beautiful poem.
30. On top of the mountain the temperature often drops below zero.
31. Put this shovel against the wall and behind the lawn mower.
32. Above the sagging couch hung a broken lamp.

Lesson 42**Prepositional Phrases**

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

The Adirondack Mountains are **in northern New York**. (*New York* is the object of the preposition *in*.)

I will mark the map **for you**. (*You* is the object of the preposition *for*.)

► **Exercise 1** Draw a line under the prepositional phrase or phrases in each sentence.

People from countries around the world visit Yosemite each year.

1. Yosemite, in central California, is one of the best-known national parks.
2. It became a national park through the efforts of naturalist John Muir.
3. Yosemite National Park is known for its waterfalls, for its mountains and domes, and for its giant sequoia trees.
4. During the Ice Age, glaciers carved the Yosemite Valley.
5. Small side valleys, also formed by glaciers, have rivers at their bases.
6. These rivers spill over the sides of the mountains in spectacular waterfalls.
7. At 2,435 feet, Yosemite Falls is the highest waterfall in North America.
8. The water in Yosemite Creek spills over the edge in three falls.
9. Two of Yosemite's natural wonders are called El Capitán and Half Dome.
10. El Capitán is the world's largest piece of exposed granite.
11. Half Dome is a piece of granite that looks like a gumdrop cut in half.
12. The Sierra Nevadas are one huge piece of granite.
13. The park contains three separate groves of giant sequoia trees.
14. Among these groves, the Mariposa Grove of Big Trees is the most famous.
15. The largest tree in the park, the Grizzly Giant, is 3,800 years old.
16. According to historians, the name *Yosemite* means "grizzly bear."

► Exercise 2 Draw one line under each preposition and two lines under its object.

Naturalists like John Muir left messages for people.

1. John Muir was born in Dunbar, Scotland, in 1838.
2. He was a boy when his family moved to Wisconsin in 1849.
3. When he was a young man, he walked a thousand miles from the Ohio River to the Gulf Coast.
4. Muir studied geology at a university in Wisconsin.
5. There he heard debates about the formation of the Yosemite Valley.
6. He was thirty years old when he first went to California in 1868.
7. Upon his arrival, John Muir fell in love with the land.
8. He devoted his life to the study of nature.
9. He believed erosion from glaciers caused the formation of the Yosemite Valley.
10. Muir did many studies of the Sierra Nevada Mountain Range.
11. In the 1890s, John Muir started the Sierra Club.
12. This club has been active in conservation efforts for a century.
13. John Muir was a friend of Theodore Roosevelt.
14. Teddy Roosevelt was president of the United States from 1901 to 1908.
15. In 1903 Roosevelt and Muir spent a night in Yosemite camping underneath the stars.
16. They listened to sounds of water tumbling down sheer cliffs.
17. After a campfire meal, they slept among the giant sequoias.
18. Muir wanted the valley preserved for all people.
19. Through the efforts of John Muir and with the support of Theodore Roosevelt, the valley became part of Yosemite National Park.
20. Roosevelt's administration made great efforts toward conservation.

Lesson 43**Pronouns After Prepositions**

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

I backpacked with **my parents** last summer.

I backpacked with **them** last summer.

Use an object pronoun when a preposition has a compound object consisting of a noun and a pronoun or two pronouns.

Mike and Sal usually play tennis with **José and her**.

Pronouns in compound subjects or compound objects can be confusing. When deciding what pronoun to use, read the sentence with only the pronoun. This eliminates extra words and can help you decide if you should use a subject pronoun or an object pronoun.

Mike and Sal usually play tennis with **her**.

The pronoun *who* is a subject pronoun, and the pronoun *whom* is an object pronoun.

Who told you about the trip? From **whom** did you get the details?

Notice that *who* is the subject of the first sentence and *whom* is the object of the preposition *from* in the second sentence.

► **Exercise 1** Write the appropriate personal pronoun above the word or words in italics.

him
We have to go by *Mr. Mahoney* to get out of the room.

1. Armand, stand next to Chico and *Jenna*.
2. Gordon and Sookie will play opposite *Joe and Natasha*.
3. Our teacher is on the second floor with *Mrs. Lane*.
4. Did you get the tickets from *Aunt Beatrice*?
5. Please give a paper to each of *the students*.
6. The banner will be held by *Ling and Claudia*.
7. Let's make room for Alicia between Amy and *Ana*.
8. The serpent costume with the green scales is for *Emilio*.

9. This award really belongs to *all the students in the sixth grade*.
10. For the second picture, I want Diana standing in front of Micah and *Kenneth*.
11. When the cheerleaders make a pyramid, Jenny is on top of *me and everyone else*.
12. In tonight's performance, Kitty Cain will perform instead of *Julia Rice*.
13. You remind me a lot of *a boy I used to know*.
14. We live on the sixth floor, above *the Garcias*.
15. Is everyone here now except *Sonia*?
16. Find a seat near Lydia and *Ryan*.
17. Jimmy, stop wrestling with *your brother*.
18. We will have to leave without *Paul and Mrs. Macchio*.
19. For this song, Audrey stands beside *Betty Jo* and faces the audience.
20. The fifth grade always sits in the bleachers below *the sixth grade*.

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

First find Melissa, and Juan will be right next to (she, her).

1. I think that the Crowleys live across from (they, them).
2. According to (she, her), Monday's practice is cancelled.
3. Rodolfo, who is a new student, sits across from my sister and (I, me).
4. Stacey, I want you to help me instead of (she, her).
5. Stand back to back, lean against (he, him), and then try to sit down.
6. From (who, whom) did you get this information?
7. Jorge, will you please go to the office along with Chad and (he, him)?
8. Everyone form a circle around Mrs. Rodriguez and (we, us).
9. (Who, Whom) else is going with (they, them)?
10. Hillary is in line behind (she, her).
11. Can we rearrange the furniture in Alice's room without (she, her)?
12. (Who, Whom) wanted help from my tutor and (I, me)?

Lesson 44

Prepositional Phrases as Adjectives and Adverbs

Prepositional phrases serve as adjectives and adverbs. An **adjective phrase** is sometimes a prepositional phrase that describes a noun or a pronoun.

Castles **in Japan** were built differently from European castles. (describes the noun *castles*)

Those **in Japan** often included many courtyards. (describes the pronoun *those*)

An **adverb phrase** is sometimes a prepositional phrase that describes a verb, another adverb, or an adjective.

The first European castles were built **of earth and timber**. (describes the verb *built*)

Later **in history** castles were built out of stone. (describes the adverb *later*)

The chapel was important **in a Christian castle**. (describes the adjective *important*)

► **Exercise 1** Identify the phrase in italics by writing *adj.* in the blank for each adjective phrase or *adv.* for each adverb phrase. Circle the word or phrase it modifies.

- adv. Castles served as homes for lords and *as strongholds*.
- _____ 1. How did people live *inside a medieval castle*?
- _____ 2. The main room *in a castle* was the great hall.
- _____ 3. The great hall served *as a bedroom, dining room, and office*.
- _____ 4. Early halls had fireplaces in the middle *of the room*.
- _____ 5. Later, wall fireplaces were introduced, and the lord's table was often *near the fire*.
- _____ 6. The main meal was eaten late *in the morning*.
- _____ 7. Servants *with pitchers* of water helped guests wash their hands before and after eating.
- _____ 8. Some tables had removable legs so the room could be used *for many purposes*.
- _____ 9. The lord's table was often the only table *with fixed legs*.
- _____ 10. Removing the tables used for dining provided space *for entertainment*.

- _____ 11. Later *in the evening* straw mattresses were brought into the great hall for sleeping.
- _____ 12. The floors of some castles were decorated *with tiles*.
- _____ 13. Medieval people rarely used carpets *as floor coverings*.
- _____ 14. Carpets were regarded *as luxuries*.
- _____ 15. Some carpets hung *on the walls* as tapestries.
- _____ 16. Castles built *after the year 1200* often had extra rooms.
- _____ 17. The heat for cooking came *from an open fire*.
- _____ 18. To prevent fires, halls were built away *from the kitchen*.
- _____ 19. Often the kitchen was *in the courtyard*.
- _____ 20. Later the kitchen was connected *to the great hall*.
- _____ 21. Medieval people living in castles ate a variety *of foods*.
- _____ 22. They ate beef, mutton, and many kinds *of wild birds*.
- _____ 23. They served venison and other game *after a hunt*.
- _____ 24. They ate fish *during Lent*.
- _____ 25. Many castles had gardens *with orchards*.
- _____ 26. Northern orchards provided fruit *like apples and pears*.
- _____ 27. Trenchers were flat pieces *of stale bread*.
- _____ 28. Trenchers were used *as plates*.
- _____ 29. The stale bread soaked up the gravy *from the meat*.
- _____ 30. The trenchers could be given *to the poor*.
- _____ 31. Nobles were usually served *by pages*.
- _____ 32. Only rich people had chairs, so most people sat *on benches*.
- _____ 33. Hunting and hawking were enjoyed *as entertainment*.
- _____ 34. In addition, the knights participated *in tournaments*.
- _____ 35. People listened *to musicians and storytellers*.

Lesson 45**Telling Prepositions and Adverbs Apart**

Some words can be used as either prepositions or adverbs. For a word to be a preposition, it must be part of a prepositional phrase. A preposition never stands alone in a sentence. If the word has an object, it is probably a preposition. If the word is not followed closely by a noun or a pronoun that could be an object, it is probably an adverb.

Anastasia is riding her bike **around the neighborhood**. (preposition)

Anastasia is riding her bike **around**. (adverb)

WORDS THAT CAN BE USED AS PREPOSITIONS OR ADVERBS

about	before	down	near	out	through
above	behind	in	off	outside	up
around	below	inside	on	over	

► **Exercise 1** Write *adv.* in the blank if the word in *italics* is an adverb and *prep.* if it is a preposition.

- adv.* Everyone, please sit *down*.
- _____ 1. I will leave the package *outside* my front door.
- _____ 2. Kyla had a feeling that she had been here *before*.
- _____ 3. Can we hang this picture on the wall *above* my bed?
- _____ 4. Stay with the group. Don't fall *behind*.
- _____ 5. The yacht's entire crew just went *below*.
- _____ 6. Is Stephanie *in* third grade or fourth grade now?
- _____ 7. This book is so good that I can't put it *down*.
- _____ 8. Valerie made a perfect swan dive *off* the ten-foot board.
- _____ 9. Let's put the small box *inside* the larger box.
- _____ 10. Won't you please come *in* and talk?
- _____ 11. Would the children like to come *inside* for a snack?
- _____ 12. I don't see Amanda, but I'm sure she is *near*.
- _____ 13. We've put this *off* long enough.

- _____ 14. Mom locked her keys *inside* the car.
- _____ 15. Put your boots *on* so your feet stay dry.
- _____ 16. Take Lucky *out* for a walk.
- _____ 17. Do you think we can finish this *before* noon?
- _____ 18. The rescuers climbed *up* the fire escape to the third floor.
- _____ 19. We put the trash *outside* on Tuesday nights.
- _____ 20. I'm glad that this project is finally *over*.
- _____ 21. Go *through* the door, and turn left.
- _____ 22. The crowds wouldn't let me *through*.
- _____ 23. Button *up* before you go outside.
- _____ 24. Most female adult gymnasts weigh *about* ninety-five pounds.
- _____ 25. Is it possible to fly *around* the world non-stop?
- _____ 26. Federico always has to be home *before* dinner.
- _____ 27. A piece of paper just fell *behind* the sofa.
- _____ 28. I'll be *around*, so call if you need me.
- _____ 29. We can store these props in the space *below* the stage.
- _____ 30. It's almost noon, so I'm sure she's *up*.
- _____ 31. The Zaharis family lives *down* this street.
- _____ 32. Hang your coat on the rack *near* the back door.
- _____ 33. The book you want is *on* the third shelf.
- _____ 34. We will have recess *outside* today.
- _____ 35. Please go *out* the doors at the front of the gym.
- _____ 36. We went *over* the hill to the picnic area.
- _____ 37. Look *above* and below for the package.
- _____ 38. Everything is still *up* in the air.
- _____ 39. Carefully put the punch bowl *down* on this table.
- _____ 40. What do you think you will be doing *in* twenty years?

Lesson 46**Conjunctions**

A **conjunction** is a word that joins single words or groups of words in a sentence. The most common conjunctions—*and*, *but*, and *or*—are called **coordinating conjunctions**. Coordinating conjunctions can be used to connect individual nouns, pronouns, verbs, adjectives, adverbs, prepositions, phrases, or clauses. Place a comma before the conjunction in a compound sentence.

We scoured **and** scrubbed the kitchen sink.

Simon is very relaxed **or** very lazy.

I have recovered, **but** my sister is still sick.

Correlative conjunctions are pairs of words used to connect words or phrases in a sentence. Correlative conjunctions include *both . . . and*, *either . . . or*, *neither . . . nor*, and *not only . . . but also*.

Both Wanda **and** Emily **are** right-handed.

Neither the coach **nor** Ms. Thomas **is** left-handed.

► **Exercise 1** Circle each coordinating conjunction. Underline the words it connects.

I was thrilled and excited when I heard your news.

1. Maureen or Margaret could help you.
2. Give these packages to him and her.
3. Broad Street runs east and west.
4. I really want to stay home, but my mom says I have to go.
5. The water was cool and clear.
6. Did you travel by plane or by car?
7. We drove over a bridge and through a tunnel.
8. William hemmed and hawed before he answered the question.
9. The flowers smell fresh and delicate.
10. We can write Mandy a letter tonight, or we can call her tomorrow.
11. Was Washington or Jefferson the first president?
12. The Rockies are in the West, and the Alleghenies are in the East.

13. This package came for you and me.
14. Would you like milk or water?
15. Are you sure of your answer, or do you need some time to think?

► **Exercise 2** Underline each coordinating or correlative conjunction.

Both Jackson and Austin are state capitals.

1. Either Danielle or Benjamin has the tickets.
2. My stepfather and mother walk two miles every day.
3. Both Manet and Monet are famous painters.
4. Either a salad or soup comes with the meal.
5. Neither red nor blue is my favorite color.
6. Ms. Torrence or Mr. Rodriguez teaches that course.
7. My cocker spaniel and cat chase each other around the tree.
8. Both the taxi driver and the bus driver drive faster than they should.
9. Neither fruit nor vegetables contain much fat.
10. Either the toast or the pie in the oven is burning.
11. The north trail and south trail end at the foot of the mountain.
12. Neither the garter snake nor the black snake is poisonous.
13. Do you know if either Li or Mason eats meat?
14. If it rains, neither the softball team nor the tennis team practices.
15. An open door or window lets in fresh air.
16. Both my bicycle and my father's car have a flat tire.
17. Can either girls or boys enter the contest?
18. Neither the drug store nor the grocery store sells notebooks.
19. Whenever you do that, Lynn and Morgan laugh.
20. Either a bacteria or a virus causes that disease.

Lesson 47**Interjections**

An **interjection** is a word or group of words that expresses mild or strong feeling.

COMMON INTERJECTIONS

ah	congratulations	hooray	ouch
aha	good grief	phew	no
all right	great	oh	ugh
awesome	hey	oh, no	wow
bravo	hi	oops	yes

Since an interjection is not related to other words in the sentence, it is set off from the rest of the sentence by a comma or an exclamation point. Use an exclamation point after an interjection that stands alone, either before or after a sentence. Use a comma before or after an interjection that expresses a mild emotion to separate it from the rest of the sentence.

Yes! I knew you could do it!
 You got front row seats! **Great!**
Congratulations, you passed the test.

► **Exercise 1** Underline each interjection.

No way! You go first.

1. Bravo! You won!
2. Hi, I think we met at Jarrod's party.
3. What! You said you were bringing the money!
4. Ah! That sun feels good.
5. Ouch! You stepped on my foot.
6. Yes, I understand you perfectly.
7. I didn't take the last piece of cake. Really!
8. Well, it's about time you got here!
9. No, I haven't seen your sister.
10. Whoops! I didn't realize the floor was so slippery.
11. Oh, no! I left my homework on the bus!

12. I only have one token left, and I need two for the subway. Good grief!
13. My, how you've grown since the last time I saw you!
14. Whew, that sure was a close call!
15. Do I want to go with you to see our favorite movie again? Yes!
16. Phew! That truck just missed us.
17. Oh, well, better luck next time!
18. Rats! They sold the last team sweatshirt an hour ago.
19. Aha! You didn't think I'd be able to find you, did you?
20. Ahem, I believe you're sitting in my seat.

► **Exercise 2** Add to each sentence an interjection that expresses the emotion in parentheses. Add appropriate punctuation.

- _____ **Congratulations!** You got the part. (compliment)
1. _____ I didn't mean to make such a mess. (apology)
 2. _____ that can't be true. (denial)
 3. _____ that's my dessert. (call attention to)
 4. _____ The Eagles are winning at last. (excitement)
 5. _____ That really hurts! (pain)
 6. _____ All the snow has turned to slush. (disgust)
 7. _____ We are already twenty minutes late. (impatience)
 8. _____ I'll be glad to help you. (agreement)
 9. _____ Did you really win ten dollars? (surprise)
 10. _____ Watch out for the car! (call attention to)
 11. _____ That was a great performance. (approval)
 12. _____ The bell rang just as I got to my desk. (relief)
 13. _____ I dropped my glass on the floor! (surprise)
 14. _____ I finally solved the puzzle. (satisfaction)
 15. _____ We were supposed to stop at the store first. (regret)



Unit 7 Review

► **Exercise 1** Identify each word in *italics* by labeling it *adv.* (adverb), *conj.* (conjunction), *inter.* (interjection), or *prep.* (preposition).

inter. *Unbelievable!* *prep.* Ramón placed second *in* the first race *conj.* *and* won this one.

1. *Wow!* I am so impressed *with* your natural talent.
2. I like most *of* this jewelry, *but* I can buy only one piece.
3. Have you read any stories *by* Jack London *before*?
4. It's supposed to snow six inches *on* Friday, *and* I don't have any boots.
5. *Oh*, are you still practicing *for* your recital?
6. The road *to* success is paved *with* hard work.
7. Does Ezra *or* Camilla have the key *to* the back door?
8. The storage shed is *behind* the garage, which is *next to* the house.
9. Would you rather play a board game *instead of* cards?
10. *Uh-oh*, I'm not sure where I put the envelope *with* the money.
11. I keep the soap *under* the sink, *but* all other cleansers belong *in* this cupboard.
12. *Neither* Yosef *nor* Pauline recognized me *in* the costume.
13. *Phew!* We made it *inside before* the storm.
14. Mr. Golden lives *in* the house *on* the southeast corner *of* this block.
15. Have you seen a jacket *with* zippers *and* snap fasteners *in* the store recently?
16. *Oh, good!* You've got the bag *of* prizes *and* the tickets *for* the games.
17. Sandra felt weak *during* math class, *and afterward* she left for home.
18. My uncle *and* my four cousins have been *inside for* three hours.
19. Towers *like* the one *in* this picture were used *as* watchtowers *or* storage areas.
20. Look *underneath* the bed for my brown shoes *and* the box *with* my sweaters.

Cumulative Review: Units 1–7

► **Exercise 1** Draw one line under the complete subject and two lines under the complete predicate. If the subject is understood, write *you* in the space provided.

- you Give me a chance!
- _____ 1. The gate in our backyard has a lock but no key.
 - _____ 2. Does anyone in the audience have any questions?
 - _____ 3. Roll up your sleeves.
 - _____ 4. You tell a good story!
 - _____ 5. The furniture in my bedroom came from my uncle's house.
 - _____ 6. Try again.
 - _____ 7. Has anyone been to Grand Teton National Park?
 - _____ 8. Visit with Grandma sometime this week.
 - _____ 9. The evergreen tree bowed under the weight of the snow.
 - _____ 10. Everyone but Joe was on time for the meeting.
 - _____ 11. Not one more thing will fit in my closet.
 - _____ 12. Am I speaking loudly enough?
 - _____ 13. Sort these files alphabetically.
 - _____ 14. Sharpen these pencils for me.
 - _____ 15. I won a great prize!
 - _____ 16. You must decide before five o'clock.
 - _____ 17. These instructions are confusing!
 - _____ 18. Can you show me that step one more time?
 - _____ 19. Turn the stereo and the television off.
 - _____ 20. Can you believe it!
 - _____ 21. Put the milk in the refrigerator right away.
 - _____ 22. Mark and Melissa made apple pie for tonight's dessert.
 - _____ 23. My mother's second cousin, April, is living with us now.

_____ 24. Can you call my mom or dad for me?

_____ 25. Do you ever use the new software?

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

Yesterday we walked through the park at dusk. (*walk*, past)

1. Kisha _____ her advanced dance classes. (*enjoy*, present)
2. Fred _____ dinner right now. (*cook*, present progressive)
3. Opa _____ to Germany and Ghana on the map when she was told to find countries starting with the letter g. (*point*, past)
4. Mrs. Morris _____ dolls for years. (*collect*, present perfect)
5. Elizabeth _____ with Barry. (*jog*, present progressive)
6. Mr. Schaffer _____ this report. (*type*, past)
7. This picture _____ my point. (*prove*, present)
8. I _____ to Susan several times already. (*talk*, present perfect)
9. The Coles _____ on Mulberry Street near High Street. (*live*, present)
10. Mr. and Mrs. Thomas _____ in the first row. (*sit*, past)
11. Joshua _____ a lot of time to this project. (*give*, present perfect)
12. Shannon _____ for tomorrow's test. (*study*, present progressive)
13. _____ you _____ in Saturday's meet? (*swim*, future)
14. Mrs. Gunther _____ seventh grade for ten years. (*teach*, past perfect)
15. _____ you _____ to Dallas before? (*go*, present perfect)
16. Dad _____ my hair yesterday. (*cut*, past)
17. I _____ that shirt only once. (*wear*, present perfect)
18. Who _____ this glass? (*break*, past)
19. Jeremy's little brother _____ . (*cry*, past progressive)
20. I _____ flowers to my grandma next week. (*bring*, future)

► **Exercise 3** Identify the word in italics by labeling it *adv.* (adverb), *conj.* (conjunction), *inter.* (interjection), or *prep.* (preposition).

inter. *Oh*, I left my books *conj.* *and* my money *prep.* *in* my locker.

1. *Congratulations!* You got the blue ribbon *for* creative arts.
2. *Since* my accident, I ski cross-country *but* not downhill.
3. The basketball team has won its first game *in* two years. *Hooray!*
4. Sylvio, can you find the Indian Ocean *or* the Bay of Bengal *on* this map?
5. *Ouch*, I didn't know the edge *of* the table was so sharp.
6. I actually ran *to* school this morning, *but* I was still late.
7. He left his gloves *on* when he painted the mural *on* the wall.
8. I vacuumed the carpets *but* still have to clean *behind* the couch.
9. *During* the party the dog has to stay *outside* the house.
10. If you can't reach my mom *or* dad, my aunt is probably *around*.
11. You can find an almanac *and* a dictionary *on* the shelf *in* the den.
12. *Oh, no!* I cracked an egg, and the shell fell *into* the batter.
13. *In* 1861 Lincoln offered command *of* the U.S. Army *to* Robert E. Lee.
14. *Along with* Jerry and Phil, I walked *toward* the opening of the cave.
15. Put your book *down*, *and* listen *to* me.
16. *Wow!* Sam says you are fluent *in* English, Spanish, *and* German.
17. Turn your lights *out by* ten o'clock.
18. *Either* close your door, *or* turn the volume *on* your stereo *down*.

Unit 8: Subject-Verb Agreement

Lesson 48

Making Subjects and Verbs Agree

The **subject** and **verb** of a sentence must agree in number. A noun that is singular must have the singular form of the verb. A noun that is plural takes the plural form of the verb.

A **cat sleeps** during the day. (singular noun *cat*, singular verb *sleeps*)

Cats sleep during the day. (plural noun *cats*, plural verb *sleep*)

► **Exercise 1** Draw two lines under the verb in parentheses that agrees with the subject.

Leroy (rides, ride) his bicycle to school every day.

1. Television (brings, bring) the world into our homes with pictures, or video, and sounds, or audio.
2. The electronic television imaging device (was, were) invented in the 1920s.
3. The first practical TV system (was demonstrated, were demonstrated) at the New York World's Fair in 1939.
4. Early television sets (was, were) crude black and white models.
5. Today, technical advancements (gives, give) us high-quality color pictures.
6. Also, most programs now (comes, come) with stereo sound.
7. Television programs (is based, are based) on movies, plays, books, original screenplays, and short stories.
8. The subjects (remains, remain) the same, yesterday and today.
9. *I Love Lucy* still (serves, serve) as the example for all family shows.
10. *The Mickey Mouse Club* (was, were) first broadcast to "Mouseketeers" throughout America in 1955.
11. Today, their grandchildren (watches, watch) a new program with the same name.
12. Both *Mickey Mouse Club* shows (has, have) music, games, information, and humor.

Name _____ Class _____ Date _____

13. The original *Mickey Mouse Club* (seems, seem) almost foreign to viewers of today's show.
14. However, each show (presents, present) the popular styles of the day.
15. Until the 1960s, a city (was given, were given) only four or five TV channels.
16. Thirty years later, cable TV (brings, bring) many channels into your set.
17. Entire channels (focuses, focus) on one subject.
18. Experts (predicts, predict) 500-channel cable systems in the next few years.
19. Television sets can (shows, show) more than just TV programs.
20. The "Information Superhighway" (combines, combine) computer data, programs, games, and communications.

► **Exercise 2** Underline the subject of each sentence. Then, choose the verb in parentheses that agrees with the subject and write it in the blank.

Many individuals use television to view the news. (uses, use)

1. A television newscast _____ on the efforts of many different persons.
(relies, rely)
2. The on-air newscasters _____ a small part of a large, mostly unseen team.
(is, are)
3. News programs _____ with a producer. (begins, begin)
4. The producer _____ which stories to cover. (decides, decide)
5. The assignment desk dispatcher _____ reporters and video photographers to different parts of the city. (sends, send)
6. News photographers _____ video cameras to tape whatever stories they cover.
(carries, carry)
7. Back at the station, electronic news gathering (ENG) editors _____ different videotapes and scenes to tell a story. (combines, combine)
8. Each news tape _____ between twenty and ninety seconds. (lasts, last)
9. Live newscasts _____ broadcast from a studio. (is, are)
10. A typical studio _____ about thirty powerful spotlights. (has, have)

Lesson 49**Subject Pronouns and Verb Agreement**

Subject pronouns (*I, you, he, she, it, we, they*) must also agree with the verb.

I walk. (First person, singular)

We walk. (First person, plural)

You walk. (Second person, singular)

You walk. (Second person, plural)

He, she or it walks. (Third person, singular)

They walk. (Third person, plural)

The verbs *have, do, and be* can be main verbs or helping verbs. They must agree with the subject whether they are used as main verbs or helping verbs.

I am asleep. (main verb)

I am walking. (helping verb)

She **does** good work. (main verb)

They **do** like their work. (helping verb)

You **have** three dollars. (main verb)

You **have** met our new teacher. (helping verb)

► **Exercise 1** Draw two lines under the verb in parentheses that agrees with the subject.

I (hopes, hope) the movie isn't sold out.

- Before beginning to eat, they (thanks, thank) their hostess.
- We always (has, have) to wait for Anne to arrive.
- She (is, are) planning to read *Little Women* this summer.
- On the top shelf you (finds, find) the basket of fruit.
- It (is, are) obvious that the picnic will have to be postponed.
- He (lives, live) in a town called Woodfield.
- Walking up to the plate, I (prepares, prepare) to bat.
- They (has, have) seen the new art exhibit.
- We usually (packs, pack) our suitcases the day before we leave on a trip.
- Since it is so late, he (is, are) coming with us.
- Today you (seems, seem) even happier than usual.
- Gretchen was going to organize a softball game, but now it (looks, look) like rain.
- I (practices, practice) singing every day.
- She (visits, visit) the neighbors twice a week.
- He (says, say) the park is filled with flowers.

16. We (is, are) waving to the boaters from the bridge.
17. When shopping for gifts, they (searches, search) for practical items.
18. You (paints, paint) beautifully, Irene.
19. I (has, have) enjoyed learning to play chess.
20. It (is, are) the prettiest garden we have ever seen!
21. They (likes, like) to go camping on weekends.
22. She (is, are) thinking about buying Christina a new watch.
23. Beyond the horizon he (sees, see) the glow of a gorgeous sunset.
24. Singing joyously, we (marches, march) toward the stage.
25. You (has, have) heard Danny's new composition, haven't you?
26. It (startles, startle) me when the wind chimes sound unexpectedly.
27. We often (stays, stay) at Grandpa's farm during the summer.
28. After running five miles, I (am, are) ready for a rest.
29. They (laughs, laugh) whenever they look at themselves in the carnival mirrors.
30. He (cooks, cook) delicious Italian meals.
31. This month we (is, are) learning how to polka.
32. Drew, you (picks, pick) the colors for the decorations.
33. He (waits, wait) in the airport restaurant, hoping his plane will arrive soon.
34. It (appears, appear) as if the understudy will have to go on tonight.
35. Smiling, I (greet, greet) the new member of the class.

► **Writing Link** Write a short paragraph about your favorite team sport. Use at least two subject pronouns, and be sure each subject and verb agree.

Lesson 50**Locating the Subject**

Sometimes a prepositional phrase comes between the subject and the verb. The verb must agree with the subject of the sentence and not with the object of the preposition.

The **rooms** near the entrance **have** new windows.

The **air** in the mountains **contains** little oxygen.

In the first sentence, *near the entrance* is a prepositional phrase. The subject of the sentence is *rooms*, which is plural; therefore, the verb that agrees with it, *have*, is also plural. In the second sentence, *in the mountains* is a prepositional phrase. The singular verb *contains* agrees with *air*, which is a singular subject.

You can check for subject-verb agreement by removing the prepositional phrase.

The rooms have new windows.

The air contains little oxygen.

Some sentences begin with *there* or *here*. These words are never the subject of a sentence. Look for the subject after the verb.

There **are** many palm **trees** in Florida. Here in the city **is** a large **building**.

To make finding the subject easier, rearrange these sentences by placing the subject before the verb in the usual manner.

Many palm **trees are** there in Florida. A large **building is** here in the city.

► **Exercise 1** Draw one line under the subject. Draw two lines under the verb in parentheses that agrees with the subject.

Each of the girls (has, have) her own locker.

1. The monkeys in the zoo (climbs, climb) trees all day long.
2. Students from all over the country (attends, attend) day camp every spring.
3. Cookies fresh from the oven (tastes, taste) delicious.
4. Drivers from the freight company (travels, travel) across the country.
5. A truckload of band uniforms (arrives, arrive) Saturday.
6. Millions of persons (listens, listen) to radio every day.
7. A sergeant from the police department (teaches, teach) bicycle safety at our school.

8. Roots from the mesquite tree (extends, extend) far below the ground.
9. A ticket for front-row seats (costs, cost) too much.
10. The restaurant with the chairs and tables in front of it (serves, serve) authentic Hawaiian food.
11. Suitcases with an extra pouch (holds, hold) extra clothes.
12. The fireworks at the city park (begins, begin) at 9:30 P.M.
13. Patterns from the Smith Clothing Catalog (requires, require) careful cutting.
14. Teams in the City League (scores, score) more touchdowns than any other teams in the county.
15. Here (is, are) the book that belongs to Kim.
16. The president of the United States (lives, live) in the White House.
17. Hamburgers at this restaurant (comes, come) with tomatoes, lettuce, and cheese.
18. Trees near the top of the mountain (needs, need) more water.
19. The glue on postage stamps (contains, contain) flavoring to make it taste better.
20. The photographer from the school paper (wants, want) us to smile for the class picture.
21. All of the visitors to the museum (receives, receive) a souvenir.
22. The school year in this district (lasts, last) nine months and two weeks.
23. The lockers in this building (stands, stand) more than six feet high.
24. The core of Earth (contains, contain) molten iron.
25. There (is, are) reptile eggs in that leathery covering.
26. Each of the birds in the wetlands (wears, wear) an identification tag.
27. The leader of the circus clowns (works, work) in a bank during the week.
28. The organist in Rhonda's church also (plays, play) at the baseball stadium.
29. The cider from Washington apples (has, have) a pleasant aroma.
30. Class pictures from the 1980s (hangs, hang) in the halls.
31. Light from the sun (reaches, reach) Earth in eight minutes.
32. The sound of the crickets (interrupts, interrupt) the quiet night.

Lesson 51**Agreement with Compound Subjects**

A **compound subject** is two or more subjects that have the same verb. When two or more subjects are joined by *and*, the verb is plural.

William **and** Sandy **live** on the same block.

Both trees **and** flowers **require** sunlight.

Elaine **and** her brothers **play** in the band.

Compound subjects can also be joined by *or*, *either...or*, and *neither...nor*. In these cases, the verb must agree with the subject that is closer to it.

Dana **or** Maria **knows** the answer.

Either Dana **or** his study partners **know** the answer.

Neither the fifth-graders **nor** Dana **knows** the answer.

► **Exercise 1** Draw two lines under the verb in parentheses that agrees with the subject.

Both Florida and Hawaii (has, have) beautiful beaches.

1. Neither shoes nor jackets (fits, fit) in these lockers.
2. Tomas and his brothers (runs, run) in the marathon every year.
3. Both the mayor and the governor (has, have) offices downtown.
4. Either cotton or wool (feels, feel) comfortable.
5. Elephants and rhinos (lives, live) in the jungles of Africa.
6. Both the orchestra conductor and the musicians (studies, study) classical music for years.
7. Either newspapers or a magazine (contains, contain) advertisements.
8. Martha and Jean (walks, walk) to school when the weather is warm.
9. Neither snow nor ice (stays, stay) on the ground after the spring thaw.
10. Blisters and bruises may (appears, appear) on one's hands after doing yardwork.
11. Heat or smoke by the door (warns, warn) of a fire on the other side.
12. Both badminton and tennis (uses, use) a net to divide the two halves of the court.
13. Bowlers and gymnasts (competes, compete) indoors.

Name _____ Class _____ Date _____

14. Neither skateboards nor roller skates (is permitted, are permitted) in the parking area.
15. In many cities, cars and bicycles (shares, share) the same road.
16. Both glass and plastic (holds, hold) water.
17. Neither the dancers nor the instructor (thinks, think) the stage is too slippery.
18. Palm trees and bushes (provides, provide) shade.
19. Dolphins and whales (belongs, belong) to the same order of mammals.
20. Mrs. Trinh and Mr. Walton (teaches, teach) at City College in the summer.
21. Orange juice or grapefruit juice (has, have) plenty of Vitamin C.
22. Carpenters and electricians (serves, serve) apprenticeships before starting their own businesses.
23. Either the ocean or the pool (is, are) a pleasant place to relax.
24. Electric bulbs and candles (creates, create) light.
25. African elephants and Indian elephants (has, have) different facial features.
26. Yarn and silk (is used, are used) for embroidery.
27. Both the arcade and the amusement park (closes, close) after Labor Day.
28. A map or a navigation chart (shows, show) where to find the coral reef.
29. Billboards and posters (advertises, advertise) new movies.
30. Neither wood nor bricks (keeps, keep) out all of the cold weather.
31. Both dogs and cats (enjoys, enjoy) running in the park.
32. Joel and Adam (plays, play) video games on weekends.
33. Neither boots nor galoshes (leaks, leak) in wet weather.
34. Gerbils and hamsters (runs, run) on stationary wheels.
35. A calculator or a computer (solves, solve) difficult math problems.
36. Kanisha and John (sings, sing) a duet in the school play.
37. A postcard or an entry form (is, are) acceptable.
38. A pitcher and a catcher (communicates, communicate) with hand signals.
39. Neither a mop nor a sponge (absorbs, absorb) all the water.
40. Water and oil (does, do) not mix.



Unit 8 Review

► **Exercise 1** Draw two lines under the verb in parentheses that agrees with the subject.

There by the building (is, are) a large tree.

1. The Amazon River basin (covers, cover) one-third of Brazil.
2. A cool breeze (chills, chill) the air on a hot summer day.
3. Sharks (roams, roam) the oceans looking for things to eat.
4. Yoshi (plays, play) the clarinet in the school band.
5. We (has seen, have seen) this movie before.
6. Ashley (prefers, prefer) French fries to potato chips.
7. Our teacher (goes, go) to the beach every summer.
8. Cartoons (has, have) many hand-drawn scenes.
9. Young children (imitates, imitate) the actions of their parents, sisters, and brothers.
10. Professional athletes (trains, train) for years to learn their sport.
11. A bugle (sounds, sound) similar to a trumpet.
12. Toni (wants, want) to play goalie next quarter.
13. Birds (flies, fly) from one tree to another.
14. She (sings, sing) in the church choir.
15. Mushrooms (grows, grow) in damp, dark forests.
16. A canoe (holds, hold) one or two people.
17. My city (has, have) a large fireworks display every Fourth of July.
18. Cactus plants (retains, retain) water.
19. I (rides, ride) the number 8 bus to go to school.
20. The theater (shows, show) a new movie every two weeks.
21. The leaders of every country (talks, talk) to each other once a year.
22. A hike up the mountain (requires, require) plenty of strength.

Cumulative Review: Units 1–8

► **Exercise 1** Draw one line under each complete subject. Draw two lines under each complete predicate.

The fish in the pond swam back and forth.

1. Everyone at the party had a great time.
2. This book has many interesting facts.
3. Each contestant chose a category and answered a question.
4. A bubbling brook meandered through the mountains.
5. Christopher opened the mysterious box, but Lisa closed it quickly.
6. The rally ended with two stirring speeches and the singing of the national anthem.
7. An explosion came from the chemistry lab.
8. Sixteen teams will play in the annual tournament.
9. Cardinals and blue jays are common in this area.
10. The Tylers are moving to Chicago in February.
11. We will study black holes in science class today.
12. Some television programs seem educational as well as entertaining.
13. Our field hockey team won the championship last year, and they may win again this year.
14. Dad tells funny jokes at the dinner table.
15. You should try white-water rafting sometime.
16. Talia asked about the value of the gemstones.
17. The cooking instructor taught us a recipe for beef burgundy.
18. The recreation center has an indoor swimming pool.
19. Jackie is flying home for her grandma's birthday.
20. Silence reigned throughout the large library.

► **Exercise 2** Write the part of speech of the italicized word in the blank. Use these abbreviations: *N* (noun), *V* (verb), *pro.* (pronoun), *adj.* (adjective), *adv.* (adverb), *prep.* (preposition), *conj.* (conjunction), and *int.* (interjection).

- adj. We have *three* maple trees in our backyard.
- _____ 1. Todd *raced* to the corner store.
- _____ 2. Pictures *in* the museum hang on special hooks.
- _____ 3. *Conservation* of rare animals requires careful planning.
- _____ 4. The pedals *on* a bicycle spin in both directions.
- _____ 5. Student athletes are *constantly* working, either in the classroom or on the playing field.
- _____ 6. *Wow!* That band plays great music.
- _____ 7. Alison *and* Sydney rode the roller coaster twice.
- _____ 8. *He* always brings his lunch in a brown paper sack.
- _____ 9. Mom bought a *blue* sweater to wear with her white skirt.
- _____ 10. Carrie *often* stops at the music store after school.
- _____ 11. Give your ticket to the *usher*.
- _____ 12. Yesterday *we* tried the new Mexican restaurant.
- _____ 13. Roberto really *enjoyed* his trip to the planetarium.
- _____ 14. The letter contained valuable information, *but* Nora did not know what to do with it.
- _____ 15. *Well*, I always thought he would come back to his hometown.
- _____ 16. Lucia was *truly* surprised at the reception she received.
- _____ 17. The ball of yarn rolled *under* the dining room table.
- _____ 18. The poem was *long*, but it was also quite beautiful.
- _____ 19. The firecracker *exploded* into a hundred twinkling lights.
- _____ 20. Jasmine adored the playful *puppy* in the pet shop window.

► Exercise 3 Draw two lines under the verb in parentheses that agrees with the subject.

The men in my family (has, have) red hair.

1. Members of the soccer team (wears, wear) special shoes for wet fields.
2. Squirrels in the park (gathers, gather) nuts for the winter.
3. The announcer on TV (says, say) it is going to rain this weekend.
4. A camel's water supply (lasts, last) for many days.
5. The cans of paint (weighs, weigh) seven pounds each.
6. Vacations by the beach (ends, end) too quickly.
7. The runners on sleds easily (glides, glide) over fresh snow.
8. Libraries and museums (adds, add) culture to a city.
9. Hot chocolate or soup (warms, warm) you up on a cold winter day.
10. Old trunks and treasure chests (hides, hide) many interesting things.
11. Oil and gas (forms, form) underground.
12. Both Democrats and Republicans (campaigns, campaign) for political offices.
13. Neither rivers nor streams (runs, run) uphill.
14. Factories and mills (manufactures, manufacture) products for people to buy.
15. Both frogs and toads (croaks, croak) in the swamps.
16. A bell or chimes (rings, ring) on the hour.
17. The space shuttle and satellites (orbits, orbit) Earth.
18. Neither Will nor his sisters (rides, ride) our school bus this year.
19. Sand and cactus plants (bakes, bake) in the desert sun.
20. Both butterflies and moths (goes, go) through several stages of development.
21. Either a coat or a parka (provides, provide) warmth in the winter.
22. Dolphins and tuna (swims, swim) in groups.
23. Either a rainbow or floods (follows, follow) a storm.
24. Both decorations and ornaments (brightens, brighten) up a room.
25. Statues and monuments (honors, honor) outstanding individuals.

Unit 9: Diagraming Sentences

Lesson 52

Diagraming Simple Subjects and Simple Predicates

To diagram a sentence, first draw a long horizontal line. Then draw a short vertical line that crosses the horizontal line. Write the simple subject to the left of the vertical line. Write the simple predicate to the right of the vertical line. When diagraming sentences, use capital letters as they appear in the sentence, but do not use punctuation.

Dynamite explodes.

Dynamite	explodes
----------	----------

Write only the simple subject and the simple predicate in this part of the diagram. Remember that the simple predicate can include a helping verb.

The dynamite will explode on schedule.

dynamite	will explode
----------	--------------

► **Exercise 1** Diagram only the simple subject and the simple predicate of each sentence.

1. The store opens early on Saturday.
2. My aunt works as a chemist.

3. A torch lit the way.

7. They named the collie pups Wynken, Blynken, and Nod.

4. The football team burst onto the field.

8. Tazu came to the library.

5. The Giraldis traveled through Italy last summer.

9. This movie is almost three hours long.

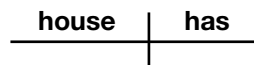
6. The heavy rainfall soaked the dry soil.

10. The sixth-grade girls won the volleyball tournament.

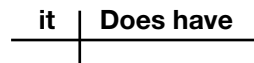
Lesson 53**Diagraming the Four Kinds of Sentences**

The simple subject and the simple predicate of four kinds of sentences are diagramed below. Notice that the location of the simple subject and the simple predicate in a sentence diagram is always the same, regardless of word order in the sentence. In an interrogative sentence the simple subject often comes between the two parts of a verb phrase. In an imperative sentence the simple subject is understood to be *you*.

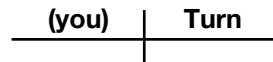
Declarative: The house has central heat.



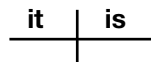
Interrogative: Does it have air conditioning?



Imperative: Turn down the thermostat at ten o'clock.



Exclamatory: How warm it is in this room!



► **Exercise 1** Diagram only the simple subject and the simple predicate.

1. Eli Whitney invented the cotton gin.
2. The ice cream will melt there.

Name _____ Class _____ Date _____

3. How much money do you need?

6. What a good movie that was!

Grammar

4. Why did Sally call the emergency squad?

7. How odd this is!

5. What caused the stain on the living room rug?

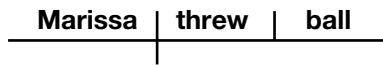
8. Put the leftovers in the refrigerator.

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

Lesson 54**Diagraming Direct and Indirect Objects and Predicate Words**

In a sentence diagram, the direct object is placed to the right of a vertical line after the action verb.

Marissa threw the ball.



Similarly, place the predicate noun to the right of the linking verb. Draw a slanted line to separate the verb from the predicate noun.

Today's special is blackened swordfish.

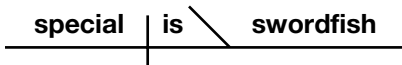
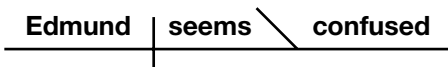


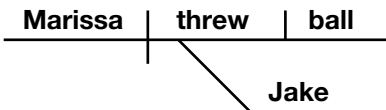
Diagram a predicate adjective just as you would diagram a predicate noun.

Edmund seems confused.



In a diagram, the indirect object sits on a line below and to the right of the verb. Draw a slanted line to connect the indirect object to the verb.

Marissa threw Jake the ball.



► **Exercise 1** Diagram the simple subject, simple predicate, direct or indirect object, and predicate noun or adjective.

1. The library needs volunteers.

2. Yoshitaka finished the pizza.

Name _____ Class _____ Date _____

3. Mom gave me a hug.

6. Aunt Eleanor bought me tickets.

Grammar

4. The sudden rain soaked the ground.

7. This watermelon tastes so sweet!

5. Please hand me that bowl.

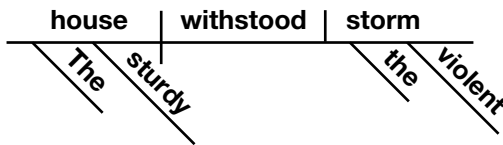
8. Katherine read Alexandra a story.

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

Lesson 55**Diagramming Adjectives and Adverbs**

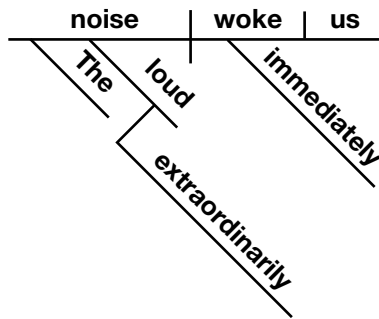
An **adjective** modifies a noun or a pronoun. In a diagram write the adjective on a slanted line beneath the noun or the pronoun it modifies. Diagram possessive nouns and pronouns and the articles *a*, *an*, and *the* just as you would diagram other kinds of adjectives.

The sturdy house withstood the violent storm.



An adverb can modify a verb, an adjective, or another adverb. Notice how adverbs are diagrammed.

The extraordinarily loud noise woke us immediately.



► **Exercise 1** Diagram each sentence.

1. The beautiful cherry blossoms attract many visitors.
2. The bright colors caught the infant's attention.

Name _____ Class _____ Date _____

3. Anne slept late yesterday.

6. Do not give me so much spaghetti!

4. The wren chirped merrily.

7. Alfonso always works very carefully.

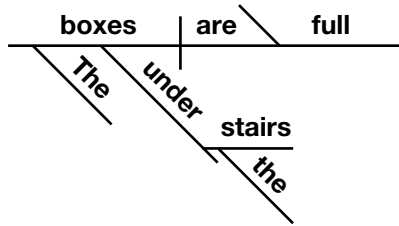
5. The long, curvy road suddenly disappeared.

8. This lesson confuses me somewhat.

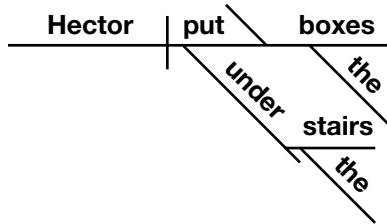
Lesson 56**Diagraming Prepositional Phrases**

All prepositional phrases, whether used as an adjective or as an adverb, are diagramed the same way.

Used as an adjective: The boxes under the stairs are full.



Used as an adverb: Hector put the boxes under the stairs.



► **Exercise 1** Diagram each sentence.

1. Toni's letter from Italy arrived earlier.
2. The garden under the grape arbor is Grandma's favorite.
3. My brother paints pictures of lions.
4. Put your coat on a hook by the back door.

5. The shelves beneath the books hold family heirlooms.

8. Mr. Larkspur's surprise was the package outside the classroom door.

6. The brick house above the river's delta was built in the last century.

9. The flags of all the participating countries fluttered in the breeze.

7. Can you come to my house after the game?

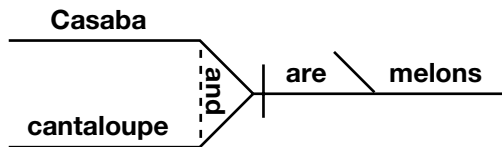
10. We built a platform for my bed above my other furniture.

Lesson 57

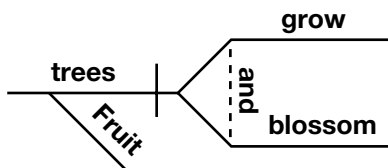
Diagramming Compound Sentence Parts

When you diagram compound parts of a sentence, place the second part of the compound below the first.

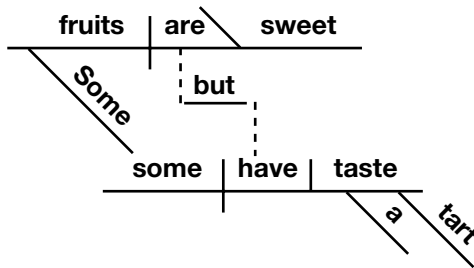
Compound Subject: Casaba and cantaloupe are melons.



Compound Predicate: Fruit trees grow and blossom.



Compound Sentence: Some fruits are sweet, but some have a tart taste.



► Exercise 1 Diagram each sentence.

1. Geanna or Rodolfo could do the artwork.
2. The library and the post office close at noon on Saturday.

3. It rains often and hails seldom.

6. Irene and Hoshi raked the leaves, and Toshiko and Olivia carried them.

4. Peter pushed the door, but it was heavy.

7. Bright colors and unusual shapes will help these posters.

5. Dad vacuumed and dusted.

8. Sharps and flats can change the mood of the music.



Unit 9 Review

► Exercise 1 Diagram each sentence.

1. Do you know Mr. Sweeney?
2. Mrs. Peterson sent us six blankets for the refugees.
3. Give Glenda the extra tickets.
4. The excited children scampered quickly into the decorated room.
5. My brother plays a harmonica, and my sister sings.
6. Eugene and Edgar usually like the same things.

Cumulative Review: Units 1–9

► **Exercise 1** Write **S** if the sentence is a simple sentence, **C** if it is compound, or **frag.** if it is a sentence fragment.

- C Robins sing, and turkeys gobble.
- _____ 1. Cats meow, and dogs bark.
- _____ 2. Wind moves sailing ships, but a motor powers a speedboat.
- _____ 3. Jenny and Francine went to the Somerset County Fair together.
- _____ 4. The antique biplane on the wide cement runway.
- _____ 5. Miriam studies French every day, but Askalu studies Swahili only once in a while.
- _____ 6. My brand-new computer has a hard drive and a modem.
- _____ 7. Growing in the garden, down by the old broken birdbath.
- _____ 8. The grass needs mowing, and the garage needs painting.
- _____ 9. I forgot all about that big history test on Monday.
- _____ 10. The brand-new notebook and the dirty blue jacket.
- _____ 11. I shall seal this big envelope, and Darla will mail it for me.
- _____ 12. Those bananas are growing browner every day.
- _____ 13. My aunt Kanya still reads to me from her collection of storybooks.
- _____ 14. The gray clouds made the day dreary.
- _____ 15. Jeff saw his friends Tommy and Jamal in the park.
- _____ 16. Lightning flashes frighten me, but I like the sound of thunder.
- _____ 17. Why is the road crew working in front of our house again?
- _____ 18. In spite of its appearance, our old car runs pretty well.
- _____ 19. Do you remember the Smith family: Michael, Brandon, Sara, and Elizabeth?
- _____ 20. Bright red robin on the long, twisted tree branch.
- _____ 21. Your new ten-speed bicycle flies down the road so swiftly and smoothly!
- _____ 22. I smell that delicious apple pie, and I can almost taste it.
- _____ 23. Exciting stories about actual events and real heroes.

- _____ 24. Cindy and Carla quite often practice their music after school.
- _____ 25. Glenn could come tomorrow, but he cannot make it today.
- _____ 26. The canary's song is soothing.
- _____ 27. Mr. Raintree sings one part, and we follow with ours.
- _____ 28. A stormy sea and high winds, black sky and occasional lightning.

► **Exercise 2** Write *P* if the verb is in the present tense, *pres. prog.* if present progressive, *pres. perf.* if present perfect, *past* if past tense, *past prog.* if past progressive, and *past perf.* if past perfect.

- _____ **pres. perf.** The puppy *has stolen* one of Dad's new blue slippers.
- _____ 1. Ms. Johnson *was giving* a test in the next room.
- _____ 2. The hours *creep* by slowly on rainy afternoons.
- _____ 3. I *am drawing* a picture for art class.
- _____ 4. Sally *had woven* that scarf before her twelfth birthday.
- _____ 5. *Have* you ever *ridden* a horse?
- _____ 6. I *woke* up at four in the morning.
- _____ 7. The flowers *have grown* fast in this wet weather.
- _____ 8. Your voice *reminds* me of someone else.
- _____ 9. Conor *threw* the final strikeout pitch in our game against Central.
- _____ 10. Who *has seen* my old green jacket?
- _____ 11. I *collect* rocks, stamps, and old coins.
- _____ 12. The fans *stared* at their favorite actor as he walked in.
- _____ 13. Sharon *sings* in the choir.
- _____ 14. That dog *has bitten* people before.
- _____ 15. They *have weathered* many storms throughout their years together.
- _____ 16. *Are* you *leaving* soon?
- _____ 17. Paul *had swept* the room carefully.
- _____ 18. The maple trees *provide* shade on a hot day.
- _____ 19. Mrs. Baughman *has paid* me for mowing her yard.

- _____ 20. I *am holding* the ladder steady.
- _____ 21. The snow *has come* at last!
- _____ 22. The wind *rattles* the window panes.
- _____ 23. My bird feeder *hangs* on a limb outside my bedroom window.
- _____ 24. The baron *rose* and stood by the window, dreaming of his princess.
- _____ 25. The meat *had not frozen* properly.
- _____ 26. I'm *teaching* my puppy to sit, roll over, and fetch.
- _____ 27. That tree *has stood* there for hundreds of years.
- _____ 28. The little field mouse *hides* timidly under the tulip leaves.

► **Exercise 3** Write *pro.* if the italicized noun is a proper noun, *com.* if it is a common noun, or *col.* if it is a collective noun. For nouns that are both common and collective, write *col.*

- col. The *group* has decided not to pay for a new slide projector.
- _____ 1. The *family* will buy this land for a new store.
- _____ 2. *Mrs. Smith* will teach our class next week.
- _____ 3. *Dr. Johnson* says a lot of funny things when I visit him.
- _____ 4. When will the *legislature* vote on that bill?
- _____ 5. The Carlson's *dog* is always in our yard.
- _____ 6. *Tom Sawyer* is one of my favorite story characters.
- _____ 7. The cheerleading *squad* will practice after school on Tuesday.
- _____ 8. What's the name of the *actor* who played the butler?
- _____ 9. *President Abraham Lincoln* is my favorite American leader.
- _____ 10. According to Bob, our *class* will go on a field trip next week.
- _____ 11. The *alligator* crossed the road right in front of us!
- _____ 12. The giant *battleship* is now a war memorial for our state.
- _____ 13. My brother's army *battalion* will pass through our town today.
- _____ 14. The *clouds* looked like white feathers on the underwing of the sky.
- _____ 15. Although *cricket* is played with a ball and a bat, it is different from baseball.



Usage

Glossary



Unit 10: Usage Glossary

Lesson 58

Usage: *accept to a lot*

Words that are similar are sometimes misused.

accept, except *Accept* means “to receive.” *Except* means “other than.”

Linda **accepted** the award. Kim knew all of the answers **except** two.

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

The Flints were **all ready** for their vacation. I **already** mowed the lawn.

all together, altogether *All together* means “in a group.” *Altogether* means “completely.”

The puppies ran **all together**. Albert was **altogether** sure of the song’s title.

a lot *A lot* means “very much.” It is always two words. Because *a lot* is unclear, it is better to use words such as *often*, *many*, or *much*.

Mr. Alvarez called the hospital **often**. She showed **much** courage.

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

Mitsuyo did not (accept, except) money for weeding her grandmother’s garden.

1. Our clothes were (all together, altogether) ruined by the old washing machine.
2. My mother makes spaghetti for dinner (a lot, often).
3. (Accept, Except) for tying my shoes, I was (all ready, already) to go.
4. My aunts and uncles could not remember the last time they were (all together, altogether).
5. Emilio is (all ready, already) studying for the test.
6. It rains (a lot, often) in the summer.
7. Cody had (all ready, already) eaten breakfast by the time we woke up.
8. The marching band got (a lot of, very much) exercise.
9. Dana was (all together, altogether) surprised by the birthday party.

10. (Accept, Except) for a few loyal fans, the stadium was empty.
11. The deer were (all ready, already) to protect their young.
12. Does the arcade (accept, except) tokens or coins?
13. By the time Mom arrived to pick us up, we had (all ready, already) left.
14. My friends and I go to (a lot of, many) movies.
15. The village was (all together, altogether) destroyed by the floods.

► **Exercise 2** Write in the blank the correct form of the word or words in italics. If the sentence is correct, write *C* in the blank.

- | | | |
|-------|----------------|---|
| _____ | <i>already</i> | When we arrived, the party had <i>all ready</i> begun. |
| _____ | 1. | The vending machine will not <i>except</i> dollar bills. |
| _____ | 2. | Our drama teacher asked if we would rather practice <i>all together</i> or alone. |
| _____ | 3. | The sun had <i>all ready</i> set when we left the picnic. |
| _____ | 4. | <i>All together</i> we earned fifteen dollars. |
| _____ | 5. | It was hard for the basketball team to <i>except</i> the defeat. |
| _____ | 6. | Our backpacks full, Ted and I were <i>already</i> for the long hike. |
| _____ | 7. | <i>Accept</i> for the lima beans, my sister eagerly ate everything on her plate. |
| _____ | 8. | Dinner was <i>already</i> when we got home. |
| _____ | 9. | My cousin was <i>already</i> walking by the time she was nine months old! |
| _____ | 10. | The camp was quiet <i>accept</i> for the chirping of crickets. |
| _____ | 11. | We were <i>all together</i> stunned by the news. |
| _____ | 12. | We liked the new Russian exchange student <i>a lot</i> . |
| _____ | 13. | The frisky puppy was <i>all ready</i> for the walk. |
| _____ | 14. | We rode every roller coaster at the park <i>accept</i> one. |
| _____ | 15. | The CDs are piled <i>altogether</i> on the shelf in my closet. |

Lesson 59**Usage: *beside* to *chose***

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

The ducklings waddled **beside** their mother.

Besides the goldfish, we have only one pet.

among, between Use *between* for two people, things, or groups. Use *among* for three or more people, things, or groups.

The pizza place is **between** the laundromat and the drugstore.

A little boy was **among** those hurt in the accident.

choose, chose *Choose* means to “to select.” *Chose* is the past tense of *choose*.

Harriet didn’t know which drink to **choose**.

Yesterday the kitten **chose** the ball of string to play with.

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

(Beside, Besides) my coat, I wore gloves and a hat.

1. Because I couldn’t do both, I had to choose (among, between) piano and flute lessons.
2. Kesia (choose, chose) two challenging computer games to play.
3. The contest was (among, between) our two classes.
4. Marty carefully (choose, chose) a book from the library.
5. The yellow bus parked (beside, besides) the football field.
6. A picture of my grandparents appeared (among, between) the photographs in the attic.
7. Last Saturday we (choose, chose) a shady spot for our picnic.
8. (Beside, Besides) Kim, who else will volunteer to pass out tests?
9. (Among, Between) the two cities was an old bridge.
10. Cheng-Yu is standing (beside, besides) the water fountain.
11. The little boy knew he had to (choose, chose) a balloon.
12. I will (choose, chose) a movie everyone will like.
13. (Beside, Besides) skating, I also like swimming.

14. (Among, Between) the books at the library were several about the Civil War.

15. The chair (beside, besides) me was empty.

► **Exercise 2** Write in the blank the correct form of the word in italics. If the italicized word is correct, write *C* in the blank.

- | | |
|--|---|
| <p>_____ <i>beside</i> _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>The boy standing <i>besides</i> me in the picture is my cousin Tom.</p> <p>1. To earn money for college is <i>among</i> the reasons my brother got a summer job.</p> <p>2. <i>Between</i> all the flowers in the garden was a patch of weeds.</p> <p>3. The squirrel <i>choose</i> a hiding place for its nuts.</p> <p>4. <i>Beside</i> an entertaining elephant act, the circus also presented a funny clown show.</p> <p>5. Meagan <i>chose</i> chocolate ice cream for dessert.</p> <p>6. Tara left her glasses on the table <i>besides</i> the bed.</p> <p>7. The magician told me to <i>chose</i> any card from the deck.</p> <p>8. Last night Tonya <i>chose</i> the runt of the litter as her new puppy.</p> <p>9. The exciting soccer game <i>among</i> the two schools ended in a tie.</p> <p>10. The whole family will <i>chose</i> a name for the kitten.</p> <p>11. Dad took a picture of me standing <i>beside</i> the Liberty Bell.</p> <p>12. A seashell was <i>between</i> the many souvenirs I brought home.</p> <p>13. Because it was so hot yesterday, Akira and I <i>chose</i> to go swimming.</p> <p>14. <i>Beside</i> soccer, Michael also plays hockey.</p> <p>15. My book fell into the space <i>among</i> the couch and the wall.</p> |
|--|---|

► **Writing Link** Choose one or two of the word pairs in this lesson. Write a humorous sentence that will help you remember how to use those words correctly.

Lesson 60**Usage: *in to teach***

in, into *In* means “inside.” *Into* indicates an action toward the inside.

The pie was baking **in** the oven. The batter hit the ball **into** the outfield.

its, it's *Its* is the possessive form of it. *It's* is the contraction of *it is*.

The cat licked **its** paws after eating. **It's** a good idea to exercise.

lay, lie *Lay* means “to place.” *Lie* means “to recline.”

I always **lay** my jacket on the chair. The doctor told the patient to **lie** on the cot.

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

We **learned** a new Spanish word. Edward **teaches** his brother basketball plays.

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

(Its, It's) not often that we see a raccoon in our backyard.

- Our cat likes to (lay, lie) on the windowsill and look outside.
- Ellen slowly poured the milk (in, into) a glass.
- The dog wagged (its, it's) tail when I scratched its ears.
- Tomorrow our teacher will (learn, teach) us about the layers of Earth's crust.
- Miyoki is putting the cookie dough (in, into) the oven.
- (Its, It's) important to get a good education.
- Because I've never used a printer before, I asked Mrs. Vega to (learn, teach) me how.
- (Lay, Lie) your pencils down after finishing the quiz.
- My mom keeps a big old trunk (in, into) our basement.
- The cheetah was (laying, lying) in the cool grass.
- Children can (learn, teach) to swim at a very young age.
- The monkey scratched (its, it's) stomach and screeched with pleasure.
- Mark began to (lay, lie) the dishes on the counter.

14. Cheryl dove (in, into) the water with a huge splash.

15. Do you think (its, it's) harder to get up early when it is cold outside?

► **Exercise 2** Write in the blank the correct form of the word in italics. If the italicized word is correct, write *C* in the blank.

- _____ **into** _____ My mother drove the car *in* the garage.
- _____ 1. Elliot tried to *learn* his baby parakeet to say "Hello."
- _____ 2. We raked the leaves and put them *into* big bags.
- _____ 3. If you *lie* the marshmallow on a hot surface, it will melt.
- _____ 4. Marsha wants to *teach* several French words before she goes to Quebec.
- _____ 5. The festival was held *into* the school's gymnasium.
- _____ 6. We know better than to *lie* wet towels on the floor.
- _____ 7. Juan played chess with his friends *in* the living room.
- _____ 8. I got goosebumps as we walked *in* the cold movie theater.
- _____ 9. Florida has Tallahassee as *its* capital city.
- _____ 10. Can you *learn* me to do that neat card trick?
- _____ 11. *Its* too late in the season to go bird watching.
- _____ 12. Laura is *learning* to play the piano.
- _____ 13. The watchdog bared *it's* sharp, white teeth.
- _____ 14. After the race we were ready to *lay* down and rest.
- _____ 15. Alfonso is sitting *in* the dentist's waiting room.

► **Writing Link** Write a brief paragraph describing your house or apartment. Include the words *in*, *into*, *its*, *it's*, *lay*, and *lie*.

Lesson 61**Usage: *leave to sit***

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

Don’t **leave** before saying good-bye. The guard won’t **let** them inside the fence.

loose, lose *Loose* means “not firmly attached.” *Lose* means “to misplace” or “to fail to win.”

Mike’s clothes were **loose** after he lost weight. Did you **lose** the video game?

raise, rise *Raise* means “to cause to move up.” *Rise* means “to move upward.”

The cat **raises** its head when the door opens. Dough **rises** slowly.

set, sit *Set* means “to place” or “to put.” *Sit* means “to place oneself in a seated position.”

Fido likes to **set** his chin on my knee. Jason was grateful to **sit** down.

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

The team could not afford to (loose, lose) another game.

1. Ricardo will (set, sit) the oars inside the canoe.
2. Dad will (leave, let) me help him paint the fence in our backyard.
3. I always (raise, rise) the blinds in my room, rain or shine.
4. My little sister’s front tooth is (loose, lose).
5. The curtain in the auditorium squeaks when it (raises, rises).
6. Our group sometimes (sets, sits) in the library for long periods of time.
7. My sister (leaves, lets) me interview her for my school project.
8. Warm air always (raises, rises).
9. The (loose, lose) shutters flapped in the breeze.
10. If we (leave, let) by six, we can make it to the early movie.
11. Jill will (sit, set) her books down so that she can help Angel with her crutches.
12. The candidate will (raise, rise) many issues if she is elected.
13. If your shoestrings are too (loose, lose), you could fall and get hurt.

14. Will your parents (leave, let) you camp out in the backyard?
15. (Sit, Set) a bowl of milk on the floor for the kitten.
16. Luis was careful not to (loose, lose) his lunch money.
17. We were often reminded to (sit, set) up straight.
18. Dad had to (leave, let) work early to pick us up.
19. The fog seemed to (raise, rise) off the ground.
20. As we hike we are careful to watch for (loose, lose) rocks.

► **Exercise 2** Write in the blank the correct form of the word in italics. If the italicized word is correct, write *C* in the blank.

- _____ *rise* Hot-air balloons *raise* from the ground.
- _____ 1. Mom will *let* me watch TV if my homework is done.
 - _____ 2. We *rise* the flag every morning.
 - _____ 3. My dad always *sets* at the head of the table.
 - _____ 4. Paul is careful not to *lose* his door key.
 - _____ 5. I often *leave* my brother ride my bike.
 - _____ 6. Our dog sometimes gets *lose*.
 - _____ 7. The cake we baked never seemed to *raise*.
 - _____ 8. Can we *leave* the party early?
 - _____ 9. Do you think we will *loose* the gymnastics meet?
 - _____ 10. I helped my brother *sit* the table.
 - _____ 11. Please *let* your bike in the bike rack.
 - _____ 12. Zach always seems to *lose* his radio.
 - _____ 13. Will you *leave* me ride your skateboard?
 - _____ 14. The chain on her bike is always *loose*.
 - _____ 15. The day we went fishing we saw the sun *raise*.
 - _____ 16. My dad has to *leave* by seven to go to work.
 - _____ 17. I always *set* on a beanbag chair when I read.
 - _____ 18. The mechanics had to *raise* the car to see under it.

Lesson 62**Usage: *than* to *whose***

than, then *Than* introduces the second part of a comparison. *Then* means “at that time” or “after that.”

A viola is larger **than** a violin. Let’s eat dinner, and **then** we’ll play tennis.

their, they’re *Their* is the possessive form of *they*. *They’re* is the contraction of *they are*.

They put on **their** uniforms. **They’re** playing basketball tonight.

to, too, two *To* means “in the direction of.” *Too* means “also” or “to an excessive degree.” *Two* is the number after one.

We go **to** the bank. May I go, **too**? The soup is **too** hot.
Jo drank **two** glasses of juice.

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

Who’s going to the movie? **Whose** tickets are these?

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

Australia is the only country that is a continent (to, too).

1. Australia is smaller (than, then) any of the other continents.
2. It is bordered by (too, two) oceans, the Indian Ocean and the Pacific Ocean.
3. Australia is made up of five mainland states, one island state, and (too, two) territories.
4. Captain James Cook, (whose, who’s) voyages led him (to, too) Australia, claimed it for Great Britain in 1770.
5. Australians were influenced by the English in (they’re, their) language and customs.
6. If you go to Australia, (than, then) you must drive on the left side of the road!
7. Animals native (to, too) Australia include kangaroos, platypuses, koalas, and wallabies.
8. For Australians, wheat is one of (their, they’re) main crops.
9. Mining is an important economic activity, (two, too).
10. Australia has a different type of government (than, then) the United States.
11. It is a commonwealth (whose, who’s) legislative body is a parliament.

12. Canberra, Australia's capital, is smaller (than, then) most state capitals.
13. Sydney, which is home (to, too) the Sydney Opera House, is the largest and oldest city.
14. The interior of the country, called the *outback*, is where people have (they're, their) cattle and sheep farms.
15. There are few paved roads for these farm families, so (their, they're) quite isolated.

► **Exercise 2** Write in the blank the correct form of the word in italics. If the italicized word is correct, write *C* in the blank.

- _____ **who's** An Aborigine is a person *whose* native to Australia.
- _____ 1. Today, however, *their* only a small portion of the Australian population.
 - _____ 2. Before the Europeans came *too* Australia, the Aborigines made up a large part of Australia's population.
 - _____ 3. Nearly five hundred different groups, speaking many different languages, existed *then*.
 - _____ 4. The Aborigines were nomads *whose* migratory way of life allowed them to have few belongings.
 - _____ 5. They existed by doing *to* things—hunting and gathering.
 - _____ 6. Religion was a large part of their culture, *to*.
 - _____ 7. *They're* belief was that humans were a part of nature.
 - _____ 8. *Their* part of a society based on a kinship system.
 - _____ 9. *Their* artistic productions included ritual objects, cave paintings, and engravings.
 - _____ 10. Drama, dance, and poetry played an important role in their culture, *too*.
 - _____ 11. *Than*, after Europeans arrived about 1788, Aboriginal societies diminished.
 - _____ 12. Those *who's* societies continued were unable to maintain their cultures.
 - _____ 13. Australian Aborigines are now more a part of modern Australia *then* they used to be.
 - _____ 14. *Their* entitled to the same rights as other Australian citizens.
 - _____ 15. *They're* people whose identity and heritage are important to them.



Unit 10 Review

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

I reminded Leah not to (leave, let) without saying good-bye.

1. The plane moved (in, into) the hangar for repairs.
2. Swimmers had to choose (among, between) morning or afternoon practices.
3. (Beside, Besides) being fun, tennis is also good exercise.
4. Darryl (choose, chose) the striped scarf instead of the plain one.
5. After school I sometimes (lay, lie) down and take a nap.
6. Alejandra wants to (learn, teach) kindergarten someday.
7. We (all ready, already) had plans when Aunt Karen called.
8. Tammy is almost ready to (accept, except) the responsibility of baby-sitting.
9. We were (all together, altogether) exhausted after a day at the science museum.
10. (Its, It's) not unusual to find harmless snakes in the woods.
11. Taking the subway is quicker (than, then) taking the bus.
12. Randy (leaves, lets) me borrow his new CD.
13. (Whose, Who's) umbrella was left on the bus?
14. (Raise, Rise) your hand if you're interested in going on the field trip.
15. Candy always (sets, sits) with us at lunch.
16. The youth groups are holding (their, they're) annual picnic.
17. Ana is (to, too) sick to want to go to the movie.
18. (Whose, Who's) in charge of taking attendance?
19. Our neighbors have a bicycle made for (too, two).
20. He will attend college and (than, then) go on to medical school.

Cumulative Review: Units 1–10

► **Exercise 1** Draw a vertical line between each subject and predicate. Draw one line under each simple subject and two lines under each simple predicate.

The marching band will play at the parade.

1. Corinne sings in the choir at church.
2. The crying child was calmed by his mother.
3. The ice cream melted in the sun.
4. The pizza parlor becomes busy every Friday night.
5. Our math teacher rarely gives us homework.
6. All of the sixth graders are going on a field trip.
7. Several inches of snow fell overnight.
8. Tracy forgot her lunch today.
9. Most meteor showers come from the debris of comets.
10. Mark Twain was the pen name of the author Samuel Clemens.
11. Mark, Isaiah, Shana, and Micah met Mr. Lee on their way to the new mall.
12. The ocean water tasted salty.
13. The families in our neighborhood save and recycle their cans and newspapers.
14. The salad with the artichoke hearts tasted delicious.
15. The black stallion ran away and jumped over the fence.
16. Our team did well in the game on Saturday.
17. Bala is my sister's science tutor.
18. The student committee voted for a car wash on Saturday.
19. The soccer team won its third game in a row.
20. My uncle's job a car and a uniform.

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

- _____ **future** _____ Kelly will go to the museum with her sister.
- _____ 1. Yumiko arrived after dinner.
- _____ 2. By the age of five, Jen had learned many songs on the piano.
- _____ 3. We visit my grandfather once a week.
- _____ 4. The members of the orchestra were tuning their instruments.
- _____ 5. I have already finished my homework.
- _____ 6. My aunt is flying in from Kansas tonight.
- _____ 7. Chuck had been a Boy Scout for two years.
- _____ 8. The frog was jumping from rock to rock.
- _____ 9. I will have a paper route next year.
- _____ 10. Terry auditions for all the school plays.
- _____ 11. Where is Wendy playing tennis?
- _____ 12. Kevin sprained his ankle during the basketball game.
- _____ 13. I have never bowled before.
- _____ 14. The cat had eaten its dinner early.
- _____ 15. The gymnasts were practicing their dismounts.

► **Exercise 3** Fill in the blank with the correct pronoun. Then circle the antecedent of the pronoun.

Brenda could use some help with her homework. She is falling behind.

1. The Shermans visited last summer. _____ have five children.
2. We read that book in English. _____ is an interesting one.
3. José was involved in many sports. _____ had to find time to finish his essay.
4. The track coach broke his leg, so _____ will be out for a month.
5. Brian and Takeo played tennis. Jill and I watched _____.
6. Judy put her glasses in her backpack because _____ didn't want to lose them.

7. The chipmunk buried the nuts. It would need _____ in the winter.
8. Mi Ling lost her pen, so I gave _____ mine.
9. The dogs were barking, and _____ woke me up.
10. The monkeys at the zoo were very playful. _____ entertained us for an hour.
11. Moisha and I solved the mystery. _____ were proud of ourselves.
12. Mrs. Lopez went to aerobics class every Sunday. It helped _____ stay healthy.
13. We took the recipes out of the box and organized _____.
14. My mom and I finished shopping, and then the bus took _____ home.
15. Rafael had a sore throat, so his dad took _____ to the doctor.

► **Exercise 4** Underline each adjective and circle each adverb. Ignore the articles *a*, *an*, and *the*.

I was very glad I could fix the old bicycle.

1. My family finally bought a new minivan.
2. Julie described Boston as a beautiful city.
3. Benito already has a positive attitude.
4. Liz works extremely hard to get good grades.
5. A large rock partially covered the entrance to the cave.
6. Museums typically display rare paintings.
7. We walked quickly toward the warm campfire.
8. The red car stopped abruptly in front of the house.
9. The unique gift completely surprised Olivia.
10. Kevin carefully carved the wood into a small horse.
11. The open gate thumped loudly against the post.
12. Would the red cover look better than the blue one?
13. The band concert ended with a fast march.
14. Priscilla ran fast to catch the early bus.
15. The autumn leaves fell early this year.



Mechanics



Unit 11: Capitalization

Lesson 63

Capitalizing Sentences, Quotations, and Salutations I

To **capitalize** means to begin a word with a capital letter. Capitalize the first word of every sentence.

This assignment is due early next week.

The first word of a direct quotation is capitalized if the quotation is a complete sentence.

Mrs. Crawford said, “**S**tart with the dictionary.”

Sometimes other words interrupt a direct quotation. Do not capitalize the beginning of the second part of an interrupted quotation unless the second part begins a new sentence.

“Start with the dictionary,” said Mrs. Crawford, “**w**here you can find a lot of useful facts.”

“Start with the dictionary,” said Mrs. Crawford. “**Y**ou can find a wealth of useful facts in the dictionary.”

► **Exercise 1** Draw three lines under each lowercase letter that should be capitalized. Write **C** in the blank if the sentence is correct.

- _____ “do you know,” asked Mrs. Crawford, “anybody in history named Webster?”
- _____ 1. “Daniel Webster,” answered Mark, “lived a long time ago.”
- _____ 2. “yes, he did,” responded the teacher. “do you know another Webster?”
- _____ 3. “I do,” ventured Tasha. “did he write *Webster’s Dictionary*?”
- _____ 4. the other students did not add anything to the discussion.
- _____ 5. everyone knew a project was waiting to be assigned.
- _____ 6. “who wants to research dictionaries?” thought Arnoldo. “i certainly don’t.”
- _____ 7. Noah, however, thought that words were interesting to study.
- _____ 8. “I want everyone to look in an encyclopedia,” said Mrs. Crawford.
- _____ 9. she suggested topics such as “dictionary,” “lexicographer,” and “Noah Webster.”

- _____ 10. “hey,” thought Noah, “maybe Noah Webster invented the English language. that’s where I’m going to start.”
- _____ 11. “then,” Mrs. Crawford added, “write five sentences.”
- _____ 12. “give them to me on Friday,” the teacher said. “on Monday we will share our information.”
- _____ 13. Noah decided to start right away.
- _____ 14. first Noah looked in the encyclopedia under “Noah Webster.”
- _____ 15. He didn’t see anything about Noah Webster’s inventing the English language.
- _____ 16. however, the article noted that Noah Webster was an American lexicographer.
- _____ 17. “‘Lexicographer’ is one of the suggested topics,” Noah said to himself.
- _____ 18. “I don’t know what that word means,” said Noah out loud, “but I’m going to find out.”
- _____ 19. “Then I will know what’s so important about Noah Webster,” he continued.
- _____ 20. Noah looked for the word *lexicographer* in the dictionary.
- _____ 21. “well, what do you know?” whistled Noah. “a lexicographer writes dictionaries!”
- _____ 22. Noah read some interesting articles about Noah Webster.
- _____ 23. he was eager to share information in class on Monday.
- _____ 24. Noah also wanted to hear what the other students had learned.
- _____ 25. on Monday the teacher asked for volunteers.
- _____ 26. Kofi reported, “he was born in Connecticut in 1758.”
- _____ 27. “he fought with Washington in the Revolutionary War,” added Jeff.
- _____ 28. Marianne added that he wrote a spelling book and a dictionary.
- _____ 29. “*Webster’s Dictionary* was the first American dictionary,” contributed Noah.
- _____ 30. he further explained, “Webster put new words in his dictionary, and he changed the spelling and pronunciation of others.”
- _____ 31. “webster wanted his book to be a dictionary of American English.”
- _____ 32. “the really important thing that Noah Webster did,” Noah said, “was to help make American English its own language.”

Lesson 64**Capitalizing Sentences, Quotations, and Salutations II**

Remember to capitalize the first word of a sentence and the first word of a direct quotation that is a complete sentence.

"My pen pal," said Mark, **"lives in Germany."**

"How long have you been writing to him?" asked Thad. **"Does he have a friend?"**

Do not capitalize the first word of an indirect quotation. An indirect quotation does not appear in quotation marks and does not give a person's exact words.

Thad said that he had been writing to Karl for a year.

Capitalize the first word in the salutation of a letter. Capitalize the title and the name of the person you are addressing. Capitalize the first word in the closing of a letter.

Dear President Lincoln,

Yours very truly,

► **Exercise 1** Draw three lines under each lowercase letter that should be capitalized. Draw a slash (/) through each capital letter that should be lowercase. Write *C* if the item is correct.

- _____ Marty said That he appreciated our help.
- _____ 1. dear Mrs. lamont,
- _____ 2. Harriet said that You would help me with my report.
- _____ 3. "Did Juan finish raking your leaves yesterday?" asked Mrs. Perez.
- _____ 4. "yes," said Mr. Sakamoto, "And he did a fine job."
- _____ 5. Your Friend,
- _____ 6. Sara Jane said She liked the movie we saw.
- _____ 7. Jeff wants to know If You will go with him.
- _____ 8. Zorah shouted, "watch out below!"
- _____ 9. Who said, "give me Liberty or give me death"?
- _____ 10. Dear senator Smith,
- _____ 11. Sincerely yours,
- _____ 12. did you ask your mother If I could stay overnight?

- _____ 13. The principal told us To do our best.
- _____ 14. dear aunt Jo and Uncle bill,
- _____ 15. Bess told me her grandmother never learned to drive.
- _____ 16. Respectfully Yours,
- _____ 17. “have you seen the new science teacher, Beth?” asked Randy.
- _____ 18. “I met her this morning,” replied Beth. “she seems very smart.”
- _____ 19. someone told me She used to teach at a university.
- _____ 20. Dear friends and relatives,
- _____ 21. Did you suggest that I Give up my paper route?
- _____ 22. no one knows Those children have never seen a real cow.
- _____ 23. “have you decided what to get Mom for her birthday?” asked Meg.
- _____ 24. “she might like an embroidered sweater,” suggested Drew, “Or maybe a wallet.”
- _____ 25. Yours affectionately,
- _____ 26. I had never heard That Sandra was a champion marbles player.
- _____ 27. Dear Grandma and grandpa Wilson,
- _____ 28. Has anyone mentioned that There will be a test in math tomorrow?
- _____ 29. she said You would help her study.
- _____ 30. with love and gratitude,

► **Writing Link** Write a paragraph about your favorite summer activity. Capitalize sentences correctly.

Lesson 65**Capitalizing Names and Titles of Persons I**

Capitalize names of people and initials that stand for names.

Bonnie Morris Carl M. Lustek P. J. Carter

Capitalize the names and abbreviations of academic degrees and professional titles that follow a person's name. Capitalize *Jr.* and *Sr.*

Raul Espinoza, **Bachelor of Science** Nelson Davies, **D.D.S.**
Kate Strong, **Registered Dietitian** Lester Linton **Sr.**

Capitalize words that show family relationships when used as titles but not when they follow an article or a possessive noun or pronoun.

Uncle Frankie Diane's **grandmother** my **sister** an **aunt**

Always capitalize the pronoun *I*.

Are you really interested in what **I** think?

► **Exercise 1** Draw three lines under each lowercase letter that should be capitalized. Draw a slash (/) through each capital letter that should be lowercase. Place a check (✓) before each sentence with correct capitalization.

- _____ For years Kaya has taken piano lessons from Mrs. carter.
- _____ 1. My interest in names comes naturally; my Father's name is Jonathon Apple.
- _____ 2. Most people can hardly believe that mom's name is Carmel.
- _____ 3. They are really amazed when they hear that my name is Candy.
- _____ 4. I never bother telling them about grandma and grandpa MacIntosh!
- _____ 5. I think it's interesting, too, that sometimes a person's name matches his or her job.
- _____ 6. For example, we bought my glasses from Arthur Sites, o.d.
- _____ 7. My Uncle's knee surgery was performed by Inez Bonecutter, M.D.
- _____ 8. I know it's hard to believe, but I've seen a sign for James McCracken, doctor of chiropractic.
- _____ 9. My favorite, though, is William R. Crooks, sheriff of Fayette County, Ohio.

- _____ 10. Sometimes a perfectly ordinary name becomes special when you see the last name first.
- _____ 11. For example, Susan Jolly is listed in the phone book as Jolly Susan!
- _____ 12. Through using the phone book, i've uncovered many great names.
- _____ 13. Henry Reeder holds a doctorate in literature.
- _____ 14. Jackie Ford Jr. owns a car dealership.
- _____ 15. Sometimes i see an interesting last name and wonder where it comes from.
- _____ 16. I guessed the origin of the last name *Pretty* had to do with appearance.
- _____ 17. According to the *New Dictionary of American Family Names*, the name *pretty* is an English name that means "the crafty, cunning man."
- _____ 18. The dictionary also revealed that the name *mondello* comes from the Italian for "the little, cute, clean man."
- _____ 19. *Frid* comes from the Swedish word for "peace."
- _____ 20. From the Polish language comes the name *sobota*, "one who always does something on Saturday."
- _____ 21. Surely you can see by now why i collect names.
- _____ 22. If you'd like to collect names, too, let other people know that you are a collector.
- _____ 23. Aunts, Uncles, and other family members often are willing to help out.
- _____ 24. My Cousin Lisa told me about a classmate whose name is Bea Cool.
- _____ 25. grandpa's name, godfrey, is German for "God's peace."

► **Writing Link** Write five sentences about someone in the news. Include his or her title if you can. Use proper capitalization in each sentence.

Lesson 66**Capitalizing Names and Titles of Persons II**

A general rule to follow is to capitalize proper nouns but not common nouns.

Frederick Douglas **writer**

Capitalize a title when it comes before a person's name or when it is used in direct address but not a title that follows a person's name.

Mayor Jean Dean **Capt. John Gray** **Mr. Ralph Rivera**
The reporter asked, "**Mr. President**, when is your next meeting?"
Bill Clinton was elected **president** in 1992.

► **Exercise 1** Draw three lines under each lowercase letter that should be capitalized.

Kosey will eat lunch with capt. williams and then meet the mayor.

1. Mrs. kimi hayashi recommends dr. jack grady.
2. Louisa may alcott wrote the book *Little Women*.
3. The dentist's sign advertised "mara klein, d.d.s."
4. Jamal interviewed commissioner brown yesterday.
5. England's reigning queen is elizabeth II.
6. Josie, have you ever met lieutenant martinez?
7. Mayor harold jones and capt. bernadette henley met this morning.
8. What does the "s" in "harry s truman" stand for?
9. Are peggy, meg, and maggie all nicknames for margaret?
10. Address the letter to dr. alejandra castillo.
11. Why does the program refer to dr. cruz as rey cruz, m.d.?
12. Which president is known as f.d.r.?
13. Charlie, chuck, and chas are all nicknames for charles.
14. When did eric the red and the Vikings sail from Norway?
15. Grandma, aunt stephanie, and uncle floyd will stay for a week.
16. My uncle, hector salazar, is running for mayor this year.

17. Is it king henry VIII of England who was married to six queens?
18. Please tell mrs. gustafson that mr. swensen is here.
19. Was winston churchill the prime minister of England in 1944?
20. Her full legal name is rebecca jane katherine stevenson.

► **Exercise 2** Draw three lines under each lowercase letter that should be capitalized. Draw a slash (/) through each capital letter that should be lowercase. Write C in the blank if the sentence is correct.

- _____ How long is your grandmother staying with mrs. grossman?
- _____ 1. Will mr. bowman consider running for mayor next year?
- _____ 2. Please send this report to both the Teacher and the Principal.
- _____ 3. Perhaps you will meet the senator today.
- _____ 4. The Police Officer's name is Amanda Rogers.
- _____ 5. A woman is the lieutenant governor of our state.
- _____ 6. This is lieutenant governor bernardo mansa.
- _____ 7. Next summer I will visit my aunt in Mexico.
- _____ 8. Show these pictures of major sullivan to Grandma Rose.
- _____ 9. First my dad took me to see dr. norton, who is an Internist.
- _____ 10. This lawyer advertises himself as morey walsh, j.d.
- _____ 11. It's been more than two years since I've seen uncle Roberto.
- _____ 12. Abraham lincoln was the sixteenth President of the United States.
- _____ 13. Was Andrew Johnson or Andrew Jackson Vice President under Lincoln?
- _____ 14. Maria's Aunt spoke to my class about safety.
- _____ 15. Did you locate the information, captain?
- _____ 16. Mr. mayor, will you be in your office this afternoon?
- _____ 17. For my social studies report, I have to interview the mayor and one of his assistants.
- _____ 18. Harriet Snelling is our family Doctor.

Lesson 67**Capitalizing Names of Places I**

Capitalize the names of cities, counties, states, countries, continents, geographical features such as mountains and rivers, and sections of a country.

Mount Vernon**Westchester County****New Jersey****Ethiopia****Africa****Indian Ocean****the Grand Canyon****Bering Strait****Olentangy River****Bay of Bengal****Cape of Good Hope****Ohio River Valley****Mount Everest****the Northwest****New England**

Capitalize the names of streets and highways as well as the names of specific buildings, bridges, and monuments.

Royal Forest Boulevard**Avenue of the Americas****Pulaski Skyway****World Trade Towers****Golden Gate Bridge****Lincoln Memorial**

Do not capitalize words like *city*, *state*, *mountain*, *river*, *street*, and *bridge* if they are not part of a specific name.

On our trip we drove through ten states and five major cities, but we did not see any mountains.

Turn left at the next street, and take the bridge over the river.

► **Exercise 1** Draw three lines under each lowercase letter that should be capitalized.

Names like illinois and arizona remind us of our country's beginnings.

- Many place names in the united states are spelled in a way that made sense to someone from france or england or spain.
- The mississippi river is named from a word meaning "great river."
- Explorers in the southwest asked the Pimas what they called the area.
- The Pimas used the word *arishoonak*; that name later became arizona.
- One group in the south cleared thickets to make room for food.
- The group gave their name to the state of alabama; the word for which this state was named means "thicket clearers."
- The word *mesikami* became the word for the state of michigan and lake michigan.

8. The Sioux word for *friends* was translated into the names for north dakota and south dakota.
9. The Iroquois called one River *otheo*, which means “beautiful.”
10. Do you recognize this word as the name of Ohio and the Ohio river valley?
11. The Ute people gave their name to one of the western states, utah.

► **Exercise 2** Draw three lines under each lowercase letter that should be capitalized. Draw a slash (/) through each capital letter that should be lowercase.

Do you know why the city of baltimore is in the State of Maryland?

1. We can learn some history by investigating the names of our Cities and streets, Mountains and rivers.
2. Ask yourself why there is a crockett st. in san antonio, texas.
3. Why is a lake in Northern New York called lake champlain?
4. Why is the city of pontiac in michigan while joliet is in illinois?
5. The hudson river is in New York.
6. Then why is there a hudson bay in northern Canada?
7. Is there a story behind williamsburg, virginia?
8. In what city is the empire state building?
9. Where do you think the benjamin franklin bridge is?
10. Why do many names in the southwest come from spain?
11. Sometimes the name of a City, such as *jamestown*, tells us when it was named.
12. jamestown was founded in 1607 when James Stuart was king of england.
13. Who ruled england when charleston and williamsburg were named?
14. Names such as *pittsburgh* and *pennsylvania* refer to important people.
15. William Penn founded pennsylvania; pittsburgh was named for William Pitt.
16. Even names of Streets can tell us about a City’s early history.
17. Many cities have a street named main street or broad street.
18. These Streets were probably the major Street or the broadest Street in town.

Lesson 68**Capitalizing Names of Places II**

Capitalize compass points when they refer to a specific section of the country but not when they indicate direction. Do not capitalize adjectives formed from words showing direction.

the **W**est **C**oast the **S**outheast north of **A**tlanta southern **e**xposure

Capitalize the names of specific places but not the articles and prepositions that are part of geographical names.

Tucson, **A**rizona the **W**est **I**ndies the **U**nited **S**tates of **A**merica

► **Exercise 1** Draw three lines under each lowercase letter that should be capitalized. Draw a slash (/) through each capital letter that should be lowercase. Write **C** in the blank if the sentence is correct.

_____ We live South of indianapolis, Indiana.

_____ 1. You will find lake Erie to the North of Ohio.

_____ 2. Look for the northeast in Maine, New Hampshire, and Vermont.

_____ 3. I would like to see The Missouri river someday.

_____ 4. We traveled through santa fe, New Mexico, last August.

_____ 5. My house sits to the east of Main Street.

_____ 6. The Grand canyon has many wonderful views for the tourist to marvel at.

_____ 7. Did you hear about the earthquake in The San Fernando valley?

_____ 8. The Northwestern part of my State is fairly flat.

_____ 9. Samantha lives northwest of Carson City, Nevada.

_____ 10. We went fishing in The Columbia River last year.

_____ 11. Southwestern Kansas is not much different geographically than Southeastern Kansas, I'd say.

_____ 12. My friends live on the broad coastal plain of northern Germany.

_____ 13. The country of Colombia lies to the South of Panama.

_____ 14. That Northerly breeze cools off everything in the valley.

- _____ 15. Search for the great Salt lake within the boundaries of the state of Utah.
- _____ 16. I would like to travel to the south Pacific one day.
- _____ 17. Travel west from Ohio, and you will find indiana.
- _____ 18. The Atlas mountains rise on the Western edge of the Sahara.
- _____ 19. My grandfather came from Hunan Province, located in the Southeastern area of central China.
- _____ 20. The famous train known as the *Orient Express* ran Eastward from Paris to Istanbul, turkey.
- _____ 21. Aunt Sally was born in duluth, Minnesota.
- _____ 22. My uncle has a house on cape Cod, which I would like to visit one day.
- _____ 23. What states make up the American Midwest?
- _____ 24. My great-great-grandmother came through the Cumberland gap, located in Northeastern Tennessee.
- _____ 25. We traveled North from London, england, to Edinburgh, scotland, in one day.
- _____ 26. My friend Rosanna is from montevideo, the capital of uruguay.
- _____ 27. The state of south Australia has a Capital named Adelaide.
- _____ 28. Sri Lanka is a large island to the south of India.
- _____ 29. The famous town of timbuktu developed beside a river in Western Africa.
- _____ 30. Ancient galatia is now part of North Central Turkey.

► **Writing Link** Write three sentences about the land features in your community. Include names of buildings, streets, or geographical features.

Lesson 69**Capitalizing Other Proper Nouns and Adjectives I**

Capitalize proper nouns and adjectives but not common nouns and adjectives.

Mark Klees a punctuation **mark** **New York City** a **city** in New York

Capitalize the names of clubs, organizations, businesses, institutions, and political parties. Capitalize brand names but not the nouns following them.

the **Rotary Club** **Girl Scouts** of **America** **Imperial Products, Inc.**
Rockefeller Foundation the **Republican party** **Spinoff yarn**

Capitalize the names of important historical events and periods of time.
Capitalize the names of days of the week, months of the year, and holidays, but not the names of the seasons.

the **Civil War** the **Ice Age** summer
Saturday **August** the **Fourth of July**

► **Exercise 1** Draw three lines under each lowercase letter that should be capitalized.

We will start the book on monday.

1. Tony joined the boy scouts last september.
2. President Kennedy founded the peace corps in the 1960s.
3. What do you think of anna's art work as a name for my store?
4. Hashim goes to franklin middle school; Lenny goes to Reeseville high.
5. Will you be a democrat or a republican when you are old enough to vote?
6. We buy only summer's bounty frozen vegetables.
7. Teddy Roosevelt led the Rough Riders in the spanish american war.
8. Did the bronze age come before or after the iron age?
9. I would like to see her by thursday.
10. I think of memorial day, labor day, and the fourth of july as summer holidays.
11. My brother joined the united states navy last may.
12. The tasty company makes pretty good snacks.

13. My father works for sunny products corporation.
14. Mom registered our dog with the American kennel club.
15. My brother applied to two colleges, kenyon college and miami university.
16. Our Aunt Nellie belongs to the local chapter of the green thumbs garden club.
17. People living in the stone age made beautiful things from a variety of rocks.
18. The war of 1812 occurred between 1812 and 1815.
19. England has two major political parties, the conservative party and the labor party.
20. We learned about the middle ages in a history class.
21. My favorite time of the year is fall.
22. Robert E. Lee commanded the army of northern virginia in the Civil War.
23. The handy help company repaired the damaged portions of our roof.
25. The revolutionary war involved many famous soldiers and statesmen.
26. Are new movies first shown on tuesday or on wednesday?
28. I love winter in january, with its snow, deep blue sky, and silent nights.

► **Exercise 2** Draw three lines under each lowercase letter that should be capitalized. Draw a slash (/) through each capital letter that should be lowercase. Write C in the blank if the sentence is correct.

- _____ Maybe we will visit you in april instead of march.
- _____ 1. Have you ever heard of a Club called The knights Of columbus?
- _____ 2. Ichiko is writing a paper on the Mexican-American War.
- _____ 3. Bob's new Store, party machine, sells trinkets for democrats and republicans.
- _____ 4. My first School was north broadway preschool.
- _____ 5. Our Spring Vacation starts on friday, march 27.
- _____ 6. The Fashion show featured designs from bangles and beads boutique.
- _____ 7. We speak spanish at home and english Everywhere else.
- _____ 8. Joni and I bought Hats from mexico at sombrero sam's.
- _____ 9. The scientific method was developed during the age of reason.
- _____ 10. My birthday falls in the spring on april 19.

Lesson 70**Capitalizing Other Proper Nouns and Adjectives II**

Capitalize the first word, the last word, and all important words in titles.

Charlotte's Web

Romeo and Juliet

"The Ransom of Red Chief"

"Old King Cole"

Gone with the Wind

Sesame Street

National Geographic

the New York Times

Chapter 7

Capitalize the names of ethnic groups, nationalities, and languages as well as proper adjectives formed from these names.

Mexican Americans
speaking **Portuguese**

the **Slavic** countries
Italian food

► **Exercise 1** Draw three lines under each lowercase letter that should be capitalized. Draw a slash (/) through each capital letter that should be lowercase. Write C in the blank if the sentence is correct.

_____ The Cookbook Kids can cook aims to teach kindergartners basic cooking skills.

_____ 1. We will finish reading the book *little women* on Tuesday.

_____ 2. I would like to hang a copy of the declaration of independence on my Bedroom wall.

_____ 3. Did you read the magazine *ranger rick* when you were younger?

_____ 4. We have a Test on chapter 3 and chapter 4 tomorrow.

_____ 5. Jeremy told me about a Magazine called *cobblestones*.

_____ 6. My great-grandfather worked on the famous newspaper *New York World*.

_____ 7. My mom really liked the Movie *fiddler on the roof*.

_____ 8. My Name is russian, but my mother is french.

_____ 9. Kata really can't decide which she likes better, mexican food or italian food.

_____ 10. I am learning the german language, but Otto is learning japanese.

_____ 11. Cousin Carlos writes for a spanish language newspaper.

_____ 12. The book *wind in the willows* is one of my favorites.

_____ 13. Did you know that the World's oldest restaurant is a chinese one?

_____ 14. The ancient Hittites lived between the Greeks and the Persians.

- _____ 15. We get a Newspaper called the *miami herald* delivered to our door.
- _____ 16. An Inuit poem known as “Eskimo Chant” vividly tells about the change of seasons.
- _____ 17. My Family loves watching *the sound of music*.
- _____ 18. My favorite humorous poem is “casey at the bat.”
- _____ 19. The scottish author Sir Walter Scott wrote the novel *ivanhoe*.
- _____ 20. Director Kenneth Branagh made shakespeare’s play *much ado about nothing* into a beautiful Movie.
- _____ 21. My Favorite Book is *Gulliver’s travels*.
- _____ 22. I am sure that you’ve Read *the tale of peter rabbit*.
- _____ 23. If only I could learn to speak the Greek language.
- _____ 24. My dad has seen the movie *The Maltese Falcon* fifteen times.
- _____ 25. Joel Chandler Harris wrote the Book *nights with uncle remus*.
- _____ 26. I’ve studied chapter 10 very Thoroughly.
- _____ 27. A belgian horse has many useful duties as a Farm workhorse.
- _____ 28. She worked hard to solve the Hungarian puzzle.
- _____ 29. Aunt Elizabeth will teach me to Speak a little swedish.
- _____ 30. The magazine *Zillions* is one of my favorites.

► **Writing Link** Make a list of several titles of books, movies, and TV shows that you like. Check that you have capitalized words correctly.



Unit 11 Review

► **Exercise 1** Draw three lines under each lowercase letter that should be capitalized.

our girl scout meetings are the first monday of each month.

1. joel and meg are going to visit their cousins during their spring vacation.
2. “just give it a try,” encouraged joe. “i think you’ll like it.”
3. “use sunscreen,” aunt bea insisted, “to protect your skin.”
4. mrs. wehinger suggested that i get a tutor to help me with english.
5. the museum of american folk art is featuring native american art.
6. roald dahl wrote the poem “aunt sponge and aunt spiker.”
7. saris are the traditional indian dress for women.
8. great-grandma gray came from norway in 1900 and settled in north carolina.
9. i met hilda when i visited my aunt in kokomo last summer.
10. i’ve already read *the bridge to terabithia* six times.
11. mom lived in wauwatosa, wisconsin, before i was born.
12. the matterhorn is a famous mountain in western europe.
13. northern alaska’s climate is different from southern alaska’s climate.
14. alabama and florida are southern states.
15. ohio and indiana are in the midwest.
16. you’ll see signs for the new jersey turnpike just west of the bridge.
17. you can see the empire state building from the george washington bridge.
18. abraham lincoln delivered the gettysburg address at the dedication of a cemetery.
19. school starts on the last monday in august.
20. in the united states thanksgiving day is the fourth thursday in november.

Cumulative Review: Units 1–11

► **Exercise 1** Identify the type of sentence by writing in the blank *dec.* for declarative, *int.* for interrogative, *imp.* for imperative, or *exc.* for exclamatory.

- dec. The Civil War began in 1861.
- _____ 1. Emile broke his arm last week.
- _____ 2. Have you read any good books lately?
- _____ 3. Turn off the television.
- _____ 4. What a terrific job you did!
- _____ 5. Chapter 5 begins on page 46.
- _____ 6. What fun we had last Sunday!
- _____ 7. Can I play on this team?
- _____ 8. Try to finish by Saturday morning.
- _____ 9. The basketball season opens in early December.
- _____ 10. When will you know the details?
- _____ 11. What good weather we had for our picnic!
- _____ 12. Come to my house right after school tomorrow.
- _____ 13. Do you know how to keep score for volleyball?
- _____ 14. Is there any news from Rachel?
- _____ 15. Lauren sang a solo in the spring concert.
- _____ 16. Answer the questions at the end of the chapter.
- _____ 17. Turn left at the stop light.
- _____ 18. How easy it is to make a baby smile!
- _____ 19. The flood waters disappeared rapidly.
- _____ 20. How tired you look!
- _____ 21. Jane shared her friendship bread with us.
- _____ 22. Is there some way to turn this radio off?
- _____ 23. Don't forget Mara's birthday is tomorrow.
- _____ 24. We're finished!

► **Exercise 2** Identify each word in italics. Write above the word *prep.* for preposition, *conj.* for conjunction, and *inter.* for interjection.

prep.
Plants turn *toward* the sun.

1. Hagos threw the ball *from* the foul line.
2. *Ouch!* My head hurts.
3. Zina can sing *and* dance.
4. *Congratulations!* I knew you could do it.
5. I really want to go with you, *but* I can't.
6. Keep your eye *on* the ball.
7. Emily saw Shawnda *and* Denise *before* school.
8. *Help!* My shoe is stuck *in* the mud.
9. I can't remember whether I wore my heavy coat *or* my light coat *to* school.
10. *Wow!* You won the race *without* any effort!
11. The box *of* costumes is *in* the closet *underneath* the stairs.
12. My parents will meet *with* Mr. Kenworth *in* the library *at* seven.
13. Throw the ball *into* the basket three times *in* a row.
14. *Oh no!* I forgot *about* the test *on* Tuesday.
15. Our plans changed again *after* my talk *with* Jamal.
16. Go *past* the gas station *on* the corner, *and* then turn left.
17. Choose a topic *for* your report, *or* you will not finish *on* time.
18. My grandma *and* grandpa went *to* Europe *for* three months last year.
19. John Adams *and* his son, John Quincy Adams, were both presidents *of* the United States.
20. *Shucks!* I left my homework *on* the kitchen table again.
21. *Plop!* The ball landed *in* the toddler's lap.
22. Drink a mixture *of* hot tea *and* honey *for* your sore throat.
23. Step lively, *and* look alert!
24. Stuart always whistles the theme song *from* that old TV show.

► **Exercise 3** Draw three lines under each lowercase letter that should be capitalized.

the rainbow bridge spans the niagara river.

1. abraham lincoln was president of the united states during the civil war.
2. to get to arlington, cross ross bridge and turn north onto route 16.
3. the official start of spring is march 21.
4. chapter 7 of the book *charlotte's web* by e. b. white is called "bad news."
5. part of the border between new york and new jersey is the hudson river.
6. the ridge of the rocky mountains forms the north american great divide.
7. cleveland is in cuyahoga county, which borders lake erie.
8. "take a deep breath," said officer ling, "and then tell me what happened."
9. every thursday i read articles from two magazines, *newsweek* and *reader's digest*, to mr. boyd.
10. the jefferson memorial is by the potomac river in washington, d.c.
11. i have to memorize the gettysburg address for the veterans day assembly.
12. "we have nothing to fear," said f.d.r., "but fear itself."
13. the five great lakes are in the northern midwest.
14. sandra said the empire state building is on fifth avenue at 34th street.
15. my uncle's name is emmitt ian clark jr., but we call him uncle mitty.
16. "i am interested in howard university," stated edgar. "what do you know about it?"
17. can you tell me how to get to hayden planetarium, officer?
18. in new york city, little italy is just a block north of chinatown.
19. i was very young when i first saw the movie *101 dalmatians*.
20. the song "memory" is from andrew lloyd webber's play *cats*.
21. Wayne named his boat *water baby*.
22. Those african violets need watering.
23. "You may have won first prize in the lump of loot sweepstakes," the electronic voice broadcast throughout the mall.
24. *The Peasant Girl's Dream* by George MacDonald is set in the scottish highlands.

Unit 12: Punctuation

Lesson 71

Using the Period and Other End Marks

Use a **period** at the end of a declarative sentence.

Marvelous inventions make our lives easier.

Use a period at the end of an imperative sentence.

Please hand me that wrench.

Use a question mark at the end of an interrogative sentence.

Where would the world be without inventors?

Use an exclamation point at the end of an exclamatory sentence or an interjection.

What a great idea that is! Fantastic!

► **Exercise 1** Write *dec.* in the blank if the sentence is declarative, *imp.* if it is imperative, *int.* if it is interrogative, and *exc.* if it is exclamatory. Add the correct end mark to each sentence.

- int. Do you know who invented suspenders?
- _____ 1. I believe it was Mark Twain
- _____ 2. Wow, that was a great idea
- _____ 3. Does that information surprise you
- _____ 4. Without Howe's sewing machine, people would have to sew by hand
- _____ 5. I'm sure clothing would cost more
- _____ 6. How did people keep their ears warm before earmuffs were invented
- _____ 7. Thank Chester Greenwood for making the first earmuffs
- _____ 8. Where would we be without the safety pin
- _____ 9. That was the bright idea of Walter Hunt
- _____ 10. What did Robert Goddard invent
- _____ 11. He developed the first rocket engine

- _____ 12. I used Sarah Boone's invention this morning
- _____ 13. Didn't she design the first ironing board
- _____ 14. What is your favorite invention
- _____ 15. I couldn't get along without a library card
- _____ 16. Philo Farnsworth invented television in 1930
- _____ 17. Do you think Farnsworth would like *The Simpsons*
- _____ 18. The first popular comic strip, *Hogan's Alley*, appeared in 1895
- _____ 19. The first zippers replaced buttons on high-button shoes
- _____ 20. Did it take a long time to button those shoes
- _____ 21. Sometimes it took as long as fifteen minutes
- _____ 22. Whew, that's a long time
- _____ 23. Long ago, people bathed with a mixture of ashes and water
- _____ 24. Then they applied oil or grease
- _____ 25. Finally they rinsed with clean water
- _____ 26. Try it sometime to see if it works
- _____ 27. My goodness, what a strange way to get clean
- _____ 28. Actually, the chemicals in ashes and grease are similar to those in modern soap
- _____ 29. Early people probably got themselves quite clean
- _____ 30. Compare that method with the one we use today
- _____ 31. Think of William Addis the next time you brush your teeth
- _____ 32. The history of the toothbrush is very interesting
- _____ 33. William Addis invented the toothbrush in 1770
- _____ 34. He bored a hole in a small piece of bone and glued in some bristles
- _____ 35. What a clever man Addis was
- _____ 36. If it weren't for him, we'd still be cleaning our teeth with rags
- _____ 37. Someday somebody might invent a machine that turns off gravity
- _____ 38. Hey, that would be fun

Lesson 72**Using Commas I**

Commas make sentences easier to understand because they signal a pause or a separation between sentence parts.

Use commas to separate three or more items in a series.

No one knows whether Bigfoot is a man, a myth, or a monster.

Use a comma to show a pause after an introductory word.

No, Bigfoot has never been captured.

Use a comma after two or more prepositional phrases at the beginning of a sentence.

Despite years of searching, no one has gotten close to Bigfoot.

Use commas to set off words that interrupt the flow of thought in a sentence.

That doesn't mean, however, that people will stop trying.

Use commas to set off names used in direct address.

Bethany, what would you do if you saw Bigfoot?

► **Exercise 1** Add commas where needed. Write *C* if the sentence is correct.

- _____ Bigfoot has thick fur, wide shoulders, and huge feet.
- _____ 1. Most people, naturally would love to see Bigfoot.
- _____ 2. James, do you think you'd be afraid?
- _____ 3. No Dr. Rico I'd shake his hand.
- _____ 4. Some people, of course, think that Bigfoot is just a man dressed in an ape suit.
- _____ 5. People in the Himalayas tell stories of a creature called *yeti*.
- _____ 6. Yes, the yeti is similar to Bigfoot.
- _____ 7. "Wild men" have also been seen in Nepal, China and Australia.
- _____ 8. The beast is called a *yowie* in Australia.
- _____ 9. Most strange creatures fortunately, are seen in unsettled areas.
- _____ 10. No one, I think, has sighted a Bigfoot on a subway train.

- _____ 11. Have you ever heard of the Loch Ness monster Juan?
- _____ 12. Loch Ness, of course is in Scotland.
- _____ 13. On a map of Scotland you'll see that Loch Ness is huge.
- _____ 14. It is also, some people feel, deep enough to hide a monster.
- _____ 15. Beth, Lauro and Heather wrote a report on Loch Ness.
- _____ 16. They decided I believe, that the creature doesn't exist.
- _____ 17. However, no one believed rumors about the Komodo dragon, either.
- _____ 18. On a remote island in Indonesia many Komodo dragons were found.
- _____ 19. Modern scientists it seems, are searching Loch Ness.
- _____ 20. The truth about the creature is hard to pin down, however.
- _____ 21. As a matter of fact some people think that a prehistoric animal survives in
Loch Ness.
- _____ 22. The beast it appears, looks like the plesiosaur.
- _____ 23. The plesiosaur if you'll remember was a water reptile whose limbs looked like
paddles.
- _____ 24. Could it be, Juan that this ancient animal is not really extinct?
- _____ 25. In the movies and on television prehistoric animals are often seen.
- _____ 26. In 1938 a coelacanth was caught off the South African coast.
- _____ 27. This fish it was thought had been extinct for 70 million years.
- _____ 28. Do you conclude, Dr. Rico, that other prehistoric animals may yet be found?
- _____ 29. Yes, I believe that the world holds many surprises.
- _____ 30. Besides there are many unexplored areas of the world.
- _____ 31. Believe it or not scientists frequently find new species of life.
- _____ 32. In the Amazon, I read somewhere, there is a bird whose chicks have claws on
their wings.
- _____ 33. Well a prehistoric bird also had claws on its wings.
- _____ 34. Nevertheless this does not mean that anyone will find a dinosaur.

Lesson 73**Using Commas II**

Use a **comma** before *and*, *or*, and *but* when they join simple sentences.

Felicia constructed the model, **and** Paul painted it.

Daniel wants to go to the movies, **but** he has to do his homework.

You can come with us, **or** you can stay home and read.

Use a comma after the salutation of a friendly letter and after the closing of both a friendly letter and a business letter.

Dear Beth,

With love,

Sincerely,

Use a comma to prevent misreading.

Instead of three, four o'clock is a better time.

► **Exercise 1** Add commas where needed in the following letter.

Dear Alicia

I wanted to write to you yesterday but I didn't have time. We're finally on our class trip, and it's a lot of fun. Since 1990 three classes have gone to New York. Instead of New York Boston was our choice.

When we got here some of us rested but most of us went for a walk. I read for a while, and Antonia took a nap. Between three and four o'clock five of us went to the aquarium. It was a holiday, so many children were there. The aquarium shop was great, and I bought a couple of souvenirs. I almost bought a poster but I got a book instead. It would be a nice present for Andi or I could give it to Juan. Antonia bought two sharks' teeth and she also bought a seashell.

Now it's suppertime, and we're getting ready to go out. I just combed my hair, but I haven't brushed my teeth yet. I plan to wear slacks and Antonia wants to wear a dress. She's hoping for seafood but I'd rather have pizza. Afterward we might see a movie or we could walk around town.

If you talk to Jess, Antonia says to tell her hello. I'll call you when I get home, and maybe we can get together.

Love, Kimmie

► **Exercise 2** Add commas where needed. Write *C* in the blank before each correct sentence.

- _____ Some people like lima beans, but Jim can't stand them.
- _____ 1. Hakeem weeded the garden and his mom picked the vegetables.
- _____ 2. The lightning hit the barn, but it didn't catch fire.
- _____ 3. Is it raining or did you just wash your hair?
- _____ 4. I've been to Kansas but I've never seen Oklahoma.
- _____ 5. The cat is napping on the chair, and the dog is sleeping under the bed.
- _____ 6. Felipe's first language is Spanish, and André speaks French.
- _____ 7. Ana's favorite subject is geography but she's better at math.
- _____ 8. We wanted to buy that tape, but the store was sold out.
- _____ 9. Instead of twelve six players got new uniforms.
- _____ 10. I'd talk louder but I'm afraid I'd wake the baby.
- _____ 11. Can you babysit tonight, or do you already have plans?
- _____ 12. You bring the bat and ball and Joe will bring the mitt.
- _____ 13. The violin was scratchy, but the trumpet sounded sweet and clear.
- _____ 14. Do you have relatives in Mexico or is your whole family here?
- _____ 15. One twin was dressed in purple and the other wore pink.
- _____ 16. Does Jaime want juice with supper, or would he rather have milk?
- _____ 17. Janelle came in first four seconds ahead of Sonya.
- _____ 18. Heather was a scarecrow at the costume party and Jill was a movie star.
- _____ 19. Ali was invited to dinner but he didn't feel well.
- _____ 20. Do you know how to do this problem, or shall I help you?
- _____ 21. That looks like a kangaroo but I think it's a wombat.
- _____ 22. The clown tripped on her shoelace, and the children laughed loudly.

Lesson 74**Using Commas III**

In dates, use **commas** after the day of the month and the year. Do not use a comma if only the month and the year are given.

Shama arrived in this country on July 6, 1989, with her family.
She became a citizen in January 1996.

Use commas before and after the name of a state or country when it is used with the name of a city. Do not use a comma after the state if the state name is followed by a zip code.

She used to live in Chicago, Illinois, but now she lives in Detroit, Michigan.
His address is 296 S. Pacific Avenue, Pittsburgh, Pennsylvania 15211.

Use a comma or a pair of commas to set off an abbreviated title (except *Jr.* and *Sr.*) or a degree following a person's name.

Lou Szupinski, Ph.D., wrote the book about fossils.

► **Exercise 1** Add commas where needed. Write *C* if the sentence is correct.

- _____ Send your questions on health to Dr. Chris Boyd, M.D.
- _____ 1. His address is 1402 Michigan Boulevard, Chicago, Illinois 60606.
- _____ 2. We had a huge blizzard on February 18 1989.
- _____ 3. Our largest blizzard before that was in January 1953.
- _____ 4. Pat Hoyt, D.V.M., is the veterinarian.
- _____ 5. The Pittsburgh Press is at 34 Boulevard of the Allies, Pittsburgh, Pennsylvania 15230.
- _____ 6. On graduation day my sister will be Alma Lopez, B.A.
- _____ 7. We crossed the bridge into Brooklyn New York.
- _____ 8. The lawyer talking to the judge is Marion Ling, J.D.
- _____ 9. Francisco was born in Guanajuato, Mexico.
- _____ 10. The Sistine Chapel is in Vatican City Italy.
- _____ 11. Portland, Maine is the home of the Portland Sea Dogs.
- _____ 12. Abraham Lincoln was born in February 1809.

- _____ 13. New Bedford, Massachusetts, was famous for whaling.
- _____ 14. El Morro castle is in San Juan, Puerto Rico.
- _____ 15. On March 23, 1904, her grandfather was born in Moscow, Russia.
- _____ 16. The sweater was made in Belfast Ireland.
- _____ 17. The *Titanic* struck an iceberg on April 14, 1912.
- _____ 18. The priest who said mass was Terry O'Brien, S.J.
- _____ 19. The president delivered his speech in Washington D.C.
- _____ 20. Paul Revere made his famous ride in April 1775.
- _____ 21. Write to the Weather Channel at 2840 Mt. Wilkinson Parkway, Atlanta Georgia
30339.
- _____ 22. On December 8, 1941 the United States entered World War II.
- _____ 23. Chuck was born on January 26, 1984.
- _____ 24. October 13, 1994 was an important day in her life.
- _____ 25. The Prado, a famous art museum, is in Madrid Spain.
- _____ 26. My parents were married on June 12, 1980.
- _____ 27. Did you read about that big earthquake in Mexico City Mexico?
- _____ 28. August 14 1989 was the last time the circus came to our town.
- _____ 29. The Library of Congress is in Washington, D.C.
- _____ 30. The Harvard University Library is in Cambridge Massachusetts.
- _____ 31. Write to the National Baseball Hall of Fame at Post Office Box 590,
Cooperstown, NY 13326.
- _____ 32. She lived in Los Gatos, California before she moved here.
- _____ 33. We ate at El Churrasco, a fine restaurant in Cordoba, Spain.
- _____ 34. The cave paintings in Lascaux, France, date to the last Ice Age.
- _____ 35. The Basketball Association is at 645 Fifth Avenue, New York New York.
- _____ 36. Palm Springs, California, was once called *Agua Caliente*.
- _____ 37. Davy Crockett fought at the Alamo in San Antonio Texas.
- _____ 38. The Valley of the Tombs of the Kings is near Luxor, Egypt.

Lesson 75**Using Commas IV**

Use a comma or a pair of commas to set off a direct quotation.

Brer Rabbit said, "I am the smartest animal on this earth."

"There's not a creature in this woods," he went on, "who can outsmart me."

► **Exercise 1** Add commas where needed to the sentences below.

"My favorite story," said LaToya, "is called 'The Moon in the Mill Pond.'"

1. "One night Brer Rabbit and Brer Terrapin were talking by the fire" LaToya said.
2. "A terrapin is like a turtle" she explained.
3. She went on "They heard a sound in the woods behind them."
4. "Brer Rabbit" she said "knew that Brer Fox and Brer Bear were sneaking up on them."
5. She explained "Those two wanted to catch Brer Rabbit and Brer Terrapin and eat them for dinner."
6. "Brer Rabbit" she said, "winked at Brer Terrapin and started fussing with the fire."
7. She continued "He started talking about how hot the fire had to be to cook up their feast."
8. "Just then" she said "Brer Fox and Brer Bear walked out of the woods."
9. "Brer Rabbit welcomed them to the feast" she said.
10. LaToya went on "Brer Fox and Brer Bear asked what the feast was."
11. "Brer Rabbit" she explained "said that the feast was at the mill pond."
12. "He told them," she said "that the pond held a fine mess of fish."
13. "Brer Rabbit said that all they had to do was reach out their paws and grab the fish from the water" LaToya went on.
14. "Well" LaToya continued "they all walked down to the mill pond."

15. “When they got there” she said “Brer Rabbit saw that the full moon was shining on the water. He got an idea.”
16. “Brer Rabbit acted as if he had just seen something awful” LaToya said.
17. “He told Brer Fox and Brer Bear that the moon had fallen into the mill pond” she went on.
18. “He was going to have to get the moon out of the mill pond because it was scaring the fish away” she said.
19. “Brer Rabbit ran to get a net to scoop the moon out of the mill pond” LaToya continued.
20. She said “While he was gone, Brer Terrapin told Brer Fox that there was a pot of gold in the mill pond, right where the moon was.”
21. “Finally, Brer Rabbit got back with the net” she said.
22. “Brer Fox and Brer Bear grabbed it from him” she said excitedly.
23. “They jumped into the mill pond and dragged the net around” she said.
24. LaToya said “Brer Rabbit kept telling them to go out further.”
25. “Finally” she said “they fell into a big hole and got tangled in the net.”
26. “Brer Rabbit and Brer Terrapin laughed and laughed” LaToya said.
27. “They were happy that they outsmarted Brer Fox and Brer Bear” she explained.
28. “And they were especially happy that they hadn’t been eaten” she ended.
29. “Do you think ” asked Ben “that there really was gold in the mill pond?”
30. “No” answered LaToya. “That was just a trick.”
31. “It was a smart trick” laughed Ben.
32. “Sometimes small animals have to be extra smart” pointed out Jerome.
33. “Otherwise” he said “they’d get caught by the bigger ones.”
34. “Brer Rabbit was clever” said Sal, “and so was Brer Terrapin.”
35. “I wonder what other adventures they had” said Ben.
36. Sal said “Here’s one about how Brer Terrapin beats Brer Rabbit in a race.”

Lesson 76**Commas in Review****► Exercise 1** Add commas where needed. Write *C* if the item is correct.

- _____ At school we learn to read, write, and do math.
- _____ 1. Excuse me, Mr. Ogura did you drop this book?
- _____ 2. In case of fire go out through the rear door.
- _____ 3. Josie, did you hear what I said?
- _____ 4. Susan graduated from college in June 1996.
- _____ 5. Bring some old magazines or newspapers to class.
- _____ 6. In baseball you have to throw, hit and catch the ball.
- _____ 7. Jason have you eaten lunch yet?
- _____ 8. Gorillas are large, but they are very shy.
- _____ 9. The *Titanic* sank and hundreds of lives were lost.
- _____ 10. For the test we had to do problems 3 6 and 9.
- _____ 11. Like Bill Andy tried out for the lead in the play.
- _____ 12. Inside the cage a small, fluffy animal was eating seeds.
- _____ 13. On the first Saturday in June the pool will open.
- _____ 14. The box held three marbles, a button and a ticket stub.
- _____ 15. Bill's dog, Ana discovered had found the missing sock.
- _____ 16. As a matter of fact, I was about to do my homework.
- _____ 17. Robert, may I use the computer after you?
- _____ 18. My red shirt was wrinkled, but I wore it anyway.
- _____ 19. Along the highway into town you will pass several horse farms.
- _____ 20. Instead of nine ten o'clock is when the children went to bed.
- _____ 21. On the beach Ali and Jessica were building a sand castle.
- _____ 22. Just inside the door her faithful cat was waiting.

- _____ 23. For supper we had mashed potatoes, peas, and chicken.
- _____ 24. For the first time in my life I actually won something!
- _____ 25. Please turn down the radio Kim.
- _____ 26. Dear Aunt Millie
- _____ 27. I'm not sure however that I am willing to help you with your math homework.
- _____ 28. Nadine, are you going to the grocery store?
- _____ 29. Besides the United States Canada exports a lot of wheat.
- _____ 30. The address is 803 Church Street, Honesdale, Pennsylvania 18431.
- _____ 31. Al didn't go on the class trip, and he wishes he had.
- _____ 32. Robert Capozza, Ph.D. wrote this book on fossils.
- _____ 33. His doctor is Denita Thurgood M.D.
- _____ 34. Throughout the world war devastates many lives.
- _____ 35. "Well done, my lad," said the captain.
- _____ 36. Tim cried out "I wish I had never run away to sea!"
- _____ 37. "There's a cyclone coming, Em," said Uncle Henry.
- _____ 38. December 4, 1982 was the date on the yellowed newspaper.
- _____ 39. "Sit down Clyde and put your feet up" said Hari.
- _____ 40. Anita shouted "Call the fire department!"
- _____ 41. "The cat," Alicia said "is scratching the furniture."
- _____ 42. Uncle Josh asked, "Is it hot enough for you?"
- _____ 43. "Fellow citizens" said Abraham Lincoln "we cannot escape history."
- _____ 44. Are you reading about Naples Maine or Naples Italy?
- _____ 45. Look in the December 1992 issue of *National Geographic*.

Lesson 77**Semicolons and Colons**

Use a **semicolon** to join parts of a compound sentence when a conjunction such as *and*, *but*, or *or* is not used.

Belinda likes oatmeal for breakfast; I prefer cream of wheat.

Use a **colon** to introduce a list of items that ends a sentence. Use words such as *these*, *the following*, and *as follows* to introduce lists.

English words that come from Spanish include the following: *ranch*, *corral*, and *stampede*.

Do not use a colon immediately after a verb or a preposition.

Jaime likes to read, play basketball, and dance.

Use a colon to separate the hour and the minute.

School begins at 8:15 on the dot.

Use a colon after the salutation of a business letter.

Dear Professor D'Amico: To whom it may concern:

► **Exercise 1** Add semicolons and colons where needed. Write *C* if a sentence or phrase is correct.

- C** Devin is my brother; he's my best friend, too.
- _____ 1. At the grocery store Mom bought milk, fruit, and cereal.
- _____ 2. Meet me at the corner at 1230.
- _____ 3. Pete loves flowers; roses are his favorite.
- _____ 4. The forecast called for rain it snowed instead.
- _____ 5. The green shoes are pretty the red ones are more comfortable.
- _____ 6. She may get a parrot she may not.
- _____ 7. For the class trip you'll need the following raincoat, boots, pencil, paper or pen, and lunch.
- _____ 8. Earth is the third planet from the sun; Mars is the fourth.
- _____ 9. We had chicken last night tonight we'll have fish.

- _____ 10. Robert Frost wrote poems; L. Frank Baum wrote books.
- _____ 11. The last episode was great the next will be even better.
- _____ 12. Say “thank you” in Spanish as follows: “Gracias.”
- _____ 13. The following dogs received honorable mention Spot, Blaze, Nathan, and Maggie.
- _____ 14. Be here by 7:10 so we’ll have plenty of time.
- _____ 15. The spelling test will focus on these words *spectacles*, *decimal*, *shrill*, and *fantastic*.
- _____ 16. Dear Dr. Washington:
- _____ 17. This store is sold out of batteries; we’ll have to look elsewhere.
- _____ 18. Ladybugs are helpful insects so are bees.
- _____ 19. The show starts at 7:30 we should try to get there earlier.
- _____ 20. Lionel is a good writer; he draws well, too.
- _____ 21. Put a stamp in the upper right corner; put your return address in the upper left.
- _____ 22. These students please report to the office: Sally, Geno, and Basil.
- _____ 23. The movie only costs \$2.25; you gave him \$2.50.
- _____ 24. My mom’s not home please call back later.
- _____ 25. The cat has green eyes; the dog’s are brown.
- _____ 26. Cuba is a warm country; Canada is colder.
- _____ 27. For drinks we have the following milk, juice, water, and soda.
- _____ 28. The baby eats mashed potatoes, carrots, and bananas.
- _____ 29. This is a picture of my mom my dad is standing behind her.
- _____ 30. One of the twins has short hair; the other twin’s hair is long.
- _____ 31. Read this book about pirates; it’s the best I’ve come across.
- _____ 32. This fruit juice is delicious you should try it.
- _____ 33. I can’t reach the top shelf; it’s too high.
- _____ 34. The wastebasket is full please empty it.

Lesson 78**Quotation Marks**

Use **quotation marks** before and after a direct quotation.

"How very strange this is!" cried Alice.

Use quotation marks before and after each part of an interrupted quotation.

"With those broken shutters," said Carter, "this place looks deserted."

Use a comma or commas to separate a phrase such as *she said* from the quotation itself. Place the comma outside opening quotation marks but inside closing quotation marks.

The White Rabbit said, "Oh, dear! Oh, dear! I shall be too late!"

"It was much more pleasant at home," thought Sarah.

Place a period inside closing quotation marks.

Clarisse said, "I read a good book last weekend."

Place a question mark or an exclamation mark inside the quotation marks when it is part of the quotation.

"What exactly did you see?" asked Detective Keeler.

Place a question mark or an exclamation mark outside the quotation marks when it is part of the entire sentence but not part of the quotation.

Did you hear him shout "Carumba!"?

► **Exercise 1** Add quotation marks and other punctuation marks as needed.

"This book," said Toni, "is the best I have ever read."

1. What a great car exclaimed Ricardo
2. Robin asked the lady Would you like to sit down
3. Did Ms. Mercado say Read the first three chapters
4. No, thank you said Tomás I don't want any more mashed potatoes
5. Colleen said May I use the phone when you're finished with it
6. Juan said Chris is two inches taller than Pete.
7. Fidel said to Ahmed Could you lend me a pencil

8. Mom asked Who wants to go to the store with me
9. Tom yelled The boat is sinking
10. I think he said No talking during a fire drill
11. Three strikes and you're out said the umpire
12. Does anyone here asked Michele know how to spell *embarrass*
13. Did you hear him yell You're out
14. Dad asked Would you rather have hamburgers or chicken for supper
15. That said Penny is the silliest joke I've ever heard
16. After you log on to the computer said Aiko choose a game from the menu
17. Uh-oh said Jill we're out of cat food
18. Here's the two dollars I owe you said Diego
19. My cat said Jack weighs eighteen pounds
20. That's a mighty big cat said Beth
21. Carl asked Is English your favorite subject
22. The ancient Greeks Mr. Hassan said were famous for their cleverness
23. I'm going to be an astronaut Jane said proudly
24. President Abraham Lincoln my dad told me liked to tell funny stories
25. I have to go Derek said There's a call waiting
26. Terri shouted Let's get out of here
27. Karne called and said When are you coming
28. A penny saved is a penny earned Ben Franklin said

► **Writing Link** Write about a conversation you have had with a friend or a family member. Use quotation marks and other punctuation as needed.

Lesson 79**Quotation Marks and Italics**

Use **italics** (underlining) to identify the title of a book, play, film, television series, magazine, newspaper, or name of a ship, train, or plane.

The Wind in the Willows (book)

Home Improvement (television series)

Use quotation marks for the title of a short story, essay, poem, song, magazine or newspaper article, or book chapter.

The poem "Jabberwocky" is in the chapter entitled "Looking-Glass House."

► **Exercise 1** Read each title. Add quotation marks or underline for italics.

Mysterious Tales of the New England Coast (book)

1. Old Yeller (film)
2. Old Yeller (book)
3. The Sword in the Stone (book)
4. Caring for Your Pet (magazine article)
5. Jingle Bells (song)
6. Pittsburgh Post-Gazette (newspaper)
7. Cricket (magazine)
8. The Adventures of Huckleberry Finn (book)
9. Mamma Sewing (essay)
10. The Tale of the Tiger's Paintbrush (short story)
11. The Great Eclipse (magazine article)
12. Love Song for a Jellyfish (poem)
13. Jump! The Adventures of Brer Rabbit (book)
14. Mayflower (ship)
15. Time (magazine)
16. The Longest Journey (film)

17. Hurt No Living Thing (poem)
18. Grandpa and the Statue (play)
19. The Doctor of Literature (book chapter)
20. America, the Beautiful (song)
21. Portland Press Herald (newspaper)
22. The Cowardly Lion (book chapter)
23. The Weaving Contest (short story)
24. Old McDonald Had a Farm (song)
25. A Cellar and an Attic (poem)
26. Titanic (ship)
27. The Silver Chair (book)
28. The Thief of Baghdad (film)
29. Highlights for Children (magazine)
30. Langston Terrace (essay)
31. Money (book chapter)
32. The Dick Van Dyke Show (television series)
33. The Last Battle (book)
34. Miss Louisa and the Outlaws (play)
35. The Fun They Had (short story)

► **Writing Link** Write five sentences about your two favorite books and their most interesting chapters.

Lesson 80**Apostrophes**

Use an **apostrophe** and an *s* ('s) to form the possessive of a singular noun.

boy + 's = boy's

horse + 's = horse's

Use an apostrophe and an *s* ('s) to form the possessive of a plural noun that does not end in *s*.

children + 's = children's

sheep + 's = sheep's

Use an apostrophe alone to form the possessive of a plural noun that ends in *s*.

monkeys + ' = monkeys'

libraries + ' = libraries'

Do not use an apostrophe in a possessive pronoun.

His dad baked the cake.

Ours made the cookies.

Use an apostrophe to replace letters that have been omitted in a contraction.

there is = there's

cannot = can't

► **Exercise 1** Add apostrophes where needed. Write **C** if the sentence is correct.

- _____ Blackbeard's name is an infamous one in history.
- _____ 1. His real name was Edward Teach.
- _____ 2. Blackbeard commanded the *Queen Annes Revenge*.
- _____ 3. Blackbeards cruelty was legendary.
- _____ 4. His mens hearts were filled with fear of their captain.
- _____ 5. Theirs was a hard and dangerous life.
- _____ 6. Many books have been written about Blackbeard and other pirates.
- _____ 7. Some pirates treasures have never been found.
- _____ 8. Each pirate crew's code was to share treasure equally.
- _____ 9. Its not true that many pirates had to walk the plank.
- _____ 10. What's more likely is that many were marooned on islands.
- _____ 11. Sometimes women put on mens clothing and ran away to sea.

- _____ 12. Robert Louis Stevenson's book about pirates is called *Treasure Island*.
- _____ 13. Although a movie was made of the book, it cant compare to the book.
- _____ 14. It tells the tale of the pirates attempts to recover a treasure.
- _____ 15. In the book, a sea captains belongings include a treasure map.
- _____ 16. The map leads Captain Smollet and the members of his crew to Treasure Island.
- _____ 17. The name of the ships cook is Long John Silver.
- _____ 18. Silver's plan is to seize the treasure first.
- _____ 19. Hes foiled by Ben Gunn, who was marooned on the island three years earlier by Silver and his band of pirates.
- _____ 20. Scotlands most famous pirate was William Kidd.
- _____ 21. Captain Kidds death by hanging was a warning to other pirates.
- _____ 22. The pirate Grace O'Malley's name is famous in Ireland.
- _____ 23. Shes known for her love of the sea.
- _____ 24. One of Chinas most famous pirates was Koxinga.
- _____ 25. Koxingas father had been a pirate, too.
- _____ 26. His fathers death at the hands of the Manchus made Koxinga angry.
- _____ 27. He fought many battles against the Imperial Navys ships.
- _____ 28. The English pirate John Rackam's wife was the pirate Anne Bonny.

► **Writing Link** Write five sentences about a visit to the beach. What would you like to see and do? Use apostrophes where needed.

Lesson 81

Hyphens

Use a **hyphen** to show the division of a word at the end of a line. Always divide a word between syllables.

The Big Dipper is probably the most familiar of all the constellations.

Use a hyphen in compound numbers from twenty-one through ninety-nine.

Use a hyphen or hyphens in certain compound nouns. Check a dictionary.

father-in-law sisters-in-law

► **Exercise 1** Add hyphens where needed. Write **C** if the sentence needs no changes.

- C** He peeled twenty-three apples for the pies.
- _____ 1. I have thirty-five dollars to spend.
- _____ 2. Drew's great grandmother knows a lot of interesting stories.
- _____ 3. Gregorio's dad turns thirty five tomorrow.
- _____ 4. Jack Benny always said he was thirty nine.
- _____ 5. This company produces fifty-seven kinds of soup.
- _____ 6. The latitude of Chicago is forty two degrees.
- _____ 7. The mother of my sister's husband is my sister's mother-in law.
- _____ 8. Did you climb all ninety-one steps?
- _____ 9. The produce store has twenty seven kinds of vegetables.
- _____ 10. The piano has eighty eight keys.
- _____ 11. Jeanna has exactly seventy-three cents in her pocket.
- _____ 12. The speed limit on the highway is fifty five miles an hour.
- _____ 13. The woman over there is my sister in law.
- _____ 14. She lives in Boonetown; he lives thirty-three miles away.
- _____ 15. There are thirty eight desks in the room.
- _____ 16. She's never been more than seventy five miles from home.

Lesson 82**Abbreviations I**

Use the abbreviations *Mr.*, *Mrs.*, *Ms.*, and *Dr.* before a person's name. Abbreviate *Junior (Jr.)* and *Senior (Sr.)* after a person's name. Abbreviate professional or academic degrees that follow a person's name.

Ida Ames, **Ph.D.** (doctor of philosophy) Sid Poff, **M.F.A.** (master of fine arts)

Use all capital letters and no periods for abbreviations that are pronounced letter by letter or as words. Exceptions are U.S. and Washington, D.C. which do use periods.

FBI (Federal Bureau of Investigation) **ROM** (read-only memory)
PSAT (Preliminary Scholastic Aptitude Test)

Use the abbreviations **A.M.** (*ante meridiem*, "before noon") and **P.M.** (*post meridiem*, "after noon") for exact times. For dates use **B.C.** (before Christ) and, sometimes, **A.D.** (anno Domini, "in the year of the Lord," after Christ.)

10:25 A.M. **4:30 P.M.** **300 B.C.** **A.D. 50**

Abbreviate calendar items (days of the week, months of the year) only when they appear in charts and lists.

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.		
Jan.	Feb.	Mar.	Apr.	Aug.	Sept.	Oct.	Nov.	Dec.

► **Exercise 1** Complete each sentence with the abbreviation of the word or words in parentheses. Write *C* if no abbreviation should be used.

Samuel Smith **Jr.** is the principal's name. (Junior)

- _____ Alfredo will give you the information you need. (Mister)
- This piece of pottery dates back to 500 _____. (before Christ)
- _____ O'Malley is here to pick up his daughter. (Mister)
- Belinda is usually home at 6:15 _____ every day. (*post meridiem*)
- The tool dates from about _____ 618. (after Christ)
- _____, _____, and _____ are abbreviations for days of the week.
(Friday, Saturday, Sunday)
- Alma Romero will be here at 3:00 _____ to take over. (after noon)

8. Alicia and Cheryl have birthdays in _____. (February)
9. This article was written by Brad Frank of _____. (United Press International)
10. The date on the letter was _____ 28, 1996. (October)
11. _____ Benito prescribed medicine for Sarah's sore throat. (Doctor)
12. My hat carries the insignia of _____. (National Aeronautics and Space Administration)
13. Marla Todd, _____, is how my mom's name is written on her business cards. (doctor of philosophy)
14. In 44 _____ Julius Caesar was assassinated. (before Christ)
15. Promptly at 7:10 _____ the bus arrives. (*ante meridiem*)

► **Exercise 2** Write the abbreviation for each italicized word or phrase.

- | | |
|--|--|
| 1. <i>Mister Adams</i> _____ | 15. <i>Public Broadcasting Service</i> _____ |
| 2. <i>Wednesday</i> _____ | |
| 3. <i>Doctor DiFillipo</i> _____ | 16. <i>Barry Castwell, Master of Social Work</i> _____ |
| 4. 8:00 <i>ante meridiem</i> _____ | |
| 5. <i>December</i> _____ | 17. <i>Thursday</i> _____ |
| 6. 952 <i>after Christ</i> _____ | 18. <i>North Atlantic Treaty Organization</i> _____ |
| 7. <i>Food and Drug Administration</i> _____ | |
| | 19. <i>Tuesday</i> _____ |
| 8. 3:00 <i>post meridiem</i> _____ | 20. <i>American Medical Association</i> _____ |
| 9. 22 <i>before Christ</i> _____ | |
| 10. <i>Medical Doctor</i> _____ | 21. <i>Carl Cook Junior</i> _____ |
| 11. <i>Friday</i> _____ | 22. <i>Central Intelligence Agency</i> _____ |
| 12. <i>January</i> _____ | |
| 13. <i>November</i> _____ | 23. 11:00 <i>in the evening</i> _____ |
| 14. <i>Juan Lopez Senior</i> _____ | 24. <i>International Olympic Committee</i> _____ |

Lesson 83**Abbreviations II**

In charts, graphs, and tables abbreviate units of measure.

ounce(s) **oz.** pound(s) **lb.** yard(s) **yd.** mile(s) **mi.** gallon(s) **gal.**
 meter(s) **m** foot (feet) **ft.** inch(es) **in.** liter(s) **l** kilometer(s) **km**

On envelopes abbreviate the words that refer to street names.

Street **St.** Boulevard **Bld.** Avenue **Ave.** Road **Rd.** Court **Ct.**

On envelopes use Postal Service abbreviations for the names of states.

Massachusetts **MA** Oregon **OR** West Virginia **WV** Iowa **IA**
 Wisconsin **WI** Ohio **OH** Maine **ME** Nevada **NV**
 Mississippi **MS** Indiana **IN** New York **NY** Texas **TX**

► **Exercise 1** Rewrite the following addresses, using abbreviations as they would appear on envelopes.

Juan Lopez
 1557 Rochester Boulevard
 Boston, Massachusetts 13799

Susan Ming
 375 Fredericks Street
 Salem, Oregon 10227

Adrien Frank
 879 Meander Court
 Youngstown, Ohio 11337

► **Exercise 2** Using the form on the next page, rewrite the following chart, substituting abbreviations for the words in parentheses.

Approximate Equivalent Measurements

16 (ounces)	= 1 (pound)	= 453.6 (grams)
1 (gallon)	= 4 (quarts)	= 3.8 (liters)
12 (inches)	= 1 (foot)	= .3 (meter)
3 (feet)	= 1 (yard)	= .9 (meter)
5,280 (feet)	= 1 (mile)	= 1,609 (meter)
3,279 (feet)	= .62 (mile)	= 1 (kilometer)

Approximate Equivalent Measurements

16	= 1	= 453.6
1	= 4	= 3.8
12	= 1	= .3
3	= 1	= .9
5,280	= 1	= 1,609
3,279	= .62	= 1

► Exercise 3 Write the abbreviation for each italicized word.

3 pounds lb.

- 1. Galveston, *Texas* _____
- 2. Oak *Road* _____
- 3. Portland, *Maine* _____
- 4. Easy *Street* _____
- 5. 15 *miles* _____
- 6. 16 *yards* _____
- 7. Tuscon *Avenue* _____
- 8. 42 *inches* _____
- 9. Indianapolis, *Indiana* _____
- 10. Dayton, *Ohio* _____
- 11. 17 *liters* _____
- 12. Biloxi, *Mississippi* _____
- 13. 20 *kilometers* _____
- 14. Carson City, *Nevada* _____
- 15. Buffalo, *New York* _____

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

Lesson 84**Writing Numbers I**

In charts and tables always write numbers as figures. However, in sentences numbers are sometimes spelled out and sometimes written as numerals.

Spell out numbers that can be written in one or two words.

There are **twenty-two** days until my birthday.

Use numerals for numbers of more than two words.

I think the answer is **333**.

Spell out any number that begins a sentence, or reword the sentence.

Five thousand two hundred people watched the eclipse from the park.

Write a very large number as a numeral followed by *million* or *billion*.

The sun is about **93 million** miles from Earth.

► **Exercise 1** Write the correct form of the number in each sentence. Write *C* if the sentence is correct.

- | | |
|--|---|
| <p><u> thirteen </u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>Buffalo has won 13 games so far this year.</p> <p>1. Tickets to the game cost six dollars.</p> <p>2. The population of Avon is about four thousand.</p> <p>3. 14,000 people signed the petition.</p> <p>4. Last year the shelter found homes for six hundred eight cats.</p> <p>5. The blizzard dumped 4 feet of snow on our town.</p> <p>6. Light travels at about 186,000 miles per second.</p> <p>7. The planet Saturn is about 900 million miles from the sun.</p> <p>8. Crater Lake in Oregon is more than 1,950 feet deep.</p> <p>9. I've seen that movie 3 times.</p> <p>10. In 1990 this country imported about 2 million cars from Japan.</p> <p>11. The Grand Canyon is about one mile deep.</p> |
|--|---|

- _____ 12. Nevada is about 490 miles long from north to south.
- _____ 13. About five million people have seen this movie.
- _____ 14. The meeting room will hold 200 people.
- _____ 15. The Ohio River is about 981 miles long.

► **Exercise 2** Draw a line under the correct form.

(40, forty) minutes

1. (6, six) billion cats
2. (8, eight) cars
3. (20, twenty) inches
4. (642, six hundred forty-two) miles
5. (12, twelve) inches
6. (2, Two) bikes are parked there.
7. (3, three) million dollars
8. (81, eighty-one) feet high
9. (60, sixty) meters wide
10. (13, thirteen) years old
11. (20, twenty) minutes
12. (3, three) phone calls
13. (88,000, eighty-eight thousand) pounds
14. A yard is shorter than (1, one) meter.
15. Is the answer (15, fifteen) million or billion?

Lesson 85**Writing Numbers II**

If one number in a sentence must be written as a numeral, use all numerals, even though you might spell out one of the numbers if it appeared alone.

Jessica has **305** points, and Cleon has **300** points.

Spell out ordinal numbers (*first*, *second*, and so forth).

Alaina was first in line to buy tickets to the concert.

Use words for amounts of money that can be written in one or two words, for the approximate time of day, and for the time of day when A.M. or P.M. is not used.

ten cents **half past six** **a quarter past five** **two o'clock**

Use numerals for dates, for decimals, for house, apartment and room numbers, for street or avenue numbers, for telephone numbers, for page numbers, for percentages, for amounts of money involving both dollars and cents, to emphasize the exact time of day, or when A.M. or P.M. is used.

May 9, 1996 **20 percent** **\$45.75** **1:12 P.M.**

► **Exercise 1** Write the correct form of the number in each sentence. Write *C* if the sentence is correct.

- _____ **96** Central finished the game with ninety-six points, but South had 104 points.
- _____ 1. There will be a partial eclipse of the moon on May 15.
- _____ 2. The eclipse begins at 2:15 P.M.
- _____ 3. She was the 1st in her family to go to college.
- _____ 4. About forty-eight % of the students bring their lunches to school.
- _____ 5. This slice of bread has 120 calories; that one has sixty.
- _____ 6. I think she lives at 20 St. James Place.
- _____ 7. My grandmother lives in Apartment twenty-one.
- _____ 8. He dropped his books for the second time that day.
- _____ 9. The telephone number of the planetarium is 787-2112.
- _____ 10. Did you do the 3rd problem yet?

- _____ 11. Mom got home at around 6 o'clock.
- _____ 12. Alabama has 53 miles of coastline; Florida has 770.
- _____ 13. Please open your book to page fifty-three.
- _____ 14. When it's ten o'clock in Ohio, it's seven o'clock in California.
- _____ 15. I've seen that movie three times.
- _____ 16. Twenty-five percent of all our customers are under sixteen years old.
- _____ 17. Can you lend me 45 cents until tomorrow?
- _____ 18. Supper is at five-twenty-five P.M. sharp.
- _____ 19. Last night we had spaghetti for the 3rd time this week.
- _____ 20. Send your postcards to thirty-three Exchange St.
- _____ 21. Massachusetts entered the Union on February 6, 1788.
- _____ 22. Delaware was the 1st state to enter the Union.
- _____ 23. People began writing in about four thousand B.C.
- _____ 24. In A.D. one there were about 200 million people in the world.
- _____ 25. Is fifteen miles longer than 15 kilometers?
- _____ 26. This is the sixth episode of the show that I've seen.
- _____ 27. Is it 8 o'clock already?
- _____ 28. We are 100% ready.
- _____ 29. The movie starts at 6:20 P.M. and ends at eight o'clock.
- _____ 30. Confucius lived around 500 B.C.



Unit 12 Review

► **Exercise 1** Add punctuation marks where needed. Underline words or phrases that should be in italics.

Terri, you're in charge of refreshments for our next meeting.

1. Usually on Saturday nights my family eats at a restaurant goes to a movie or plays a board game at home
2. For the first time in his life he went to Disneyland
3. No he wasn't a bit afraid of the roller coaster
4. Terry wore a green-striped shirt and Jerry wore a polka-dotted one
5. The Childrens Hour is popular on our local cable channel
6. Get out of the way! yelled Jeff
7. December 1 1968 is Aunt Barbie's birthday
8. What an exciting movie
9. Gerald moved to Indianapolis Indiana just before school started
10. The grand total of Lias savings was twenty seven cents.
11. My oldest sister graduated on June 9 1995 and her title is now Jean Stewart M D
12. On New Years Eve I resolved the following get plenty of sleep exercise daily and eat nothing but chocolate for the rest of the day
13. I planned to get up at 600 A M I arose at seven
14. Mary asked Where are you going
15. Tranh's favorite movie is Angels in the Outfield
16. Alisha your mother is here to take you home
17. Why couldn't the coin's inscription be 4 B C
18. Mr Cline works at NASA as an engineer

Cumulative Review: Units 1–12

► Exercise 1 Draw a line under the correct word in parentheses.

I gave my sketches (to, two) Akira.

1. (Their, They're) flying to Canada next week.
2. We had (all ready, already) finished the homework.
3. Gene has (two, too) pet turtles.
4. I (accept, except) your apology.
5. Let's toast the marshmallows and (than, then) play cricket.
6. The problem is this (loose, lose) wire.
7. Put the bike (in, into) the garage.
8. (Its, It's) a shame that you missed the parade.
9. Karen went to (lay, lie) down.
10. I bought a tape that teaches Spanish because I like to (learn, teach) other languages.
11. Will you (let, leave) me go horseback riding with Steve?
12. Sophie was bobbing up and down (in, into) the pool.
13. (Beside, Besides) math, I enjoy band and science.
14. If I have to (choose, chose) the dog's name, it's going to be "Arfie."
15. Gail is (all ready, already) for the recital.
16. (Lay, Lie) the bottle of sunscreen on the beach.
17. Everyone in our family (accept, except) Alex had a cold last weekend.
18. A lilac bush grows (between, among) the house and the garage.
19. The sad-eyed puppy licked (its, it's) paw.
20. (Sit, Set) the box on top of the washer.

► **Exercise 2** Draw a line under each prepositional phrase and write whether it is used as an adjective (*adj.*) or adverb. (*adv.*). Insert a comma if the sentence requires it.

- _____ **adv.** From the doorway I heard the phone ringing.
- _____ 1. After the movie we went to Burger Heaven.
- _____ 2. The newfallen snow glittered in the moonlight.
- _____ 3. The choir is singing at the mall.
- _____ 4. The song of whales is beautiful.
- _____ 5. The bay was filled with smog.
- _____ 6. Because of the storm we stayed inside.
- _____ 7. The sunset leaked gold accents across the deep purple sky.
- _____ 8. The car emerged from the garage.
- _____ 9. The lightning crashed into the tree.
- _____ 10. The dog from next door followed me home.
- _____ 11. The breeze carried Camilla's voice across the lake.
- _____ 12. Melisa left the room before the bell.
- _____ 13. Carol, write a poem about our town.
- _____ 14. Do you see the colorful oriole in that big tree?
- _____ 15. East of town the circus will be held.
- _____ 16. The echoes of a faraway bell spread across the remote valley.
- _____ 17. The baby birds were chirping inside of their nest.
- _____ 18. The toddler spilled lemonade on Jenifer's new slacks.
- _____ 19. Bart splashed the cool water against his face.
- _____ 20. Does anyone know why Victor is flying to Texas?
- _____ 21. I want the chair next to Gloria.
- _____ 22. The teapot with the broken lid was never used.
- _____ 23. After the rehearsal on Wednesday the director felt discouraged.
- _____ 24. Across the street rolled the empty wagon.
- _____ 25. The lion cub tumbled down the hill.

► Exercise 3 Place the correct punctuation mark after each sentence.

What do you think of my haircut?

1. We did it
2. Where did you put my eyeshadow
3. I left my bike under the shade tree
4. Madras is coming
5. Mr. Dubois is ready to judge the Science Fair
6. Gary, what did you do with my history book
7. Close the refrigerator door
8. Who ate all the fudge
9. I want to write like Roald Dahl
10. My parents decided to unplug the TV for one whole week
11. Did Tio Jorge call
12. Let Daniel come with us to Garcy Park to play baseball
13. Is that story about a Trojan horse based on fact
14. Henny Penny warned, "The sky is falling"
15. Get out of there fast
16. How can you not like that band
17. I've already read that book
18. The hamster got out
19. My bike needs new tires and a paint job
20. Eat healthful foods, and get plenty of exercise
21. The sailor in the crow's nest shouted, "Land ahoy"
22. The kindergartners listened closely to Carlene's story
23. Was first prize a computer
24. Tom added a Ted Williams card to his baseball card collection
25. First, line up in alphabetic order



Vocabulary and Spelling



Unit 13: Vocabulary and Spelling

Lesson 86

Building Vocabulary: Learning from Context

Context clues are words and sentences around an unfamiliar word that explain its meaning. Three types of context clues are definition, example, and general context. The definition, or meaning, of the unfamiliar word may be given in the sentence. Clue words such as *that is*, *in other words*, or *which means* tell you that a definition is following. Sometimes examples are given to explain an unfamiliar word. The clue words *like*, *for example*, *including*, or *such as* often come before an example. If there are no special clue words in the sentence, you can use the general context. That is, you can use the details in the words or sentences around the new word to determine its meaning.

Darla is a philatelist, *which means* that she collects stamps. (The clue words *which means* tell you that the word *philatelist* means “stamp collector.”)

Bovines, *including* domestic cattle and the American bison, are an important source of food for many cultures. (The word *including* introduces examples of bovines. From the examples you can guess that bovines are members of the cattle family.)

Armand took the rough stones to a lapidary. She was going to cut, grind, and polish the stones so that they could be set in silver bracelets. (The general context tells you that a lapidary has something to do with making jewelry. A lapidary is a person who works with gemstones.)

► Exercise 1 Write in the blank the meaning of the word in italics.

Arnold is good at *ciphering*, which is an old way of saying he is good at math.
using numbers as in math

1. Wolves are *carnivores*, which means they are meat eaters. _____
2. Fina owns several large *implements* such as a tractor, a combine, and a baler.

3. Ms. Chien praised our *deportment*, or in other words, our behavior.

4. Jerry's father filled the spaces between the tiles with *grout*, that is, thin finishing plaster.

5. *Primates*, such as apes and humans, usually have well-developed brains.

6. The motel offered many *amenities*, such as a pool and free soda.

7. Marla grew up in a *parsonage*, that is, a minister's home.

8. The sisters cleaned the vacant lot *gratis*; in other words, they were not paid.

9. We just finished a unit on famous *edifices*, such as cathedrals and skyscrapers.

10. Jingdan is quite *meticulous*; that is, she pays attention to every detail.

11. Marco played several *percussion instruments*, including snare drum, tympani, and xylophone. _____
12. Chicago hosted a convention of *numismatists*, who are people who collect coins.

13. The crowd *guffawed*; in other words, they laughed loudly.

14. A good chef uses many *herbs*, such as basil and garlic.

15. Mr. Ramirez has sports *memorabilia* such as his ticket stub from the 1956 World Series.

16. The picnic grounds were very *tranquil*. No traffic noise interrupted us. The wind was calm. Even the birds were quiet. _____

Lesson 87**Building Vocabulary: Prefixes**

A **prefix** is a word part that is added to the beginning of a word and changes its meaning. An understanding of prefixes and their meanings will help you learn new words.

The king was dethroned. (The prefix *de-* means “remove from” or “reduce”; therefore, the king was removed from his throne.)

PREFIX	MEANING	EXAMPLE	MEANING
<i>in-</i>	not	indirect	not direct
<i>non-</i>	without	nonstop	without stopping
	not	nonsalable	unable to be sold
<i>un-</i>	opposite of, not	unclean	not clean
	to reverse	untie	to loosen
<i>pre-</i>	before	prepay	to pay in advance
<i>de-</i>	remove from	dethrone	remove from the throne
	reduce	degrade	to make lower
<i>dis-</i>	opposite of, not	disagree	not agree

► **Exercise 1** Underline the prefix of each word. Using the meaning of the prefix, write in the blank the meaning of the word. Use a dictionary if you are uncertain of the meaning.

<u>pre</u> select	<u>to select in advance</u>		
1. devalue	_____	11. nonsense	_____
2. disassemble	_____	12. preheat	_____
3. unfit	_____	13. deactivate	_____
4. preview	_____	14. undo	_____
5. inactive	_____		_____
6. nonverbal	_____	15. discourage	_____
7. defrost	_____	16. insensitive	_____
8. unfold	_____	17. disadvantage	_____
	_____	18. nonskid	_____
9. prewar	_____	19. involuntary	_____
10. disbud	_____	20. prejudice	_____

► **Exercise 2** Write in the blank a word with a prefix that means the same as the words in parentheses.

Achim was chosen to preview the new movie. (view in advance)

1. His actions were very _____. (not kind)
2. Mara's homework was _____. (not complete)
3. When playing this card game, after each turn you must _____. (remove a card from your hand)
4. Harold completed the job in one _____ session. (without stopping)
5. Does your mother always _____ the books that you read? (approve in advance)
6. Juan helped Teresa _____ the refrigerator. (remove the frost)
7. Detectives often travel in _____ cars. (no markings)
8. The man used _____ quotations in his speech. (not direct)
9. We agree to _____. (not agree)
10. The sauce was made with _____ milk. (fat removed)
11. Mr. Alvarez was very thin during his _____ years. (before teenage)
12. Passengers may _____ at gate forty-two. (remove themselves from the airplane)
13. The items at the bake sale were _____. (not priced)
14. The puppy was a victim of _____ treatment. (not humane)
15. The chilly wind added to his _____. (lack of comfort).

► **Writing Link** Write a paragraph about a relaxing Saturday afternoon. Use at least three words with prefixes and underline them.

Lesson 88**Building Vocabulary: Suffixes**

A **suffix** is a word part that is added to the end of a word and changes its part of speech and its meaning. Adding the suffix *-er* to *read* (a verb) makes *reader* (a noun). Adding *-less* to *face* (a noun) makes *faceless* (an adjective).

SUFFIX	MEANING	EXAMPLE	MEANING
<i>-er</i>	one who that which	baker dicer	one who bakes a device that chops or dices vegetables
<i>-or</i>	more	stronger	more strong
<i>-ist</i>	one who	debtor	one who owes a debt
<i>-less</i>	without	clarinetist	one who plays a clarinet
<i>-able</i>	without can be having the quality of	changeless washable valuable	without change can be washed having value
<i>-ible</i>	can be having the quality of	deductible sensible	can be deducted having sense
<i>-ness</i>	quality of state of being	gentleness greatness	quality of being gentle state of being great

► **Exercise 1** Write the word that is formed by adding the given suffix to each word. Then write a basic meaning of the new word. Be careful to check the spelling of the new word.

win + <i>-er</i>	winner	one who wins
1. fault + <i>-less</i>	_____	_____
2. advise + <i>-or</i>	_____	_____
3. make + <i>-er</i>	_____	_____
4. like + <i>-able</i>	_____	_____
5. piano + <i>-ist</i>	_____	_____
6. ready + <i>-ness</i>	_____	_____
7. kind + <i>-ness</i>	_____	_____

Name _____ Class _____ Date _____

8. freeze + *-er* _____
9. depend + *-able* _____
10. terror + *-ible* _____
11. weak + *-er* _____
12. mow + *-er* _____
13. match + *-less* _____
14. admire + *-able* _____
15. good + *-ness* _____
16. resist + *-ible* _____
17. defense + *-ible* _____
18. aware + *-ness* _____
19. grant + *-or* _____
20. type + *-ist* _____
21. wrestle + *-er* _____
22. laugh + *-able* _____
23. sure + *-er* _____
24. calm + *-ness* _____
25. force + *-ible* _____
26. burn + *-er* _____
27. thin + *-er* _____
28. cycle + *-ist* _____
29. ill + *-ness* _____
30. honor + *-able* _____
31. write + *-er* _____
32. fast + *-er* _____
33. damp + *-ness* _____
34. sleep + *-less* _____
35. teach + *-er* _____

Lesson 89**Synonyms and Antonyms**

Synonyms are words that have similar meanings. Knowing synonyms can help you understand new words. Some dictionaries list synonyms with the definition of a word. A thesaurus is a special dictionary that lists all synonyms. Because each synonym has a slightly different meaning, choosing the right one can help you say exactly what you mean.

The cat **sprang** at the ball of yarn. (Substituting a synonym such as *jumped* or *leaped* could help in understanding the unfamiliar word *sprang*.)

The man **walked** to the store. (*Ambled* and *trudged* are synonyms for *walked*. Using one of these synonyms would give a slightly different meaning to the sentence.)

Antonyms are words that have opposite or nearly opposite meanings. Knowing antonyms can also help you understand unfamiliar words. Common ones are *hot-cold*, *large-small*, and *love-hate*. Many antonyms can be formed by adding a prefix meaning *not*. Adding *un-* to *bending* makes *unbending*, the antonym to *bending*.

► **Exercise 1** Circle the best synonym for each italicized word. Use a dictionary if necessary.

Maria enjoyed the *placid* atmosphere of the library.

plastic quiet studious stressed

- The band has an *immense* following.
large intense crude silly
- Francisco *pleaded* with his mother for a new skateboard.
pulled argued asked begged
- If you want to *acquire* fame, do something better than anyone else.
buy get know allow
- Most birds go to roost at *dusk*.
bedtime night twilight afternoon
- Alan took good care of his *molars*.
clippers binoculars moles teeth
- Rabbits shed their *coats* four times a year.
jackets skin fur nails

7. Micah went shopping for sports *apparel*.
clothing equipment cards item
8. At the end of the race, Ke Min was *exhausted*.
happy upset tired last
9. Kim was proud of her *raven* hair.
brown blonde black red
10. Yoshin loved the *scent* of roses.
price beauty smell color
11. Renee has great *affection* for Pedro.
falsehood dislike candy love
12. I witnessed his *solemn* vow.
sad serious fame silent
13. The *mariner* prized his blue parrot.
seaman cook preacher master
14. How will you *conclude* that story for English class?
end produce copy write
15. Grandpa spent his entire life in *agronomy*.
pain teasing farming astronomy

► **Exercise 2** Write an antonym for each word by adding the proper prefix. Use a dictionary to check meaning and spelling.

happy unhappy

- | | | | |
|-------------|-------|---------------|-------|
| 1. appear | _____ | 11. compress | _____ |
| 2. direct | _____ | 12. infect | _____ |
| 3. complete | _____ | 13. support | _____ |
| 4. true | _____ | 14. dress | _____ |
| 5. sense | _____ | 15. pack | _____ |
| 6. equal | _____ | 16. mount | _____ |
| 7. own | _____ | 17. activate | _____ |
| 8. root | _____ | 18. essential | _____ |
| 9. hook | _____ | 19. place | _____ |
| 10. join | _____ | 20. welcome | _____ |

Lesson 90**Homonyms**

Homonyms are words that sound alike but have different meanings. Homonyms may have the same spelling or different spellings. Those that have different spellings can be tricky when writing. Be careful to choose the correct word for the meaning you want to use.

HOMONYM	MEANING
here	this place
hear	listen
through	in one side, out the opposite
threw	tossed
its	belonging to it
it's	contraction for <i>it is</i> or <i>it has</i>
to	in the direction of
too	also, in addition to
two	the number
principal	one in charge of a school
principle	a rule, guideline, or law
their	belonging to them
there	in that place
they're	contraction for <i>they are</i>
your	belonging to you
you're	contraction for <i>you are</i>

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

Katya wrote a letter (while, wile) Lu Chan talked on the phone.

1. The (knight, night) wore shining armor.
2. Mrs. Chin (new, knew) that yesterday was my birthday.
3. I had eight (right, write, rite) answers out of ten.
4. Jason (through, threw) his jacket on the couch.
5. A blue jay perched on the lowest (bough, bow) of the tree.
6. Who will be the first to (break, brake) the piñata?
7. The tomato vines were tied to wooden (steaks, stakes).
8. Would you like a (peace, piece) of pie?

9. The man wore (wholly, holey, holy) gloves.
10. When (your, you're) all alone, the sound of the wind is frightening.
11. Aggie couldn't wait to (hear, here) the results of the election.
12. Billy and An-Li lost (there, their) homework.
13. (Its, It's) a wonderful story.
14. My brother likes going (too, to, two) the fair.
15. The contest was guided by the (principles, principals) of fair play.
16. (Who's, Whose) notebook is on the floor?
17. How many times does the (tied, tide) rise each day?
18. Carlos sanded his bicycle frame to the (bear, bare) metal.
19. Did Consuelo (tare, tear) her sleeve?
20. The wild (boar, bore) is a dangerous animal.
21. The storm delayed her departure for an (our, hour).
22. The cabin was located on a (hi, high) mountain.
23. The (cent, scent) reminded me of the woods.
24. Is that the (sight, site, cite) of the new mall?
25. Will Myra's apology (lesson, lessen) Merle's pain?
26. This discussion makes no (scents, cents, sense).
27. My quarter rolled off the curb and through the sewer (great, grate).
28. Does the fireplace need more (would, wood)?
29. Beethoven was (borne, born) on December 16, 1770.
30. I put a (pear, pair) in my backpack for a snack.

► **Writing Link** Write two or more sentences with homonym pairs.

Lesson 91**Basic Spelling Rules I****SUFFIXES AND THE SILENT E**

When adding a suffix that begins with a consonant to a word that ends with a silent *e*, keep the *e*. When adding a suffix that begins with *a* or *o* to a word that ends with *ce* or *ge*, keep the *e*. When adding a suffix that begins with a vowel to a word that ends in *ee* or *oe*, keep the *e*.

love + *-ly* = lovely knowledge + *-able* = knowledgeable
canoe + *-ing* = canoeing

When adding *-ly* to a word that ends with an *l* plus a silent *e*, drop the *e*.

When adding a suffix that begins with a vowel or *y* to a word that ends with a silent *e*, usually drop the *e*.

terrible + *-ly* = terribly shine + *-ing* = shining nose + *-y* = nosy

SUFFIXES AND THE FINAL Y

When a word ends in a consonant + *y*, change the *y* to *i*. When the suffix begins with an *i*, do not change the *y* to *i*. When a word ends in a vowel + *y*, keep the *y*.

fry + *-ed* = fried cry + *-ing* = crying relay + *-ed* = relayed

SPELLING IE AND EI

Put *i* before *e* except after *c* and when sounded like *a*, as in *neighbor* and *weigh*. Some exceptions to this rule are *height*, *seize*, *leisure*, *either*, *efficient*.

belief deceive eight

► **Exercise 1** Write the word that is formed when the suffix given is added to each word.

- | | | |
|---------------------------|--------------|---------------------------|
| try + <i>-ed</i> | <u>tried</u> | |
| 1. try + <i>-ing</i> | _____ | 8. awe + <i>-some</i> |
| 2. admire + <i>-able</i> | _____ | 9. probable + <i>-ly</i> |
| 3. home + <i>-ly</i> | _____ | 10. manage + <i>-able</i> |
| 4. cry + <i>-ed</i> | _____ | 11. muddy + <i>-ing</i> |
| 5. state + <i>-ment</i> | _____ | 12. fry + <i>-ing</i> |
| 6. foresee + <i>-able</i> | _____ | 13. like + <i>-ness</i> |
| 7. annoy + <i>-ing</i> | _____ | 14. gentle + <i>-ly</i> |

- | | |
|---------------------------------|--------------------------------|
| 15. change + <i>-able</i> _____ | 18. mercy + <i>-ful</i> _____ |
| 16. play + <i>-ful</i> _____ | 19. craze + <i>-y</i> _____ |
| 17. shoe + <i>-ing</i> _____ | 20. merry + <i>-ment</i> _____ |

► **Exercise 2** Write the word in the blank that is formed by adding *ei* or *ie* to the incomplete word in each sentence.

- _____ **lei** _____ The Hawaiians gave me a necklace of flowers called a l____.
- _____ 1. Ms. Kang will not stray from her bel____f.
- _____ 2. Wally did not bring his rec____pt with him.
- _____ 3. The v____n of ore ran for nearly three miles.
- _____ 4. How could anyone conc____ve of such a thing?
- _____ 5. Dowana worked hard to ach____ve honor-roll status.
- _____ 6. In the distance, we heard the whistle of a fr____ght train.
- _____ 7. Mr. Suzuki was appointed ch____f of staff.
- _____ 8. Father O'Brien had been a parish pr____st for forty years.
- _____ 9. Mario had ____ght years of piano lessons.
- _____ 10. Duke learned to retr____ve a stick in only three days.
- _____ 11. Is Pam well enough to rec____ve visitors?
- _____ 12. Our sunflowers grew to a h____ght of eleven feet.
- _____ 13. I read ____ght books this month.
- _____ 14. Sue's brother is conc____ted.
- _____ 15. How long did Alice gr____ve after Alejandra moved to Texas?
- _____ 16. What color shall we paint the c____ling?
- _____ 17. What kind of lace did Jana choose for her v____l?
- _____ 18. Be careful that his promises contain no dec____t.
- _____ 19. We went for a sl____gh ride.
- _____ 20. Athletes must maintain a certain w____ght.

Lesson 92**Basic Spelling Rules II**

When a word ends in a single consonant following one vowel, double the final consonant if the word is one syllable. Also double the final consonant if the last syllable of the word is accented and the accent stays there after the suffix is added.

sit + *-ing* = sitting slap + *-ed* = slapped sad + *-er* = sadder
refer + *-ed* = referred occur + *-ence* = occurrence deter + *-ing* = deterring

Do not double the final consonant if the suffix begins with a consonant, if the accent is not on the last syllable, or if the accent moves when the suffix is added.

hurt + *-ful* = hurtful pain + *-less* = painless great + *-ly* = greatly
envelop + *-ed* = enveloped govern + *-ing* = governing motor + *-ize* = motorize
refer + *-ence* = reference confer + *-ence* = conference

Do not double the final consonant if two vowels come before the final consonant or if the word ends in two consonants.

drain + *-ed* = drained moan + *-ing* = moaning keep + *-ing* = keeping
start + *-er* = starter belong + *-ing* = belonging apart + *-ment* = apartment

When adding *-ly* to a word that ends in *ll*, drop one *l*.

dull + *-ly* = dully full + *-ly* = fully

When forming compound words, keep the original spelling of both words.

soap + box = soapbox fly + wheel = flywheel back + pack = backpack

► **Exercise 1** Write the word that is formed when the suffix given is added to each word.

- | | | |
|-------------------------|----------------|--------------------------|
| fan + <i>-ing</i> | <u>fanning</u> | |
| 1. pat + <i>-ed</i> | _____ | 8. confer + <i>-ence</i> |
| 2. expel + <i>-ing</i> | _____ | 9. glad + <i>-est</i> |
| 3. full + <i>-ly</i> | _____ | 10. main + <i>-ly</i> |
| 4. rain + <i>-ing</i> | _____ | 11. equip + <i>-ed</i> |
| 5. admit + <i>-ance</i> | _____ | 12. sharp + <i>-ly</i> |
| 6. shut + <i>-er</i> | _____ | 13. layer + <i>-ing</i> |
| 7. civil + <i>-ize</i> | _____ | 14. pad + <i>-ing</i> |

15. rebel + *-ed* _____ 18. tip + *-ing* _____
 16. loan + *-ed* _____ 19. smart + *-est* _____
 17. plant + *-ed* _____ 20. begin + *-er* _____

► **Exercise 2** Write the compound word formed from the words in parentheses. If the sentence is correct, write *C* in the blank.

screwdriver

Please hand me the smallest (screw driver).

- _____ 1. What did you use for a (steering wheel) on your go-cart?
 _____ 2. Micah does his studying in his (bed room).
 _____ 3. Marisha is proud of her (table manners).
 _____ 4. Yesterday, our class was a (bee hive) of activity.
 _____ 5. With a huge leap, Katarina caught the (line drive).
 _____ 6. Does your mother hire a (book keeper)?
 _____ 7. No one in our class has ever experienced an (earth quake).
 _____ 8. Mr. Sanchez wore gray (dress pants) with his blue blazer.
 _____ 9. Achim finished the test before (any body) else.
 _____ 10. Did you remember to bring your (fishing pole)?
 _____ 11. How many hours did the (snow storm) last?
 _____ 12. Do you think Mimi would like a (jewelry box) for her birthday?
 _____ 13. I know that book is (some where) in this room.
 _____ 14. Ms. Yedon has the most beautiful (flower garden) in the neighborhood.
 _____ 15. My favorite part of the meal was the (straw berry) and banana dessert.
 _____ 16. Please bring some (light bulbs) when you come home.
 _____ 17. Elijah has a new (sport coat) to wear to the program.
 _____ 18. Dad purchased our new television directly from the (ware house).
 _____ 19. Our (bird feeder) needs to be refilled.
 _____ 20. I was scared when the stone flew against the (wind shield).

Lesson 93**Basic Spelling Rules III**

Many English words form plurals by specific rules.

If the noun ends in *s*, *ch*, *sh*, *x*, or *z* (including proper names), add *-es*.

grass, grasses catch, catches fox, foxes Lopez, Lopezes

If the noun ends in a consonant + *y*, change the *y* to *i* and add *-es*.

carry, carries mercy, mercies puppy, puppies

If the noun ends in *o* or a vowel + *y*, add *-s*.

rodeo, rodeos piano, pianos key, keys boy, boys
Exceptions: potato, potatoes echo, echoes

If the noun ends in *f* or *ff*, add *-s*.

beef, beefs clef, clefs cuff, cuffs
Exceptions: sheaf, sheaves loaf, loaves (change *f* to *v* and add *-es*)

If the noun ends in *lf* or *fe*, change the *f* to *v* and add *-es*.

calf, calves shelf, shelves life, lives

One-word compound nouns follow the general rules for plurals. For compound nouns of more than one word or hyphenated words, make the most important word plural.

grandmother, grandmothers lady-in-waiting, ladies-in-waiting
ice cream, ice creams chief of staff, chiefs of staff

Some nouns have irregular plurals and follow no rules.

man, men foot, feet child, children

Some nouns do not change spelling for the plural.

deer, deer sheep, sheep series, series

► **Exercise 1, Write the correct plural form of each word.**

- | | | | |
|------------|---|------------|---|
| watch | <u> watches </u> | | |
| 1. dress | <u> </u> | 3. factory | <u> </u> |
| 2. Aldrich | <u> </u> | 4. goof | <u> </u> |

Name _____ Class _____ Date _____

- | | | | |
|-----------------------|-------|-------------------|-------|
| 5. joy | _____ | 23. stress | _____ |
| 6. broomstick | _____ | 24. toy | _____ |
| 7. loaf | _____ | 25. Jones | _____ |
| 8. glass | _____ | 26. buzz | _____ |
| 9. box | _____ | 27. latch | _____ |
| 10. wish | _____ | 28. moose | _____ |
| 11. editor in chief | _____ | 29. mother-in-law | _____ |
| 12. Truax | _____ | 30. dish | _____ |
| 13. folly | _____ | 31. kangaroo | _____ |
| 14. crutch | _____ | 32. berry | _____ |
| 15. woman | _____ | 33. Martinez | _____ |
| 16. beach | _____ | 34. wedding ring | _____ |
| 17. McCandlish | _____ | 35. cuff | _____ |
| 18. proof | _____ | 36. mouse | _____ |
| 19. knife | _____ | 37. wife | _____ |
| 20. fifty | _____ | 38. handkerchief | _____ |
| 21. secretary-general | _____ | 39. stereo | _____ |
| 22. echo | _____ | 40. half | _____ |

► **Writing Link** Write a paragraph about a group of people. Use at least four plural words.

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

Lesson 94**Often Misspelled Words**

Some words do not follow basic spelling rules. This can make them hard to spell. One way to learn how to spell difficult words is to make a personal word list. List the words that you find especially difficult or that you often misspell.

Study the correct spellings. Use these words in your writing to remember how to spell them.

► Exercise 1 Underline the word in parentheses that is spelled correctly.

Brad could become a famous (athelete, athlete) someday.

1. Julia will (recommend, reccommend) a song for the celebration.
2. The Mayfield Middle School soccer team (garantees, guarantees) a victory in tomorrow's game.
3. Our school (chior, choir) practices three times a week.
4. Tanya found it difficult to choose a video because the store had such a wide (variety, vareity).
5. Steve and Jose ate lunch in the (cafiteria, cafeteria).
6. We are waiting for the committee to announce (definite, defanite) plans.
7. Mrs. Kwan introduced her (niece, neice) to the class.
8. Have you filled out your (skedule, schedule) for next semester yet?
9. Margaret painted a picture of a (beatiful, beautiful) sunset while on vacation in South Carolina.
10. The well-known scientist gave us a tour of her (labertory, laboratory).
11. Mom was (truely, truly) pleased with the birthday present.
12. Randy had several books to return to the (libary, library).
13. I hope Billy doesn't do anything to (embarass, embarrass) me.
14. Katrina is going to read her (original, orignal) story to us.
15. The festival will begin at twelve o'clock (Wednesday, Wenesday).
16. Todd's (abcense, absence) made it impossible for us to rehearse the play.

17. According to the weather forecaster, it will (probably, probabably) rain tomorrow.
18. The entire family is going to Little Rock to see Uncle Luigi, who will be (fourty, forty) years old this Saturday.
19. Jake saw a (humorous, humorous) program on television.
20. Rachel and Joan have (similar, simaler) taste in clothing.

► **Exercise 2** Complete each word by filling in the missing letters.

accident a l ly (happening by accident)

1. traff _____ (movement of cars along a road)
2. de _____ end (to go from a higher place to a lower one)
3. rest _____ rant (a place where people eat)
4. us _____ lly (most of the time)
5. for _____ gn (outside one's own country)
6. ne _____ e _____ sary (needed; required)
7. perm _____ n _____ nt (lasting; without change)
8. gramm _____ r (the study of words and sentences)
9. advi _____ r (a person who gives information or recommendations)
10. n _____ ghborhood (the area in which one lives)
11. jew _____ ry (rings, bracelets, necklaces)
12. li _____ en _____ e (a permit to do something)
13. bus _____ n _____ ss (a company or type of work)
14. immed _____ te (right away; now)
15. h _____ ght (the distance from the bottom to the top of something)
16. te _____ nology (new knowledge or a new way of doing something)
17. rec _____ nize (to know or be familiar with)
18. sep _____ r _____ te (distinct; apart)
19. ball _____ (a classical dance)
20. gove _____ ment (an organization formed to run a country)

Lesson 95**Easily Confused Words**

Some words are often confused because they sound similar, even though they have different spellings and meanings.

desert, dessert When the accent is on the first syllable, *desert* means “a dry, barren region.” When the accent is on the second syllable, *desert* means “to abandon.”

Dessert is a sweet course served at the end of a meal.

lessen, lesson *Lessen* means “to shrink in size or degree.” *Lesson* means “something to learn.”

passed, past *Passed* means “to have moved on or ahead.” *Past* means “time gone by” or “existed earlier.”

quiet, quite *Quiet* means “little or no sound.” *Quite* means “wholly, completely.”

weather, whether *Weather* means “the daily conditions of temperature, moisture, wind, and so on.” *Whether* is a conjunction often used in indirect quotations.

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

The doctor advised Mr. Wilson to (lessen, lesson) his intake of fat.

1. Jim’s cousins offered to show him (their, there) secret clubhouse.
2. Tina finished reading that story in one (hour, our).
3. Mom likes to drink English breakfast (tea, tee).
4. Louis cannot decide (weather, whether) to practice baseball or soccer.
5. Kim’s kite sailed (higher, hire) into the air than Bill’s kite.
6. Once the assembly began, everyone grew (quiet, quite).
7. Uncle Simon took pictures of his trip through the (desert, dessert).
8. Ling said the movie was so dull that he couldn’t (bare, bear) to watch it.
9. This book is about a poor girl who becomes (air, heir) to a fortune.
10. Calid (passed, past) Mr. Sokol on his way home from school.

11. Dad refused to let Tommy (peak, peek) at his birthday gifts before the party.
12. Mrs. Jenkins and her husband cooked (stake, steak) for the winners of the spelling bee.
13. Sara will (right, write) a letter to her friend after dinner.
14. Jean was (holy, wholly) surprised when she won the contest.
15. Dividing fractions was today's math (lessen, lesson).
16. Poloma ate the last (peace, piece) of blueberry pie.
17. Don't forget to bring (your, you're) camera.
18. My cat might (brake, break) that vase if I leave it on the windowsill.
19. Ramon (blew, blue) the trumpet, but no sound came out.
20. Jermaine saw several (dear, deer) in the park yesterday.
21. Grandmother (cent, sent) each of us a beautiful sweater.
22. Anne (wood, would) like to learn how to dance.
23. Larry bought a new computer game because it was on (sail, sale).
24. The bright sun cast (it's, its) rays across the meadow.
25. The Watsons are planning a vacation by the (sea, see).
26. What kind of ice cream do you want for (desert, dessert)?
27. The speaker began by stating her (main, mane) purpose.
28. Kendra borrowed (for, four) videotapes from Roger.
29. David went to the store to buy (meat, meet) and potatoes.
30. Belinda likes to (read, reed) historical novels.
31. Of all the people who live on our street, Ms. Romanoff receives the most (mail, male).
32. The gemstones we discovered in the treasure chest were (real, reel).
33. That comedian is very entertaining; he could never be a (boar, bore).
34. Kyle was extremely (soar, sore) after the hockey game.
35. Aunt Rita is in the kitchen making (moor, more) popcorn.

Lesson 96**Review: Building Vocabulary**

► **Exercise 1** Write the definition of the word in italics. If there are clue words, circle them.

The cooler's *buoyancy*, that is, its ability to float, saved the man from drowning.

ability to float

1. Jim works in a *haberdashery*. He sells men's shirts, socks, belts, and other accessories.

2. The pine tree is a *conifer*— that is, it bears cones.

3. Roses are *perennials*, which means that they live for many years.

4. The loser created a *spectacle*. He pouted, stamped his feet, and slammed his hat on the ground. _____
5. Juan is a *statistician*, in other words, he keeps track of data.

6. Reiko is *bilingual*, which means that she speaks two languages.

7. Diane shows traits of an *extrovert*. She makes friends easily, she participates in many activities, and the presence of strangers doesn't bother her.

8. In case of an emergency, our home has two *auxiliary* heating systems, including a wood stove and a kerosene heater. _____
9. Elaine practices excellent *hygiene*— that is, she is always neat and clean.

10. Mrs. Tadashi's greenhouse is full of *tropical* plants such as palms, orchids, and African violets. _____

11. The *dais* was well decorated, including the platform, the seats for the speakers, and the podium. _____
12. Having published the life stories of three movie stars, Miss Suzuki became a well known *biographer*. _____
13. Mr. Green is a valuable *custodian*. Our building is always clean, and its equipment is maintained regularly. _____
14. Some people believe they can break the law with *impunity*; that is, they believe they will never be punished. _____
15. That couch is called a *divan* because it has no back. _____
16. Amodahy's father repairs major *appliances* such as refrigerators, washers, and dryers. _____
17. Covering nearly three acres, the *concourse* was filled with people awaiting the arrival of *Air Force One*. _____
18. A little arrow, known as a *cursor*, is moved by a mouse to select items on a personal computer. _____
19. Watching television is a *secondary* activity for Timothy. Completing his homework is more important. _____
20. Barely six inches wide, the *miniatures* on the wall depicted covered bridges of Pennsylvania. _____

► **Exercise 2** Write *synonyms*, *antonyms*, or *homonyms* to describe each pair of words.

quick, fast	<u>synonyms</u>	
1. terror, fright	_____	7. hour, our _____
2. start, finish	_____	8. behold, look at _____
3. weave, we've	_____	9. like, dislike _____
4. ebony, black	_____	10. meat, mete _____
5. hay, hey	_____	11. important, unimportant _____
6. zip, unzip	_____	12. light, featherweight _____

Lesson 97**Review: Basic Spelling Rules**

► **Exercise 1** Correct each misspelled word. Write **C** in the blank if the word is spelled correctly. Use a dictionary if necessary.

- | | | |
|-----|-----------------|--------|
| | allys | allies |
| 1. | terribably | _____ |
| 2. | deciet | _____ |
| 3. | keyes | _____ |
| 4. | relyance | _____ |
| 5. | fullly | _____ |
| 6. | kittens | _____ |
| 7. | potatos | _____ |
| 8. | changable | _____ |
| 9. | brother-in-laws | _____ |
| 10. | partly | _____ |
| 11. | joiful | _____ |
| 12. | muffes | _____ |
| 13. | reference | _____ |
| 14. | lonly | _____ |
| 15. | swimer | _____ |
| 16. | pianoes | _____ |
| 17. | riegn | _____ |
| 18. | offerring | _____ |
| 19. | soft drinks | _____ |
| 20. | concieve | _____ |
| 21. | neighbor | _____ |
| 22. | friing | _____ |

Name _____ Class _____ Date _____

- | | |
|---------------------|-------|
| 23. leafs | _____ |
| 24. losses | _____ |
| 25. releif | _____ |
| 26. neither | _____ |
| 27. childs | _____ |
| 28. trainnable | _____ |
| 29. sheeps | _____ |
| 30. liesure | _____ |
| 31. preist | _____ |
| 32. moveing | _____ |
| 33. halves | _____ |
| 34. serieses | _____ |
| 35. containning | _____ |
| 36. flurrys | _____ |
| 37. oxes | _____ |
| 38. freing | _____ |
| 39. vien | _____ |
| 40. watchs | _____ |
| 41. toeing | _____ |
| 42. crispper | _____ |
| 43. peanut | _____ |
| 44. crazyer | _____ |
| 45. eighteen | _____ |
| 46. boxs | _____ |
| 47. maping | _____ |
| 48. wieghtier | _____ |
| 49. chief of staffs | _____ |
| 50. pigpen | _____ |



Unit 13 Review

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

We studied (prewar, postwar) America—that is, America before the war.

1. No one can rely on Randy's (changeable, changeless) personality.
2. The auditorium had a sufficiently (large, small) stage for the big production.
3. Julian (threw, through) his cap in the air.
4. Laura and Harry could not (beleive, believe) they had won the doubles tournament.
5. The book you are looking for is (siting, sitting) on a shelf.
6. This movie shows the (lifes, lives) of several famous people.
7. Dr. Kotlinski's (neice, niece) will accompany us to the museum.
8. Sheila and her mother are making cheesecake for (desert, dessert).
9. When I learn Spanish, I will be bilingual; that is, I will speak (two, three) languages.
10. The happy people sang a (joiful, joyful) song as they worked.
11. The tickets have to be paid for in advance, which means we must (prepay, postpay).
12. Early in the morning, the beach is a placid, or (loud, quiet), place.
13. Jennifer adored the characters, so I think she (liked, disliked) the play.
14. If George didn't run to the park, maybe he (raced, walked).
15. (There, They're) planning to go to the zoo on Saturday.
16. Everyone agreed it was a (lovely, lovly) day for a picnic.
17. Uncle Keith is attending a (conference, conferrence) in New Orleans.
18. The Carleys have three (radioes, radios) in their house.
19. Miki is a scholar and an (athelete, athlete).
20. The (weather, whether) will change greatly next week.
21. Dad asked the tailor to change the (cuffs, cuffes) on his shirt.
22. Two former (secretaries of state, secretary of states) attended the meeting.

Cumulative Review: Units 1–13

► **Exercise 1** Write the part of speech above each italicized word: *N* (noun), *V* (verb), *pro.* (pronoun), *adj.* (adjective), *adv.* (adverb), *prep.* (preposition), *conj.* (conjunction), or *int.* (interjection).

V

N

Georgia *visits* the lakeshore in the *summer*.

1. Uncle *Andrew* is famous *for* his roses.
2. Sam *and* Patrick are working *on* a science fair project.
3. A *red* cardinal flew *gracefully* over the trees.
4. *Wow!* Look at that *beautiful* rainbow.
5. Celeste gave *them* a tour of the radio *station*.
6. The story *began* with a trip to an *unusual* castle.
7. Rachel often meets Marta in the park, *and* they fly *their* kites there.
8. The baseball player *quickly* ran *around* the bases.
9. *She* hopes to play the *piano* in the spring talent show.
10. *Whew!* It's *very* hot today.
11. Carter *will* demonstrate his new invention, *but* we cannot touch it.
12. A *silvery* brook *ran* down the mountainside.
13. Either Tyler *or* Rick will meet *us* at the ice cream shop.
14. The drama *club* is presenting a *funny* play next week.
15. Sun *drenched* the *sandy* beach.
16. *He* borrowed three books *from* the library.
17. We are *going* to the pet store *tomorrow*.
18. *Grandfather* told us about his *adventures* at the carnival.

19. Last night *I* had a *strange* dream.

20. *Dad* is making lasagna *for* dinner.

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

I hope our team does not (loose, lose) the game.

1. The cat lost control of (its, it's) ball of yarn.
2. Sven (all ready, already) programed the videocassette recorder.
3. The members of the group brought (too, two) many desserts to the meeting.
4. Janna will (choose, chose) which song to play first.
5. Geoff hopes to (learn, teach) German from his great-aunt.
6. No one (accept, except) Michael would try the new amusement park ride.
7. It is Carol's turn to (raise, rise) the school flag.
8. (Beside, Besides) field hockey, Keshia also likes to play tennis.
9. Does anyone know (who's, whose) jacket this is?
10. Peter can't decide (among, between) the cherry pie and the peach pie.
11. Dr. Skybo is (all together, altogether) certain nothing is wrong.
12. (Lay, Lie) the newspaper on the kitchen table.
13. The guests moved from the living room (in, into) the dining room.
14. Where should we (set, sit) for the picnic?
15. After buying the magazine, Tamara had (a lot of, sixteen) dollars left.
16. The bus will (leave, let) at one o'clock.
17. (Its, It's) amazing how much we accomplished in such a short time.
18. Mr. Lombardo doesn't know what time (their, they're) plane arrives.
19. Are you going (to, too) the theater tonight?
20. First mix the batter; (than, then) pour it into the cake pans.

► **Exercise 3** Add any missing punctuation to each sentence.

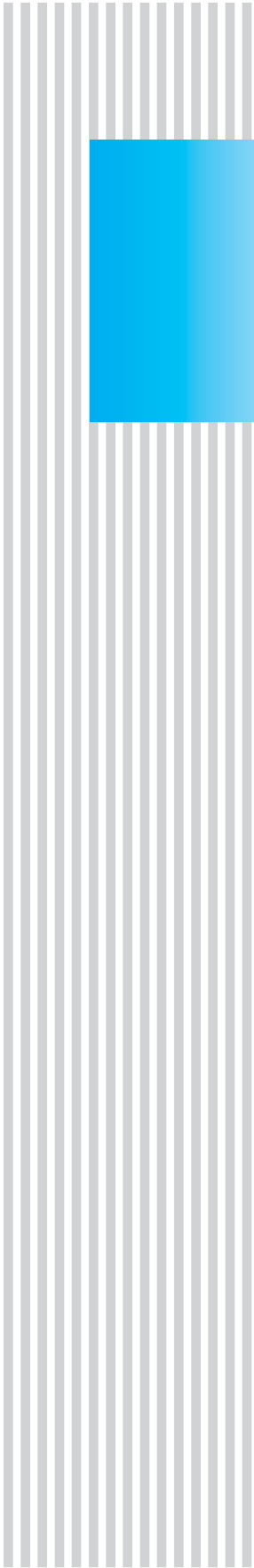
Clara, of course, was the director's first choice for the role of Anna.

1. Mom asked us to buy bread milk and tomatoes.
2. Watch out for that falling tree limb
3. In the last scene of the movie the hero saves the planet
4. Green is Louie's favorite color purple is Taylor's favorite color.
5. The following issues will be discussed goals costs and publicity.
6. Carlo did you see the eclipse
7. My dream, Katia said, is to have my own store.
8. Take these pictures to Mrs. Jackson's office
9. Fortyseven persons volunteered to help with the project.
10. March 18 1995 is a day I will never forget.

► **Exercise 4** Complete each word by filling in the missing letters.

bel i e ve (to have faith)

- | | |
|--|---|
| 1. tr ____ d (attempted) | 11. ____ ght (4 + 4) |
| 2. lov ____ y (beautiful) | 12. tri ____ ed (stumbled) |
| 3. hop ____ ng (longing) | 13. deligh ____ ful (full of delight) |
| 4. knowledg ____ ble (full of knowledge) | 14. trai ____ ing (teaching) |
| 5. cano ____ ng (rowing) | 15. catcher ____ (plural of <i>catcher</i>) |
| 6. fr ____ s (plural of <i>fry</i>) | 16. cherr ____ (plural of <i>cherry</i>) |
| 7. sa ____ ng (to say) | 17. radio ____ (plural of <i>radio</i>) |
| 8. repl ____ d (answered) | 18. shel ____ (plural of <i>shelf</i>) |
| 9. n ____ ce (the daughter of one's brother or sister) | 19. Thomas ____ (plural of <i>Thomas</i>) |
| 10. rec ____ ve (to be given something) | 20. secretar ____ (plural of <i>secretary</i>) |
| | 21. Mary ____ (plural of <i>Mary</i>) |



Composition



► **Exercise 2** For each general topic, list two narrower topics related to it that interest you.

Volunteering Why do people like to volunteer?

Volunteering at the cat shelter.

- 1. Dancing _____

- 2. Junk food _____

- 3. Your community _____

- 4. Pets _____

- 5. Math _____

- 6. Privacy _____

- 7. Self-confidence _____

- 8. Field trips _____

- 9. Movies _____

- 10. Computers _____

- 11. Jokes _____

- 12. Winter _____

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

Lesson 99**The Writing Process: Prewriting II**

During prewriting, you also choose a **purpose**—the goal you want to accomplish by writing about your topic. Your purpose might be to inform, to persuade, to entertain, to create a work of art, or perhaps a combination of these. Finally, you select and analyze your **audience**, those who will read or hear your work. Knowing your audience will help you decide what information to include and what writing style to use, such as formal or informal.

► **Exercise 1** Rewrite each word, phrase, or sentence for the audience named in parentheses.

The new rule at school really bugs me. (Rewrite for an audience of parents.)

The new rule at school is very unfair.

1. Manuel hit a homer in the bottom of the ninth inning to win the game. (Rewrite for an audience who knows nothing about baseball.) _____

2. Listen up, dudes. (Rewrite as a statement to a noisy roomful of students during a class.)

3. During the 1995 annual period, the corn crop had an extremely high yield. (Rewrite as an explanation for a fellow student.) _____
4. No suds. No clean duds. (Rewrite as a note for someone about to go to the laundry.)

5. This bread is made with 3 cups of flour, a stick of melted butter, 2 beaten eggs, 1 teaspoon of vanilla, and 2 teaspoons of cinnamon. (Rewrite as a description for someone who does not intend to make the bread.) _____

6. Give the dog some drops of this medicine in his ears. (Reword as a veterinarian's instructions to the dog's owner. Invent any missing details.)

7. That cap is radical, man. (Rewrite as a statement to a teacher.) _____

8. Send me some stuff about Egyptian mummies. (Rewrite for a letter to the head of the education department at a natural history museum.) _____

► **Exercise 2** Write the purpose of each of the following types of writing: *to inform, to persuade, to entertain, or to create a work of art*. Some items may have more than one purpose.

a retelling of a funny scene from a movie to entertain, to inform

1. an account of what happens during one scene of a play _____

2. a short story about a frog-jumping contest _____

3. several paragraphs in which the speaker pretends to be a speck of dust _____

4. a speech you will read to a community group about why your school needs more classrooms _____

5. a riddle _____

6. a note giving instructions on where to find a hidden object _____

7. a review of a movie _____

8. a letter to a college that is sent along with an application _____

9. a poem about a historical event _____

10. a composition comparing funny jokes and jokes that aren't funny _____

11. a report on how different animals hibernate _____

12. an announcement in a magazine about a writing contest _____

13. an editorial in the school paper about student safety at school _____

14. a newspaper article about last Friday's basketball game _____

15. a paragraph written for a parent explaining why the writer should get a larger allowance _____

16. a speech made by a candidate for mayor _____

Lesson 100**The Writing Process: Drafting I**

After you have decided on your topic and purpose and gathered ideas and details for writing, you can begin drafting. **Drafting** is writing about your topic in paragraph form.

The first paragraph of your draft should include a **thesis statement**, which is a sentence that presents the **theme**, or main point you want to make. The other paragraphs each develop a main idea related to the theme.

► **Exercise 1** Underline the thesis statement that best expresses each theme.

Theme: the appeal of computer games

Computer games can be very expensive.

My favorite computer game is Donkey Kong.

Someday I hope to design a computer game.

Computer games involve the hand, the eye, and the mind.

1. Theme: the benefits of some bacteria

Some bacteria are harmful.

Many kinds of bacteria are useful to humans.

Bacteria are very tiny, single-celled organisms.

Some helpful bacteria live in the human digestive tract.

2. Theme: the satisfactions of volunteering at the cat shelter

Sign up at the front desk if you want to volunteer at the cat shelter.

The cat shelter is a place where you can go to adopt a cat or kitten.

I like cats because they are like miniature lions.

I like volunteering at the cat shelter because I know I'm helping animals as well as our community.

3. Theme: the health benefits of cross-country skiing

Cross-country skiing offers fun for people of all ages.

Cross-country skiing develops the heart and lungs as well as the body.

Cross-country skiing is an extremely popular sport in Norway.

Cross-country skiing is much safer than downhill skiing.

4. Theme: the importance of wearing a bicycle helmet

Bicycle helmets are not suitable for motorcyclists.

Most bicycle helmets have a sleek shape to lower wind resistance.

Bicyclists who have their heads on straight always wear helmets.

Bicyclists who are safe riders always use hand signals when making turns.

5. Theme: the humor in a movie you saw recently

Half of the characters in the movie *Bonzo Goes Bananas* are apes.

Bonzo Goes Bananas is funnier than *Bonzo Goes Ape*.

If you like slapstick humor, you'll love the movie *Bonzo Goes Bananas*.

The movie *Bonzo Goes Bananas* won't appeal to everyone.

► **Exercise 2** Underline the three main ideas that support the thesis statement provided.

Thesis statement: My first trip in an airplane went smoother than I expected.

Main ideas: Airports are busy places these days.

I was a little nervous at first.

I spent the middle part of the trip studying the landscape far below.

The descent and landing were exciting.

1. Thesis statement: Building a bluebird house is not difficult.

Main ideas: Assemble your materials.

Construct the house.

Paint or stain the house.

Feed the bluebirds.

2. Thesis statement: This model is a replica of a medieval castle.

Main ideas: The design is typical of twelfth-century English castles.

Women in medieval society were in charge of household tasks.

The rooms are authentically furnished and decorated.

The tiny figures represent the royal family, their knights, and servants.

Lesson 101**The Writing Process: Drafting II**

Each paragraph has a topic sentence which states the main idea. Other sentences in the paragraph contain details that support the main idea.

► **Exercise 1** Write three related sentences that provide details to support the topic sentence.

1. Immigrants to the United States sometimes have difficulty adjusting to their new country. _____

2. The Underground Railroad was a secret network that allowed slaves to travel north to freedom. _____

3. Sometimes a younger brother or sister can be a bother. _____

4. Native Americans are sometimes called the first Americans. _____

5. A sixth grader needs to have some private time. _____

6. Black Studies Week is a time to celebrate the accomplishments of African Americans.

7. Students and teachers should treat one another with respect. _____

8. You can catch more flies with honey than with vinegar. _____

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

Lesson 102**The Writing Process: Revising I**

After you complete a first draft, you will want to **revise**, or improve your writing. Begin by looking at each individual paragraph. The topic sentence should clearly state what the paragraph is about. Each of the other sentences should support the topic sentence and work together to develop the topic in a clear, interesting way.

If you find a sentence in your paragraph that does not support the topic, either move it to a paragraph where it would make sense or do not use it at all. If your sentences fit the topic but do not flow together smoothly, try adding a transition word such as *first*, *next*, or *finally*.

Greta had a busy day. She played tennis all morning. She had lunch with Aunt Susan. She visited the aquarium in the afternoon, and she called me tonight.

Greta had a busy day. **First**, she played tennis all morning. **Next**, she had lunch with Aunt Susan. She visited the aquarium in the afternoon, and, **finally**, she called me tonight.

► Exercise 1 Revise the following paragraph.

The Venus flytrap is a plant that can be grown indoors. The Venus flytrap is a plant that can move fast to catch insects. If you want help catching insects in your home, you might want to get a Venus flytrap. I have a cactus. The tip of each leaf of the Venus flytrap has two pads that hinge at the base. Each pad has sensitive hairs on its surface. When an insect lands on a pad, these hairs move slightly, causing the pads to snap shut. The long “teeth” at the edges of the pad interlock to keep the insect from escaping.

► **Exercise 2** Write a topic sentence for this paragraph. Then revise the paragraph to support and develop the idea in your topic sentence.

This means that they do not have a backbone. Many kinds of animals are included in this category. Corals and sea anemones, which are both in the sea, have a plantlike appearance. Other invertebrates are agile predators. Some invertebrates are very simple animals that never move. A spider can dart quickly when attacking its prey. Crabs and lobsters can move quickly. Beetles, butterflies, and bees are all in this class. Invertebrates such as worms, snails, and starfish move at a slower pace. One of the largest classes is the insects. You can see from these examples there are many different kinds of invertebrates.

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

Lesson 103**The Writing Process: Revising II**

Once you have revised the content of your paragraphs, you can revise the structure. The idea is to create sentences that make your paragraphs lively and interesting to read. Each sentence should flow smoothly into the next. Varying the length of your sentences can help. Rather than writing all long sentences or all short ones, try to create a balance. Divide a long sentence into two short ones to grab a reader's attention. Combine two or three short sentences into one longer, flowing sentence by using a connecting word such as *or*, *and*, or *but*. Read your sentences aloud to hear how they sound. A combination of long and short sentences will form a pleasing pattern.

► **Exercise 1** Combine the short sentences into one longer sentence. Divide the longer sentences into two or three short ones.

Sue had roast beef for dinner. Sue had potatoes for dinner. Sue had roast beef and potatoes for dinner.

1. Kyle likes to play football. Kyle likes to play baseball. _____

2. We met Cindy at the park. We met Jan at the park. We met Bobby at the park.






3. The wind whistled through the trees while the young girl made her way through the deep, dark forest. _____

4. I tried strawberry ice cream. I like chocolate better. _____

5. The first television program was fast-paced and exciting, and the second television program was slower and rather dull. _____

Lesson 104**The Writing Process: Editing**

After you have made a clean copy of your revised draft, you should proofread it for errors in spelling, grammar, usage, and mechanics. Check for correct subject-verb agreement, correct verb tenses, and clear pronoun references. Also check for run-on sentences and sentence fragments. Use the following proofreading marks to make corrections. If you replace words or phrases, draw a line through them and write the new words just above them.

MEANINGinsert delete insert space close up space capitalize make lowercase check spelling  ^{sp}switch order new paragraph **EXAMPLE**one ^t~~a~~ a timethee blue[#]whalebee[~]hivedear sir:~~M~~other ^{sp}ordinaryyou do... game ended. Afterward ...► **Exercise 1** Edit each sentence for correct spelling, grammar, usage, and mechanics.

^{will}
What ~~did~~ you do tomorrow?

1. To a botanist, a tomato are a fruit.
2. You, to, can learn Japanese calligraphy.
3. The boy holding the white persian cat is my brother.
4. Nathaniel Jacob and play in the YMCA Basketball League.
5. I didn't care for the television show, so I altered the channel.
6. My best friend be Troy.

7. Mary watched the Experiment with great interest.
8. The car I really like is the Porsche it's very sleek.
9. Pre writing is the first stage of the writing progress.
10. Prewriting is a time for gathering writingideas.

► **Exercise 2** Edit the paragraph for correct grammar and word usage.

Last Saturday knight I went on an owl walk for the first time. February is the matingseason for Owls in this part of the state, so we herd many owls calling. If you imitate an owl's call, some times it calls back.

► **Exercise 3** Proofread each sentence to correct spelling, punctuation, and capitalization errors.

In my neighbors' small orchard, you can find apples, peaches, and pears.

1. dogs seem to understand what wee say to them.
2. Ben is president of the agassiz club, our school science club.
3. Because the night sky was so clear, we could see the constellations.
4. Do porposses swim with a sense of purpose?
5. The Great Saltlake in Utah is a beautiful place.
6. Mr. Decker's tree farm has white pines, and blue spruce s.
7. Jean said, "Please, mother, let me get my ears peirced.
8. Autum not spring, is my favorite season.
9. Tiffanys swaeter matches our school colors.
10. I looked for the lost key on my dresser in the car and in my cote pockets.

Lesson 105**The Writing Process: Presenting**

When you have completed a piece of writing, you may decide to present your work to others. How you will present your writing depends on the audience you selected during prewriting and the nature of the material.

An outlet for presenting your writing to a specific audience is called a *market*. Many different markets are available to sixth-grade students. Among these are school newspapers and classroom presentations; community groups, newspapers, and radio stations; local and national contests; and magazines that feature the work of young people. *The Market Guide for Young Writers*, available in many libraries, can give you some ideas for marketing your work.

To decide how to present your piece, analyze your audience; then search for an outlet that serves that audience. Some outlets, such as radio programs or speech contests, offer a chance for oral presentation. In these cases, visual aids may add to your presentation.

► **Exercise 1** Suggest an outlet or market for each piece of writing described below.

- a poem about school spirit school newspaper
1. a speech about democracy _____
 2. an opinion piece about the quality of school lunches _____
 3. an essay about how the first day of spring makes you feel _____

 4. words for a song _____
 5. a set of ten tongue twisters _____
 6. a one-page short story _____
 7. a scary story with numerous sound effects _____
 8. a book review _____
 9. an opinion piece about whether community basketball courts should be repaired

 10. a poem about a historical event _____

► **Exercise 2** Suggest a visual aid that could increase the effectiveness of each presentation below.

1. a speech to a science class about the 1994 flood of the Mississippi River _____

2. a profile of your school for new students _____

3. an original cowboy song presented at a school talent show _____

4. an oral reading of a poem that has animal characters _____
5. a classroom presentation about smoking among teenagers _____

6. an oral presentation about foods from India _____
7. an original speech by Sir Winston Churchill _____

8. a report on how lawn mowers contribute to air pollution _____

► **Exercise 3** Think of an idea for a piece of writing intended for a specific audience. Then, in a short paragraph, describe how you would present the piece.

Idea: nursery rhymes rewritten with new, humorous endings

Intended audience: students in grades 2–6

Form of presentation: The rhymes will be presented as short plays. Then the narrator will recite the poem while the actors mime their parts. The characters will carry a simple prop or wear an article of clothing that identifies them. The plays would be presented in individual classrooms at different grade levels.

Idea: _____

Intended audience: _____

Form of presentation: _____

Lesson 106

Outlining

During prewriting you generate ideas. **Outlining** gives you a way to organize those ideas before you begin drafting. One way to make an outline is to write pieces of information from your prewriting material on index cards. You can then arrange the cards by *main topic* and *supporting details*. When writing an outline, use roman numerals for the main topics. Use capital letters for subtopics. Under each topic, list details using regular numerals. If you include details for a topic or subtopic, always give at least two items. An outline for an account of a rafting trip might look like this:

- I. Beginning
 - A. Floating calmly
 - B. Sights along river
 - 1. Birds fishing
 - 2. Fish jumping
- II. Middle
 - A. Shooting the rapids
 - 1. Quick reactions of guide
 - 2. Excitement of passengers
 - B. Stopping for picnic lunch

► **Exercise 1** Organize the following subtopics and details into an outline for a paragraph about a trip in a hot air balloon. The main topics are provided.

- | | |
|----------------------------|--------------------------------------|
| Ended near Calgary, Canada | Flight lasted four days |
| Length of trip | Balloonist endured zero temperatures |
| More than 6,000 miles | Started in Seoul, South Korea |
| Two heaters failed | Route of trip |

I. First solo balloon flight across Pacific Ocean

- A. _____
1. _____
2. _____
- B. _____
1. _____
2. _____

II. Hardships of trip

A. _____

B. _____

► **Exercise 2** Use the outline below to write a paragraph about types of feathers on birds.

I. Body feathers

A. Used for insulation

B. Used for display

1. Bright colors

2. Distinct markings

II. Tail feathers

A. Important for steering in flying

B. Used for balance on ground

III. Flight feathers

A. Used for flight

B. Side of feather toward wing is usually narrower

C. Broader side bends easily to let air move through wing

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

Lesson 107**Writing Effective Sentences I**

Here are some tips for making your sentences more effective.

- **Vary the length of your sentences.** Avoid using all long sentences or all short sentences.
- **Vary the structure of your sentences.** Avoid using the same pattern for all sentences.

► **Exercise 1** Combine the repetitious short sentences into a longer, more interesting sentence. Reword as needed.

- The sun was setting.
- It was setting behind the barn.
- The barn is red.
- The swallows began to feed.

The sun was setting behind the red barn as the swallows began to feed.

- Fumio plays on a team.
 - The team is a soccer team.
 - Fumio is the goalie.
 - The team's name is the "Jets."

- Fall is a beautiful time of year.
 - Fall is a somewhat sad time, too.
 - The trees will soon be bare.
 - The grass will turn brown.

3. a. Alice is a curious girl.
 b. She is intelligent.
 c. Alice is the main character in *Alice in Wonderland*.
 d. Her adventures in a make-believe world are humorous.

4. a. This fable is by Aesop.
 b. The title is “The Lion and the Mouse.”
 c. The story is about good deeds.
 d. In the story a good deed is rewarded.

5. a. Nils keeps a journal.
 b. He uses a blue pen for all journal entries.
 c. The journal is a notebook.
 d. The notebook is spiral-bound.

► **Exercise 2 Rewrite the paragraph, changing some of the sentence patterns.**

Lek and I had nothing to do. We rode our bikes down the street. We came to the old park. We used to play baseball in the old park. We saw a shed in the old park. The shed looked empty. We looked into a window of the shed. We saw a mother dog and her puppies on the floor. We opened the door to the shed. We went in. We played with the dogs. Finally, we went home.

Lesson 108**Writing Effective Sentences II**

- **Lead with an interesting topic sentence.** Word the sentence so that it “hooks” your readers and makes them want to read on.
- **Use active verbs primarily.** In a sentence with an active verb, the subject performs the action (e.g., He speaks). In a passive-verb sentence, the subject is acted upon (e.g., He is spoken to). Active verbs generally make a stronger impression than passive verbs. Use a passive verb when the “doer” of an action is unknown or unimportant.

► **Exercise 1** Underline the topic sentence that best hooks the reader.

Toonia, my new pen pal, lives with her grandmother in Bangkok, Thailand.

Having a pen pal is one way to learn about another country.

I know more about Thailand than I used to know.

Amid the bright colors and noisy streets of Bangkok lives my new pen pal, Toonia.

1. That stubborn girl who prefers MegaMedia over the new MultiMedia is none other than my sister!

My sister and I never agree on anything.

My sister and I like two different, but similar, stores that sell books and tapes.

I like the new store MultiMedia, but my sister prefers MegaMedia.

2. Twelve inches of snow fell yesterday, but it all melted today.

Not the usual one or two inches of snow fell yesterday.

How could we have ever guessed that twelve whole inches of snow would disappear almost overnight?

Due to temperatures rising to 60°, all the snow that fell yesterday melted today.

3. Here is what I think about smoking: Kids shouldn't smoke because smoking is bad for their health and it becomes a habit that is nearly impossible to break.

Kids shouldn't smoke because it is bad for their health and it is a hard habit to break.

Coughing every few minutes and pausing for an extra gasp of air, the speaker warned students about the dangers of smoking.

Lesson 109**Writing Effective Sentences III**

- **Create special effects.** You can repeat certain words or phrases for emphasis or to create a certain effect. You can also use interruption for emphasis. A sudden break in thought can call attention to an important point. Another way to emphasize is to use a different kind of sentence that stands out from all the others.

► **Exercise 1** Use the list to identify how the sentence or sentences below were made more effective. Some may have more than one answer.

interesting topic sentence	repetition for emphasis
varied sentence length	varied sentence structure
interruption for emphasis	unusual sentence for special effect

1. Did you know that 1 in 3 families today has a single parent? The situation was very different 25 years ago. At that time, only about 1 in 10 families had a single parent.

2. Some people think that if you don't learn how to ride a bike when you're a child that you can never learn. It's not true. My father learned to ride when he was 33 years old.

3. I don't have a ride. I don't have any money. How can I possibly go to the concert?

4. When you go out in the pasture, be sure to wear rubber boots. The ground is very soggy and the little stream is swollen. It is April, after all. _____

5. Who-o-o-o-o-o-o-o-o-o! I heard the owl call again. _____

6. My stomach tells me—oops, there it goes, growling again—that it’s time for lunch.

► **Exercise 2** Rewrite the paragraph below using effective sentences.

The school bus was racing up the twisty mountain road. There was a tree in the road. It fell there. It happened suddenly. The tree blocked the path of the bus. Then there was thunder. Then it began to rain in buckets. Night was falling. The busload of children wondered what would happen next.

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

Lesson 110**Building Paragraphs I**

You can arrange the supporting details in a paragraph in several ways. One way is based on time. **Chronological order** places events in the order in which they happened. An easy way to order chronologically the events you are writing about is first to make a timeline of them. Make use of words that signal chronological order. These include the following: *first, while, then, after, when, immediately, suddenly, finally, and last*. Notice some of these words in the following paragraph:

I took my usual walk in the park today with Fifi. First we strolled through the rose garden. Then we stopped at the green bench for a brief rest. After resting a while, we walked all the way around the pond and back down Plum Street. Eventually we became hungry, so we stopped for a lunch break under a big elm tree. Feeling full and content, I lay down for a nap in the grass. When Fifi's barking woke me suddenly, I sat up, rubbed the sleep from my eyes, and looked around. The sun was setting, signaling that it was time to go home. Once again, Fifi and I took off walking. This time, however, we headed straight for the park entrance. Walking quickly down the sidewalk, we finally arrived at our apartment.

► **Exercise 1** Write the words that signaled chronological order in the paragraph above.

► **Exercise 2** Write the following list of events in paragraph form. Be sure the chronological order makes sense.

The water felt cold.
Then we took off our shoes and shorts.
First we put on our bathing suits under our shorts.
Once we got used to the water, we played in it for about an hour.
Then we walked to the beach.
Finally, it was time to go home.
While walking barefoot on the beach, we noticed seashells.
When we arrived, we spread out our towels.
On our walk home, we talked about the wonderful day.
After collecting shells, we waded into the water.

[illegible]

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

Composition

Lesson 111**Building Paragraphs II**

Another way to order details in a paragraph is by using spatial order. When you use **spatial order**, you arrange details by their location or position. There are different ways to arrange details in spatial order. For example, your description may go from near to far, left to right, or low to high.

Some words that help show spatial order include the following: *next to, on, below, above, across, near, far, out, by, through, over, between, away, left, and down*. These words may appear as prepositions, adjectives, or adverbs.

The teapot **on** the stove whistled. (preposition)

The dog ran **in** a **nearby** field. (preposition, adjective)

The following paragraph is arranged in spatial order.

As I sat in the park on the green bench, I looked at Fifi to my right. Her paws were muddy from the dirt around the bench. She started barking when she noticed a German shepherd in the nearby field. The dog approached us and sat in front of the bench. I threw a stick and both dogs went running across the field. I watched them for a while from the bench, waiting to see which would return with the prize.

► **Exercise 1** Write the words that signaled spatial order in the above paragraph.

► **Exercise 2** Write the following details in paragraph form. Use spatial order that moves from near to far.

Farther to the right was the audio-visual section.

Near the entrance to the left was the circulation desk.

I stood at the entrance to the library.

At the end opposite the library's entrance were stairs leading down to the nonfiction books and up to the magazine area.

Just beyond the stairs was the back entrance, filled with works of art by local patrons.

To the right of the front door was the children's room.

Past the circulation desk on the left were the reference room and the reading room.

Behind the circulation desk was the librarian's office.

[illegible][illegible]

Composition

Lesson 112**Building Paragraphs III**

In **compare/contrast** order, present details about two subjects by describing their similarities and differences. This can be done in two ways. You can discuss all the details about one subject and then about the other subject:

Fifi is a small black poodle. She has very short, curly hair. She is very quiet and stays away from people. She loves to be lazy and lie outside in the sun. Rex is a large brown and white collie. He has long, thick fur. He is very friendly and barks loudly. He loves to play fetch with a stick in the backyard.

Or you can do comparisons detail-by-detail, writing about both subjects at the same time:

While Fifi is a small black poodle, Rex is a large brown and white collie. Fifi has short curly hair and Rex has long thick fur. Fifi is very quiet and stays away from people. Rex is very friendly and barks loudly. While Fifi loves to be lazy and lie in the sun, Rex prefers to play fetch with a stick.

► **Exercise 1** Write the following details in paragraph form. Use compare/contrast order.

Bony fish are more common.

Fish can be divided into two groups: bony fish and cartilage fish.

Cartilage fish have skeletons made of cartilage.

The end of your nose is cartilage.

Bony fish have skeletons like human bones.

Both kinds of fish have fins and gills.

Only the teeth of cartilage fish are calcified like bones.

- Grandma Nora is quiet and dignified.
- Grandma Hazel plays the piano.
- Grandma Hazel works for a political organization.
- Grandma Nora sings with a band.
- Grandma Hazel is talkative and fun.
- Grandma Hazel lives in Phoenix.
- Grandma Nora lives in Chicago.
- Grandma Nora works for a government agency.

► **Exercise 2** Write a paragraph that compares and contrasts your own interests and abilities with those of a friend.

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

Lesson 113**Paragraph Ordering**

Just as you needed to choose an order for your sentences, you need to choose an order for the paragraphs in your writing. When you are revising, check that each sentence tells something about the topic of that paragraph. Cross out any sentences that do not. Be sure your paragraphs follow one another in a way that makes sense. Finally, check that you have transition words between the last sentence of one paragraph and the first sentence of the following paragraph.

FIRST DRAFT:

The second day we went to the beach. The sun came out, the water was cool, and we had a great time. The sky was blue. We made huge sand castles. We went swimming and waterskiing.

The first day of our vacation was a big disappointment. We had to stay indoors. It rained all day long. There were thunder and lightning, too.

The weather was perfect the rest of the week. I'm glad I didn't go home after the first day!

REVISED DRAFT:

The first day of our vacation was a big disappointment. It rained all day long. There were thunder and lightning, too, so we had to stay indoors.

The second day we went to the beach. The sky was blue, and the sun came out. First we made huge sand castles; then we went swimming and waterskiing. We had a great time.

The weather was perfect the rest of the week. I'm glad I didn't go home after the first day!

► **Exercise 1** Write 1, 2, or 3 in the blank in front of each paragraph to show how the three paragraphs should be ordered.

_____ Finally, Aunt Susan offered to bake some of her famous cherry pies. With all that food to sell, we were certain to raise enough money to go to Toronto.

_____ My soccer team was invited to play in a tournament in Toronto, Canada. Unfortunately, we did not have enough money to rent a bus to take us there. We really wanted to go, so we decided to have a bake sale to raise some of the money.

Lesson 114**Personal Letters I**

A **personal letter** is an informal letter to a person that you know well. Personal letters have a tone similar to friendly conversation. They describe recent events in your life and your reactions to them. They also ask the recipient of the letter for news. In a personal letter, the heading and the closing are usually indented, as is each paragraph in the body of the letter.

► Exercise 1 Read the following personal letter. Answer each question.

2496 Harrison Avenue
Worthington, Ohio 43085
March 3, 1996

Dear Yvonne,

I was really happy to get your last letter. What a funny family you have. I laughed out loud when I read about how you and your dad had to carry a ladder on the subway to your new apartment.

Things have been pretty quiet here, but I do have one piece of news. Our jump rope team entered the all-school jump rope competition, and we came in second! Boy, were we nervous. But we kept our cool and just kept jumping. The next time you visit I'll show you our routine.

When you come, be sure to bring your swimsuit. The new community pool is finally finished. By the way, how did you ever get that ladder up seven flights of stairs?

Your good friend,
Angie

1. Who is Yvonne? _____

2. What lines show that Angie is interested in what is happening in Yvonne's life?

3. Which paragraph gives Yvonne some news about what Angie has been doing?

4. What do you notice about the placement of the heading and the closing? _____

5. Would you describe the tone of the letter as formal or informal? Explain.

► Exercise 2 Write a letter to a friend about your summer activities.

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

Lesson 115

Personal Letters II

Personal letters can also take the form of invitations and thank-you notes. For example, you might write a thank-you note to a naturalist who gave a talk to your class. You might write a letter inviting your grandmother to visit you at your home. These two kinds of personal letters are usually semiformal, avoiding the slang and sentence fragments that you might use in a postcard to a friend. The heading and the closing are usually indented, as is each paragraph in the body of the letter.

► **Exercise 1** Write a thank-you note to an adult relative. In your letter express your appreciation for something nice that he or she did for you.

[illegible]

Name _____ Class _____ Date _____

► Exercise 2 Write a letter inviting the parents of students in your class to attend a poetry reading by members of the class.

[illegible]

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

Lesson 116**Personal Letters III**

If you want to write to an author or a performer that you admire, you should write a **personal letter**. When you write to a celebrity, use a respectful tone and a semiformal writing style. Be sure to state clearly how the author's work has affected you. Celebrities cannot respond to each and every letter. However, if your letter catches the author's interest, you might receive a letter in return.

► Exercise 1 Read the following letter. Then answer each question.

Dear Jean,

Mrs. Fritz, I have read all your books. The book I like best is the one about growing up in China. The things you wrote about China made me want to visit it some day. I understood how homesick you felt because once I had to spend the entire summer in Arizona, far away from my family in New Jersey.

I've learned a lot about United States history from your biographies. I feel as if I have met each of your subjects in person. Could you please send me an autographed copy of one of your books? It doesn't matter which one.

Your friend,
Janine Janiewicz

1. Did the writer use an appropriate salutation? Why or why not? _____

2. Was the writer clear about which book she admires the most? Explain. _____

3. Explain whether the style and tone of the first paragraph is appropriate. _____

4. In the second paragraph, what unrealistic request does the writer make? _____

5. In what lines does the writer of the letter explain how the author’s work has affected her? _____

6. Is the closing appropriate? Explain. _____

► **Exercise 2** Write a personal letter to an author or performer you admire.

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

Lesson 117**Business Letters: Letters of Request or Complaint**

Business letters are letters sent to an organization to achieve a specific purpose. One common type of business letter is the **letter of request**. A letter of request asks for information or service. In this type of letter, begin by identifying yourself. Then explain what information you need and why you need it. Also, be clear about where the information should be sent. Since you are asking for a favor, always show courtesy in your request.

Business letters are usually written in block form or semiblock form. In block form, all parts of the letter are lined up at the left margin. In semiblock form, the heading, closing, and signature are aligned on the right side of the page. The recipient of a business letter is usually a stranger, so the letter should be formal in style and respectful in tone.

► **Exercise 1** Read the following letter of request. Then answer each question below.

Dear Mr. Holbrook:

I am a sixth grader at Horatio Alger Middle School. Could you send me some information about the national parks in the West? Thanks tons.

Sincerely,

Pramode Pirakh

1. Are the salutation and closing appropriate? _____
2. Does the letter writer identify himself? _____
3. Does the letter writer explain why he needs the information? _____
4. Is the writer specific enough about the information he wants? _____
5. Is the letter courteous in tone? _____
6. Is the letter appropriately formal in style? _____

► **Exercise 2** Rewrite the above letter to make it better. Refer to your evaluation, and add new information as needed. Sign your own name to the letter.

Another common type of business letter is the **letter of complaint**. A letter of complaint informs someone about a problem and usually requests some type of action. In your letter state the problem and how it has affected you. Use supporting details to explain the problem. End your letter by stating what you want done. Be firm but polite. If you let your anger burst out, you are less likely to get help in solving the problem.

► **Exercise 3** Read the following letter of complaint. List three weak points of the letter below.

Dear Sir or Madam:

The other day I decided I finally needed a new daypack, so I went to three different stores at the mall. Then I saw your daypacks and bought one. Your daypacks are really crummy. I bought the daypack two weeks ago and the back pocket is already coming off! I use the pocket to hold little things like my eraser and pencil sharpener and house key. Yesterday my key fell out because of the hole in the seam of the pocket! I shouldn't have to mend a new pack. I demand a full refund of my money!

The money or else . . .

Inez Garcia

1. _____
2. _____
3. _____

► **Exercise 4** Rewrite the letter of complaint above to make it more effective.

Lesson 118**Business Letters: Letters of Opinion**

A **letter of opinion** is a letter that voices your thoughts and ideas on a particular issue. You might write a letter of opinion to the school newspaper about a new policy or program. You might write to a public official to comment on a community or national issue. Or you might write to a magazine to react to a recent article.

Here are some guidelines for writing a good letter of opinion.

- Try to put your main idea into a single sentence.
- Provide details to support your opinion.
- If possible, suggest a solution to the problem.
- Use a courteous tone: avoid name-calling or broad generalizations.

► **Exercise 1** Read the following letter of opinion. Then answer the questions that follow.

Dear Mayor Farmer:

The downtown recreation center is a great idea, but the plan for it could be improved. According to the current plan, there will be room for four basketball courts, which can also serve as volleyball courts. It's true that the youth basketball leagues need more space for their games. However, our city does not have a single indoor tennis court. More than two hundred young people take part in summer tennis tournaments in Mount Airy, but they have no place to practice during the winter. Many adults fill the five outdoor courts in summer. They, too, would benefit from an indoor facility. The new recreation center should appeal to many different groups in our community. I strongly urge you to include at least one tennis court in the plan for the new facility.

Sincerely,
Demar Johnson

1. What sentence states the specific problem the writer is addressing? _____

2. What details does the writer include to support his point of view? _____

3. What solution does the writer propose to the problem? _____

4. How would you describe the tone of the letter? _____

► **Exercise 2** Write a letter of opinion to your school or community paper about an issue that is important to you, or choose one of the following topics. Use the guidelines above in drafting your letter.

- a change in a school rule
- a needed facility at your school

- safety in your community
- a way to beautify your community

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.



Index



Index

A

A, *an*, *the* (articles), 7, 121
 Abbreviations, correct use of, 18, 255, 257
 Abstract nouns, defined, 4
Accept, *except*, 12, 197
 Action verbs, defined, 4, 75, 79
 Active voice, explained, 6, 319
 in writing, 319
 Adjective clauses, 9, 40
 nonessential, 40
 Adjective phrases
 as participial phrases, 10
 as prepositional phrases, 10, 155
 Adjectives, defined, 7–8, 119
 articles as, 7, 121
 comparative forms of, 8, 123, 125
 avoiding errors in, 36–37
 demonstrative, 121
 diagraming, 185
 distinguishing from adverbs, 139, 141
 hyphen in compound, 18
 predicate, 3, 81, 119, 139, 183
 proper, 7, 15, 44, 119, 225, 227
 superlative, 8, 123, 125, 135
 avoiding errors in, 36–37
 Adverb clauses, 9, 40
 commas with, 40
 Adverb phrases
 as prepositional phrases, 10, 155
 Adverbs, defined, 8, 131
 comparative forms of, 8, 135, 137
 conjunctive, 9, 16
 diagraming, 185
 distinguishing from adjectives, 139, 141
 distinguishing from prepositions, 157
 modifying adjectives and adverbs, 8, 133
 modifying verbs, 8, 131
 negative words as, 8, 143
 Agreement
 pronoun-antecedent, 7, 34, 109
 subject-verb, 4, 11, 28–31, 67, 167, 169, 171, 173
 and collective nouns, 4, 67
 and compound subjects, 11, 30–31, 173
 and subject pronouns, 11, 29, 169
 and prepositional phrases, 11, 28, 171

and indefinite pronouns, 11, 29, 113
 in inverted sentences, 11, 28–29, 171
 with titles of works, 11

All ready, *already*, 12, 197
All together, *altogether*, 12, 197
A lot, *alot*, 12, 197
Already, *all ready*, 12, 197
Altogether, *all together*, 12, 197
Among, *between*, 12, 199
 Antecedents, defined, 7, 109
 agreement of pronouns with, 7, 109
 clear pronoun reference, 7, 34, 109
 Antonyms, 275
 Apostrophes, rules for using, 17–18, 41–43, 251
 in contractions, 18, 43, 251
 in possessive nouns and pronouns, 17, 41–43, 251
 in special plurals, 17, 42, 251
 Appositive phrases, 10, 16, 39
 Appositives, 10, 16, 39
 Articles, 7, 121
 Audience, choosing, 20, 301, 313
 Auxiliary (helping) verbs, defined, 4, 87, 89, 91

B

Bad, *worse*, *worst*, 36, 125
Beside, *besides*, 12, 199
Between, *among*, 12, 199
 Block form for letters, 21, 337
Bring, *take*, 12
 Business letters, 21–22, 337–339
 letters of complaint, 338
 letters of opinion, 22, 339
 letters of request, 22, 337
But, coordinating conjunction, 9, 159

C

Can, *may*, 12
 Capitalization, rules for, 14–15, 44, 213, 215, 217, 219, 221, 223, 225, 227
 in direct quotations, 14, 44, 213
 in family names and titles of persons, 15, 217, 219

- of first words of sentences, 14, 213
- of proper adjectives, 8, 15, 44, 119, 225, 227
- of proper nouns, 3, 15, 44, 63, 217, 219, 221, 223, 225, 227
- of names of places, 15, 221, 223
- of salutations and closings of letters, 14, 215
- Choose, chose*, 12, 199
- Chronological order, 20, 323
- Clauses, defined, 9–10
- Clue words, 19, 269
- Collective nouns, defined, 4, 67
 - agreement of verb with, 4, 67
- Colons, rules, 17, 245
- Commas, rules, 16–17, 38–40, 235, 237, 239, 241
 - with addresses and dates, 16, 239
 - and adverb clauses, 16, 40
 - with appositives, 16, 39
 - after closes and salutations in letters, 16, 237
 - and compound sentences, 16, 237
 - after conjunctive adverbs, 16, 235
 - in direct address, 16, 235
 - in direct quotations, 17, 38–39, 241
 - and introductory phrases, 16, 40, 235
 - with nonessential elements, 16, 39–40
 - in series, 16, 38, 235
 - with titles of persons, 15, 18, 239
- Common nouns, defined, 3, 63
- Comparative form, modifiers, 7–8, 36–37, 123, 125, 135, 137
 - adjectives, 7–8, 36–37, 123, 125
 - adverbs, 8, 135, 137
- Compare/contrast order, 20, 327
- Complaint, letters of, 338
- Complete predicates, defined, 3, 51
- Complete subjects, defined, 3, 51
- Complex sentences, defined, 10
- Compound elements
 - diagraming, 189
 - nouns, 18, 253
 - prepositions, 8, 149
 - sentences, 10, 55
 - subjects, 3, 30–31, 53, 173
- Concrete nouns, defined, 4
- Conjunctions, defined, 9, 159
 - conjunctive adverbs, 9, 16

- coordinating, 9, 27, 159
- correlative, 9, 159
- diagraming, 189
- list, 9
- subordinating, 9

Context Clues, 19, 269

Contractions, 18, 43, 251

Coordinating conjunctions, 9, 27, 159

Correlative conjunctions, 9, 159

D

Dashes, 18

Dates, punctuating, 16, 18, 19, 239

Declarative sentences, defined, 10, 47

- diagraming, 181

Demonstrative adjectives, 121

Demonstrative pronouns, 6, 121

Dependent (subordinate) clauses, 9–10

Diagraming

- adjectives, 185

- adverbs, 185

- compound sentence parts, 189

- compound sentences, 189

- direct objects, 183

- four kinds of sentences, 181

- indirect objects, 183

- predicate words, 183

- predicates, 179, 181

- prepositional phrases, 187

- simple sentences, 179

- subjects, 179, 181

- simple sentences with phrases, 187

Direct objects, defined, 41, 75

- diagraming, 183

Double negatives, avoiding, 8, 143

Drafting, 20, 303, 305

- theme, 303, 305

- thesis statement, 303

- topic sentence and related sentences, 305

E

Each, agreement with, 29, 113

Editing, 21, 311

- proofreading marks, 311

Effective sentences, 317, 319, 321

Either, agreement with, 29, 113

Emphatic verbs, defined, 6

Except, accept, 12, 197

Exclamation points, 16, 49, 161, 233
quotation marks and, 17, 247
Exclamatory sentences, defined, 10, 49
diagraming, 181

F

Fewer, less, 12
Formally, formerly, 13
Fragments, sentence, defined, 24–25, 57
Freewriting, 20, 299

G

Gerund phrases, defined, 11
Gerunds, defined, 11
Good, better, best, 36, 125

H

Helping verbs, 4, 87, 89, 91
Homonyms, 277
Hyphens, rules, 18, 253

I

Imperative sentences, defined, 10, 49
diagraming, 181
In, into, 13, 201
Indefinite pronouns, defined, 6, 11, 29, 113
list, 11, 113
Independent (main) clauses, 9–10
Indirect objects, defined, 77
diagraming, 183
Indirect quotations, 215
Infinitive phrases, defined, 11
Infinitives, defined, 11
Inquiry, letters of, 22, 337
Inside addresses in letters, 21–22
Intensive pronouns, 6
Interjections, defined, 9, 161
list, 161
Interrogative pronouns, defined, 6
Interrogative sentences, defined, 10, 47
diagraming, 181
Into, in, 13, 201
Intransitive verbs, defined, 4, 79
Inverted order in sentences, 3, 11, 28–29, 171
Irregular verbs, 5, 32–33, 93, 95, 97
Italics, 17, 249

Its, it's, 13, 43, 201

L

Lay, lie, 13, 201
Learn, teach, 13, 201
Leave, let, 13, 203
Less, fewer, 12
Let, leave, 13, 203
Letter writing, 21–22, 331, 333, 335, 337–339
business, 21–22, 337–339
letters of request or complaint, 22, 337–338
opinion letters, 22, 339
personal, 21–22, 331, 333, 335
See also Business letters;
Personal letters
Lie, lay, 13, 201
Linking verbs, 4, 81
Loose, lose, 13, 203

M

Main (independent) clauses, 9–10
Many, much, 13
May, can, 12
Modifiers
adjective clauses, 9
adjectives, 7–8, 119, 121, 123, 125
adverb clauses, 9
adverbs, 8, 131, 133, 135, 137
comparisons, degrees, 7–8, 36–37, 123,
125, 135, 137
Much, many, 13

N

Negatives, double, avoiding, 8, 143
Negative words as adverbs, 8, 143
Nominative case, pronouns, 6, 105, 107
Nor, in compound subjects, 30–31
Noun clauses, 9
Nouns, defined, 3, 63
abstract, 4
collective, 4, 67
common, 3, 63
compound, 18, 253
concrete, 4
contractions, 43, 251
as objects of prepositions, 10, 151
plurals, 3, 18, 20, 65, 251, 283

possessive, 4, 17, 41–42, 69, 251
 proper, 3, 15, 44, 63, 217, 219, 221, 223,
 225, 227
 singular, 3, 65
 as subjects, 3
 Numbers and numerals, 18–19, 259, 261

O

Objective case, pronouns, 6, 105, 107
 Objects of prepositions, defined, 10, 151
 pronouns as, 153
 Opinion, letters of, 22, 339
 Outlines, writing, 21, 315

P

Paragraphs, building, 20, 323, 325, 327
 chronological order, 20, 323
 compare/contrast order, 20, 327
 spatial order, 20, 325
 Paragraphs, ordering, 20, 329
 transition words, 329
 Parentheses, 18
 punctuation with, 18
 Participial phrases, defined, 10
 Participles, defined, 10
 as adjectives, 10
 Passive voice, 6, 319
 Periods, rules, 15, 233
 Personal letters, 21–22, 331, 333, 335
 defined, 331
 invitations, 333
 thank-you notes, 333
 to celebrities, 335
 Personal pronouns, 6, 34–35, 105
 first person, 6
 intensive, 6
 as objects, 35, 105, 107
 possessive, 6, 42–43, 111
 reflexive, 6
 second person, 6
 as subjects, 34–35, 105, 107, 169
 third person, 6
 Phrases, defined, 10–11
See also Appositive phrases; Prepositional
 phrases
 Plural nouns, 3, 18, 20, 65, 251, 283
 Plurals, spelling of, 20, 283
 Possessive nouns, 4, 17, 41–42, 69, 251

Possessive pronouns, 6, 42–43, 111
Precede, proceed, 13
 Predicate adjective, defined, 4, 81, 119, 139
 diagraming, 183
 Predicate noun, defined, 4, 81
 diagraming, 183
 Predicates
 complete, 3, 51
 compound, 3, 53
 simple, 3, 51
 Prefixes, 19, 271
 Prepositional phrases, defined, 10, 151
 diagraming, 187
 as adjectives, 10, 155
 as adverbs, 10, 155
 object of the preposition, 10, 151
 pronouns as, 153
 Prepositions, defined, 8, 149
 compound, 8, 149
 distinguishing from adverbs, 157
 list, 8, 149
 Presentation, of writing, 21, 313
 markets, 313
 Prewriting, 20, 299, 301, 315
 audience, 20, 301
 freewriting, 20, 299
 outlining, 21, 315
 purpose, 20, 301
 topic, 20, 299
 Principal parts of verbs, 4–5, 85, 93, 95, 97
Proceed, precede, 13
 Progressive verbs, defined, 6, 89
 Pronouns, defined, 6, 105, 111, 113
 agreement with antecedents, 7, 34, 109
 as objects of prepositions, 153
 cases of, 6, 105, 107
 demonstrative, 6, 121
 indefinite, 6, 11, 29, 113
 intensive, 6
 interrogative, 6
 after linking verbs, 107
 as objects, 35, 105, 107
 personal, 6, 34–35, 105
 possessive, 6, 42–43, 111
 reflexive, 6
 relative, 6
 as subjects, 34–35, 105, 107, 169
who, whom, 7, 153
 Proofreading, 311

Proper adjectives, 8, 15, 44, 119, 225, 227
Proper nouns, defined, 3, 63
Punctuation rules. *See specific types*
Purpose, choosing in writing, 20, 301

Q

Question marks, 15, 233
 and quotation marks, 17, 247
Quiet, quite, 13
Quotation marks, 17, 247
 with colons or semicolons, 17
 with commas or periods, 17, 38–39, 247
 in direct quotations, 17, 247
 within a quotation, 17
 with question marks or exclamation points,
 17, 247
 with titles of short works, 17, 249
Quotations, capitalizing, 14, 44, 213

R

Raise, rise, 13, 203
Reflexive pronouns, 6
Regular verbs, 4–6, 85
Relative pronouns, 6
Request, letters of, 22, 337
Revising, 20, 307, 309
 sentence variety, 20, 309
 topic sentences, 307
 transition words, 307
Rise, raise, 13, 203
Roots of words, 19
Run-on sentences, 26–27, 59

S

Semiblock form of letters, 21, 337
Semicolons, 16–17, 245
 to correct run-on sentences, 26, 59
Sentence, defined, 47
Sentence fragments, 24–25, 57
Sentence structure, 9–10, 55
 complex, 10
 compound, 10, 55
 simple, 10, 55
Sentences, effective, 309, 317, 319, 321
 active voice, 6, 319
 passive voice, 319
 special effects, 321

 topic sentence, 319
 varied length, 317
 varied structure, 317

Sentences, kinds of
 declarative, 10, 47
 exclamatory, 10, 49
 imperative, 10, 49
 interrogative, 10, 47

Sentences, run-on, 26–27, 59

Series

 commas in, 16, 38, 235
 colon before, 17, 245

Set, sit, 14, 203

Simple predicates, defined, 3, 51

Simple sentences, defined, 10, 55

Simple subjects, defined, 3, 51

Singular nouns, 3, 65

Sit, set, 14, 203

Spatial order, 20, 325

Spelling

 adding *-ly*, 20, 281
 doubling the final consonant, 19, 281
 of easily confused words, 287
 forming compound words, 20, 281
 of often misspelled words, 285
 of plural nouns, 20, 283
 of prefixes, 19
 of suffixes, 19, 279
 of *ie* and *ei*, 19, 279
 of unstressed vowels, 19

Subject-verb agreement, 4, 11, 28–31, 67, 167,
 169, 171, 173

 and collective nouns, 4, 67

 and compound subjects, 11, 30–31, 173

 and intervening expressions, 11, 28, 171

 and prepositional phrases, 11, 28, 171

 and indefinite pronouns, 11, 29, 113

 in inverted sentences, 11, 28–29, 171

 with subject pronouns, 11, 29, 169

 with titles of works, 11

Subjects

 agreement of verb with, 4, 11, 28–31, 67,
 167, 169, 171, 173

 complete, 3, 51

 compound, 3, 30–31, 53, 173

 pronouns as, 34–35, 105, 107, 169

 simple, 3, 51

Subordinate (dependent) clauses, 9–10

Subordinating conjunctions, 9

Suffixes, 19, 273, 279
Superlative form, 7–8, 36–37, 123, 125, 135
 adjectives, 7–8, 123, 125, 135
 adverbs, 135, 137
Synonyms, 275

T

Take, bring, 12
Teach, learn, 13, 201
Tenses, defined, 5, 83, 91
 future, 5, 83
 future perfect, 5
 past, 5, 83
 past perfect, 5, 91
 present, 5, 83
 present perfect, 5, 91
Than, then, 14, 205
Their, they're, 14, 205
Theirs, there's, 14
Theme, writing, 20–21, 303
Then, than, 14, 205
There's, theirs, 14
Thesis statement, writing, 303
They're, their, 14, 205
To, too, two, 14, 205
Topic, choosing, 299
Topic sentences, 20, 305, 307, 319
Transition words, 307, 329
Transitive verbs, defined, 4, 79

U

Understood subject *you*, 3, 49

V

Verb phrases, defined, 4, 85
Verbal phrases, 10–11
Verbals, defined, 10–11
Verbs, defined, 4, 75
 action verbs, 4, 75, 79

 agreement with subjects, rules, 4, 11,
 28–31, 67, 167, 169, 171, 173
 emphatic, 6
 helping (auxiliary), 4, 87, 89, 91
 intransitive, 4, 79
 irregular, regular, 4–6, 32–33, 85, 93, 95,
 97
 linking, 4, 81
 principal parts of irregular, 5, 93, 95, 97
 principal parts of regular, 4, 85
 progressive, 6, 89
 tenses of, 5, 32–33, 83, 91
 See Tenses
 transitive, 4, 79
 voice of, active and passive, 6, 319
Vocabulary building, 19, 269, 271, 273, 275,
 277
 from context, 19, 269
 homonyms, 277
 prefixes and suffixes, 19, 271, 273
 synonyms and antonyms, 275
 word roots, base words, 19
Voice of verbs, defined, 6, 319
 active, 6, 319
 effective use of, 319
 passive, 6, 319

W

Well, better, best, 137
Where at, avoiding, 14
Who, whom, 7, 153
Who's, whose, 14, 205
Writing process. *See specific steps*
Writing letters, 21–22, 331, 333, 335, 337–339
Writing paragraphs, 20–21, 323, 325, 327, 329

Y

You, as understood subject, 3, 49
Your, you're, 14

Grammar & Composition HANDBOOK



Copyright © McGraw-Hill Education

All rights reserved. The contents, or parts thereof, may be reproduced in print form for non-profit educational use with MHE/Study Sync, provided such reproductions bear copyright notice, but may not be reproduced in any form for any other purpose without the prior written consent of McGraw-Hill Education, including, but not limited to, network storage or transmission, or broadcast for distance learning.

Send all inquiries to:
McGraw-Hill Education
2 Penn Plaza
New York, NY 10121

Table of Contents at a Glance

Part 1 Ready Reference	2
Glossary of Terms	4
Usage Glossary	29
Abbreviations	56
Part 2 Grammar, Usage, and Mechanics	62
Chapter 1 Subjects, Predicates, and Sentences	64
Chapter 2 Nouns	79
Chapter 3 Verbs	94
Chapter 4 Pronouns.....	121
Chapter 5 Adjectives	142
Chapter 6 Adverbs	156
Chapter 7 Prepositions, Conjunctions, and Interjections.....	171
Chapter 8 Clauses and Complex Sentences	190
Chapter 9 Subject-Verb Agreement	205
Chapter 10 Diagraming Sentences	217
Chapter 11 Capitalization	234
Chapter 12 Punctuation.....	246
Chapter 13 Sentence Combining	272
Chapter 14 Spelling and Vocabulary.....	287
Part 3 Composition	310
Chapter 15 Persuasive Essay	312
Chapter 16 Response Essay	323
Chapter 17 Multi-Paragraph Essay	334
Chapter 18 Research Report	345
Chapter 19 Narrative	361
Chapter 20 Graphic Organizers.....	372
Chapter 21 MLA Style Guide	384

Part 4 Resources	390
Chapter 22 The Library or Media Center	392
Chapter 23 Using Print and Digital Resources	396
Chapter 24 Accessing Digital Resources	428
Grade 6 Common Core State Standards Correlation	431
Index	439

Table of Contents

Part 1 **Ready Reference** 2

Glossary of Terms 4

Usage Glossary 29

Abbreviations 56

Part 2 **Grammar, Usage, and Mechanics** 62

Chapter 1 Subjects, Predicates, and Sentences 64

Pretest 64

1.1 Kinds of Sentences 66

1.2 Sentences and Sentence Fragments 68

1.3 Subjects and Predicates 69

1.4 Identifying the Subject 71

1.5 Compound Subjects and Compound Predicates 73

1.6 Simple, Compound, and Run-on Sentences 74

Posttest 77

Chapter 2 Nouns 79

Pretest 79

2.1 Kinds of Nouns 81

2.2 Singular and Plural Nouns 83

2.3 Possessive Nouns 86

2.4 Recognizing Plurals, Possessives, and Contractions	87
2.5 Appositives	89
Posttest	91

Chapter 3 Verbs [94](#)

Pretest	94
3.1 Action Verbs	97
3.2 Transitive and Intransitive Verbs	98
3.3 Indirect Objects	100
3.4 Linking Verbs and Predicate Words	101
3.5 Present and Past Tenses	103
3.6 Main Verbs and Helping Verbs	104
3.7 Progressive Forms	106
3.8 Present Perfect and Past Perfect Tenses	108
3.9 Expressing Future Time	110
3.10 Active and Passive Voice	111
3.11 Irregular Verbs	113
3.12 More Irregular Verbs	115
Posttest	118

Chapter 4 Pronouns [121](#)

Pretest	121
4.1 Personal Pronouns	125
4.2 Using Pronouns	126
4.3 Pronouns and Antecedents	128
4.4 Possessive Pronouns	131
4.5 Indefinite Pronouns	132
4.6 Reflexive and Intensive Pronouns	134
4.7 Interrogative and Demonstrative Pronouns	135
Posttest	138

Chapter 5 Adjectives 142

Pretest	<u>142</u>
5.1 Adjectives	<u>144</u>
5.2 Articles and Demonstratives	<u>147</u>
5.3 Comparative and Superlative Adjectives	<u>149</u>
5.4 Irregular Comparative and Superlative Adjectives	<u>151</u>
Posttest	<u>153</u>

Chapter 6 Adverbs 156

Pretest	<u>156</u>
6.1 Adverbs That Modify Verbs	<u>158</u>
6.2 Adverbs That Modify Adjectives and Other Adverbs	<u>161</u>
6.3 Comparative and Superlative Adverbs	<u>162</u>
6.4 Using Adjectives and Adverbs	<u>164</u>
6.5 Correcting Double Negatives	<u>166</u>
Posttest	<u>169</u>

Chapter 7 Prepositions, Conjunctions, and Interjections 171

Pretest	<u>171</u>
7.1 Prepositions and Prepositional Phrases	<u>174</u>
7.2 Pronouns as Objects of Prepositions	<u>176</u>
7.3 Prepositional Phrases as Adjectives and Adverbs	<u>178</u>
7.4 Telling Prepositions and Adverbs Apart	<u>179</u>
7.5 Conjunctions	<u>181</u>
7.6 Conjunctive Adverbs	<u>183</u>
7.7 Interjections	<u>185</u>
Posttest	<u>187</u>

Chapter 8 Clauses and Complex Sentences 190

Pretest	<u>190</u>
8.1 Sentences and Clauses	<u>192</u>
8.2 Complex Sentences	<u>193</u>
8.3 Adjective Clauses	<u>195</u>
8.4 Essential and Nonessential Clauses	<u>197</u>
8.5 Adverb Clauses	<u>198</u>
8.6 Noun Clauses	<u>200</u>
Posttest	<u>202</u>

Chapter 9 Subject-Verb Agreement 205

Pretest	<u>205</u>
9.1 Making Subjects and Verbs Agree	<u>206</u>
9.2 Problems in Locating the Subject	<u>208</u>
9.3 Collective Nouns and Other Special Subjects	<u>210</u>
9.4 Indefinite Pronouns as Subjects	<u>212</u>
9.5 Agreement with Compound Subjects	<u>213</u>
Posttest	<u>215</u>

Chapter 10 Diagraming Sentences 217

Pretest	<u>217</u>
10.1 Diagraming Simple Subjects and Simple Predicates	<u>218</u>
10.2 Diagraming the Four Kinds of Sentences	<u>219</u>
10.3 Diagraming Direct and Indirect Objects	<u>221</u>
10.4 Diagraming Adjectives, Adverbs, and Prepositional Phrases	<u>222</u>
10.5 Diagraming Predicate Nouns and Predicate Adjectives	<u>223</u>

10.6 Diagraming Compound Sentence Parts	225
10.7 Diagraming Compound Sentences	226
10.8 Diagraming Complex Sentences with Adjective and Adverb Clauses	228
10.9 Diagraming Noun Clauses	230
Posttest	232

Chapter 11 Capitalization [234](#)

Pretest	234
11.1 Capitalizing Sentences, Quotations, and Letter Parts	236
11.2 Capitalizing Names and Titles of People	238
11.3 Capitalizing Names of Places	239
11.4 Capitalizing Other Proper Nouns and Adjectives	241
Posttest	244

Chapter 12 Punctuation [246](#)

Pretest	246
12.1 Using End Punctuation	249
12.2 Using Commas I	250
12.3 Using Commas II	253
12.4 Using Commas III	254
12.5 Using Semicolons and Colons	256
12.6 Using Quotation Marks and Italics	258
12.7 Using Apostrophes	261
12.8 Using Hyphens, Dashes, and Parentheses	263
12.9 Using Abbreviations	264
12.10 Writing Numbers	266
Posttest	269

Chapter 13 Sentence Combining 272

Pretest	272
13.1 Compound Sentences	275
13.2 Compound Elements	276
13.3 Prepositional Phrases	277
13.4 Appositives	279
13.5 Adjective and Adverb Clauses	280
Posttest	284

Chapter 14 Spelling and Vocabulary 287

14.1 Spelling Rules	287
14.2 Improving Your Spelling	295
• <i>How to Study a Word</i>	296
• <i>Spelling Problem Words</i>	297
14.3 Using Context Clues	299
• <i>Using Specific Context Clues</i>	299
• <i>Using General Context</i>	300
14.4 Roots, Prefixes, and Suffixes	302
• <i>Roots</i>	302
• <i>Prefixes</i>	304
• <i>Suffixes</i>	306

Part 3 Composition 310

Chapter 15 Persuasive Essay 312

15.1 Plan	313
15.2 Draft	315

15.3	Revise	318
15.4	Edit	320
15.5	Publish	322

Chapter 16 Response Essay [323](#)

16.1	Plan	324
16.2	Draft	325
16.3	Revise	329
16.4	Edit	331
16.5	Publish	333

Chapter 17 Multi-Paragraph Essay [334](#)

17.1	Plan	335
17.2	Draft	336
17.3	Revise	340
17.4	Edit	342
17.5	Publish	344

Chapter 18 Research Report [345](#)

18.1	Plan	346
18.2	Draft	353
18.3	Revise	356
18.4	Edit	358
18.5	Publish	360

Chapter 19 Narrative [361](#)

19.1	Plan	362
19.2	Draft	365

19.3	Revise	367
19.4	Edit	370
19.5	Publish	371

Chapter 20 Graphic Organizers [322](#)

Chapter 21 MLA Style Guide [384](#)

Part 4 Resources [390](#)

Chapter 22 The Library or Media Center [392](#)

Chapter 23 Using Print and Digital Resources [396](#)

23.1	Understanding Cataloging Systems	396
23.2	Locating Books.....	407
23.3	Locating Articles in Newspapers and Magazines	413
23.4	Using Other Reference Sources	415
23.5	Making the Most of Word Resources	417

Chapter 24 Accessing Digital Resources [428](#)

- Understanding Addresses
- Accessing Web Sites

Grade 6 Common Core State Standards Correlation [431](#)

Index [439](#)

Part One

Ready Reference

The **Ready Reference** consists of three parts. The **Glossary of Terms** is a list of language arts terms with definitions and examples. Page references show you where to find more information about the terms elsewhere in the book. The **Usage Glossary** lists words that are easily confused or often used incorrectly and explains how to use the words correctly. The third part is **Abbreviations**, which consists of lists of many commonly used abbreviations.

*By day and night
I sing this song:
"All right's all right,
Alright's all wrong."*

— Willard R. Espy,
Say It My Way

continuous

continually

continuously

continuously

Regardless

[not Irregardless]

neither . . . nor

either . . . or

correlative conjunction

both . . . and

not only . . . but also

this

that

demonstrative adjective

those

these

Tues.

RSVP

abbreviations

AVE

CST

B.C.

GLOSSARY OF TERMS

A

abbreviation An abbreviation is a shortened form of a word or phrase. Many abbreviations are followed by periods (pages 264–266).

EXAMPLES Mrs., Tues., Dec., NBA, ft., St., RI

abstract noun An abstract noun names an idea, a quality, or a feeling that can't be seen or touched (page 82).

EXAMPLE Her **bravery** and **courage** filled us with **admiration**.

action verb An action verb is a verb that expresses action. An action verb may consist of more than one word (pages 97–98).

EXAMPLES The director **shouts** at the members of the cast.

The lights **are flashing** above the stage.

The play **has begun**.

active voice A verb is in the active voice when the subject performs the action of the verb (pages 111–112).

EXAMPLE Thornton Wilder **composed** that play.

adjective An adjective is a word that describes, or modifies, a noun or a pronoun (pages 144–152, 164–165).

HOW ADJECTIVES MODIFY NOUNS

WHAT KIND? We studied **ancient** history.

HOW MANY? I read **four** chapters.

WHICH ONE? **That** invention changed history.

adjective clause An adjective clause is a subordinate clause that modifies, or describes, a noun or a pronoun in the main clause of a complex sentence (pages 195, 197).

EXAMPLE The Aqua-Lung, **which divers strap on**, holds oxygen.

adjective phrase An adjective phrase is a prepositional phrase or a participial phrase that modifies, or describes, a noun or a pronoun (pages 178, 206–207).

EXAMPLES The servers **at the new restaurant** are courteous.
[prepositional phrase modifying *servers*]

The musician **seated at the piano** is Erik. [participial phrase modifying *musician*]

adverb An adverb is a word that modifies a verb, an adjective, or another adverb (pages 158–167, 179–180).

WHAT ADVERBS MODIFY

VERBS People *handle* old violins **carefully**.

ADJECTIVES **Very** *old* violins are valuable.

ADVERBS Orchestras **almost** *always* include violins.

WAYS ADVERBS MODIFY VERBS

ADVERBS TELL **EXAMPLES**

HOW grandly, easily, completely, neatly, gratefully, sadly

WHEN soon, now, immediately, often, never, usually, early

WHERE here, there, everywhere, inside, downstairs, above

adverb clause An adverb clause is a subordinate clause that often modifies the verb in the main clause of a complex sentence. It tells *how*, *when*, *where*, *why*, or *under what conditions* the action occurs (pages 198–199).

EXAMPLE **After we won the meet**, we shook hands with our opponents.

An adverb clause can also modify an adjective or an adverb.

EXAMPLES Carson is younger **than I am**. [The adverb clause *than I am* modifies the adjective *younger*.]

Sherry walks faster **than her brother runs**. [The adverb clause *than her brother runs* modifies the adverb *faster*.]

adverb phrase An adverb phrase is a prepositional phrase that modifies a verb, an adjective, or another adverb (page 178).

ADVERB PHRASES

MODIFIES A VERB	The servers <i>dress</i> like movie characters .
MODIFIES AN ADJECTIVE	The restaurant is <i>popular</i> with young people .
MODIFIES AN ADVERB	The restaurant opens <i>early</i> in the morning .

agreement Agreement is the match between grammatical forms. A verb must agree with its subject. A pronoun must agree with its antecedent (pages 73, 132–133, 181, 206–214).

EXAMPLES Both **ducks** and **swans** **swim** in this lake. [subject-verb agreement]

Jerry and his **brother** visited **their** grandparents.
[pronoun-antecedent agreement]

antecedent An antecedent is the word a pronoun refers to. The word *antecedent* means “going before” (pages 128–130).

EXAMPLE **Max** likes to read books. **He** particularly likes novels. [**He** refers to **Max**. **Max** is the antecedent of **He**.]

apostrophe An apostrophe (') is a punctuation mark used in possessive nouns, possessive indefinite pronouns, and contractions. In contractions an apostrophe shows that one or more letters have been left out (pages 86–88, 261–262).

EXAMPLES Shefali's friends don't always understand her.

Cameron's asking for everyone's help.

appositive An appositive is a noun that is placed next to another noun to identify it or add information about it (pages 89–90).

EXAMPLE James Madison's wife, **Dolley**, was a famous first lady.

appositive phrase An appositive phrase is a group of words that includes an appositive and other words that modify the appositive (pages 89–90).

EXAMPLE Madison, **our fourth president**, held many other offices.

article The words *a*, *an*, and *the* make up a special group of adjectives called articles. *A* and *an* are called **indefinite articles** because they refer to one of a general group of people, places, things, or ideas. *A* is used before words beginning with a consonant sound. *An* is used before words beginning with a vowel sound (page 147).

EXAMPLES **a** union **a** picture **an** hour **an** easel

The is called the **definite article** because it identifies specific people, places, things, or ideas (page 147).

auxiliary verb *See helping verb.*

B

base form A base form is the simplest form of a word. *Small* is a base form; other forms of *small* are *smaller* and *smallest*. *Be* is a base form; other forms of *be* are *am*, *is*, *are*, *was*, *were*, *being*, and *been* (pages 104, 113–116, 149–150, 163).

C

clause A clause is a group of words that has a subject and a verb (pages 192–201). *See also adjective clause, adverb clause, main clause, noun clause, and subordinate clause.*

closing A closing is a way to end a letter. It begins with a capital letter and is followed by a comma (page 237).

EXAMPLES

Yours truly, Sincerely, With love, Your friend,

collective noun A collective noun names a group of people, animals, or things. It may be singular or plural, depending on the meaning of the sentence (pages 85, 210–211).

EXAMPLES The **team** shares the field with its opponent.

The **team** share their jokes with one another.

colon A colon (:) is a punctuation mark. It's used to introduce a list and to separate the hour and the minutes when you write the time of day. It's also used after the salutation of a business letter (page 257).

EXAMPLES Please buy these fruits: apples, bananas, grapes, peaches.

It's now exactly 2:43 P.M.

Dear Editor:

comma A comma (,) is a punctuation mark that's used to separate items or to set them off from the rest of a sentence (pages 250–255).

EXAMPLES Shoes, socks, hats, and gloves lay in the bottom of the closet.

Tessa's great-grandmother, who is ninety, loves to travel.

common noun A common noun names any person, place, thing, or idea. Common nouns can be either concrete or abstract (pages 81–82).

EXAMPLE **Children** learn **handwriting** in **school**.

comparative form The comparative form of an adjective compares one person or thing with another. The comparative form of an adverb compares one action with another (pages 149–152, 162–163).

EXAMPLES Is Venezuela **larger** than Peru? [**adjective**]

The pianist arrived **earlier** than the violinist. [**adverb**]

complete predicate *See predicate.*

complete subject *See subject.*

complex sentence A complex sentence has one main clause and one or more subordinate clauses (pages 193–194).

EXAMPLE Since Mariah moved to Springfield, she has made many new friends. [*She has made many new friends is a main clause. Since Mariah moved to Springfield is a subordinate clause.*]

compound-complex sentence A compound-complex sentence has two or more main clauses and one or more subordinate clauses (page 194).

EXAMPLE Ahmal has never scored a goal, but he plays soccer because he loves the game. [*The two main clauses are Ahmal has never scored a goal and he plays soccer. Because he loves the game is a subordinate clause.*]

compound noun A compound noun is a noun made of two or more words (pages 82, 85).

EXAMPLES storybook, showcase, bookmark
ice cream, dining room, high school
sister-in-law, sixth-grader, push-ups

compound predicate A compound predicate consists of two or more simple predicates, or verbs, that have the same subject. The verbs may be connected by *and*, *or*, *but*, *both . . . and*, *either . . . or*, or *neither . . . nor* (page 73).

EXAMPLE Many students **read** the novel *Jane Eyre* and **enjoy** it.

compound sentence A compound sentence is a sentence that contains two or more main clauses joined by a comma and a coordinating conjunction or by a semicolon (pages 75, 181, 183–184, 192).

EXAMPLES **Eudora Welty is a novelist**, but **she also writes essays**.
[A comma and the coordinating conjunction *but* join the two main clauses, *Eudora Welty is a novelist* and *she also writes essays*.]

Eudora Welty is a novelist; she also writes essays.

compound subject A compound subject consists of two or more simple subjects that have the same predicate. The subjects may be joined by *and*, *or*, *both . . . and*, *either . . . or*, or *neither . . . nor* (pages 73, 181, 213–214).

EXAMPLE **Charlotte Brontë** and **Emily Brontë** were sisters.

compound verb *See compound predicate.*

concrete noun A concrete noun names something you can see or touch (page 82).

EXAMPLE **Julio** wore a **cap** on his **head** and a **scarf** around his **neck**.

conjunction A conjunction is a connecting word. *See coordinating conjunction, correlative conjunction, and subordinating conjunction.*

conjunctive adverb A conjunctive adverb may be used to join the simple sentences in a compound sentence (pages 183–184).

EXAMPLE The school cafeteria sometimes serves Chinese food; **however**, other cafeteria meals are not very tasty.

contraction A contraction is a word formed from one or more words by omitting one or more letters and substituting an apostrophe (pages 87–88, 166, 262).

EXAMPLES We **can't** find the map. [*Can't is a contraction of cannot.*]

Carmella's visited every state. [*Carmella's is a contraction of Carmella has.*]

coordinating conjunction A coordinating conjunction is a word used to connect compound parts of a sentence. *And*, *but*, *or*, *nor*, and *for* are coordinating conjunctions. *So* and *yet* are also sometimes used as coordinating conjunctions (pages 181, 213–214).

EXAMPLE Juan **or** Lisa collects the money **and** distributes the tickets.

correlative conjunction Correlative conjunctions are pairs of words used to connect compound parts of a sentence. Correlative conjunctions include *both . . . and*, *either . . . or*, *neither . . . nor*, and *not only . . . but also* (pages 181, 213–214).

EXAMPLE Examples of great architecture exist in **both** New York **and** Paris.

D

dash A dash (—) is a punctuation mark. It's usually used in pairs to set off a sudden break or change in thought or speech (page 263).

EXAMPLE Billy Adams—he lives next door—is our team manager.

declarative sentence A declarative sentence makes a statement. It ends with a period (pages 66, 249).

EXAMPLE Edgar Allan Poe wrote suspenseful short stories.

demonstrative adjective A demonstrative adjective points out something and modifies a noun by answering the question *which one?* or *which ones?* *This*, *that*, *these*, and *those* are demonstrative adjectives when they modify nouns (page 147).

EXAMPLES Take **this** umbrella with you. **That** answer is wrong.
Take **these** boots too. **Those** clouds are lovely.

demonstrative pronoun A demonstrative pronoun is a pronoun that points out something. *This, that, these, and those* are demonstrative pronouns when they take the place of nouns (pages 136, 148).

EXAMPLES Take **this** with you.

That is the wrong answer.

Take **these** too.

Those are lovely clouds.

dependent clause *See subordinate clause.*

direct address Direct address is a name used in speaking directly to a person. Direct address may also be a word or a phrase used in place of a name. Words used in direct address are set off by commas (page 251).

EXAMPLES **Suzy**, please hand me a dish towel.

Here, **my dear mother**, is your birthday present.

Don't do that again, **Samson**.

direct object A direct object receives the action of a verb. It answers the question *whom?* or *what?* after an action verb (pages 98–100).

EXAMPLE The actor rehearsed his **lines** from the play.

direct quotation A direct quotation gives a speaker's exact words (pages 236, 258).

EXAMPLE **"Spiders,"** explained Raul, **"have eight legs."**

double negative A double negative is the use of two negative words to express the same idea. Only one negative word is necessary (pages 166–167).

EXAMPLES

INCORRECT I **don't** have **no** homework.

CORRECT I **don't** have **any** homework.

CORRECT I have **no** homework.

E

end mark An end mark is a punctuation mark used at the end of a sentence. Periods, question marks, and exclamation points are end marks (pages 66–67, 249).

EXAMPLES Tell me a story.

Where have you been?

What a hot day this has been!

essential clause An essential clause is a clause that is necessary to make the meaning of a sentence clear. Don't use commas to set off essential clauses (page 197).

EXAMPLE The girl **who is standing beside the coach** is our best swimmer.

essential phrase An essential phrase is a phrase that is necessary to make the meaning of a sentence clear. Don't use commas to set off essential phrases (page 279).

EXAMPLE The boy **seated at the piano** is Erik.

exclamation point An exclamation point (!) is a punctuation mark used to end a sentence that shows strong feeling (exclamatory). It's also used after strong interjections (pages 67, 249).

EXAMPLES My! What a hot day it is!

exclamatory sentence An exclamatory sentence expresses strong feeling. It ends with an exclamation point (pages 67, 249).

EXAMPLES What a great writer Poe was!
How I enjoy his stories!

F

future perfect tense The future perfect tense of a verb expresses action that will be completed before another future event begins (page 110).

EXAMPLE The production **will have closed** by next week.

future tense The future tense of a verb expresses action that will take place in the future (page 110).

EXAMPLE Mr. and Mrs. Pao **will attend** the performance.

G

gender The gender of a noun may be masculine (male), feminine (female), or neuter (referring to things) (page 130).

EXAMPLES boy (male), woman (female), desk (neuter)

gerund A gerund is a verb form that ends in *-ing* and is used as a noun.

EXAMPLE **Exercising** builds strength, endurance, and flexibility.

gerund phrase A gerund phrase is a group of words that includes a gerund and other words that complete its meaning.

EXAMPLE **Exercising on a bike** is fun for all ages.

H

helping verb A helping verb is a verb that helps the main verb express action or make a statement (pages 104–106, 207).

EXAMPLES Telma **is acting** in another play today. [*is* is the helping verb; *acting* is the main verb.]

Emilio **has written** a story. [*Has* is the helping verb; *written* is the main verb.]

hyphen A hyphen (-) is a punctuation mark that's used in some compound words (page 263).

EXAMPLE Mrs. Gilmore's **mother-in-law** is **sixty-two** years old.

I

imperative sentence An imperative sentence gives a command or makes a request. It ends with a period (pages 66, 72, 249).

EXAMPLE Read "The Pit and the Pendulum."

indefinite pronoun An indefinite pronoun is a pronoun that does not refer to a particular person, place, or thing (pages 132–133, 212, 262).

SOME INDEFINITE PRONOUNS

	SINGULAR		PLURAL
another	everybody	no one	both
anybody	everyone	nothing	few
anyone	everything	one	many
anything	much	somebody	others
each	neither	someone	several
either	nobody	something	
SINGULAR OR PLURAL	all, any, most, none, some		

indirect object An indirect object answers the question *to whom?* or *for whom?* or *to what?* or *for what?* an action is done (page 100).

EXAMPLE Friends sent the **actors** flowers.

indirect quotation An indirect quotation does not give a speaker's exact words (page 236).

EXAMPLE Raul said **that spiders have eight legs.**

infinitive An infinitive is formed with the word *to* and the base form of a verb. Infinitives are often used as nouns in sentences.

EXAMPLE **To write** is Alice's ambition.

infinitive phrase An infinitive phrase is a group of words that includes an infinitive and other words that complete its meaning.

EXAMPLE **To write a great novel** was Alice's ambition.

intensive pronoun An intensive pronoun ends with *-self* or *-selves* and is used to draw special attention to a noun or a pronoun already named (page 134).

EXAMPLE Yolanda **herself** repaired the engine.

interjection An interjection is a word or group of words that expresses emotion. It has no grammatical connection to other words in a sentence (pages 185–186, 249).

EXAMPLE **Good grief!** My favorite restaurant has closed.

interrogative pronoun An interrogative pronoun is a pronoun used to introduce an interrogative sentence. *Who*, *whom*, *which*, *what*, and *whose* are interrogative pronouns (pages 135–136).

EXAMPLE **Who** borrowed the book?

interrogative sentence An interrogative sentence asks a question. It ends with a question mark (pages 66, 71–72, 209, 249).

EXAMPLE Did Poe also write poetry?

intransitive verb An intransitive verb is a verb that does not have a direct object (pages 98–99).

EXAMPLE The audience **applauds** loudly.

inverted sentence An inverted sentence is a sentence in which the subject follows the verb (pages 72, 208–209).

EXAMPLES There **are** many **immigrants** among my ancestors.

Across the ocean **sailed** the three **ships**.

irregular verb An irregular verb is a verb whose past and past participle are formed in a way other than by adding *-d* or *-ed* to the base form (pages 113–116).

SOME IRREGULAR VERBS

BASE	PAST	PAST PARTICIPLE
go	went	gone
write	wrote	written
begin	began	begun

italics Italics are printed letters that slant to the right. *This sentence is printed in italic type.* Italics are used for the titles of certain kinds of published works and works of art. In handwriting, underlining is a substitute for italics (page 260).

EXAMPLE On the desk were a copy of *Robinson Crusoe* and several issues of *Time* magazine.

L

linking verb A linking verb connects the subject of a sentence with a noun or an adjective in the predicate (pages 101–102).

EXAMPLE Juana Ortiz **was** the director.

M

main clause A main clause has a subject and a predicate and can stand alone as a sentence (pages 192–194).

EXAMPLE After the storm passed, **the governor surveyed the damage**.

main verb A main verb is the last word in a verb phrase. If a verb stands alone, it's a main verb (pages 104–106, 207).

EXAMPLES The professor is **studying** ancient history.

The professor **studies** ancient history.

N

negative word A negative word expresses the idea of “no” or “not” (pages 166–167).

SOME COMMON NEGATIVE WORDS

barely	no	no one	nowhere
hardly	nobody	not	scarcely
never	none	nothing	

nonessential clause A nonessential clause is a clause that is not necessary to make the meaning of a sentence clear. Use commas to set off nonessential clauses (pages 197, 253).

EXAMPLE Janice, **who is standing beside the coach**, is our best swimmer.

nonessential phrase A nonessential phrase is a phrase that is not necessary to make the meaning of a sentence clear. Use commas to set off nonessential phrases (pages 251, 252).

EXAMPLE Erik, **dreaming of fame**, sits at the piano.

nonrestrictive clause *See nonessential clause.*

nonrestrictive phrase *See nonessential phrase.*

noun A noun is a word that names a person, a place, a thing, or an idea (pages 81–90).

NOUNS

PERSONS sister, mayor, player, coach, pianist, children

PLACES park, zoo, lake, school, playground, desert, city

THINGS magazine, boots, rose, pencil, peach, baseball, car

IDEAS honesty, truth, democracy, pride, maturity, progress

noun clause A noun clause is a subordinate clause used as a noun (pages 200–201).

EXAMPLE **Whoever plays hockey** wears protective equipment.

number Number is the form of a word that shows whether it's singular or plural (page 130).

EXAMPLES **This book is a mystery.** [singular words]

These books are mysteries. [plural words]

O

object An object is a noun or a pronoun that follows a verb or a preposition. *See direct object, indirect object, and object of a preposition.*

EXAMPLE Mario gave the **horse** a **carrot** for a **treat**. [*Horse is an indirect object; carrot is a direct object; treat is the object of a preposition.*]

object of a preposition The object of a preposition is the noun or pronoun that ends a prepositional phrase (pages 175, 176–177).

EXAMPLE Hang the painting outside the **auditorium**.

object pronoun *Me, us, you, him, her, it, them,* and *whom* are object pronouns. Object pronouns are used as direct objects, indirect objects, and objects of prepositions (pages 125–127, 176–177).

EXAMPLE Sally gave **her** and **me** a picture of **them**.

P

parentheses Parentheses () are punctuation marks used to set off words that define or explain another word (page 264).

EXAMPLE This container holds one gallon (3.785 liters).

participial phrase A participial phrase is a group of words that includes a participle and other words that complete its meaning (page 251).

EXAMPLE **Sitting at the piano**, Erik loses himself in the music.

participle A participle is a verb form that can act as the main verb in a verb phrase or as an adjective to modify a noun or a pronoun (page 251). *See also past participle and present participle.*

EXAMPLES Erik has **played** several pieces on the piano. [**main verb**]
His **playing** skill improves daily. [**adjective**]

passive voice A verb is in the passive voice when the subject receives the action of the verb (pages 111–112).

EXAMPLE That play **was composed** by Thornton Wilder.

past participle A past participle is usually formed by adding *-d* or *-ed* to the base form of a verb. Some past participles are formed irregularly. When the past participle acts as a verb, one or more helping verbs are always used before the past participle. A past participle may also be used as an adjective (pages 104–105, 113–116, 145).

EXAMPLES Kimi has **baked** cookies for us. [**Baked is the past participle of bake.**]

Mrs. Gonzales had **planted** tomatoes in the spring.

[**Planted is the past participle of plant.**]

Two students have **written** a play. [**Written is the past participle of write.**]

Erik practices on a **rented** piano. [**Rented is an adjective modifying piano.**]

past perfect tense The past perfect tense of a verb expresses action that happened before another action or event in the past (page 109).

EXAMPLES The actors **had rehearsed** for many weeks.

We **had** just **arrived** when the play started.

past progressive The past progressive form of a verb expresses action or a condition that was continuing at some time in the past (page 107).

EXAMPLE We **were watching** a scary show.

past tense The past tense of a verb expresses action that already happened (pages 103, 113–116).

EXAMPLE The actors **rehearsed**.

perfect tenses The perfect tenses are the present perfect tense, the past perfect tense, and the future perfect tense. The perfect tenses consist of a form of the verb *have* and a past participle (pages 108–110).

EXAMPLES Lynn **has played** the trumpet for three years. [**present perfect**]

His father **had played** the trumpet as a boy. [**past perfect**]

By the end of high school, Lynn **will have played** the trumpet for seven years. [**future perfect**]

period A period (.) is a punctuation mark used to end a sentence that makes a statement (declarative) or gives a command (imperative). It's also used at the end of many abbreviations (pages 66, 249, 264–266).

EXAMPLES The day was hot and humid. [**declarative**]

Bring me some lemonade. [**imperative**]

personal pronoun A personal pronoun is a pronoun that refers to people or things. *I, me, you, he, she, him, her, it, we, us, they, and them* are personal pronouns (pages 125–126).

EXAMPLE **I** saw **you** with **her** and **him**.

phrase A phrase is a group of words that is used as a single part of speech and does not contain a verb and its subject. See *adjective phrase*, *adverb phrase*, *appositive phrase*, *prepositional phrase*, and *verb phrase*.

EXAMPLE Three students **were hiking through the woods**.

[*Were hiking* is a verb phrase. *Through the woods* is a prepositional phrase acting as an adverb to modify the verb *were hiking*.]

plural noun A plural noun is a noun that means more than one of something (pages 83–88).

EXAMPLE The **students** and their **parents** heard the **candidates** give their **speeches**.

possessive noun A possessive noun is a noun that shows ownership (pages 86–88, 261).

EXAMPLE **Tiffany's** friend distributed the **children's** toys.

possessive pronoun A possessive pronoun is a pronoun that shows ownership. *My*, *mine*, *our*, *ours*, *your*, *yours*, *his*, *her*, *hers*, *its*, *their*, *theirs*, and *whose* are possessive pronouns (pages 131, 262).

predicate The predicate part of a sentence tells what the subject does or has. It can also tell what the subject is or is like. The **complete predicate** includes all the words in the predicate of a sentence. The **simple predicate** is the main word or word group in the complete predicate. The simple predicate is always a verb (pages 68–73).

EXAMPLE Emily Dickinson **wrote hundreds of poems**. [The **complete predicate** is *wrote hundreds of poems*. The **simple predicate** is *wrote*.]

predicate adjective A predicate adjective is an adjective that follows a linking verb and modifies the subject of the sentence (pages 101–102, 145).

EXAMPLE Ms. Ortiz is **stern** but **fair**.

predicate noun A predicate noun is a noun that follows a linking verb and renames or identifies the subject of the sentence (pages 101–102).

EXAMPLE Ms. Ortiz is the **director**.

preposition A preposition is a word that relates a noun or a pronoun to another word in a sentence (pages 174–180).

EXAMPLE A boy **with** red hair stood **near** the window.

prepositional phrase A prepositional phrase is a group of words that begins with a preposition and ends with a noun or a pronoun, which is called the **object of the preposition** (pages 174–180, 208–209, 251).

EXAMPLE Hang the painting **outside the new auditorium**.

present participle A present participle is formed by adding *-ing* to the base form of a verb. A helping verb is always used with the present participle when it acts as a verb. (pages 104–105, 145).

EXAMPLES Mr. Omara is **teaching** algebra this year. [*Teaching is the present participle of teach.*]

The students were **making** decorations. [*Making is the present participle of make.*]

present perfect tense The present perfect tense of a verb expresses action that happened at an indefinite time in the past (page 108).

EXAMPLE The actors **have rehearsed** for many hours.

present progressive The present progressive form of a verb expresses action or a condition that is continuing in the present (pages 106–107, 110).

EXAMPLE Althea **is finishing** her song.

present tense The present tense of a verb expresses action that happens regularly. It can also express a general truth (pages 103, 110).

EXAMPLE A great actor **wins** awards.

principal parts of a verb The principal parts of a verb are the base form, the present participle, the past, and the past participle. The principal parts are used to form verb tenses (pages 104, 113–116).

BASE	PRESENT PARTICIPLE	PAST	PAST PARTICIPLE
play	playing	played	played
go	going	went	gone

progressive forms Progressive forms of verbs express continuing action. They consist of a form of the verb *be* and a present participle (pages 106–107). *See also past progressive and present progressive.*

EXAMPLES Carla **is leaving**, but Mr. and Mrs. Tsai **are staying**.

Ahmed **was studying**, but his brothers **were playing** basketball.

pronoun A pronoun is a word that takes the place of one or more nouns (pages 125–136).

EXAMPLE Max likes books. **He** particularly enjoys novels. **[The pronoun He takes the place of the noun Max.]**

proper adjective A proper adjective is an adjective formed from a proper noun. It begins with a capital letter (pages 145–146, 242).

EXAMPLE The **Florida** sun beat down on the **Japanese** tourists.

proper noun A proper noun names a particular person, place, thing, or idea. The first word and all other important words in a proper noun are capitalized (pages 81–82, 238–242).

EXAMPLE Did **Edgar Allan Poe** ever see the **Statue of Liberty**?

Q

question mark A question mark (?) is a punctuation mark used to end a sentence that asks a question (interrogative) (pages 66, 249).

EXAMPLE Do you like green eggs and ham?

quotation marks Quotation marks (“ ”) are punctuation marks used to enclose the exact words of a speaker. They’re also used for certain titles (pages 258–259).

EXAMPLES “A spider,” said Sean, “has eight legs.”
Have you read the story “To Build a Fire”?

R

reflexive pronoun A reflexive pronoun ends with *-self* or *-selves* and refers to the subject of a sentence. In a sentence with a reflexive pronoun, the action of the verb returns to the subject (page 134).

EXAMPLE Yolanda bought **herself** a book on engine repair.

regular verb A regular verb is a verb whose past and past participle are formed by adding *-d* or *-ed* (page 103).

EXAMPLES I **believed** her.
The twins **have learned** a lesson.

relative pronoun A relative pronoun is a pronoun that may be used to introduce an adjective clause (page 195).

EXAMPLE Divers prefer equipment **that** is lightweight.

restrictive clause *See essential clause.*

restrictive phrase *See essential phrase.*

run-on sentence A run-on sentence is two or more sentences incorrectly written as one sentence (page 75).

EXAMPLES Welty wrote novels, she wrote essays. [run-on]

Welty wrote novels she wrote essays. [run-on]

Welty wrote novels. She wrote essays. [correct]

Welty wrote novels, and she wrote essays. [correct]

Welty wrote novels; she wrote essays. [correct]

S

salutation A salutation is the greeting in a letter. The first word and any proper nouns in a salutation should be capitalized (pages 237, 255).

EXAMPLES My dear aunt Julia, Dear Professor Higgins:

semicolon A semicolon (;) is a punctuation mark used to join the main clauses of a compound sentence (pages 256–257).

EXAMPLE Kendra weeded the garden; Geronimo mowed the lawn.

sentence A sentence is a group of words that expresses a complete thought (pages 66–68).

EXAMPLE Edgar Allan Poe wrote many short stories.

sentence fragment A sentence fragment does not express a complete thought. It may also be missing a subject, a predicate, or both (page 68).

EXAMPLES The poems. [fragment]

Lay in Dickinson's bureau for years. [fragment]

The poems lay in Dickinson's bureau for years. [sentence]

simple predicate *See predicate.*

simple sentence A simple sentence has one subject and one predicate (pages 74, 192).

EXAMPLE Eudora Welty lived in Jackson, Mississippi.

simple subject *See subject.*

singular noun A singular noun is a noun that means only one of something (pages 83–86).

EXAMPLE The **child** and his **father** saw a **rabbit** in the **garden**.

subject The subject part of a sentence names whom or what the sentence is about. The **complete subject** includes all the words in the subject of a sentence. The **simple subject** is the main word or word group in the complete subject (pages 68–73, 206–214).

EXAMPLE **A large ship with many sails** appeared on the horizon.
[The complete subject is **A large ship with many sails**. The simple subject is **ship**.]

subject pronoun *I, we, you, he, she, it, they, and who* are subject pronouns. Subject pronouns are used as subjects and predicate pronouns (pages 125–127).

EXAMPLE **He** and **I** know **who you** are.

subordinate clause A subordinate clause is a group of words that has a subject and a predicate but does not express a complete thought and cannot stand alone as a sentence. A subordinate clause is always combined with a main clause in a sentence (pages 193–201).

EXAMPLE Mariah, **who moved here from Montana**, is very popular.

subordinating conjunction A subordinating conjunction is a word that is used to introduce a subordinate clause (page 199).

SUBORDINATING CONJUNCTIONS

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

superlative form The superlative form of an adjective compares one person or thing with several others. The superlative form of an adverb compares one action with several others (pages 149–152, 162–163).

EXAMPLES Is Brazil the **richest** country in South America? [adjective]
The drummer arrived **earliest** of all the players. [adverb]

T

tense Tense shows the time of the action of a verb (pages 103–110).

EXAMPLES The team often **wins** games. [present tense]

The team **won** the game. [past tense]

The team **will win** this game. [future tense]

transitive verb A transitive verb is an action verb that transfers action to a direct object (pages 98–99).

EXAMPLE The audience **applauds** the actors.

V

verb A verb is a word that expresses action or a state of being (pages 97–116, 206–214).

EXAMPLES Juanita **plays** soccer.

Kwami **is** a good student.

verbal A verbal is a verb form used as a noun, an adjective, or an adverb. Participles, gerunds, and infinitives are verbals.

EXAMPLES The **swimming** instructor showed us **diving** techniques.
[participles used as adjectives]

Mr. McCoy teaches **swimming** and **diving**. [gerunds used as nouns]

Mr. McCoy taught us **to swim** and **to dive**. [infinitives used as nouns]

verb phrase A verb phrase consists of one or more helping verbs followed by a main verb (page 105).

EXAMPLE Telma **is acting** in another play today. [*is* is the helping verb; *acting* is the main verb.]

voice See active voice and passive voice.

USAGE GLOSSARY

This glossary will guide you in choosing between words that are often confused. It will also tell you about certain words and expressions you should avoid when you speak or write for school or business.

A

a, an Use *a* before words that begin with a consonant sound. Use *an* before words that begin with a vowel sound.

EXAMPLES *a* poem, *a* house, *a* yacht, *a* union, *a* one-track mind
an apple, *an* icicle, *an* honor, *an* umbrella, *an* only child

accept, except *Accept* is a verb that means “to receive” or “to agree to.” *Except* is a preposition that means “but.” *Except* may also be a verb that means “to leave out or exclude.”

EXAMPLES Please **accept** this gift.

Will you **accept** our decision?

Everyone will be there **except** you. [preposition]

Some students may be **excepted** from taking physical education. [verb]

advice, advise *Advice*, a noun, means “an opinion offered as a guide.” *Advise*, a verb, means “to give advice.”

EXAMPLE Why should I **advise** you when you never accept my **advice**?

affect, effect *Affect* is a verb that means “to cause a change in” or “to influence the emotions of.” *Effect* may be a noun or a verb. As a noun, it means “result.” As a verb, it means “to bring about or accomplish.”

EXAMPLES The mayor’s policies have **affected** every city agency.

The mayor’s policies have had a positive **effect** on every city agency. [noun]

The mayor has **effected** positive changes in every city agency. [verb]

ain't *Ain't* is unacceptable in speaking and writing unless you're quoting someone's exact words or writing dialogue. Use *I'm not*; *you, we, or they aren't*; *he, she, or it isn't*.

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

EXAMPLE The band was **all ready** to play its last number, but the fans were **already** leaving the stadium.

all right, alright The spelling *alright* is not acceptable in formal writing. Use *all right*.

EXAMPLE Don't worry; everything will be **all right**.

all together, altogether Use *all together* to mean “in a group.” Use *altogether* to mean “completely” or “in all.”

EXAMPLES Let's cheer **all together**.

You are being **altogether** silly.

I have three dollars in quarters and two dollars in dimes; that's five dollars **altogether**.

almost, most Don't use *most* in place of *almost*.

EXAMPLE Marty **almost** [not most] always makes the honor roll.

a lot, alot *A lot* should always be written as two words. It means “a large number or amount.” Avoid using *a lot* in formal writing; be specific.

EXAMPLES **A lot** of snow fell last night.

Ten inches of snow fell last night.

altar, alter An *altar* is a raised structure at which religious ceremonies are performed. *Alter* means “to change.”

EXAMPLES The bride and groom approached the **altar**.

Mom **altered** my old coat to fit my little sister.

among, between Use *among* to show a relationship in which more than two persons or things are considered as a group.

EXAMPLES The committee will distribute the used clothing **among** the poor families in the community.

There was confusion **among** the players on the field.

In general, use *between* to show a relationship involving two persons or things, to compare one person or thing with an entire group, or to compare more than two items within a single group.

EXAMPLES Mr. and Mrs. Ohara live halfway **between** Seattle and Portland. **[relationship involving two places]**

What was the difference **between** Elvis Presley and other singers of the twentieth century? **[one person compared with a group]**

Emilio could not decide **between** the collie, the cocker spaniel, and the beagle. **[items within a group]**

anxious, eager *Anxious* means “fearful.” It is not a synonym for *eager*, which means “filled with enthusiasm.”

EXAMPLES Jean was **anxious** about her test results.

Kirk was **eager** **[not anxious]** to visit his cousin.

anyways, anywheres, everywhere, nowhere, somewhere

Write these words without the final *s*: *anyway*, *anywhere*, *everywhere*, *nowhere*, *somewhere*.

a while, awhile Use *a while* after a preposition. Use *awhile* as an adverb.

EXAMPLES She read for **a while**.

She read **awhile**.

B

bad, badly *Bad* is an adjective; use it before nouns and after linking verbs to modify the subject. *Badly* is an adverb; use it to modify action verbs.

EXAMPLES Clara felt **bad** about the broken vase.

The team performed **badly** in the first half.

bare, bear *Bare* means “naked.” A *bear* is an animal.

EXAMPLES Don’t expose your **bare** skin to the sun.

There are many **bears** in Yellowstone National Park.

base, bass One meaning of *base* is “a part on which something rests or stands.” *Bass* pronounced to rhyme with *face* is a type of voice. When *bass* is pronounced to rhyme with *glass*, it’s a kind of fish.

EXAMPLES Who is playing first **base**?

We need a **bass** singer for the part.

We caught several **bass** on our fishing trip.

beside, besides *Beside* means “at the side of” or “next to.” *Besides* means “in addition to.”

EXAMPLES Katrina sat **beside** her brother at the table.

Besides apples and bananas, the lunchroom serves dry cereal and bagels.

blew, blue *Blue* is the color of a clear sky. *Blew* is the past tense of *blow*.

EXAMPLES She wore a **blue** shirt.

The dead leaves **blew** along the driveway.

boar, bore A *boar* is a male pig. *Bore* means “to tire out with dullness”; it can also mean “a dull person.”

EXAMPLES Wild **boars** are common in parts of Africa.

Please don't **bore** me with your silly jokes.

bow When *bow* is pronounced to rhyme with *low*, it means “a knot with two loops” or “an instrument for shooting arrows.” When *bow* rhymes with *how*, it means “to bend at the waist.”

EXAMPLES Can you tie a good **bow**?

Have you ever shot an arrow with a **bow**?

Actors **bow** at the end of a play.

brake, break As a noun, a *brake* is a device for stopping something or slowing it down. As a verb, *brake* means “to stop or slow down”; its principal parts are *brake*, *braking*, *braked*, and *braked*. The noun *break* has several meanings: “the result of breaking,” “a fortunate chance,” “a short rest.” The verb *break* also has many meanings. A few are “to smash or shatter,” “to destroy or disrupt,” “to force a way through or into,” “to surpass or excel.” Its principal parts are *break*, *breaking*, *broke*, and *broken*.

EXAMPLES Rachel, please put a **brake** on your enthusiasm. [noun]

He couldn't **brake** the car in time to avoid the accident.

[verb]

To fix the **break** in the drainpipe will cost a great deal of money. [noun]

Don't **break** my concentration while I'm studying. [verb]

bring, take *Bring* means “to carry from a distant place to a closer one.” *Take* means “to carry from a nearby place to a more distant one.”

EXAMPLES Will you **bring** me some perfume when you return from Paris?

Remember to **take** your passport when you go to Europe.

bust, busted Don't use these words in place of *break*, *broke*, *broken*, or *burst*.

EXAMPLES Don't **break** [not **bust**] that vase!

Who **broke** [not **busted**] this vase?

Someone has **broken** [not **busted**] this vase.

The balloon **burst** [not **busted**] with a loud pop.

The child **burst** [not **busted**] into tears.

buy, by *Buy* is a verb. *By* is a preposition.

EXAMPLES I'll **buy** the gift tomorrow.

Stand **by** me.

C

can, may *Can* indicates ability. *May* expresses permission or possibility.

EXAMPLES I **can** tie six kinds of knots.

"You **may** be excused," said Dad. [permission]

Luanna **may** play in the band next year. [possibility]

capital, capitol A *capital* is a city that is the seat of a government. *Capitol*, on the other hand, refers only to a building in which a legislature meets.

EXAMPLES What is the **capital** of Vermont?

The **capitol** has a gold dome.

cent, scent, sent A *cent* is a penny. A *scent* is an odor. *Sent* is the past tense and past participle of *send*.

EXAMPLES I haven't got one **cent** in my pocket.

The **scent** of a skunk is unpleasant.

I **sent** my grandma a birthday card.

choose, chose *Choose* is the base form; *chose* is the past tense. The principal parts are *choose*, *choosing*, *chose*, and *chosen*.

EXAMPLES Please **choose** a poem to recite in class.

Brian **chose** to recite a poem by Emily Dickinson.

cite, sight, site *Cite* means “to quote an authority.” *Sight* is the act of seeing or the ability to see; it can also mean “to see” and “something seen.” A *site* is a location; it also means “to place or locate.”

EXAMPLES Consuela **cited** three sources of information in her report.

My **sight** is perfect.

The board of education has chosen a **site** for the new high school.

clothes, cloths *Clothes* are what you wear. *Cloths* are pieces of fabric.

EXAMPLES Please hang all your **clothes** in your closet.

Use these **cloths** to wash the car.

coarse, course *Coarse* means “rough.” *Course* can mean “a school subject,” “a path or way,” “order or development,” or “part of a meal.” *Course* is also used in the phrase of *course*.

EXAMPLES To begin, I’ll need some **coarse** sandpaper.

I’d like to take a photography **course**.

The hikers chose a difficult **course** through the mountains.

complement, complementary; compliment, complimentary As a noun, *complement* means “something that completes”; as a verb, it means “to complete.” As a noun, *compliment* means “a flattering remark”; as a verb, it means “to praise.” *Complementary* and *complimentary* are the adjective forms of the words.

EXAMPLES This flowered scarf will be the perfect **complement** for your outfit. [noun]

This flowered scarf **complements** your outfit perfectly. [verb]

Phyllis received many **compliments** on her speech. [noun]

Many people **complimented** Phyllis on her speech. [verb]

consul; council, councilor; counsel, counselor A *consul* is a government official living in a foreign city to protect his or her country’s interests and citizens. A *council* is a group of people gathered for the purpose of giving advice. A *councilor* is one who serves on a council. As a noun, *counsel* means “advice.” As a verb, *counsel* means “to give advice.” A *counselor* is one who gives counsel.

EXAMPLES The **consul** protested to the foreign government about the treatment of her fellow citizens.

The city **council** met to discuss the lack of parking facilities at the sports field.

The defendant received **counsel** from his attorney. [noun]

The attorney **counseled** his client to plead innocent. [verb]

could of, might of, must of, should of, would of After the words *could*, *might*, *must*, *should*, and *would*, use the helping verb *have* or its contraction, *'ve*, not the word *of*.

EXAMPLES **Could** you **have** prevented the accident?

You **might have** swerved to avoid the other car.

You **must have** seen it coming.

I **should've** warned you.

D

dear, deer *Dear* is a word of affection and is used to begin a letter. It can also mean “expensive.” A *deer* is an animal.

EXAMPLES Talia is my **dear** friend.

We saw a **deer** at the edge of the woods.

desert, dessert *Desert* has two meanings. As a noun, it means “dry, arid land” and is stressed on the first syllable. As a verb, it means “to leave” or “to abandon” and is stressed on the second syllable. A *dessert* is something sweet eaten after a meal.

EXAMPLES This photograph shows a sandstorm in the **desert**.

[noun]

I won't **desert** you in your time of need. [verb]

Strawberry shortcake was served for **dessert**.

diner, dinner A *diner* is someone who dines or a place to eat. A *dinner* is a meal.

EXAMPLES The **diners** at the corner **diner** enjoy the friendly atmosphere.

Dinner will be served at eight.

doe, dough A *doe* is a female deer. *Dough* is a mixture of flour and a liquid.

EXAMPLES A **doe** and a stag were visible among the trees.

Knead the **dough** for three minutes.

doesn't, don't *Doesn't* is a contraction of *does not*. It is used with *he, she, it*, and all singular nouns. *Don't* is a contraction of *do not*. It is used with *I, you, we, they*, and all plural nouns.

EXAMPLES She **doesn't** know the answer to your question.

The twins **don't** like broccoli.

E

eye, I An *eye* is what you see with; it's also a small opening in a needle. *I* is a personal pronoun.

EXAMPLE **I** have something in my **eye**.

F

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

EXAMPLES There are **fewer** students in my English class than in my math class.

I used **less** sugar than the recipe recommended.

flour, flower *Flour* is used to bake bread. A *flower* grows in a garden.

EXAMPLES Sift two cups of **flour** into a bowl.

A daisy is a **flower**.

for, four *For* is a preposition. *Four* is a number.

EXAMPLES Wait **for** me.

I have **four** grandparents.

formally, formerly *Formally* is the adverb form of *formal*, which has several meanings: "according to custom, rule, or

etiquette,” “requiring special ceremony or fancy clothing,” “official.” *Formerly* means “previously.”

EXAMPLES The class officers will be **formally** installed on Thursday.
Mrs. Johnson was **formerly** Miss Malone.

G

go, say Don’t use forms of *go* in place of forms of *say*.

EXAMPLES I tell her the answer, and she **says** [*not goes*], “I don’t believe you.”
I told her the news, and she **said** [*not went*], “Are you serious?”

good, well *Good* is an adjective; use it before nouns and after linking verbs to modify the subject. *Well* is an adverb; use it to modify action verbs. *Well* may also be an adjective meaning “in good health.”

EXAMPLES You look **good** in that costume.
Joby plays the piano **well**.
You’re looking **well** in spite of your cold.

grate, great A *grate* is a framework of bars set over an opening. *Grate* also means “to shred by rubbing against a rough surface.” *Great* means “wonderful” or “large.”

EXAMPLES The little girl dropped her lollipop through the **grate**.
Will you **grate** this cheese for me?
You did a **great** job!

H

had of Don’t use *of* between *had* and a past participle.

EXAMPLE I wish I **had known** [*not had of known*] about this sooner.

had ought, hadn’t ought, shouldn’t ought *Ought* never needs a helping verb. Use *ought* by itself.

EXAMPLES You **ought** to win the match easily.

You **ought** not to blame yourself. or You **shouldn't** blame yourself.

hardly, scarcely *Hardly* and *scarcely* have negative meanings. They shouldn't be used with other negative words, like *not* or the contraction *n't*, to express the same idea.

EXAMPLES I **can** [**not can't**] **hardly** lift this box.

The driver **could** [**not couldn't**] **scarcely** see through the thick fog.

he, she, it, they Don't use a pronoun subject immediately after a noun subject, as in *The girls they baked the cookies*. Omit the unnecessary pronoun: *The girls baked the cookies*.

hear, here *Hear* is a verb meaning "to be aware of sound by means of the ear." *Here* is an adverb meaning "in or at this place."

EXAMPLES I can **hear** you perfectly well.

Please put your books **here**.

how come In formal speech and writing, use *why* instead of *how come*.

EXAMPLE **Why** weren't you at the meeting? [**not How come you weren't at the meeting?**]

I

in, into, in to Use *in* to mean "inside" or "within." Use *into* to show movement from the outside to a point within. Don't write *into* when you mean *in to*.

EXAMPLES Jeanine was sitting outdoors **in** a lawn chair.

When it got too hot, she went **into** the house.

She went **in to** get out of the heat.

its, it's *Its* is the possessive form of *it*. *It's* is a contraction of *it is* or *it has*.

EXAMPLES The dishwasher has finished **its** cycle.

It's [**It is**] raining again.

It's [**It has**] been a pleasure to meet you, Ms. Donatello.

K

kind of, sort of Don't use these expressions as adverbs. Use *somewhat* or *rather* instead.

EXAMPLE We were **rather** sorry to see him go. [**not We were kind of sorry to see him go.**]

knead, need *Knead* means "to mix or work into a uniform mass." As a noun, a *need* is a requirement. As a verb, *need* means "to require."

EXAMPLES **Knead** the clay to make it soft.

I **need** a new jacket.

knew, new *Knew* is the past tense of *know*. *New* means "unused" or "unfamiliar."

EXAMPLES I **knew** the answer.

I need a **new** pencil.

There's a **new** student in our class.

knight, night A *knight* was a warrior of the Middle Ages. *Night* is the time of day during which it is dark.

EXAMPLES A handsome **knight** rescued the fair maiden.

Night fell, and the moon rose.

L

lay, lie *Lay* means "to put" or "to place." Its principal parts are *lay*, *laying*, *laid*, and *laid*. Forms of *lay* are usually followed by a direct object. *Lie* means "to recline" or "to be

positioned.” Its principal parts are *lie*, *lying*, *lay*, and *lain*. Forms of *lie* are never followed by a direct object.

EXAMPLES **Lay** your coat on the bed.

The children are **laying** their beach towels in the sun to dry.

Dad **laid** the baby in her crib.

Myrna had **laid** the book beside her purse.

Lie down for a few minutes.

The lake **lies** to the north.

The dog is **lying** on the back porch.

This morning I **lay** in bed listening to the birds.

You have **lain** on the couch for an hour.

lead, led As a noun, *lead* has two pronunciations and several meanings. When it’s pronounced to rhyme with *head*, it means “a metallic element.” When it’s pronounced to rhyme with *bead*, it can mean “position of being in first place in a race or contest,” “example,” “clue,” “leash,” or “the main role in a play.”

EXAMPLES **Lead** is no longer allowed as an ingredient in paint.

Jason took the **lead** as the runners entered the stadium.

Follow my **lead**.

The detective had no **leads** in the case.

Only dogs on **leads** are permitted in the park.

Who will win the **lead** in the play?

As a verb, *lead* means “to show the way,” “to guide or conduct,” “to be first.” Its principal parts are *lead*, *leading*, *led*, and *led*.

EXAMPLES Ms. Bachman **leads** the orchestra.

The trainer was **leading** the horse around the track.

An usher **led** us to our seats.

Gray has **led** the league in hitting for two years.

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

EXAMPLES Manny **learned** to play the piano at the age of six.
Ms. Guerrero **teaches** American history.

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

EXAMPLES I’ll miss you when you **leave**.
Let me help you with those heavy bags.

like, as, as if, as though *Like* can be a verb or a preposition. It should not be used as a subordinating conjunction. Use *as*, *as if*, or *as though* to introduce a subordinate clause.

EXAMPLES I **like** piano music. [verb]
Teresa plays the piano **like** a professional. [preposition]
Moira plays **as** [not like] her teacher taught her to play.
He looked at me **as if** [not like] he’d never seen me before.

loose, lose The adjective *loose* means “free,” “not firmly attached,” or “not fitting tightly.” The verb *lose* means “to misplace” or “to fail to win.”

EXAMPLES Don’t **lose** that **loose** button on your shirt.
If we **lose** this game, we’ll be out of the tournament.

M

mail, male *Mail* is what turns up in your mailbox. *Mail* also means “send.” A *male* is a boy or a man.

EXAMPLES We received four pieces of **mail** today.
Sunny **mailed** a gift to her aunt Netta.
The **males** in the chorus wore red ties.

main, mane *Main* means “most important.” A *mane* is the long hair on the neck of certain animals.

EXAMPLES What is your **main** job around the house?

The horse's **mane** was braided with colorful ribbons.

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

EXAMPLES **Many** of the events are entertaining.

Much of the money goes to charity.

meat, meet *Meat* is food from an animal. Some meanings of *meet* are "to come face to face with," "to make the acquaintance of," and "to keep an appointment."

EXAMPLES Some people don't eat **meat**.

Meet me at the library at three o'clock.

minute The word *minute* (min'it) means "sixty seconds" or "a short period of time." The word *minute* (mī n ōōt') means "very small."

EXAMPLES I'll be with you in a **minute**.

Don't bother me with **minute** details.

O

object *Object* is stressed on the first syllable when it means "a thing." *Object* is stressed on the second syllable when it means "oppose."

EXAMPLES Have you ever seen an unidentified flying **object**?

Mom **objected** to the proposal.

of Don't use *of* after the prepositions *off*, *inside*, and *outside*.

EXAMPLES He jumped **off** **[not off of]** the diving board.

The cat found a mouse **inside** **[not inside of]** the garage.

Outside **[not outside of]** the school, there is an old-fashioned drinking fountain.

off Don't use *off* in place of *from*.

EXAMPLE I'll borrow some money **from** [not off] my brother.

ought to of Don't use *of* in place of *have* after *ought to*.

EXAMPLE You **ought to have** [not ought to of] known better.

P

pair, pare, pear A *pair* is two. *Pare* means "to peel." A *pear* is a fruit.

EXAMPLES I bought a new **pair** of socks.

Pare the potatoes and cut them in quarters.

Would you like a **pear** or a banana?

passed, past *Passed* is the past tense and the past participle of the verb *pass*. *Past* can be an adjective, a preposition, an adverb, or a noun.

EXAMPLES We **passed** your house on the way to school. [verb]

The **past** week has been a busy one for me. [adjective]

We drove **past** your house. [preposition]

At what time did you drive **past**? [adverb]

I love Great-grandma's stories about the **past**. [noun]

pause, paws A *pause* is a short space of time. *Pause* also means "to wait for a short time." *Paws* are animal feet.

EXAMPLES We will **pause** now to reflect for a moment.

I wiped the dog's muddy **paws**.

peace, piece *Peace* means "calmness" or "the absence of conflict." A *piece* is a part of something.

EXAMPLES We enjoy the **peace** of the countryside.

The two nations have finally made **peace**.

May I have another **piece** of pie?

plain, plane *Plain* means “not fancy,” “clear,” or “a large area of flat land.” A *plane* is an airplane or a device for smoothing wood; it can also mean “a two-dimensional figure.”

EXAMPLES He wore a **plain** blue tie.

The solution is perfectly **plain** to me.

Buffalo once roamed the **plains**.

We took a **plane** to Chicago.

Jeff used a **plane** to smooth the rough wood.

How do you find the area of a **plane** with four equal sides?

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

EXAMPLE Our band **preceded** the decorated floats as the parade **proceeded** through town.

principal, principle As a noun, *principal* means “head of a school.” As an adjective, *principal* means “main” or “chief.” *Principle* is a noun meaning “basic truth or belief” or “rule of conduct.”

EXAMPLES Mr. Washington, our **principal**, will speak at the morning assembly. **[noun]**

What was your **principal** reason for joining the club?
[adjective]

The **principle** of fair play is important in sports.

Q

quiet, quit, quite The adjective *quiet* means “silent” or “motionless.” The verb *quit* means “to stop” or “to give up or resign.” The adverb *quite* means “very” or “completely.”

EXAMPLES Please be **quiet** so I can think.

Shirelle has **quit** the swim team.

We were **quite** sorry to lose her.

R

raise, rise *Raise* means “to cause to move upward.” It can also mean “to breed or grow” and “to bring up or rear.” Its principal parts are *raise*, *raising*, *raised*, and *raised*. Forms of *raise* are usually followed by a direct object. *Rise* means “to move upward.” Its principal parts are *rise*, *rising*, *rose*, and *risen*. Forms of *rise* are never followed by a direct object.

EXAMPLES **Raise** your hand if you know the answer.

My uncle is **raising** chickens.

Grandma and Grandpa Schwartz **raised** nine children.

Steam **rises** from boiling water.

The sun is **rising**.

The children **rose** from their seats when the principal entered the room.

In a short time, Loretta had **risen** to the rank of captain.

rap, wrap *Rap* means “to knock.” *Wrap* means “to cover.”

EXAMPLES **Rap** on the door.

Wrap the presents.

read, read *Read* means “to understand the meaning of something written” or “to speak aloud something that is written or printed.” A *reed* is a stalk of tall grass.

EXAMPLES Will you **read** Jimmy a story?

We found a frog in the **reeds** beside the lake.

real, really *Real* is an adjective; use it before nouns and after linking verbs to modify the subject. *Really* is an adverb; use it to modify action verbs, adjectives, and other adverbs.

EXAMPLES Winona has **real** musical talent.

She is **really** talented.

real, reel *Real* means “actual.” A *reel* is a spool to wind something on, such as a fishing line.

EXAMPLES I have a **real** four-leaf clover.

My dad bought me a new fishing **reel**.

reason is because Don’t use *because* after *reason is*. Use *that* after *reason is*, or use *because* alone.

EXAMPLES The **reason** I’m tired is **that** I didn’t sleep well last night.

I’m tired **because** I didn’t sleep well last night.

row When *row* is pronounced to rhyme with *low*, it means “a series of things arranged in a line” or “to move a boat by using oars.” When *row* is pronounced to rhyme with *how*, it means “a noisy quarrel.”

EXAMPLES We sat in the last **row** of the theater.

Let’s **row** across the lake.

My sister and I had a serious **row** yesterday, but today we’ve forgotten about it.

S

sail, sale A *sail* is part of a boat. It also means “to travel in a boat.” A *sale* is a transfer of ownership in exchange for money.

EXAMPLES As the boat **sails** away, the crew raise the **sails**.

The **sale** of the house was completed on Friday.

sea, see A *sea* is a body of water. *See* means “to be aware of with the eyes.”

EXAMPLES The **sea** is rough today.

I can **see** you.

set, sit *Set* means “to place” or “to put.” Its principal parts are *set*, *setting*, *set*, and *set*. Forms of *set* are usually followed

by a direct object. *Sit* means “to place oneself in a seated position.” Its principal parts are *sit*, *sitting*, *sat*, and *sat*. Forms of *sit* are not followed by a direct object.

EXAMPLES Lani **set** the pots on the stove.

The children **sit** quietly at the table.

sew, sow *Sew* means “to work with needle and thread.” When *sow* is pronounced to rhyme with *how*, it means “a female pig.” When *sow* is pronounced to rhyme with *low*, it means “to plant.”

EXAMPLES Can you **sew** a button on a shirt?

The **sow** has five piglets.

Some farmers **sow** corn in their fields.

shined, shone, shown Both *shined* and *shone* are past tense forms and past participles of *shine*. Use *shined* when you mean “polished”; use *shone* in all other instances.

EXAMPLES Clete **shined** his shoes.

The sun **shone** brightly.

Her face **shone** with happiness.

Shown is the past participle of *show*; its principal parts are *show*, *showing*, *showed*, and *shown*.

EXAMPLES You **showed** me these photographs yesterday.

You have **shown** me these photographs before.

some, somewhat Don’t use *some* as an adverb in place of *somewhat*.

EXAMPLE The team has improved **somewhat** [*not some*] since last season.

son, sun A *son* is a male child. A *sun* is a star.

EXAMPLES Kino is Mr. and Mrs. Akawa’s **son**.

Our **sun** is 93 million miles away.

stationary, stationery *Stationary* means “fixed” or “unmoving.” *Stationery* is writing paper.

EXAMPLES This classroom has **stationary** desks.

Rhonda likes to write letters on pretty **stationery**.

sure, surely *Sure* is an adjective; use it before nouns and after linking verbs to modify the subject. *Surely* is an adverb; use it to modify action verbs, adjectives, and other adverbs.

EXAMPLES Are you **sure** about that answer?

You are **surely** smart.

T

tail, tale A *tail* is what a dog wags. A *tale* is a story.

EXAMPLES The dog’s **tail** curled over its back.

Everyone knows the **tail** of Goldilocks and the three bears.

tear When *tear* is pronounced to rhyme with *ear*, it’s a drop of fluid from the eye. When *tear* is pronounced to rhyme with *bear*, it means “a rip” or “to rip.”

EXAMPLES A **tear** fell from the child’s eye.

Tear this rag in half.

than, then *Than* is a conjunction used to introduce the second part of a comparison. *Then* is an adverb meaning “at that time.”

EXAMPLES LaTrisha is taller **than** LaToya.

My grandmother was a young girl **then**.

that, which, who *That* may refer to people or things. *Which* refers only to things. *Who* refers only to people.

EXAMPLES The poet **that** wrote *Leaves of Grass* is Walt Whitman.

I have already seen the movie **that** is playing at the Palace.
The new play, **which** closed after a week, received poor reviews.

Students **who** do well on the test will receive scholarships.

that there, this here Don't use *there* or *here* after *that*, *this*, *those*, or *these*.

EXAMPLES I can't decide whether to read **this** [not this here] magazine or **that** [not that there] book.

Fold **these** [not these here] towels and hang **those** [not those there] shirts in the closet.

their, there, they're *Their* is a possessive form of *they*; it's used to modify nouns. *There* means "in or at that place." *They're* is a contraction of *they are*.

EXAMPLES A hurricane damaged **their** house.

Put your books **there**.

They're our next-door neighbors.

theirs, there's *Theirs* is a possessive form of *they* used as a pronoun. *There's* is a contraction of *there is* or *there has*.

EXAMPLES **Theirs** is the white house with the green shutters.

There's [There is] your friend Chad.

There's [There has] been an accident.

them Don't use *them* as an adjective in place of *those*.

EXAMPLE I'll take one of **those** [not them] hamburgers.

this kind, these kinds Use the singular forms *this* and *that* with the singular nouns *kind*, *sort*, and *type*. Use the plural forms *these* and *those* with the plural nouns *kinds*, *sorts*, and *types*.

EXAMPLES Use **this kind** of lightbulb in your lamp.

Do you like **these kinds** of lamps?

Many Pakistani restaurants serve **that sort** of food.

Those sorts of foods are nutritious.

This type of dog makes a good pet.

These types of dogs are good with children.

thorough, through *Thorough* means “complete.” *Through* is a preposition meaning “into at one side and out at another.”

EXAMPLES We gave the bedrooms a **thorough** cleaning.

A breeze blew **through** the house.

threw, through *Threw* is the past tense of *throw*. *Through* is a preposition meaning “into at one side and out at another.” *Through* can also mean “finished.”

EXAMPLES Lacey **threw** the ball.

Ira walked **through** the room.

At last I’m **through** with my homework.

to, too, two *To* means “in the direction of”; it is also part of the infinitive form of a verb. *Too* means “very” or “also.” *Two* is the number after *one*.

EXAMPLES Jaleela walks **to** school.

She likes **to** study.

The soup is **too** salty.

May I go **too**?

We have **two** kittens.

try and Use *try to*.

EXAMPLE Please **try to** **[not try and]** be on time.

U

unless, without Don’t use *without* in place of *unless*.

EXAMPLE **Unless** **[not Without]** I clean my room, I can’t go to the mall.

used to, use to The correct form is *used to*.

EXAMPLE We **used to** [*not use to*] live in Cleveland, Ohio.

W

waist, waste Your *waist* is where you wear your belt. As a noun, *waste* means “careless or unnecessary spending” or “trash.” As a verb, it means “to spend or use carelessly or unnecessarily.”

EXAMPLES She tied a colorful scarf around her **waist**.

Buying that computer game was a **waste** of money.

Put your **waste** in the dumpster.

Don't **waste** time worrying.

wait, weight *Wait* means “to stay or remain.” *Weight* is a measurement.

EXAMPLES **Wait** right here.

Her **weight** is 110 pounds.

wait for, wait on *Wait for* means “to remain in a place looking forward to something expected.” *Wait on* means “to act as a server.”

EXAMPLES **Wait for** me at the bus stop.

Nat and Tammy **wait on** diners at The Golden Griddle.

way, ways Use *way*, not *ways*, in referring to distance.

EXAMPLE It's a long **way** [*not ways*] to Tipperary.

weak, week *Weak* means “feeble” or “not strong.” A *week* is seven days.

EXAMPLE She felt **weak** for a **week** after the operation.

weather, whether *Weather* is the condition of the atmosphere. *Whether* means “if”; it is also used to introduce the first of two choices.

EXAMPLES The **weather** in Portland is mild and rainy.

Tell me **whether** you can go.

I can't decide **whether** to go or stay.

when, where Don't use *when* or *where* incorrectly in writing a definition.

EXAMPLES A compliment is a flattering remark. [*not A compliment is when you make a flattering remark.*]

Spelunking is the hobby of exploring caves. [*not Spelunking is where you explore caves.*]

where Don't use *where* in place of *that*.

EXAMPLE I see **that** [*not where*] the Yankees are in first place in their division.

where . . . at Don't use *at* after *where*.

EXAMPLE **Where** is your mother? [*not Where is your mother at?*]

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

EXAMPLES **Who's** [*Who is*] conducting the orchestra?

Who's [*Who has*] read this book?

Whose umbrella is this?

wind When *wind* has a short-*i* sound, it means “moving air.” When *wind* has a long-*i* sound, it means “to wrap around.”

EXAMPLES The **wind** is strong today.

Wind the bandage around your ankle.

wood, would *Wood* comes from trees. *Would* is a helping verb.

EXAMPLE **Would** you prefer a **wood** bookcase or a metal one?

wound When *wound* is pronounced to rhyme with *sound*, it is the past tense of *wind*. The word *wound* (wōond) means “an injury in which the skin is broken.”

EXAMPLE I **wound** the bandage around my ankle to cover the **wound**.

Y

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

EXAMPLES **Your** arguments are convincing.

You're doing a fine job.

ABBREVIATIONS

An abbreviation is a short way to write a word or a group of words. Abbreviations should be used sparingly in formal writing except for a few that are actually more appropriate than their longer forms. These are *Mr.*, *Mrs.*, and *Dr.* (*doctor*) before names, *A.M.* and *P.M.*, and *B.C.* and *A.D.*

Some abbreviations are written with capital letters and periods, and some with capital letters and no periods; some are written with lowercase letters and periods, and some with lowercase letters and no periods. A few may be written in any one of these four ways and still be acceptable. For example, to abbreviate *miles per hour*, you may write *MPH*, *M.P.H.*, *mph*, or *m.p.h.*

Some abbreviations may be spelled in more than one way. For example, *Tuesday* may be abbreviated *Tues.* or *Tue.* *Thursday* may be written *Thurs.* or *Thu.* In the following lists, only the most common way of writing each abbreviation is given.

When you need information about an abbreviation, consult a dictionary. Some dictionaries list abbreviations in a special section in the back. Others list them in the main part of the book.

MONTHS

Jan.	January	none	July
Feb.	February	Aug.	August
Mar.	March	Sept.	September
Apr.	April	Oct.	October
none	May	Nov.	November
none	June	Dec.	December

DAYS

Sun.	Sunday	Thurs.	Thursday
Mon.	Monday	Fri.	Friday
Tues.	Tuesday	Sat.	Saturday
Wed.	Wednesday		

TIME AND DIRECTION

CDT	central daylight time
CST	central standard time
DST	daylight saving time
EDT	eastern daylight time
EST	eastern standard time
MDT	mountain daylight time
MST	mountain standard time
PDT	Pacific daylight time
PST	Pacific standard time
ST	standard time
NE	northeast
NW	northwest
SE	southeast
SW	southwest
A.D.	in the year of the Lord (Latin <i>anno Domini</i>)
B.C.	before Christ
B.C.E.	before the common era
C.E.	common era
A.M.	before noon (Latin <i>ante meridiem</i>)
P.M.	after noon (Latin <i>post meridiem</i>)

MEASUREMENT

The same abbreviation is used for both the singular and the plural meaning of measurements. Therefore, *ft.* stands for both *foot* and *feet*, and *in.* stands for both *inch* and *inches*. Note that abbreviations of metric measurements are commonly written without periods. U.S. measurements, on the other hand, are usually written with periods.

Metric System

Mass and Weight

t	metric ton
kg	kilogram
g	gram
cg	centigram
mg	milligram

Capacity

kl	kiloliter
l	liter
cl	centiliter
ml	milliliter

Length

km	kilometer
m	meter
cm	centimeter
mm	millimeter

U.S. Weights and Measures

Weight

wt.	weight
lb.	pound
oz.	ounce

Capacity

gal.	gallon
qt.	quart
pt.	pint
c.	cup
tbsp.	tablespoon
tsp.	teaspoon
fl. oz.	fluid ounce

Length

mi.	mile
rd.	rod
yd.	yard
ft.	foot
in.	inch

MISCELLANEOUS MEASUREMENTS

p.s.i.	pounds per square inch
MPH	miles per hour
MPG	miles per gallon
rpm	revolutions per minute
C	Celsius, centigrade
F	Fahrenheit
K	Kelvin
kn	knot

COMPUTER AND INTERNET

CPU	central processing unit
CRT	cathode ray tube
DOS	disk operating system
e-mail	electronic mail
GB	gigabyte
URL	uniform resource locator
DVD	digital video disc
d.p.i.	dots per inch
WWW	World Wide Web
ISP	internet service provider
DNS	domain name system

ADDITIONAL ABBREVIATIONS

ac	alternating current
dc	direct current
AM	amplitude modulation
FM	frequency modulation
ASAP	as soon as possible
e.g.	for example (Latin <i>exempli gratia</i>)
etc.	and others, and so forth (Latin <i>et cetera</i>)
i.e.	that is (Latin <i>id est</i>)
Inc.	incorporated
ISBN	International Standard Book Number

lc	lowercase
misc.	miscellaneous
p.	page
pp.	pages
R.S.V.P.	please reply (French <i>répondez s'il vous plaît</i>)
SOS	international distress signal
TM	trademark
uc	uppercase
vs.	versus
w/o	without

UNITED STATES (U.S.)

In most cases, state names and street addresses should be spelled out. The postal abbreviations in the following list should be used with ZIP codes in addressing envelopes. They may also be used with ZIP codes for return addresses and inside addresses in business letters. The traditional state abbreviations are seldom used nowadays, but occasionally it's helpful to know them.

State	Traditional	Postal
Alabama	Ala.	AL
Alaska	none	AK
Arizona	Ariz.	AZ
Arkansas	Ark.	AR
California	Calif.	CA
Colorado	Colo.	CO
Connecticut	Conn.	CT
Delaware	Del.	DE
District of Columbia	D.C.	DC
Florida	Fla.	FL
Georgia	Ga.	GA
Hawaii	none	HI
Idaho	none	ID
Illinois	Ill.	IL
Indiana	Ind.	IN

Iowa	none	IA
Kansas	Kans.	KS
Kentucky	Ky.	KY
Louisiana	La.	LA
Maine	none	ME
Maryland	Md.	MD
Massachusetts	Mass.	MA
Michigan	Mich.	MI
Minnesota	Minn.	MN
Mississippi	Miss.	MS
Missouri	Mo.	MO
Montana	Mont.	MT
Nebraska	Nebr.	NE
Nevada	Nev.	NV
New Hampshire	N.H.	NH
New Jersey	N.J.	NJ
New Mexico	N. Mex.	NM
New York	N.Y.	NY
North Carolina	N.C.	NC
North Dakota	N. Dak.	ND
Ohio	none	OH
Oklahoma	Okla.	OK
Oregon	Oreg.	OR
Pennsylvania	Pa.	PA
Rhode Island	R.I.	RI
South Carolina	S.C.	SC
South Dakota	S. Dak.	SD
Tennessee	Tenn.	TN
Texas	Tex.	TX
Utah	none	UT
Vermont	Vt.	VT
Virginia	Va.	VA
Washington	Wash.	WA
West Virginia	W. Va.	WV
Wisconsin	Wis.	WI
Wyoming	Wyo.	WY

Part Two

Grammar, Usage, and Mechanics

Chapter 1 Subjects, Predicates,
and Sentences

Chapter 2 Nouns

Chapter 3 Verbs

Chapter 4 Pronouns

Chapter 5 Adjectives

Chapter 6 Adverbs

Chapter 7 Prepositions,
Conjunctions, and
Interjections

Chapter 8 Clauses and
Complex Sentences

Chapter 9 Subject-Verb
Agreement

Chapter 10 Diagraming
Sentences

Chapter 11 Capitalization

Chapter 12 Punctuation

Chapter 13 Sentence
Combining

Chapter 14 Spelling and
Vocabulary

*Your first discipline is your vocabulary; then your
grammar and your punctuation....Then you add rhyme
and meter. And your delight is in that power.*

—Robert Frost

(you)

Write

People | write

people | Do write

Diagrams | are | useful

Chapter 1

Subjects, Predicates, and Sentences

.....

1.1	Kinds of Sentences	66
1.2	Sentences and Sentence Fragments	68
1.3	Subjects and Predicates	69
1.4	Identifying the Subject	71
1.5	Compound Subjects and Compound Predicates	73
1.6	Simple, Compound, and Run-on Sentences	74

PRETEST Kinds of Sentences

Write declarative, interrogative, imperative, or exclamatory to identify each sentence.

1. Fencing is an old sport.
2. Will a fencing team compete in the Olympics?
3. The character of Zorro was known for fencing.
4. What a fast moving sport fencing is!
5. Wear a mask when you fence.

PRETEST Sentences and Sentence Fragments

Write sentence or fragment for each item. Rewrite each fragment to make it a sentence.

6. In the spring and summer.
7. The back of the quarter is getting fifty new designs.

8. George Washington is still pictured on the quarter.
9. Collected coins for many years.
10. My sister works in a bank.
11. Enjoys her work very much.
12. I have a checking and a savings account at the bank.
13. Baby-sat every summer.
14. Florida and South Carolina.
15. I read many books during the trip.

PRETEST Subjects and Predicates

Write each sentence. Underline the simple subjects once and the simple predicates twice.

16. The train left twenty minutes ago.
17. The girls practice shooting baskets every afternoon.
18. Last week George passed his driving test.
19. Put the dishes on the shelf.
20. Did you find your key?
21. Mom and Dad came to the concert.
22. Over the hill ran the fox.
23. Locate and label your folder.
24. Do you play tennis, softball, or soccer?
25. There is the jacket.

PRETEST Simple, Compound, and Run-on Sentences

Write simple, compound, or run-on to identify each numbered item. If an item is a run-on, rewrite it correctly.

26. Eighteen-year-old residents can apply for American citizenship.
27. Applicants must have lived in the United States for at least five years, and they must understand English.
28. Every year many people come to the United States.
29. Years ago, large numbers of people arrived at Ellis Island and went through screening there.

30. Many immigrants wanted a better life, or they were looking for greater freedom.
31. Ellis Island closed in 1954 it reopened in 1990.
32. It reopened as a museum and tells the story of immigrants.
33. The Statue of Liberty is in New York Harbor, and it still welcomes visitors to the United States.
34. My grandparents came from Mexico now they are citizens.
35. They went through hardships, but they live happily here.

1.1 KINDS OF SENTENCES

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

Different kinds of sentences have different purposes. A sentence can make a statement, ask a question, or give a command. A sentence can also express strong feeling. All sentences begin with a capital letter and end with a punctuation mark. The punctuation mark depends on the purpose of the sentence.

A **declarative sentence** makes a statement. It ends with a period.

EXAMPLE Edgar Allan Poe wrote suspenseful short stories.

An **interrogative sentence** asks a question. It ends with a question mark.

EXAMPLE Did Poe also write poetry?

An **imperative sentence** gives a command or makes a request. It ends with a period.

EXAMPLE Read "The Pit and the Pendulum."

An **exclamatory sentence** expresses strong feeling. It ends with an exclamation point.

EXAMPLE What a great writer Poe was!

EXAMPLE How I enjoy his stories!

PRACTICE Identifying Kinds of Sentences

Write declarative, interrogative, imperative, or exclamatory to identify each sentence.

1. How excited we are about our trip to Maine!
2. Have you ever traveled to Maine?
3. Send me a postcard.
4. Will you take a bus or a train?
5. What a beautiful beach this is!
6. The ocean water is very cold.
7. I see a loon on the water.
8. Be very quiet.
9. Loons are diving birds.
10. Loon calls sound like laughter.

1.2 SENTENCES AND SENTENCE FRAGMENTS

Every sentence has two parts: a subject and a predicate.

EXAMPLE

Sentence

Emily Dickinson wrote poetry.

Subject

Predicate

The **subject part** of a sentence names whom or what the sentence is about.

The **predicate part** of a sentence tells what the subject does or has. It can also tell what the subject is or is like.

A **sentence fragment** does not express a complete thought. It may also be missing a subject, a predicate, or both.

CORRECTING SENTENCE FRAGMENTS

FRAGMENT	PROBLEM	SENTENCE
The poems.	The fragment lacks a predicate. <i>What did the poems do?</i>	The poems lay in Dickinson's bureau for years.
Wrote about her emotions.	The fragment lacks a subject. <i>Who wrote about her emotions?</i>	This famous poet wrote about her emotions.
Of meaning.	The fragment lacks a subject and a predicate.	Her poems contain many layers of meaning.

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

PRACTICE Identifying Sentences and Fragments

Write sentence or fragment for each item. Write each sentence and underline the subject part once and the predicate part twice. For each fragment, add a subject or a predicate or both to make it a sentence.

1. Many animals live in the sea.
2. Always under water.
3. Whales and dolphins breathe air.
4. Sponges and corals look like plants.
5. Borrowed a book about the sea.
6. A starfish has thick arms around its body.
7. Its feet are under its arms.
8. Starfish see only dark and light.
9. Millions of tiny plants.
10. Different types of whales.

1.3 SUBJECTS AND PREDICATES

A sentence consists of a subject and a predicate that together express a complete thought. Both a subject and a predicate may consist of more than one word.

EXAMPLE Complete Subject Charles Dickens's **novels** Complete Predicate **are** still popular today.

EXAMPLE Complete Subject My English **teacher** Complete Predicate **wrote** an article about Dickens.

The **complete subject** includes all the words in the subject of a sentence.

The **complete predicate** includes all the words in the predicate of a sentence.

Not all words in the subject or the predicate are equally important.



The simple subject is the main word or word group in the complete subject.

The simple subject is usually a noun or a pronoun. A **noun** is a word that names a person, a place, a thing, or an idea. A **pronoun** is a word that takes the place of one or more nouns.

The simple predicate is the main word or word group in the complete predicate.

The simple predicate is always a verb. A **verb** is a word that expresses action or a state of being.

Sometimes the simple subject is the same as the complete subject. Sometimes the simple predicate is the same as the complete predicate.

PRACTICE Identifying Complete Subjects and Complete Predicates

Write each sentence. Underline the complete subject once and the complete predicate twice.

1. Jaimie goes to camp every summer.
2. The camp is located in the mountains.
3. Jack Ranos is the head counselor.
4. Many activities are planned each week.
5. Most of the campers stay in cabins.
6. Several cats live at the camp.
7. The rain started this morning.

8. I learned how to sail.
9. The campers cook the meals.
10. The new sign showed us the trail.

PRACTICE Identifying Simple Subjects and Simple Predicates

Write each sentence. Underline the simple subject once and the simple predicate twice.

1. The party begins at 8:00.
2. Twenty students rode in the bus.
3. Some football players practice every day.
4. Her large suitcase has wheels.
5. Jon's desk is too small for the computer.
6. The long road stretched ahead of us.
7. Performers in the dance company moved gracefully to the drumming.
8. Our computer broke last week.
9. That restaurant usually changes its menu weekly.
10. The tree bark felt rough.

1.4 IDENTIFYING THE SUBJECT

In most sentences, the subject comes before the predicate.

EXAMPLE Subject Washington Irving Predicate described New York in his stories.

Other kinds of sentences, such as questions, begin with part or all of the predicate. The subject comes next, followed by the rest of the predicate.

EXAMPLE Predicate Are Subject people Predicate still reading his stories?

To locate the subject of a question, rearrange the words to form a statement.

PREDICATE	SUBJECT	PREDICATE
Did	Irving	write many funny stories?
	Irving	did write many funny stories.

The predicate also comes before the subject in sentences with inverted word order and in declarative sentences that begin with *Here is*, *Here are*, *There is*, and *There are*.

EXAMPLE ┌────────── Predicate ─────────┐ ┌──────── Subject ─────────┐
 Over the paper raced Irving's pen.

EXAMPLE ┌────────── Predicate ─────────┐ ┌────────── Subject ─────────┐
 There is Irving's original manuscript.

In imperative sentences (requests and commands), the subject is usually not stated. The predicate is the entire sentence. The word *you* is understood to be the subject.

EXAMPLE ┌────────── Understood Subject ─────────┐ ┌────────── Predicate ─────────┐
 (You) Look for the author's name on the cover.

PRACTICE Identifying the Subject

Write each sentence. Underline the complete subject. Write (You) before any sentence with an understood subject.

1. Students wear uniforms in some schools.
2. Do you agree with this idea?
3. Into the pool ran the children.
4. Write a list of materials for the project.
5. Mars has two tiny moons.
6. The sky on Mars appears red.
7. Here is a poster of Mars.
8. Have space explorations found water on Mars?
9. Study chapter 2 of your science text.
10. Will your science class be studying about the planets?

1.5 COMPOUND SUBJECTS AND COMPOUND PREDICATES

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

A compound subject consists of two or more simple subjects that have the same predicate. The subjects may be joined by *and*, *or*, *both . . . and*, *either . . . or*, or *neither . . . nor*.

EXAMPLE **Charlotte Brontë** and **Emily Brontë** were sisters.

When the two simple subjects are joined by *and* or by *both . . . and*, the compound subject is plural. Use the plural form of the verb to agree with the plural compound subject.

When simple subjects are joined by *or*, *either . . . or*, or *neither . . . nor*, the verb must agree with the nearer simple subject.

EXAMPLE Neither **Charlotte** nor **Emily is** my favorite author.

EXAMPLE Neither her **sisters** nor **Charlotte was** outgoing.

EXAMPLE Neither **Charlotte** nor her **sisters were** outgoing.

In the first sentence, *Emily* is the nearer subject, so the singular form of the verb is used. In the second sentence, *Charlotte* is the nearer subject, so the singular form of the verb is used here too. In the third sentence, *sisters* is the nearer subject, so the plural form of the verb is used.

A compound predicate consists of two or more simple predicates, or verbs, that have the same subject. The verbs may be connected by *and*, *or*, *but*, *both . . . and*, *either . . . or*, or *neither . . . nor*.

EXAMPLE Many students **read** and **enjoy** novels.

The compound predicate in this sentence consists of *read* and *enjoy*. Both verbs agree with the plural subject, *students*.

PRACTICE Identifying Compound Subjects and Compound Predicates

Write each sentence, using the correct form of the verb in parentheses. Then underline the compound subjects once and the compound predicates twice.

1. Grace and Erin (is, are) twins.
2. Some twins (looks, look) and (acts, act) different.
3. Either Brad or Zak (feeds, feed) and (walks, walk) the dogs.
4. Both whales and dolphins (breathes, breathe) air.
5. The teacher or the children (cleans, clean) the board.
6. The passengers either (buys, buy) tickets or (pays, pay) on the train.
7. Alex (writes, write) the copy and (draws, draw) the pictures.
8. Neither the books nor this magazine (gives, give) the information.
9. The teachers or the parents (presents, present) the award.
10. Many students (plays, play) an instrument and (sings, sing) in the chorus.

1.6 SIMPLE, COMPOUND, AND RUN-ON SENTENCES

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

EXAMPLE Eudora Welty lived in Jackson, Mississippi.

Simple Sentence

A simple sentence may have a compound subject, a compound predicate, or both, as in the following example.

EXAMPLE Jeff and I read and enjoy Welty's stories.

Simple Sentence

Compound Subject Compound Predicate

A **compound sentence** is a sentence that contains two or more simple sentences joined by a comma and a coordinating conjunction (*and, but, or*) or by a semicolon.

EXAMPLE

Welty is a novelist, but she also writes essays.

Compound Sentence

EXAMPLE

Welty is a novelist; she also writes essays.

Simple SentenceSimple Sentence

A run-on sentence is two or more sentences incorrectly written as one sentence. To correct a run-on, write separate sentences or combine the sentences.

CORRECTING RUN-ON SENTENCES	
.....	
RUN-ON	CORRECT
Welty wrote novels she wrote essays.	Welty wrote novels. She wrote essays.
Welty wrote novels, she wrote essays.	Welty wrote novels, and she wrote essays.
	Welty wrote novels; she wrote essays.

PRACTICE

Identifying Simple, Compound, and Run-on Sentences

Write simple, compound, or run-on to identify each numbered item. If an item is a run-on, rewrite it correctly.

- Loud noises can cause hearing damage.
- Protect yourself from hearing loss turn down the volume on your media player.
- You can take the elevator or walk up the stairs to the third floor.
- Jan plays soccer; she also plays field hockey.
- The theater group rehearsed in the morning, and they performed the play in the afternoon.

6. All of the sailboats and canoes are in the water or on the shore.
7. Will the package be delivered, or will you pick it up at the post office?
8. This morning Moira and I planted and watered the flower garden.
9. Beverly Cleary is an award-winning children's author have you read any of her books?
10. In 1984 Cleary won the Newbery Medal for her book *Dear Mr. Henshaw* she has also written two autobiographies.

PRACTICE Proofreading

Rewrite the following passage, correcting errors in spelling, capitalization, grammar, and usage. Add any missing punctuation. Write legibly to be sure one letter is not mistaken for another. There are ten mistakes.

Sally Ride

¹Have you ever heard of Sally Ride. ²In 1983 Ride became the first American woman in space.

³Ride have a doctorate degree in astrophysics, a branch of astronomy. ⁴in 1977 she saw a newspaper want ad. ⁵Looking for NASA mission specialists. ⁶More than 8,000 people applied for the program, with 34 other people, Ride was hired by NASA. ⁷She attended space training school. ⁸For two years, she worked on a robot arm for the space shuttles?

⁹Her first space mission was aboard the space shuttle Challenger. ¹⁰Ride helped with experiments, she tested the robot arm. ¹¹On this mission, the crew traveled 2.5 million miles. ¹²In 1984, Ride made a second shuttle flight

¹³In 1986 the Challenger broke apart after take-off Ride investigated the accident. ¹⁴In 1987 retired from NASA.

POSTTEST Kinds of Sentences

Write declarative, interrogative, imperative, or exclamatory to identify each sentence.

1. Will you take good care of a pet?
2. What a lot of work it is!
3. Feeding and caring for a pet takes time.
4. Walk your dog every day.
5. How much does a pet cost?

POSTTEST Sentences and Sentence Fragments

Write sentence or fragment for each item. Rewrite each fragment to make it a sentence.

6. Flew to Florida.
7. I met my friend at the library.
8. The soccer game started early.
9. The new computer on my desk.
10. We bought tickets for the concert.
11. Under the table.
12. Bought a new bike.
13. Please pick up the trash.
14. The long walk to the park.
15. We saw the shooting star.

POSTTEST Subjects and Predicates

Write each sentence. Underline the simple subjects once and the simple predicates twice.

16. Did Will and Molly see the film about reptiles?
17. Reptiles eat and digest big meals.
18. Lizards can regulate their body temperature.
19. Do most reptiles live in warm areas?
20. The Gila monster and beaded lizard are poisonous.

- 21.** Many snakes and lizards have forked tongues.
- 22.** Write about a poisonous lizard.
- 23.** Many reptiles fool their enemies.
- 24.** Some snakes give off a terrible smell.
- 25.** Their enemies think they are dead.

POSTTEST Simple, Compound, and Run-on Sentences

Write simple, compound, or run-on to identify each numbered item. If an item is a run-on, rewrite it correctly.

- 26.** My new car has antilock brakes.
- 27.** I looked at it last week then I decided to buy it.
- 28.** My coach helps me during the week, and my mother works with me over the weekend.
- 29.** Most of the dogs and all of the cats need medical checkups.
- 30.** Mom and Dad planned the menu, and Jake and I cooked the food.
- 31.** Julia read the book, but Alex saw the movie.
- 32.** Did Juanita paint her room alone, or did her sister help her?
- 33.** The baby whined and cried, his mother comforted him.
- 34.** Susan does her homework right after school Steven waits until after dinner.
- 35.** Dan and Ellen cleaned their rooms and swept the floor.

Chapter 2

Nouns

.....

2.1	Kinds of Nouns	81
2.2	Singular and Plural Nouns	83
2.3	Possessive Nouns	86
2.4	Recognizing Plurals, Possessives, and Contractions	87
2.5	Appositives	89

PRETEST Kinds of Nouns

Write each noun. Label the common nouns C and the proper nouns P.

1. In the small town of Kalona, Uncle George and his son own a bakery.
2. The trip to Europe will be too expensive unless the travelers tour the countryside by train.
3. The group of scientists understood the importance of the discovery.
4. Dian Fossey told about her research of gorillas in her book *Gorillas in the Mist*.
5. Every year, Milwaukee, Wisconsin, has a festival in late June and early July.

PRETEST Possessive Nouns

Write the possessive form of the noun in parentheses.

6. The (cat) toy is behind the couch.
7. (Jess) baseball game starts at 7:00 P.M.

8. The (women) locker room is around the corner.
9. The mechanic repaired (Nick) car.
10. You should always follow your (doctor) orders.
11. The (Jacksons) new house is bigger than their old one.
12. The conductor asked to see the (tourists) tickets as they boarded the train.
13. Angela helped prepare her (boss) presentation for the meeting.
14. The (girls) swimming lesson is held in the indoor pool.
15. The teacher displayed the (children) pictures.

PRETEST Recognizing Plurals, Possessives, and Contractions

Identify the italicized word in each sentence by writing plural noun, singular possessive noun, plural possessive noun, or contraction.

16. Two-thirds of *Earth's* surface is covered by water.
17. Does anyone know where *Megan's* dog is?
18. *Matt's* had a lot of work to do lately.
19. The *parents* wanted their children to play together.
20. Their *daughters'* music teacher sang in the choir.
21. Sheila was unable to attend the *teachers'* conference.
22. Your skin is part of your *body's* immune defense system.
23. The *guests'* coats are in the closet.
24. *He's* going to the recreation center after school.
25. The storm damaged the *Gomez's* house.

PRETEST Appositives

Write the appositive or appositive phrase in each sentence.

26. Jason, an avid skier, hopes to win a gold medal some day.
27. Kendra flew to Minnesota to visit Aunt Josephine, her favorite aunt.

28. My dog, Riley, likes to retrieve tennis balls.
29. After returning from her vacation, a two-week trip to Hawaii, Colleen was ready to get back to work.
30. Have you seen the movie *My Pal Pauly*?
31. Benjamin Franklin, a printer and journalist, contributed greatly to the founding of the United States.
32. On Thursday, the day before my birthday, I went to the zoo with my cousins.
33. The author Roald Dahl wrote *Charlie and the Chocolate Factory*.
34. A talented singer and guitar player, Billy performs three times a week at the community theater.
35. Chlorine, a greenish-yellow gas, is poisonous in large quantities.

2.1 KINDS OF NOUNS

A **noun** is a word that names a person, a place, a thing, or an idea.

NOUNS	
PERSONS	sister, mayor, player, coach, pianist, children
PLACES	park, zoo, lake, school, playground, desert, city
THINGS	magazine, boots, rose, pencil, peach, baseball, car
IDEAS	honesty, truth, democracy, pride, maturity, progress

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

A **proper noun** names *a particular* person, place, thing, or idea.

The first word and all other important words in a proper noun are capitalized: *Edgar Allan Poe*, *Statue of Liberty*.

Common nouns can be either concrete or abstract.

Concrete nouns name things you can see or touch.
Abstract nouns name ideas, qualities, and feelings that can't be seen or touched.

KINDS OF NOUNS		
COMMON NOUNS		PROPER NOUNS
Abstract	Concrete	
truth	document	Supreme Court
courage	crown	Queen Elizabeth I
time	snow	December
history	museum	Museum of Modern Art
entertainment	actor	Meryl Streep
education	school	Howard University
comedy	comedian	Jerry Seinfeld
friendship	friend	Jessica
tragedy	ship	<i>Titanic</i>

Compound nouns are nouns made of two or more words.

A compound noun can be one word, like *storybook*, or more than one word, like *ice cream*. A compound noun can also be joined by one or more hyphens, like *runner-up*.

COMPOUND NOUNS	
ONE WORD	housekeeper, showcase, bookmark, outdoors, teammate
MORE THAN ONE WORD	post office, dining room, maid of honor, high school
HYPHENATED	sister-in-law, great-aunt, kilowatt-hour, walkie-talkie

PRACTICE Identifying Common and Proper Nouns

Write each noun. Label the common nouns C and the proper nouns P.

1. Lake Michigan is the only Great Lake entirely in the United States.
2. Elena bought fifteen postcards during her trip from Mexico to Florida.
3. Freedom of speech is a right named in the Bill of Rights.
4. My favorite uncle is a firefighter and paramedic in North Carolina.
5. The new chef at the Gateway Restaurant makes the best chili in town.
6. Every year golfers compete at the Masters Tournament in Georgia.
7. After visiting Universal Studios in California, Kelsey decided she wanted to be an actor.
8. John F. Kennedy was the youngest person ever elected president.
9. The view from the top of the Washington Monument is fantastic.
10. The fossils of the dinosaur named Sue are at the Field Museum in Chicago.

2.2 SINGULAR AND PLURAL NOUNS

A singular noun names one person, place, thing, or idea. **A plural noun** names more than one.

To form the plural of most nouns, you simply add -s. Other plural nouns are formed in different ways.

FORMING PLURAL NOUNS



NOUNS ENDING WITH	TO FORM PLURAL	EXAMPLES		
s, z, ch, sh, x	Add -es .	bus buses	buzz buzzes	box boxes
o preceded by a vowel	Add -s .	rodeo rodeos	studio studios	radio radios
o preceded by a consonant	Usually add -es .	hero heroes	potato potatoes	echo echoes
	Sometimes add -s .	zero zeros	photo photos	piano pianos
y preceded by a vowel	Add -s .	day days	turkey turkeys	toy toys
y preceded by a consonant	Usually change y to i and add -es .	city cities	diary diaries	penny pennies
f or fe	Usually change f to v and add -s or -es .	wife wives	leaf leaves	half halves
	Sometimes add -s .	roof roofs	chief chiefs	belief beliefs

To form the plural of compound nouns written as one word, usually add *-s* or *-es*. To form the plural of compound nouns that are written as more than one word or are hyphenated, make the main noun in the compound word plural, or check a dictionary.

COMPOUND NOUNS	
ONE WORD	doorbells, necklaces, rosebushes; Exception: passersby
MORE THAN ONE WORD	post offices, dining rooms, maids of honor, high schools
HYPHENATED	brothers-in-law, great-aunts, eighth-graders, push-ups

Words such as *family* and *team* are called collective nouns.

A collective noun names a group of people, animals, or things.

A collective noun subject may be followed by a singular verb or a plural verb, depending on the meaning. The subject is singular when the members of the group act as a single unit. The subject is plural when each member of the group acts separately. Other words in a sentence can sometimes help you decide whether a collective noun is singular or plural.

EXAMPLE The **team shares** the field with **its** opponent.
[shares, its, singular]

EXAMPLE The **team share their** jokes with one another.
[share, their, plural]

PRACTICE Forming Plural Nouns

Write the plural form of each noun.

- | | |
|------------------|------------|
| 1. sister-in-law | 6. shelf |
| 2. elephant | 7. ratio |
| 3. computer | 8. family |
| 4. leash | 9. reef |
| 5. tomato | 10. monkey |

PRACTICE Identifying Collective Nouns

Write each collective noun. Label it S if it's singular and P if it's plural.

1. The company offers many different services.
2. The pilots association chooses its representatives.
3. The Peterson family lives on Tenth Street.
4. The class paint pictures for the art show.
5. The whale pod migrates south in the winter.
6. The team are introduced before the game.
7. The group eats lunch outside.
8. The band performs every weekend.
9. The audience becomes silent.
10. The colony works hard to provide their own food.

2.3 POSSESSIVE NOUNS

A noun can show ownership or possession of things or qualities. This kind of noun is called a possessive noun.

A possessive noun tells who or what owns or has something.

Possessive nouns may be common nouns or proper nouns. They may also be singular or plural. Notice the possessive nouns in the following sentences:

SINGULAR NOUN	Rita has a book about baseball.
SINGULAR POSSESSIVE NOUN	Rita's book is about baseball.
PLURAL NOUN	Several cities have baseball teams.
PLURAL POSSESSIVE NOUN	These cities' teams attract fans.

Possessive nouns are formed in one of two ways. To form the possessive of singular nouns and plural nouns not ending in *s*, add an apostrophe and *s* (*'s*). To form the possessive of plural nouns ending in *s*, add just an apostrophe at the end of the word.

FORMING POSSESSIVE NOUNS

NOUNS	TO FORM POSSESSIVE	EXAMPLES
All singular nouns; plural nouns not ending in s	Add an apostrophe and s ('s).	a girl—a girl 's name Germany—Germany 's exports the bus—the bus 's capacity Ms. Ames—Ms. Ames 's class children—children 's toys women—women 's coats
Plural nouns ending in s	Add just an apostrophe (') at the end of the plural noun.	babies—babies ' birth weight the Joneses—the Joneses ' car

PRACTICE Writing Possessive Nouns

Write the possessive form of the noun in parentheses.

1. The (coach) daughter has just joined the team.
2. (Janis) essay won first prize.
3. The (trees) roots were exposed.
4. The (teachers) lounge was locked.
5. (Oregon) coastline is very rugged.
6. The third floor houses the (men) department.
7. (Columbus) voyage across the ocean took about seventy days.
8. How big is your (computer) memory?
9. The (families) combined garage sale is this weekend.
10. (Sir Isaac Newton) theory of gravity describes how the universe is held together.

2.4 RECOGNIZING PLURALS, POSSESSIVES, AND CONTRACTIONS

Most plural nouns, all possessive nouns, and certain contractions end with the sound of *s*. These words may sound alike, but their spellings and meanings are different.

NOUN FORMS AND CONTRACTIONS		
	EXAMPLE	MEANING
Plural Noun	The students wrote a play.	more than one student
Plural Possessive Noun	The students' play is good.	the play by several students
Singular Possessive Noun	I saw the student's performance.	the performance of one student
Contraction	This student's the author. This student's written other plays.	This student is the author. This student has written other plays.

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

Plural nouns don't have an apostrophe. Contractions and singular possessive nouns look exactly alike. Some plural possessive nouns end with 's, and some end with just an apostrophe. You can tell these words apart by the way they're used in a sentence.

NOUN FORMS AND CONTRACTIONS			
PLURAL NOUNS	CONTRACTIONS	SINGULAR POSSESSIVE NOUNS	PLURAL POSSESSIVE NOUNS
speakers	speaker's	speaker's	speakers'
women	woman's	woman's	women's
echoes	echo's	echo's	echoes'
countries	country's	country's	countries'

PRACTICE Identifying Plurals, Possessives, and Contractions

Identify the italicized word in each sentence by writing plural noun, singular possessive noun, plural possessive noun, or contraction.

1. The *doctors'* convention will last four days.
2. *Tyler's* animals depend on him.
3. There are many *squirrels* in the park.
4. He was riding in *Katrina's* car.
5. *Miguel's* doing his homework.
6. *Wendy's* never been to London.
7. The angle of *Earth's* tilt is about twenty-three degrees.
8. The *Davises'* new home is in Boulder.
9. You should get your *parents'* permission first.
10. Jolene and her *brothers* attended the soccer game.

2.5 APPOSITIVES

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

EXAMPLE James Madison's wife, **Dolley**, was a famous first lady.

The noun *Dolley* identifies the noun next to it, *wife*. In this sentence, *Dolley* is an appositive.

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

EXAMPLE Madison, **our fourth president**, held many other offices.

The words *our* and *fourth* modify the appositive *president*. The phrase *our fourth president* is an appositive phrase. It identifies the noun *Madison*.

An appositive or an appositive phrase can appear anywhere in a sentence as long as it appears next to the noun it identifies.

EXAMPLE **Our fourth president**, Madison held many other offices.

EXAMPLE Many historians have studied the life of Madison, **our fourth president**.

Appositives and appositive phrases are usually set off with commas. If the appositive is essential to the meaning of the sentence, however, commas are not used.

EXAMPLE Madison's friend **Thomas Jefferson** was president before Madison.

EXAMPLE Madison's father, **James Madison**, was a plantation owner.

Obviously, Madison had more than one friend, so the appositive, *Thomas Jefferson*, is needed to identify this particular friend. No commas are needed. However, Madison had only one father. The father's name is not needed to identify him. Therefore, commas are needed.

PRACTICE Identifying Appositives

Write each sentence. Underline the appositive or appositive phrase and add appropriate commas. Circle the noun the appositive identifies.

1. Mt. Everest the world's highest peak is 29,028 feet high.
2. In addition to writing music, the composer Johann Sebastian Bach worked as a musician and conductor.
3. The waiter a friend of mine is also a college student.
4. In rugby a rough sport many players are injured.
5. A serious student Rebecca will graduate early from college.
6. *Gone with the Wind* now a movie classic will be on television tonight.
7. I was five when I went to my first sporting event a baseball game.
8. My father's friend Carlos is a well-known chef.
9. Her hero is Michelle Kwan a skating superstar.
10. My car a blue Toyota is at the repair shop.

PRACTICE Proofreading

Rewrite the following passage, correcting errors in spelling, capitalization, grammar, and usage. Add any missing punctuation. Write legibly to be sure one letter is not mistaken for another. There are ten mistakes.

Leonardo da Vinci

¹The life and work of Leonardo da Vinci the great Italian Renaissance painter have interested people for over five hundred years. ²Leonardo was born in 1452 near Florence, Italy.

³Leonardo's artistic talents were revealed early. ⁴He worked with a leading Renaissance painter.

⁵In 1482, Leonardo left Florence for the City of Milan. ⁶He worked there for nearly eighteen years. ⁷It was then that he painted *The Last Supper* one of his best-known paintings.

⁸Leonardo returned to Florence in 1499. ⁹There he painted *Mona Lisa* perhaps his most famous painting.

¹⁰Leonardo was also an engineer and a scientist. ¹¹Long before there were airplanes and helicopters, he drew designs for them.

¹²He studied the bodies of humans and animals. ¹³He kept notes and drawings of his work. ¹⁴Leonardo was one of the Renaissance's great geniuses.

POSTTEST Kinds of Nouns

Write each noun. Label the common nouns C and the proper nouns P.

1. Canadian geese migrate every winter to find open ground near wetlands.
2. A powerful earthquake shook northern California on the first day of the 1989 World Series.
3. Marial plays soccer in the summer, baseball in the fall, and hockey in the winter.
4. There were four blue eggs in the nest that Stacey found in the tree.
5. The equator runs through Kenya, a country in Africa.

POSTTEST Possessive Nouns

Write the possessive form of the noun in parentheses.

6. The (Thomases) backyard is full of weeds.
7. Did you hear reports of (today) weather?
8. The (dancers) costumes were beautiful.
9. (Ben) puppy has grown a lot.
10. The (Earth) revolution around the sun takes one year.
11. The (announcer) voice was strong and clear.
12. My (class) musical presentation is third on the program this evening.
13. The (children) laughter echoed down the hall.
14. The (cities) agreement was signed by both mayors.
15. That is the (district) newest school.

POSTTEST Recognizing Plurals, Possessives, and Contractions

Identify the italicized word in each sentence by writing plural noun, singular possessive noun, plural possessive noun, or contraction.

16. We are making *Mother's* Day cards to sell at the craft show.
17. *Michael's* been a police officer for twenty-five years.
18. The *chickens* are eating corn in the barnyard.
19. The *diplomats'* flight was canceled due to thunder storms.
20. We waited for our friends at the *park's* entrance.
21. *Martin's* staying for dinner tonight.
22. How many *shoes* are in your closet?
23. I read my poem at the *writers'* workshop.
24. *Samantha's* grades pleased her parents.
25. My *grandparents'* cottage is in Wisconsin.

POSTTEST Appositives

Write the appositive or appositive phrase in each sentence.

- 26.** We spent the whole day at the Mall of America, the largest mall in the United States.
- 27.** The coach, a retired soccer player himself, knows how to motivate players.
- 28.** My best friend, Tara, wants to go to the movie too.
- 29.** Every summer my friend's family goes to Lake Superior, the largest freshwater lake in the world.
- 30.** Everyone likes my new puppy, a golden retriever.
- 31.** Greg, the best athlete in our school, scored the most points.
- 32.** Tokyo, the capital of Japan, is a heavily populated city.
- 33.** The school principal, Mrs. Flaherty, made the announcement.
- 34.** A Native American of the Pueblo San Ildefonso, Maria Martinez became well-known for her beautiful pottery.
- 35.** This is Marcela, the newest member of our basketball team.

Chapter 3

Verbs

.....

3.1	Action Verbs	97
3.2	Transitive and Intransitive Verbs.....	98
3.3	Indirect Objects	100
3.4	Linking Verbs and Predicate Words	101
3.5	Present and Past Tenses	103
3.6	Main Verbs and Helping Verbs.....	104
3.7	Progressive Forms	106
3.8	Present Perfect and Past Perfect Tenses ...	108
3.9	Expressing Future Time	110
3.10	Active and Passive Voice	111
3.11	Irregular Verbs	113
3.12	More Irregular Verbs	115

PRETEST Action Verbs and Linking Verbs

Write each verb. Label the action verbs A and the linking verbs L.

1. Cats come in many different sizes.
2. All of them are good hunters.
3. They pounce on their prey.
4. Cats see well in dim light.
5. The whiskers of all cats seem very sensitive.
6. Small cats purr.
7. Some large cats roar.
8. The cheetah, a large cat, is the fastest land animal.
9. It runs seventy miles an hour.
10. The cheetah's flexible spine acts as a spring.

PRETEST Direct Objects, Indirect Objects, Predicate Nouns, and Predicate Adjectives

Identify the italicized word in each sentence by writing direct object, indirect object, predicate noun, or predicate adjective.

11. Noise during a movie is a *nuisance*.
12. The children made a *mural* of dinosaurs.
13. That movie is *fabulous*!
14. The teacher gave the *class* a writing assignment.
15. The bank sent the *customer* a detailed statement.
16. The witness was *honest*.
17. During the convention, the vice-president became his party's *choice* for president.
18. We heard the weather *report* on the radio.
19. Some parents asked *questions* at the meeting.
20. We bought a *ticket* to New Orleans.

PRETEST Present and Past Tenses and Progressive Forms

Write the verb. Then write present tense, past tense, present progressive, or past progressive to identify it.

21. I was staying after school for help with my math homework.
22. In my freshman year, I joined the school's marching band.
23. Jared and his friends were playing basketball.
24. This jug holds two gallons, or eight quarts, of water.
25. The Secretary of State was preparing a report about the progress of the talks.
26. Those dogs bark all day.
27. We are writing a skit for our class play.
28. Samantha is learning how to ski.
29. I am cooking breakfast for my parents.
30. Someone borrowed my camera.

PRETEST Perfect and Future Tenses

Write the verb. Then write present perfect, past perfect, future, or future perfect to identify its tense.

- 31.** We had listened to all the songs several times.
- 32.** We will bring pasta salad to the picnic.
- 33.** Hillary's brother has written a magazine article.
- 34.** Who will work at the fair?
- 35.** Her parents have paid for the movie tickets.
- 36.** I will have fixed the printer by tonight.
- 37.** The book had disappeared from the shelf.
- 38.** We have read that news magazine in class.
- 39.** The children will have finished the game by that time.
- 40.** The team had practiced all summer.

PRETEST Irregular Verbs

Write the correct verb form from the choices in parentheses.

- 41.** During their swimming lesson, the children (swam, swum) the length of the pool.
- 42.** The students have (knew, known) about the competition for weeks.
- 43.** He (lose, lost) them yesterday.
- 44.** Have you (pay, paid) for the food?
- 45.** I have (driven, drove) the 500 miles to Omaha several times this year.
- 46.** Karen Mayfield (ran, run) for state senator.
- 47.** The base runner (stole, stolen) second base.
- 48.** She has (took, taken) the book back to the library.
- 49.** I (did, done) most of my homework during study hall.
- 50.** Ms. Franklin had (teach, taught) social studies at Avery School.

3.1 ACTION VERBS

You may have heard the movie director's call for "lights, camera, *action!*" The actions in movies and plays can be expressed by verbs. If a word expresses action and tells what a subject does, it's an action verb.

An action verb is a word that expresses action. An action verb may be made up of more than one word.

Notice the action verbs in the following sentences.

EXAMPLE The director **shouts** at the members of the cast.

EXAMPLE The lights **are flashing** above the stage.

EXAMPLE The audience **arrived** in time for the performance.

EXAMPLE Several singers **have memorized** the lyrics of a song.

Action verbs can express physical actions, such as *shout* and *arrive*. They can also express mental activities, such as *memorize* and *forget*.

ACTION VERBS	
PHYSICAL	shout, flash, arrive, talk, applaud, act, sing, dance
MENTAL	remember, forget, think, memorize, read, dream, appreciate

Have, *has*, and *had* are often used before other verbs. They can also be used as action verbs when they tell that the subject owns or holds something.

EXAMPLE The actors already **have** their costumes.

EXAMPLE The director **has** a script in her back pocket.

EXAMPLE Rosa **had** a theater program from 1920.

PRACTICE Identifying Action Verbs

Write the action verbs.

1. Heather and Lisa heard a crashing sound.
2. They ran to the kitchen window.
3. The girls turned on the outdoor lights.
4. They looked out into the night.
5. They listened for more noise.
6. Then Heather remembered a similar noise.
7. She grabbed a flashlight.
8. The girls walked into the backyard.
9. They saw Heather's cat, Angus.
10. It had knocked over a flowerpot.

3.2 TRANSITIVE AND INTRANSITIVE VERBS

In some sentences, the predicate consists of only an action verb.

EXAMPLE The actor **rehearsed**.

Most sentences provide more information. The predicate often names who or what receives the action of the verb.

EXAMPLE The actor rehearsed his **lines** from the play.

The word *lines* tells what the actor rehearsed. *Lines* is a direct object.

A direct object receives the action of a verb. It answers the question *whom?* or *what?* after an action verb.

A sentence may have a compound direct object. That is, a sentence may have more than one direct object.

EXAMPLE We saw **Maurice** and **Inez** in the audience.

When an action verb transfers action to a direct object, the verb is transitive. When an action verb has no direct object, the verb is intransitive.

A transitive verb has a direct object.

An intransitive verb does not have a direct object.

Most action verbs can be transitive or intransitive. A verb can be labeled transitive or intransitive only by examining its use in a particular sentence.

EXAMPLE The audience **applauds** the actors. [transitive]

EXAMPLE The audience **applauds** loudly. [intransitive]

PRACTICE Recognizing Transitive and Intransitive Verbs

For each sentence, write the action verb. Then write T if the verb is transitive or I if the verb is intransitive. If the verb is transitive, write the direct object or objects.

1. Flowers produce seeds.
2. The seeds grow into new plants.
3. Flowers vary in size, shape, and color.
4. The color of petals attracts insects.
5. Insects carry pollen.
6. The pollen sticks to parts of their bodies.
7. Birds transfer pollen as well.
8. Palms grow small flowers.
9. I saw the dates and coconuts on the palm trees.
10. Most trees blossom in spring or summer.

3.3 INDIRECT OBJECTS

A direct object answers the question *whom?* or *what?* after an action verb.

EXAMPLE Friends sent **flowers**.

In some sentences, an indirect object also follows an action verb.

An indirect object answers the question *to whom?* or *for whom?* or *to what?* or *for what?* an action is done.

EXAMPLE Friends sent the **actors** flowers.

The direct object in the sentence is *flowers*. The indirect object is *actors*. *Actors* answers the question *to whom?* after the action verb *sent*.

A sentence may have a compound indirect object. In the sentence below, *cast* and *orchestra* are indirect objects. The direct object is *thanks*.

EXAMPLE Ms. Ortiz gave the **cast** and the **orchestra** her thanks.

An indirect object appears only in a sentence that has a direct object. Two clues can help you recognize an indirect object. First, an indirect object always comes between the verb and the direct object. Second, you can put the word *to* or *for* before an indirect object and change its position. The sentence will still have the same meaning, but it will no longer have an indirect object.

EXAMPLE Friends **sent** the **director** **flowers**. [*Director is an indirect object.*]

EXAMPLE Friends sent flowers **to the director**. [*Director is not an indirect object.*]

You know that in the first sentence *director* is the indirect object because it comes between the verb and the direct object and because it can be placed after the word *to*, as in the second sentence.

PRACTICE Identifying Direct and Indirect Objects

Write the indirect objects and underline them. Then write the direct objects.

1. Janna baked the class muffins.
2. The teacher read the students an original poem.
3. The magazine offers its readers a discount.
4. I gave the dog a can of food.
5. Patrick made his friends lunch.
6. Ms. Juarez brought the family a beautiful gift.
7. Mai has written her father a note.
8. Sarah sold her sister the old bike.
9. Jacob gave his cousin the media player.
10. Terence bought the children stickers.

3.4 LINKING VERBS AND PREDICATE WORDS

A **linking verb** connects the subject of a sentence with a noun or an adjective in the predicate.

EXAMPLE Juana Ortiz **was** the **director**.

EXAMPLE Ms. Ortiz **is** **imaginative**.

In the first sentence, the verb *was* links the noun *director* to the subject. *Director* identifies the subject. In the second sentence, the verb *is* links the adjective *imaginative* to the subject. *Imaginative* describes the subject.

A **predicate noun** is a noun that follows a linking verb. It renames or identifies the subject.

A **predicate adjective** is an adjective that follows a linking verb. It describes, or modifies, the subject.

A sentence may contain a compound predicate noun or a compound predicate adjective.

EXAMPLE Ms. Ortiz is a **teacher** and a **musician**. [compound predicate noun]

EXAMPLE Ms. Ortiz is **stern** but **fair**. [compound predicate adjective]

COMMON LINKING VERBS

be (am, is, are, was, were)	seem	taste	sound
become	appear	feel	grow
	look	smell	turn

Most of these verbs can also be used as action verbs.

EXAMPLE The director **sounded** angry. [linking verb]

EXAMPLE The director **sounded** the alarm. [action verb]

NOTE Two other linking verbs are *remain* and *stay*.

PRACTICE Identifying Verbs, Predicate Nouns, and Predicate Adjectives

For each sentence, write the verb. Label the verb A if it's an action verb or L if it's a linking verb. If it's a linking verb, write the predicate noun or the predicate adjective. Label a predicate noun PN. Label a predicate adjective PA.

1. Some sharks are dangerous.
2. Most sharks have slits on the sides of their heads.
3. The skeleton of a shark is cartilage.
4. Cartilage feels softer than bone.
5. Hard, tiny scales cover sharkskin.
6. Long ago, people used dried sharkskin for sandpaper.
7. Shark teeth look pointy and sharp.

8. They cut and rip meat.
9. Sharks sense movement.
10. Many sharks are fierce hunters.

3.5 PRESENT AND PAST TENSES

The verb in a sentence expresses action. It also tells when the action takes place. The form of a verb that shows the time of the action is called the **tense** of the verb.

The **present tense** of a verb expresses action that happens regularly. It can also express a general truth.

EXAMPLE A great actor **wins** awards.

In the present tense, the base form of a verb is used with all plural subjects and the pronouns *I* and *you*. For singular subjects other than *I* and *you*, *-s* or *-es* is usually added to the base form of the verb. Remember that a verb must agree in number with its subject.

PRESENT TENSE FORMS	
SINGULAR	PLURAL
I walk .	We walk .
You walk .	You walk .
He, she, or it walks .	They walk .

The **past tense** of a verb expresses action that already happened.

The past tense of many verbs is formed by adding *-d* or *-ed* to the base form of the verb.

EXAMPLE The actors **rehearsed**. Ms. Ortiz **directed**.

1. I enjoy mysteries.
2. Johanna and Jack walked to the store.
3. Many people recycle paper and cans.
4. Janice shopped at a used clothing store.
5. The store opens every day at 8:00 A.M.
6. I appreciate the cards and letters.
7. The teachers arrive at school before the students.
8. I mailed the letters yesterday.
9. Susan or Tara baby-sits the children.
10. In 1940 Americans elected Franklin D. Roosevelt to a third term as president.

3.6 MAIN VERBS AND HELPING VERBS

Verbs have four principal parts that are used to form all tenses. Notice how the principal parts of a verb are formed.

PRINCIPAL PARTS OF VERBS			
BASE FORM	PRESENT PARTICIPLE	PAST	PAST PARTICIPLE
act	acting	acted	acted

You can use the base form and the past alone to form the present and past tenses. The present participle and the past participle can be combined with helping verbs to form other tenses.

A helping verb helps the main verb express action or make a statement.

A verb phrase consists of one or more helping verbs followed by a main verb.

EXAMPLE Telma **is acting** in another play today.

The word *is* is the helping verb, and the present participle *acting* is the main verb. Together they form a verb phrase.

The most common helping verbs are *be*, *have*, and *do*. Forms of the helping verb *be* are *am*, *is*, and *are* in the present and *was* and *were* in the past. These helping verbs often combine with the present participle of the main verb.

BE AND THE PRESENT PARTICIPLE

SINGULAR	PLURAL	SINGULAR	PLURAL
I am learning.	We are learning.	I was learning.	We were learning.
You are learning.	You are learning.	You were learning.	You were learning.
She is learning.	They are learning.	He was learning.	They were learning.

The helping verb *have* combines with the past participle of the main verb. Forms of the helping verb *have* are *have* and *has* in the present and *had* in the past.

HAVE AND THE PAST PARTICIPLE

SINGULAR	PLURAL	SINGULAR	PLURAL
I have learned.	We have learned.	I had learned.	We had learned.
You have learned.	You have learned.	You had learned.	You had learned.
She has learned.	They have learned.	He had learned.	They had learned.

Forms of the helping verb *do* are *do* and *does* in the present and *did* in the past. The helping verb *do* combines with the base form of a verb: *I do believe you. She does believe you. They did believe you.*

NOTE Other helping verbs are *can*, *could*, *may*, *might*, *must*, *should*, and *would*.

PRACTICE Identifying Main Verbs and Helping Verbs

Write each verb phrase. Underline the helping verb. Write base form, present participle, or past participle to identify the main verb.

1. We are learning about birds.
2. Birds live all over the world.
3. They maintain a steady body temperature.
4. Have you read the book about birds?
5. We have watched birds in parks and gardens.
6. We were using binoculars.
7. Some birds like different parts of the forest.
8. We do view many different birds at the nature reserve.
9. An eagle was flying above high mountains.
10. Did you see it?

3.7 PROGRESSIVE FORMS

You know that the present tense of a verb can express action that occurs repeatedly. To express action that is taking place at the present time, use the present progressive form of the verb.

The **present progressive form** of a verb expresses action or a condition that is continuing in the present.

EXAMPLE Althea **is finishing** her song.

The present progressive form of a verb consists of the helping verb *am*, *are*, or *is* and the present participle of the main verb.

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

The **past progressive form** of a verb expresses action or a condition that was continuing at some time in the past.

EXAMPLE We **were watching** a scary show.

The past progressive form of a verb consists of the helping verb *was* or *were* and the present participle of the main verb.

PAST PROGRESSIVE FORMS	
SINGULAR	PLURAL
I was working .	We were working .
You were working .	You were working .
He, she, or it was working .	They were working .

PRACTICE Using Progressive Forms

Rewrite the sentence using the progressive form of the verb. If the verb is in the present tense, change it to the present progressive form. If the verb is in the past tense, change it to the past progressive form.

1. This week Alison's class visits the botanic gardens.
2. The children watched the play.
3. Ponce de León looked for the Fountain of Youth.
4. Mika leaves for school at 8:15 A.M.
5. Steven practiced the trumpet this afternoon.
6. Cora and Raymond sing in the youth choir.
7. John and Ben attend most of the football games.
8. Nine planets revolve around the Sun.
9. I ride my horse every Saturday.
10. Sarah visited me in the hospital.

3.8 PRESENT PERFECT AND PAST PERFECT TENSES

The **present perfect tense** of a verb expresses action that happened at an indefinite time in the past.

EXAMPLE The actor **has rehearsed** for many hours.

EXAMPLE Lori and Pam **have watched** *Grease* five times.

The present perfect tense consists of the helping verb *have* or *has* and the past participle of the main verb.

PRESENT PERFECT TENSE

SINGULAR

I **have watched**.

You **have watched**.

He, she, or it **has watched**.

PLURAL

We **have watched**.

You **have watched**.

They **have watched**.

The **past perfect tense** of a verb expresses action that happened before another action or event in the past.

The past perfect tense is often used in sentences that contain a past-tense verb in another part of the sentence.

EXAMPLE The actors **had rehearsed** for many weeks.

EXAMPLE We **had** just **arrived** when the play **started**.

The past perfect tense of a verb consists of the helping verb *had* and the past participle of the main verb.

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

PRACTICE Identifying Perfect Tenses

Write the verb. Then write present perfect or past perfect to identify the tense.

1. I have driven to Albuquerque in three hours.
2. I had watched several track meets last year.
3. Gabriel has saved enough money for guitar lessons.
4. Tom Cruise has starred in two *Mission Impossible* movies.
5. You have packed too many clothes.
6. I had washed my car before the rainstorm.
7. The wait staff had cleaned all the tables before the evening dinner rush.
8. I had worried about the test all weekend.

9. Gina and Michael have collected all of the tickets.
10. Al has counted the money twice.

3.9 EXPRESSING FUTURE TIME

The **future tense** of a verb expresses action that will take place in the future.

EXAMPLE We **shall attend** the performance.

EXAMPLE The actors **will show** their talents.

The future tense of a verb is formed by using the helping verb *will* before the base form of a verb. The helping verb *shall* is sometimes used when the subject is *I* or *we*.

There are other ways to show that an action will happen in the future. *Tomorrow*, *next year*, and *later* are all words that indicate a future time. These words are called **time words**, and they may be used with the present tense to express future time.

EXAMPLE Our show **opens next week**.

EXAMPLE **Tomorrow** we **start** rehearsals.

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

EXAMPLE Our show **is opening next week**.

EXAMPLE **Tomorrow** we **are starting** rehearsals.

Another way to talk about the future is with the future perfect tense.

The **future perfect tense** of a verb expresses action that will be completed before another future event begins.

EXAMPLE By Thursday I **shall have performed** six times.

EXAMPLE The production **will have closed** by next week.

The future perfect tense is formed by using *will have* or *shall have* before the past participle of a verb.

PRACTICE Identifying Verb Tenses

Write the verb. Then write present, future, present progressive, or future perfect to identify the verb tense.

1. We shall come to the airport an hour early.
2. By the end of the week, our class will have finished reading the book.
3. Hanna and Jo will dance first in the show.
4. I shall have completed my assignment by the end of the day.
5. I go to the library on Tuesday for an interview with the director of the library.
6. Tonight Norm is preparing a special dinner as a surprise for his parents.
7. Students in our class will plan the dance.
8. By summer the gardeners will have planted the new garden.
9. Marissa begins the course this afternoon.
10. The last flight for Houston is leaving at 9:00 P.M.

3.10 ACTIVE AND PASSIVE VOICE

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

EXAMPLE Thornton Wilder **composed** that play.

A verb is in the **passive voice** when the subject receives the action of the verb.

EXAMPLE That play **was composed** by Thornton Wilder.

In the first example, the author, Thornton Wilder, seems more important because *Thornton Wilder* is the subject of the sentence. In the second example, the play seems more important because *play* is the subject of the sentence.

Notice that verbs in the passive voice consist of a form of *be* and the past participle. Often a phrase beginning with *by* follows the verb in the passive voice.

EXAMPLE I am puzzled **by your question.** [passive voice]

EXAMPLE Your question puzzles me. [active voice]

EXAMPLE The puppy is frightened **by loud noises.** [passive voice]

EXAMPLE Loud noises frighten the puppy. [active voice]

EXAMPLE Plays are performed **by actors.** [passive voice]

EXAMPLE Actors perform plays. [active voice]

EXAMPLE This painting was purchased **by Ms. Jones.** [passive voice]

EXAMPLE Ms. Jones purchased this painting. [active voice]

The active voice is usually a stronger, more direct way to express ideas. Use the passive voice if you want to stress the receiver of the action or if you don't know who performed the action.

EXAMPLE *Our Town* **was performed.** [You may want to stress the play.]

EXAMPLE The actors **were fired.** [You may not know who fired the actors.]

PRACTICE Using Active and Passive Voice

Rewrite each sentence, changing the verb from active to passive or from passive to active.

1. Benjamin Franklin published an almanac.
2. Athens, Greece, hosted the first modern Olympics.
3. Beethoven composed the music for "Ode to Joy."
4. The school newspaper is edited by students.
5. The president signed the agreement in the Oval Office.
6. Cosmas Ndeti completed the Boston Marathon in 2 hours, 7 minutes, and 15 seconds in 1994.
7. The prism separated the light into rainbow colors.
8. Amanda and her sister share a room.
9. The "Model T" was introduced by Ford in 1908.
10. Maria showed pictures of Mexico.

3.11 IRREGULAR VERBS

The irregular verbs listed here are grouped according to the way their past and past participle are formed.

IRREGULAR VERBS			
PATTERN	BASE FORM	PAST	PAST PARTICIPLE
One vowel changes to form the past and the past participle.	begin	began	begun
	drink	drank	drunk
	ring	rang	rung
	shrink	shrank <i>or</i> shrunk	shrunk
	sing	sang	sung
	sink	sank	sunk
	spring	sprang <i>or</i> sprung	sprung
The past and the past participle are the same.	swim	swam	swum
	bring	brought	brought
	build	built	built
	buy	bought	bought
	catch	caught	caught
	creep	crept	crept
	feel	felt	felt
	fight	fought	fought
	find	found	found
	get	got	got <i>or</i> gotten
	have	had	had
	hold	held	held
	keep	kept	kept
	lay	laid	laid
	lead	led	led
	leave	left	left
	lend	lent	lent
	lose	lost	lost
	make	made	made
	meet	met	met
	pay	paid	paid
	say	said	said

PATTERN	BASE FORM	PAST	PAST PARTICIPLE
The past and the past participle are the same.	seek	sought	sought
	sell	sold	sold
	send	sent	sent
	sit	sat	sat
	sleep	slept	slept
	spend	spent	spent
	spin	spun	spun
	stand	stood	stood
	sting	stung	stung
	swing	swung	swung
	teach	taught	taught
	tell	told	told
	think	thought	thought
	win	won	won

PRACTICE Using Irregular Verbs I

Write the correct verb form from the choices in parentheses.

1. Sami (bayed, bought) fish and vegetables at the market every Saturday.
2. The French (fought, fought) with American patriots during the Revolutionary War.
3. Julia (sang, sung) in the concert.
4. The baby (crept, crept) across the room.
5. I (leaved, left) my postcards on the plane.
6. My jeans had (shrank, shrunk) in the dryer.
7. I (made, maked) my own costume for the play.
8. Julio (payed, paid) for tickets for tonight's baseball game.
9. The toy boat (sank, sunk) after several minutes.
10. Abraham Lincoln's speech (began, begun) with the words, "Four score and seven years ago."

3.12 MORE IRREGULAR VERBS

Here are some more irregular verbs.

IRREGULAR VERBS			
PATTERN	BASE FORM	PAST	PAST PARTICIPLE
The base form and the past participle are the same.	become	became	become
	come	came	come
	run	ran	run
The past ends in <i>ew</i> , and the past participle ends in <i>wn</i> .	blow	blew	blown
	draw	drew	drawn
	fly	flew	flown
	grow	grew	grown
	know	knew	known
The past participle ends in <i>en</i> .	throw	threw	thrown
	bite	bit	bitten or bit
	break	broke	broken
	choose	chose	chosen
	drive	drove	driven
	eat	ate	eaten
	fall	fell	fallen
	freeze	froze	frozen
	give	gave	given
	ride	rode	ridden
	rise	rose	risen
	see	saw	seen
	shake	shook	shaken
	speak	spoke	spoken
	steal	stole	stolen
	take	took	taken
	write	wrote	written

PATTERN	BASE FORM	PAST	PAST PARTICIPLE
The past and the past participle don't follow any pattern.	be	was, were	been
	do	did	done
	go	went	gone
	lie	lay	lain
	tear	tore	torn
	wear	wore	worn
The base form, the past, and the past participle are the same.	burst	burst	burst
	cost	cost	cost
	cut	cut	cut
	hit	hit	hit
	hurt	hurt	hurt
	let	let	let
	put	put	put
	read	read	read
	set	set	set
	spread	spread	spread

PRACTICE Using Irregular Verbs II

Write the correct verb form from the choices in parentheses.

1. The kitten has (broken, broke) the new vase.
2. Joel has (run, ran) in the race every year.
3. Patrick (seen, saw) the play at school.
4. I (tore, torn) my sleeve on the nail.
5. Have you (wore, worn) your new shoes yet?
6. Sandy has (fell, fallen) on the ice.
7. I have (shaken, shook) the mixture for twenty seconds.
8. Percy has (read, readed) many of Gary Paulsen's books, including *Hatchet*.
9. The lake had (froze, frozen) during the night.
10. The left fielder had (threw, thrown) the ball to the shortstop.

PRACTICE Proofreading

Rewrite the following passage, correcting errors in spelling, capitalization, grammar, and usage. Add any missing punctuation. Write legibly to be sure one letter is not mistaken for another. There are ten mistakes.

Theodor Seuss Geisel

¹Do you know the name Theodor Seuss Giesel. ²That was the real name of the well-known children's author Dr. seuss. ³Dr. Seuss had plan for a career as an English professor. ⁴He become a cartoonist and writer instead.

⁵His first children's book begun as a nonsense poem. ⁶He had wrote it while on a voyage in 1936. ⁷Later, he drewed pictures for the poem. ⁸The pictures and poem was published as the book *And to Think That I Saw It on Mulberry Street*. ⁹This was the beginning of his career as a children's author.

¹⁰Seuss' book *The Cat in the Hat* changed children's book publishing. ¹¹He used jist a few easy-to-read words in the story. ¹²Because of *The Cat in the Hat's* popularity, Seuss published many other delightful books that are now classics.

POSTTEST Action Verbs and Linking Verbs

Write each verb. Label the action verbs A and the linking verbs L.

1. Sound waves enter our ears.
2. They strike the eardrum.
3. The eardrum vibrates.
4. Signals reach the brain.
5. Then we hear sounds.
6. Some sounds are too high-pitched to be heard by humans.
7. The process of hearing is complicated.
8. Sir Francis Galton invented a whistle to call dogs.
9. The sound was too high for people to hear.
10. Dogs heard it clearly.

POSTTEST Direct Objects, Indirect Objects, Predicate Nouns, and Predicate Adjectives

Identify the italicized word in each sentence by writing direct object, indirect object, predicate noun, or predicate adjective.

11. All nuts have *shells*.
12. A cashew is a *seed* of a cashew apple.
13. My friend brought *me* a bag of cashews.
14. Cashews are my favorite *nuts*.
15. The children fly *kites* in the spring.
16. Some construct their own *kites* from different materials.
17. The children win *prizes* for their kite designs.
18. Some kites are *complicated*.
19. One type of kite is the *box kite*.
20. My sister showed her *friends* our homemade kite.

POSTTEST Present and Past Tenses and Progressive Forms

Write the verb. Then write present tense, past tense, present progressive, or past progressive to identify the tenses.

21. Race participants ran for ten miles.
22. Friends are distributing water every mile.
23. I am taking pictures of the race.
24. The race earns money for special causes.
25. The posters give information about the race.
26. The race was stopping traffic along its route.
27. The runners were talking about the course.
28. They wear special shirts.
29. Ian was hoping to win first prize.
30. Emily and other participants are walking.

POSTTEST Perfect and Future Tenses

Write the verb. Then write present perfect, past perfect, future, or future perfect to identify its tense.

31. I shall write the letter tomorrow.
32. I had returned the broken camera yesterday.
33. By next month, I will have saved enough money for a new digital camera.
34. Surely the electronics store will have closed before eight o'clock this evening.
35. The director has chosen the cast members for this year's school play.
36. Ms. Collins had forgotten her wallet.
37. The judges have given the scores for the first skater.
38. By next week, the teachers will have agreed on a program.
39. The students had ordered the books yesterday.
40. The farmhand will feed the horses.

POSTTEST Irregular Verbs

Write the correct verb form from the choices in parentheses.

- 41.** They (sang, sung) the national anthem at the opening of the games.
- 42.** The mice (creep, crept) along the rug.
- 43.** I had (lend, lent) my brother the jacket.
- 44.** The contestant (knew, known) the answers to all questions but one.
- 45.** The news of the election results (spread, spreaded) quickly.
- 46.** Have you (took, taken) the exam?
- 47.** *The Wizard of Oz* has (become, became) a classic children's movie.
- 48.** Knights (wore, worn) armor as a means of protection.
- 49.** James (ate, eaten) lunch at 11:30 A.M. today.
- 50.** Dad has (wrote, written) the grocery list.

Pronouns

.....

4.1	Personal Pronouns.....	125
4.2	Using Pronouns.....	126
4.3	Pronouns and Antecedents.....	128
4.4	Possessive Pronouns.....	131
4.5	Indefinite Pronouns.....	132
4.6	Reflexive and Intensive Pronouns.....	134
4.7	Interrogative and Demonstrative Pronouns.....	135

PRETEST Personal Pronouns

Write each personal pronoun. Then write one of the following phrases to identify the pronoun: subject pronoun as subject, subject pronoun as predicate pronoun, object pronoun as direct object, object pronoun as indirect object.

1. I saw you at the concert.
2. He gave her tickets for Saturday night's first show at the theater.
3. She offered him a seat, but he refused it.
4. Today's song leader is he.
5. The author of my favorite book series is she, and I have read all of the books.

PRETEST Using Pronouns

Write the correct word or phrase from the choices in parentheses.

- 6.** The photographer gave Terrell, Alfie, and (they, them) a special prize for the photographs.
- 7.** The winner of the local newspaper's essay contest was (she, her).
- 8.** The coach timed Becca and (him, he) as they ran laps around the track.
- 9.** (We, Us) writers are always looking for new ideas for our stories.
- 10.** (Sandy and I, Sandy and me, Me and Sandy, I and Sandy) met for lunch last week.
- 11.** Susan and (him, he) ride the bus to school every day but Friday.
- 12.** Ms. Michaud and (she, her) plan and direct the school play every year.
- 13.** (You and I, You and me) can build the playhouse with the help of our parents.
- 14.** The piano teacher gave (she and I, she and me, her and I, her and me) a duet to learn.
- 15.** Grandpa gave (he and she, him and her, he and her, him and she) some old photos.

PRETEST Pronouns and Antecedents

Write each personal pronoun and its antecedent. If a pronoun doesn't have a clear antecedent, rewrite the numbered item to make the meaning clear.

- 16.** Gail Carson Levine won a Newbery Medal for her first book. It was called *Ella Enchanted*.
- 17.** Ms. Levine worked in an office. She took writing classes at night.

- 18.** Walter Dean Myers grew up in Harlem, New York. He loved to read as a child.
- 19.** Myers wrote a book about the place. It's called *Harlem*.
- 20.** Myers's son drew the pictures for the book. He made the memories come alive.

PRETEST Identifying Pronouns

Write each pronoun. Then write possessive, indefinite, personal, reflexive, intensive, interrogative, or demonstrative to identify it.

- 21.** His exercise equipment includes weights and a rowing machine.
- 22.** Please be sure to wear your warm jacket, gloves, and hat.
- 23.** The bicycle over there is mine.
- 24.** Everyone will participate in the play as actors, directors, or stage crew.
- 25.** Will you be giving yourself enough time to get to the theater before the show starts?
- 26.** Who bought the stamps?
- 27.** Many voted for the proposal to raise taxes for the schools.
- 28.** They set up the chairs themselves.
- 29.** These are beautiful flowers.
- 30.** What is the capital city of Alaska?

PRETEST Indefinite Pronouns

Write the subjects and the correct words from the choices in parentheses.

- 31.** Some of the drinks (is, are) warm, but other drinks are still cold.
- 32.** Everything in this closet (belong, belongs) to my sister or me.

- 33.** Some of the parents (has, have) volunteered to help with the class project.
- 34.** Many of the children (plan, plans) to accept the principal's reading challenge.
- 35.** Both (has, have) decided to take a computer course during the summer.
- 36.** Someone (has, have) written an essay about going to the dentist.
- 37.** Everyone (want, wants) to come to the street party.
- 38.** Something large (is, are) in the gift bag.
- 39.** Nobody on the team (like, likes) the new uniforms.
- 40.** Others (travel, travels) in the afternoon.

PRETEST **Personal, Reflexive, Intensive, Interrogative, and Demonstrative Pronouns**

Write the correct word from the choices in parentheses.

- 41.** (Whose, Who's) playing the trumpet in the school jazz band this year?
- 42.** Jane and (me, I) will compete in next week's swimming meet.
- 43.** (This, Those) is an adventure story about looking for a missing treasure.
- 44.** Do (those, that) books belong on the bookshelf or in the cabinet?
- 45.** The ending of the short story by Saki surprised (us, ourselves).
- 46.** The drivers (themselves, themselves) set up the course.
- 47.** (Who, Whom) did Ms. Sullivan choose for the solo?
- 48.** Do (this, these) match the hat?
- 49.** Brad built the clock (himself, himself).
- 50.** We found (us, ourselves) thinking about the idea.

4.1 PERSONAL PRONOUNS

CCSS L.6.1a, c, d

A pronoun is a word that takes the place of one or more nouns.

EXAMPLE Max likes books. **He** particularly enjoys novels.

EXAMPLE Max and Irma like books. **They** particularly enjoy novels.

In the first example, the pronoun *He* replaces the noun *Max* as the subject of the sentence. In the second example, *They* replaces *Max and Irma*.

Pronouns that refer to people or things are called personal pronouns.

Some personal pronouns are used as the subjects of sentences. Others are used as the objects of verbs.

A subject pronoun is used as the subject of a sentence. It may also be used like a predicate noun, in which case it's called a predicate pronoun.

EXAMPLE **I** enjoy a good book in my spare time. [subject]

EXAMPLE **We** belong to a book club. [subject]

EXAMPLE **She** gave a good book report. [subject]

EXAMPLE **It** was about Andrew Jackson. [subject]

EXAMPLE **They** especially like adventure stories. [subject]

EXAMPLE The most popular author was **he**. [predicate pronoun]

An object pronoun may be a direct object or an indirect object.

EXAMPLE The teacher praised **us**. [direct object]

EXAMPLE Tell **me** a story. [indirect object]

EXAMPLE The movie frightened **them**. [direct object]

EXAMPLE The class wrote **her** a letter. [indirect object]

EXAMPLE The story amuses **you**. [direct object]

EXAMPLE The plot gives **him** an idea. [indirect object]

PERSONAL PRONOUNS

	SINGULAR	PLURAL
Subject Pronouns	I	we
	you	you
	he, she, it	they
Object Pronouns	me	us
	you	you
	him, her, it	them

PRACTICE Identifying Personal Pronouns

Write each personal pronoun. Then write one of the following phrases to identify the pronoun: subject pronoun as subject, subject pronoun as predicate pronoun, object pronoun as direct object, object pronoun as indirect object.

1. The waiter gave her the menu.
2. I brought him the book.
3. We sent them a letter.
4. The girl on the bus was you!
5. They enjoy taking care of animals.
6. The neighbors hire me to mow lawns.
7. He and she make a good working team.
8. She gave him the money.
9. You are inviting me to the party.
10. The driver of the car was he.

4.2 USING PRONOUNS CCSS L.6.1a, d

Use subject pronouns in compound subjects. Use object pronouns in compound objects.

EXAMPLE **He** and Carmen wrote the report. [not *Him and Carmen*]

EXAMPLE Tell John and **me** about the report. [not *John and I*]

If you're not sure which form of the pronoun to use, read the sentence with only the pronoun as the subject or the object. Your ear will tell you which form is correct.

When the pronoun *I*, *we*, *me*, or *us* is part of a compound subject or object, *I*, *we*, *me*, or *us* should come last. (It's simply courteous to name yourself or the group of which you are a part last.)

EXAMPLE Lee and **I** played some new tunes. [**not I and Lee**]

EXAMPLE Country music interests Lee and **me**. [**not me and Lee**]

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

EXAMPLE The writer of this report was **she**.

EXAMPLE It is **I**.

A pronoun and a noun may be used together. The form of the pronoun depends on its use in the sentence.

EXAMPLE **We** students read the book. [**We is the subject.**]

EXAMPLE The book delighted **us** readers. [**Us is a direct object.**]

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

EXAMPLE You like pizza better than **I** [like pizza].

EXAMPLE You like pizza better than [you like] **me**.

PRACTICE Using Subject and Object Pronouns

Write the correct word or phrase from the choices in parentheses.

1. The seventh-graders and (we, us) will provide the information.
2. The teacher gave (we, us) students free passes for the film.
3. Dad prepared Jeremy and (they, them) a spaghetti dinner.

4. The manager told (Chris and I, I and Chris, Chris and me, me and Chris) to stock the shelves.
5. Johanna offers (him and me, me and him, he and I, I and him) a ride every morning.
6. Three of them and (us, we) qualified for the finals in gymnastics.
7. Ms. Sciarrone brought (he and I, I and he, me and him, him and me) a list of supplies.
8. The last two contestants in the spelling bee were Mai and (I, me).
9. (Dan and I, I and Dan, Me and Dan, Dan and me) walked to the store.
10. The program amazed (we, us) viewers.

4.3 PRONOUNS AND ANTECEDENTS CCSS L.6.1d

Read the following sentences. Can you tell to whom the pronoun *She* refers?

EXAMPLE Louisa May Alcott wrote a novel about a young woman.

She had three sisters.

The sentence is not clear because the word *She* could refer to either *Louisa May Alcott* or *a young woman*. Sometimes you must repeat a noun or rewrite a sentence to avoid confusion.

EXAMPLE Louisa May Alcott wrote a novel about a young woman.

The young woman had three sisters.

The word a pronoun refers to is called its **antecedent**. The word *antecedent* means “going before.”

EXAMPLE **Jo March** is the main character in *Little Women*. **She** writes stories. [**Jo March is the antecedent of the pronoun She.**]

EXAMPLE **Meg, Beth,** and **Amy** are Jo’s sisters. Jo writes **them** stories. [**Meg, Beth, and Amy are the antecedents of them.**]

When you use a pronoun, be sure it refers to its antecedent clearly. Be especially careful when you use the pronoun *they*. Read the following sentence.

EXAMPLE **They** have five books by Alcott at the school library.

The meaning of *They* is unclear. The sentence can be improved by rewriting it in the following way.

EXAMPLE The school library has five books by Alcott.

When you use pronouns, be sure they agree with their antecedents in **number** (singular or plural) and **gender**. The gender of a noun may be masculine (male), feminine (female), or neuter (referring to things).

EXAMPLE The Marches must face a death in the family. **They** face **it** with courage.

They is plural; it agrees with the plural antecedent *Marches*. *It* is singular and agrees with the singular antecedent *death*.

PRACTICE Identifying Pronouns and Antecedents

Write each personal pronoun and its antecedent. If a pronoun doesn't have a clear antecedent, rewrite the numbered item to make the meaning clear.

1. Deborah is reading about Charles Dickens. He is a famous British author.
2. Deborah's friends are also reading about Dickens. They are going to write a report.
3. Charles Dickens was the son of John Dickens, a clerk. He was born on February 7, 1812.
4. Charles's father was in debt. He was put in prison because he could not pay the debt.
5. Charles had to go to work. He worked in a shoe polish factory.
6. Dickens became a reporter. He wrote about social problems and debates in Parliament.
7. Sometimes they passed laws to stop the scandals that Dickens wrote about.
8. Some schools were closed after Dickens wrote the book *Nicholas Nickelby*. They had been unfair to children.
9. Thomas read *Oliver Twist*, a novel by Dickens about a poor boy. He enjoyed the story.
10. When Dickens died in 1870, he had not finished the novel *The Mystery of Edwin Drood*.

4.4 POSSESSIVE PRONOUNS CCSS L.6.1a, c

You often use personal pronouns to replace nouns that are subjects or objects in sentences. You can use pronouns in place of possessive nouns, too.

A **possessive pronoun** is a pronoun that shows who or what has something. A possessive pronoun may take the place of a possessive noun.

Read the following sentences. Notice the possessive nouns and the possessive pronouns that replace them.

EXAMPLE Lisa’s class put on a play. **Her** class put on a play.

EXAMPLE The idea was Lisa’s. The idea was **hers**.

Possessive pronouns have two forms. One form is used before a noun. The other form is used alone.

POSSESSIVE PRONOUNS		
	SINGULAR	PLURAL
Used Before Nouns	my	our
	your	your
	her, his, its	their
Used Alone	mine	ours
	yours	yours
	hers, his, its	theirs

Possessive pronouns are not written with apostrophes. Don’t confuse the possessive pronoun *its* with the word *it’s*. *It’s* is a contraction, or shortened form, of *it is* or *it has*.

EXAMPLE **Its** popularity is growing. [possessive pronoun]

EXAMPLE **It’s** popular with many students. [contraction of *It is*]

EXAMPLE **It’s** succeeded on the stage. [contraction of *It has*]

PRACTICE **Identifying Possessive Pronouns**

Write the possessive pronouns.

- 1. Shall we meet at your house or mine?
- 2. Our classroom is larger than yours.
- 3. Their report is longer than ours.
- 4. Was it his idea?
- 5. The table has lost its shine.
- 6. Their team has won more games than ours.
- 7. My dog is staying at their kennel.
- 8. Is the watch yours or his?
- 9. Where are your hockey sticks?
- 10. It was an honor to attend their graduation.

4.5 INDEFINITE PRONOUNS CCSS L.6.1c, d

An **indefinite pronoun** is a pronoun that does not refer to a particular person, place, or thing.

EXAMPLE **Everybody** thinks about the plot.

Some indefinite pronouns are always singular. Others are always plural. A few may be either singular or plural.

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

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

The indefinite pronouns *all*, *any*, *most*, *none*, and *some* may be singular or plural, depending on the phrase that follows them.

When an indefinite pronoun is used as the subject of a sentence, the verb must agree with it in number.

EXAMPLE **Everyone reads** part of the novel. [singular]

EXAMPLE **Several enjoy** it very much. [plural]

EXAMPLE **Most** of the story **happens** in England. [singular]

EXAMPLE **Most** of the characters **seem** real. [plural]

Possessive pronouns often have indefinite pronouns as their antecedents. In such cases, the pronouns must agree in number. Note that in the first example below the words that come between the subject and the verb don't affect the agreement.

EXAMPLE **Each** of the actors memorizes **his** or **her** lines.

EXAMPLE **Many** are enjoying **their** roles in the play.

PRACTICE Using Indefinite Pronouns

Write the indefinite pronouns and the correct words from the choices in parentheses.

1. All of us (is, are) enjoying the trip to Chicago.
2. Several (have, has) visited the art museum.
3. Some (have, has) read about the city's neighborhoods.
4. One of the tour guides (explain, explains) about why the Old Water Tower is famous.
5. Many (is, are) interested in the story about the Great Chicago Fire of 1871.
6. Each of us (carry, carries) a street map of the city.
7. Everyone (want, wants) to visit Lincoln Park.
8. No one (have, has) to say good-bye to the city.
9. Everybody plans to spend all of (his or her, their) time touring.
10. Several missed (his or her, their) bus stop.

GRAMMAR / USAGE / MECHANICS

CCSS L.6.1b, c

A **reflexive pronoun** ends with *-self* or *-selves* and refers to the subject of a sentence. In a sentence with a reflexive pronoun, the action of the verb returns to the subject.

EXAMPLE Yolanda bought **herself** a book on engine repair.

Reflexive Pronoun

Don't use a reflexive pronoun in place of a personal pronoun.

EXAMPLE Yolanda asked Pat and **me** for help. [*not Pat and myself*]

EXAMPLE Yolanda and **I** read the book. [*not Yolanda and myself*]

An **intensive pronoun** ends with *-self* or *-selves* and is used to draw special attention to a noun or a pronoun already named.

EXAMPLE Yolanda **herself** repaired the engine.

Intensive Pronoun

EXAMPLE Yolanda repaired the engine **herself**.

Intensive Pronoun

Reflexive and intensive pronouns are formed by adding *-self* or *-selves* to certain personal and possessive pronouns.

REFLEXIVE AND INTENSIVE PRONOUNS	
SINGULAR	PLURAL
myself	ourselves
yourself	yourselves
himself, herself, itself	themselves

Don't use *hissself* or *theirselves* in place of *himself* and *themselves*.

PRACTICE Using Reflexive and Intensive Pronouns

Write the correct word from the choices in parentheses. Then write personal, reflexive, or intensive to identify the word you chose.

1. I gave (me, myself) a present for my birthday.
2. The teacher made the tape (himself, himself).
3. We found (ourselves, us) on the wrong trail.
4. The children (themselves, they) cleaned and decorated the classroom.
5. Mom told Maureen and (me, myself) the message.
6. My friends and (myself, I) planned the party.
7. Bill and Sheila wrote the program (themselves, they).
8. The coach asked Jared and (herself, her) to lead the practice.
9. The children congratulated (themselves, yourselves) after the program.
10. Responsibility offers (ourselves, us) opportunities for trust.

4.7 INTERROGATIVE AND DEMONSTRATIVE PRONOUNS

CCSS L.6.1a, c

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

The interrogative pronouns *who* and *whom* refer to people. *Who* is used when the interrogative pronoun is the subject of the sentence. *Whom* is used when the interrogative pronoun is an object.

EXAMPLE **Who** borrowed the book? [subject]

EXAMPLE **Whom** did the librarian call? [direct object]

Which and *what* refer to things and ideas.

EXAMPLES **Which** is it? **What** interests you?

Whose shows possession.

EXAMPLE I found a copy of the play. **Whose** is it?

Don't confuse *whose* with *who's*. *Who's* is a contraction of *who is* or *who has*.

A demonstrative pronoun is a pronoun that points out something.

The demonstrative pronouns are *this*, *that*, *these*, and *those*. *This* (singular) and *these* (plural) refer to things nearby. *That* (singular) and *those* (plural) refer to things at a distance.

EXAMPLE **This** is an interesting book. [singular, nearby]

EXAMPLE **These** are interesting books. [plural, nearby]

EXAMPLE **That** was a good movie. [singular, at a distance]

EXAMPLE **Those** were good movies. [plural, at a distance]

PRACTICE Using Interrogative and Demonstrative Pronouns

Write the correct word from the choices in parentheses.

1. (Whom, Who) was the first speaker to address the student assembly?
2. (Who's, Whose) coming at 8:00 A.M.?
3. Is (that, those) the last seat on the bus?
4. (Whose, Who's) jacket is on the floor?
5. (Which, What) of these two computer brands do you like better?
6. (Who, Whom) saw the game last night?
7. (This, These) glasses are dirty.
8. (That, Those) birds have made nests.
9. (Which, What) is in the picnic basket?
10. (Who, Whom) did the teacher ask to carry the flag?

PRACTICE Proofreading

Rewrite the following passage, correcting errors in spelling, capitalization, grammar, and usage. Add any missing punctuation. Write legibly to be sure one letter is not mistaken for another. There are ten mistakes.

Edmond Halley

¹In science class, us students are reading about Edmond Halley.
²Whom was Halley? ³He were a famous English astronomer of the late 1600s and early 1700s.

⁴Halley received support from his father to study the stars in the Southern Hemisphere. ⁵He then helped create a catalog of many of those stars. ⁶These was the first catalog giving accurate locations.

⁷Halley saw a great comet sweep the sky in 1682. ⁸He showed that its orbit was much like the orbits of comits seen in 1531 and 1607.

⁹Halley thought to him, "Could this be the same comet?" ¹⁰He believed that it were. ¹¹He predicted it's return in 1758. ¹²He was correct. ¹³Halley's Comet is named after himself.

POSTTEST Personal Pronouns

Write each personal pronoun. Then write one of the following phrases to identify the pronoun: subject pronoun as subject, subject pronoun as predicate pronoun, object pronoun as direct object, object pronoun as indirect object.

1. You are making too many plans for one day.
2. They met him and me at the game.
3. The signers of the article were they.
4. She and I did homework together this afternoon.
5. She asked us about the movie.

POSTTEST Using Pronouns

Write the correct word or phrase from the choices in parentheses.

6. The game excited (we, us) fans.
7. Before the game, the ushers gave (they, them) the programs.
8. The most frightened climbers were (he and I, he and me, him and me, him and I).
9. Mr. Santi and (we, us) campers pitched the tents and stored our gear.
10. (I and you, You and I, Me and you, You and me) are reading the same book.
11. Mrs. Haskell helps (he and I, I and he, him and me, me and him) sort the cans for recycling.
12. Laurie and (her, she) picked tomatoes and other vegetables from the garden.
13. The guide showed (she and he, she and him, her and he, her and him) the new art exhibit.
14. (They, Them) spent the afternoon looking at the paintings.
15. The last ones to leave were (he and I, I and he, him and me, me and him).

POSTTEST Pronouns and Antecedents

Write each personal pronoun and its antecedent. If a pronoun doesn't have a clear antecedent, rewrite the numbered item to make the meaning clear.

- 16.** Some animals are endangered. They need protection.
- 17.** Giant pandas are endangered. They live in China.
- 18.** Tory has a book about endangered animals. She read about the giant pandas.
- 19.** Alphonse and Kim Su have to write about people helping endangered animals. They should read the book.
- 20.** People sometimes use the land where animals live. Then they must find new places to live or die.

POSTTEST Identifying Pronouns

Write each pronoun. Then write possessive, indefinite, reflexive, intensive, interrogative, or demonstrative to identify it.

- 21.** The magazine can still be read even though its cover and some of its pages are torn.
- 22.** Who is Alvin Ailey?
- 23.** The dancer himself founded a dance company.
- 24.** His was a life of dedication to dancing and to the company.
- 25.** Which of the following dances are difficult to learn and perform?
- 26.** The young girl bought herself two books about dancing and three CDs of dance music.
- 27.** The dancers make most of their costumes themselves.
- 28.** Those were some of Angelina's goals in dancing.
- 29.** Whom did Jessie ask for directions to the concert hall in the city?
- 30.** Both want to learn how to dance, but neither has signed up for lessons.

POSTTEST Indefinite Pronouns

Write the subjects and the correct words from the choices in parentheses.

- 31.** No one completely (understand, understands) the problem.
- 32.** (Is, Are) either of the candidates speaking tonight?
- 33.** Most of the planets in the solar system (have, has) moons.
- 34.** Everybody in my family (like, likes) to cook.
- 35.** Some of Earth's land features (include, includes) mountains, plains, and valleys.
- 36.** Much of the program (was, were) unrehearsed.
- 37.** Many of Earth's volcanoes (ring, rings) the Pacific Ocean.
- 38.** (Is, Are) either of your parents coming to tonight's school board meeting?
- 39.** (Do, Does) any of the experiment results support your hypothesis?
- 40.** Some of Kristen's friends shop at retail stores, but others (buy, buys) clothes at resale shops.

POSTTEST Personal, Reflexive, Intensive, Interrogative, and Demonstrative Pronouns

Write the correct word from the choices in parentheses.

- 41.** Do you know (whose, who's) pencils and notebooks these are?
- 42.** The coach told (me, myself) about the extra practice scheduled after school this week.
- 43.** (Who, Whom) did you talk to at the desk?
- 44.** Are (those, that) Nancy's gloves?
- 45.** (Whose, Who's) making your costume for you?
- 46.** (That, Those) was a good idea.

- 47.** The child gave Bjorn and (me, myself) a big smile when we waved at her.
- 48.** The parents (themselves, themselves) made the prizes.
- 49.** Everyone (brings, bring) a sleeping bag.
- 50.** (Who, Whom) made the list?

Chapter 5

Adjectives

.....

5.1	Adjectives	144
5.2	Articles and Demonstratives	147
5.3	Comparative and Superlative Adjectives ...	149
5.4	Irregular Comparative and Superlative Adjectives	151

PRETEST Identifying Adjectives

Write each adjective. Beside the adjective, write the noun it modifies.

1. On hot summer afternoons, the old dog loved to lie under the cooling spray of a lawn sprinkler.
2. The floor was littered with broken dishes, rotting vegetables, and overturned bottles.
3. In the old days, cola bottles were thick glass and had a greenish color.
4. The California peaches will spoil if you don't store them in a cool place.
5. Ian enjoyed watching the amazed faces when he performed astonishing acts.
6. Some people don't like board games.
7. Imagine yourself on a Hawaiian beach with a cool drink and a good book in early summer.
8. After Kristen ran through the muddy streets, her black and shiny leather shoes were filthy.

9. I have studied for seven long years, but I will never become fluent in the French language.
10. The colorful invitation asked us to attend a neighborhood pool party in two weeks.

PRETEST Articles and Demonstratives

Write the correct word or phrase from the choices in parentheses.

11. (A, The) man in the black cap is my father.
12. (These, Those) people over there have to be at the airport in (a, an) hour.
13. Babe Ruth signed (this, this here) baseball.
14. We will hike on (these, those) hills rather than (these, those) across the valley.
15. Neil Armstrong was (a, the) first person on the Moon.
16. That's (a, an) good idea for (a, an) interesting story.
17. Beth is (this, that) girl in the far corner.
18. Hand me (that, that there) hammer, please.
19. (This, These) scissors are blunt.
20. Get (them, those) dogs out of (this, this here) house.

PRETEST Comparative and Superlative Adjectives

Write the correct comparative or superlative form of the adjective in parentheses.

21. He always orders the (expensive) item on the menu.
22. Nothing is (elegant) than a plain gold ring.
23. Daniela always orders the (large) soft drink.
24. May is (cool) than July.
25. Please choose the (attractive) of the two carpets.
26. That is the (silly) film I've ever seen.
27. Few performers have been (successful) than Barbra Streisand.

28. Because Jenny practiced so hard, she has become the (accomplished) swimmer on the team.
29. The ads for that detergent claim that it will wash clothes (clean) than any other brand.
30. What makes spiders (scary) than kittens?

PRETEST Irregular Comparative and Superlative Adjectives

Write the correct word or phrase from the choices in parentheses.

31. That was by far the (worse, worst) movie that I have ever seen.
32. He is not a good fielder, but he is the (best, better) hitter on the team.
33. Amy complained that she was allowed to watch (less, more little) television than her friends.
34. How could any dog behave (worse, worst) than this one?
35. My sister's driving is a lot (more well, better) than my father's.
36. (More, Most) people watched the Super Bowl than any other show that day.
37. If you talked (littler, less), you would get more done.
38. Some of the (baddest, worst) times are when my friends are away.
39. Of the three friends, Jim had the (least, less) money.
40. Which planet has the (more, most) moons?

5.1 ADJECTIVES

The words we use to describe people, places, and things are called adjectives.

An adjective is a word that describes, or modifies, a noun or a pronoun.

Adjectives modify nouns in three ways.

HOW ADJECTIVES MODIFY NOUNS	
WHAT KIND?	We studied ancient history.
HOW MANY?	I read four chapters.
WHICH ONE?	That invention changed history.

Most adjectives come before the nouns they modify. Some adjectives follow linking verbs and modify the noun or pronoun that is the subject of the sentence.

EXAMPLE **Some** architects are **skillful** and **imaginative**.

The adjective *some* comes before the noun *architects*. The adjectives *skillful* and *imaginative* follow the linking verb, *are*, and modify the subject, *architects*. They are called predicate adjectives.

A predicate adjective follows a linking verb and modifies the subject of a sentence.

Two verb forms are often used as adjectives and predicate adjectives. They are the present participle and the past participle.

EXAMPLE The architect drew a **surprising** design. [present participle]

EXAMPLE Visitors seem **impressed**. [past participle]

Some adjectives are formed from proper nouns and begin with a capital letter. They are called proper adjectives.

Proper adjectives are adjectives formed from proper nouns.

Some proper adjectives have the same form as the noun. Others are formed by adding an ending to the noun form.

FORMING PROPER ADJECTIVES

PROPER NOUN	PROPER ADJECTIVE
oranges from Florida	Florida oranges
the history of America	American history

More than one adjective may modify the same noun.

EXAMPLE **These new frozen** dinners are **tasty** and **nutritious**.

These, new, frozen, tasty, and nutritious all modify *dinners*.

NOTE Many words that are usually nouns can also be used as adjectives: *stone wall, band uniform, baseball game*.

PRACTICE Identifying Adjectives

Write each adjective. Beside the adjective, write the noun it modifies.

1. Old movies are sometimes funny.
2. The star of this movie is a famous English comedian.
3. In one hilarious scene, he falls into a huge vat of wet cement.
4. That broken red seat is uncomfortable.
5. With amazing luck, we got the winning number!
6. Geese are grazing on the soccer field.
7. "The Laughing Policeman" is a silly song.
8. Here's a hard question: Why is the sky blue?
9. The long wait made some people look irritated.
10. The canceled flights were for European cities.

5.2 ARTICLES AND DEMONSTRATIVES

The words *a*, *an*, and *the* make up a special group of adjectives called **articles**.

A and *an* are called **indefinite articles** because they refer to one of a general group of people, places, things, or ideas. *A* is used before words beginning with a consonant sound. *An* is used before words beginning with a vowel sound. Don't confuse sounds with spellings. In speaking, you would say *a university* but *an uncle*, *a hospital* but *an honor*.

EXAMPLES **a** union **a** picture **an** hour **an** easel

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

EXAMPLE **The** picture beside **the** fireplace is **the** best one.

The words *this*, *that*, *these*, and *those* are called **demonstrative adjectives**. They are used to point out something.

DEMONSTRATIVE ADJECTIVES	
Take this umbrella with you.	That store is closed.
Take these boots too.	Those clouds are lovely.

Demonstrative adjectives point out something and modify nouns by answering the question *which one?* or *which ones?*

Use *this* and *that* with singular nouns. Use *these* and *those* with plural nouns. Use *this* and *these* to point out something close to you. Use *that* and *those* to point out something at a distance.

DEMONSTRATIVES		
	SINGULAR	PLURAL
NEAR	this	these
FAR	that	those

Demonstratives can be used with nouns or without them. When they're used without nouns, they're called **demonstrative pronouns**.

DEMONSTRATIVE PRONOUNS	
This is mine.	These are his.
That is hers.	Those are yours.

The words *here* and *there* should not be used with demonstrative adjectives or demonstrative pronouns. The words *this*, *these*, *that*, and *those* already point out the locations *here* and *there*.

EXAMPLE Look at **this** photograph. **[not this here photograph]**

Don't use the object pronoun *them* in place of the demonstrative adjective *those*.

EXAMPLE I took a photo of **those** buildings. **[not them buildings]**

PRACTICE Using Articles and Demonstratives

Write the correct word from the choices in parentheses.

1. (Those, Those there) people are calling to us.
2. The medal was (a, an) honor she richly deserved.
3. (A, The) Louvre Museum is one of (a, the) world's largest museums.
4. (This, This here) is (a, an) intelligent young man.
5. Adding (a, an) onion livens up (a, the) salad.
6. Are you enjoying (this, these) summer days?
7. The Wright Brothers flew in (a, an) airplane like (those, them) double-winged models over there.
8. (This, That) ball is over (a, the) fence for (a, an) home run.
9. Dogs are (an, the) animal I love the best.
10. (This, That) bird is too far away to identify.

5.3 COMPARATIVE AND SUPERLATIVE ADJECTIVES

The **comparative form** of an adjective compares one person or thing with another.

The **superlative form** of an adjective compares one person or thing with several others.

For most adjectives with one syllable and for some with two syllables, add *-er* to form the comparative and *-est* to form the superlative.

- EXAMPLE** Is Venezuela **larger** than Peru?
- EXAMPLE** Is Brazil the **richest** country in South America?

For most adjectives with two or more syllables, form the comparative by using *more* before the adjective. Form the superlative by using *most* before the adjective.

- EXAMPLE** Is Chile **more mountainous** than Bolivia?
- EXAMPLE** Was Simón Bolívar South America's **most successful** general?

COMPARATIVE AND SUPERLATIVE FORMS		
BASE FORM	COMPARATIVE	SUPERLATIVE
small	smaller	smallest
big	bigger	biggest
pretty	prettier	prettiest
fabulous	more fabulous	most fabulous

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

NEGATIVE COMPARATIVE AND SUPERLATIVE FORMS

BASE FORM	The first dancer was graceful .
COMPARATIVE	The second dancer was less graceful than the first.
SUPERLATIVE	The third dancer was the least graceful one.

Don't use *more*, *most*, *less*, or *least* before adjectives that already end with *-er* or *-est*. This is called a double comparison.

PRACTICE Using Comparative and Superlative Adjectives I

Write the correct comparative or superlative form of the adjective in parentheses.

1. Our new car is (fast) than our old one.
2. A Great Dane is (powerful) than a cocker spaniel.
3. That is the (lovely) sunset I have ever seen.
4. He won a prize for raising the (fat) pig.
5. These are the (valuable) stamps in my collection.
6. She is (generous) than her sister.
7. This chair is (cozy) than that one.
8. He wants to be (famous) than the president.
9. Sam is the (intelligent) boy I know.
10. These are the (hot) peppers I have ever tasted.

PRACTICE Using Comparative and Superlative Adjectives II

Write the correct word or phrase from the choices in parentheses.

1. Day by day, the puppy grew (activer, more active).
2. The book Miwako chose was the (less difficult, least difficult) of any on the list.
3. This has been the (happier, happiest) day of my life.

4. Buy the (cheerfuler, more cheerful) of the two photos.
5. Your garden is (drier, most dry) than mine.
6. The teacher was (less satisfied, least satisfied) with these papers than with the first ones.
7. Ours is the (higher scoring, highest scoring) team in the whole league.
8. That's the (sensiblest, most sensible) idea I've heard all week.
9. Every movie she stars in is (unusualer, more unusual) than the last one.
10. I can't think of a (less enjoyable, least enjoyable) field trip than the one we took last year.

5.4 IRREGULAR COMPARATIVE AND SUPERLATIVE ADJECTIVES

The comparative and superlative forms of some adjectives are not formed in the regular way.

EXAMPLE Harriet Tubman believed in a **good** cause.

EXAMPLE She knew that freedom was **better** than slavery.

EXAMPLE The Underground Railroad was the **best** route to freedom.

Better is the comparative form of the adjective *good*.
Best is the superlative form of *good*.

IRREGULAR COMPARATIVE AND SUPERLATIVE FORMS

BASE FORM	COMPARATIVE	SUPERLATIVE
good, well	better	best
bad	worse	worst
many, much	more	most
little	less	least

Don't use *more* or *most* before irregular adjectives that are already in the comparative or superlative form.

EXAMPLE Tubman felt **better** at the end of the day. [**not more better**]

PRACTICE Using Irregular Adjectives

Write the correct word or phrase from the choices in parentheses.

1. Surely Michael can do (better, more well) than that.
2. We had (less, least) snow this year than last year.
3. Kim went on (many, more) rides than anyone else.
4. The storms on those mountains are among the (baddest, worst) in the world.
5. I've just read the (best, most best) book.
6. Brian always manages to do the (less, least) amount of work possible.
7. By putting out (littler, less) food for the birds, you won't attract so many squirrels.
8. Of the twins, Amy was the (more, most) chatty.
9. Who in this class is (better, best) at spelling?
10. During a thunderstorm, one of the (worse, worst) places to be is under an isolated tall tree.

PRACTICE Proofreading

Rewrite the following passage, correcting errors in spelling, capitalization, grammar, and usage. Add any missing punctuation. Write legibly to be sure one letter is not mistaken for another. There are ten mistakes.

Thomas Jefferson

¹Thomas Jefferson was the third president of the United States. ²He is most best known today as the author of the Declaration of Independence. ³He was also a expert in architecture and farming.

⁴Jefferson held many jobs before becoming president. ⁵As a young man, he was an lawyer in Virginia. ⁶When the American colonies rebelled against the British, he wrote the Declaration of Independence. ⁷He later became governor of Virginia, minister to France, and secretary of state.

⁸As President, Jefferson is remembered for the Louisiana Purchase. ⁹In 1803, he bought land from France, doubling a country's size. ¹⁰Jefferson served as president for two terms.

¹¹As well as being a politician, Jefferson was one of the famous-est architects in the country. ¹²He designed Monticello, his beautiful home in Virginia. ¹³Today this thirty-five-room mansion is a major tourist attraction.

¹⁴Jefferson loved to farm. ¹⁵In retirement at Monticello, he experimented with the latest seeds. ¹⁶His aim was to grow more better vegetables and flowers. ¹⁷He also owned over six thousand books.

¹⁸He was one of this here country's most brilliant citizens.

POSTTEST Identifying Adjectives

Write each adjective. Beside the adjective, write the noun it modifies.

1. Under an orange moon, the children sang folk songs.
2. Seventeen students are going on the New York trip.
3. The favorite soup in the school cafeteria is creamy tomato soup.
4. The blue suit makes you look mature.
5. To the European settlers, the great prairie appeared to be an endless sea of waving grass.
6. These flies are so tiny that they can get in through the screen windows of the new tent.
7. Don't be afraid.
8. Babysitters generally avoid reading scary bedtime stories to little children.

9. Senta laughed at the astonished expressions of people when they got off the new roller coaster.
10. Haroun chose to do the high jump at the track meet on Sunday.

POSTTEST Articles and Demonstratives

Write the correct word or phrase from the choices in parentheses.

11. (A, The) automobile had not been invented in (these, those) days.
12. After a day of searching, we found (a, the) hamster and returned it to (a, the) cage.
13. They measured time with (a, an) hourglass.
14. (This, These) baseball season seems to go on and on.
15. (Them, Those) school books are in bad repair.
16. (A, The) driver of (that, that there) car swerved to avoid (a, an) opossum.
17. Do you prefer (these, those) apples I am holding or (these, those) in the orchard?
18. He was driving in (a, the) wrong direction on (a, an) one-way street.
19. Andrew was (a, an, the) only person wearing (a, the) jacket and tie at the ball game.
20. Give (these, these here) flowers to the people setting the tables.

POSTTEST Comparative and Superlative Adjectives

Write the correct comparative or superlative form of the adjective in parentheses.

21. That's the (weird) book I've ever read.
22. Can I make you (comfortable)?
23. He has a (charming) manner than his brother.

24. The lake is (muddy) than the river.
25. Bill made the (useful) remark at our meeting.
26. From the (tall) of those two towers, you can see the White Mountains.
27. The (old) puppy in the pet shop looked at us sadly through the window.
28. That movie was (terrifying) than I had expected.
29. The cheetah can run (fast) than any other mammal.
30. The (dramatic) episode of the series made me cry.

POSTTEST Irregular Comparative and Superlative Adjectives

Write the correct word or phrase from the choices in parentheses.

31. Carlos knows a (better, more better) way of getting home than you do.
32. That's the (more, most) points Luisa has ever scored.
33. As she grew weaker, there was (more little, less) the doctor could do to help.
34. This trip will take the (less, least) amount of time to complete.
35. The (worse, worst) storm of the century struck in December of last year.
36. His golf game went from bad to (worse, worser).
37. Noriko buys the (much, most) expensive clothes.
38. In the old western movies, the (worst, baddest) outlaw was punished for his or her crimes.
39. I don't think many people can do (more well, better) than that.
40. Summer is the season in which I have the (most, mostest) fun.

Chapter 6

Adverbs

.....

6.1	Adverbs That Modify Verbs	158
6.2	Adverbs That Modify Adjectives and Other Adverbs.	161
6.3	Comparative and Superlative Adverbs.	162
6.4	Using Adjectives and Adverbs.	164
6.5	Correcting Double Negatives	166

PRETEST Identifying Adverbs

Write each adverb and the word it modifies. Then write whether the modified word is a verb, an adjective, or an adverb.

1. Knock gently on the green door.
2. Come to my office immediately.
3. Do you often go to the movies?
4. Americans will forever remember the nation's first president, George Washington.
5. We looked for a very long time but could find her ring nowhere.
6. Proceed extremely cautiously along the snowy road.
7. Jim emerged suddenly from the icy water with a rather wild look in his eyes.
8. The cat leapt gracefully onto the wall and licked its fur quietly in the sun.
9. She plays the piano skillfully but is just brilliant on the violin.
10. When it is raining extremely hard, people generally drive slowly.

PRETEST Comparative and Superlative Adverbs

Write the correct word or phrase from the choices in parentheses.

- 11.** I think the second movie was (better, more better) than the first, but I fell asleep halfway through the first one.
- 12.** Jack lives (farther, farthest) from the school than Juanita does.
- 13.** He plays (worse, worst) than I do.
- 14.** The tiger returned to its cage (quietlier, more quietly, most quietly) than we had expected.
- 15.** She was playing the (better, best) of all the girls on the field.
- 16.** Of the five boys, Miko swims (less, least) confidently.
- 17.** I follow lots of sports but enjoy football the (more, most).
- 18.** The (oftener, more often, oftenest) you practice, the better you will become.
- 19.** Of all the birds, the chickadee visits our feeder the (more frequently, most frequently).
- 20.** When grades came out, Jeff learned that he was doing (more better, better, best) than he had thought.

PRETEST Using Adjectives and Adverbs

Write the correct word from the choices in parentheses.

- 21.** That's a (real, really) bad bruise she has on her leg.
- 22.** People like Fred are (good, well) to have with you in emergencies.
- 23.** Kristin can (sure, surely) skate well.
- 24.** Don't feel (bad, badly) about breaking the vase.
- 25.** I (most, almost) always fall asleep while reading books with small print.
- 26.** Coming out of the hospital, he said he felt (good, well).
- 27.** You can be (sure, surely) that there will be snow next month.

28. He wanted the tickets so (bad, badly) that he slept on the sidewalk outside the office.
29. It was (real, really) clever of you to recall her name by using a memory device.
30. A bear may look (slow, slowly), but it can run fast.

PRETEST Correcting Double Negatives

Rewrite each sentence so it correctly expresses a negative idea.

31. He didn't hardly know what to say.
32. Don't never go into those woods again.
33. I'm beginning to think that there isn't no way out this building.
34. During the day the traffic was loud, but after dark there wasn't barely a sound.
35. The suspect swore he hadn't done nothing.
36. She didn't see no one suspicious when she entered the house that evening.
37. You aren't going nowhere dressed like that.
38. When he first left home, Jessie used to hear from him, but now he scarcely never phones her.
39. There isn't nothing left to paint.
40. In the old days, horse-drawn vehicles were the chief means of transport, but now there are hardly none left.

6.1 ADVERBS THAT MODIFY VERBS

Adjectives are words that modify nouns and pronouns. Adverbs are another type of modifier. They modify verbs, adjectives, and other adverbs.

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

WHAT ADVERBS MODIFY

VERBS	People <i>handle</i> old violins carefully .
ADJECTIVES	Very <i>old</i> violins are valuable.
ADVERBS	Orchestras almost <i>always</i> include violins.

An adverb may tell *how* or *in what manner* an action is done. It may tell *when* or *how often* an action is done. It may also tell *where* or *in what direction* an action is done.

WAYS ADVERBS MODIFY VERBS

ADVERBS TELL	EXAMPLES
HOW	grandly, easily, completely, neatly, gratefully, sadly
WHEN	soon, now, immediately, often, never, usually, early
WHERE	here, there, everywhere, inside, downstairs, above, far

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

POSITION OF ADVERBS MODIFYING VERBS

BEFORE THE VERB	Guests often dine at the White House.
AFTER THE VERB	Guests dine often at the White House.
AT THE BEGINNING	often guests dine at the White House.
AT THE END	Guests dine at the White House often .

Many adverbs are formed by adding *-ly* to adjectives. However, not all words that end in *-ly* are adverbs. The words *friendly*, *lively*, *kindly*, *lovely*, and *lonely* are usually adjectives. On the other hand, not all adverbs end in *-ly*.

SOME ADVERBS NOT ENDING IN -LY

afterward	everywhere	near	short
already	fast	never	sometimes
always	forever	not	somewhere
anywhere	hard	now	soon
away	here	nowhere	straight
below	home	often	then
even	late	outside	there
ever	long	seldom	well

PRACTICE Identifying Adverbs I

Write each adverb. Beside the adverb, write the verb it modifies.

1. Lying silently on a wide branch, the leopard intently watched its prey.
2. The glacier crept gradually toward the sea.
3. Step outside for a minute and have a look at the fantastic sunset.
4. We have been walking for miles, but I am sorry to say that we are getting nowhere.
5. Everywhere you travel, you will meet people who are curious to learn about life in the United States.
6. Go straight along Main Street.
7. Some people seldom appear unhappy.
8. Shake the orange juice well before serving it.
9. The mountaineer often described the terror he had felt when the volcano erupted.
10. Never had the castaway been as happy as when he saw a tiny sail on the horizon.

6.2 ADVERBS THAT MODIFY ADJECTIVES AND OTHER ADVERBS

Adverbs are often used to modify adjectives and other adverbs. Notice how adverbs affect the meaning of the adjectives in the following sentences. Most often they tell *how* or *to what extent*.

EXAMPLE Harry Truman used **extremely** direct language.

EXAMPLE He became a **very** popular president.

In the first sentence, the adverb *extremely* modifies the adjective *direct*. *Extremely* tells to what extent Truman's language was direct. In the second sentence, the adverb *very* modifies the adjective *popular*. *Very* tells to what extent Truman was popular.

In the following sentences, adverbs modify other adverbs.

EXAMPLE Truman entered politics **unusually** late in life.

EXAMPLE He moved through the political ranks **quite** quickly.

In the first sentence, the adverb *unusually* modifies the adverb *late*. *Unusually* tells how late Truman entered politics. In the second sentence, the adverb *quite* modifies the adverb *quickly*. *Quite* tells how quickly Truman moved through the ranks.

When an adverb modifies an adjective or another adverb, the adverb almost always comes directly before the word it modifies. On the following page is a list of some adverbs that are often used to modify adjectives and other adverbs.

ADVERBS OFTEN USED TO MODIFY ADJECTIVES AND OTHER ADVERBS

almost	just	rather	too
barely	nearly	really	totally
extremely	partly	so	unusually
hardly	quite	somewhat	very

PRACTICE Identifying Adverbs II

Write each adverb and the word it modifies. Then write whether the modified word is a verb, an adjective, or an adverb.

1. She sang quite beautifully at the concert.
2. You have to be an awfully good shot to hit the bull's eye from this distance.
3. The dog looked perfectly happy lying in the sun.
4. Thelma's voice was just audible to those who could not get into the auditorium.
5. Corey returned from summer camp very reluctantly.
6. Brooke skated so quickly that the rink attendant gave her a warning.
7. Sal and his sister almost never go on vacations.
8. Chips and soda is a totally unhealthful lunch.
9. Today will be partly cloudy and rather cool.
10. He spoke really sternly to the boys.

6.3 COMPARATIVE AND SUPERLATIVE ADVERBS

The **comparative form** of an adverb compares one action with another.

The **superlative form** of an adverb compares one action with several others.

Most short adverbs add *-er* to form the comparative and *-est* to form the superlative.

COMPARING ADVERBS WITH <i>-ER</i> AND <i>-EST</i>	
COMPARATIVE	The pianist arrived earlier than the violinist.
SUPERLATIVE	The drummer arrived earliest of all the players.

Long adverbs and a few short ones require the use of *more* or *most*.

COMPARING ADVERBS WITH <i>MORE</i> AND <i>MOST</i>	
COMPARATIVE	The violinist plays more often than the harpist.
SUPERLATIVE	Which musicians play most often ?

Some adverbs have irregular comparative and superlative forms.

IRREGULAR COMPARATIVE AND SUPERLATIVE FORMS		
BASE FORM	COMPARATIVE	SUPERLATIVE
well	better	best
badly	worse	worst
little	less	least
far (distance)	farther	farthest
far (degree)	further	furthest

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

EXAMPLES I play **less well**. I play **least accurately**.

Don't use *more*, *most*, *less*, or *least* before adverbs that already end in *-er* or *-est*.

PRACTICE Using Comparative and Superlative Adverbs

Write the correct word or phrase from the choices in parentheses.

1. The dog cleans up under the table (more, most) successfully with its tongue than Rafael does with a broom.
2. That is the (less, least) likely story I've ever heard.
3. He goes to the ball game (oftener, more often, most often) than I do.
4. I wish you'd got here (sooner, more sooner).
5. If you study math (further, furthest), you will find that it is a very rewarding subject.
6. Jaime throws the ball (farther, more farther, farthest) than anyone else on the team.
7. The mockingbird sings (sweetlier, more sweetly, more sweetlier) than the crow.
8. Bill enjoys history class (better, more better) than Jesse does.
9. Who plays soccer (better, best)—Fernando, Michael, or Abel?
10. Ours is the (worse, worst) prepared team in the school.

6.4 USING ADJECTIVES AND ADVERBS

Sometimes it's hard to decide whether a sentence needs an adjective or an adverb. Think carefully about how the word is used.

EXAMPLE He was (**careful, carefully**) with the antique clock.

EXAMPLE He worked (**careful, carefully**) on the antique clock.

In the first sentence, the missing word follows a linking verb and modifies the subject, *He*. Therefore, an adjective is needed. *Careful* is the correct choice. In the second sentence, the missing word modifies the verb, *worked*. Thus, an adverb is needed, and *carefully* is the correct choice.

The words *good* and *well* and the words *bad* and *badly* are sometimes confused. *Good* and *bad* are adjectives. Use them before nouns and after linking verbs. *Well* and *badly* are adverbs. Use them to modify verbs. *Well* may also be used as an adjective to mean “healthy”: *You look well today.*

TELLING ADJECTIVES FROM ADVERBS

ADJECTIVE	ADVERB
The band sounds good .	The band plays well .
The band sounds bad .	The band plays badly .
The soloist is well .	The soloist sings well .

Use these modifiers correctly: *real* and *really*, *sure* and *surely*, *most* and *almost*. *Real* and *sure* are adjectives. *Really*, *surely*, and *almost* are adverbs. *Most* can be an adjective or an adverb.

TELLING ADJECTIVES FROM ADVERBS

ADJECTIVE	ADVERB
Music is a real art.	This music is really popular.
A pianist needs sure hands.	Piano music is surely popular.
Most pianos have eighty-eight keys.	Piano strings almost never break.

PRACTICE Using Adjectives and Adverbs

Write the correct word from the choices in parentheses.

1. I feel so (good, well) to have finished that book.
2. Getting on the team is not a (sure, surely) thing for me.

3. It was (sure, surely) lucky that a police officer was nearby.
4. She looked (bad, badly) after hearing the news.
5. Debbie studied so (good, well) that she had no trouble on the test.
6. There are some (real, really) nice kids in this club.
7. The teacher detected (real, really) ability in Juan.
8. (Most, Almost) all the students had seen the movie.
9. The bear looked at me (angry, angrily).
10. I hope I did not do as (bad, badly) as I think I did.

6.5 CORRECTING DOUBLE NEGATIVES

The adverb *not* is a **negative word**, expressing the idea of “no.” *Not* often appears in a short form as part of a contraction. When *not* is part of a contraction, as in the words in the chart below, *n’t* is an adverb.

CONTRACTIONS WITH <i>NOT</i>		
are not = aren’t	does not = doesn’t	should not = shouldn’t
cannot = can’t	had not = hadn’t	was not = wasn’t
could not = couldn’t	has not = hasn’t	were not = weren’t
did not = didn’t	have not = haven’t	will not = won’t
do not = don’t	is not = isn’t	would not = wouldn’t

In all but two of these words, the apostrophe replaces the *o* in *not*. In *can’t* both an *n* and the *o* are omitted. *Will not* becomes *won’t*.

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

SOME NEGATIVE AND AFFIRMATIVE WORDS

NEGATIVE

never, scarcely, hardly, barely

nobody

no, none

no one

nothing

nowhere

AFFIRMATIVE

always, ever

anybody, everybody, somebody

all, any, one, some

anyone, everyone, one, someone

anything, something

anywhere, somewhere

Don't use two negative words to express the same idea. This is called a **double negative**. Only one negative word is necessary to express a negative idea. You can correct a double negative by removing one of the negative words or by replacing one of the negative words with an affirmative word.

EXAMPLE INCORRECT I **don't** have **no** homework.

EXAMPLE CORRECT I have **no** homework.

EXAMPLE CORRECT I **don't** have **any** homework.

PRACTICE Expressing Negative Ideas

Rewrite each sentence so it correctly expresses a negative idea.

1. The doctor said there wasn't nothing wrong with Joel.
2. If we keep on polluting the water, there won't be nowhere left to swim.
3. Imo wasn't hardly talking during the movie.
4. Isn't there none of that lemonade left?
5. This little snake couldn't do no harm.

6. Why didn't nobody tell Frank about the party?
7. You haven't barely eaten a thing all day.
8. There's never nothing to do in this town.
9. You shouldn't tell no one about this.
10. Sally is afraid she won't get no birthday presents.

PRACTICE Proofreading

Rewrite the following passage, correcting errors in spelling, capitalization, grammar, and usage. Add any missing punctuation. Write legibly to be sure one letter is not mistaken for another. There are ten mistakes.

Galileo

¹Galileo Galilei was born in Pisa, Italy, in 1564. ²All his life, he hardly never stopped trying to understand the universe. ³He is remembered today as a real famous scientist.

⁴Galileo did not invent the telescope, but he observed the skies carefullier than others had done. ⁵He was the first to see that the Moon was mountainous. ⁶He also looked more deeper into space than anyone else. ⁷The planet Jupiter, he observed, had moons that circled it. ⁸This led him to an amazing discovery. ⁹Before his time, people had thought that the Earth was the most important planet. ¹⁰They said it was in the center of the universe and didn't never move. ¹¹Galileo's observations proved that the Earth sure was in motion.

¹²The Church leaders in Rome did not approve of Galileo's findings. ¹³They angriley put him on trial. ¹⁴After that he talked least about the planets than he had before. ¹⁵But people today know that Galileo was most always right. ¹⁶He had advanced the study of astronomy more further than anyone before him.

POSTTEST Identifying Adverbs

Write each adverb and the word it modifies. Then write whether the modified word is a verb, an adjective, or an adverb.

1. I will be forever grateful to the person who returns my wallet.
2. Speak very softly in a library.
3. As she left, Branka shut the door unnecessarily loudly.
4. A really accurate shot will win the competition.
5. Too many politicians do not take the public seriously.
6. "Trick or treat," whispered the little ghost timidly.
7. Jeff was badly hurt during the game.
8. Soon you will understand what I am talking about.
9. So many people turned up for the game that it was nearly impossible to get a really good seat.
10. We all thought that he behaved extremely rudely.

POSTTEST Comparative and Superlative Adverbs

Write the correct word or phrase from the choices in parentheses.

11. Juan played (more, most) in that one game than he did all last season.
12. I would like to travel (oftener, more often), but I don't have the time or the money.
13. Of all her siblings, Ashley tries (harder, more harder, hardest) to excel.
14. We extended our search for the missing dog (farther, more farther) into the woods.
15. In our class, Bonny was voted (more, most) likely to become a movie star.
16. Of all my subjects, I do (less, least) well in music.
17. He addressed us (more seriously, seriouslier) than he ever had previously.

18. The rhinoceros charges (more fiercely, most fiercely) than the armadillo!
19. He plays (better, best) of all when he is rested.
20. Of the three brothers, Eugene behaved (worse, worst) on the camping trip.

POSTTEST Using Adjectives and Adverbs

Write the correct word from the choices in parentheses.

21. I can't explain how (bad, badly) I want the trophy.
22. If you are feeling (good, well) enough to play football, you can go to school.
23. "Summer is (almost, most) over," he groaned.
24. The cat looks (fierce, fiercely) when it is hunting mice.
25. You cleaned up that car (real, really) (nice, nicely).
26. I can't believe how (quick, quickly) she ran.
27. We are (sure, surely) to win the game now.
28. It is (good, well) to get plenty of sleep.
29. The chances of getting out alive looked (bad, badly).
30. Here's a (real, really) opportunity to earn some money.

POSTTEST Correcting Double Negatives

Rewrite each sentence so it correctly expresses a negative idea.

31. You shouldn't never swim out so far that you can't easily swim back
32. Don't write nothing until I tell you to start.
33. Haven't you got nowhere to go after school?
34. Kalisha can't remember nothing about first grade.
35. When Renzo first arrived in this country, he couldn't speak hardly any English.
36. Don't tell nobody that I know this.
37. At that distance, we could hear barely nothing.
38. Jules wanted a soda, but there weren't none left.
39. I can't understand why Sandra hasn't got no friends.
40. As far as I could see, nobody did nothing.

Chapter 7

Prepositions, Conjunctions, and Interjections

.....

7.1	Prepositions and Prepositional Phrases. . . .	174
7.2	Pronouns as Objects of Prepositions	176
7.3	Prepositional Phrases as Adjectives and Adverbs	178
7.4	Telling Prepositions and Adverbs Apart . . .	179
7.5	Conjunctions.	181
7.6	Conjunctive Adverbs	183
7.7	Interjections	185

PRETEST Prepositions and Prepositional Phrases

Write each prepositional phrase. Underline the preposition and circle the object of the preposition. Then write the word the prepositional phrase modifies. Finally, write adjective or adverb to tell how the prepositional phrase is used.

1. It was a beautiful day for a baseball game.
2. Two small clouds floated above the field.
3. The rest of the sky was clear and bright blue.
4. The people at the game seemed happy.
5. They ate hot dogs and peanuts during the game.
6. The home team was ahead by the second inning.
7. In the fourth inning, the visitors tied the game.
8. However, the home team won by two runs.

9. The home team got one run in the fifth inning.
10. The last run came at the end of the ninth, so it was a very exciting game!

PRETEST Pronouns as Objects of Prepositions

Write the correct word or phrase from the choices in parentheses.

11. Please get tickets for Susan, Tony, and (I, me) in the second section, if possible.
12. We want to sit near Sam's brother and (he, him).
13. Our seats are above Jim and (they, them).
14. We are across from Mr. Benedict and (she, her).
15. Our old friends are sitting near (we, us).
16. Sandy sat by (she, her) and Judy.
17. She talked to (he, him) last night.
18. From (who, whom) did you receive the letter you told me about yesterday?
19. Please give copies of the letter to (I, me) and to Mr. Johnson in the front office.
20. We sent birthday presents to our cousin Fred, the boys, and (she, her).

PRETEST Conjunctions

Write each conjunction. Then write compound subject, compound object, compound predicate, or compound sentence to tell what parts the conjunction joins.

21. The Eagles or the Orioles will probably win the baseball championship.
22. They both have good hitters, but the Orioles have a better pitching staff.
23. Amy Anderson can pitch and hit well.
24. The Eagles won the game and a place in the tournament.

25. The Orioles' two best pitchers were injured or sick.
26. Weather can be very interesting to study, but it is also very complicated.
27. Sunny weather and rainy days are easy to observe.
28. The forecaster neither expected nor predicted the storm.
29. Not only does a forecaster consider wind direction, but he or she looks also at weather in other places.
30. Meteorologists and forecasters work hard.

PRETEST Making Compound Subjects and Verbs Agree

Write the correct word from the choices in parentheses.

31. Mr. Lopez and his class (is, are) going on a field trip.
32. Neither the teacher nor the students (has, have) been to Washington, D.C., before.
33. The students or their parents (pay, pays) for the trip.
34. Seth, Amanda, and Nick (work, works) after school.
35. Not only they but also other students (go, goes) to work too.
36. Either Tim's father or his mother (plan, plans) to chaperone the trip with Mr. Lopez.
37. A bus ticket and a hotel room (cost, costs) a lot.
38. Neither the boys nor the girls (want, wants) to be in a hotel room alone.
39. The chaperones or the teacher (stay, stays) in a suite.
40. (Do, Does) the boys or the girls have more luggage?

PRETEST Conjunctive Adverbs

Write each sentence. Underline the conjunctive adverb. Add appropriate punctuation.

41. School starts early this year however there will be a longer spring vacation than usual.

- 42. There are eleven holidays still students want more.
- 43. Teachers think students have enough time off from school moreover many think school should be all year round.
- 44. In times past, students had to help on the farm in the summer thus they needed to have summers off.
- 45. Most students no longer work on farms nevertheless many have jobs in the summer.

7.1 PREPOSITIONS AND PREPOSITIONAL PHRASES

A **preposition** is a word that relates a noun or a pronoun to another word in a sentence.

EXAMPLE The boy **near** the window is French.

The word *near* is a preposition. It shows the relationship between the noun *window* and the word *boy*.

COMMON PREPOSITIONS				
aboard	at	down	off	to
about	before	during	on	toward
above	behind	except	onto	under
across	below	for	opposite	underneath
after	beneath	from	out	until
against	beside	in	outside	up
along	besides	inside	over	upon
among	between	into	past	with
around	beyond	like	since	within
as	but (except)	near	through	without
	by	of	throughout	

A preposition may consist of more than one word.

EXAMPLE Yasmin will visit Trinidad **instead of** Jamaica.

SOME PREPOSITIONS OF MORE THAN ONE WORD			
according to	aside from	in front of	instead of
across from	because of	in place of	on account of
along with	except for	in spite of	on top of

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

EXAMPLE Hang the painting **outside the new auditorium**.

A preposition may have a compound object.

EXAMPLE Between the **chair** and the **table** was a window.

PRACTICE Identifying Prepositional Phrases

Write each prepositional phrase. Underline the preposition and draw a circle around the object of the preposition.

1. The map of Africa is on the last page of the sixth-grade geography book.
2. Africa is the second largest of the seven continents in the world.
3. Africa has many countries with many kinds of people and governments.
4. In earlier times, many people of Africa were taken away from their homes and enslaved.
5. Now people from countries around the world visit large animal preserves in Kenya and other African nations.
6. People must stay inside their cars when they are driving through an animal preserve.

7. People who have been there say that countries throughout the whole continent of Africa are beautiful.
8. The Nile River, in northern Africa, runs through Egypt from south to north.
9. Many large museums have displays of objects from ancient Egypt.
10. The pyramids of ancient Egypt still stand, and camels still gallop past them.

7.2 PRONOUNS AS OBJECTS OF PREPOSITIONS

CCSS L.6.1a

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

EXAMPLE Dan handed the tickets to Natalie.

EXAMPLE Dan handed the tickets to **her**.

In the example, the object pronoun *her* replaces *Natalie* as the object of the preposition *to*.

A preposition may have a compound object: two or more nouns, two or more pronouns, or a combination of nouns and pronouns. Use object pronouns in compound objects.

EXAMPLE I borrowed the suitcase from Ivan and Vera.

EXAMPLE I borrowed the suitcase from Ivan and **her**.

EXAMPLE I borrowed the suitcase from **him** and Vera.

EXAMPLE I borrowed the suitcase from **him** and **her**.

Object pronouns are used in the second, third, and fourth sentences. In the second sentence, *Ivan and her* is the compound object of the preposition *from*. In the third sentence, *him and Vera* is the compound object of the preposition *from*. In the fourth sentence, *him and her* is the compound object of the preposition *from*.

If you're not sure whether to use a subject pronoun or an object pronoun, read the sentence aloud with only the pronoun.

EXAMPLE I borrowed the suitcase from **her**.

EXAMPLE I borrowed the suitcase from **him**.

Who is a subject pronoun. *Whom* is an object pronoun.

EXAMPLE **Who** lent you the suitcase?

EXAMPLE From **whom** did you borrow the suitcase?

PRACTICE Using Pronouns as Objects of Prepositions

Write the correct word or phrase from the choices in parentheses.

1. Between you and (I, me), I think we should have less homework.
2. Math is easy for me but difficult for Niko and (she, her).
3. According to (them, they), they need help to complete their math homework.
4. As a result, Sarah and Niko depend on (I, me) to complete the work.
5. At times I forget with (who, whom) I am working.
6. Then I work too fast for (he and she, him and her).
7. Sometimes my mother brings drinks to (we, us) as we work on our homework.
8. I get help from (he and she, him and she, him and her, he and her) in geography.
9. They move the maps toward (me, I).
10. The three of (we, us) are a team.

7.3 PREPOSITIONAL PHRASES AS ADJECTIVES AND ADVERBS

A prepositional phrase is an **adjective phrase** when it modifies, or describes, a noun or a pronoun.

EXAMPLE The servers **at the new restaurant** are courteous.

EXAMPLE The atmosphere includes photographs **from old movies**.

In the first sentence, the prepositional phrase *at the new restaurant* modifies the subject of the sentence, *servers*. In the second sentence, the prepositional phrase *from old movies* modifies the direct object, *photographs*.

Notice that, unlike most adjectives, an adjective phrase usually comes after the word it modifies.

A prepositional phrase is an **adverb phrase** when it modifies a verb, an adjective, or another adverb.

ADVERB PHRASES

USE	EXAMPLES
Modifies a Verb	The servers <i>dress</i> like movie characters .
Modifies an Adjective	The restaurant is <i>popular</i> with young people .
Modifies an Adverb	The restaurant opens <i>early</i> in the morning .

Most adverb phrases tell *when*, *where*, or *how* an action takes place. More than one prepositional phrase may modify the same word.

HOW ADVERB PHRASES MODIFY VERBS

WHEN?	Many people eat a light meal during the lunch hour .
WHERE?	Some eat lunch on the covered patio .
HOW?	Others eat their meals in a hurry .

PRACTICE Identifying Adjective and Adverb Phrases

Write each prepositional phrase. Then write the word it modifies. Finally, write adjective or adverb to tell how it's used.

1. Sometimes there are good programs on television.
2. Sports programs are preferred by many people.
3. They want football without commercials.
4. Ten ads may air within one break, though.
5. Other people like shows about nature.
6. They are often scheduled on public television.
7. News shows are popular with many people.
8. People can learn about presidential candidates.
9. Voters can choose among candidates.
10. Debates between candidates are held during a campaign.

7.4 TELLING PREPOSITIONS AND ADVERBS APART

Sometimes it can be difficult to tell whether a particular word is being used as a preposition or as an adverb. Both prepositions and adverbs can answer the questions *where?* and *when?* The chart below shows fifteen words that can be used as either prepositions or adverbs. Whether any one of these words is a preposition or an adverb depends on its use in a particular sentence.

SOME WORDS THAT CAN BE USED AS PREPOSITIONS OR ADVERBS

about	below	out
above	down	outside
around	in	over
before	inside	through
behind	near	up

If you have trouble deciding whether a word is being used as a preposition or as an adverb, look at the other words in the sentence. If the word is followed closely by a noun or a pronoun, the word is probably a preposition, and the noun or pronoun is the object of the preposition.

EXAMPLE We ate our lunch **outside** the **library**.

EXAMPLE We walked **around** the **park** for an hour.

In the first example, *outside* is followed closely by the noun *library*. *Outside* is a preposition, and *library* is the object of the preposition. In the second example, *around* is a preposition, and *park* is the object of the preposition.

If the word is not followed closely by a noun or a pronoun, the word is probably an adverb.

EXAMPLE We ate our lunch **outside**.

EXAMPLE We walked **around** for an hour.

In the first sentence, *outside* answers the question *where?* but is not followed by a noun or a pronoun. In this sentence, *outside* is an adverb. In the second sentence, *around* is an adverb. *For an hour* is a prepositional phrase.

PRACTICE Identifying Prepositions and Adverbs

Write preposition or adverb to identify each underlined word.

1. Go up the stairs to the second floor.
2. The kite flew up quickly.
3. The book you want is on the shelf above that one.
4. Look for the one above.
5. It's too cold today to play outside.
6. The sidewalk is broken outside the building.
7. Look out below!
8. Write this down on your paper.
9. Let's go over to Sue's house.
10. Put that cover over the chair.

7.5 CONJUNCTIONS

A **coordinating conjunction** is a word used to connect compound parts of a sentence. *And, but, or, nor, and for* are coordinating conjunctions. *So* and *yet* are also sometimes used as coordinating conjunctions.

USING COORDINATING CONJUNCTIONS TO FORM COMPOUNDS	
COMPOUND SUBJECT	Allison and Rosita have lived in Mexico City.
COMPOUND OBJECTS	Give your suitcases and packages to Ben or Bill.
COMPOUND PREDICATE	Tourists shop or relax on the beaches.
COMPOUND SENTENCE	Tillie shopped every day, but we toured the city.

To make the relationship between words or groups of words especially strong, use correlative conjunctions.

Correlative conjunctions are pairs of words used to connect compound parts of a sentence. Correlative conjunctions include *both . . . and, either . . . or, neither . . . nor, and not only . . . but also*.

EXAMPLE Examples of great architecture exist in **both** New York **and** Paris.

EXAMPLE **Neither** Luis **nor** I have visited those cities.

When a compound subject is joined by *and*, the subject is usually plural. The verb must agree with the plural subject.

EXAMPLE Winnie **and** Sumi **are** in Madrid this week.

When a compound subject is joined by *or* or *nor*, the verb must agree with the nearer subject.

EXAMPLE **Neither** Rhondelle **nor** the twins **speak** Spanish.

EXAMPLE **Neither** the twins **nor** Rhondelle **speaks** Spanish.

PRACTICE Identifying Conjunctions and Compounds

Write each conjunction. Then write compound subject, compound object, compound predicate, or compound sentence to tell what parts the conjunction joins.

1. All sixth-graders play either soccer or softball.
2. Luis likes soccer best, but Kristina and Karen enjoy both soccer and softball.
3. When playing softball, Kristina plays center field, and Karen plays at first base.
4. Luis and Ginger take turns being goalie in soccer.
5. Neither Luis nor Ginger has scored in the last three games, but they made two saves.
6. Either Karen or Kristina got two hits in the last game, but neither girl scored a run or struck out.
7. Usually both Karen and Kristina hit and field well.
8. Not only are they good players, but they and the whole team have also been even better than usual this season.
9. The whole soccer team sometimes attends softball games, but few softball players go to soccer games.
10. Either the soccer players just like baseball, or they are fans of Kristina and Karen.

PRACTICE Making Compound Subjects and Verbs Agree

Write the correct word from the choices in parentheses.

1. Both Patrick and Patricia (babysit, babysits) for the family next door.
2. Kevin and Kathy (behave, behaves) best for Patrick, even though they like Patricia too.
3. Neither Kathy nor the twins (like, likes) the playground at the school.
4. But the twins and Kathy (like, likes) the park.

5. Neither the park nor the playground (has, have) swings, but there are slides at both places.
6. Either Kevin and Kathy's mother or the twins (provide, provides) a snack.
7. Patrick and Patricia always (watch, watches) the children carefully.
8. Sports drinks or juice (is, are) available at the park.
9. The children and their babysitter also (enjoy, enjoys) cracker snacks.
10. Ducks and geese (think, thinks) the crackers taste good too!

7.6 CONJUNCTIVE ADVERBS

You can use a special kind of adverb instead of a conjunction to join the simple sentences in a compound sentence. This special kind of adverb is called a **conjunctive adverb**.

EXAMPLE Many Asians use chopsticks, but some use forks.

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

A conjunctive adverb, such as *however*, is usually stronger and more exact than a coordinating conjunction like *and* or *but*.

USING CONJUNCTIVE ADVERBS	
TO REPLACE <i>AND</i>	besides, furthermore, moreover
TO REPLACE <i>BUT</i>	however, nevertheless, still
TO STATE A RESULT	consequently, therefore, thus
TO STATE EQUALITY	equally, likewise, similarly

A conjunctive adverb may be used to join the simple sentences in a compound sentence.

When two simple sentences are joined with a conjunctive adverb, use a semicolon at the end of the first sentence. Place a comma after a conjunctive adverb that begins the second part of a compound sentence. If a conjunctive adverb is used in the middle of a simple sentence, set it off with commas.

EXAMPLE The school cafeteria sometimes serves casseroles; **however**, these meals are not very tasty.

EXAMPLE The school cafeteria sometimes serves casseroles; these meals, **however**, are not very tasty.

PRACTICE Identifying Conjunctive Adverbs

Write each sentence. Underline the conjunctive adverb. Add appropriate punctuation.

1. At Washington School, most students eat in the cafeteria however some go home for lunch.
2. Sometimes the food is better at home besides it's fun to watch TV for a few minutes.
3. Some students would rather eat at school therefore they bring their lunches.
4. Snacks are sold at school soccer games nevertheless, some people would rather bring their own.
5. As a result, the people running the snack bar have fewer customers consequently they make less money.
6. The snack-bar managers have complained to the school moreover they have raised their prices.
7. They are even considering shutting down completely thus no snacks would be on sale in the gym.
8. This might inconvenience some students still most bring their own snacks.
9. The cafeteria might run the snack bar some parents likewise might take it over.
10. A school club might choose the snack bar as a project however the students would need adult supervision.

7.7 INTERJECTIONS

You can express emotions in short exclamations that aren't complete sentences. These exclamations are called interjections.

An **interjection** is a word or group of words that expresses emotion. It has no grammatical connection to other words in a sentence.

Interjections are used to express emotion, such as surprise or disbelief. They're also used to attract attention.

SOME COMMON INTERJECTIONS			
aha	great	my	ouch
alas	ha	no	well
gee	hey	oh	wow
good grief	hooray	oops	yes

An interjection that expresses strong emotion may stand alone. It begins with a capital letter and ends with an exclamation point.

EXAMPLE **Good grief!** My favorite restaurant has closed.

When an interjection expresses mild feeling, it is written as part of the sentence. In that case, the interjection is set off with commas.

EXAMPLE **Oh, well,** I'll just eat at home.

NOTE Most words may be more than one part of speech. A word's part of speech depends on its use in a sentence.

EXAMPLE A duck has soft **down** on its body. **[noun]**

EXAMPLE The hungry boy **downed** the hamburger in three bites. **[verb]**

EXAMPLE Libby felt **down** all day. **[adjective]**

EXAMPLE The baby often falls **down**. [adverb]

EXAMPLE A car drove **down** the street. [preposition]

EXAMPLE **“Down!”** I shouted to the dog. [interjection]

PRACTICE Writing Sentences with Interjections

Write ten sentences, using a different interjection with each. Punctuate correctly.

PRACTICE Proofreading

Rewrite the following passage, correcting errors in spelling, capitalization, grammar, and usage. Add any missing punctuation. Write legibly to be sure one letter is not mistaken for another. There are ten mistakes.

Ilya Anopolsky

¹At age twelve, Ilya Anopolsky won an award for the best business plan for a web-design company. ²A year later, he started his own design company, called Devotion, Inc. ³He had worked on more than fifty Web sites by the time he was thirteen imagine that

⁴Many of his friends and his teachers seems to expect Ilya to fix their computers. ⁵Well since he wired up the computer room at his school, perhaps that is not so surprising.

⁶Ilya and his mother moved to brooklyn New York, from Ukraine when he was two-years-old. ⁷His mother worries about him now because he works so hard besides his job makes life difficult for she and him. ⁸She worries that the pressure from people who need help is too much for him. ⁹She also worries that he works too hard. ¹⁰Sometimes she gets up at 3:00 A.M. and finds that Ilya has fallen asleep at the computer.

¹¹Ilya is a specialist in programming languages ¹²He knows HTML, DHTML, and JavaScript. ¹³He designs many Web sites, including some for on-line dealers in different kinds of merchandise.

POSTTEST Prepositions and Prepositional Phrases

Write each prepositional phrase. Underline the preposition and circle the object of the preposition. Then write the word the prepositional phrase modifies. Finally, write adjective or adverb to tell how the prepositional phrase is used.

1. Most sixth-graders already know about computers.
2. They use computers for written reports and research on the Internet.
3. You can go to the Web site of an encyclopedia for information.
4. Also, you can usually locate through a popular search engine more information about your topic.
5. You can also find a calculator on your computer.
6. The calculator can help you with your math homework.
7. The calculator on the computer is not part of the Internet.
8. That means the time you spend on the calculator is not charged to an Internet account.
9. The time you spend on the Internet is charged to an account paid for by your family or by the school.
10. A computer is a useful tool for many people.

POSTTEST Pronouns as Objects of Prepositions

Write the correct word from the choices in parentheses.

11. We heard about the neighborhood from (she, her).
12. We will live next to (she, her) and her family.
13. I hope we like (she and they, her and them, she and them, her and they).
14. Her daughter and son called my brother and (I, me).
15. They suggested some neighborhood places for (him and I, I and he, him and me, he and me) to visit.
16. I wondered to (who, whom) I was speaking.
17. They want to meet all of (we, us) soon.
18. It was very nice of (they, them) to call.

- 19.** They asked whether we had questions for (he and she, him and her, him and she, he and her).
- 20.** According to (she, her), we will like the town.

POSTTEST Conjunctions

Write each conjunction. Then write compound subject, compound object, compound predicate, or compound sentence to tell what parts the conjunction joins.

- 21.** Many cities and towns have summertime farmers' markets.
- 22.** People can buy vegetables and flowers there.
- 23.** Both the farmers and the shoppers often get an early start.
- 24.** Some shoppers go early to get the freshest produce, but they go back later in the day to get bargains on produce that has not sold.
- 25.** The vegetables and fruit are so beautiful that some people like just to look at them.
- 26.** Neither the shoppers nor the farmers, however, ever forget about how delicious the vegetables are.
- 27.** Most shoppers browse and choose carefully.
- 28.** Sometimes cooks and chefs shop at the market, or they send their assistants.
- 29.** Chefs want the freshest vegetables and fruit.
- 30.** They pick and choose carefully.

POSTTEST Making Compound Subjects and Verbs Agree

Write the correct word from the choices in parentheses.

- 31.** Many kids and their families (go, goes) on vacations at some time during the school year.
- 32.** Neither Lisa nor her sister (want, wants) to leave home this summer, though.

- 33.** The girls and their neighbor Josh (skateboard, skateboards) in the park almost every day.
- 34.** Skateboarding and bike riding (is, are) their favorite things to do.
- 35.** The girls' father and mother (think, thinks) the family should visit their grandparents.
- 36.** Either their mother or grandmother (do, does) a lot of baking when they visit.
- 37.** The girls or Grandmother (look, looks) for recipes.
- 38.** Lisa and Jen (leave, leaves) the bicycles at home.
- 39.** Mom and Dad (allow, allows) them to take their skateboards, however.
- 40.** Now both Lisa and Jen (seem, seems) happy.

POSTTEST **Conjunctive Adverbs**

Write each sentence. Underline the conjunctive adverb. Add appropriate punctuation.

- 41.** There are seven continents on Earth however some are smaller than others.
- 42.** Africa and South America could fit together like puzzle pieces therefore scientists think they probably once were connected.
- 43.** Alaska and Russia could also fit together thus they too might have been connected.
- 44.** Other clues suggest the origin of continents from one big landmass consequently some scientists find this a fascinating subject to study.
- 45.** I firmly support the theory that all the continents were once part of one large landmass moreover the evidence should be compelling to all thoughtful people.

Clauses and Complex Sentences

.....

8.1	Sentences and Clauses	192
8.2	Complex Sentences	193
8.3	Adjective Clauses	195
8.4	Essential and Nonessential Clauses	197
8.5	Adverb Clauses	198
8.6	Noun Clauses	200

PRETEST Simple, Compound, and Complex Sentences

Write simple, compound, or complex to identify each sentence.

1. Houses are usually built of brick, wood, concrete, or a combination of these materials.
2. When builders start a house, they start with the foundation.
3. Small apartment buildings are constructed like houses; however, they often have features such as elevators.
4. Skyscraper construction is different; skyscrapers often have steel supporting beams.
5. New York and Chicago were homes to the first skyscrapers that were ever constructed.
6. Today New York and Chicago still have some of the world's tallest buildings.

7. Chicago's Willis Tower (formerly Sears Tower) has 110 stories; New York's Empire State Building has 102 stories.
8. Louis Sullivan, who is known as the founder of the Chicago school of architecture, built skyscrapers.
9. Sullivan designed many well-known buildings, and he wrote about his design ideas in books and articles.
10. In 1889 his firm finished building the Auditorium Theater in Chicago, which became well-known for its quality of sound.

PRETEST Adjective, Adverb, and Noun Clauses

Identify each italicized clause by writing adjective, adverb, or noun.

11. Last night we saw a show *that we really enjoyed*.
12. The show featured performers *who were acrobats*.
13. *How some of them performed their acts* was amazing.
14. I held my breath *while one acrobat twirled on a trapeze*.
15. *Whatever he did* seemed impossible.
16. In another act, two acrobats caught each other *as they jumped from one trapeze to another*.
17. Another act *that thrilled us* was the tightrope walkers.
18. One rode a bicycle on the high wire *as another performer balanced on his shoulders*.
19. *Whoever performs on the high wire* must train and rehearse for hours every day.
20. High-wire acts are among those *that are seen at circuses*.
21. In years past, tents were *where circuses were held*.
22. *Although some small circuses still use tents*, today most large circuses are held in big-city arenas.
23. *Since I was a child*, I have enjoyed circus acrobatics.
24. Last night's acts were among the best *that I have ever seen*.
25. You may want to go to the show *if tickets are available*.

8.1 SENTENCES AND CLAUSES

A **sentence** is a group of words that has a subject and a predicate and expresses a complete thought.

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

The **complete subject** names whom or what the sentence is about. The **complete predicate** tells what the subject does or has. Sometimes the complete predicate tells what the subject is or is like. The complete subject or the complete predicate or both may be compound.

COMPLETE SUBJECT	COMPLETE PREDICATE
People	travel.
Neither automobiles nor airplanes	are completely safe.
Travelers	meet new people and see new sights.
Trains and buses	carry passengers and transport goods.

A **compound sentence** contains two or more simple sentences. Each simple sentence is called a main clause.

A **main clause** has a subject and a predicate and can stand alone as a sentence.

Main clauses can be connected by a comma and a conjunction, by a semicolon, or by a semicolon and a conjunctive adverb. The conjunctive adverb is followed by a comma. In the following examples, each main clause is in black. The connecting elements are in blue type.

EXAMPLE Many people live in cities, **but** others build houses in the suburbs. **[comma and coordinating conjunction]**

EXAMPLE Most people travel to their jobs; others work at home. **[semicolon]**

EXAMPLE Companies relocate to the suburbs; **therefore**, more people leave the city. **[semicolon and conjunctive adverb]**

PRACTICE Identifying and Punctuating Simple and Compound Sentences

Write each sentence. Underline each main clause. Add commas or semicolons where they're needed. Write simple or compound to identify the sentence.

1. Most students in sixth grade become interested in new things.
2. Many students really like sports but others like playing musical instruments.
3. Of course, some do both consequently all their time after school is filled up with practice.
4. Most students in sixth grade have learned something about computers many even have computers at home.
5. For some students, computers are just a tool for others, computers are fascinating avenues to new worlds.
6. Some want to know how computers and programs work.
7. Others like to explore the Internet and spend as much time as possible on it.
8. Some become very good at using computers a few even start computer companies.
9. Students like that are rare, though.
10. Do you know anyone like that?

8.2 COMPLEX SENTENCES

A **main clause** has a subject and a predicate and can stand alone as a sentence. Some sentences have a main clause and a subordinate clause.

A **subordinate clause** is a group of words that has a subject and a predicate but does not express a complete thought and cannot stand alone as a sentence. A subordinate clause is always combined with a main clause in a sentence.

A **complex sentence** has one main clause and one or more subordinate clauses.

In each complex sentence that follows, the subordinate clause is in blue type.

EXAMPLE Mariah, **who moved here from Montana**, is very popular.

EXAMPLE **Since Mariah moved to Springfield**, she has made many new friends.

EXAMPLE Everyone says **that Mariah is friendly**.

Subordinate clauses can function in three ways: as adjectives, as adverbs, or as nouns. In the examples, the first sentence has an adjective clause that modifies the noun *Mariah*. The second sentence has an adverb clause that modifies the verb *has made*. The third sentence has a noun clause that is the direct object of the verb *says*. Adjective, adverb, and noun clauses are used in the same ways one-word adjectives, adverbs, and nouns are used.

NOTE A **compound-complex sentence** has two or more main clauses and one or more subordinate clauses.

PRACTICE Identifying Simple and Complex Sentences

Write each sentence. Underline each main clause once and each subordinate clause twice. Write simple or complex to identify the sentence.

1. In a social studies class, sometimes students explore the areas where their ancestors lived.
2. Most people in the United States are the descendants of people who moved here long ago.
3. However, many families have arrived here recently.
4. Their reasons for coming to this country are different.
5. Some came to earn a better living wherever they could.
6. Others are here because a family member came to attend college.
7. Most need to learn English so that they can get along.

8. Children usually learn English when they go to school.
9. Sometimes the parents take longer to learn a new language.
10. Children find learning a language easier than adults do.

8.3 ADJECTIVE CLAUSES

An **adjective clause** is a subordinate clause that modifies a noun or a pronoun in the main clause of a complex sentence.

EXAMPLE The Aqua-Lung, **which divers strap on**, holds oxygen.

EXAMPLE The divers breathe through a tube **that attaches to the tank**.

Each subordinate clause in blue type is an adjective clause that adds information about a noun in the main clause. An adjective clause is usually introduced by a relative pronoun. The relative pronoun *that* may refer to people or things. *Which* refers only to things.

RELATIVE PRONOUNS				
that	which	who	whom	whose

An adjective clause can also begin with *where* or *when*.

EXAMPLE Divers search for reefs **where much sea life exists**.

EXAMPLE Herb remembers the day **when he had his first diving experience**.

A relative pronoun that begins an adjective clause is often the subject of the clause.

EXAMPLE Some divers prefer equipment **that is lightweight**.

EXAMPLE Willa is a new diver **who is taking lessons**.

In the first sentence, *that* is the subject of the adjective clause. In the second sentence, *who* is the subject of the adjective clause.

PRACTICE Identifying Adjective Clauses

Write each adjective clause. Underline the subject of the adjective clause. Then write the word the adjective clause modifies.

1. Harry Potter, who is a fictional character, nevertheless is extremely popular today.
2. Several of the Harry Potter books, which center around Harry and his adventures, are set in the Hogwarts School somewhere in Great Britain.
3. It is at Hogwarts where most of the action takes place.
4. Some people don't like books that are about magic.
5. People who don't like magic should stay away from the books about Harry Potter.
6. The Harry Potter books have stories that are imaginative and adventurous.
7. In the first book, Harry is shocked at the idea that he can go to the Hogwarts School.
8. In each book after that, he is a boy who is a year older.
9. Harry enjoys the days when he can play quidditch.
10. He is a student whose talent for quidditch is amazing.

8.4 ESSENTIAL AND NONESSENTIAL CLAUSES

CCSS L.6.2a

Read the example sentence. Is the adjective clause in blue type needed to make the meaning of the sentence clear?

EXAMPLE The girl **who is standing beside the coach** is our best swimmer.

The adjective clause in blue type is essential to the meaning of the sentence. The clause tells *which* girl is the best swimmer.

An essential clause is a clause that is necessary to make the meaning of a sentence clear. Don't use commas to set off essential clauses.

Now look at the adjective clause in this sentence.

EXAMPLE Janice, **who is standing beside the coach**, is our best swimmer.

In the example, the adjective clause is set off with commas. The clause is nonessential, or not necessary to identify which swimmer the writer means. The clause simply gives additional information about the noun it modifies.

A nonessential clause is a clause that is not necessary to make the meaning of a sentence clear. Use commas to set off nonessential clauses.

In this book, adjective clauses that begin with *that* are always essential, and adjective clauses that begin with *which* are always nonessential.

EXAMPLE Were you at the meet **that** our team won yesterday?
[essential]

EXAMPLE That meet, **which** began late, ended after dark.
[nonessential]

PRACTICE Identifying and Punctuating Adjective Clauses

Write each sentence. Underline the adjective clause. Add commas where they're needed. Write essential or non-essential to identify each adjective clause.

1. Many people like pizza that is covered with vegetables such as mushrooms, onions, and green peppers.
2. This pizza which also includes pepperoni is truly delicious.
3. The person who delivered the pizza looked familiar.
4. He was the older brother of a friend whom we had not seen for months.
5. We tipped him for the pizza that we had ordered.
6. Once my family went to a restaurant where we ordered pizza.
7. My friend's brother who had delivered the pizza waited on us there.
8. We ordered a different kind of pizza which we did not like so well.
9. We did not like the pizza which had spinach and tomatoes on it.
10. Next time, we will order the kind that we like best.

8.5 ADVERB CLAUSES

An **adverb clause** is a subordinate clause that often modifies the verb in the main clause of a complex sentence.

An adverb clause tells *how*, *when*, *where*, *why*, or *under what conditions* the action occurs.

EXAMPLE **After we won the meet**, we shook hands with our opponents.

EXAMPLE We won the meet **because we practiced hard**.

In the first sentence, the adverb clause *After we won the meet* modifies the verb *shook*. The adverb clause tells

when we shook hands. In the second sentence, the adverb clause *because we practiced hard* modifies the verb *won*. The adverb clause tells *why* we won the meet.

An adverb clause is introduced by a subordinating conjunction. A subordinating conjunction signals that a clause is a subordinate clause and cannot stand alone.

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

Use a comma after an adverb clause that begins a sentence. You usually don't use a comma before an adverb clause that comes at the end of a sentence.

NOTE Adverb clauses can also modify adjectives and adverbs.

PRACTICE Identifying Adverb Clauses

Write each adverb clause. Underline the subordinating conjunction. Then write the verb the adverb clause modifies.

1. Many people visit large cities because the cities have so much to offer.
2. When you go to a big city, you will usually see something very interesting.
3. If you visit Chicago, for example, you will find the lakefront especially fascinating and enjoyable.
4. Don't miss Navy Pier when you visit the lakefront.

5. When you're there, be sure to ride the Ferris wheel.
6. You will feel as if you are on an airplane!
7. However, you might avoid it if you're afraid of heights.
8. Some people ride it although they feel a little frightened.
9. You may also enjoy a boat ride on the lake unless you get seasick.
10. You can see Chicago's skyline while you ride the boat.

8.6 NOUN CLAUSES

A noun clause is a subordinate clause used as a noun.

Notice how the subject in blue type in the following sentence can be replaced by a clause.

EXAMPLE **A hockey player** wears protective equipment.

EXAMPLE **Whoever plays hockey** wears protective equipment.

The clause in blue type, like the words it replaces, is the subject of the sentence. Because this kind of clause acts as a noun, it's called a noun clause.

You can use a noun clause in the same ways you use a noun—as a subject, a direct object, an indirect object, an object of a preposition, and a predicate noun. In most sentences containing noun clauses, you can replace the noun clause with the word *it*, and the sentence will still make sense.

HOW NOUN CLAUSES ARE USED	
SUBJECT	Whoever plays hockey wears protective equipment.
DIRECT OBJECT	Suzi knows that ice hockey is a rough game.
INDIRECT OBJECT	She tells whoever will listen her opinions.
OBJECT OF A PREPOSITION	Victory goes to whoever makes more goals.
PREDICATE NOUN	This rink is where the teams play.

Here are some words that can introduce noun clauses.

WORDS THAT INTRODUCE NOUN CLAUSES		
how, however	when	who, whom
if	where	whoever, whomever
that	whether	whose
what, whatever	which, whichever	why

EXAMPLE **Whoever you choose** will look fine.

EXAMPLE **What I wonder** is **why she said that**.

EXAMPLE I don't know **who left this package here**.

EXAMPLE Ask the teacher **if this is the right answer**.

EXAMPLE Promise **whoever calls first** a special bonus.

EXAMPLE He worried about **what he had done**.

PRACTICE Identifying Noun Clauses

Write each noun clause. Then write subject, direct object, indirect object, object of a preposition, or predicate noun to tell how the noun clause is used.

1. Please tell me why you did that.
2. How you do the job is not my concern.
3. I don't know when we are leaving.
4. Give the package to whoever opens the door.
5. On the first day of school, Jim did not know where he should go.
6. Ask the principal whose locker this is.
7. Do you care whether I go to the game or not?
8. Wherever we go is all right with me.
9. The next president will be whoever wins the most electoral votes.
10. Come to the party in whatever costume you can make from objects around the house.

PRACTICE Proofreading

Rewrite the following passage, correcting errors in spelling, capitalization, grammar, and usage. Add any missing punctuation. Write legibly to be sure one letter is not mistaken for another. There are ten mistakes.

Madeleine Albright

¹Madeleine Albright was the first woman to became the Secretary of State in the United states. ²She was born in Czechoslovakia in 1937, she and her family moved to the United States in 1948. ³She graduated from Wellesley College with a bachelor's degree and she received both master's and doctorate degrees from Columbia University. ⁴She worked for sevreal nonprofit organizations besides she was a professor of international affairs at Georgetown University in Washington, D.C. ⁵In 1993 she was named ambassador to the United Nations where she served before becoming Secretary of State in 1997. ⁶The Senate unanimously confirmed her appointment to the position. ⁷She had a reputation which was gained by her hard work as a tough supporter of American intrtrests. ⁸As she served in the United Nations, she suggested how to accomplish foreign policy goals through political and military means.

POSTTEST Simple, Compound, and Complex Sentences

Write simple, compound, or complex to identify each sentence.

1. You have seen many books, but have you ever looked closely at them?
2. The number of pages in books is always a multiple of four; however, larger books are made in multiples of 16, 32, and even 64.

3. In most books, every right-hand page has an odd number and every left-hand page has an even number.
4. In one mystery story, the villain insisted that he placed a key piece of paper between pages 47 and 48 of a book.
5. Since this was impossible, the detective knew the villain was guilty!
6. Some people think that computers will someday replace books.
7. However, people will probably always want to have books.
8. For one thing, books are easy for people to carry and pack.
9. Some artists specialize in designing type faces that are used in books, magazines, and newspapers.
10. Word-processing programs on computers now use many of those same typefaces, and artists often use computers to design new ones.

POSTTEST **Adjective, Adverb, and Noun Clauses**

Identify each italicized clause by writing adjective, adverb, or noun.

11. People *who live in different parts of the world* usually dress to reflect the climate.
12. *Since the weather in most areas near the Equator is warm*, people there do not need heavy clothes.
13. Similarly, *whoever lives near the Arctic Circle* could not use clothes suitable for the beach.
14. Choosing clothes can be a problem for people in places *that have seasonal changes*.
15. Appropriate clothes depend on *whatever the weather is during a particular season*.
16. One day you may need a sweater *because temperatures are in the 60s*.
17. *If the next day is warmer*, you may not need a sweater.

18. *When they travel*, some people always take an umbrella and a sweater or jacket.
19. They believe *that it is best to be prepared for any kind of weather*.
20. *Before you go outside*, be sure to check the temperature.
21. A coat or jacket *that has a warm lining* is important clothing for the cold winters of the Northeast.
22. *Whatever kind of coat you have* should be warm enough for the coldest weather.
23. You'll probably need boots, *which you might want to make waterproof*.
24. Some organizations give *whomever needs one* a warm coat.
25. *Whenever it is cold*, people should wear heavy coats, hats, and gloves.

Subject-Verb Agreement

.....

9.1	Making Subjects and Verbs Agree	206
9.2	Problems in Locating the Subject.	208
9.3	Collective Nouns and Other Special Subjects	210
9.4	Indefinite Pronouns as Subjects.	212
9.5	Agreement with Compound Subjects	213

PRETEST Subject-Verb Agreement

Write the correct verb from the choices in parentheses.

1. Anna (wants, want) a babysitting job for the summer.
2. The owner of the puppies (seems, seem) interested in finding them good homes.
3. There (was, were) an accident on the highway near my home.
4. My teacher explained that physics (is, are) the study of energy, matter, and motion.
5. All of Remy's work (looks, look) neat and organized.
6. Either my mom or your parents (drive, drives) the car pool this week.
7. On the shelf in my office (is, are) pictures of my dog.
8. Keanu Reeves (plays, play) many roles in movies.
9. Each of the authors (writes, write) great novels.
10. Queen Victoria (was, were) eighteen years old when she became queen in 1837.
11. The teacher (needs, need) our project by Monday.
12. The members of the team (runs, run) in the race.

13. Both Plato and Aristotle (was, were) Greek philosophers and writers.
14. Sometimes lightning (causes, cause) forest fires.
15. Several (wants, want) to go to the zoo tomorrow.
16. She (like, likes) all of Jules Verne’s novels.
17. Some stories by Edgar Allan Poe (is, are) detective stories set in Paris.
18. (Has, Have) the jeans been patched yet?
19. The poet and novelist who wrote *The Hunchback of Notre Dame* (was, were) Victor Hugo.
20. There (is, are) enough seats for everyone.
21. Everybody on the rides (seems, seem) excited.
22. None of my sisters (has, have) birthdays during the winter months.
23. The Red Cross (brings, bring) help to those in need.
24. All of the music (was, were) classical.
25. The student or his teachers (wants, want) to change the appointment.

9.1 MAKING SUBJECTS AND VERBS AGREE

CCSS L.6.1c

The basic idea of subject-verb agreement is a simple one: A singular subject requires a singular verb, and a plural subject requires a plural verb. The subject and its verb are said to *agree in number*.

Notice that in the present tense the singular form of the verb usually ends in *-s* or *-es*.

SUBJECT-VERB AGREEMENT WITH NOUNS AS SUBJECTS	
SINGULAR	PLURAL
A botanist studies plant life.	Botanists study plant life.
A plant requires care.	Plants require care.

A verb must also agree with a subject that is a pronoun. Look at the chart that follows. Notice how the verb changes. In the present tense, the *-s* ending is used with the subject pronouns *he*, *she*, and *it*.

SUBJECT-VERB AGREEMENT WITH PRONOUNS AS SUBJECTS

SINGULAR	PLURAL
I work .	We work .
You work .	You work .
He, she, or it works .	They work .

The irregular verbs *be*, *have*, and *do* can be main verbs or helping verbs. These verbs must agree with the subject whether they’re main verbs or helping verbs.

EXAMPLES I **am** a botanist. He **is** a botanist. They **are** botanists.
[main verbs]

EXAMPLES She **is** working. You **are** studying. [helping verbs]

EXAMPLES I **have** a job. She **has** a career. [main verbs]

EXAMPLES He **has** planted a tree. They **have** planted trees. [helping verbs]

EXAMPLES He **does** well. They **do** the job. [main verbs]

EXAMPLES It **does** sound good. We **do** work hard. [helping verbs]

PRACTICE Making Subjects and Verbs Agree I

Write the subject. Then write the correct verb from the choices in parentheses.

- Many important inventions (is, are) credited to Thomas Alva Edison.
- Germaine (agrees, agree) with the answer.

3. The baby (smiles, smile) at her father.
4. It (is, are) a story about space travel.
5. We (says, say) the Pledge of Allegiance in class.
6. The soldier (gets, get) a letter from home.
7. Greek fables (has, have) a moral at the end.
8. Wynton Marsalis (has, have) recorded many jazz tunes.
9. He (does, do) enjoy listening to various melodies.
10. The doors (closes, close) behind you as you leave.

9.2 PROBLEMS IN LOCATING THE SUBJECT

Making a verb agree with its subject is easy when the verb directly follows the subject. Sometimes, however, a prepositional phrase comes between the subject and the verb.

EXAMPLE This **book** of Mark Twain's stories **appeals** to people of all ages.

EXAMPLE **Stories** by Washington Irving **are** also popular.

In the first sentence, *of Mark Twain's stories* is a prepositional phrase. The singular verb *appeals* agrees with the singular subject, *book*, not with the plural noun *stories*, which is the object of the preposition *of*. In the second sentence, *by Washington Irving* is a prepositional phrase. The plural verb *are* agrees with the plural subject, *Stories*, not with the singular noun *Washington Irving*, which is the object of the preposition *by*.

An inverted sentence is a sentence in which the subject follows the verb.

Inverted sentences often begin with a prepositional phrase. Don't mistake the object of the preposition for the subject of the sentence.

EXAMPLE Across the ocean **sail millions** of immigrants.

In inverted sentences beginning with *Here* or *There*, look for the subject after the verb. *Here* or *there* is never the subject of a sentence.

EXAMPLE Here **is** a **picture** of my grandparents.

EXAMPLE There **are** many **immigrants** among my ancestors.

By rearranging the sentence so the subject comes first, you can see the agreement between the subject and the verb.

EXAMPLE **Millions** of immigrants **sail** across the ocean.

EXAMPLE A **picture** of my grandparents **is** here.

EXAMPLE Many **immigrants are** there among my ancestors.

In some interrogative sentences, a helping verb comes before the subject. Look for the subject between the helping verb and the main verb.

EXAMPLE **Do** these **stories interest** you?

You can check the subject-verb agreement by making the sentence declarative.

EXAMPLE These **stories do interest** you.

PRACTICE Making Subjects and Verbs Agree II

Write the subject. Then write the correct verb from the choices in parentheses.

1. Inside my building (is, are) four apartments.
2. There (was, were) too much work for me to finish.
3. The chapters in the book (looks, look) interesting.
4. Here (is, are) the answers to the problems.
5. (Does, Do) you know Picasso's complete name or the names of some of his paintings?
6. Museums in Paris (display, displays) many of Rodin's sculptures.
7. (Was, Were) Abraham Lincoln the sixteenth president of the United States?

- 8. Near the palace (marches, march) the queen’s guards.
- 9. On the shelf (is, are) many maps of the Miami area.
- 10. Listeners of that station (hear, hears) the latest news.

9.3 COLLECTIVE NOUNS AND OTHER SPECIAL SUBJECTS

A **collective noun** names a group.

Collective nouns follow special agreement rules. A collective noun has a singular meaning when it names a group that acts as a unit. A collective noun has a plural meaning when it refers to the members of the group acting as individuals. The meaning helps you decide whether to use the singular or plural form of the verb.

EXAMPLE The **audience sits** in silence. [a unit, singular]

EXAMPLE The **audience sit** on chairs and pillows. [individuals, plural]

Certain nouns, such as *news* and *mathematics*, end in *s* but require singular verbs. Other nouns that end in *s* and name one thing, such as *scissors* and *binoculars*, require plural verbs.

EXAMPLE **News is** important to everyone. [singular]

EXAMPLE The **scissors are** in the top drawer. [plural]

SPECIAL NOUNS THAT END IN S			
SINGULAR		PLURAL	
civics	physics	binoculars	scissors
Los Angeles	United Nations	jeans	sunglasses
mathematics	United States	pants	trousers
news		pliers	tweezers

A subject that refers to an amount as a single unit is singular. A subject that refers to a number of individual units is plural.

EXAMPLE **Ten years seems** a long time. [single unit]

EXAMPLE **Ten years pass** quickly. [individual units]

EXAMPLE **Three dollars is** the admission price. [single unit]

EXAMPLE **Three dollars are** on the table. [individual units]

The title of a book or a work of art is always singular, even if a noun in the title is plural.

EXAMPLE ***Snow White and the Seven Dwarfs is*** a good Disney movie.

EXAMPLE ***The Last of the Mohicans was*** written by James Fenimore Cooper.

PRACTICE Making Subjects and Verbs Agree III

Write the subject. Then write the correct verb from the choices in parentheses.

1. *The Pickwick Papers* (is, are) a novel by Charles Dickens, an English writer.
2. Six dollars (was, were) too much to pay.
3. The scissors (seems, seem) sharp.
4. Physics (is are) a difficult subject for some students.
5. The class (give, gives) their written reports to the teacher on Mondays.
6. Three dollars (is, are) scattered on the floor.
7. The group (plans, plan) to go downtown.
8. The collection (is, are) on display at the modern art museum.
9. *Gulliver's Travels* (was, were) written by Jonathan Swift.
10. Three days (is, are) enough time to practice.

9.4 INDEFINITE PRONOUNS AS SUBJECTS

CCSS L.6.1c

An **indefinite pronoun** is a pronoun that does not refer to a particular person, place, or thing.

Some indefinite pronouns are singular. Others are plural. When an indefinite pronoun is used as a subject, the verb must agree in number with the pronoun.

SOME INDEFINITE PRONOUNS

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

The indefinite pronouns *all*, *any*, *most*, *none*, and *some* may be singular or plural, depending on the phrase that follows.

EXAMPLE **Most** of the forest **lies** to the east. [singular]

EXAMPLE **Most** of these scientists **study** forest growth. [plural]

Often a prepositional phrase follows an indefinite pronoun that can be either singular or plural. To decide whether the pronoun is singular or plural, look at the object of the preposition. In the first sentence, *most* refers to *forest*. Because *forest* is singular, *most* must be considered as a single unit. In the second sentence, *most* refers to *scientists*. Because *scientists* is plural, *most* should be considered as individual units.

PRACTICE Making Subjects and Verbs Agree IV

Write the subject. Then write the correct verb from the choices in parentheses.

1. Anyone at the desk (takes, take) the money.
2. Most of the books (sell, sells) at discount.
3. Few (finds, find) the subject interesting.
4. All of his work (remains, remain) lost.
5. Either of the choices (is, are) fine.
6. Some of the states (holds, hold) primary elections on the same day.
7. All of the cheering (is, are) making the hall noisy.
8. Everything (comes, come) to those who wait.
9. No one (wants, want) to be the villain in the play.
10. Most of the senators (leave, leaves) Washington before the Labor Day weekend.

9.5 AGREEMENT WITH COMPOUND SUBJECTS

A **compound subject** contains two or more simple subjects that have the same verb.

Compound subjects may require a singular or a plural verb, depending on how the subjects are joined. When two or more subjects are joined by *and* or by the correlative conjunction *both . . . and*, the plural form of the verb should be used.

EXAMPLE New York, Denver, **and** London **have** smog.

EXAMPLE **Both** automobiles **and** factories **contribute** to smog.

Sometimes *and* is used to join two words that are part of one unit or refer to a single person or thing. In these cases, the subject is singular. In the following example, *captain* and *leader* refer to the same person. Therefore, the singular form of the verb is used.

EXAMPLE The captain **and** leader of the team **is** Ms. Cho.

When two or more subjects are joined by *or* or by the correlative conjunction *either . . . or* or *neither . . . nor*, the verb agrees with the subject that is closer to it.

EXAMPLE The cities **or** the state **responds** to pollution complaints.

EXAMPLE **Either** smoke **or** gases **cause** the smog.

In the first sentence, *responds* is singular because the closer subject, *state*, is singular. In the second sentence, *gases* is the closer subject. The verb is plural because the closer subject is plural.

PRACTICE Making Subjects and Verbs Agree V

Write the complete subject. Then write the correct verb from the choices in parentheses.

1. Thomas Edison and Joseph Swan (shares, share) the credit for inventing the light bulb.
2. Both plants and animals (has, have) scientific names that indicate the group to which they belong.
3. Neither my grandparents nor my aunt (calls, call) me by my nickname.
4. The outlaws or Robin Hood (was, were) sure to win the Sheriff of Nottingham's archery contest.
5. Either Dimitri or his sisters (gets, get) to fly to Greece to visit the family.
6. My favorite teacher and tutor (was, were) Ms. Hidaka.
7. Porthos, Athos, and Aramis (is, are) the names of the Three Musketeers.
8. Either the sandwiches or the chef's salad (provides, provide) a good nutritional meal.
9. Zosha and her friends (brings, bring) stuffed animals to all of the sleepovers.
10. Neither the Beatles nor Elvis Presley (has, have) lost popularity with young listeners.

PRACTICE Proofreading

Rewrite the following passage, correcting errors in spelling, capitalization, grammar, and usage. Add any missing punctuation. Write legibly to be sure one letter is not mistaken for another. There are 10 mistakes.

Eldrick Woods

¹Does the name Eldrick Woods sound familiar ²If not, perhaps his nickname Tiger ring a bell. ³Tiger Woods are the first golfer of African American descent to win the Masters Tournament. ⁴It remain one of the most important golf events.

⁵tiger, born in 1975, is the son of Earl and Kultida Woods. ⁶By the age of fifteen, he was the yungest winner of the U.S. Junior Amateur Championship. ⁷Woods have become the first golfer in over two decades to win eight PGA tournaments in a year. ⁸Ben Hogan's streak of six consecutive wins were tied by Woods. ⁹Six million dollars are the amount Woods has earned in a season. ¹⁰Because of him, more young people has tried golf.

POSTTEST Subject-Verb Agreement

Write the correct verb from the choices in parentheses.

1. Raheem, Gita, and Nina (discusses, discuss) the problems in their native countries.
2. She (looks, look) for clues to the puzzle.
3. All stories by Hans Christian Andersen (is, are) children's stories written in the nineteenth century.
4. A famous leader of civil rights (was, were) Martin Luther King Jr.
5. The flock (flies, fly) south for the winter.
6. Both David Livingstone and Henry Morton Stanley (is, are) known as great explorers.
7. Six days (seems, seem) like a long time to be sick.
8. Each of the meals (has, have) been wrapped in foil.

9. Los Angeles (seems, seem) like an interesting city.
10. Somebody (calls, call) my house every morning and wakes me up.
11. My slacks (looks, look) fashionable.
12. Neither the flute nor the violins (was, were) played in the big band.
13. One kind of painting (is, are) called a fresco.
14. Facial expressions or gestures (helps, help) a mime create a silent play.
15. The family (does, do) ride in the same car.
16. Several of the tourists (visits, visit) the Art Institute of Chicago.
17. *Twenty Thousand Leagues Under the Sea* (is, are) one of the first science fiction stories.
18. In the exhibit at the zoo (rests, rest) the aged lion.
19. (Does, Do) detective stories appeal to you?
20. All of Edgar Allan Poe's work (was, were) written in the 1800s.
21. Most of his stories (features, feature) frightening or mysterious scenes.
22. There (is, are) five parts in a pentathlon: riding, fencing, running, swimming, and shooting.
23. She (tries, try) to warm up before each event.
24. Many (pulls, pull) muscles during a sporting event.
25. Either the music teacher or his students (tunes, tune) the instruments for the concert.

Diagramming Sentences

10.1	Diagramming Simple Subjects and Simple Predicates.	218
10.2	Diagramming the Four Kinds of Sentences	219
10.3	Diagramming Direct and Indirect Objects. . .	221
10.4	Diagramming Adjectives, Adverbs, and Prepositional Phrases	222
10.5	Diagramming Predicate Nouns and Predicate Adjectives.	223
10.6	Diagramming Compound Sentence Parts. . .	225
10.7	Diagramming Compound Sentences.	226
10.8	Diagramming Complex Sentences with Adjective and Adverb Clauses	228
10.9	Diagramming Noun Clauses.	230

PRETEST Diagramming Sentences

Diagram each sentence.

1. Raindrops fell.
2. Class has started.
3. Run!
4. May I go?
5. Set the table.
6. Mrs. Alvarez showed us a map.
7. The singer gave her fan an autograph.
8. The little white dog rolled in the thick mud.
9. Sometimes a very funny actor performs here.

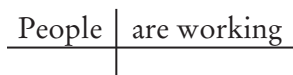
10. The author of the book competed in the Olympics.
11. Scooters have suddenly become very popular.
12. Winston Churchill was Prime Minister of Britain.
13. Buses and taxis crowded the streets of the city.
14. Many birds whistled and chirped.
15. Robert Peary explored the Arctic, and Robert Scott explored Antarctica.
16. Dan rarely writes letters, but he sends e-mail every day.
17. Spiders that live in the rain forest often grow huge.
18. Since Tyra fell asleep, she missed her favorite show.
19. What he said was a fact.
20. President Kennedy hoped that Americans would land on the Moon.

10.1 DIAGRAMMING SIMPLE SUBJECTS AND SIMPLE PREDICATES

The basic parts of a sentence are the subject and the predicate. To diagram a sentence, first draw a horizontal line. Then draw a vertical line that crosses the horizontal line.

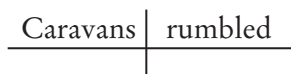
To the left of the vertical line, write the simple subject. To the right of the vertical line, write the simple predicate. Use capital letters as they appear in the sentence, but don't include punctuation.

EXAMPLE People are working.

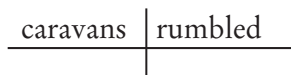


In a diagram, the positions of the subject and the predicate always remain the same.

EXAMPLE Caravans rumbled across the prairie.



EXAMPLE Across the prairie rumbled caravans.



PRACTICE Diagraming Simple Subjects and Simple Predicates

Diagram the simple subject and the simple predicate.

1. People change.
2. The sauce smells spicy.
3. First came the marching band.
4. Jefferson had been Washington's secretary of state.
5. The neighbors are having a cookout.
6. Over the prairie galloped the wild horses.
7. Planes landed frequently.
8. Into the ballroom walked the beautiful princess.
9. The air is so fresh near the ocean.
10. The scientists had been searching for dinosaur bones.

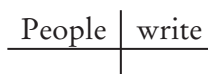
10.2 DIAGRAMING THE FOUR KINDS OF SENTENCES

Study the diagrams of the simple subject and the simple predicate for the four kinds of sentences. Recall that in an interrogative sentence the subject often comes between the two parts of a verb phrase. In an imperative sentence, the simple subject is the understood *you*.

Notice that the positions of the simple subject and the simple predicate in a sentence diagram are always the same, regardless of the word order in the original sentence.

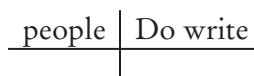
DECLARATIVE

EXAMPLE **People write** letters.



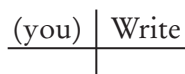
INTERROGATIVE

EXAMPLE **Do** many **people write** letters?



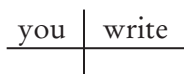
IMPERATIVE

EXAMPLE **Write** a letter.



EXCLAMATORY

EXAMPLE What interesting letters **you write!**



PRACTICE Diagraming the Four Kinds of Sentences

Diagram the simple subject and the simple predicate.

1. Call me at home tonight.
2. What a sad movie I saw!
3. Many reptiles live in the desert.
4. Forget about your problems.
5. Did Neil Armstrong make a second trip to the Moon?
6. How bold General Washington was!
7. Shall we go fishing?
8. Add these numbers.
9. The city is quiet tonight.
10. Have the tulips bloomed yet?

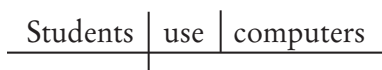
10.3 DIAGRAMMING DIRECT AND INDIRECT OBJECTS

A direct object is part of the predicate. In a sentence diagram, write the direct object to the right of the verb. Draw a vertical line to separate the verb from the direct object. This vertical line, however, does *not* cross the horizontal line.

EXAMPLE People invent **machines**.

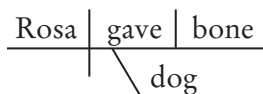


EXAMPLE Students use **computers**.



An indirect object is also part of the predicate. It usually tells to whom or for whom the action of a verb is done. An indirect object always comes before a direct object in a sentence. In a sentence diagram, write an indirect object on a horizontal line below and to the right of the verb. Join it to the verb with a slanted line.

EXAMPLE Rosa gave the **dog** a bone.



PRACTICE Diagramming Direct and Indirect Objects

Diagram the simple subject, the simple predicate, and the direct object. Diagram the indirect object if the sentence has one.

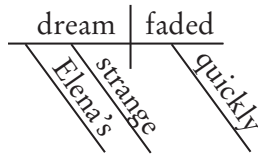
1. Hurricane Hugo struck South Carolina.
2. The waiter was serving the family dessert.
3. The settlers planted crops.
4. Mozart wrote over forty symphonies.
5. Canadian Indians invented the game of lacrosse.

6. The sun gave me a headache.
7. A watchdog protected the house.
8. The French gave Americans the Statue of Liberty.
9. Louis Armstrong played the trumpet.
10. Mom wrote the company a letter.

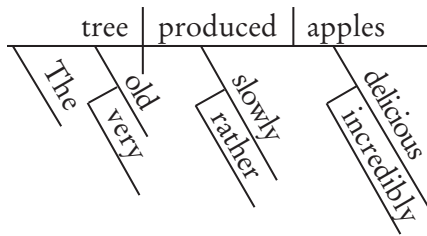
10.4 DIAGRAMMING ADJECTIVES, ADVERBS, AND PREPOSITIONAL PHRASES

In a diagram, write adjectives and adverbs on slanted lines beneath the words they modify.

EXAMPLE Elena's strange dream faded quickly.

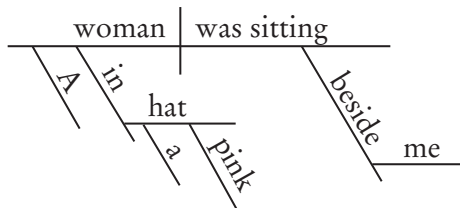


EXAMPLE The very old tree produced incredibly delicious apples rather slowly.



A prepositional phrase can be either an adjective phrase or an adverb phrase. Study the diagram for prepositional phrases.

EXAMPLE A woman in a pink hat was sitting beside me.



PRACTICE Diagramming Adjectives, Adverbs, and Prepositional Phrases

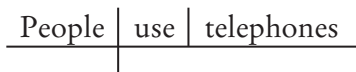
Diagram each sentence.

1. A bad winter storm destroyed the huge oak tree.
2. A tiny baby was born to the panda at the city zoo.
3. The race car driver went around the last curve too fast.
4. The very first buses were pulled by horses.
5. In 1965 Martin Luther King Jr. led a march for civil rights in Alabama.
6. A British scientist discovered penicillin in 1928.
7. The huge ocean liner makes several trips across the Atlantic each year.
8. The girls always had a delicious snack at the bakery on the corner.
9. Charles Schulz drew his popular comic strip for nearly fifty years.
10. The ship sailed around the southern coast of Africa on its way to India.

10.5 DIAGRAMMING PREDICATE NOUNS AND PREDICATE ADJECTIVES

In a sentence diagram, a direct object follows the verb.

EXAMPLE People use telephones.



To diagram a sentence with a predicate noun, write the predicate noun to the right of the linking verb. Draw a slanted line to separate the verb from the predicate noun.

EXAMPLE Telephones are useful **instruments**.

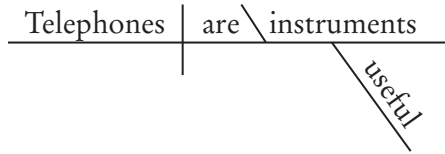
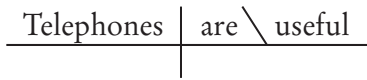


Diagram a predicate adjective in the same way.

EXAMPLE Telephones are **useful**.



PRACTICE Diagraming Predicate Nouns and Predicate Adjectives

Diagram each sentence.

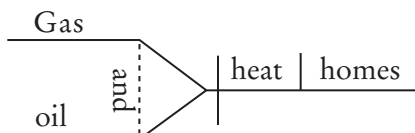
1. The sky is clear today.
2. Elizabeth II became Queen of Great Britain in 1952.
3. The bridge seemed sturdy enough.
4. I felt rather sad on the last day of school.
5. The first assignment was a play by Shakespeare.
6. The unripe plums tasted sour.
7. Franklin Roosevelt was president for twelve years.
8. The Model T Ford was a popular car.
9. Bald eagles look quite powerful.
10. One important Roman invention was concrete.

10.6 DIAGRAMING COMPOUND SENTENCE PARTS

Coordinating conjunctions such as *and*, *but*, and *or* are used to join compound parts: words, phrases, or sentences. To diagram compound parts of a sentence, write the second part of the compound below the first. Write the coordinating conjunction on a dotted line connecting the two parts.

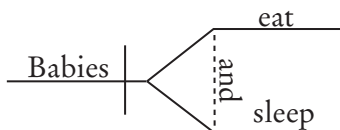
COMPOUND SUBJECT

EXAMPLE Gas and oil heat homes.



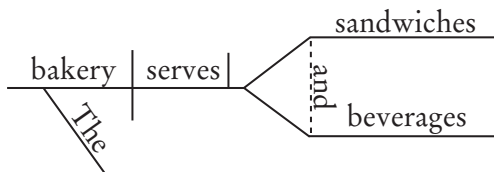
COMPOUND PREDICATE

EXAMPLE Babies eat and sleep.



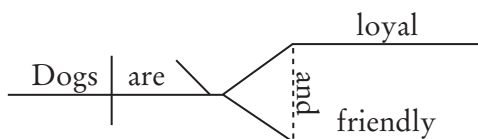
COMPOUND DIRECT OBJECT

EXAMPLE The bakery serves sandwiches and beverages.



COMPOUND PREDICATE NOUN OR PREDICATE ADJECTIVE

EXAMPLE Dogs are **loyal and friendly**.



PRACTICE Diagraming Compound Sentence Parts

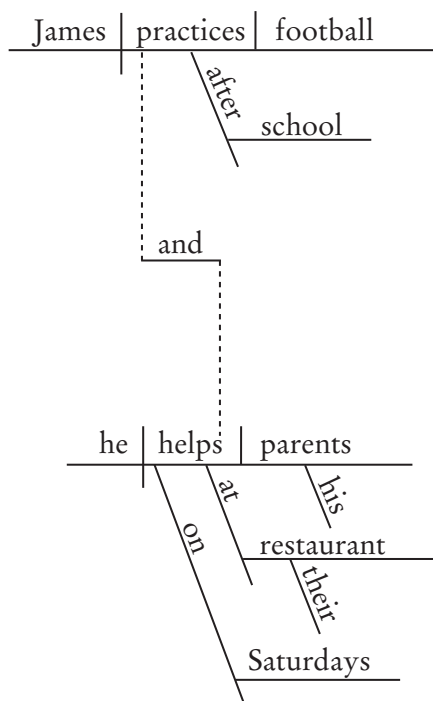
Diagram each sentence.

1. Lewis and Clark explored the Pacific coast.
2. Fishers in Maine catch lobsters and crabs.
3. The campers sail or swim.
4. Lions and tigers are larger than leopards.
5. Summers in Arizona are hot and dry.
6. Tomatoes and peppers grew in the garden.
7. His friends became bankers and lawyers.
8. The tacos were tasty but hot.
9. The Bering Strait separates Alaska and Siberia.
10. The children shouted and laughed.

10.7 DIAGRAMING COMPOUND SENTENCES

To diagram a compound sentence, diagram each main clause separately. If the main clauses are connected by a semicolon, use a vertical dotted line to connect the verbs of the clauses. If the main clauses are connected by a conjunction such as *and*, *but*, or *or*, write the conjunction on a solid horizontal line and connect it to the verb in each clause with a dotted line.

EXAMPLE James practices football after school, **and** on Saturdays he helps his parents at their restaurant.



PRACTICE Diagramming Compound Sentences

Diagram each sentence.

1. The day had been hot, yet the evening was chilly.
2. A Siamese cat has short hair, and a Persian cat has long fluffy fur.
3. You can eat in the cafeteria, or you can take your lunch outside.
4. The Empire State Building is in New York City, and the Willis Tower is in Chicago.
5. We looked for a meteor, but we never saw one.
6. The first automobiles had engines in the rear; later models had engines in the front.
7. The garlic smelled strong, but it tasted delicious in the stew.

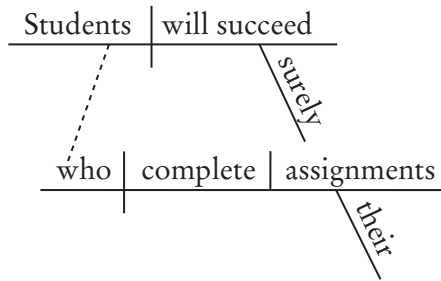
8. The first batter got a single; he stole second base.
9. The castle's moat kept enemies out, and its drawbridge let friends in.
10. The winter days were warm, but it often rained.

10.8 DIAGRAMING COMPLEX SENTENCES WITH ADJECTIVE AND ADVERB CLAUSES

To diagram a sentence with an adjective clause, write the adjective clause below the main clause. Draw a dotted line between the relative pronoun in the adjective clause and the word the adjective clause modifies in the main clause. Position the relative pronoun according to its use in its own clause. In the first example, *who* is the subject of the verb *complete*. In the second example, *that* is the direct object of the verb *watched*.

ADJECTIVE CLAUSE

EXAMPLE Students **who complete their assignments** will surely succeed.



EXAMPLE The movie **that we watched** was very funny.

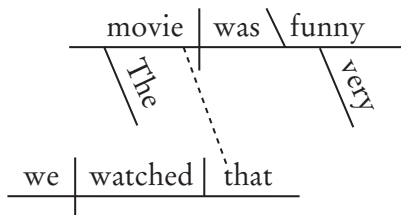
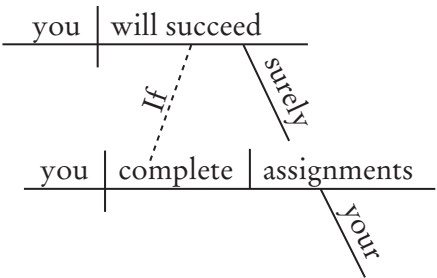


Diagram an adverb clause below the main clause. Draw a dotted line between the verb in the adverb clause and the word the adverb clause modifies in the main clause. Then write the subordinating conjunction on the dotted connecting line.

ADVERB CLAUSE

EXAMPLE *If you complete your assignments*, you will surely succeed.



PRACTICE **Diagraming Complex Sentences with Adjective and Adverb Clauses**

Diagram each sentence.

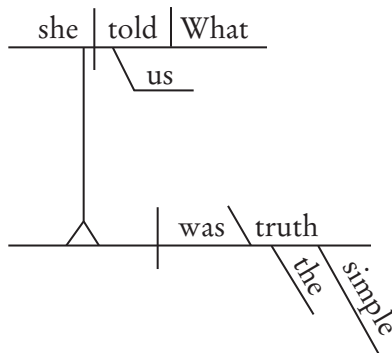
1. Everyone left town when the nearby volcano erupted.
2. Sally Ride, whom I admire, flew on the space shuttle.
3. Before you play a tennis match, you must practice.
4. The tornado that struck Oklahoma did much damage.
5. Tim must work very hard if he makes the team.
6. Because the water is rough, people rarely swim across the English Channel.
7. Paul McCartney wrote many songs after the Beatles broke up.
8. The book that I liked best was *Jane Eyre*.
9. The person who wrote it was Charlotte Brontë.
10. We played outside until the sun set.

10.9 DIAGRAMMING NOUN CLAUSES

Noun clauses can be used in sentences as subjects, direct objects, indirect objects, objects of prepositions, and predicate nouns. In the following example, the noun clause is the subject.

NOUN CLAUSE AS SUBJECT

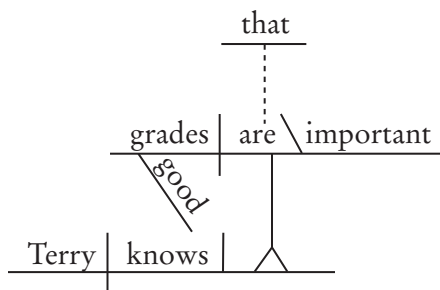
EXAMPLE What she told us was the simple truth.



Notice that the clause is written on a “stilt” placed on the base line where the subject usually appears. The word that introduces a noun clause is diagrammed according to its use within its own clause. In the noun clause in the example, the word *What* is the direct object. If the word that introduces the noun clause isn’t really part of either the noun clause or the main clause, write the word on its own line.

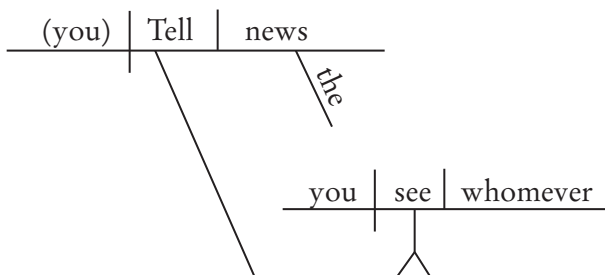
NOUN CLAUSE AS DIRECT OBJECT

EXAMPLE Terry knows that good grades are important.



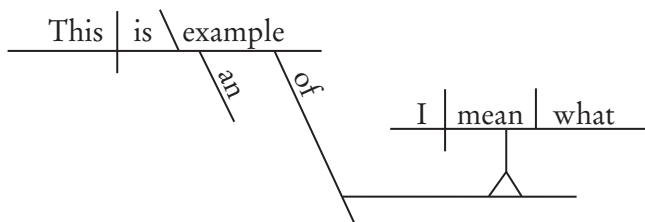
NOUN CLAUSE AS INDIRECT OBJECT

EXAMPLE Tell **whomever you see** the news.



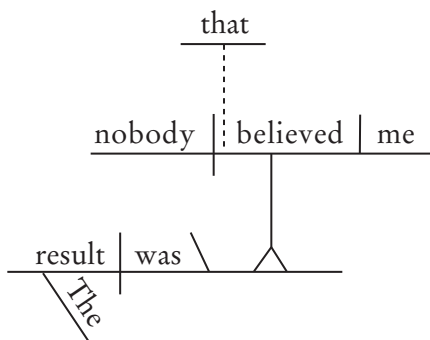
NOUN CLAUSE AS OBJECT OF A PREPOSITION

EXAMPLE This is an example of **what I mean**.



NOUN CLAUSE AS PREDICATE NOUN

EXAMPLE The result was **that nobody believed me**.



PRACTICE Diagraming Noun Clauses*Diagram each sentence.*

1. The class sang a song for whoever had a birthday.
2. The ending of the movie was what surprised me.
3. On Saturdays, Josh does whatever he wants.
4. Why Amelia Earhart disappeared remains a mystery.
5. Whatever happens can be blamed on the weather.
6. Give whoever shows up your extra ticket.
7. It appears that the Mets will be in the World Series.
8. Scientists have learned what causes Lyme disease.
9. General Eisenhower decided when D-Day would occur.
10. You can use the money for whatever you choose.

POSTTEST Diagraming Sentences*Diagram each sentence.*

1. Dogs barked.
2. Everyone was writing.
3. Has Sharon called?
4. Beware!
5. Read this article.
6. J. K. Rowling gave her readers another Harry Potter book.
7. The coach handed the team captains new uniforms.
8. The young boy sang beautifully in many concerts.
9. Robert Frost wrote poems about the interesting landscape of New England.
10. The very first Scottish golf ball consisted of feathers with a leather cover.
11. The herb garden smells very fresh.
12. Our country is a democracy.
13. Jen's favorite outfit is gray slacks and a pink shirt.
14. St. Bernards and Newfoundlands are rescue dogs.
15. Venice's canals look delightful, but they cause many problems.

- 16.** Calcium is found in milk, and it is also added to other food products.
- 17.** That singer, whom we saw in concert, has a new CD.
- 18.** If you like modern art, you should visit the new museum in London.
- 19.** Why dinosaurs died out is unknown.
- 20.** Some experts think that the earth became too cold.

Chapter 11

Capitalization

.....

11.1	Capitalizing Sentences, Quotations, and Letter Parts	236
11.2	Capitalizing Names and Titles of People ..	238
11.3	Capitalizing Names of Places	239
11.4	Capitalizing Other Proper Nouns and Adjectives	241

PRETEST Capitalization

Write each sentence. Use capital letters correctly.

1. did you know that the movie *titanic* won the Oscar for best picture in 1997?
2. When i visited Cape Canaveral, i saw the space shuttle *columbia*.
3. *oklahoma!* was a musical that premiered on broadway in 1943.
4. My Father is a member of the city council who ran on the Green Party ticket.
5. Do You live on River road or daisy Lane?
6. I visited the National Women's hall of fame, which is located in Seneca falls, New york.
7. Maryland was named for queen Henrietta Maria, who was married to king charles I of England.
8. The author of the article is the well-known children's doctor Kenneth Baker, m.d.

9. After president Richard Milhous Nixon resigned on August 9, 1974, Vice President gerald r. Ford became President.
10. Elaine's Uncle took her Brother and younger sister to see the film.
11. Zak said, "i want to visit washington, D.C., in the spring when the cherry trees are blooming."
12. Lily mentioned that She wanted to visit the grand canyon.
13. Has anyone in the class read the Book *The diary of Anne Frank*?
14. Aunt Jody lives in Northern Minnesota, but her sister lives in southern California.
15. Mr. and mrs. lopez moved from the Southwest to new England.
16. The humber River bridge in England is one of the longest Bridges in the world.
17. The book *A Drop of Water: A Book of science and Wonder* was written by Walter Wick.
18. The cleveland Museum of Art has a new Exhibit in its main hall.
19. Beginning in december, Mr. Brady will teach Language Arts.
20. When I wash up after gardening, i use Mother earth soap.
21. The Wives of Presidents have made important contributions to our nation.
22. Mrs. Johnson began a campaign to clean up the highways of the united states.
23. We met dr. Kramer and his family at a japanese restaurant downtown.
24. did you see the article about the declaration of Independence and the beginning of the American Revolution in Sunday's *Boston globe*?
25. In her report, Telma said, "camels and rattlesnakes can live in the Desert."

11.1 CAPITALIZING SENTENCES, QUOTATIONS, AND LETTER PARTS

CCSS L.6.2

A capital letter marks the beginning of a sentence. A capital letter also marks the beginning of a direct quotation and the salutation and the closing of a letter.

RULE 1 Capitalize the first word of every sentence.

EXAMPLE **M**any people worked for the independence of the colonies.

RULE 2 Capitalize the first word of a direct quotation that is a complete sentence. A direct quotation gives a speaker's exact words.

EXAMPLE Travis said, "**O**ne of those people was Paul Revere."

RULE 3 When a direct quotation is interrupted by explanatory words, such as *she said*, don't begin the second part of the direct quotation with a capital letter.

EXAMPLE "I read a famous poem," said Kim, "**a**bout Paul Revere."

When the second part of a direct quotation is a new sentence, put a period after the explanatory words and begin the second part of the quotation with a capital letter.

EXAMPLE "I know that poem," said Sarah. "**M**y class read it last week."

RULE 4 Don't capitalize an indirect quotation. An indirect quotation does not repeat a person's exact words and should not be enclosed in quotation marks. An indirect quotation is often introduced by the word *that*.

EXAMPLE The teacher said **t**he poem was written by Longfellow.

EXAMPLE The teacher said **that t**he poem was written by Longfellow.

RULE 5 Capitalize the first word in the salutation and the closing of a letter. Capitalize the title and the name of the person addressed.

EXAMPLES Dear Mrs. Adamson, Sincerely yours,

EXAMPLES My dear Abigail, With love,

NOTE Usually, the first word in each line of a poem is capitalized, but many modern poets don't follow this style. When you copy a poem, use the style of the original version.

PRACTICE Capitalizing Sentences, Quotations, and Letter Parts

Write each sentence. Use capital letters correctly. If a sentence is already correct, write correct.

1. colds are common illnesses that many people experience once or twice a year.
2. chris asked, "how do you catch a cold?"
3. "I think," said Maura, "that you catch a cold by going outside without a coat."
4. "That is incorrect," said Patrick. "colds are caused by viruses, and the best way to avoid a cold is to wash your hands."
5. There is no cure for a Cold.
6. some vitamins can make you feel better.
7. Donna said, "a cold lasts for about one or two weeks."
8. Jason said That he had many colds last year.
9. this year he will eat well and get enough sleep.
10. *Rewrite each salutation and closing correctly.*
 - a. dear Dr. kwan,
 - b. My dear marcela,
 - c. yours sincerely,
 - d. your Friend always,

11.2 CAPITALIZING NAMES AND TITLES OF PEOPLE

CCSS L.6.2

RULE 1 Capitalize the names of people and the initials that stand for their names.

EXAMPLES Clark **K**ent Susan **B. A**nthony **E. C. S**anton

RULE 2 Capitalize a title or an abbreviation of a title when it comes before a person's name.

EXAMPLES **P**resident Wilson **D**r. Martin Luther King **M**s. Ruiz

Capitalize a title when it's used instead of a name.

EXAMPLE "Has the enemy surrendered, **G**eneral?" asked the colonel.

Don't capitalize a title that follows a name or one that is used as a common noun.

EXAMPLE Woodrow Wilson, **p**resident of the United States during World War I, supported cooperation among nations.

EXAMPLE Who was Wilson's **v**ice **p**resident?

RULE 3 Capitalize the names and abbreviations of academic degrees that follow a name. Capitalize *Jr.* and *Sr.*

EXAMPLES M. Katayama, **M.D.** Janis Stein, **Ph.D.** Otis Ames **Jr.**

RULE 4 Capitalize words that show family relationships when they're used as titles or as substitutes for names.

EXAMPLE Last year **F**ather and **A**unt Beth traveled to several western states.

Don't capitalize words that show family relationships when they follow possessive nouns or pronouns.

EXAMPLE Jo's **u**ncle took photographs. My **a**unt Mary framed them.

RULE 5 Always capitalize the pronoun *I*.

EXAMPLE American history is the subject **I** like best.

PRACTICE Capitalizing Names and Titles of People

Write each sentence. Use capital letters correctly. If a sentence is already correct, write correct.

1. Johannes gutenberg changed how books were made.
2. My Uncle Ed said that we could visit aunt beverly and him any time.
3. Will i be invited to ms. Simpson's play?
4. In the story by r. l. Stevenson, dr. Jekyll and mr. hyde were two sides of the same person.
5. The new first-grade teacher is p. sami lin, who is Su Lin's Uncle.
6. Antonio Galves jr. helped campaign for his father.
7. My father and my uncle Lewis always go on a fishing trip to Canada in the summer.
8. President John q. Adams was the son of the second President, John Adams.
9. Bill Cosby, ed.d., is a popular comic, actor, and author.
10. Last week I saw the letters that the General wrote.

11.3 CAPITALIZING NAMES OF PLACES

CCSS L.6.2

The names of specific places are proper nouns and should be capitalized. Don't capitalize articles and short prepositions that are part of geographical names.

RULE 1 Capitalize the names of cities, counties, states, countries, and continents.

EXAMPLES **S**an **D**iego **C**ook **C**ounty **N**orth **C**arolina
 Japan **M**exico **E**urope

RULE 2 Capitalize the names of bodies of water and other geographical features.

EXAMPLES Lake Michigan Gulf of Mexico Pacific Ocean
Mojave Desert Napa Valley Rocky Mountains

RULE 3 Capitalize the names of sections of a country.

EXAMPLES the Sun Belt New England the Great Plains

RULE 4 Capitalize direction words when they name a particular section of a country.

EXAMPLES the South the West Coast the Northeast

Don't capitalize direction words used in other ways.

EXAMPLES southern California northerly winds
Kansas is west of Missouri.

RULE 5 Capitalize the names of streets and highways.

EXAMPLES Main Street Route 66 Pennsylvania Turnpike

RULE 6 Capitalize the names of particular buildings, bridges, monuments, and other structures.

EXAMPLES the White House Golden Gate Bridge
Lincoln Memorial the Rose Bowl

PRACTICE Capitalizing Names of Places

Write each sentence. Use capital letters correctly.

1. Springfield, not chicago, is the capital of illinois.
2. Dad visited japan last year.
3. Africa's nile river, which flows North into the mediterranean sea, is the world's longest river.
4. The Pacific ocean is much larger than the atlantic.
5. Boston is Northeast of New york.
6. We will mainly travel on interstate 95.

7. Huge dust storms covered much of the great plains in the 1930s.
8. The Grand canyon is located in the southwest.
9. We stopped in cleveland on our way to buffalo.
10. Did you know that california is called the Golden State?

11.4 CAPITALIZING OTHER PROPER NOUNS AND ADJECTIVES CCSS L.6.2

Many nouns besides the names of people and places are proper nouns and should be capitalized. Adjectives formed from proper nouns are called proper adjectives and should also be capitalized.

RULE 1 Capitalize all important words in the names of clubs, organizations, businesses, institutions, and political parties.

EXAMPLES Girl Scouts of America American Red Cross
Microsoft Corporation Smithsonian Institution
University of Nebraska Republican Party

RULE 2 Capitalize brand names but not the nouns following them.

EXAMPLES Downhome soup Lull-a-bye diapers Kruncho crackers

RULE 3 Capitalize all important words in the names of particular historical events, time periods, and documents.

EXAMPLES Revolutionary War Iron Age Gettysburg Address

RULE 4 Capitalize the names of days of the week, months of the year, and holidays. Don't capitalize the names of the seasons.

EXAMPLES Sunday April Thanksgiving Day spring

RULE 5 Capitalize the first word and the last word in the titles of books, chapters, plays, short stories, poems, essays, articles, movies, television series and programs, songs, magazines, and newspapers. Capitalize all other words except articles, coordinating conjunctions, and prepositions of fewer than five letters. Don't capitalize the word *the* before the title of a magazine or newspaper.

EXAMPLES *A Wrinkle in Time* "Mammals and Their Young"
 "The Lady or the Tiger?" "The Truth About Dragons"
 "Over the Rainbow" *Seventeen*

RULE 6 Capitalize the names of languages, nationalities, and ethnic groups.

EXAMPLES English Japanese Native Americans

RULE 7 Capitalize proper adjectives. A proper adjective is an adjective formed from a proper noun.

EXAMPLES African American voters Mexican art
 a Broadway musical Appalachian families

NOTE Capitalize the names of religions and the people who practice them. Capitalize the names of holy days, sacred writings, and deities.

EXAMPLES Islam Muslims Easter the Bible Allah

NOTE Capitalize the names of trains, ships, airplanes, and spacecraft.

EXAMPLES the Orient Express *Titanic*
Spirit of St. Louis *Voyager 2*

NOTE Don't capitalize the names of school subjects, except for proper nouns and adjectives and course names followed by a number.

EXAMPLES language arts geography earth science
 American history French Algebra 1

PRACTICE Capitalizing Other Proper Nouns and Adjectives

Write each sentence. Use capital letters correctly.

1. In August 1807, Robert Fulton's steamboat *clermont* traveled up the Hudson River for the first time.
2. Next year I will take Algebra, spanish, english, and world history 1.
3. The koran is the holy book of muslims, and the bible is the holy book of christians.
4. The chinese chefs teach cooking lessons at the college of Lake County.
5. Read the chapter that is titled "types of insects."
6. The united way raises funds for many organizations.
7. The movie explained the background of the civil War.
8. This year, thanksgiving day will be on thursday, november 24.
9. Paul Simon, an american songwriter, produced the album *graceland* with south african musicians.
10. Mom bought High-Rise biscuits for sunday brunch.

PRACTICE Proofreading

Rewrite the following letter, correcting errors in spelling, capitalization, grammar, and usage. Add any missing punctuation. Write legibly to be sure one letter is not mistaken for another. There are ten mistakes.

Elvis Presley

¹dear Jenny,

²I am enjoying my vacation in memphis, Tennessee. ³did you know that this is where Elvis presley lived? ⁴For a long time, he was the most popular American singer in the world. ⁵I saw his home, Graceland.

⁶Elvis was born in 1935 in mississippi. ⁷When he was a tean, Elvis paid to make a record for his Mother's birthday. ⁸The owner of the studio offered him a job. ⁹His first hit record was "That's all Right, mama." ¹⁰By the time he died in the Summer of 1977, he had recorded more than forty gold albums.

¹¹Best Wishes,

¹²Colin

POSTTEST Capitalization

Write each sentence. Use capital letters correctly.

1. Melinda asked, "where do you live?"
2. "We just moved to a small town in Southern wisconsin," i answered.
3. Are you a Chicago White sox, Chicago cubs, or milwaukee Brewers fan?
4. Do you know how many Vice Presidents have become president?
5. *Charlotte's web*, by e. b. White, is a well-known Children's book.
6. my chores include cleaning my room on fridays and doing the dishes every other Day.
7. Do you and your family gather with other relatives for the thanksgiving holiday?
8. Last Month we sang " this land is your land" for the assembly.
9. In december many jewish families celebrate Chanukah, the Festival of Lights.
10. Johann sebastian Bach came from a musical family.
11. Bob dylan is a famous folk Singer.
12. From venice, italy, Marco Polo and his father traveled to asia.
13. Coal is mined in many countries, including the united states and china.

- 14.** The eiffel tower, built by Gustave Eiffel in the 1880s, is located in paris, france.
- 15.** John Glenn was the first american astronaut to orbit Earth.
- 16.** The Supermarket was giving away samples of Clean 'n' bright Detergent, a new laundry product.
- 17.** In the 1600s, timbuktu was an important trading center of the mali empire.
- 18.** Uncle Steven and his Father are planning a trip to australia in the Summer.
- 19.** Bill Clinton was the american President from 1993 to 2001.
- 20.** On her book tour, the Author dr. Jean Benson spoke about food issues.
- 21.** The *queen elizabeth 2* is a huge passenger ship that can cross the atlantic ocean in less than a week.
- 22.** Eric told me that He is training to be a lifeguard.
- 23.** The *New York times* reporter spoke to our class about Careers.
- 24.** "Call me after work this evening," said Judy. "i'll be home at 7:00."
- 25.** The first olympics were held in athens, Greece.

Chapter 12

Punctuation

.....

12.1	Using End Punctuation	249
12.2	Using Commas I	250
12.3	Using Commas II	253
12.4	Using Commas III	254
12.5	Using Semicolons and Colons	256
12.6	Using Quotation Marks and Italics	258
12.7	Using Apostrophes	261
12.8	Using Hyphens, Dashes, and Parentheses	263
12.9	Using Abbreviations	264
12.10	Writing Numbers	266

PRETEST Commas, Semicolons, Colons, and End Punctuation

Write each sentence. Add commas, semicolons, colons, and end punctuation where needed.

1. Wow I can't believe I got every answer right
2. No Michael you didn't miss the first team practice
3. "You must have forgotten to lock the door" said Meg.
4. In a bid for the presidency candidates campaign vigorously.
5. The vacation home was cozy and the view of the mountains was great
6. In the sky above the horizon a jet left a silver trail
7. Would you like something to drink while we wait

8. If you will buy the tickets I will pay the cab fare
9. Mr. Wu replied "The coyote too is a member of the wild dog family."
10. I mailed the request to Marsha Lewis M.D. 739 South Locust Street Van Nuys CA 91401
11. Holding their gear over their heads Brianna and Rob waded into the creek
12. You will need these supplies for art class drawing pencils charcoal and pastel chalk
13. Jane McCormick my regular dentist is on vacation however Dr. John Pelz is handling her patients' emergencies.
14. The contest began October 5 2000 and ran to the end of June 2001
15. My dog can sit up roll over and play dead he cannot seem to remember to stay off the couch

PRETEST Quotation Marks, Italics, and Apostrophes

Write each sentence. Add quotation marks, underlining (for italics), apostrophes, and other punctuation marks where they're needed. If the sentence is already correct, write correct.

16. You will find said Ms. Hohlman that Mark Twain was quite a humorist as well as a first-rate writer
17. Mark Twains real name was Samuel Langhorne Clemens she continued.
18. Didn't he take that name from a water-measuring term asked Marcus. He worked as a riverboat pilot too
19. The writers experiences on the river provided several stories worth of raw material added the teacher.
20. Arent The Adventures of Huckleberry Finn and The Adventures of Tom Sawyer set on the Mississippi?
21. Besss favorite short story is The Celebrated Jumping Frog of Calaveras County, which is printed in our literature book, Adventures in Appreciation.

22. Troy lost his book and wants to borrow hers or yours.
23. Did she say there will be a test on Twain tomorrow
24. The books humor and characters are its claim to fame.
25. What would you say if I told you I forgot to study for the test asked Malika.

PRETEST Hyphens, Dashes, Parentheses, and Numbers

Write each sentence. Add hyphens, dashes, and parentheses where they're needed. Use the correct form for each number. If the sentence is already correct, write correct.

26. Bogs lowland marshes full of underwater plants are the source of England's peat.
27. The much loved Chocolate Supreme sells best of all our twenty four kinds of pies.
28. Nine tenths of the population has little skill in decision making; if you can, learn decision making skills now.
29. My great uncle, a self made man, had three hundred sixty two employees working for him.
30. The biologist tagged the turtle on July sixth at one ten P.M.; it weighed eighty one pounds and was three feet, seven inches long.
31. The data tell us that 431 students approve of the new cafeteria food and fifty five do not.
32. On the 2nd day of June at exactly three fifteen P.M., I will be on vacation, headed for Magic Waters water park at Three Six Two Sudbury Lane.
33. Sly Stallone did I tell you we went to high school together? has been to my house three times.
34. 128 people live in the apartment complex at 604 South 4th Street.
35. In the mock election, the principal received seventy percent of the votes and the vice principal got thirty percent.

12.1 USING END PUNCTUATION CCSS L.6.2

RULE 1 Use a period at the end of a declarative sentence. A declarative sentence makes a statement.

EXAMPLE Tractors perform many jobs on a farm.

EXAMPLE I worked on a farm during the summer.

RULE 2 Use a period at the end of an imperative sentence. An imperative sentence gives a command or makes a request.

EXAMPLE Turn the key. [command]

EXAMPLE Please start the motor. [request]

RULE 3 Use a question mark at the end of an interrogative sentence. An interrogative sentence asks a question.

EXAMPLE Who built the first tractor?

EXAMPLE Did you know that?

RULE 4 Use an exclamation point at the end of an exclamatory sentence. An exclamatory sentence expresses strong feeling.

EXAMPLE How powerful your tractor is!

EXAMPLE What a loud noise it makes!

RULE 5 Use an exclamation point after a strong interjection. An interjection is a word or group of words that expresses emotion.

EXAMPLES	Wow!	Whew!	My goodness!	Ouch!
	Yippee!	Hi!	Hey!	Oops!

PRACTICE Using End Punctuation

Write each sentence. Add the correct end punctuation. Then write declarative, imperative, interrogative, exclamatory, or interjection to show the reason for the end mark you chose.

1. I have ridden my bike over a thousand miles this summer
2. Whew How much farther did you say we have to ride
3. Check your tire pressure and fill your water bottle
4. Yippee We're going to Disney World
5. Did Mom order the airline tickets and reserve our hotel rooms
6. What a great time we will have
7. Brent wondered whether he could ride on Space Mountain
8. Decide what to take and pack your bags
9. The flight was crowded, noisy, and rough
10. How many nights will you be staying with us

12.2 USING COMMAS I CCSS L.6.2, a

When you use commas to *separate* items, you place a comma between items. When you use commas to *set off* an item, you place a comma before and after the item. Of course, you never place a comma at the beginning or the end of a sentence.

RULE 1 Separate three or more words, phrases, or clauses in a series.

EXAMPLE Cars, buses, and trucks clog city streets. **[words]**

EXAMPLE Beside the fence, on the porch, or outside the back door is a good place for that potted plant. **[phrases]**

EXAMPLE Call me before you leave town, while you're in Florida, or after you return home. **[clauses]**

RULE 2 Set off an introductory word such as *yes*, *no*, or *well*.

EXAMPLE Yes, we enjoyed your performance in the play.

EXAMPLE No, you didn't sing off key.

RULE 3 Set off names used in direct address.

EXAMPLE Claire, have you ever traveled on a ship?

EXAMPLE I traveled to Alaska, Mr. Hess, on a cruise ship.

EXAMPLE Did you enjoy your trip down the Ohio River, Dale?

RULE 4 Set off two or more prepositional phrases at the beginning of a sentence. Set off a single long prepositional phrase at the beginning of a sentence.

EXAMPLE In the fall of 1998, Frank Jordan ran for mayor. **[two prepositional phrases—*In the fall and of 1998*]**

EXAMPLE Beneath a dozen fluttering red and blue banners, he made his campaign speech. **[one long prepositional phrase—*Beneath a dozen fluttering red and blue banners*]**

You need not set off a single short prepositional phrase, but it's not wrong to do so.

EXAMPLE In 1998 Frank Jordan ran for mayor. **[one short prepositional phrase—*In 1998*]**

RULE 5 Set off participles and participial phrases at the beginning of a sentence.

EXAMPLE Talking, we lost track of the time.

EXAMPLE Talking on the telephone, we lost track of the time.

Set off a participial phrase that is not essential to the meaning of a sentence.

EXAMPLE The band, marching in formation, moves down the field.

EXAMPLE Independence Day, celebrated on July 4, is a national holiday.

RULE 6 Set off words that interrupt the flow of thought in a sentence.

EXAMPLE Politicians, of course, sometimes forget their campaign promises after the election.

RULE 7 Use a comma after a conjunctive adverb, such as *however*, *moreover*, *furthermore*, *nevertheless*, or *therefore*.

EXAMPLE The school district is growing; therefore, taxes will rise.

RULE 8 Set off an appositive that is not essential to the meaning of a sentence.

EXAMPLE The *Titanic*, a luxury liner, sank on its first voyage.
[The appositive, *a luxury liner*, is not essential.]

PRACTICE Using Commas I

Write the following sentences. Add commas where they're needed.

1. Listening to a CD Jennifer did not hear us bring in the groceries.
2. Thomas Jefferson our nation's third president disliked public life; nonetheless he served two terms in office.
3. Without too much detail Jim describe the room for us.
4. The rest of the grading period as you know has only two weeks in it.
5. Call us if you have car trouble run out of money or lose your way.
6. One lonely leaf tattered and shriveled by winter wind remained on the vine.
7. Tony will you remember to bring in the mail and the paper?
8. Well Marna you earned that B for paying attention in class doing your homework and studying hard.

9. With the hope of winning the tournament our soccer team practiced hard; however we were eliminated in the second round.
10. Long after the closing of stores offices and factories the popcorn vendor strolled the streets.

12.3 USING COMMAS II CCSS L.6.2, a

RULE 9 Use a comma before a coordinating conjunction (*and*, *but*, *or*, *nor*, or *for*) that connects the two parts of a compound sentence.

EXAMPLE Steve opened the door, and the dog ran out.

EXAMPLE Mari called her best friend, but no one answered.

EXAMPLE They will raise money, or they will donate their time.

RULE 10 Set off an adverb clause at the beginning of a sentence. An adverb clause begins with a subordinating conjunction, such as *after*, *although*, *as*, *because*, *before*, *if*, *since*, *though*, *unless*, *until*, *when*, *whenever*, *where*, *wherever*, or *while*.

EXAMPLE Whenever I feel afraid, I whistle a happy tune.

Usually, an adverb clause that falls at the end of a sentence is not set off.

EXAMPLE I whistle a happy tune whenever I feel afraid.

RULE 11 Set off a nonessential adjective clause. A nonessential adjective clause simply gives additional information and is not necessary to the meaning of a sentence. An adjective clause usually begins with a relative pronoun, such as *who*, *whom*, *whose*, *which*, or *that*.

EXAMPLE My house, which has green shutters, is at the corner of Elm and Maple.

Don't set off an essential adjective clause. An essential adjective clause is necessary to the meaning of a sentence.

EXAMPLE The house that has green shutters is at the corner of Elm and Maple.

PRACTICE Using Commas II

Write each sentence. Add commas where they're needed. If a sentence needs no commas, write correct.

1. Are you sure of your facts and is that your final answer?
2. Until you learn to take responsibility for your actions you will not be ready for independence.
3. The movie ended but no one moved a muscle.
4. Juanita who is only five feet tall is a fine gymnast.
5. The house that I grew up in was shabby and down-at-the-heels.
6. I will wait for you until the last bus arrives.
7. Because a donor gave \$1,000 the charity met its goal.
8. I packed sandwiches and lemonade for I'd be gone all day.
9. Tyler offered us a ride but we wanted to walk home.
10. My brother Carl whom I think you know is sixteen today.

12.4 USING COMMAS III CCSS L.6.2

RULE 12 In a date, set off the year when it's used with both the month and the day. Don't use a comma if only the month and the year are given.

EXAMPLE The ship struck an iceberg on April 14, 1912, and sank early the next morning.

EXAMPLE The ship sank in April 1912 on its first voyage.

RULE 13 Set off the name of a state or a country when it's used after the name of a city. Set off the name of a city when it's used after a street address. Don't use a comma after the state if it's followed by a ZIP code.

EXAMPLE The ship was sailing from Southampton, England, to New York City.

EXAMPLE You can write to Leeza at 15 College Court, Stanford, CA 94305.

RULE 14 Set off an abbreviated title or degree following a person's name.

EXAMPLE Michelle Nakamura, Ph.D., will be the graduation speaker.

EXAMPLE Letisha Davis, M.D., is our family physician.

RULE 15 Set off *too* when it's used in the middle of a sentence and means "also." Don't set off *too* at the end of a sentence.

EXAMPLE Parents, too, will attend the ceremony.

EXAMPLE Parents will attend the ceremony too.

RULE 16 Set off a direct quotation.

EXAMPLE Mom asked, "Have you finished your homework?"

EXAMPLE "I did it," I replied, "in study hall."

EXAMPLE "Tell me what you learned," said Mom.

RULE 17 Use a comma after the salutation of a friendly letter and after the closing of both a friendly letter and a business letter.

EXAMPLES Dear Dad, Your loving daughter, Yours truly,

RULE 18 Use a comma to prevent misreading.

EXAMPLE Instead of two, five teachers made the trip.

EXAMPLE In the field below, the brook gurgled merrily.

PRACTICE Using Commas III

Write each sentence. Add commas where they're needed.

1. "The new furniture is coming" I informed her "all the way from Copenhagen Denmark."
2. The horses too are tired and hungry after the long ride.
3. The Declaration of Independence was actually signed by all the delegates in August 1776 in Philadelphia Pennsylvania.
4. "The Declaration is kept at the National Archives Exhibition Hall in Washington D.C." said Mr. Richoz.

5. The cattle were herded along the Chisholm Trail from San Antonio Texas to Abilene Kansas.
6. Lewis Thomas M.D. wrote books on the practice of medicine and his views of life.
7. Ryan reminded his cousins “My eleventh birthday will be April 11 2002; send cards to me at 3 Pine Court Salem IL 62881.”
8. Ona left Charleston South Carolina when she was ten and did not return until October 18 2001.
9. Until the week before Dad’s birthday shopping hadn’t seemed like a priority.
10. *Write the following message, adding commas where needed.*

Dear Grandma Bernice

Thanks for writing me. I too enjoy getting “snail mail.”
Your letters are always fun to read.

Your loving granddaughter
Samantha

12.5 USING SEMICOLONS AND COLONS

CCSS L.6.2

RULE 1 Use a semicolon to join the main clauses of a compound sentence if they’re not joined by a conjunction such as *and*, *but*, *or*, *nor*, or *for*.

EXAMPLE The electric car was once the most popular car in the United States; people liked electric cars because they were clean and quiet.

RULE 2 Use a semicolon to join the main clauses of a compound sentence if they’re long and if they already contain commas. Use a semicolon even if the clauses are joined by a coordinating conjunction such as *and*, *but*, *or*, *nor*, or *for*.

EXAMPLE Before the invention of the automobile, people rode horses, bicycles, or streetcars for short distances; and they used horse-drawn carriages, trains, or boats for longer trips.

RULE 3 Use a semicolon to separate main clauses joined by a conjunctive adverb, such as *consequently*, *furthermore*, *however*, *moreover*, *nevertheless*, or *therefore*.

EXAMPLE I started my homework immediately after school; consequently, I finished before dinner.

RULE 4 Use a colon to introduce a list of items that ends a sentence. Use a word or a phrase such as *these*, *the following*, or *as follows* before the list.

EXAMPLE I'll need **these** supplies for my project: newspapers, flour, water, string, and paint.

EXAMPLE I participate in **the following** sports: softball, tennis, basketball, and swimming.

Don't use a colon immediately after a verb or a preposition.

EXAMPLE My subjects **include** reading, math, home economics, and language arts.

EXAMPLE I sent messages **to** Grandma, Aunt Rita, and Julie.

RULE 5 Use a colon to separate the hour and the minutes when you use numerals to write the time of day.

EXAMPLE The train left the station at 10:17 A.M. and arrived in the city at 12:33 P.M.

RULE 6 Use a colon after the salutation of a business letter.

EXAMPLES Dear Professor Sanchez: Dear Editor in Chief:

PRACTICE Using Semicolons and Colons

Write each sentence. Add semicolons and colons where they're needed. If a sentence is already correct, write correct.

1. Lightning streaked across the sky then thunder boomed.
2. I added these things to the time capsule a remote control, a Web address, and a AA battery.

3. A terrible earthquake occurred off the coast of Ecuador in 1906 it measured 8.9 on the Richter scale.
4. The tremors began at 257 A.M.
5. Big earthquakes have occurred in California, Alaska, and Mexico however, the worst quake in North America occurred in the Midwest along the New Madrid fault.
6. After a perfect day at the beach, no one wanted to leave for home so we sat on the sand, walked along the shore, listened to the waves crash, and watched the sun set and stars come out.
7. My teammates finished the five-mile race at these times Carlton, 1159 A.M., Jon, 1201 P.M., Smitty, 1202 P.M.
8. Her favorite fruits are peaches, bananas, and blueberries.
9. In the 1990s, Michael Jordan was the world's greatest basketball player, an advertising giant, and a public figure with huge appeal therefore, his decision to leave pro basketball, buy a team, and run it surprised many.
10. *Write the following business letter, adding necessary punctuation.*

Dear Sir

I am enclosing the following materials the rebate form for the eOne computer, my sales receipt, and the proof of purchase.

Yours truly,
Christa Milner

12.6 USING QUOTATION MARKS AND ITALICS

CCSS L.6.2

RULE 1 Use quotation marks to enclose a direct quotation.

EXAMPLE "Please return these books to the library," said Ms. Chu.

RULE 2 Use quotation marks to enclose each part of an interrupted quotation.

EXAMPLE "Spiders," explained Sean, "have eight legs."

RULE 3 Use commas to set off an explanatory phrase, such as *he said*, from the quotation itself. Place commas inside closing quotation marks.

EXAMPLE “Spiders,” explained Sean, “have eight legs.”

RULE 4 Place a period inside closing quotation marks.

EXAMPLE Toby said, “My aunt Susan received her degree in June.”

RULE 5 Place a question mark or an exclamation point inside closing quotation marks if it’s part of the quotation.

EXAMPLE Yoko asked, “Have you ever visited Florida?”

Place a question mark or an exclamation point outside closing quotation marks if it’s part of the entire sentence but not part of the quotation.

EXAMPLE Did Jerry say, “Spiders have ten legs”?

When both a sentence and the direct quotation at the end of the sentence are questions (or exclamations), use only one question mark (or exclamation point). Place the mark inside the closing quotation marks.

EXAMPLE Did Yoko ask, “Have you ever visited Florida?”

NOTE When you’re writing conversation, begin a new paragraph each time the speaker changes.

EXAMPLE

“You’re kidding!” I exclaimed. “That sounds unbelievable. Did she really say that?”

“Indeed she did,” Kara insisted.

RULE 6 Enclose in quotation marks titles of short stories, essays, poems, songs, articles, book chapters, and single television shows that are part of a series.

EXAMPLES “Charles” [short story] “Jingle Bells” [song]

RULE 7 Use italics or underlining for titles of books, plays, movies, television series, magazines, newspapers, works of art, music albums, and long musical compositions. Also use italics or underlining for the names of ships, airplanes, and spacecraft. Don't italicize or underline the word *the* before the title of a magazine or newspaper.

EXAMPLE *The Adventures of Tom Sawyer* [book]

EXAMPLE The Monsters Are Due on Maple Street [play]

EXAMPLE *The Hunchback of Notre Dame* [movie]

EXAMPLE Sesame Street [television series]

EXAMPLE *Cricket* [magazine]

EXAMPLE the New York Times [newspaper]

EXAMPLE the *Mona Lisa* [painting]

EXAMPLE The Best of Reba McEntire [music album]

EXAMPLE *Rhapsody in Blue* [long musical composition]

EXAMPLE Titanic [ship]

EXAMPLE the *Spirit of St. Louis* [airplane]

EXAMPLE Friendship 7 [spacecraft]

PRACTICE Using Quotation Marks, Italics, and Other Punctuation

Write each sentence. Add quotation marks, underlining (for italics), and other punctuation marks where they're needed.

1. One of my favorite shows said Darrell is The West Wing, starring Martin Sheen as the president.
2. We read O. Henry's story The Gift of the Magi before the holiday vacation.
3. How I loved reading that story! Nora blurted out.
4. Did you read the article about children and the Internet in the New York Times, asked Perry.
5. It's my turn to use the computer Juju said.
6. The Princess Bride said Lee, is a great movie.
7. Mary added I have memorized some of the dialogue
8. Did someone ask Where's the popcorn
9. Chief Joseph said I will fight no more forever
10. This chapter of my mystery is called Murder in Mind

12.7 USING APOSTROPHES CCSS L.6.2

RULE 1 Use an apostrophe and *s* (*'s*) to form the possessive of a singular noun.

EXAMPLES girl + **'s** = girl**'s** James + **'s** = James**'s**

RULE 2 Use an apostrophe and *s* (*'s*) to form the possessive of a plural noun that does not end in *s*.

EXAMPLES men + **'s** = men**'s** geese + **'s** = geese**'s**

RULE 3 Use an apostrophe alone to form the possessive of a plural noun that ends in *s*.

EXAMPLES boys + **'** = boys**'** judges + **'** = judges**'**

RULE 4 Use an apostrophe and *s* (*'s*) to form the possessive of an indefinite pronoun, such as *everyone*, *everybody*, *anyone*, *no one*, or *nobody*.

EXAMPLES anybody + **'s** = anybody**'s** someone + **'s** = someone**'s**

Don't use an apostrophe in the possessive personal pronouns *ours*, *yours*, *his*, *hers*, *its*, and *theirs*.

EXAMPLES That car is **ours**. Is that cat **yours**?
The bird flapped **its** wings. These skates are **hers**.

RULE 5 Use an apostrophe to replace letters that are omitted in a contraction.

EXAMPLES it is = it's you are = you're
I will = I'll is not = isn't

PRACTICE Using Apostrophes

Write each sentence. Add apostrophes where they're needed. If the sentence is already correct, write correct.

1. Girls clothing is on the first floor, and womens wear is on the second floor.
2. Theyll never believe that Sandras dog ate her work.
3. Whether the pilots union will strike is anybodys guess.
4. The CD player is his, but the CDs are hers.
5. Ill make sure no ones order gets messed up.
6. The mices nest had been destroyed by the plough.
7. The boats motor isnt working.
8. Havent you ever wished you could fly?
9. Someones pencil, with its point broken, lay on the table.
10. Its important to try to see our parents point of view.

12.8 USING HYPHENS, DASHES, AND PARENTHESES

CCSS L.6.2, a

RULE 1 Use a hyphen to divide a word at the end of a line. Divide words only between syllables.

EXAMPLE With her husband, Pierre, Marie Sklodowska Curie discovered radium and polonium.

RULE 2 Use a hyphen in compound numbers.

EXAMPLES **thirty-two** pianos **sixty-five** experiments

RULE 3 Use a hyphen in fractions expressed in words.

EXAMPLE Add **one-half** cup of butter or margarine.

EXAMPLE **Three-fourths** of the students sing in the chorus.

RULE 4 Use a hyphen or hyphens in certain compound nouns. Check a dictionary for the correct way to write a compound noun.

EXAMPLES great-aunt brother-in-law attorney-at-law
editor in chief vice president

RULE 5 Use a hyphen in a compound modifier when it comes before the word it modifies.

EXAMPLES Fido is a **well-trained** dog. The dog is **well trained**.

RULE 6 Use a hyphen after the prefixes *all-*, *ex-*, and *self-*. Use a hyphen to separate any prefix from a word that begins with a capital letter.

EXAMPLES all-powerful ex-president
self-educated trans-Atlantic

RULE 7 Use dashes to set off a sudden break or change in thought or speech.

EXAMPLE Billy Adams—he lives next door—is our team manager.

RULE 8 Use parentheses to set off words that define or explain a word.

EXAMPLE Simulators (devices that produce the conditions of space flight) are used in flight training for the space program.

PRACTICE Using Hyphens, Dashes, and Parentheses

Write each sentence. Add hyphens, dashes, and parentheses where they're needed.

1. Lois was proud that Wild Bill Hickok was her great uncle.
2. To pass, the bill needs two thirds of the votes.
3. Our new cat he's a long haired Persian drinks only ice water.
4. A case contains twenty four items, and a gross contains twelve dozen or a hundred forty four items.
5. Mae's father in law he's a college professor invited himself along on vacation.
6. The best laid plans don't always work out.
7. When you reach problem 20, you'll be four fifths of the way through the assignment.
8. If you are well prepared, the sixth grade achievement test will seem simple.
9. Agoraphobia fear of open or public places can keep people shut up in their homes for years.
10. For twenty five years, the firm's ex president will receive a pension equal to her salary.

12.9 USING ABBREVIATIONS CCSS L.6.2

RULE 1 Use the abbreviations *Mr.*, *Mrs.*, *Ms.*, and *Dr.* before a person's name. Abbreviate professional or academic degrees that follow a person's name. Abbreviate *Junior* as *Jr.* and *Senior* as *Sr.* when they follow a person's name.

EXAMPLES **Mr.** Ed Hall **Dr.** Ann Chu Juan Diaz, **Ph.D.**
Ava Danko, **D.D.S.** Amos Finley **Jr.**

RULE 2 Use capital letters and no periods for abbreviations that are pronounced letter by letter or as words. Exceptions are *U.S.* and Washington, *D.C.*, which should have periods.

EXAMPLES **MVP** most valuable player **EST** eastern standard time
NASA National Aeronautics and Space Administration

RULE 3 Use the abbreviations *A.M.* (*ante meridiem*, “before noon”) and *P.M.* (*post meridiem*, “after noon”) with times. For dates use *B.C.* (before Christ) and, sometimes, *A.D.* (*anno Domini*, “in the year of the Lord,” after Christ).

EXAMPLES 6:22 **A.M.** 4:12 **P.M.** 33 **B.C.** **A.D.** 476

RULE 4 Abbreviate days and months only in charts and lists.

EXAMPLES **Mon.** **Wed.** **Thurs.** **Jan.** **Apr.** **Aug.** **Nov.**

RULE 5 In scientific writing, abbreviate units of measure. Use periods with abbreviations of U.S. units but not with abbreviations of metric units.

EXAMPLES inch(es) **in.** foot (feet) **ft.** gram(s) **g** liter(s) **l**

RULE 6 In addressing envelopes, abbreviate words that refer to streets. Spell out these words everywhere else.

EXAMPLES **St.** (Street) **Ave.** (Avenue) **Rd.** (Road)
I live at the corner of Elm **Street** and Maple **Road**.

RULE 7 In addressing envelopes, use the two-letter postal abbreviations for states. Spell out state names everywhere else.

EXAMPLES Texas **TX** Florida **FL** California **CA**
My cousin lives in Chicago, **Illinois**.

RULE 8 When an abbreviation with a period falls at the end of a sentence, don't add another period. Add a question mark if the sentence is interrogative; add an exclamation point if the sentence is exclamatory.

EXAMPLE I just met Francis X. Colavito Jr.

EXAMPLE Have you met Francis X. Colavito Jr.?

For more information about abbreviations, see pages 56–61 in Part One, Ready Reference.

PRACTICE Using Abbreviations

Write the abbreviation for each item described.

1. liters
2. the month after February
3. twenty-seven minutes past five in the morning
4. the title used with the name of a dentist
5. District of Columbia
6. the state of Arizona in an address on an envelope
7. Parent Teacher Organization
8. the phrase *anno Domini* when used with a date
9. the day after Wednesday
10. the title used after the name of a person who has a doctor of philosophy degree

12.10 WRITING NUMBERS CCSS L.6.2

In charts and tables, always write numbers as figures. In ordinary sentences, you sometimes spell out numbers and sometimes write them as numerals.

RULE 1 Spell out numbers you can write in one or two words. If the number is greater than 999,999, see Rule 4.

EXAMPLE There are **twenty-six** students in the class.

EXAMPLE The arena holds **fifty-five hundred** people.

RULE 2 Use numerals for numbers of more than two words.

EXAMPLE The distance between the two cities is **150** miles.

RULE 3 Spell out any number that begins a sentence or reword the sentence so it doesn't begin with a number.

EXAMPLE **Four thousand two hundred eighty-three** fans attended the game.

EXAMPLE Attendance at the game was **4,283**.

RULE 4 Use figures for numbers greater than 999,999, followed by the word *million*, *billion*, and so on, even if the number could be written in two words.

EXAMPLES **1 million** **280 billion** **3.2 trillion**

RULE 5 Numbers of the same kind should be written in the same way. If one number must be written as a numeral, write all the numbers as numerals.

EXAMPLE On September 8, **383** students voted for the new rule, and **50** students voted against it.

RULE 6 Spell out ordinal numbers (*first*, *second*, *third*, and so on) under one hundred.

EXAMPLE The **ninth** of June will be the couple's **twenty-fourth** wedding anniversary.

RULE 7 Use words to write the time of day unless you are using *A.M.* or *P.M.*

EXAMPLE I usually go for a walk at **four o'clock** in the afternoon. I return home at **a quarter to five**.

EXAMPLE The first bell rang at **8:42 A.M.**, and the last one rang at **3:12 P.M.**

RULE 8 Use numerals to write dates, house numbers, street numbers above ninety-nine, apartment and room numbers, telephone numbers, page numbers, amounts of money of more than two words, and percentages. Write out the word *percent*.

EXAMPLE On June **10, 1999**, I met Jan at **41** East **329th** Street in Apartment **3G**. Her telephone number is **555-2121**.

EXAMPLE Our class meets in Room **12**; **55 percent** of the students are girls.

EXAMPLE I found **two dollars** between page **250** and page **251** in this book. The book's original price was **\$12.95**.

PRACTICE Writing Numbers

Write each sentence. Use the correct form for each number. If the sentence is already correct, write correct.

- Members of the Bookworm Club read 60 books a year.
- In 1900 Mexico's population was about thirteen million, but in 2000, it was about one hundred million—an increase of over seven hundred percent.
- The trip from Houston to Dallas is 238 miles.
- The first month of school, Ms. Huta took 8 students who completed all their homework to lunch; by November, the number had grown to 20.
- Mickey borrowed \$20 on Friday, August twenty-first; on the following Monday he repaid \$15.60.
- The Clothes Horse, at 192 East 12th Street, is having a twenty % off sale.
- The cooking class will meet in Room 155 at six o'clock; the first class is November 12, 2002.
- There were 3,140 seats in the auditorium, but twelve thousand sixty people wanted to attend the concert.
- 91 percent is still an A, and I got 92 percent of the test answers right.
- Messages were recorded at ten-twenty A.M. and 4:15 P.M.

PRACTICE Proofreading

Rewrite the following passage, correcting errors in spelling, capitalization, grammar, and usage. Add any missing punctuation. Write legibly to be sure one letter is not mistaken for another. There are ten mistakes.

Abraham Lincoln

¹Abraham Lincoln was our 16th president. ²He was born on February 12, 1809 in a log cabin. ³When he was nine, his mother died however, his father remarried. ⁴Lincoln loved his stepmother who was good and kind.

⁵Lincoln had little formal education but loved to read. ⁶The self taught Lincoln impressed people with his honesty, hard work, and good character. ⁷In his spare time, at home and work Lincoln studied and became a lawyer in 1836. ⁸He served his state and nation several ways as an Illinois legislator, as a member of Congress, and as president.

⁹As president Lincoln saved the Union. ¹⁰Lincoln was assassinated on April 14, 1865, as he watched a play, Our American Cousin. ¹¹He died the next morning at 722 A.M.

POSTTEST Commas, Semicolons, Colons, and End Punctuation

Write each sentence. Add commas, semicolons, colons, and end punctuation where needed.

1. Hey Who do you think you are cutting in line in front of me
2. The long line of shoppers looked tired hungry and irritated about waiting
3. Before the play rehearsal starts will you go over my lines with me
4. "This play takes place in 1931" said Mr. Haddad "during the Great Depression."
5. "This was a time of great hardship for many Americans"

he continued. "Millions lost their jobs their homes and their self-respect too."

6. Helen Traglia Ed.D. knows a great deal about American history moreover she is an expert on the Depression.
7. "Do you know what happened in November 1932 in our country" Helen asked.
8. It could have been one of the following the stock market crash the election of FDR or the start of World War II
9. "Ms. Traglia was it the presidential election?" asked Robert who enjoys reading history.
10. Indeed it was. Does anyone know what the initials FDR CCC and PWA stand for?
11. Franklin Delano Roosevelt was elected by a landslide in 1932 the people liked what they heard about his New Deal for the United States
12. Beginning with emergency measures the New Deal first set about providing relief
13. Acadia National Park Maine is one example of the fine work done by the Civilian Conservation Corps
14. Roosevelt's programs provided jobs improved our park system and gave the American people confidence again but it took World War II to end unemployment boost production and restore prosperity
15. FDR is remembered for his New Deal programs which became the basis for today's social policy.

POSTTEST **Quotation Marks, Italics, and Apostrophes**

Write each sentence. Add quotation marks, underlining (for italics), apostrophes, and other punctuation marks where they're needed. If the sentence is already correct, write correct.

16. For every action stated Mr. Smith there is an equal and opposite reaction.
17. What happens when a cat jumps he asked.
18. Its paws push against the ground, and the ground pushes against its paws with an equal and opposite force.

19. This diagram shows how it moves forward and how Earth moves in the opposite direction he added.
20. Did you say Earth moves
21. Youve got to be kidding said Tara.
22. The reason you dont notice Earths motion is that its mass is so large he explained.
23. Chapter 2, Balanced and Unbalanced Forces, in the book Understanding Physical Science will help you understand.
24. This statement by the way he added is known as Newtons third law of motion.
25. Someones lost cat got quite a reaction at the childrens reading room.

POSTTEST Hyphens, Dashes, Parentheses, and Numbers

Write each sentence. Add hyphens, dashes, and parentheses where they're needed. Use the correct form for each number.

26. In a city of 25,000 residents, 1/5 of them worked at the university and 1/4 of them at local businesses.
27. The house at 123 Downey Street had a well stocked pantry containing 8 shelves of food.
28. 5 self help books lay on her nightstand, and not one had been finished.
29. Mike was made managing editor of the *Star*, at Forty-six East One Hundred Tenth Street, on June 30, 1994, when he was only 32.
30. If a \$100 coat is 33% off, does it cost \$66.67?
31. My doctor's appointment is at 1:15 P.M.; however, I may not see the doctor until about 2 o'clock.
32. The day I bought the book I read to page 75; that night I read four hours and made it to page two hundred twelve.
33. The Explorers that's the name of our nature club has twenty dollars and seventy cents in its treasury.
34. Does a two liter bottle hold more than two quarts?
35. The world population exceeds 6,000,000,000 people.

Sentence Combining

13.1	Compound Sentences	275
13.2	Compound Elements	276
13.3	Prepositional Phrases	277
13.4	Appositives	279
13.5	Adjective and Adverb Clauses	280

PRETEST Compound Elements

Combine the sentences in each numbered item by using a coordinating conjunction. Add commas where they're needed. (Hint: Combine the elements listed in brackets at the end of each pair of sentences.)

- Maritza signed up for the drama club.
 - Robert signed up for the drama club. [subjects]
- Louise Fitzhugh wrote *Harriet the Spy*.
 - She also wrote *The Long Secret*. [direct objects]
- Joy-Lee went to the beach with Beverly.
 - Joy-Lee went to the beach with Lin. [objects of prepositions.]
- Antonio ironed his shirt.
 - Antonio polished his shoes. [predicates]
- Nolan fed the parakeet some seed.
 - Nolan fed the parrot some seed. [indirect objects]
- Summer vacation had begun.
 - The school was deserted. [sentences]

7. a. Rita will blow up the balloons.
b. Ben will make a banner. [sentences]
8. a. Katie plays first base.
b. Tameeka is the starting pitcher. [sentences]
9. a. Gina really liked the red sandals.
b. They cost \$20 too much. [sentences]
10. a. You could go to the mall with me.
b. You could go to the pool with Dad. [objects of prepositions]

PRETEST **Prepositional Phrases and Appositive Phrases**

Combine the sentences in each numbered item by adding the new information in the second sentence to the first sentence in the form of a prepositional phrase or an appositive phrase.

11. a. Bo lost his jacket.
b. It is in the park.
12. a. Gail Devers won two gold medals at the 1996 Olympics.
b. She is a runner.
13. a. Wilbur and Orville Wright made the first powered flight in 1903.
b. They were brothers from Dayton, Ohio.
14. a. Mattie gave us bag lunches.
b. They were for the field trip.
15. a. London is located in southeast England.
b. London is the most important city in Great Britain.
16. a. Let's study together tonight.
b. Let's study at my house.
17. a. The teacher introduced Mr. Betz.
b. Mr. Betz is a nuclear engineer.

18. a. Arya gave a great report.
b. The report was on killer whales.
19. a. They bought six Frisbees.
b. They bought them for the class picnic.
20. a. Sacajawea guided the Lewis and Clark expedition.
b. She was a Shoshone Indian and the only woman on the trip.

PRETEST Adjective and Adverb Clauses

Combine the sentences in items 21–25 by changing the new information in the second sentence to an adjective clause and adding it to the first sentence. Begin your clause with the word in brackets. Add commas if they're needed.

Combine the sentences in items 26–30 by changing the information in one sentence to an adverb clause and adding it to the other sentence. Begin your clause with the word in brackets. Add a comma if it's needed.

21. a. Coach Wright will speak at the assembly.
b. Jenna will introduce him. [whom]
22. a. George Washington Carver experimented with peanuts.
b. He was considered a brilliant scientist. [who]
23. a. We took Smithfield Trail to the top of the mountain.
b. The trail was steep and rocky. [which]
24. a. Grandma has a large collection of bottles.
b. The bottles are colorful and old. [that]
25. a. J. R. R. Tolkien wrote fantasy novels.
b. His works are loved by many adults. [whose]
26. a. Enrique started doing more chores. [When]
b. He got a raise in his allowance.
27. a. You should always brush your teeth.
b. You go to bed. [before]
28. a. I finish this chapter. [As soon as]
b. I will take a shower.

29. a. You exercised every day. [Because]
b. You became stronger.
30. a. The crowd stood in silence.
b. The soloist sang the anthem. [as]

13.1 COMPOUND SENTENCES CCSS L.6.3a

When you have written a few simple sentences that are closely related in meaning, try combining them to form compound sentences. A compound sentence often states your meaning more clearly than a group of simple sentences. By using some compound sentences, you can also vary the length of your sentences.

EXAMPLE a. Sam had three sisters.

b. Matt had only one. [but]

Sam had three sisters, **but** Matt had only one.

In this example, simple sentence *a* is joined to simple sentence *b* with the coordinating conjunction *but*. Note that a comma is used before the conjunction.

A compound sentence is made up of two or more simple sentences. You can combine two or more simple sentences in a compound sentence by using the conjunction *and*, *but*, or *or*.

PRACTICE Combining Simple Sentences

Combine the sentences in each numbered item by using a comma and a coordinating conjunction. For the first three items, use the coordinating conjunction shown in brackets at the end of the first sentence.

1. a. Jamaal may play trombone in the school band. [or]
b. He may take private lessons instead.
2. a. The hurricane season has begun. [and]
b. Fewer people are visiting Caribbean islands.

3. a. Ellen loves Mexican food. [but]
b. Her twin sister, Liz, prefers Italian food.
4. a. My best friend walks to school with me.
b. I walk home with my little sister.
5. a. The audience cheered wildly.
b. The cast bowed to them.
6. a. The lawn needs mowing.
b. The bird feeders should be filled.
7. a. For extra space, our school might buy portable classroom units.
b. An addition might be built.
8. a. Romana opened a tortilla stand.
b. Soon it grew into a big business.
9. a. You shouldn't live in fear.
b. You should be cautious around strangers.
10. a. I might make spaghetti for dinner.
b. I might order pizza.

13.2 COMPOUND ELEMENTS CCSS L.6.3a

Sometimes several sentences share information—for example, the same subject or verb. By combining such sentences and using compound elements, you can avoid repeating words. Sentences with compound elements also add variety to your writing.

EXAMPLE a. Helen wore a purple dress.

b. She **carried a red handbag**. [and]

Helen wore a purple dress **and carried a red handbag**.

Sentences *a* and *b* share information about Helen. The combined version takes the new information from sentence *b*, *carried a red handbag*, and joins it to sentence *a*, using the coordinating conjunction *and*.

You can avoid repeating information by using compound elements. Join compound elements with the conjunctions *and*, *but*, or *or*.

PRACTICE Combining Sentences with Compound Elements

Combine the sentences in each numbered item by using a coordinating conjunction to form a compound element. Add the new information from the second sentence to the first sentence. For the first three items, the new information is in italics, and the conjunction you should use is shown in brackets at the end of the first sentence.

1. a. Our group picked up paper in the ditch. [and]
b. We also picked up *cans* in the ditch.
2. a. I found the right glove. [but]
b. I did *not* find *the left one*.
3. a. Conchita wanted to make jewelry. [or]
b. She wanted to make *greeting cards*.
4. a. Mom's new pin is made of carved wood.
b. It is also made of seashells.
5. a. This morning we may visit the Empire State Building.
b. We may visit the Statue of Liberty.
6. a. Mr. Takemoto has a passport.
b. He does not have a driver's license.
7. a. My room was now neat.
b. It was clean.
8. a. Janice could wear the red shoes with that dress.
b. She could wear the black shoes with that dress.
9. a. Joaquin graded papers for the teacher.
b. Jean also graded papers for the teacher.
10. a. Mr. Hammerlink gave Pedro a hall pass.
b. He also gave Winnie a hall pass.

13.3 PREPOSITIONAL PHRASES CCSS L.6.3a

Prepositional phrases are useful in sentence combining. Like adjectives and adverbs, they present more information about nouns and verbs. Because prepositional phrases show relationships, they can often express complicated ideas effectively.

- EXAMPLE**
- a. The family took a trip.
 - b. It was a **hot summer day**. **[on]**
 - c. They went **to the beach**.

On a hot summer day, the family took a trip **to the beach**.

The new information in sentence *b* is added to sentence *a* as a prepositional phrase, and the new information in sentence *c* is moved to sentence *a*. In the new sentence, the prepositional phrase *On a hot summer day* modifies the verb, *took*. The phrase *to the beach* modifies the noun *trip*. Notice that a prepositional phrase that modifies a noun follows the noun it modifies. Prepositional phrases that modify verbs can occupy different positions in a sentence. (For a list of common prepositions, see page 174.)

A prepositional phrase is a group of words that begins with a preposition and ends with a noun or a pronoun. Prepositional phrases most often modify nouns and verbs.

PRACTICE Combining Sentences with Prepositional Phrases

Combine the sentences in each numbered item by adding the prepositional phrase from the second sentence to the first sentence. For the first three items, the prepositional phrase in the second sentence is shown in italics. In the last item, you will need to combine three sentences.

1. a. The custard shop is very popular.
b. The custard shop is *in our town*.
2. a. We found it hard to swim.
b. We were swimming *against the current*.
3. a. Several wild horses were running.
b. They were *on the beach*.
4. a. Mrs. Katz teaches aerobics.
b. She teaches at the YMCA.

5. a. My brother got his acceptance letter today.
b. The letter was from Yale.
6. a. My cat leapt.
b. She leapt onto the refrigerator.
7. a. The cross-country race was held Saturday.
b. The race was at Annie's Woods.
8. a. My best friend is moving.
b. He is moving to Spokane, Washington.
9. a. There will be a surprise birthday party.
b. The party is for Ahmed.
10. a. Here is an interesting article.
b. It is about ice fishing.
c. It is in the *Tribune*.

13.4 APPOSITIVES CCSS L.6.3a

Appositives and appositive phrases identify or rename nouns. Using appositives is another way to vary the length and structure of sentences and to make writing more interesting.

- EXAMPLE** a. Maya Lin designed the Vietnam Veterans Memorial.
b. She was **an architecture student**.

Maya Lin, **an architecture student**, designed the Vietnam Veterans Memorial.

The appositive phrase *an architecture student* identifies the noun *Maya Lin*. Note that the appositive phrase is set off with commas because it gives nonessential information about Maya Lin. If an appositive or an appositive phrase gives information that is essential for identifying a noun, it's not set off with commas. (For more information about appositives, see pages 89–90.)

An appositive is a noun placed next to another noun to identify it or give additional information about it. An appositive phrase includes an appositive and other words that modify it.

PRACTICE Combining Sentences with Appositives

Combine the sentences in each numbered item by changing the new information in the second sentence to an appositive or an appositive phrase and adding it to the first sentence. For the first three items, the appositive or appositive phrase in the second sentence is shown in *italics*. Add commas where they're needed.

1. a. John F. Kennedy was killed by an assassin's bullet in November 1963.
b. He was *the thirty-fifth U.S. president*.
2. a. Bella Washington is running for city council.
b. She is *my favorite aunt*.
3. a. Secretariat was one of the greatest racehorses ever.
b. He was *a powerful thoroughbred*.
4. a. Chlorophyll allows a plant to make food.
b. Chlorophyll is a green pigment in plant cells.
5. a. The Nile River runs through Egypt.
b. It is the longest river in the world.
6. a. The gerbil is a popular pet.
b. It is a burrowing desert rodent.
7. a. Our car is parked in row 3G.
b. Our car is a deluxe sedan.
8. a. I have to find my lucky charm.
b. It is a 1938 penny.
9. a. The Chicago Cubs play their home games at Wrigley Field.
b. Wrigley Field is an open-air baseball park.
10. a. Julia has twelve years of experience.
b. She is the news anchor for WBLR.

13.5 ADJECTIVE AND ADVERB CLAUSES

CCSS L.6.3a

When two sentences share information, one of the sentences can often be made into an adjective clause modifying a word in the other sentence.

- EXAMPLE** a. Carla and Darla entered the dance contest.
- b. Carla and Darla **are identical twins**. [*who . . .*]
 Carla and Darla, **who are identical twins**, entered the dance contest.

The new information (in blue type) in sentence *b* becomes an adjective clause modifying *Carla and Darla*. *Who* now connects the clauses. Notice the commas in the new sentence. Adjective clauses that add nonessential information are set off with commas. Those that add essential information are not. (For more information about adjective clauses, see page 195.)

An adjective clause is a subordinate clause that modifies a noun or a pronoun in the main clause. A relative pronoun, such as *who*, *whom*, *whose*, *which*, or *that*, is used to tie the adjective clause to the main clause. The words *where* and *when* can also be used as connectors.

You can also use adverb clauses to combine sentences. Adverb clauses are especially effective in showing relationships between actions. For example, an adverb clause can show when one action takes place in relation to another.

- EXAMPLE** a. Lee read a great deal as a boy.
- b. He was recovering from an accident. [*while*]
 Lee read a great deal as a boy **while he was recovering from an accident**.

In the new sentence, the adverb clause *while he was recovering from an accident* modifies the verb *read*. The adverb clause tells when Lee read a great deal. Note that the subordinating conjunction *while* makes the relationship between the two actions clear. An adverb clause may occupy different positions within a sentence. If it begins the sentence, it's followed by a comma. (For more information about adverb clauses, see pages 198–199.)

An **adverb clause** is a subordinate clause that often modifies the verb in the main clause. Adverb clauses are introduced by subordinating conjunctions, such as *after, although, as, because, before, if, since, unless, until, when, whenever, where, wherever, and while*.

PRACTICE Combining Sentences with Adjective and Adverb Clauses

Combine the sentences in items 1–5 by changing the new information in the second sentence to an adjective clause and adding it to the first sentence. For items 1–3, the new information in the second sentence is shown in *italics*. Begin your clause with the word in brackets. Add commas if they're needed.

Combine the sentences in items 6–10 by changing the information in one sentence to an adverb clause and adding it to the other sentence. Begin your clause with the word in brackets. Add a comma if it's needed.

1. a. Leonardo da Vinci designed a flying device.
b. The device was *ingenious but impractical*. [that]
2. a. An electric motor does not pollute.
b. It is *clean and silent*. [which]
3. a. The Nelsons are close family friends.
b. Their *son is a professional actor*. [whose]
4. a. The children were invited to a pool party.
b. They helped clean up. [who]
5. a. The Birch twins were quite a handful.
b. My father taught them last year. [whom]
6. a. The grass will have to be mowed by Wednesday.
b. It rains again. [if]
7. a. The children waited quietly on the curb.
b. The parade began. [until]
8. a. The band played a Fourth of July concert. [After]
b. There was a display of fireworks.

9. a. The beetles were found. [Wherever]
b. The trees had been attacked and destroyed.
10. a. Rory usually wins his races.
b. He practices so hard. [because]

PRACTICE Proofreading

The following passage is about the talented writer Shel Silverstein. Rewrite each paragraph, combining sentences that are closely related in meaning.

Shel Silverstein

Shel Silverstein is best known for his children's books. They have been translated into twenty languages. Silverstein was a playwright, cartoonist, composer, and folk singer. He was a man of many talents.

Silverstein was born in 1930. He was born in Chicago, Illinois. He wrote from the time he was a young boy. He developed a unique writing style. He had not planned to write for children. An editor talked him into trying it.

In 1964 he published *The Giving Tree*. It was one of his earliest books. It was also one of his most successful books. *The Giving Tree* is an inspiring fable. It is about a character who gives. It is also a story about a character who takes. It is a story children love. Adults like the story too.

A Light in the Attic is a famous book of poetry. Silverstein wrote it. *Where the Sidewalk Ends* is another one. His poetry was often silly. Sometimes it was a bit bizarre. He also wrote the hit song "A Boy Named Sue." It was recorded by Johnny Cash. He also wrote several plays. Silverstein died in the spring of 1999.

POSTTEST Compound Elements

Combine the sentences in each numbered item by using a coordinating conjunction. Add commas where they're needed. (Hint: Combine the elements listed in brackets at the end of each pair of sentences.)

1. a. Leah is on the honor roll.
b. José is on the honor roll. [subjects]
2. a. The Riveras planted sunflowers along the fence.
b. The Riveras planted daisies along the fence. [direct objects]
3. a. Luke Skywalker is a hero in *Star Wars*.
b. He is also a hero in *Return of the Jedi*. [objects of preposition]
4. a. Grandpa gave the horses some water.
b. Grandpa gave the cows some water. [indirect objects]
5. a. Loretta Young produced a TV show.
b. Loretta Young starred in that TV show. [predicates]
6. a. Brittany doesn't like Mexican food.
b. That's what everyone else wanted to order. [sentences]
7. a. Mary wrote the music.
b. Troy wrote the lyrics. [sentences]
8. a. Janet might work at a fast-food restaurant.
b. She might volunteer at the hospital. [sentences]
9. a. The library will be open later on weeknights.
b. It will be closed on weekends. [sentences]
10. a. I enjoy riding horses.
b. I like using an English saddle. [sentences]

POSTTEST **Prepositional Phrases and Appositive Phrases**

Combine the sentences in each numbered item by adding the new information in the second sentence to the first sentence in the form of a prepositional phrase or an appositive phrase.

- 11.** a. The sixth grade held an election.
b. The election was for class officers.
- 12.** a. Alexander the Great lived from 356 to 323 B.C.
b. He was a king of Macedonia and a world conqueror.
- 13.** a. Marcie put the glass away.
b. She put it in the cupboard.
- 14.** a. Kevin learned algebra.
b. He learned it with ease.
- 15.** a. The waterfall spilled a thousand feet down a cliff.
b. The waterfall was a symbol of untamed natural beauty and purity.
- 16.** a. This poem tells of a highwayman and his love.
b. The poem is by Alfred Noyes.
- 17.** a. Our class trip was fun and educational.
b. Our class trip was an outing to Russell's Woods.
- 18.** a. Mimi's cat won the Best of Show award.
b. Mimi's cat is a blue Persian.
- 19.** a. Aunt Cloma's cottage is a rustic place.
b. The cottage is on Green Lake.
- 20.** a. The trainer worked all afternoon with the promising new filly.
b. A filly is a young female horse.

POSTTEST Adjective and Adverb Clauses

Combine the sentences in items 21–25 by changing the new information in the second sentence to an adjective clause and adding it to the first sentence. Begin your clause with the word in brackets. Add commas if they're needed.

Combine the sentences in items 26–30 by changing the information in one sentence to an adverb clause and adding it to the other sentence. Begin your clause with the word in brackets. Add a comma if it's needed.

21. a. The firefighter was brave.
b. He saved two children from a burning building. [who]
22. a. My braces are a little tight.
b. They were put on just last week. [which]
23. a. The school district will buy new buses.
b. They will have seat belts and video cameras. [that]
24. a. My sister is going to take singing lessons at the university.
b. Her voice is beautiful. [whose]
25. a. Robin Williams has made another comedy.
b. The viewing public always seems to love him. [whom]
26. a. A whale resembles a fish in some ways. [Although]
b. It is really an air-breathing mammal.
27. a. We reached our hotel.
b. The others had arrived. [before]
28. a. The baby fell asleep. [Until]
b. Mei could not read her book.
29. a. The birds watch hungrily.
b. The squirrels raid the feeder. [while]
30. a. Chris couldn't find her math homework.
b. Her locker was so messy. [because]

Spelling and Vocabulary

14.1	Spelling Rules	287
14.2	Improving Your Spelling	295
14.3	Using Context Clues	299
14.4	Roots, Prefixes, and Suffixes	302

14.1 SPELLING RULES CCSS L.6.2b

English spelling often seems to make no sense. Usually there are historical reasons for the spellings we use today, but you don't need to study the history of the English language to spell correctly. The rules in this section work most of the time, but there are exceptions to every rule. When you're not sure how to spell a word, the best thing to do is check a dictionary.

Spelling *ie* and *ei*

An easy way to learn when to use *ie* and when to use *ei* is to memorize a simple rhyming rule. Then learn the common exceptions to the rule.

RULE	EXAMPLES
WRITE / BEFORE <i>E</i>	achieve, believe, brief, chief, die, field, friend, grief, lie, niece, piece, pier, quiet, retrieve, tie, yield
EXCEPT AFTER <i>C</i>	ceiling, conceit, conceive, deceit, deceive, receipt, receive
OR WHEN SOUNDED LIKE <i>A</i> , AS IN <i>NEIGHBOR</i> AND <i>WEIGH</i> .	eight, eighty, freight, neigh, reign, sleigh, veil, vein, weigh, weight

Some exceptions: caffeine, either, foreign, forfeit, height, heir, leisure, neither, protein, seize, species, their, weird; words ending in *cient* (*ancient*) and *cience* (*conscience*); plurals of nouns ending in *cy* (*democracies*); the third-person singular form of verbs ending in *cy* (*fancies*); words in which *i* and *e* follow *c* but represent separate sounds (*science, society*)

Words Ending in *cede*, *ceed*, and *sede*

The only English word ending in *sede* is *supersede*. Three words end in *ceed*: *proceed*, *exceed*, and *succeed*. You can remember these three words by thinking of the following sentence.

EXAMPLE If you **proceed** to **exceed** the speed limit, you will **succeed** in getting a ticket.

All other words ending with the “seed” sound are spelled with *cede*: *precede*, *recede*, *secede*.

Adding Prefixes

Adding prefixes is easy. Keep the spelling of the root word and add the prefix. If the last letter of the prefix is the same as the first letter of the word, keep both letters.

un- + happy = unhappy

co- + operate = cooperate

dis- + appear = disappear

il- + legal = illegal

re- + enlist = reenlist

un- + natural = unnatural

mis- + spell = misspell

im- + migrate = immigrate

Adding Suffixes

When you add a suffix beginning with a vowel, double the final consonant if the word ends in a **single consonant following a single vowel** *and*

- the word has one syllable

mud + -y = muddy

sad + -er = sadder

put + -ing = putting

stop + -ed = stopped

- the word is stressed on the last syllable and the stress remains on the same syllable after the suffix is added

occur + -ence = occurrence

repel + -ent = repellent

regret + -able = regrettable

commit + -ed = committed

begin + -ing = beginning

refer + -al = referral

Don't double the final letter if the word ends in *s*, *w*, *x*, or *y*: *buses*, *rowing*, *waxy*, *employer*.

Don't double the final consonant before the suffix *-ist* if the word has more than one syllable: *druggist* but *violinist*, *guitarist*.

Adding suffixes to words that end in *y* can cause spelling problems. Study these rules and note the exceptions.

When a word ends in a vowel and *y*, keep the *y*.

play + -s = plays	joy + -ous = joyous
obey + -ed = obeyed	annoy + -ance = annoyance
buy + -ing = buying	enjoy + -ment = enjoyment
employ + -er = employer	enjoy + -able = enjoyable
joy + -ful = joyful	boy + -ish = boyish
joy + -less = joyless	coy + -ly = coyly

SOME EXCEPTIONS: gay + -ly = gaily, day + -ly = daily,
pay + -d = paid, lay + -d = laid, say + -d = said

When a word ends in a consonant and *y*, change the *y* to *i* before any suffix that doesn't begin with *i*. Keep the *y* before suffixes that begin with *i*.

carry + -es = carries	deny + -al = denial
dry + -ed = dried	rely + -able = reliable
easy + -er = easier	mercy + -less = merciless
merry + -ly = merrily	likely + -hood = likelihood
happy + -ness = happiness	accompany + -ment =
beauty + -ful = beautiful	accompaniment
fury + -ous = furious	carry + -ing = carrying
defy + -ant = defiant	baby + -ish = babyish
vary + -ation = variation	lobby + -ist = lobbyist

SOME EXCEPTIONS: shy + -ly = shyly, dry + -ly = dryly, shy + -ness = shyness, dry + -ness = dryness, biology + -ist = biologist, economy + -ist = economist, baby + -hood = babyhood

RULE	EXAMPLES
Some exceptions	awe + -ful = awful judge + -ment = judgment argue + -ment = argument true + -ly = truly due + -ly = duly whole + -ly = wholly
Drop /e before the suffix -ly when the word ends with a consonant and /e.	possible + -ly = possibly sniffle + -ly = sniffly sparkle + -ly = sparkly gentle + -ly = gently

When a word ends in //, drop one / when you add the suffix -ly.

dull + -ly = dully

full + -ly = fully

chill + -ly = chilly

hill + -ly = hilly

Compound Words

Keep the original spelling of both parts of a compound word.

Remember that some compounds are one word, some are two words, and some are hyphenated. Check a dictionary when in doubt.

foot + lights = footlights

fish + hook = fishhook

busy + body = busybody

with + hold = withhold

book + case = bookcase

book + keeper = bookkeeper

light + house = lighthouse

heart + throb = heartthrob

Spelling Plurals

A singular noun names one person, place, thing, or idea. A plural noun names more than one. To form the plural of most nouns, you simply add -s. The following chart shows other basic rules.

GENERAL RULES FOR FORMING PLURALS

NOUNS ENDING IN	TO FORM PLURAL	EXAMPLES
<i>ch, s, sh, x, z</i>	Add -es.	lunch → lunches bus → buses dish → dishes box → boxes buzz → buzzes
a vowel and <i>y</i>	Add -s.	boy → boys turkey → turkeys
a consonant and <i>y</i>	Change <i>y</i> to <i>i</i> and add -es.	baby → babies penny → pennies
a vowel and <i>o</i>	Add -s.	radio → radios rodeo → rodeos
a consonant and <i>o</i>	Usually add -es.	potato → potatoes tomato → tomatoes hero → heroes echo → echoes
	Sometimes add -s.	zero → zeros photo → photos piano → pianos
<i>f</i> or <i>fe</i>	Usually change <i>f</i> to <i>v</i> and add -s or -es.	wife → wives knife → knives life → lives leaf → leaves half → halves shelf → shelves wolf → wolves thief → thieves
	Sometimes add -s.	roof → roofs chief → chiefs cliff → cliffs giraffe → giraffes

The plurals of **proper names** are formed by adding **-es** to names that end in *ch*, *s*, *sh*, *x*, or *z*.

EXAMPLE The **Woodriches** live on Elm Street.

EXAMPLE There are two **Jonases** in our class.

EXAMPLE Have you met your new neighbors, the **Gomezes**?

Just add **-s** to form the plural of all other proper names, including those that end in *y*.

EXAMPLE The **Kennedys** are a famous American family.

EXAMPLE I know three **Marys**.

EXAMPLE The last two **Januarys** have been especially cold.

To form the plural of a **compound noun written as one word**, follow the general rules for plurals. To form the plural of **hyphenated compound nouns** or **compound nouns of more than one word**, usually make the most important word plural.

EXAMPLE A dozen **mailboxes** stood in a row at the entrance to the housing development.

EXAMPLE The two women's **fathers-in-law** have never met.

EXAMPLE The three **post offices** are made of brick.

Some nouns have **irregular plural forms** that don't follow any rules.

man → men

woman → women

child → children

foot → feet

tooth → teeth

mouse → mice

goose → geese

ox → oxen

Some nouns have the same singular and plural forms. Most of these are the names of animals, and some of the plural forms may be spelled in more than one way.

deer → deer

sheep → sheep

head (cattle) → head

Sioux → Sioux

series → series

species → species

fish → fish *or* fishes

antelope → antelope *or* antelopes

buffalo → buffalo *or* buffaloes *or* buffalos

PRACTICE Spelling Rules

Find the misspelled word in each group and write it correctly.

1. piece, ceiling, wierd
2. fatest, sitter, recurring
3. boxes, oxes, foxes
4. concede, recede, procede
5. obeyed, fryed, enjoyed
6. Februarys, Aldrichs, Sallys
7. shoveing, crying, poised
8. bedroom, handhold, lifline
9. brunchs, crannies, leaves
10. dissappoint, impossible, unnecessary

14.2 IMPROVING YOUR SPELLING CCSS L.6.2b

You can improve your spelling by improving your study method. You can also improve your spelling by thoroughly learning certain common but frequently misspelled words.

HOW TO STUDY A WORD

By following a few simple steps, you can learn to spell new words. Pay attention to unfamiliar or hard-to-spell words in your reading. As you write, note words that you have trouble spelling. Then use the steps below to learn to spell those difficult words.

1. Say It

Look at the word and say it aloud. Say it again, pronouncing each syllable clearly.

2. See It

Close your eyes. Picture the word in your mind. Visualize the word letter by letter.

3. Write It

Look at the word again and write it two or three times. Then write the word without looking at the printed spelling.

4. Check It

Check your spelling. Did you spell the word correctly? If not, repeat each step until you can spell the word easily.

Get into the habit of using a dictionary to find the correct spelling of a word. How do you find a word if you can't spell it? Write down letters and letter combinations that could stand for the sound you hear at the beginning of the word. Try these possible spellings as you look for the word in a dictionary.

SPELLING PROBLEM WORDS

The following words are often misspelled. Look for your problem words in the list. What words would you add to the list?

Often Misspelled Words

absence	cemetery	February
accidentally	changeable	foreign
accommodate	choir	forty
achievement	college	fulfill
adviser	colonel	funeral
alcohol	commercial	genius
all right	convenient	government
analyze	courageous	grammar
answer	curiosity	guarantee
athlete	definite	height
attendant	descend	humorous
ballet	develop	hygiene
beautiful	discipline	imaginary
beginning	disease	immediate
believe	dissatisfied	incidentally
beneficial	eligible	incredibly
blaze	embarrass	jewelry
business	envelope	judgment
cafeteria	environment	laboratory
canceled	essential	leisure
canoe	familiar	library

Often Misspelled Words, *continued*

license	parallel	sense
maintenance	permanent	separate
medicine	physical	similar
mischievous	physician	sincerely
misspell	picnic	souvenir
modern	pneumonia	succeed
molasses	privilege	technology
muscle	probably	theory
necessary	pronunciation	tomorrow
neighborhood	receipt	traffic
niece	receive	truly
ninety	recognize	unanimous
noticeable	recommend	usually
nuisance	restaurant	vacuum
occasion	rhythm	variety
original	ridiculous	various
pageant	schedule	Wednesday

PRACTICE Spelling Problem Words

Find each misspelled word and write it correctly.

1. Only fourty people attended the ballay.
2. Bad hygene can spread desease.
3. His advizer memorizes humerous poems.
4. The genyus was admitted to collige at the age of six.
5. I remain disatsified with the schejule.
6. Her mischevous antics are truly rediculus.
7. If I had more lesure, I would probably join a quire.
8. We usually pack a veriety of picnick items.
9. The traffic was incredibly heavy last Wensday.
10. I did not recieve a receipt from the attendent.

14.3 USING CONTEXT CLUES

The surest way to learn the meaning of a new word is to use a dictionary. However, you won't always have a dictionary handy. You can often figure out the meaning of an unfamiliar word by looking for clues in the words and sentences around it. These surrounding words and sentences are called the context.

USING SPECIFIC CONTEXT CLUES

Writers often give clues to the meaning of unfamiliar words. Sometimes they even tell you exactly what a word means. The following chart shows five types of specific context clues. It also gives examples of words that help you identify the type of context clue.

INTERPRETING CLUE WORDS IN CONTEXT		
TYPE OF CONTEXT CLUE	CLUE WORDS	EXAMPLES
Definition The meaning of the unfamiliar word is given in the sentence.	in other words or that is which is which means	Jamake <i>inscribed</i> his name; that is , he wrote his name on the card. Jaleesa put the wet clay pot in the <i>kiln</i> , or oven, to harden.
Example The meaning of the unfamiliar word is explained through familiar examples.	for example for instance including like such as	Some people are afraid of <i>arachnids</i> , such as spiders and ticks. The new program has been <i>beneficial</i> for the school; for example , test scores are up, and absences are down.

chart continued on next page

TYPE OF CONTEXT CLUE	CLUE WORDS	EXAMPLES
Comparison The unfamiliar word is compared to a familiar word or phrase.	also identical like likewise resembling same similarly too	Maria thought the dress was <i>gaudy</i> . Lisa, too , thought it was flashy. A <i>rampant</i> growth of weeds and vines surrounded the old house. The barn was likewise covered with uncontrolled and wild growth.
Contrast The unfamiliar word is contrasted to a familiar word or phrase.	but however on the contrary on the other hand unlike	Robins are <i>migratory</i> birds, unlike sparrows, which live in the same region all year round. Martin didn't <i>bungle</i> the arrangements for the party; on the contrary , he handled everything smoothly and efficiently.
Cause and effect The unfamiliar word is explained as part of a cause-and-effect relationship.	as a result because consequently therefore thus	Because this rubber raft is so <i>buoyant</i> , it will float easily. Kevin is very <i>credulous</i> ; consequently , he'll believe almost anything.

USING GENERAL CONTEXT

Sometimes there are no special clue words to help you understand an unfamiliar word. However, you can still use the general context. That is, you can use the details in the words or sentences around the unfamiliar word. Read the following sentences:

Joel was chosen student **liaison** to the faculty.
Everyone hoped his appointment would improve communication between the students and the teachers.

The first sentence tells you that Joel is serving as a kind of connection between the students and the faculty. The word *communication* helps you figure out that being a liaison means acting as a line of communication between two groups.

PRACTICE Using Context Clues

Use context clues to figure out the meaning of the italicized word. Write the meaning. Then write definition, example, comparison, contrast, cause and effect, or general to tell what type of context clue you used to define the word.

1. Meredith was *ecstatic* about her performance; Milly, on the other hand, was bitterly disappointed.
2. Because clouds had *obscured* the sky all day, we feared we would not get to view the eclipse.
3. The police arrived to quiet down the *clamor* at the party across the street.
4. Like an over-inflated balloon, the *obese* pig waddled out of its pen.
5. The castaway had not shaved for two years; consequently, his beard was extremely *scraggly*.
6. The captain stood at the *helm*, which is the big wheel used for steering, as the tall ship left the harbor.
7. People had said that Miss Brill never cracked a smile, but we found her quite *jovial*.
8. Our club contributes money to *benevolent* causes, such as food programs, homeless shelters, hospitals, and international aid organizations.
9. He is so *loquacious* that you will be lucky to get a word in edgewise.
10. The driver of the car was angry and aggressive; the motorcyclist was similarly *bellicose*.

14.4 ROOTS, PREFIXES, AND SUFFIXES

You can often figure out the meaning of an unfamiliar word by dividing it into parts. The main part of the word is called the root, and it carries the word's basic meaning. A root is often a word by itself. For example, *read* is a word. When a prefix or a suffix is added to it, *read* becomes a root, as in *unreadable*.

Prefixes and suffixes can be added to a root to change its meaning. A prefix is added to the beginning of a root. A suffix is added to the end of a root. A word can have both a prefix and a suffix: *un* + *read* + *able* = *unreadable*.

ROOTS

The root of a word carries the main meaning. Some roots, like *read*, can stand alone. Other roots may have parts added to make a complete word. For example, the root *port* ("carry") by itself is a place to which ships carry goods. Combined with a prefix, it can become *report*, *depart*, or *transport*. Add a suffix and you can get *reporter*, *department*, or *transportation*.

Learning the meanings of common roots can help you figure out the meanings of many unfamiliar words. The following chart shows some common roots.

ROOTS

ROOTS	WORDS	MEANINGS
<i>bio</i> means "life"	biography biosphere	a written story of a person's life the part of the atmosphere where living things exist
<i>dec</i> or <i>deca</i> means "ten"	decade decathlon	ten years an athletic contest consisting of ten events
<i>dent</i> means "tooth"	dentist trident	a doctor who treats the teeth a spear with three prongs, or teeth
<i>dict</i> means "to say"	dictionary dictator predict	a book of words one who rules absolutely to say before (something happens)
<i>duc</i> or <i>duct</i> means "to lead"	conductor produce	one who leads or directs to bring into existence
<i>flect</i> or <i>flex</i> means "to bend"	flexible reflect	able to bend to bend back (light)
<i>graph</i> means "to write" or "writing"	autograph biography	one's own signature a written story of a person's life
<i>lect</i> means "speech"	lecture dialect	a speech the speech of a certain region
<i>miss</i> or <i>mit</i> means "to send"	omit missile	to fail to send or include something sent through the air or by mail
<i>phon</i> means "sound" or "voice"	phonograph telephone	an instrument for playing sounds a device for transmitting voices over a distance
<i>port</i> means "to carry"	transport porter	to carry across a distance one who carries baggage

ROOTS	WORDS	MEANINGS
<i>script</i> means "writing"	prescription	a written order for medicine
	postscript	a message added at the end of a letter
<i>spec</i> or <i>spect</i> means "to look" or "to watch"	spectator	one who watches
	inspect	to look closely
	prospect	to look for (mineral deposits)
<i>tele</i> means "distant"	telephone	a device for transmitting voices over a distance
	television	a device for transmitting pictures over a distance
<i>tri</i> means "three"	triathlon	an athletic contest consisting of three events
	tricycle	a three-wheeled vehicle
<i>vid</i> or <i>vis</i> means "to see"	vision	the ability to see
	videotape	a recording of visual images
<i>voc</i> or <i>vok</i> means "to call"	vocation	an inclination, or call, to a certain pursuit
	revoke	to recall or take back

PREFIXES

The following chart shows some prefixes and their meanings. Notice that some prefixes, such as *dis-*, *in-*, *non-*, and *un-*, have the same or nearly the same meaning. A single prefix may have more than one meaning. The prefix *in-*, for example, can mean "into," as in *inject*, as well as "not," as in *indirect*. The prefix *re-* can mean "again" or "back."

Note that *il-*, *im-*, *in-*, and *ir-* are variations of the same prefix. *Il-* is used before roots that begin with *l* (*illegal*); *im-* is used before roots that begin with *m* (*immature*); and *ir-* is used before roots that begin with *r* (*irregular*). *In-* is used before all other letters.

PREFIXES

CATEGORIES	PREFIXES	WORDS	MEANINGS
Prefixes that reverse meanings	<i>de-</i> means "remove from" or "reduce"	defrost devalue	to remove frost to reduce the value of
	<i>dis-</i> means "not" or "do the opposite of"	disagreeable disappear	not agreeable to do the opposite of appear
	<i>in-</i> , <i>il-</i> , <i>im-</i> , and <i>ir-</i> mean "not"	incomplete illegal immature irregular	not complete not legal not mature not regular
	<i>mis-</i> means "bad," "badly," "wrong," or "wrongly"	misfortune misbehave misdeed misjudge	bad fortune to behave badly a wrong deed to judge wrongly
	<i>non-</i> means "not" or "without"	nonathletic nonfat	not athletic without fat
	<i>un-</i> means "not" or "do the opposite of"	unhappy untie	not happy to do the opposite of tie
Prefixes that show relationship	<i>co-</i> means "with," "together," or "partner"	coworker coexist coauthor	one who works with another to exist together an author who writes as a part- ner with another
	<i>inter-</i> means "between"	interscholastic	between schools
	<i>post-</i> means "after"	postseason	after the regular season
	<i>pre-</i> means "before"	preseason	before the regular season

CATEGORIES	PREFIXES	WORDS	MEANINGS
	<i>re-</i> means “back” or “again”	repay recheck	to pay back to check again
	<i>sub-</i> means “under” or “below”	submarine substandard	under the sea below standard
	<i>super-</i> means “more than”	superabundant	more than abundant
	<i>trans-</i> means “across”	transport	to carry across a distance
Prefixes that show judgment	<i>anti-</i> means “against”	antiwar	against war
	<i>pro-</i> means “in favor of”	progovernment	in favor of the government
Prefixes that show number	<i>bi-</i> means “two”	bicycle	a two-wheeled vehicle
	<i>semi-</i> means “half” or “partly”	semicircle semisweet	half a circle partly sweet
	<i>uni-</i> means “one”	unicycle	a one-wheeled vehicle

SUFFIXES

A suffix added to a word can change the word’s part of speech as well as its meaning. For example, adding the suffix *-er* to *read* (a verb) makes *reader* (a noun). Adding *-less* to *faith* (a noun) makes *faithless* (an adjective).

The following chart shows some common suffixes and their meanings. Notice that some suffixes, such as *-er*, *-or*, and *-ist*, have the same or nearly the same meaning. A single suffix may have more than one meaning. The suffix *-er*, for example, can also mean “more,” as in *bigger*.

SUFFIXES

CATEGORIES	SUFFIXES	WORDS	MEANINGS
Suffixes that mean “one who” or “that which”	<i>-ee, -eer</i>	employee	one who is employed
		charioteer	one who drives a chariot
	<i>-er, -or</i>	worker	one who works
		sailor	one who sails
	<i>-ian</i>	physician	one who practices medicine (once called physic)
		musician	one who plays or studies music
Suffixes that mean “full of” or “having”	<i>-ful</i>	joyful	full of joy
		suspenseful	full of suspense
		beautiful	having beauty
	<i>-ous</i>	furious	full of fury
		famous	having fame
		courageous	having courage
Suffixes that show a state, a condition, or a quality	<i>-hood</i>	falsehood	quality of being false
	<i>-ness</i>	happiness	state of being happy
	<i>-ship</i>	friendship	condition of being friends
Suffixes that show an action or process or its result	<i>-ance, -ence</i>	performance	action of performing
		conference	process of conferring
	<i>-ation, -ion</i>	flirtation	action of flirting
		invention	result of inventing
	<i>-ment</i>	argument	result of arguing
		arrangement	result of arranging
		enjoyment	process of enjoying

CATEGORIES	SUFFIXES	WORDS	MEANINGS
Suffixes that mean “relating to,” “characterized by,” or “like”	-al	musical	relating to music
		comical	relating to comedy
	-ish	childish	like a child
		foolish	like a fool
Other common suffixes	-y	witty	characterized by wit
		hairy	characterized by hair
	-able and -ible mean “capable of,” “fit for,” or “likely to”	breakable	capable of being broken
		collectible	fit for collecting
		agreeable	likely to agree
	-ize means “to cause to be” or “to become”	visualize	to cause to be made visual
		familiarize	to become familiar
	-less means “without”	hopeless	without hope
		careless	done without care
	-ly means “in a (certain) manner”	easily	in an easy manner
		sadly	in a sad manner

Notice that sometimes the spelling of a word changes when a suffix is added. For example, when *-ous* is added to *fury*, the *y* in *fury* changes to *i*. See pages 289–292 to learn more about spelling words with suffixes.

More than one suffix can be added to a single word. The following examples show how suffixes can change a single root word.

peace [noun]

peace + ful = peaceful [adjective]

peace + ful + ly = peacefully [adverb]

peace + ful + ness = peacefulness [noun]

PRACTICE Roots, Prefixes, and Suffixes

Divide the following words. Write their parts in three columns headed prefix, root, and suffix. In a fourth column, write another word that has the same prefix or the same suffix or both. Then write a definition for each word.

- 1.** reporter
- 2.** predictable
- 3.** interdental
- 4.** ungrateful
- 5.** biannual
- 6.** submergible
- 7.** coworker
- 8.** misdirection
- 9.** antidepressant
- 10.** semidarkness

Part Three

Composition

Chapter 15 Persuasive Essay

- 15.1 Plan
- 15.2 Draft
- 15.3 Revise
- 15.4 Edit
- 15.5 Publish

Chapter 16 Response Essay

- 16.1 Plan
- 16.2 Draft
- 16.3 Revise
- 16.4 Edit
- 16.5 Publish

Chapter 17 Multi-Paragraph Essay

- 17.1 Plan
- 17.2 Draft
- 17.3 Revise
- 17.4 Edit
- 17.5 Publish

Chapter 18 Research Report

- 18.1 Plan
- 18.2 Draft
- 18.3 Revise
- 18.4 Edit
- 18.5 Publish

Chapter 19 Narrative

- 19.1 Plan
- 19.2 Draft
- 19.3 Revise
- 19.4 Edit
- 19.5 Publish

Chapter 20 Graphic Organizers

Chapter 21 MLA Style Guide

The time to begin writing an article is when you have finished it to your satisfaction. By that time you begin to clearly and logically perceive what it is you really want to say.

—Mark Twain



Persuasive Essay

15.1	Plan	313
15.2	Draft	315
15.3	Revise	318
15.4	Edit	320
15.5	Publish	322

Look around you. Magazines, newspapers, books, posters, letters, e-mails, blogs, radio and television programs—almost anything you read, see, or hear can include persuasion.

Persuasion is writing that tries to convince readers, listeners, or viewers to think, feel, or act in a certain way. An **argument** is a type of persuasive writing that uses logic and reasoning to do this.

Good persuasive writing fits the form of the genre, addresses your purpose, and catches and holds the attention of your audience.

- The **genre** is the writing mode, such as essay, story, poem, or play.
- Your **purpose** is your reason for writing. In a persuasive essay, your purpose is to convince your audience to think or act in a particular way.
- The **audience** includes the people who will read your essay. **CCSS W.6.4**

Often persuasive writing begins by stating the writer’s goal or purpose. Then the writer includes evidence—information to support that goal. Strong supporting evidence makes the reader think or feel a certain way. Finally, the writer usually includes a reminder of what the audience should do or think.

The instruction on the pages that follow will guide you through the process of writing a persuasive essay and meeting the Common Core State Standards for persuasive, or argumentative, writing. For a list of the writing and grammar Common Core State Standards, see pages 431–438. **CCSS W.6.10**

15.1 PLAN

Graphic Organizers

During the Plan stage, you will gather and organize writing ideas. To help you do this, you may wish to use a graphic organizer, such as the Persuasive Essay Map on page 373.

Identify Your Position

Write the topic or issue that you want readers of your persuasive essay to think about or act on. A **topic** is a general subject you wish to write about. An **issue** is a subject under discussion or consideration.

Next, think about your position on the topic or issue. Your **position**, or claim, is the opinion that you will try to persuade your audience to accept or the action you will try to persuade your audience to take.

The statement you make about your position will be the **controlling idea**, or thesis, of your essay. A controlling idea is usually stated in one or two sentences. Your controlling idea is related to your purpose and audience. Remember that your purpose is your reason for writing. Your audience includes the people who will read your essay.

To identify your position, ask yourself:

- What do I want my audience to think about the topic?
- What actions do I want my audience to take after reading my essay?

Write one or two sentences explaining your position on the topic. These sentences will be the controlling idea, or thesis, of your essay. **CCSS W.6.1a**

Gather Reasons and Evidence

One way to build an argument is to identify clear reasons and relevant evidence that you will use to support your controlling idea. **Clear reasons** explain why someone should accept your position, or claim. **Relevant evidence** addresses your claim through facts, expert opinions, and examples that are directly related to your argument.

TYPE OF RELEVANT EVIDENCE	DEFINITION
Fact	a statement that can be proved to be true
Opinion	what someone believes, based on his or her personal viewpoint; opinions cannot be proven true or false
Example	an instance that serves as an illustration or sample

Begin by listing evidence you know from your own experience or background. Then gather more information from

- community newsletters
- newspaper and magazine articles
- credible Web sites
- interviews with experts

Make sure each source you use is credible. A **credible** source presents current, or up to date, information on the topic and is written by an authority or expert who knows a lot about the topic. A credible source presents information objectively and names other sources to back up information.

List your evidence clearly. Take notes about how your evidence supports your position and controlling idea. Then identify whether each piece of evidence is a fact, an opinion, or an example. **CCSS W.6.1a, b**

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

Consider Alternative Positions

In order to create strong arguments, writers of persuasive essays must anticipate, or make guesses about, opinions other than their own. Think about your topic, position, and audience. Then anticipate the **views**, **concerns**, and **counter-arguments** that others might have about your topic.

TERM	DEFINITION
View	a belief
Concern	a worry
Counter-argument, or opposing claim	a statement that counters or opposes another argument

Take notes about how you would respond to your readers' views, concerns, and counter-arguments. **CCSS W.6.1a**

15.2 DRAFT

Write the Introduction

Write your introductory, or opening, paragraph. Your introduction should

- grab your readers' attention
- introduce your focus or topic
- state your controlling idea, or thesis
- briefly explain why your audience should care about the issue **CCSS W.6.1a**

Write the Body: Organize Your Ideas

Use your planning notes to write the body, or main paragraphs, of your essay. In the body, guide and inform your readers' understanding of your main ideas. To show your understanding of the topic, relate each paragraph to

your controlling idea. Be sure that each paragraph clearly expresses one main idea and only includes details that support the idea.

You will want to organize your ideas and evidence clearly and logically so readers can identify your claim, counter-arguments, and supporting reasons and evidence. You might use one of the following organizational strategies:

STRATEGY	DEFINITION
Order of importance	to put the most important information first or last
Cause and effect	to describe an event or action and what results from it
Comparison and contrast	to describe similarities and differences between things or ideas

The organizational strategy you use should create a focused and coherent essay. An essay is **focused** and **coherent** when each paragraph clearly expresses a main idea and supporting details that relate to the controlling idea, or thesis. **CCSS W.6.1a, b**



Writing Tip

As you write, be sure to use and maintain a formal style. In formal writing, you usually write from the third-person point of view and avoid using slang, contractions, and conversational language.

CCSS W.6.1d

Write the Body: Link the Ideas

Use transitions to link the main idea and supporting details in a paragraph. Also use transitions to help the reader understand how each new paragraph relates to the argument. **Transitions** are words, phrases, and clauses that show how ideas, such as your claim and counter-arguments, and evidence, such as facts, opinions, and examples, are related. The chart that follows shows some transitions you can use to clearly link your ideas. **CCSS W.6.1c**

RELATIONSHIP	TRANSITIONS
Addition	<i>also, and, besides, both . . . and, furthermore, in addition</i>
Contrast	<i>but, however, instead, nevertheless, on the contrary, on the other hand, still, yet</i>
Choice	<i>either . . . or, neither . . . nor, nor, or, otherwise</i>
Importance	<i>first, last, mainly, most important, most of all</i>
Cause and effect	<i>as a result, consequently, for, so, so that, then, therefore, thus</i>
Sequence	<i>after, as, before, next, since, then, until, when, while</i>

Write the Conclusion

Write an effective conclusion to your essay. An effective conclusion follows from and supports the argument you are making. The conclusion should

- restate your controlling idea, or thesis
- summarize your main ideas
- encourage readers to agree with your position
- encourage readers to take action **CCSS W.6.1e**

15.3 REVISE

Introduction to Revision

The word *revise* means “to see again.” To revise your essay, you will look at it again to make sure that it is clear and well organized and that it accomplishes your goal. You will focus on the development, organization, and style of your writing by applying these four revision strategies:

- **Add** details to make your main point clearer.
- **Delete** unnecessary words or ideas.
- **Replace** boring or overused words with precise language that is more exact and strong.
- **Rearrange** or **combine** phrases and sentences so your ideas and supporting details are presented logically.

Use these revision strategies with the questions and checklists that follow. The questions will help you think about how well your essay addresses the genre as well as your purpose and audience. **CCSS W.6.4, W.6.5**

Focus and Coherence

Ask yourself:

- ✓ Does my essay have a clear focus?
- ✓ Does each paragraph relate to the controlling idea, or thesis?
- ✓ Do all parts work together so that my argument is clear and persuasive for readers?

Organization

Ask yourself:

- ✓ Does the introduction present my controlling idea, or thesis?
- ✓ Does the body follow a logical order?
- ✓ Does the conclusion follow from and support my argument? **CCSS W.6.1a, b, e**

Development of Ideas

Ask yourself:

- ✓ Does the essay show my understanding of the topic?
- ✓ Do my body paragraphs develop my claims and counter-arguments fairly?
- ✓ Does each paragraph give clear reasons and relevant evidence to support the paragraph's claim or counter-argument?
- ✓ Are my reasons and evidence compiled from credible sources? **CCSS W.6.1b**

Voice–Word Choice

Ask yourself:

- ✓ Does my essay include precise language?
- ✓ Does my essay include transitions that clarify the relationships between ideas in sentences and paragraphs?
- ✓ Does my essay include formal language from beginning to end? **CCSS W.6.1c, d**

Voice–Sentence Fluency

Ask yourself:

- ✓ Does my essay include a mix of short sentences and long sentences that make the paragraphs interesting to read?
- ✓ Have I made my sentences more interesting by combining some of them, using prepositional phrases, appositive phrases, and adjective and adverb clauses?
- ✓ Does my writing include a consistent style and tone that make it flow smoothly? **CCSS L.6.3a, b**



Revising Tip

As you revise, use a thesaurus to find exactly the right words to communicate your ideas. Vary your words and sentences to avoid wordiness and **redundancy**, or words and sentences that say the same thing twice. **CCSS L.6.3b**

15.4 EDIT

Correct Errors in Grammar

Editing involves correcting errors in grammar, usage, mechanics, and spelling. Begin editing by taking a careful look at your sentences. Make sure that each sentence states a complete thought and is grammatically correct. Use the checklist below to edit your sentences. **CCSS W.6.5, L.6.1**

Sentence-Editing Checklist

Ask yourself:

- ✓ Have I avoided sentence fragments?
- ✓ Have I avoided run-on sentences?
- ✓ Do verbs agree with their subjects?
- ✓ Have I used verb tenses and forms correctly?
- ✓ Have I used pronouns in the proper case (subjective, objective, possessive)?
- ✓ Have I correctly used intensive pronouns (*yourself*, *yourselves*) for emphasis?
- ✓ Have I used adjectives and adverbs correctly?
- ✓ Are my sentences parallel so that elements that have the same function in a sentence are written in the same form or verb tense? **CCSS L.6.1a, b**

Correct Errors in Mechanics and Spelling

Next, check for and correct any errors in mechanics (punctuation and capitalization) and spelling. Use the proofreading checklist below to edit your essay. You should also use a dictionary to check and confirm spellings.

CCSS L.6.2, b

Proofreading Checklist

Ask yourself:

- ✓ Have I used correct punctuation?
- ✓ Have I written possessives correctly?
- ✓ Have I spelled all words correctly?
- ✓ Have I used capital letters as needed?

Peer and Teacher Review

After you have revised and edited your essay yourself, you will revise it through peer review and teacher review. During **peer review**, you will share your writing with a partner or classmates. Then you will discuss how to improve your writing. During **teacher review**, you will give your essay to your teacher. Your teacher will read it and suggest how you can make your essay better. The ideas and opinions of your peers and teacher will tell you whether you're achieving your goals.

You can use the **Peer Review Guide** on page 382 to respond to a classmate's writing. **CCSS W.6.5, L.6.1e**

15.5 PUBLISH

Now that you have written and polished your essay, you will publish and present it. This is the stage when you share your final essay with others. You may wish to consider the following publishing and presenting options. Some of these options require you to collaborate with your classmates and use technology:

- Submit your essay to your school newspaper.
- Send your essay as a letter to an appropriate Web site or online newspaper.
- Present your essay orally in a small group.
- Create a blog and use your essay to start an online class debate. **CCSS W.6.6**

Reflecting on, or thinking about, your own writing can help you improve your writing skills. Use the **Reflection Guide** on page 383 to reflect on the writing you did in this workshop.

Response Essay

16.1	Plan	324
16.2	Draft	325
16.3	Revise	329
16.4	Edit	331
16.5	Publish	333

The goal of expository writing is to explain or inform. There are many types of expository writing, such as essays, research reports, and magazine articles. A response essay is also a type of expository writing. In a response essay, you write a personal response that explains and defends your interpretation, or understanding, of something you have read.

Good expository writing fits the form of the genre, addresses your purpose, and catches and holds the attention of your audience.

- The **genre** is the writing mode, such as essay, story, poem, or play.
- The **purpose** is your reason for writing. In a response essay, your purpose is to explain and defend your interpretation of a literary or expository text.
- The **audience** includes the people who will read your essay. **CCSS W.6.4**

Writing a response essay involves careful thought, planning, and organization. The instruction on the pages that follow will guide you through the process of writing a response essay and meeting the Common Core State Standards for informative/explanatory writing. For a list of the writing and grammar Common Core State Standards, see pages 431–438. **CCSS W.6.10**

16.1 PLAN

Graphic Organizers

During the Plan stage, you will gather and organize writing ideas. To do this, you may wish to use a graphic organizer, such as the Evidence Chart on page 374.

Identify Your Controlling Idea

Choose a literary or expository selection that you would like to respond to in an essay. Think about the text, your reaction to it, and the topic you wish to discuss. The **topic** is the general subject you wish to write about. The main point you want to make about the topic will be the **controlling idea**, or thesis, of your essay. Sum up the controlling idea in one or two sentences. When you draft your essay, you will give details and examples from the text to support your controlling idea. **CCSS W.6.2a**



Writing Tip

In the Plan stage, your controlling idea is a starting point. As you gather evidence and draft your essay, you can narrow or broaden your controlling idea. **CCSS W.6.2a**

Gather Evidence

Look in the selection for evidence that supports your controlling idea. **Evidence** includes facts, definitions, details, quotations, examples, and other information that provide proof in support of your main point. For example, if you are analyzing the author's style, you might look for sentences that help create a specific tone. **Style** is a writer's personal way of using language. The **tone** expresses the writer's feelings and attitude toward a topic or theme.

With your controlling idea in mind, write evidence from the text that you will include in your response. Explain how the evidence supports your controlling idea. **CCSS W.6.2b, W.6.9a, b**

Synthesize Ideas

When you **synthesize** ideas, you combine ideas to create a new idea or reach a new understanding. You may synthesize ideas from several sources in order to support your controlling idea and key points. **Sources** may include

- personal experience
- books, stories, essays, and articles
- Web sites

Continue recording evidence. Take notes about the related ideas from your sources. Then synthesize these ideas with details from the text. After you synthesize, you may need to revise your controlling idea. **CCSS W.6.2b, W.6.9a, b**

16.2 DRAFT

Write the Introduction

When you write your draft, your goal is to organize the evidence you have gathered into unified paragraphs. The **introduction** is the opening paragraph of your essay. An effective introduction grabs the readers' attention and tells what your essay is about. It also states your controlling idea and sets the tone.

The art of communicating your thoughts and feelings effectively through words is called **rhetoric**. You might begin your response essay with a rhetorical element to grab your readers' attention from the start. The chart on the next page describes various rhetorical elements you might use.

ELEMENT	DEFINITION
Quotation	well-chosen words from the selection
Description	words that describe a setting, character, person, or event by appealing to the senses
Rhetorical question	a question to which no answer is expected
Anecdote	a brief story based on an interesting or amusing event from a person's life
Analogy	a comparison between two things that may not be similar
Parallelism	the use of a series of words, phrases, or sentences that have similar grammatical structure
Repetition	the repeated use of a word, phrase, sound, or other part of a text

Write your introduction. You might freewrite several introductions using different rhetorical elements before deciding on the best introduction. Freewriting means just what it says: writing freely without worrying about grammar, punctuation, spelling, logic, or anything. You just write what comes to your mind. Choose a rhetorical element and set a time limit for freewriting your introduction. Then just start writing ideas as they come to you. **CCSS W.6.2a**

Write the Body Paragraphs

In the body, or main paragraphs, of your essay, you guide and inform your readers' understanding of your key ideas. Each paragraph includes a **topic sentence** that states the key

idea of the paragraph. The rest of the paragraph includes facts, definitions, concrete details, quotations, examples, and other information that support the topic sentence. Similarly, each topic sentence should support the controlling idea of the paper.



Writing Tip

An essay is **focused** and **coherent** when each paragraph clearly relates to the controlling idea, or thesis. Make sure the key idea and supporting facts and details you include in each paragraph relate to your controlling idea. **CCSS W.6.2b, W.6.9a, b**

After you write the body paragraphs, organize them using a logical structure. You may use one of the strategies in the following chart. **CCSS W.6.2a, b**

STRATEGY	DEFINITION
Order of importance	to explain the most important ideas first or last
Comparison and contrast	to describe similarities and differences between things or ideas
Cause and effect	to describe an event and what results from it
Sequence of events	to discuss events in the order that they happened

Maintain a Formal Style

Throughout your essay, use vocabulary and precise words that are specific to your topic. Be sure to use and maintain a formal style. In formal writing, you usually write from the third-person point of view and avoid using slang, contractions, and conversational language. **CCSS W.6.2d, e**

Use Transitions

To make your writing flow smoothly, use transitions to link the ideas in sentences and paragraphs. **Transitions** are words, phrases, and clauses that show the relationship between ideas or events. Use some of the following transitions to clearly link the ideas or events described in your sentences and paragraphs. **CCSS W.6.2c**

RELATIONSHIP	EXAMPLES OF TRANSITIONS
Addition	<i>also, and, besides, both . . . and, furthermore, in addition</i>
Contrast	<i>but, however, instead, nevertheless, on the contrary, on the other hand, still, yet</i>
Importance	<i>first, last, mainly, most important, most of all</i>
Cause and effect	<i>as a result, consequently, for, so, so that, then, therefore, thus</i>
Sequence	<i>after, as, before, next, since, then, until, when, while</i>

Write the Conclusion

Write an effective conclusion that follows from the information or explanation you presented in your response. Your conclusion should

- restate your controlling idea
 - summarize your key points
 - give your readers something further to think about
- CCSS W.6.2f**

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

16.3 REVISE

Introduction to Revision

The word *revise* means “to see again.” To revise your response essay, you will look at it again to make sure that it is clear and well organized and that it accomplishes your goal. You will focus on the development, organization, and style of your writing by applying all or some of these four revision strategies:

- **Add** details and information to make your main point clearer.
- **Delete** unnecessary words or ideas.
- **Replace** boring or overused words with precise language that is more exact and strong.
- **Rearrange** or **combine** phrases and sentences so your ideas and supporting details are presented logically.

Use these revision strategies with the questions and checklists that follow. The questions will help you think about how well your essay addresses the genre as well as your purpose and audience. **CCSS W.6.4, W.6.5**

Focus and Coherence

Ask yourself:

- ✓ Does my essay have a clear focus?
- ✓ Does each paragraph relate to the controlling idea, or thesis?
- ✓ Do all parts work together so that my main point is explained and well supported? **CCSS W.6.2a, b**

Organization

Ask yourself:

- ✓ Does the introduction present my controlling idea, or thesis?
- ✓ Do the body paragraphs follow a logical order?

- ✓ Does the conclusion follow from and support the information or explanation that I presented?

CCSS W.6.2a, b, f

Development of Ideas

Ask yourself:

- ✓ Does each paragraph express a key idea about the controlling idea, or thesis?
- ✓ Is each key idea supported by appropriate evidence?

CCSS W.6.2b, W.6.9a, b

Voice–Word Choice

Ask yourself:

- ✓ Does my essay include precise words and vocabulary that are specific to my topic?
- ✓ Does my essay include transitions that link the ideas in sentences and paragraphs?
- ✓ Does my essay include formal language from beginning to end? CCSS W.6.2c–e

Voice–Sentence Fluency

Ask yourself:

- ✓ Does my essay include a mix of short sentences and long sentences that make the paragraphs interesting to read?
- ✓ Have I made my sentences more interesting by combining some of them, using prepositional phrases, appositive phrases, and adjective and adverb clauses?
- ✓ Does my writing include a consistent style and tone that make it flow smoothly? CCSS L.6.3a, b

16.4 EDIT

Correct Errors in Grammar

Editing involves correcting errors in grammar, usage, mechanics, and spelling. Begin editing by taking a careful look at your sentences. Make sure that each sentence expresses a complete thought and is grammatically correct. Use the checklist below to edit your sentences.

CCSS W.6.5, L.6.1

Sentence-Editing Checklist

Ask yourself:

- ✓ Have I avoided sentence fragments?
- ✓ Have I avoided run-on sentences?
- ✓ Do verbs agree with their subjects?
- ✓ Have I used verb tenses and forms correctly?
- ✓ Have I used pronouns in the proper case (subjective, objective, possessive)?
- ✓ Have I correctly used intensive pronouns (*myself*, *ourselves*) for emphasis?
- ✓ Have I used adjectives and adverbs correctly?
- ✓ Are my sentences parallel so that elements that have the same function in a sentence are written in the same form or verb tense? **CCSS L.6.1a, b**

Correct Errors in Mechanics and Spelling

Next, check for and correct any errors in mechanics (punctuation and capitalization) and spelling. Use the checklist below to edit your essay. You should also use a dictionary to check spellings. **CCSS L.6.2, b**

Proofreading Checklist

Ask yourself:

- ✓ Have I used correct punctuation?
- ✓ Have I written possessives correctly?
- ✓ Have I spelled all words correctly?
- ✓ Have I used capital letters as needed?

Peer and Teacher Review

After you have revised and edited your essay yourself, you will revise it through peer review and teacher review. During **peer review**, you will share your writing with a partner or classmates. Then you will discuss how you can each improve your writing. During **teacher review**, you will give your essay to your teacher. Your teacher will read it and suggest how to improve your response essay. The ideas and opinions of your peers and teacher will tell you whether you're achieving your goals.

You can use the **Peer Review Guide** on page 382 to respond to a classmate's writing. **CCSS W.6.5; L.6.1e**

16.5 PUBLISH

After you have written and revised your essay, you will publish and present it. This is the stage when you share your final essay with others. You may wish to consider the following publishing and presenting options. Some of these options require you to collaborate with your classmates and use technology:

- Create a class collection of response essays.
- Enter your essay into a writing contest.
- Share your essay in a small group.
- Post your essay on your school or class Web site.
- Publish your essay as a blog entry and invite other students to comment on it. **CCSS W.6.6**

Reflecting on, or thinking about, your own writing can help you improve your writing skills. Use the **Reflection Guide** on page 383 to reflect on the writing you did in this workshop.

Multi-Paragraph Essay

17.1	Plan	335
17.2	Draft	336
17.3	Revise	340
17.4	Edit	342
17.5	Publish	344

The goal of expository writing is to explain or inform. There are many types of expository writing, including essays, research reports, and magazine articles. Since all good essays include introductory, body, and concluding paragraphs, all good essays are multi-paragraph, or made of more than one paragraph. Good expository writing fits the form of the genre, addresses your purpose, and catches and holds the attention of your audience.

- The **genre** is the writing mode, such as essay, story, poem, or play.
- The **purpose** is your reason for writing. In a multi-paragraph essay, your purpose is to explain and inform.
- The **audience** includes the people who will read your essay. **CCSS W.6.4**

The instruction on the pages that follow will guide you through the process of writing an expository multi-paragraph essay while meeting the Common Core State Standards for informative/explanatory writing. For a list of the writing and grammar Common Core State Standards, see pages 431–438.

CCSS W.6.10

17.1 PLAN

Graphic Organizers

During the Plan stage, you will gather and organize writing ideas. To do this, you may wish to draw and use a graphic organizer, such as the Evidence Chart on page 375.

Identify Your Controlling Idea

Write down the topic of your essay. The **topic** is the general subject you wish to write about. The main point you want to make about the topic will be the **controlling idea**, or thesis, of your multi-paragraph essay. You usually sum up the controlling idea in one or two sentences. In this Plan stage, your controlling idea is a starting point. As you gather evidence and draft your paper, you may narrow or broaden your controlling idea. **CCSS W.6.2a**

Gather Evidence

Now that you have identified your controlling idea, you need to get information, or evidence, to support it. **Evidence** includes facts, definitions, details, quotations, examples, and other information. You can begin the process of gathering evidence with one or more of the following activities: asking questions, doing research, observing, and interviewing. You may find that you'll want to use all four of these methods to gather evidence.

Write down evidence related to your controlling idea that you know from your own experience or background. Explain how the evidence supports your controlling idea. Then do research to find more evidence. You may look for information in

- reference books, such as encyclopedias
- magazine or newspaper articles
- Web sites that are trustworthy, objective, and up to date

Analyze the research and take notes about how the evidence supports your controlling idea. **CCSS W.6.2b**



Writing Tip

Do not **plagiarize** information, or take ideas from someone else and present them as your own. Plagiarizing is against the law.

Always credit the source of the information with an in-text citation.

See pages 384–387 for information about citing sources. **CCSS W.6.8**

Synthesize Ideas

When you **synthesize** ideas, you combine ideas to create a new idea or reach a new understanding. You may synthesize ideas from several sources in order to support your controlling idea and key points. **Sources** may include

- personal experience
- background knowledge
- books, essays, and articles
- Web sites

Continue recording evidence. Take notes about the related ideas from your sources. Then synthesize the ideas from your experience and background and from your research. After you synthesize, you may need to revise your controlling idea. **CCSS W.6.2b, W.6.9b**

17.2 DRAFT

Write the Introduction

When you write your draft, your goal is to organize the evidence you have gathered into unified paragraphs. The **introduction** is the opening paragraph of a multi-paragraph essay. An effective introduction grabs the readers' attention and introduces the topic. It also states your controlling idea.

The art of communicating your thoughts and feelings effectively through words is called **rhetoric**. The chart below describes different rhetorical elements.

ELEMENT	DEFINITION
Quotation	well-chosen words from the selection
Interesting fact	a statement that can be proven as true
Rhetorical question	a question to which no answer is expected
Anecdote	a brief story based on an interesting or amusing event from a person's life
Analogy	a comparison between two things that may not be similar
Parallelism	the use of a series of words, phrases, or sentences that have similar grammatical structure
Repetition	the repeated use of a word, phrase, sound, or other part of a text

In your introduction, you might include a rhetorical element to grab your readers' attention from the start.

CCSS W.6.2a



Writing Tip

If you are stuck, just start writing. Your first attempt will not be perfect. You might freewrite more than one introduction before deciding on the best one. **CCSS W.6.2a**

Write the Body Paragraphs

In the body, or main paragraphs, of your essay, you guide and inform your readers' understanding of your key ideas. Each paragraph includes a **topic sentence** that states the key idea of the paragraph. The rest of the paragraph includes

facts, definitions, concrete details, quotations, examples, and other information that support the topic sentence. Similarly, each topic sentence should support the controlling idea of the paper.

Write the body of your essay so it is focused and coherent. An essay is **focused** and **coherent** when each paragraph clearly relates to the controlling idea, or thesis. Make sure the key idea and supporting evidence in each paragraph relate to your controlling idea.

Now organize the body paragraphs using a logical structure. You may organize the paragraphs using one of the strategies in the following chart. **CCSS W.6.2a, b, W.6.9a, b**

STRATEGY	DEFINITION
Definition	to explain technical or specialized vocabulary and terms related to specific areas of study or work
Classification	to group information by type
Comparison and contrast	to describe similarities and differences between things
Process	to explain the order of an action or an event
Cause and effect	to describe an event and what results from it
Sequence of events	to discuss events in the order that they happened

Maintain a Formal Style

Throughout your essay, use precise language and vocabulary that is specific to your topic. Be sure to use and maintain a formal style. In formal writing, you usually write from the third-person point of view and avoid using slang, contractions, and conversational language. **CCSS W.6.2d, e**

Use Transitions

To make your writing flow smoothly, use transitions to link the ideas in sentences and paragraphs. **Transitions** are words, phrases, and clauses that show the relationship between ideas or events. Use some of the following transitions to clearly link the ideas or events described in your sentences and paragraphs. **CCSS W.6.2c**

RELATIONSHIP	EXAMPLES OF TRANSITIONS
Addition	<i>also, and, besides, both . . . and, furthermore, in addition</i>
Contrast	<i>but, however, instead, nevertheless, on the contrary, on the other hand, still, yet</i>
Importance	<i>first, last, mainly, most important, most of all</i>
Cause and effect	<i>as a result, consequently, for, so, so that, then, therefore, thus</i>
Sequence	<i>after, as, before, next, since, then, until, when, while</i>

Include Visual Elements

To help readers better understand the ideas in your essay, you may wish to include

- graphics, such as images, maps, and charts
- formatting, such as heads and subheads
- multimedia elements, such as links to video clips

CCSS W.6.2a

Write the Conclusion

Write an effective conclusion that follows from the information or explanation you presented in the introduction and body. Your conclusion will be effective if it

clearly and concisely does the following:

- restates your controlling idea
- summarizes your key points
- gives your readers something further to think about

CCSS W.6.2f

17.3 REVISE

Introduction to Revision

The word *revise* means “to see again.” To revise your multi-paragraph essay, you will look at it again to make sure that it is clear and well organized and that it accomplishes your goal. You will focus on the development, organization, and style of your writing by applying all or some of these four revision strategies:

- **Add** details and information to clarify your main point.
- **Delete** unnecessary words or ideas.
- **Replace** boring or overused words with precise language that is more exact and strong.
- **Rearrange** or **combine** phrases and sentences so your ideas and supporting details are presented logically.

Use these revision strategies with the questions and checklists on the following pages. The questions will help you think about how well your essay addresses the genre as well as your purpose and audience. CCSS W.6.4, W.6.5

Focus and Coherence

Ask yourself:

- ✓ Does my essay have a clear focus?
- ✓ Does each paragraph relate to the controlling idea, or thesis?
- ✓ Do all parts work together so that my main point is explained and well supported? CCSS W.6.2a, b

Organization

Ask yourself:

- ✓ Does the introduction present my controlling idea, or thesis?
- ✓ Do the body paragraphs follow a logical order?
- ✓ Does the conclusion follow from and support the information or explanation that I presented?

CCSS W.6.2a, b, f

Development of Ideas

Ask yourself:

- ✓ Does each paragraph express a key idea about the controlling idea, or thesis?
- ✓ Is each key idea supported by appropriate evidence?

CCSS W.6.2b, W.6.9a, b

Voice–Word Choice

Ask yourself:

- ✓ Does my essay include precise words and vocabulary that are specific to my topic?
- ✓ Does my essay include transitions that link the ideas in sentences and paragraphs?
- ✓ Does my essay include formal language from beginning to end? **CCSS W.6.2c–e**

Voice–Sentence Fluency

Ask yourself:

- ✓ Does my essay include a mix of short sentences and long sentences that make the paragraphs interesting to read?
- ✓ Have I made my sentences more interesting by combining some of them, using prepositional phrases, appositive phrases, and adjective and adverb clauses?
- ✓ Does my writing include a consistent style and tone that make it flow smoothly? **CCSS L.6.3a, b**



Revising Tip

As you revise, use a thesaurus to find exactly the right words to communicate your ideas. Vary your words and sentences to avoid wordiness and **redundancy**, or words and sentences that say the same thing twice. **CCSS L.6.3b**

17.4 EDIT

Correct Errors in Grammar

Editing involves correcting errors in grammar, usage, mechanics, and spelling. Begin the editing stage by taking a careful look at your sentences. Make sure that each sentence expresses a complete thought and is grammatically correct. Use the checklist that follows to edit your sentences.

CCSS W.6.5, L.6.1

Sentence-Editing Checklist

Ask yourself:

- ✓ Have I avoided sentence fragments?
- ✓ Have I avoided run-on sentences?
- ✓ Do verbs agree with their subjects?
- ✓ Have I used verb tenses and forms correctly?
- ✓ Have I used pronouns in the proper case (subjective, objective, possessive)?
- ✓ Have I correctly used intensive pronouns (*himself*, *themselves*) for emphasis?
- ✓ Have I used adjectives and adverbs correctly?
- ✓ Are my sentences parallel so that elements that have the same function in a sentence are written in the same form or verb tense? **CCSS L.6.1a, b**

Correct Errors in Mechanics and Spelling

Next check for and correct any errors in mechanics (punctuation and capitalization) and spelling. Use the checklist below to edit your essay. You should also use a dictionary to check spellings. **CCSS L.6.2, b**

Proofreading Checklist

Ask yourself:

- ✓ Have I used correct punctuation?
- ✓ Have I written possessives correctly?
- ✓ Have I spelled all words correctly?
- ✓ Have I used capital letters as needed?

Peer and Teacher Review

After you have revised and edited your essay yourself, you will revise it through peer review and teacher review. During **peer review**, you will share your writing with a partner or classmates. Then you will discuss how to improve your writing. During **teacher review**, you will give your essay to your teacher. Your teacher will read it and suggest how you can make your essay better. The ideas and opinions of your peers and teacher will tell you whether you're achieving your goals.

You can use the **Peer Review Guide** on page 382 to respond to a classmate's writing. **CCSS W.6.5, L.6.1e**

17.5 PUBLISH

After you have written and polished your essay, you will publish and present it. This is the stage when you share your final essay with others. You may wish to consider the following publishing and presenting options. Some of these options require you to collaborate with your classmates and use technology:

- Create a class collection of essays.
- Enter your essay into a writing contest.
- Share your essay in a small group.
- Post your essay on your school or class Web site.
- Publish your essay on the Internet. **CCSS W.6.6**

Reflecting on, or thinking about, your own writing can help you improve your writing skills. You can use the **Reflection Guide** on page 383 to reflect on the writing you did in this workshop.

Research Report

.....

18.1	Plan	346
18.2	Draft.....	353
18.3	Revise	356
18.4	Edit.....	358
18.5	Publish	360

When you write a research report, you investigate a topic and present information about the topic to your readers. You've probably seen reports in newspapers and magazines. Journalists write these reports to investigate such topics as politics, environmental issues, and business concerns. They use a variety of sources to find information, and then they present this information to their readers.

To write a report, you should

- choose a topic that interests you
- decide on a purpose for your report
- gather information from sources
- take notes, organize your notes, and write an outline
- explain your purpose and main idea in a written thesis statement
- present the information about your topic to your readers in your own words
- prepare a list of your sources

The instruction on the pages that follow will guide you through the process of writing a research report and meeting the Common Core State Standards for research as well as for informative/explanatory writing. For a list of the writing and grammar Common Core State Standards, see pages 431–438.

CCSS W.6.10

18.1 PLAN

Graphic Organizers

During the Plan stage, you will gather and organize writing ideas. To do this, you may wish to draw and use graphic organizers, such as the Main Idea Map, Source Card, and Note Card on pages 376–378.

Do Preliminary Research

Write down the topic of your research report. The **topic** is the general subject you wish to write about. Then do some preliminary, or beginning, research. Look up your topic in a reference work, such as an encyclopedia, to find general information. Then find more information by using a search engine. **CCSS W.6.7**

Write Research Questions

Write questions about your topic that you may want to answer in your report. Good questions begin with the words *who*, *what*, *when*, *where*, *why*, and *how*.

From your list of questions, choose one question to be your **major research question**. You may also combine related questions to form the major research question. Write down the major research question that you will answer through further research. **CCSS W.6.7**

Write a Research Plan

Now that you have your major research question, write a research plan. Your plan should list

- other information that you need
- the types of sources you will use, including both print and digital sources
- any questions you want to answer through further research and investigation **CCSS W.6.7**

Gather Sources

Follow your research plan to gather sources through the Internet and from your school and local libraries or media centers. Remember to search for a wide variety of print and digital sources. When possible, search for a mix of primary and secondary sources. **CCSS W.6.8**

TYPE OF SOURCE	DEFINITION AND EXAMPLES
Primary source	<ul style="list-style-type: none">• written by people who actually experienced the events they write about• original documents (diaries, autobiographies, speeches, letters, interviews, news film footage), creative works (poems, dramas, novels, music, art), and artifacts (buildings, clothing, furniture, pottery)
Secondary source	<ul style="list-style-type: none">• based on information gathered from primary sources and others• publications (magazine and newspaper articles, biographies, textbooks, encyclopedias, books, critical reviews)

Evaluate Sources

You should use only valid and reliable print and digital sources. **Valid sources** are related to your topic and contain information that can be verified in another source. **Reliable sources** are credible, or trustworthy, such as encyclopedias or quotations from experts in the field. Reliable sources also are objective and current, or up to date.

To evaluate the quality of your sources, ask yourself the questions in the following chart:

EVALUATION TERM	QUESTIONS
Relevant	Is the information related to my topic? Does it help answer my questions about the topic?
Accurate	Can I verify the information in another source?
Credible	Is the information written by an author or organization with a good reputation? Is the author considered an expert?
Objective	Is the information a fact or an opinion? Is the source biased, or show favoritism toward or against something?
Current	Is the information current or out of date?

As you evaluate your sources, get rid of any sources that you don't think are valid or reliable. When you decide not to use a source, think about why you are dropping it. Then search for a source that will be more useful.

Create Source Cards

Once you have evaluated your sources, create a source card for each source you will use. Make sure you write down information about each source using a standard format. On each source card, include the following information:

- author
- title
- publication information (For books, include the city in which the source was published, name of publisher, and year of publication. For magazines, also include the issue number and volume number.)
- date on which you accessed the Web site
- location of the source (for example, the name of the library or Web site where you found the source)
- library call number or Web site URL

Number each source card in the upper right-hand corner. Your first source will be number 1, your second source will be number 2, and so on. You will use these cards when you write your Works Cited list. **CCSS W.6.8**

Create Note Cards

After you have created source cards, skim and scan the sources for relevant information. **Relevant information** includes facts, definitions, concrete details, quotations, examples, and other information related to your major research question.

Take notes on a note card for each piece of relevant information you find. On the note card, write a key word or phrase that describes the information. Then, write a summary or a paraphrase of the information, or record a quotation from the source. See the chart on the next page for an explanation of each type of note.

TYPE OF NOTE	HOW TO DO IT
Write a summary	Restate only the main ideas of a passage. A summary should be shorter than the passage from the source.
Paraphrase	Restate the passage in your own words. It should be about the same length as the original passage.
Record a quotation	Copy a passage word for word. For example, if you think information in a source is expressed in an interesting way, you may want to copy the author's own words. If you quote a source directly, use quotation marks around the words.

Next, note whether the information is fact or opinion. Write down the page number or the URL of the Web site page so you can find the information again, if you need to. Finally, refer to your source cards for the source numbers and record the appropriate source number in the upper right-hand corner of each note card. **CCSS W.6.7, W.6.8**

Write Your Thesis Statement

Take another look at your major research question. Ask yourself:

- Will I have enough to write about? If not, your major research question is too narrow. You should revise your research question to be broader.
- Will I have too much to write about? If so, your major research question is too broad. You should revise your research question to be more specific.

When your major research question is not too narrow or too broad, write your answer to the research question in one or two sentences. Make sure that your answer includes a clear statement of your viewpoint on the research topic. Your answer will be the **thesis statement**, or main point of the research report.

Organize Information

Now that you have your thesis statement, you need to make an organizational plan for the main ideas and details that you want to present in your report. To identify the main ideas of your report, look again at the note cards you wrote. Use the key word or phrase on each card to sort the cards into categories, or groups. Sorting the cards into categories will help you see the main ideas in the information you gathered. Write down one main idea about the details in each category of cards. Be sure that the main ideas support your thesis statement.

Next, organize the main ideas in a logical order. This will be the order in which you write the body paragraphs of your report.

Now go back to your groups of note cards and organize the groups according to the order you listed for your main ideas. The note cards in each group contain the details that you will use to support the main idea of the group. You may organize the details using one of the strategies defined on the next page.

STRATEGY	DEFINITION
Definition	to explain technical or specialized vocabulary and terms related to specific areas of study or work
Classification	to group information by type
Comparison and contrast	to describe similarities and differences among things or ideas
Process	to explain the order of an action or an event
Cause and effect	to describe an event and what results from it
Sequence of events	to discuss events in the order that they happened

Finally, use your organized groups of cards to create an outline using the structure shown below.

- I.
 - A.
 - B.
 - C.
- II.
 - A.
 - B.
 - C.

List your main ideas in order using Roman numerals I, II, III, IV, and so on. Beneath each main idea, list the appropriate supporting details in order using capital letters A, B, C, and so on. You will follow the order of main ideas and details in your outline when you write the body paragraphs of your research report.

CCSS W.6.2a

18.2 DRAFT

Write the Introduction

When you write a draft, your goal is to organize the information you have gathered into unified paragraphs. The **introduction** is the opening paragraph of your research report. An effective introduction introduces your topic and presents your thesis statement. The introduction should also grab your readers' attention, possibly by including

- an interesting anecdote, or brief story
- a surprising fact, or
- a thought-provoking question CCSS W.6.2a

Write Topic Sentences

Follow your outline to write the body paragraphs of your research report. Each paragraph should contain a **topic sentence** that states the main idea of the paragraph. Be sure that each main idea supports your thesis statement.

Present Findings

Next, develop the body paragraphs by presenting a summary, a paraphrase, or a quotation of the information from your sources. The facts, definitions, details, quotations, and examples you include in each paragraph should focus on and either explain or expand upon the topic sentence. Organize the topic sentence and supporting details of each paragraph in a way that best develops your thesis.

Do not copy information word for word and present it as your own. This is called **plagiarism**. Plagiarizing is against the law. Always credit the source of the information with an in-text citation, as described below.

- Write the author's last name and the page number(s) on which you found the information in parentheses. Place this information at the end of the last sentence or idea taken from the author's work.
- If the source is a Web site that does not include page numbers, do not write a page number in your citation.
- If the source does not list the author's name, use a shortened form of the work's title instead. If you mention the title and author in the paragraph, include only the page number in parentheses.

After you present information from your sources, draw a conclusion about the information in your paragraph. A **conclusion** is a general statement based on specific ideas.
CCSS W.6.2b, W.6.8



Writing Tip

Don't worry about punctuation, spelling, or grammar as you write your draft. You can fix those later. The important thing when you draft is to state your ideas in a clear, organized way.

Maintain a Formal Style

Throughout your report, use precise language and vocabulary that is specific to your topic. Be sure to use and maintain a formal style. In formal writing, you usually write from the third-person point of view and avoid using slang, contractions, and conversational language. **CCSS W.6.2d, e**

Use Transitions

To make your writing flow smoothly, use transitions to link the ideas in sentences and paragraphs. **Transitions** are

words, phrases, and clauses that show the relationship between ideas or events. Some of the following transitions may help you to clearly link the ideas presented in the sentences and paragraphs of your report. **CCSS W.6.2c**

RELATIONSHIP	EXAMPLES OF TRANSITIONS
Addition	<i>also, and, besides, both . . . and, furthermore, in addition</i>
Contrast	<i>but, however, instead, nevertheless, on the contrary, on the other hand, still, yet</i>
Importance	<i>first, last, mainly, most important, most of all</i>
Cause and effect	<i>as a result, consequently, for, so, so that, then, therefore, thus</i>
Sequence	<i>after, as, before, next, since, then, until, when, while</i>

Include Visual Elements

To help readers better understand the ideas in your report, you may wish to include

- graphics, such as images, maps, and charts
- formatting, such as heads and subheads
- multimedia elements, such links to video clips **CCSS W.6.2a**

Write the Conclusion

Finally, write the conclusion to your research report. The conclusion should state your thesis statement in a different way. It should also follow from and support the information in your report by summarizing the main points you made. End your conclusion with a strong closing statement that leaves a lasting impression. **CCSS W.6.2f**

Create a Works Cited List

At the end of your report, list all the sources of information cited in your report. Alphabetize the sources by the author's last name. If there is no author, then alphabetize the source by the first word in the title. **CCSS W.6.8**

For help with citing sources and creating a Works Cited list, see pages 384–389.

18.3 REVISE

Introduction to Revision

The word *revise* means “to see again.” To revise your report, you will look at it again to make sure that it is clear and well organized and that it accomplishes your goal. You will focus on the development, organization, and style of your writing by applying these four revision strategies:

- **Add** details and information to make your main point clearer.
- **Delete** unnecessary words or ideas.
- **Replace** boring or overused words with precise language that is more exact and strong.
- **Rearrange** or **combine** phrases and sentences so your ideas and supporting details are presented logically.

Use these revision strategies with the questions and checklists that follow. The questions will help you think about how well your research report addresses the genre as well as your purpose and audience.

- The **genre** is the writing mode, such as research report, story, poem, or play.
- Your **purpose** is your reason for writing. In a research report, your purpose is to explain and inform.
- The **audience** includes the people who will read your report. **CCSS W.6.4**

Focus and Coherence

Ask yourself:

- ✓ Does my research report have a clear focus?
- ✓ Does each paragraph relate to the thesis, or controlling idea?
- ✓ Do all parts work together so that my main point is explained and well supported? **CCSS W.6.2a, b**

Organization

Ask yourself:

- ✓ Does the introduction present my thesis, or controlling idea?
- ✓ Does each body paragraph present the main idea and details in a way that best develops the thesis?
- ✓ Are the body paragraphs ordered logically?
- ✓ Does the conclusion follow from and support the information or explanation that I presented?
CCSS W.6.2a, b, f

Development of Ideas

Ask yourself:

- ✓ Does each paragraph express a main idea about the thesis, or controlling idea?
- ✓ Is each main idea supported by appropriate evidence?
CCSS W.6.2b, W.6.9a, b

Voice–Word Choice

Ask yourself:

- ✓ Does my report include vocabulary and precise words that are specific to my topic?
- ✓ Does my report include transitions that link the ideas in sentences and paragraphs?
- ✓ Does my report include formal language from beginning to end? **CCSS W.6.2c–e**

Voice–Sentence Fluency

Ask yourself:

- ✓ Does my report include a mix of short sentences and long sentences that make the paragraphs interesting to read?
- ✓ Have I made my sentences more interesting by combining some of them, using prepositional phrases, appositive phrases, and adjective and adverb clauses?
- ✓ Does my writing include a consistent style and tone that make it flow smoothly? **CCSS L.6.3a, b**



Revising Tip

As you revise, use a thesaurus to find exactly the right words to communicate your ideas. Vary your words and sentences to avoid wordiness and **redundancy**, or words and sentences that say the same thing. **CCSS L.6.3b**

18.4 EDIT

Correct Errors in Grammar

Editing involves correcting errors in grammar, usage, mechanics, and spelling. Begin editing by taking a careful look at your sentences. Make sure that each sentence expresses a complete thought and is grammatically correct. Use the checklist on the next page to edit your sentences.

CCSS W.6.5, L.6.1

Sentence-Editing Checklist

Ask yourself:

- ✓ Have I avoided sentence fragments?
- ✓ Have I avoided run-on sentences?
- ✓ Do verbs agree with their subjects?
- ✓ Have I used verb tenses and forms correctly?
- ✓ Have I used pronouns in the proper case (subjective, objective, possessive)?
- ✓ Have I correctly used intensive pronouns (*herself*, *themselves*) for emphasis?
- ✓ Have I used adjectives and adverbs correctly?
- ✓ Are my sentences parallel so that elements that have the same function in a sentence are written in the same form or verb tense? **CCSS L.6.1a, b**

Correct Errors in Mechanics and Spelling

Next check for and correct any errors in mechanics (punctuation and capitalization) and spelling. Use the checklist below to edit your report. You should also use a dictionary to check spellings. **CCSS L.6.2, b**

Proofreading Checklist

Ask yourself:

- ✓ Have I used correct punctuation?
- ✓ Have I written possessives correctly?
- ✓ Have I spelled all words correctly?
- ✓ Have I used capital letters as needed?

Peer and Teacher Review

After you have revised and edited your report yourself, you will revise it through peer review and teacher review. During **peer review**, you will share your writing with a partner or classmates. Then you will discuss how to improve your writing. During **teacher review**, you will give your report to your teacher. Your teacher will read it and suggest how you can make your report better. The ideas and opinions of your peers and teacher will tell you whether you're achieving your goals.

You can use the **Peer Review Guide** on page 382 to respond to a classmate's writing. **CCSS W.6.5, L.6.1e**

18.5 PUBLISH

After you have written and polished your research report, you will publish and present it. This is the stage when you share your final research report with others. You may wish to consider the following publishing and presenting options. Some of these options require you to collaborate with your classmates and use technology:

- Create a class collection of research reports.
- Enter your report into a writing contest.
- Give an oral presentation of your report to classmates.
- E-mail your report to an organization associated with your topic.
- Publish a multimedia version of your report online with images and video clips. **CCSS W.6.6**

Reflecting on, or thinking about, your own writing can help you improve your writing skills. You can use the **Reflection Guide** on page 383 to reflect on the writing you did in this workshop.

Narrative



19.1	Plan	362
19.2	Draft	365
19.3	Revise	367
19.4	Edit	370
19.5	Publish	371

A **narrative** is a story or an account of an event. There are historical narratives, fictional narratives, and real-life narratives. When you write a story, or narrative, you answer the question *What happened?* Your story will need a beginning, a middle, and an end. It will also need a setting, a conflict and resolution, characters, and dialogue.

The basic elements of a narrative are defined below.

ELEMENT	DEFINITION
Setting	the time and place in which the events of a narrative occur
Mood	the general feeling of a narrative
Characters	the people or animals in a literary work
Plot	the sequence of events
Conflict	a problem that the character(s) must face
Resolution	the outcome of the conflict
Theme	the overall message about life presented in the narrative

The instruction on the pages that follow will guide you through the process of writing a narrative while meeting the Common Core State Standards for narrative writing. For a list of the writing and grammar Common Core State Standards, see pages 431–438. **CCSS W.6.10**

19.1 PLAN

Graphic Organizers

During the Plan stage, you will gather and organize writing ideas. To do this, you may wish to use graphic organizers, such as the Story Map, Character Chart, and Setting and Mood Diagram on pages 379–381.

Identify Key Elements

Write the topic of your story. The **topic** of most good stories is a problem faced by a character. Examples of story topics are “an unusual babysitting experience” and “the drama of a science fair project.”

Now write a possible theme for your story. The **theme** is the central message about life that a writer expresses. For example, if your story is about an unusual babysitting experience, your theme might be “It takes a calm manner and clear thinking to deal with a babysitting crisis.” You can revise your theme as you draft, if you want to.

Writing down some details about the important story elements can ease you into writing. Think about the characters and events and how the setting affects them. Write down the names of your characters and identify the setting of your story. The **setting** is the time and place in which the events of the narrative occur. The setting often helps create the **mood**, or atmosphere.

In narrative writing, the point of view is important. **Point of view** is the perspective, or standpoint, from which a story is told. The chart on the next page describes the two main points of view for a narrative. Read the chart and then identify your story’s point of view. **CCSS W.6.3a**

POINT OF VIEW	NARRATOR	USE
First-person	The narrator is a character in the story and uses the word <i>I</i> .	Use first-person point of view if you want to reveal the action through the main character's eyes.
Third-person	The narrator is not a character in the story but tells the story from outside the action. The narrator refers to characters as <i>he</i> and <i>she</i> .	Use third-person point of view if you want readers to see the action from outside the story.

Develop Interesting Characters

Look at your list of characters. Decide which of the characters is a main character and which are minor characters. A **main character** is central to the story and is usually fully developed. A **minor character** has few personality traits and is used to help move the plot along. For each character, give examples of

- the way the character looks
- what the character thinks, feels, and says
- how the character acts and interacts with others
- what the narrator or other characters think and say about the character

Write precise words or phrases about each character. Then think of descriptive details that help develop each word or phrase. Good descriptive details include specific nouns, vivid verbs, and exact adjectives. Make sure the details are related to the story. **CCSS W.6.3a, b, d**

Create the Main Events

To develop your **plot**, or sequence of events, of your story, identify the main conflict and resolution. The **conflict** is the central struggle or problem that the main character faces. The **resolution** is the outcome of the conflict.

Next, write down the events of your narrative.

Chronological order is an effective way to organize a story so the events unfold naturally and logically. **Chronological order** is the time order in which events happen. When you use chronological order, you tell what happens first, second, and so on. Include well-paced action to keep your readers engaged in the story.

Transitions will help your readers follow your story.

Transitions are words, phrases, and clauses that help show the relationship between events or ideas. Some examples of transitions are *before*, *after*, *next*, *first*, *later*, *afterward*, *nearby*, *in the distance*, *finally*, and *while*. Write down three transitions that you can use to clarify the sequence of events in your narrative. Then write down three transitions that you can use to signal shifts from one time frame or setting to another. **CCSS W.6.3a, c**

Describe the Setting

Writers use descriptive details and sensory language to create specific, believable settings. **Sensory language** describes how people and things look, sound, feel, smell, or taste. The setting helps create the **mood**, or atmosphere, of a story. For example, a writer might create a frightening mood by describing a dark, stormy night booming with loud claps of thunder.

Write notes about the setting and mood of your story. Then write precise words and phrases, descriptive details, and sensory language that describe the setting. Make sure that your sensory details help create the mood. **CCSS W.6.3b, d**

Use Literary Strategies and Narrative Techniques

Writers use literary strategies and narrative techniques to develop experiences, events, characters, style, and tone. These strategies and techniques include foreshadowing, dialogue, pacing, and description, which are defined below.

STRATEGY OR TECHNIQUE	DEFINITION
Foreshadowing	the writer's use of clues to prepare the audience for events that will happen later in the story
Dialogue	the conversation between characters in a literary work
Pacing	the speed in which the plot events and action unfold
Description	vivid writing that helps readers visualize , or see in their minds, the characters, settings, events, and experiences

Identify literary strategies and narrative techniques that you can use in your story. Describe how you will use them. Then explain how they will help develop the experiences, events, characters, style, and tone. **CCSS W.6.3b, d**

19.2 DRAFT

Write the Opening

Begin your draft by writing the opening, or beginning, to your story. Your opening should grab your readers' attention so they want to keep reading. In the opening, you should

- introduce the main character
- introduce the conflict that drives the plot, or story line

- include descriptive details and sensory language that help create the setting

Include interesting details about your main character from your planning notes. Choose sensory details from your planning notes that will help create the setting.

CCSS W.6.3a, b, d



Writing Tip

If you can't decide how to begin your story, just get your ideas on paper. After you have written the first draft of your opening, you can revise it as many times as needed until you are satisfied with it.

Write Dialogue

Choose a place in your story where you can use dialogue. **Dialogue** is a conversation between characters in a literary work. Dialogue can serve many purposes. For example, it can be used to introduce the conflict and move along the plot. It can also be used to develop characters and events. What characters say—and how they say it—will often reveal what they're like.

Identify the purpose of the dialogue. Then think of the language you will use to show the ages, personalities, thoughts, and feelings of the characters that are speaking. Your dialogue will sound natural if your characters talk the way real people talk. You can use slang, sentence fragments, and contractions in dialogue. Begin a new paragraph each time the speaker changes. **CCSS W.6.3b**



Writing Tip

Use quotation marks and tag lines so that it is clear which character is speaking. **Tag lines** are the words that identify the speaker, such as "said Charlie." However, do not use the word *said* too often in tag lines. Instead use more descriptive words, such as *questioned*, *cried*, or *whispered*.

Write the Body

Next, use your planning notes to write the body, or middle, of your story. Include action and details that will keep readers engaged. Remember to

- follow the plot you created
- include a well-paced sequence of events related to the conflict, with events unfolding naturally and logically
- use transition words, phrases, and clauses to show sequence and to signal shifts from one time frame or setting to another
- use descriptive details to create interesting characters
- use sensory language to create a specific, believable setting and mood
- include literary strategies and narrative techniques to develop experiences, events, characters, style, and tone

CCSS W.6.3a–d

Write the Ending

Finally, write the ending, or conclusion, of your story. Make sure that your ending follows from the narrated experiences or events by presenting the resolution to the conflict and relating to the theme of your story. The conclusion should give your audience the feeling that the story is complete. **CCSS W.6.3e**

19.3 REVISE

Introduction to Revision

The word *revise* means “to see again.” To revise your narrative, you will look at it again to make sure that it is clear and well organized and that it accomplishes your goal. You will focus on the development, organization, and style of your writing.

Apply one or more of the four revision strategies that follow to revise your narrative:

- **Add** details and information to make the theme, or message about life, clearer.
- **Delete** unnecessary words or ideas.
- **Replace** boring or overused words with precise language that is more exact and strong.
- **Rearrange** or **combine** phrases and sentences to be sure readers can understand the theme.

Use these revision strategies with the questions and checklists that follow. The questions will help you think about how well your narrative addresses the genre as well as your purpose and audience.

- The **genre** is the writing mode, such as story, poem, play, or essay.
- Your **purpose** is your reason for writing. Your purpose might be to describe, explain, narrate, amuse, or persuade. In this workshop, your purpose is to narrate a story.
- The **audience** includes the people who will read your story. **CCSS W.6.4, W.6.5**

Focus and Coherence

Ask yourself:

- ✓ Does the story have a clear purpose and focus?
- ✓ Does the story use the same point of view from beginning to end?
- ✓ Does the story engage my readers? **CCSS W.6.3a**

Organization

Ask yourself:

- ✓ Does the opening introduce the main character and conflict?

- ✓ Does the body, or middle, present events in chronological order, with events unfolding naturally and logically?
- ✓ Does the ending offer a clear resolution to the conflict?
CCSS W.6.3a, c, e

Development of Ideas

Ask yourself:

- ✓ Can the readers easily identify the narrator and point of view?
- ✓ Is the main character fully developed, interesting, and believable?
- ✓ Does my story include literary strategies and narrative techniques to develop experiences, events, and ideas?
CCSS W.6.3a, b

Voice–Word Choice

Ask yourself:

- ✓ Does my writing include precise words and phrases, descriptive details, and sensory language so that readers can visualize characters, setting, and events?
- ✓ Does my writing include transitions that link the events and signal shifts in time or setting? CCSS W.6.3c, d

Voice–Sentence Fluency

Ask yourself:

- ✓ Does my story include a mix of short sentences and long sentences that make the events and characters seem real?
- ✓ Have I made my sentences more interesting by combining some of them, using prepositional phrases, appositive phrases, and adjective and adverb clauses?
CCSS L.6.3a, b

19.4 EDIT

Correct Errors in Grammar

Editing involves correcting errors in grammar, usage, mechanics, and spelling. Begin the editing stage by taking a careful look at your sentences. Make sure that each sentence expresses a complete thought and is grammatically correct. Use the checklist below to edit your sentences. **CCSS W.6.5, L.6.1**

Sentence-Editing Checklist

- ✓ Have I avoided sentence fragments?
- ✓ Have I avoided run-on sentences?
- ✓ Do verbs agree with their subjects?
- ✓ Have I used verb tenses and forms correctly?
- ✓ Have I used pronouns in the proper case (subjective, objective, possessive)?
- ✓ Have I correctly used intensive pronouns (*myself*, *ourselves*) for emphasis?
- ✓ Have I used adjectives and adverbs correctly?
- ✓ Are my sentences parallel so that elements that have the same function in a sentence are written in the same form or verb tense? **CCSS L.6.1a, b**

Correct Errors in Mechanics and Spelling

Next, check for and correct any errors in mechanics (punctuation and capitalization) and spelling. Use the checklist on the next page to edit your narrative. You should also use a dictionary to check and confirm spellings. **CCSS L.6.2, b**

Proofreading Checklist

- ✓ Have I used correct punctuation?
- ✓ Have I written possessives correctly?
- ✓ Have I spelled all words correctly?
- ✓ Have I used capital letters as needed?

Peer and Teacher Review

In addition to revising and editing your own story, you will revise your work through peer review and teacher review. During **peer review**, you will share your writing with a partner or classmates in a writing group. Then you will discuss how to improve your writing. During **teacher review**, you will give your story to your teacher. Your teacher will also suggest ways to make your story better.

You can use the **Peer Review Guide** on page 382 to respond to a classmate's writing. **CCSS W.6.5, L.6.1e**

19.5 PUBLISH

After you have written and polished your story, you will publish and present it. This is the stage when you share your final narrative with others. You may wish to consider the following options, some of which require you to collaborate with your classmates and use technology:

- Enter your story into a writing contest.
- Create a class collection of stories.
- Perform your story as Readers Theater.
- Publish a multimedia version of your story online with images and video clips. **CCSS W.6.6**

Reflecting on your own writing can help you improve your writing skills. You can use the **Reflection Guide** on page 383 to reflect on the writing you did in this workshop.

Chapter 20

Graphic Organizers

.....

The graphic organizers on the following pages will help you plan your writing as you complete the workshops on pages 312–371. The chart below shows which graphic organizers go with which workshops.

WRITING WORKSHOP	GRAPHIC ORGANIZERS
Persuasive Essay	<ul style="list-style-type: none">• Persuasive Essay Map
Response	<ul style="list-style-type: none">• Evidence Chart—Response Essay
Multi-Paragraph Essay	<ul style="list-style-type: none">• Evidence Chart—Multi-Paragraph Essay
Research Report	<ul style="list-style-type: none">• Main Idea Map• Source Card• Note Card
Narrative	<ul style="list-style-type: none">• Story Map• Character Chart• Setting and Mood Diagram
All workshops	<ul style="list-style-type: none">• Peer Review Guide• Reflection Guide

Copy this graphic organizer onto a separate sheet of paper. Then fill it out.

PERSUASIVE ESSAY MAP

Topic or Issue:

↓

Position or Controlling Idea:

↓

Reason 1/Evidence:	Reason 2/Evidence:	Reason 3/Evidence:
↓ <div><div><input type="checkbox"/> Fact</div><div><input type="checkbox"/> Opinion</div><div><input type="checkbox"/> Example</div></div> ↓	↓ <div><div><input type="checkbox"/> Fact</div><div><input type="checkbox"/> Opinion</div><div><input type="checkbox"/> Example</div></div> ↓	↓ <div><div><input type="checkbox"/> Fact</div><div><input type="checkbox"/> Opinion</div><div><input type="checkbox"/> Example</div></div> ↓
Other Views, Concerns, Counter-Arguments	Other Views, Concerns, Counter-Arguments	Other Views, Concerns, Counter-Arguments

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

Copy this graphic organizer onto a separate sheet of paper. Then fill it out.

EVIDENCE CHART–RESPONSE ESSAY

Focus:
Controlling Idea:

Evidence from the Text	
Evidence (details, quotations, facts, examples, statistics)	How It Supports Controlling Idea

Evidence from Other Sources (personal experience, books, essays, articles, Web sites)		
Evidence	How It Supports Controlling Idea	Primary or Secondary Source

Related Ideas from Sources:	Synthesized Idea:
-----------------------------	-------------------

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

Copy this graphic organizer onto a separate sheet of paper. Then fill it out.

EVIDENCE CHART—MULTI-PARAGRAPH ESSAY

Topic:		
Controlling Idea:		
Evidence (details, quotations, facts, examples, statistics)	How It Supports Controlling Idea	Source
Related Ideas from Sources:		Synthesized Idea:

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

Copy this graphic organizer onto a separate sheet of paper. Then fill it out.

MAIN IDEA MAP

Thesis Statement:	
Main Idea	Category

Copy this graphic organizer onto a separate sheet of paper for each source. Then fill it out.

SOURCE CARD

Author:	Source Number:
Title:	
City of Publication and Publisher:	
Date of Publication:	
Access Date:	
Location of Source (e.g., name of library or Web site):	
Library Call Number or Web Site URL:	

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

Copy this graphic organizer onto a separate sheet of paper for each piece of relevant information. Then fill it out.

NOTE CARD

Key Word or Phrase About Information:	Source Number:
Specific Information/Details from Source:	
Page Number on Which Information Was Found:	

Copy this graphic organizer onto a separate sheet of paper. Then fill it out.

STORY MAP

Topic:	Theme:
Main Characters:	Minor Characters:
Setting (time and place):	Point of View:

Conflict:		
Event 1:	Event 2:	Event 3:
Resolution:		

Strategy/Device to Enhance Style, Tone, or Plot:
--

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

Copy this graphic organizer onto a separate sheet of paper. Then fill it out.

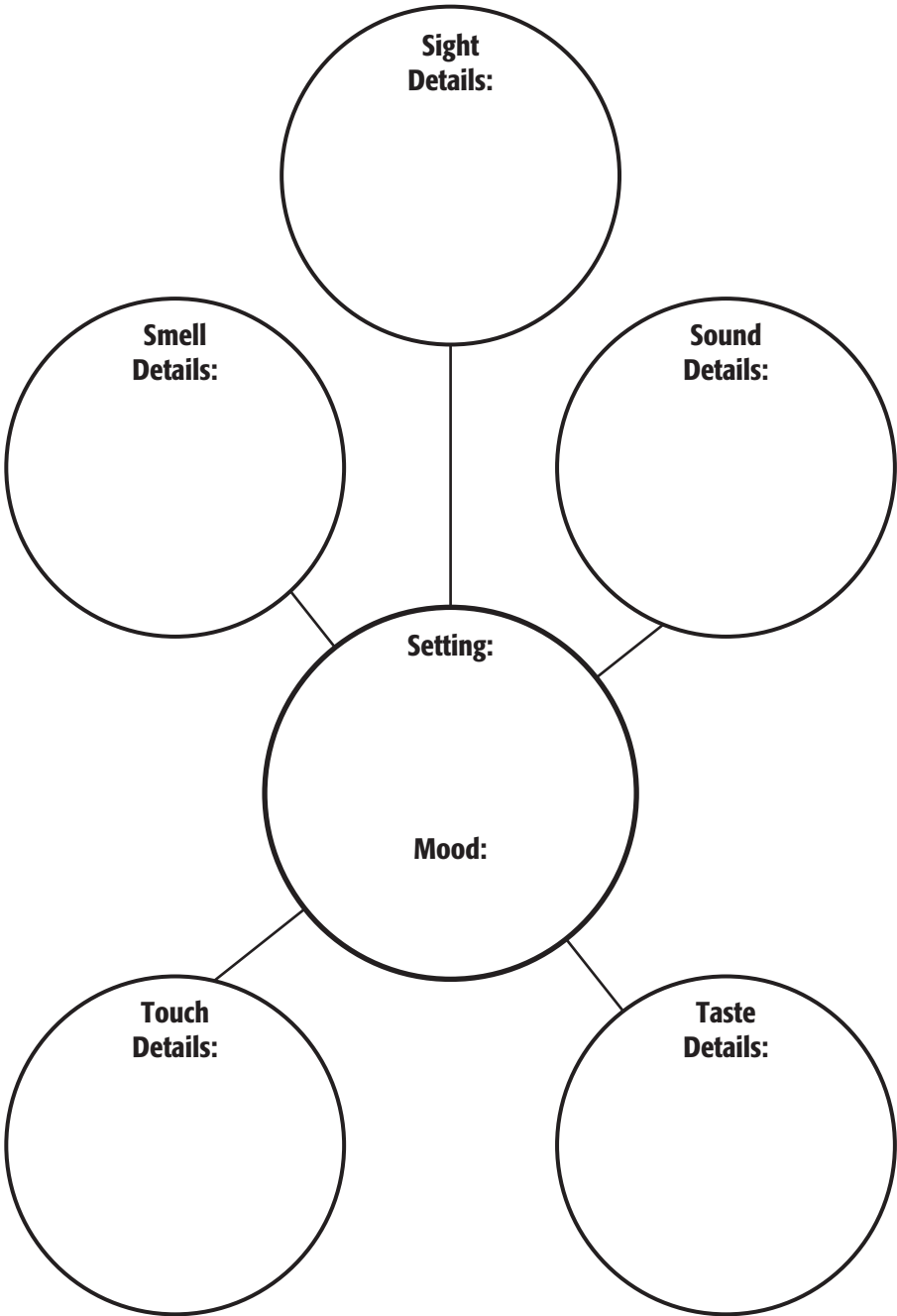
CHARACTER CHART

Character's Name:	
Looks:	
Thinks:	
Feels:	
Says:	
Acts:	
Interacts:	
Narrator or Other Characters Say:	

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

Copy this graphic organizer onto a separate sheet of paper. Then fill it out.

SETTING AND MOOD DIAGRAM



Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

Copy this graphic organizer onto a separate sheet of paper. Then fill it out.

PEER REVIEW GUIDE

During peer review, you will express your opinions about a classmate’s writing. You will also share your ideas about how to improve the writing. These questions can help guide you through the process of peer review.

What is best about this piece of writing?	
Is the opening interesting and attention getting? What, if anything, could make it better?	
What is the focus, or main point, of this piece? Do all of the key ideas relate to that point?	
Has the writer explained or supported each key idea? Where are more details needed?	
Are the ideas or events clearly organized? How could the organization be improved?	
Are the ideas between paragraphs related? Where could transitions help connect ideas more clearly?	
Where is the language precise and vivid? Where is the language confusing or unclear?	
Where are there errors in usage, spelling, capitalization, or punctuation?	

Copy this graphic organizer onto a separate sheet of paper. Then fill it out.

REFLECTION GUIDE

Reflecting on your own writing can help you improve your writing skills.
You can reflect on your own writing by completing these sentence starters:

What I like best about this piece of writing is . . .	
When I look back at the project, the part I most enjoyed working on was . . .	
The most difficult part of the project was . . .	
One thing I learned from this project was . . .	
I would assess my work on this project as (outstanding, good, fair, weak) . . .	
One thing I need to improve in my next writing project is . . .	
One goal I would like to focus on in the future is . . .	

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

MLA Style Guide

.....

CITING SOURCES

When you write an informative, explanatory, or persuasive text, you should cite, or name, the sources of the information you present. You need to cite sources for all ideas, statements, quotations, and facts that are not common knowledge. One reason for citing your sources is to allow your readers to check a source and judge how believable or important a piece of information is.

Another reason to cite your sources is to avoid plagiarism. **Plagiarism** is the act of taking an author's words or ideas and presenting them as your own. Plagiarism is against the law. You must cite a source not only for words you quote directly but also for facts or ideas you take from it.

IN-TEXT CITATIONS

In-text citations are sources that you cite within the body of your paper. You should include in-text citations for sources from which you use information in your paper. Insert the author's last name or the title of the work (if the author's last name is not available) and a page reference in parentheses after the information. For online sources without page numbers, use the title of the Web site. Always put the period outside the parentheses. See the example of an in-text citation on the next page.

Every in-text citation must connect to one of the entries in your Works Cited list. This connection should be by the author's last name or the title of the work—whichever is listed first in the entry in parentheses. For example, the in-text citation shown below in parentheses refers to the author's last name and the page number where the information was found; the Works Cited entry for that source begins with the author's last name. This connection helps readers easily locate sources in a Works Cited list.

In-Text Citation:

Sundiata would later be known by such titles as “Lord Lion,” “Lion of Mali,” and “Father of the Bright Country” (Koslow 12).

Works Cited:

Koslow, Philip. *Mali: Crossroads of Africa*. New York: Chelsea House, 1995. Print.

The chart on the next two pages explains how to cite different sources within the body of your paper, as recommended by the Modern Language Association of America (MLA). These guidelines relate to both print and digital sources.

DOCUMENTING SOURCES WITHIN A PAPER	
Kind of Source	Example
Author named in text Insert the page number in parentheses. If there is no page number (as with many Web sources), simply leave off the citation in parentheses.	According to Philip Koslow, Sundiata would be known by such titles as "Lord Lion," "Lion of Mali," and "Father of the Bright Country" (12).
Work with two (or three) authors Insert each author's last name in parentheses before the page number.	Sundiata faced one of his biggest challenges when he was a young child. He had been born with a disability. He crawled around like a baby until he was seven years old (McKissack and McKissack 49).
Work with more than three authors Give the last name of the first author listed, followed by <i>et al.</i> ("and others") and the page number.	The Gold of Africa Museum contains probably the most important collection of gold artworks, including precious masks, crocodiles, birds, a gold crown, and human figures, from Mali and other African nations (Pinchuck et al. 131).
Work with no author or editor Use the title or a shortened version of the title, and give the page number. If there is no page number (as with some Web pages), include only the title of the work.	According to legend, when Sundiata learned that Dankaran Touman was to be king because Sundiata was disabled, he took an iron rod and used the rod to stand upright ("Sundiata").

More than one work by the same author

Use the author's last name, the title or a shortened version of the title, and the page number.

After Sundiata's death, Mali lacked strong leadership for several decades. (McKissack, *The Royal Kingdoms* 56).

More than one source at a time

Include both sources and their page numbers, separated by a semicolon.

Much of what we know about Sundiata comes from griots, the African storytellers (Koslow 12; Eisner 3).

WORKS CITED LIST

Use your source cards and note cards to document, or record, the publishing information about your sources in a Works Cited list. This list will appear at the end of your paper. The list should be alphabetized by the authors' last names. If a work has no author, alphabetize it by the title.

Technology Tip

There are online programs that can help you build your Works Cited list. Enter "Works Cited generator" in your search engine to find such a program.

The chart on the following pages shows the proper style to use for different types of sources in a Works Cited list or bibliography, as recommended by the MLA.

DOCUMENTING SOURCES IN A WORKS CITED LIST

Kind of Source	Example
Book with one author	Koslow, Philip. <i>Mali: Crossroads of Africa</i> . New York: Chelsea House, 1995. Print.
Book with two or three authors (If a book has more than three authors, name only the first author, followed by <i>et al.</i>)	McKissack, Pat, and Fredrick McKissack. <i>The Royal Kingdoms of Ghana, Mali, and Songhay: Life in Medieval Africa</i> . New York: H. Holt, 1994. Print.
Book with editor(s)	Lehman, David, and Heather McHugh, eds. <i>The Best American Poetry 2007</i> . New York: Scribner's, 2007. Print.
Book with an organization or a group as author or editor	Adobe Creative Team. <i>Adobe Photoshop CS3 Classroom in a Book</i> . Berkeley: Adobe, 2007. Print.
Work from an anthology	Desai, Anita. "Games at Twilight." 1978. <i>The Penguin Book of International Women's Stories</i> . Ed. Kate Figes. London: Penguin, 1996. 204-11. Print.
Introduction in a published book	Jackson, Peter. Introduction. <i>The Making of Star Wars: The Definitive Story Behind the Original Film</i> . By J. W. Rinzler. New York: Del Rey, 2007. iii. Print.
Encyclopedia article	"Jazz." <i>The New Encyclopaedia Britannica: Micropaedia</i> . 15 th ed. 1998. Print.
Weekly magazine article	Sacks, Oliver. "A Bolt from the Blue." <i>New Yorker</i> 23 July 2007: 38-42. Print.

Monthly magazine article	Plotnikoff, David. "Hungry Man." <i>Saveur</i> July 2007: 35–36. Print.
Newspaper article If no author is named, begin the entry with the title of the article.	Long, Ray, and Jeffrey Meitrodt. "Some Budget Progress Made." <i>Chicago Tribune</i> 26 July 2007, B3 sec. Print.
Online newspaper article Include a URL only when the reader cannot locate the source without it or when your teacher requires it.	Onion, Amanda. "Americans Embracing 'Green' Cleaning." <i>ABC News</i> . ABC News Internet Ventures, 30 Jan. 2006. Web. Aug. 2007. < http://abcnews.go.com/Technology/Business/story?id=1544322 >.
Online magazine article Include a URL only when the reader cannot locate the source without it or when your teacher requires it.	Parks, Bob. "Robot Buses Pull In to San Diego's Fastest Lane." <i>Wired Magazine</i> . July 2007. Web. 25 Oct. 2007. < http://www.wired.com/cars/futuretransport/magazine/15-08/st_robot >.
Web page Include a URL only when the reader cannot locate the source without it or when your teacher requires it.	Everett, Glenn. "Utilitarianism." <i>The Victorian Web</i> . Ed. George P. Landow. U Scholars Programme, Natl. U of Singapore, 11 Oct. 2002. Web. 18 May 2007.
Radio or TV program	"Jungles." <i>Planet Earth</i> . Dir. Alastair Fothergill. Discovery Channel. 19 Nov. 2006. Television.
Videotape or DVD For a videotape (VHS) version, replace "DVD" with "Videocassette."	<i>An Inconvenient Truth</i> . Dir. Davis Guggenheim. Paramount, 2006. DVD.

Part Four

Resources

Chapter 22 The Library or Media Center

Chapter 23 Using Print and Digital Resources

- 23.1 Understanding Cataloging Systems
- 23.2 Locating Books
- 23.3 Locating Articles in Newspapers and Magazines
- 23.4 Using Other Reference Sources
- 23.5 Making the Most of Word Resources

Chapter 24 Accessing Digital Resources

Knowledge is of two kinds: we know a subject ourselves, or we know where we can find information on it.

—Samuel Johnson



The Library or Media Center

.....

Although you've probably been in a library, you might not realize how many print, digital, and media resources that the library has to offer or how to find them. This chapter will guide you through the library and help you understand how and where to find what you need.

CARD SERVICES, HELP DESKS, AND CHECKOUT

The staff of librarians and library workers can direct you to resources on any subject you're interested in. Workers at a desk in card services can help you obtain or renew a library card, which you'll need in order to check out books and other materials. Librarians at the help desks can answer your questions about library resources or the research you are doing. The library also has a checkout desk or a self-checkout station where you can use your library card to check out library books and other materials and to pay fines.

CATALOGS

Catalogs tell you which books and materials are available and where to find them. A computer or card catalog will tell you about books and materials that are available in your particular library. An online catalog will tell you about books and materials that are available through a network of libraries in your city or state. You'll learn more about using catalogs in Chapter 23.

AREAS FOR ADULTS, TEENS, AND KIDS

Many libraries are divided into separate areas for adults, teens (sometimes called the “young adults area”), and children. Although it’s called the “adult area,” you don’t have to be an adult to use these books and materials. All three areas usually contain similar sections and materials, such as fiction and nonfiction books, DVDs and CDs, reference materials, and computers. The areas for teens and children may also include chapter books, textbooks, leveled readers for beginning readers, and picture books for very young readers.

STACKS

The stacks are rows of bookshelves in the library. The stacks are often divided into these sections:

- fiction (novels, short stories, mysteries, and science fiction)
- nonfiction (biographies and subjects such as sports, history, and science)

REFERENCE SECTION

The reference section often includes both print and digital encyclopedias, dictionaries, almanacs, atlases, and other materials. The areas for teens and children might also include textbooks for subject areas such as literature, math, science, and social studies. Books and digital materials in the reference section can be used only in the library. By not allowing people to check out these materials, the library helps to ensure that they are always available when someone needs to consult them.

NEWSPAPERS AND MAGAZINES

In the section of newspapers and magazines (sometimes called the “periodicals” section), you can read local newspapers as well as papers from major cities in the United States and perhaps from other countries. You can also look through magazines and journals. You may not be able to check out the current issues, but you can usually take older issues home to read. You’ll learn more about finding articles in newspapers and magazines in Chapter 23.

DVDs AND CDs

The DVDs and CDs section of the library may also be called the audio-visual section. This section may contain audiobooks, eBooks, computer games, movies, videos, and music that you can check out and enjoy at home.

COMPUTERS

The areas for adults, teens, and children may have computer sections of laptops and desktop computers with high-speed Internet access. You may be able to use these computers for research or to check e-mail. The computers may also contain software programs that you can use to write reports, résumés, and letters or to create spreadsheets and presentations. For a small fee per page, you can usually print the articles you’ve found online or in the library’s databases or the papers you’ve written.

STUDY AREAS

Most libraries have quiet areas containing desks that are set aside for people who want to read or study individually. Some libraries also have group study rooms in which students and other people can gather for group study or discussions. You might need to reserve the group study rooms ahead of time.

SPECIAL COLLECTIONS AND STACKS

Some libraries set aside a special room or section for collections of rare books, manuscripts, and items of local interest, including works by local students and artists. Libraries may also have a “popular topics” section of stacks. These stacks are organized so readers can find books by popular topics such as cooking, finance, gardening, green living, sports, and jobs and careers.

Using Print and Digital Resources

.....

23.1	Understanding Cataloging Systems	396
23.2	Locating Books	407
23.3	Locating Articles in Newspapers and Magazines	413
23.4	Using Other Reference Sources	415
23.5	Making the Most of Word Resources	417

In the course of doing research for a report, you will look at print and digital books as well as magazines, also known as periodicals. Books are tremendous sources because they give you access to information and opinions from the past. Magazines and journals are good sources of current information and opinions because they are published more often than books. In this chapter, you'll learn about some of the different kinds of print and digital resources available to you.

23.1 UNDERSTANDING CATALOGING SYSTEMS

Maybe you're looking for information on a particular subject. Maybe you want to see books by a certain author, or you want to check out a specific book. The library's catalog will help you find what you're looking for. The catalog will be either an online computer catalog or a paper card catalog. If it's an online catalog, you might be able to access it from your home computer as well as in the library.

COMPUTER CATALOGS

Each computer catalog is different. Before you use one for the first time, read the instructions. They might be printed on the screen or posted beside the computer. If you need help, ask a library worker.

Using Search Techniques

Most catalog programs allow you to search by subject using a keyword or by title or author. Computer catalogs may also allow you to do advanced keyword searches. Read the computer screen carefully to be sure the catalog is set for the type of search you want to do. For example, the screen below shows that the catalog will search for a subject by keyword. If you wanted to search this catalog by title or author or if you wanted to do an advanced keyword search, you would click on the Title, Author, or Advanced tab to change the setting.

Keyword

Title

Author

Advanced

Type the keyword(s) in the box below; then press Enter or click the Submit button.

Sorted By: ▾

All Libraries ▾

Type the keywords you want to find. For example:

- good to great
- Indian cooking

Subject Search For a subject search, you will type the keyword(s) for the subject. A **keyword** is a word or phrase that names or describes your topic. Whenever you search a computer database, including the Internet, the keyword you use will greatly affect the results you get.

Search Tip

Be specific. A general keyword, such as *experiments*, will get you a long list of sources, sometimes called **hits** or **matches**. Although these sources will relate in some way to your keyword, few of them are likely to focus on your specific subject. To save time, choose a keyword that better names or describes your topic, such as *cloning*. You will get a much shorter list of sources, but more of the sources will be useful to you.

Advanced Keyword Search If the simple keyword search lists too many sources for your subject, you can narrow the list by doing an advanced keyword search. An advanced search allows you to set field limits so the computer searches for only the keywords and fields you have specified. For example, the screen on the next page shows that the user wants the computer to search for the keywords *cloning* and *animals* but not the word *dogs*. The user also wants the computer to limit the search to the following fields: sources that are “on shelf” in the library, or not checked out; sources located in any library that is listed instead of one specific library; sources in any format, such as book, CD, and DVD, instead of one specific format; sources in English instead of another language; and sources published between the years 2000 and 2011. The user chose not to limit the search to a specific publisher.

Now Searching **ALL LIBRARIES**

Keyword

Title

Author

Advanced

Advanced Keyword Search

Please fill in the form, select limits, and click Submit
(or choose a [Simple Keyword Search](#))

Any Field: ▾	<input type="text" value="cloning"/>	And ▾
Any Field: ▾	<input type="text" value="animals"/>	And not ▾
Any Field: ▾	<input type="text" value="dogs"/>	And ▾
Any Field: ▾	<input type="text"/>	

Limited to:**Sorted by:**☒ Limit search to on shelf

Search and Sort:

sorted by relevance ▾

Location:

ANY

Acorn

Acorn Juvenile

Alsip-Merrionette Park

Submit

Format:

ANY

BOOK

LARGE TYPE

DVD / VIDEODISC

Language:

Chinese

Danish

English

French

Year: After

and Before

Publisher:

Search Tip

Many online and computer catalogs allow you to combine keywords in various ways to broaden or narrow your search. Such searches, called Boolean searches, are based on a method of logic expressed by George Boole, a 19th-century English mathematician. Following are descriptions of some Boolean search techniques you can use.

Use Boolean Operators. You can combine keywords with connecting words called **operators**. The three basic Boolean operators are *and*, *or*, and *not*.

- **And:** Use *and* between two keywords to narrow a search to every source that contains *both* keywords. For example, *cloning and animals* directs the computer to search only for sources that contain both of the words *cloning* and *animals*.
- **Not:** Use *not* to narrow a search by excluding terms that you do not want. For example, *cloning and not dogs* directs the computer to search only for sources that contain the word *cloning* but not the word *dogs*.
- **Or:** Use *or* between two keywords to broaden, or widen, a search to every source that contains *either* keyword. For example, *cloning or twins* tells the computer to conduct two searches at the same time—one search for sources that contain the word *cloning* and another search for sources that contain the word *twins*.

Use Proximity Operators. You can direct the computer to search for sources that contain keywords that are near or close to each other. The main proximity operators are *near*, *before*, *after*, and *adjacent*.

- **Near:** Use *near* between two keywords to narrow a search to every source that contains *both* keywords when they are close to each other, in any order. For example, *cloning near animals* directs the computer to search only for sources that

contain the words *cloning* and *animals*, in either order, when the words are near each other.

- **Before or After:** Use *before* or *after* between two keywords to narrow a search to every source that contains one keyword before (or after) another keyword. For example, *cloning before sheep* directs the computer to search only for sources that contain the word *cloning* when it appears before the word *sheep*. *Cloning after sheep* directs the computer to search only for sources that contain the word *cloning* when it appears after the word *sheep*.
- **Adj:** Use *adj* between two keywords to narrow a search to every source that contains both keywords when they are adjacent, or next to each other, in the exact order they were entered in the search box. For example, *cloning adj sheep* tells the computer to search only for sources that contain the word *cloning* when it appears before and next to the word *sheep*.
Note: Some computer databases use adjacency as the default setting, so *cloning sheep* will produce the same search results as *cloning adj sheep*.

Use Wildcards. You can expand a search, but in a focused way, using one or more asterisks (*) to truncate, or shorten, your keyword. Then the computer will search for all words that begin with the letters before the asterisk.

- **One asterisk (*):** Type an asterisk after the first key letters of a word to direct the computer to search for sources that contain the first key letters followed by 1–5 other characters. For example, *clon** tells the computer to search for sources that contain *clon* followed by 1 to 5 other letters, such as in *clone*, *clones*, *cloned*, and *cloning*.

You can also use this technique when you aren't sure how to spell a word. For example, you could use *Doll** if you weren't sure whether the first cloned sheep was named *Dollie* or *Dolly*.

- **Two asterisks (**):** Type two asterisks after the first key letters of a word to direct the computer to conduct an open-ended search. For example, *clon*** tells the computer to search for sources that contain *clon* followed by any number of letters and characters. The sources will include the words *clone*, *clones*, *cloned*, and *cloning*, as well as such terms as *clone wars*, *cloning: the science of*, *cloning pets*, *clone codes*, and *clone saga epic*.
- **Question mark (?):** Use a question mark (?) anywhere in a keyword to replace one letter or character. Using a question mark is helpful when you want to search for various spellings of a word. For example, a search for *wom?n* will produce sources that contain both *woman* and *women*.

Title Search For a title search, you will enter the title, starting with the first two or three important words in the title. Ignore *A*, *An*, and *The* at the beginning of a title. For example, for the book *The Digital Age: 1947–Present Day*, you would type the following:

Digital Age

Author Search For an author search, you will enter the author's last name first, followed by a comma and the first name. For example, for author Charlie Samuels, you would type the following:

Samuels, Charlie

When you enter titles and names, be sure the words you type are spelled correctly. A computer catalog can't recognize misspelled words. It will search for exactly what you type.

If you need help with the computer catalog of your library, you can always ask a librarian for help. Many libraries also offer classes on how to use the library's computer catalog and other databases.

Understanding Search Results

After you enter the keyword(s) of a subject, the title, or the author's name, the screen will show you a list of related sources that are available at the library or libraries you selected. Let's say you're doing research on cloning and you've started a subject search by typing in the keyword *cloning*. The screen will show you a list similar to the one that follows.

Keywords (1-12 of 21)		
Afterschool charisma / Kumiko Suekane; [translation, Camellia Nieh]. Suekane, Kumiko. San Francisco, Calif. : Viz Media, c2009- v. : chiefly ill. (some col.) ; 21 cm	Find It Request It Add to List	c2009- 
Star Wars, the Clone Wars, Clone commandos [videorecording] / Lucasfilm, Ltd. [United States] : Warner Home Video, 2009. 1 videodisc (88 min.) : sd., col. ; 4 3/4 in. DVD, widescreen.	Find It Request It Add to List	2009 
Genetics in medicine / Andrew Solway. Solway, Andrew Milwaukee, WI : World Almanac Library, 2007 64 p. : col. ill. ; 27 cm. Website	Find It Request It Add to List	2007 
Point blank / Anthony Horowitz Horowitz, Anthony, 1955- New York Speak, 2006. 274, 17 p. ; 20 cm.	Find It Request It Add to List	2006 
Artemis Fowl. 4, The Opal deception [sound recording] / Eoin Colfer. Colfer, Eoin New York : Random House/Listening Library, p2005 6 sound discs (ca. 72 min. each) : digital; 4 3/4 in.	Find It Request It Add to List	p2005 

The first row in the screen on page 403 shows that the computer found 21 sources about the keyword *cloning*. The screen shows entries for five of those sources. The title in each entry appears in blue and is underlined to show that it is a link. You can click on the link to see more information. If the source is in a format other than a book, the title line identifies the format in brackets. For example, the entry for the *Star Wars* entry shows [*videorecording*] after the title and a DVD icon in the last column to indicate the format.

Beneath the title line in each entry is the author and/or publishing information. The entry may also include the number of pages in a book; the size of a book; whether it has illustrations, an index, a glossary, or a bibliography; the number of discs in a video or sound recording; and the run time of each disc, indicated by the number of minutes.

To find facts about cloning, you will want to look for nonfiction sources. Because only the title, author, format, and publishing information appear on this screen, you should click on the title link to see a more detailed description of the source. The screen on the next page shows the detailed description that appears when the link *Genetics in medicine / Andrew Solway* is clicked.

Author [Solway, Andrew.](#)
Title **Genetics in medicine**
Pub. Info. Milwaukee, WI: World Almanac Library, 2007.
Edition North American ed.

LIBRARY / LOCATION	CALL NUMBER	AVAILABILITY
Calumet Park Juv	616.042 SOL/Y	ON SHELF
Elmhurst Juv	J 616.042 SOL	ON SHELF
Grande Prairie Juv	J 616.042 SOL	ON SHELF
Harvey Juv	J 616.042 SOL	ON SHELF
Homewood Juv	J 576.5 SOL	ON SHELF
Justice Juv	J 616.042 SOL	ON SHELF
Lyons Juv	JUV 616.042 SOL	ON SHELF
Northlake Juv	J 616.042 SOL	ON SHELF
Orland Park Juv	J 616.042 SOL	ON SHELF
Palos Hgts Juv	J 616.042 SOL	ON SHELF

View additional copies or search for a specific volume/copy

Edition North American ed.

Phys.Desc. 64 p. : col. ill. ; 27 cm.

Series Cutting edge medicine.
[Cutting edge medicine.](#)

Note Includes bibliographical references (p. 62) and index.

Contents What is genetics? -- From genes to characteristics -- Genetic engineering -- Genetic disorders -- Cloning -- Combating aging -- The future of genetic engineering.

Subject [Medical genetics -- Juvenile literature.](#)

Standard # 9780836878653 (lib. bdg.)
 0836878655 (lib. bdg.)

The detailed description may include a list of libraries that contain the source, as well as the call numbers for that source and a description of its availability. (**Call numbers** are numbers and letters used to classify books. They're explained on pages 407–411.) If the source isn't marked "fiction," then you know that it is nonfiction. Library catalogs often use the word *juvenile* to indicate books that are suitable for teens and children. If the word *juvenile* or the letters *JUV* or *J* don't appear, then you know that the source is meant for adults. For example, the screen on page 405 shows that the nonfiction book *Genetics in Medicine* is available on the shelf in juvenile literature at the ten libraries listed.

The detailed description may also include links to other sources related to your subject or author. For example, the screen on page 405 shows that the author's name, [Solway, Andrew](#), is a link. You would click on that link to see other books and materials written by Andrew Solway. The screen also shows that [Cutting edge medicine](#) and [Medical genetics —Juvenile literature](#) are links to other sources on these subjects.

Either print out or write down the call numbers for the sources you want. Then go to the location in the library, such as the teens (or young adults) nonfiction section, and find the shelf with call numbers for the source you want. For example, for a book with call number *J 616.042 SOL*, you would find the shelf with call numbers between 610 and 620. Then look down the rows for the book marked *616.042 SOL*. The books are in numerical and alphabetical order, so it's easy to find the one you're looking for. Glance through the table of contents or index to be sure this book will help you learn more about cloning.

CARD CATALOGS

Some libraries have card catalogs instead of online computer catalogs. The cards list the same information as found in the computer catalog. However, they don't tell you whether someone has checked out the book.

Card catalogs are stored in long, narrow drawers. The drawers hold two or more small cards for every book in the library. The cards are arranged in alphabetical order. Fiction books have two cards each. One lists the book by its author, and one lists the book by its title. Nonfiction books have at least three cards each. These cards list the book by its author, its title, and its subject or subjects.

A library may separate its card catalog into two categories: subject cards in one category and author and title cards in another. Often cards are cross-referenced, listing other available sources on the same subject or a related topic. A card catalog might also have separate cross-reference cards, filed alphabetically and listing related topics.

23.2 LOCATING BOOKS

The purpose of call numbers is to help you locate books. Most school and community libraries use call numbers based on the Dewey decimal system. Many college and university libraries use call numbers based on the Library of Congress system.

DEWEY DECIMAL SYSTEM

The Dewey decimal system was created in 1876 by a librarian named Melvil Dewey. This system divides nonfiction books into ten categories. The Dewey categories are described in the chart on the next page.

DEWEY CATEGORIES

NUMBERS	CATEGORY	EXAMPLES OF SUBCATEGORIES
000–099	General Works	encyclopedias, bibliographies, periodicals, journalism
100–199	Philosophy	philosophy, psychology, personality
200–299	Religion	mythology, bibles
300–399	Social Sciences	sociology, education, government, law, economics, vocations, customs
400–499	Language	dictionaries, languages, grammar
500–599	Pure Sciences	chemistry, astronomy, biology, mathematics
600–699	Technology and Applied Sciences	medicine, engineering, agriculture, home economics, business, radio, television, aviation
700–799	Arts	architecture, painting, music, photography, recreation
800–899	Literature	poetry, plays, essays, criticism
900–999	Geography and History	geography, history, travel

Let's say you want to know more about author James Thurber. You'd begin by entering his last name as a keyword in a computer catalog or by looking under *T* in a card catalog.

The library might have many books by Thurber and about Thurber. One book might be *My Life and Hard Times*, a book by James Thurber. This book is placed in the 800 category, literature. Literature is broken into subcategories; for example, 810 is American literature, and 820 is English literature. James Thurber was an American author, so *My Life and Hard Times* has a call number in the 810s: 817 *THU*.

Some subcategories of the Dewey system contain hundreds of books. To make sure each book has its own call number, a decimal point and more numbers (and sometimes letters) are added to the number of the subcategory. For example, the book about genetics by Andrew Solway has a call number of *616.042 SOL*. Many libraries add the first three letters of the author's last name to the call number, such as *SOL* for Solway or *THU* for Thurber.

Library Tip

Two librarians may assign the same book to different Dewey categories. That's why books in your library may have different call numbers than those noted here.

Our imaginary library has another book, a biography called *Remember Laughter: A Life of James Thurber*, by Neil A. Grauer. Its call number is *B Thurber James*. The *B* (or *BIOG* or *BIOGRAPHY*) at the beginning of a Dewey decimal call number identifies the book as biography. Some libraries group their biographies together in a separate section of the library. Often there is a biography section in the adult stacks as well as in the teens and children sections. Biographies are shelved alphabetically according to the subject of the book. James Thurber is the subject of the book *Remember Laughter: A Life of James Thurber*. So the book is located in the *T* section of the biographies.

The library also has a book called *Thurber: A Biography*, by Burton Bernstein. It, too, has a call number of *B Thurber James*. Two biographies with the same call number but different authors are shelved alphabetically by the last name of the author. That puts Bernstein's book before Grauer's book in the *T* section of the biographies.

One book of short stories by James Thurber, *92 Stories*, is located in the fiction section. Most libraries using the Dewey system identify fiction in the call number with the letters *F*, *Fic*, or *Fiction*. The call number also includes the first three letters of the author's last name or the author's entire last name. For example, the call number of *92 Stories* is *Fic Thurber*.

Fiction is shelved alphabetically by the authors' last names. Books by the same author are shelved by the first important word in each title, ignoring *A*, *An*, and *The*. (The book *92 Stories* is shelved as if the number were spelled out: *Ninety-two*.)

Reference books, such as encyclopedias, have an *R* or *Ref* in their call numbers. When you see *R* or *Ref*, remember that you cannot check out these sources. You must use them in the library.

LIBRARY OF CONGRESS SYSTEM

The Library of Congress system divides books into twenty-one categories. Each category is represented by a letter as shown in the chart on the next page. Like the Dewey decimal system, the Library of Congress system has subcategories identified by a second letter. For example, *N* is the category for fine arts. You would look under *NA* for books about architecture, *NB* for sculpture, *ND* for painting, and so on. Numbers added to the letter combinations identify more specific categories.

LIBRARY OF CONGRESS CATEGORIES

LETTER	CATEGORY	LETTER	CATEGORY
A	General Works	N	Fine Arts
B	Philosophy and Religion	P	Language and Literature
C–F	History	Q	Science
G	Geography and Anthropology	R	Medicine
H	Social Sciences	S	Agriculture
J	Political Science	T	Technology
K	Law	U	Military Science
L	Education	V	Naval Science
M	Music	Z	Bibliography and Library Science

In one library using the Library of Congress system, Neil A. Grauer's book, *Remember Laughter: A Life of James Thurber*, has a call number of *PS 3539.H94*. The *P* stands for the general category of Literature, while *S* indicates a work by an American author. The next letter and numbers, *.H94*, are a code that stands for the author and the specific book.

Note that in the Library of Congress system, biographies are not filed separately but with the other books. Therefore, the call numbers of the biographies for Thurber begin with *PS*, indicating an American author.

FINDING INFORMATION IN NONFICTION BOOKS

Nonfiction books contain various sections that you can use to decide whether a source will be useful to you. Not every book contains all the sections described below.

Information About a Book

To find information about a book, check the following parts:

The **title page** contains the book title, the author's name, and usually the publisher.

The **copyright page** gives the publication or copyright date. This page is usually printed on the back of the title page. Check the copyright date to see how current, or up to date, the information in the book is.

The **table of contents** lists the main topics covered in the book. This section may help you decide whether the book has the information you're looking for.

The **foreword**, **introduction**, or **preface** is written by the author or an expert on the topic or subject. This section may explain the purpose of the book or the author's outlook on the subject.

Information in a Book

To find information in a book, check the sections below:

The **index** lists the people, places, events, and other important topics mentioned in the book in alphabetical order. The pages in the book where you can find references to these topics are listed after each topic.

The **glossary** lists terms in the book in alphabetical order and defines them.

The **bibliography** suggests additional research sources that you might use. It may also include the sources for information found in the book itself.

The **appendix** contains additional information related to the book, such as maps, charts, illustrations, and graphs.

The **afterword** or **epilogue** is used by some authors to make a final statement about the book or offer additional findings.

23.3 LOCATING ARTICLES IN NEWSPAPERS AND MAGAZINES

You can find the latest information on a topic in newspapers, magazines, and journals. The two tools described below will make your search easier.

COMPUTER DATABASES

Many libraries have computers in a reference section that you can use for online references. These computers contain databases holding collections of magazine, journal, and newspaper articles. Most of these databases allow you to search by topic, by type of publication, or by specific publication. Some programs allow you to select the years you want to search, so you can see only the magazines or newspapers within that period of time. You usually can narrow your search to a specific magazine or newspaper, such as the *New York Times*. Some databases may allow you to review the table of contents of one issue of a magazine and read any of the articles that interest you.

To search for information in a database, begin by entering a keyword. The database will then list articles about that topic. The listing usually includes the title, the author, the publication, the date, and a sentence or two about the article. You can select any articles that seem useful. Then the database will allow you to read either a brief summary or the whole article on the computer screen. Usually for a small fee, you can print a copy of the article.

READERS' GUIDE TO PERIODICAL LITERATURE

In addition to computer databases, some libraries may have the print edition of the *Readers' Guide to Periodical Literature*. This guide includes titles of articles from about two hundred magazines and journals. Both subjects and authors are listed alphabetically and cross-referenced.

An update of the print edition of *Readers' Guide* is published every two weeks. Information about all the articles published that year is reprinted in a hardbound book at the end of the year. The guide is also available online so you can search using a computer.

Libraries often keep issues for the current year in their newspapers and magazines area. Issues from the previous one to five years may be stored in a different area. Older issues may be on **microfilm** (a roll or reel of film) or **microfiche** (a sheet of film). Both types of film must be inserted into special projectors that enlarge the pages so that you can read them easily. Many libraries have converted their microfilm and microfiche collections to digital microform versions that can be viewed on computers. Usually for a small fee, you can print copies of articles from microfilm, microfiche, and microform to take home.

Evaluating Tip

Not every book in the library or article in library databases offers current, reliable information. The tips below will help you avoid sources that have outdated information or biased opinions.

1. **Evaluate the author of each source of information.** Look for information about the author's background. Consider whether this person is an expert or just someone with many opinions.
2. **Make sure the information is directly related to your topic.** If you try to include facts that are slightly off your topic, your report will seem unorganized.
3. **Check the publication date.** You may use older sources for information that's not likely to change, such as facts about the battles of World War II. However, your sources must be as recent as possible for topics that are in today's headlines.

- 4. Evaluate the author's thinking.** Are the “facts” in a source really facts, or are they just opinions? Can they be proved or disproved? Does the author offer evidence to support his or her ideas?
- 5. Gather information on the same topic from several sources.** By doing this, you'll discover different opinions on the issue or topic, but the facts should remain the same.

23.4 USING OTHER REFERENCE SOURCES

GENERAL REFERENCE SOURCES

General reference sources are easy to use and provide information on thousands of topics. Many general reference sources are available in both print and digital formats. The chart that follows describes some excellent general references.

TYPE OF REFERENCE	EXAMPLES
General Encyclopedias General encyclopedias fill many volumes. Subjects are arranged alphabetically. An index at the end helps you find topics.	<i>World Book Encyclopedia</i> <i>Encyclopaedia Britannica</i> <i>Collier's Encyclopedia</i> <i>Grolier Encyclopedia</i>
Specialized Encyclopedias Specialized encyclopedias focus on specific topics. You might be surprised at the number of specialized encyclopedias available.	<i>Van Nostrand's Scientific Encyclopedia</i> <i>Encyclopedia of Opera</i> <i>Encyclopedia of Vitamins, Minerals, and Supplements</i> <i>Encyclopedia of the Geological Sciences</i>

TYPE OF REFERENCE	EXAMPLES
Almanacs and Yearbooks Almanacs and yearbooks are usually published annually. They provide current facts and statistics. Check the most recent issues for the latest information.	<i>Information Please Almanac</i> <i>World Almanac and Book of Facts</i> <i>Guinness Book of Records</i> <i>Statistical Abstract of the United States</i>
Atlases Atlases may contain current or historical information. They include maps and statistics about countries, climates, and other topics.	<i>Hammond World Atlas</i> <i>Cambridge Atlas of Astronomy</i> <i>Historical Atlas of the United States</i> <i>Goode's World Atlas</i> <i>National Geographic Atlas of the World</i> <i>Atlas of World Cultures</i>
Biographical References Biographical reference works include brief histories of notable people, living or dead.	<i>Contemporary Authors</i> <i>American Authors 1600–1900</i> <i>Cyclopedia of Literary Characters</i> <i>Webster's New Biographical Dictionary</i> <i>Biographical Dictionary of World War I</i> <i>Biographical Dictionary of World War II</i>
Government Publications Some large libraries have government publications on agriculture, population, economics, and other topics.	<i>Catalog of United States Government Publications</i> (Also available online.)
Books of Quotations In a book of quotations, you can find quotations by famous people or about certain subjects. The quotation from Samuel Johnson at the beginning of Part Four can be found in <i>The Harper Book of Quotations</i> .	<i>Bartlett's Familiar Quotations</i> <i>The Harper Book of Quotations</i> <i>The Oxford Dictionary of Quotations</i> <i>The International Thesaurus of Quotations</i>

PLANNING LIBRARY RESEARCH

You might use the guidelines below to plan your research.

1. Start early. If you wait, other students may have checked out the sources you want to use.
2. Begin with the general reference sources rather than those that deal with specific fields or topics. A general source will offer an overview of your topic. It may provide all the information you need, or it may guide you to additional sources.
3. List the sources you want to check and mark each one off your list after you've examined it so you won't check the same source twice.
4. Take careful notes and include the title, author, publisher, publication date, and page number of each source. (See pages 349–350 for more information about compiling source cards and note cards.)
5. Talk with the librarian about your project, its purpose, its length, and the kinds of sources you have been asked to use. Describe what you've done so far and be ready with specific questions you'd like answered. Librarians can often suggest valuable references you haven't considered and perhaps help you locate them.

23.5 MAKING THE MOST OF WORD RESOURCES

A dictionary and a thesaurus can help you put more words on the tip of your tongue and at the tip of your pencil. Both references are essential tools for writers, and both are available in print and digital formats.

KINDS OF DICTIONARIES

You may not know that there are many kinds of dictionaries. Most of the dictionaries you've seen in school, in public libraries, and online are general dictionaries that

include words from general English for a general reader. There also are specialized dictionaries that define only words used in a particular field, profession, art, or craft.

General Dictionaries

General dictionaries fall into the following categories:

School dictionaries contain fewer than 90,000 entries. They focus on common words and offer easy-to-understand definitions.

College dictionaries have about 150,000 entries. These references are used in homes, schools, and businesses. They answer most questions about spelling, and they offer a variety of definitions.

Unabridged dictionaries contain more than 250,000 entries and often fill several volumes. They are generally located in libraries and include extensive definitions and word histories.

Digital dictionaries often contain millions of definitions and meanings that you can use your computer to access online at no cost. In addition to definitions, these online dictionaries often provide audio pronunciations, example sentences, and word origins.

Specialized Dictionaries

Specialized dictionaries list words used in a particular field. Following are some examples of the many kinds of specialized dictionaries.

Dictionary of Art Terms

Dictionary of Dog Terms

Dictionary of Inventions and Discoveries

Dictionary of Sports Idioms

Dictionary of Symbolism

Facts on File Dictionary of Allusions

WORD ENTRIES IN GENERAL DICTIONARIES

General print dictionaries contain entries in alphabetical order. Digital dictionaries usually present only the entry for

the word you searched. An **entry** is a single word or term along with its pronunciation, definition, and other information. When you look up a word in a dictionary, you are looking for its word entry.

Finding Words in a Print Dictionary

The guide words at the top of each dictionary page can help you find words quickly. Guide words are the first and last words on the page. If the word you're looking for falls between these words alphabetically, it will be on that page.

For example, let's say the guide words on a page are *lintel* and *lisp*. You'll find the words *lioness*, *lip-synch*, and *liquid* on this page. However, *linguistic* comes before *lintel*, so it will be on an earlier page. *Lithium* comes after *lisp*, so it will be on a later page.

If you're looking for a phrase beginning with *St.*, the abbreviation will be spelled out: *Saint*. Look for *Saint Bernard*, not *St. Bernard*.

Search Tip

When you can't find the word you're looking for, consider these possibilities:

1. The word might have silent consonants, such as the *k* in *knight*, the *b* in *doubt*, or the *gh* in *blight*.
2. A consonant in the word might have an unusual spelling. For example, the *k* sound can be spelled with *k* (*kindness*), *c* (*contract*, *lecture*), *ck* (*mackerel*), or *ch* (*chrysanthemum*, *chrome*).
3. A vowel in the word might have an unusual spelling, such as the first vowel sound in *beautiful*.
4. Your dictionary might not contain enough entries. An unusual word might not be listed in a school dictionary, for example.

Understanding Dictionary Entries

Let's analyze a dictionary entry to see what kinds of information it offers.

1 2 3 4 5

in•fer (in fur') *v.* in•ferred, in•fer•ring 1. to conclude by reasoning from facts known or assumed: *I infer from your frown that you're angry.* 2. to guess: *We inferred that the stranger was our new teacher.*

6 —in•fer•able (in fur'ə bəl) *adj.* —in•fer•er (in fur'ər) *n.* [from Middle French *inferer*, from Latin *inferre*, literally, "to carry or bring into," from *in-* + *ferre* "to carry"] 7

8 **Synonyms:** *Infer*, *deduce*, and *conclude* all mean "to arrive at a conclusion." *Infer* implies arriving at a conclusion based on specific facts. *Deduce* includes the special meaning of drawing a conclusion from a general idea. *Conclude* suggests arriving at an inference based on a chain of reasoning.

1. **The Entry Word:** The entry word itself shows the correct spelling of the word. A raised dot or a blank space within the entry word shows where the word may be divided at the end of a line of writing. The entry word will also show you when a compound word should be written as one solid word (as in **landfill**), when it should be hyphenated (as in **land-poor**), and when it should be written as two words (as in **land mine**).
2. **The Respelling:** The respelling, or pronunciation, is shown immediately after the entry word. An accent mark follows the second syllable in *infer* to show that the second syllable should be stressed when pronouncing the word. So that you can check the pronunciation of the letters and symbols in the respelling, a pronunciation key is shown on every page or every other page in most dictionaries.
3. **Part of Speech Label:** An abbreviation in italic type gives the part of speech of the entry word. The

abbreviation *v.* stands for *verb*; *adj.* stands for *adjective*; and *n.* stands for *noun*.

4. **Inflected Forms:** Inflected forms include plurals of nouns, principal parts of verbs (past, past participle, and present participle), and comparative and superlative forms of adjectives and adverbs. These forms are included in a dictionary entry only when they have irregular spellings. When the past and the past participle of a verb are the same, only one form is shown for both. The sample entry shows that *inferred* is the past form and the past participle of *infer*, and *inferring* is the present participle. These forms are considered irregular because the final consonant is doubled when the ending is added.

This part of a dictionary entry can help you spell irregular plural forms, such as *quizzes* for *quiz* and *rodeos* for *rodeo*. This section will also show you when to double a final consonant (*stop, stopping; sad, sadder*), when to drop a final *e* (*dine, dining*), and when to change a final *y* to *i* (*easy, easiest*) before adding an ending.

5. **Definitions:** Definitions are the heart—and the longest part—of a dictionary entry. If an entry word has more than one meaning, each definition is numbered. Example sentences are often included to make meanings clearer.
6. **Run-on Entries:** Definitions in a dictionary entry may be followed by one or more run-on entries. A run-on entry is a form of the entry word to which a suffix has been added. In the sample dictionary entry, **in•fer•able** and **in•fer•er** are run-on entries. Each run-on entry is preceded by a dash and followed by its pronunciation and its part of speech. The meanings of these words can be inferred by combining the meaning of the entry word and the meaning of the suffix. (See the list of suffixes and their meanings on pages 307–308.)
7. **Etymology:** Many dictionary entries include the etymology, or origin or history of the word. The entry

for *infer* explains that this word is based on a Middle French word. The Middle French word was based on a Latin word with a literal meaning of “to carry or bring into.” When you infer, you carry or bring your knowledge into a new situation. You use what you know to reach a conclusion. You can see that the Middle French and Latin versions of the word are both similar to the English spelling.

8. **Synonyms:** Some dictionary entries list synonyms, or words with the same or nearly the same meanings. Understanding small differences in meaning will help you use the right word in the right place. Some dictionaries also include antonyms, words with opposite meanings.

Some words have more than one meaning or word history; some may be used as more than one part of speech. In such cases, a dictionary may have multiple entries for a word. Let’s look at three entries for the word *rest*:

- ¹**rest** (rest´) *n.* 1. REPOSE, SLEEP 2. freedom from activity or disturbance 3. something that acts as a stand or a support 4. a place for resting or lodging 5. *Music.* a silence between musical notes 6. a brief pause in reading [Middle English, from Old English; akin to Old High German *rasta* “rest”]
- ²**rest** *v.* 1. to get rest by lying down or stopping activity 2. to lie dead 3. *Farming.* to remain idle or without a crop 4. *Law.* to finish presenting evidence in a legal case: *The defense rests, Your Honor.*
- ³**rest** *n.* something that remains over; REMAINDER: *Jada ate the rest of the fruit salad.* [Middle English, from Middle French *reste*, from *rester* “to remain,” from Latin *restare*, from *re-* + *stare* “to stand”]

Numbered Entries Notice the small raised numeral to the left of each entry word in the preceding dictionary sample. This number indicates there is more than one entry for the word. Some dictionaries show separate entries for each part of

speech. Some show separate entries for each meaning that has a different word history, or etymology.

In the first and second entries, the meanings have to do with pausing, sleeping, or remaining idle, but the entry words are different parts of speech. The third entry word is the same part of speech as the first, but the word's meaning and its etymology are different.

Cross-References Synonyms within an entry are sometimes printed in small capital letters. In the entries for *rest*, the words *repose*, *sleep*, and *remainder* are synonyms for specific meanings of *rest*. You can learn more about these meanings of *rest* by looking up the words in small capital letters.

Subject Labels Some dictionary entries include subject labels. A subject label preceding a definition indicates that the definition applies to the subject named. In the sample entries for *rest*, there are three subject labels. In ¹*rest* definition 5 applies to music. In ²*rest* definition 3 applies to farming, and definition 4 applies to law.

The chart on the next page gives examples of other kinds of information you may find in a dictionary entry.

TYPE OF INFORMATION	DESCRIPTION	EXAMPLE FROM AN ENTRY
Capitalization	Indicates that certain uses of a word should be capitalized	earth ... <i>Often capitalized.</i> the planet that is third in order from the sun
Out-of-date label	Identifies meanings that are no longer used or used only in special contexts	anon ... <i>Archaic.</i> at once; immediately
Style label	Indicates a meaning that is appropriate only in a very informal context	cool ... <i>Slang.</i> very good; EXCELLENT
Regional label	Indicates a meaning used in a certain geographical area	bon•net ... <i>British.</i> an automobile hood
Usage note	Offers guidelines for using—or not using—a word	ain't ... Although inappropriate in formal speech or writing, <i>ain't</i> is sometimes used to attract attention or add humorous emphasis.

OTHER KINDS OF INFORMATION IN GENERAL DICTIONARIES

You can find other kinds of information in the back of some dictionaries. Following is a list of some of the kinds of information you may find in a dictionary.

Biographical Names

Do you remember James Thurber? Who was he? When was he born? When did he die? A section of biographical names gives the spelling and pronunciation of thousands of

people's names, from Berenice Abbott (an American photographer who lived from 1898 to 1991) to Stefan Zweig (an Austrian writer who was born in 1881 and died in 1942).

Geographical Names

How do you pronounce *Kilimanjaro*? What is it, and where is it? In a section of geographical names, you can find the correct spelling, pronunciation, and location of countries, cities, mountains, lakes, rivers, and other geographical features. Entries range from Lake Abitibi, in Ontario, Canada, to Zimbabwe, a country in southern Africa.

Abbreviations, Signs, and Symbols

Is the postal abbreviation for Maine MA, MN, or ME? A dictionary may include lists of abbreviations, signs, and symbols. Check this section if you can't remember, for example, what NOAA stands for (National Oceanic and Atmospheric Administration) or what the symbol & means (*and*).

Style Handbook

Some dictionaries include a style guide. This section may include rules for spelling, punctuation, and capitalization. It may also include other matters of writing style. Investigate your dictionary to find out what it has to offer.

THESAURUSES

A thesaurus lists **synonyms**, or words with the same or nearly the same meanings. Thesauruses are available in both print and digital formats. A print thesaurus may be organized in dictionary style or traditional style. A digital thesaurus may present entries in alphabetical order.

Print Format

A thesaurus in print, or book, format will be organized in either dictionary style or traditional style.

Traditional Style Let's say you've used the word *continue* several times in a report, and you want to find a synonym. To use a traditional thesaurus, begin by looking in the index. There you might find these choices:

continue endure 110.6

protract 110.9

go on 143.3

extend 201.9

persevere 623.2

Let's say that *extend* seems like a good word to replace *continue* in your report. You could use *extend*, or you could look in the front of the book under 201.9 for more choices. Guide numbers at the top of each page help you find the number you want quickly. They're similar to a dictionary's guide words.

On the page with the guide numbers 201.3–203.7, you find paragraph 201.9, a group of synonyms for *extend*. The most commonly used words are printed in bold type.

VERBS **9. lengthen, prolong, prolongate, elongate, extend**, produce [geom.], **protract**, continue, lengthen out, let out, **draw out**, drag out, string out [coll., U.S.], spin out; **stretch**, draw; tense, strain.

A page in the back of the thesaurus explains that *geom.* stands for *geometry* and *coll.* stands for *colloquial*, or *informal*.

Dictionary Style A dictionary-style thesaurus is organized much like a dictionary. Using the guide words at the top of the page, locate the word *continue*. Checking the front of the book, you learn that an asterisk (*) indicates that a term is colloquial or slang.

CONTINUE

Verb. **1.** [To persist] persevere, carry forward, maintain, carry *or* roll *or* keep *or* go *or* run *or* live on, never stop, sustain, remain, press onward, make headway, move ahead, *leave no stone unturned; see also ADVANCE.

Antonyms: cease, end, give up

2. [To resume] begin again, renew, begin *or* carry over, return to, take up again, begin where one left off, be reinstated *or* restored; see also RESUME.

Antonyms: discontinue, halt, postpone

Digital Format

A digital thesaurus requires you to type into a search box the word for which you want a synonym. Although each thesaurus program presents synonym entries a little differently, most will display entries by definition with synonyms for that meaning listed alphabetically. Each entry identifies the part of speech, one or more definitions, and a list of synonyms with similar meanings. Some or all of the synonyms may link to other words. Linked words may be underlined or a different color. You can click on linked words to see additional entries for the word you clicked.

Let's say you've typed *continue* into the thesaurus search box. You might see the following entries:

Entry: **continue**
 Part of speech: *verb*
 Definition: to extend
 Synonyms: drag out, draw out, elongate, extend, lengthen, lengthen out, let out, produce, prolong, prolongate, protract, spin out, stretch, string out

Entry: **continue**
 Part of speech: *verb*
 Definition: to resume
 Synonyms: begin, begin again, begin over, begin where one left off, carry on, carry over, reinstate, renew, restart, resume, return to, take up again

Accessing Digital Resources

When you're looking for up-to-date information, digital resources can provide an excellent starting point. The Internet is an increasingly important source of information for people of all ages around the world. CDs, DVDs, and other digital resources that are not connected to the Internet also offer vast amounts of information.

The Internet is a computer-based, worldwide information network. The World Wide Web, or WWW, is software that determines what is displayed on the Internet. Working together, the Internet and the World Wide Web allow you to gather information without leaving your home, school, or library.

UNDERSTANDING ADDRESSES

The information on the Internet is organized by locations, or sites. Each site has its own address. An address is also called a Uniform Resource Locator, or URL.

Most addresses begin with *http://*, which stands for “hypertext transfer protocol.” The *http* identifies a way in which information is exchanged among computers that are connected by the Internet. The last part of an address, or its suffix, indicates the type of site it is. The chart on the next page identifies some of the suffixes in use.

SUFFIX	TYPE OF SITE
.com	commercial
.edu	educational
.gov	government
.mil	military
.net	network organization or Internet service provider
.org	organization

ACCESSING WEB SITES

Let's say you're connected to the Internet, and you want to view the information at a certain site or address. You can enter the address on the computer screen and be connected to the site.

You can also access specific reference sources, such as the *New York Times* or *Encyclopaedia Britannica*, in this way. Some of these sources are free. For others you must subscribe and perhaps pay a fee. A screen will explain any extra charges that are required. Then you can choose whether to continue.

The Evaluating Tip on the next page will help you decide whether the digital sources you find on the Internet are credible, or trustworthy.

Evaluating Tip

No one oversees Web sites to make sure they offer accurate information. You must evaluate each site yourself. First, review the “Evaluating Tip” on pages 414–415. The tips listed there also apply to Internet sources. The following tips will also help you evaluate Internet sources.

1. Determine whether a Web site actually relates to your topic. A search engine will use every possible meaning of your keyword to produce its list of sites.
2. Check the source of the information on a Web site. (You may have to press the “move back” key several times to identify a source.) Many Web sites are personal pages. Just because you find information on the Web doesn’t mean the information is true or accurate.
3. Evaluate the accuracy and fairness of the information on a Web site. Is it based on more than one source? Are differing opinions included? After doing some of your own research elsewhere, are you aware of important information that was omitted from the site? Does the site include a bibliography and links to other sites? The answers to these questions can help you decide whether to use that source.

COMMON CORE STATE STANDARDS CORRELATION

Writing	
Text Types and Purposes	
1. Write arguments to support claims with clear reasons and relevant evidence.	Persuasive Essay, pp. 312–322
a. Introduce claim(s) and organize the reasons and evidence clearly.	Persuasive Essay, pp. 312–322
b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	Persuasive Essay, pp. 312–322
c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	Persuasive Essay, pp. 312–322
d. Establish and maintain a formal style.	Persuasive Essay, pp. 312–322
e. Provide a concluding statement or section that follows from the argument presented.	Persuasive Essay, pp. 312–322
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Response Essay, pp. 323–333 Multi-Paragraph Essay, pp. 334–344 Research Report, pp. 345–360

a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	Response Essay, pp. 323–333 Multi-Paragraph Essay, pp. 334–344 Research Report, pp. 345–360
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Response Essay, pp. 323–333 Multi-Paragraph Essay, pp. 334–344 Research Report, pp. 345–360
c. Use appropriate transitions to clarify the relationships among ideas and concepts.	Response Essay, pp. 323–333 Multi-Paragraph Essay, pp. 334–344 Research Report, pp. 345–360
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Response Essay, pp. 323–333 Multi-Paragraph Essay, pp. 334–344 Research Report, pp. 345–360
e. Establish and maintain a formal style.	Response Essay, pp. 323–333 Multi-Paragraph Essay, pp. 334–344 Research Report, pp. 345–360
f. Provide a concluding statement or section that follows from the information or explanation presented.	Response Essay, pp. 323–333 Multi-Paragraph Essay, pp. 334–344 Research Report, pp. 345–360
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Narrative, pp. 361–371
a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	Narrative, pp. 361–371

b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Narrative, pp. 361–371
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	Narrative, pp. 361–371
d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	Narrative, pp. 361–371
e. Provide a conclusion that follows from the narrated experiences or events.	Narrative, pp. 361–371

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Persuasive Essay, pp. 312–322 Response Essay, pp. 323–333 Multi-Paragraph Essay, pp. 334–344 Research Report, pp. 345–360 Narrative, pp. 361–371
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)	Persuasive Essay, pp. 312–322 Response Essay, pp. 323–333 Multi-Paragraph Essay, pp. 334–344 Research Report, pp. 345–360 Narrative, pp. 361–371
6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	Persuasive Essay, pp. 312–322 Response Essay, pp. 323–333 Multi-Paragraph Essay, pp. 334–344 Research Report, pp. 345–360 Narrative, pp. 361–371

Research to Build and Present Knowledge

7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Research Report, pp. 345–360
8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	Research Report, pp. 345–360
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Response Essay, pp. 323–333 Multi-Paragraph Essay, pp. 334–344 Research Report, pp. 345–360
a. Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).	Response Essay, pp. 323–333 Multi-Paragraph Essay, pp. 334–344 Research Report, pp. 345–360
b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	Response Essay, pp. 323–333 Multi-Paragraph Essay, pp. 334–344 Research Report, pp. 345–360

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Persuasive Essay, pp. 312–322 Response Essay, pp. 323–333 Multi-Paragraph Essay, pp. 334–344 Research Report, pp. 345–360 Narrative, pp. 361–371
--	--

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

This standard is met throughout the book.

a. Ensure that pronouns are in the proper case (subjective, objective, possessive).

Personal Pronouns,
pp. 125–126
Using Pronouns, pp. 126–128
Possessive Pronouns,
pp. 131–132
Pronouns as Objects of
Prepositions, pp. 176–177
Interrogative and
Demonstrative Pronouns,
pp. 135–137
Pronouns As Objects of
Prepositions, pp. 176–177
Persuasive Essay, pp. 312–322
Response Essay, pp. 323–333
Multi-Paragraph Essay,
pp. 334–344
Research Report, pp. 345–360
Narrative, pp. 361–371

b. Use intensive pronouns (e.g., *myself, ourselves*).

Reflexive and Intensive
Pronouns, pp. 134–135
Persuasive Essay, pp. 312–322
Response Essay, pp. 323–333
Multi-Paragraph Essay,
pp. 334–344
Research Report, pp. 345–360
Narrative, pp. 361–371

<p>c. Recognize and correct inappropriate shifts in pronoun number and person.</p>	<p>Personal Pronouns, pp. 125–126 Pronouns and Antecedents, p. 130 Possessive Pronouns, pp. 131–132 Indefinite Pronouns, pp. 132–133 Reflexive and Intensive Pronouns, pp. 134–135 Interrogative and Demonstrative Pronouns, pp. 135–137 Making Subjects and Verbs Agree, pp. 206–208 Indefinite Pronouns as Subjects, pp. 212–213</p>
<p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p>	<p>Using Pronouns, pp. 127–128 Pronouns and Antecedents, pp. 128–130 Indefinite Pronouns, pp. 132–133</p>
<p>e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p>	<p>Persuasive Essay, pp. 312–322 Response Essay, pp. 323–333 Multi-Paragraph Essay, pp. 334–344 Research Report, pp. 345–360 Narrative, pp. 361–371</p>

<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Capitalizing Sentences, Quotations, and Letter Parts, pp. 236–237</p> <p>Capitalizing Names and Titles of People, pp. 238–239</p> <p>Capitalizing Names of Places, pp. 239–241</p> <p>Capitalizing Other Proper Nouns and Adjectives, pp. 241–243</p> <p>Using End Punctuation, pp. 249–250</p> <p>Using Commas I, pp. 250–253</p> <p>Using Commas II, pp. 253–254</p> <p>Using Commas III, pp. 254–256</p> <p>Using Semicolons and Colons, pp. 256–258</p> <p>Using Quotation Marks and Italics, pp. 258–261</p> <p>Using Apostrophes, pp. 261–262</p> <p>Using Hyphens, Dashes, and Parentheses, pp. 263–264</p> <p>Using Abbreviations, pp. 264–266</p> <p>Writing Numbers, pp. 266–268</p> <p>Persuasive Essay, pp. 312–322</p> <p>Response Essay, pp. 323–333</p> <p>Multi-Paragraph Essay, pp. 334–344</p> <p>Research Report, pp. 345–360</p> <p>Narrative, pp. 361–371</p>
<p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p>	<p>Essential and Nonessential Clauses, pp. 197–198</p> <p>Using Commas I, pp. 251–253</p> <p>Using Commas II, pp. 253–254</p> <p>Using Hyphens, Dashes, and Parentheses, pp. 263–264</p>

b. Spell correctly.	<p>Spelling Rules, pp. 287–295</p> <p>Improving Your Spelling, pp. 295–298</p> <p>Persuasive Essay, pp. 312–322</p> <p>Response Essay, pp. 323–333</p> <p>Multi-Paragraph Essay, pp. 334–344</p> <p>Research Report, pp. 345–360</p> <p>Narrative, pp. 361–371</p>
Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<p>Persuasive Essay, pp. 312–322</p> <p>Response Essay, pp. 323–333</p> <p>Multi-Paragraph Essay, pp. 334–344</p> <p>Research Report, pp. 345–360</p> <p>Narrative, pp. 361–371</p>
a. Vary sentence patterns for meaning, reader/ listener interest, and style.	<p>Compound Sentences, pp. 275–276</p> <p>Compound Elements, pp. 276–277</p> <p>Prepositional Phrases, pp. 277–297</p> <p>Appositives, pp. 279–280</p> <p>Adjective and Adverb Clauses, pp. 280–283</p> <p>Persuasive Essay, pp. 312–322</p> <p>Response Essay, pp. 323–333</p> <p>Multi-Paragraph Essay, pp. 334–344</p> <p>Research Report, pp. 345–360</p> <p>Narrative, pp. 361–371</p>
b. Maintain consistency in style and tone.	<p>Persuasive Essay, pp. 312–322</p> <p>Response Essay, pp. 323–333</p> <p>Multi-Paragraph Essay, pp. 334–344</p> <p>Research Report, pp. 345–360</p> <p>Narrative, pp. 361–371</p>

INDEX

Entries with bold page numbers represent terms and definitions in the Glossary of Terms, pages 4–28.

A

A, an, 29, 147

Abbreviations, **4**, 56–61, 264–266

- of academic degrees, 238, 264–265
- in addresses, 265
- capitalizing, 56, 265
- of computer terms, 59
- of days of the week, 56, 265
- in dictionary entries, 419, 420
- of direction words, 57
- of Internet terms, 59
- list of, in dictionaries, 425
- of measurements, 57–58, 265
- of months, 56, 265
- periods with, 56–61, 264–266
- of personal titles, 56, 264
- of professional degrees, 264–265
- of state names, 60–61, 265
- of time words, 56, 57, 265

Abstract nouns, **4**, 82

Academic degrees

- abbreviations of, 238, 264–265
- capitalizing, 238
- commas with, 255

Accept, except, 29

Action verbs, **4**, 97–98

Active voice, **4**, 111–112

Addresses

- abbreviations in, 60–61, 265
- commas in, 254
- Internet, 428

Adjective clauses, **4–5**, 195

- commas with nonessential, 197, 253
- diagraming, 228
- in sentence combining, 280–281

Adjective phrases, **5**, 178

Adjectives, **4**, 142–155

- comparative form, **8**, 149–152
- comparison of, **8**, 149–152
- definition, **4**, 144
- demonstrative, **11**, 147–148
- diagraming, 222
- distinguished from adverbs, 164–165
- participles as, 145
- predicate, **23**, 101–102, 145

- proper, 24, 145–146, 242
- superlative form, 27–28, 149–152
- using, 164–165
- Adverb clauses, 5, 198–199
 - commas with
 - introductory, 199, 253
 - diagraming, 229
 - in sentence combining, 281–282
- Adverb phrases, 6, 178
- Adverbs, 5, 156–170
 - comparative form, 8, 162–163
 - comparison of, 8, 162–163
 - conjunctive, 10, 183–184, 192, 252
 - definition, 5, 158
 - diagraming, 222
 - distinguished from
 - adjectives, 164–165
 - distinguished from
 - prepositions, 179–180
 - formation of, 159
 - position of, 159
 - superlative form, 27–28, 162–163
 - using, 158–159, 161, 164–165
- Advice, advise*, 29
- Affect, effect*, 29–30
- Affirmative words, 166–167
- Afterword, in nonfiction
 - books, 412
- Agreement, 6
 - pronoun-antecedent, 128–130
 - subject-verb, 205–216
- Ain't*, 30
- Airplanes
 - capitalizing names of, 242
 - italics for names of, 260
- All ready, already*, 30
- All right, alright*, 30
- All together, altogether*, 30
- Almanacs, 416
- Almost, most*, 30, 165
- A lot, alot*, 30
- Already, all ready*, 30
- Alright, all right*, 30
- Altar, alter*, 30–31
- Altogether, all together*, 30
- Among, between*, 31
- An, a*, 29, 147
- Analogy
 - in multi-paragraph essay, 337
 - in response essay, 326
- Anecdote
 - in multi-paragraph essay, 337
 - in research report, 353
 - in response essay, 326
- Antecedents, 6, 128–130
 - agreement with pronoun, 128–130
 - indefinite pronouns as, 133
- Anxious, eager*, 31
- Anyways, anywheres, everywheres, nowheres, somewheres*, 31
- Apostrophes, 6
 - in forming contractions, 88, 262

in forming possessive
 nouns, 86–87, 261
 in forming possessive
 pronouns, 262
 Appendix, in nonfiction
 books, 412
 Appositive phrases, 7, 89–90
 commas with, 90, 252
 in sentence combining,
 279
 Appositives, 6, 89–90
 commas with, 90, 252
 in sentence combining,
 279
 Argument, in persuasive
 essay, 312, 314, 315, 317, 318
 Articles, definite and indefinite,
 7, 147
 capitalizing, in titles of
 works, 242
 Articles, newspaper and
 magazine
 locating, 413–415
 quotation marks for titles
 of, 259
As, as if, as though, like, 43
 Atlases, 416
 Audience
 for multi-paragraph essay,
 334
 for narrative, 368
 for persuasive essay, 312
 for research report, 356
 for response essay, 323
 Auxiliary verbs. *See* Helping
 verbs
A while, awhile, 31

B

Bad, badly, 32, 165
Bare, bear, 32
Base, bass, 32
 Base form, 7
 of adjectives, 149, 151
 of adverbs, 163
 of verbs, 104, 110, 113–116
Bass, base, 32
Bear, bare, 32
Beside, besides, 32
Between, among, 31
 Bibliography, in nonfiction
 books, 412
 Biographical names in
 dictionaries, 424
 Biographical references, 416
Blew, blue, 32
Blue, blew, 32
Boar, bore, 32–33
 Body
 in multi-paragraph essay,
 337–339
 in narrative, 367
 in persuasive essay, 315,
 317
 in research report, 351, 353
 in response essay, 326
 Books
 capitalizing titles of, 242
 italics for titles of, 260
 locating, in library,
 407–412
 quotation marks for titles
 of chapters in, 259
 source cards for, 349, 377

Boolean search techniques,
400

Bore, boar, 32–33

Bow, 33

Brake, break, 33

Brand names, capitalizing, 241

Break, brake, 33

Bridges, capitalizing names of,
240

Bring, take, 33

Buildings, capitalizing names
of, 240

Businesses, capitalizing names
of, 241

Business letters

closing, 237, 255

salutation, 237, 257

Bust, busted, 34

Buy, by, 34

C

Call numbers, 406, 407–411

Can, may, 34

Capital, capitol, 34–35

Capitalization, 234–245

abbreviations, 56, 265

academic degrees, 238

brand names, 241

buildings, structures, 240

businesses, organizations,
241

calendar items, 241

closing of letter, 237

direction words, 240

direct quotations, 236

family relationship words,
238

first word in line of
poetry, 237

first word in sentence, 66,
236

geographical names, 240

historical events, time

periods, documents, 241

initials, 238

interjections, 185

languages, 242

names of people, 238

nationalities, 242

place names, 239–240

political parties, 241

pronoun *I*, 239

proper adjectives, 145–146,
242

proper nouns, 81, 145–146,
237–242

religious terms, 242

salutation of letter, 237

school subjects, 242

sections of country, 240

ships, trains, airplanes,
spacecraft, 242

streets and highways, 240

titles of creative works,
242

titles of people, 238

Capitol, capital, 35

Card catalogs, 407

Card services, in libraries, 392

Cataloging systems, 396–407

Categories of information, for
research report, 351

- Cause and effect
 in multi-paragraph essay, 338
 in persuasive essay, 317
 in research report, 352
 in response essay, 327
- CDs, 394
- Cede, heed*, spelling words that end in, 288
- Cent, scent, sent*, 35
- Chapters
 capitalizing titles of, 242
 quotation marks for titles of, 259
- Characters, in narrative, 361, 362, 363, 364, 365, 366
- Choose, chose*, 35
- Chronological order
 in narrative writing, 364
- Cite, sight, site*, 35
- Cities
 capitalizing names of, 239
 commas with names of, 254
- Citing sources
 in text, 354, 384–387
 works cited list, 356, 385, 387–389
- Claim, in persuasive essay, 313, 314, 315, 316, 317
- Classification
 in multi-paragraph essay, 338
 in research report, 352
- Clauses, 7, 190–204
 adjective, 4–5, 195, 226, 253, 280–281
 adverb, 5, 198–199, 253, 281–282
 essential, 13, 197
 main, 17, 192
 nonessential, 18, 197
 noun, 19, 200–201
 subordinate, 27, 193–201
- Closing, 7
 capitalizing, 237
 punctuating, 255
- Clothes, cloths*, 35
- Clubs, capitalizing names of, 241
- Coarse, course*, 35–36
- Collective nouns, 8, 85, 210–211
- Colons, 8, 257
- Combining sentences, 272–286
 with adjective clauses, 280–281
 with adverb clauses, 281–282
 with appositives, 279
 with compound elements, 276
 with prepositional phrases, 277–278
 simple sentences, 275
- Commas, 8, 250–255
 with academic degrees, 255
 in addresses, 254
 with adjective clauses, 253
 with appositives, 90, 252
 with cities, states, countries, 254
 after closing of letters, 255
 in compound sentences, 253

- with conjunctive adverbs, 184, 252
- in dates, 254
- with direct address, 251
- with direct quotations, 255
- with explanatory phrases, 259
- with interjections, 185
- with interrupters, 252
- with introductory adverb clauses, 199, 253
- with introductory prepositional phrases, 251
- with introductory words, 251
- with participles and participial phrases, 251
- to prevent misreading, 255
- after salutation of friendly letters, 255
- in a series, 250
- with *too*, 255
- Common Core State Standards Correlation, 431–438
- Common nouns, 8, 81–82
- Comparative form, 8
 - of adjectives, 149–152
 - of adverbs, 162–163
- Comparison
 - of adjectives, 149–152
 - of adverbs, 162–163
 - double, 150
 - incomplete, 127
- Comparison and contrast
 - in multi-paragraph essay, 338
 - in persuasive essay, 316
 - in research report, 352
 - in response essay, 327
- Complement, complementary; compliment, complimentary*, 36
- Complete predicates. *See* Predicates
- Complete subjects. *See* Subjects
- Complex sentences, 9, 193–201
 - diagraming, 228–231
- Compliment, complimentary; complement, complementary*, 36
- Composition. *See* Writing
- Compound-complex sentences, 9, 194
- Compound direct objects, 98
 - diagraming, 225
- Compound elements
 - diagraming, 225–226
 - in sentence combining, 276
- Compound indirect objects, 100
- Compound modifiers, 263
- Compound nouns, 9, 82, 85
 - hyphens in, 263
 - spelling, 292
- Compound numbers, hyphens in, 263
- Compound predicates, 9, 73
 - diagraming, 225
- Compound sentences, 9–10, 75, 192
 - diagraming, 226–227
 - semicolons in, 256–257
 - in sentence combining, 275

- Compound subjects, 10, 73, 126–127
 diagraming, 225
 subject-verb agreement with, 213–214
- Compound verbs. *See* Compound predicates
- Compound words, spelling, 292
- Computers
 abbreviations of terms, 59
 databases on, 397, 401, 402, 413–415
 library catalogs on, 397–406
 search results, 403–406
 search techniques, 397–402
 thesaurus programs on, 425–427
- Concerns, in persuasive essay, 315
- Conclusion
 in multi-paragraph essay, 339–340
 in narrative, 367
 in persuasive essay, 317
 in research report, 355
 in response essay, 328
- Concrete nouns, 10, 82
- Conflict, in narrative, 361, 364, 365, 366, 367
- Conjunctions, 10, 181
 coordinating, 11, 73, 181, 253, 256
 correlative, 11, 73, 181, 213–214
 subordinating, 27, 199, 253
- Conjunctive adverbs, 10, 183–184, 192
 commas with, 184, 252
 semicolons with, 184, 257
- Consul; council, councilor; counsel, counselor*, 36
- Context clues, 299–301
- Continents, capitalizing names of, 239
- Contractions, 10, 87–88
 apostrophes in, 262
 negative, 166
- Controlling idea
 in multi-paragraph essay, 335, 336, 338, 340
 in persuasive essay, 313, 314, 315, 316, 317
 in research report, 351
 in response essay, 324, 325, 327, 328
- Coordinating conjunctions, 11, 181, 256
 commas with, 253
 in sentence combining, 75, 275
- Copyright page, in books, 412
- Correlative conjunctions, 11, 181, 213–214
- Could of, might of, must of, should of, would of*, 37
- Council, councilor; counsel, counselor; consul*, 36
- Counter-argument, in persuasive essay, 315, 316, 317
- Counties, capitalizing names of, 239

Countries
 capitalizing names of,
 239
 commas with, 254
Course, coarse, 35–36

D

Dashes, 11, 263
Databases, computer, 397,
 401, 402, 413–415
Dates, commas in, 254
Days of the week
 abbreviations of, 56, 265
 capitalizing names of,
 241
Dear, deer, 37
Declarative sentences, 11, 66
 diagraming, 219–220
 punctuating, 66, 249
Deer, dear, 37
Definite article, 7, 147
Definition
 in multi-paragraph essay,
 335, 338
 in research report, 349,
 352, 353
Demonstrative adjectives, 11,
 147–148
Demonstrative pronouns, 12,
 136, 148
Dependent clauses. *See*
 Subordinate clauses
Description
 in narrative, 363, 364, 365,
 366, 367
 in response essay, 326

Desert, dessert, 37
Details
 in multi-paragraph essay,
 335, 338, 340
 in narrative, 362, 363, 364,
 366, 367, 368
 in persuasive essay, 316,
 317, 318
 in research report, 349,
 351, 353, 356
 in response essay, 324, 325,
 327, 329
Dewey decimal system,
 407–410
Diagraming sentences,
 217–235
Dialogue, in narrative, 365,
 366
Dictionaries, 417–425
 abbreviations in, 56, 419,
 420
 biographical names in,
 424
 cross-references in, 423
 finding words in, 419
 geographical names in,
 425
 kinds of, 417–418
 numbered entries in,
 422–423
 signs in, 425
 style handbook in, 425
 subject labels in, 423
 symbols in, 425
 word entries, in general,
 418–424
Diner, dinner, 37
Direct address, 12, 251

Direction words
 abbreviations for, 57
 capitalizing, 240
Direct objects, 12, 98–99, 100
 compound, 98
 diagraming, 221, 228
Direct quotations, 12, 236
 capitalizing first word of, 236
 punctuating, 255, 258–259
Documents, capitalizing
 names of, 241
Doe, dough, 37–38
Doesn't, don't, 38
Double comparison, 150
Double negatives, 12, 166–167
Dough, doe, 37–38
Drafting
 multi-paragraph essay, 336–340
 narrative, 365–367
 persuasive essay, 315–317
 research report, 353–356
 response essay, 325–328
DVDs, 394

E

Eager, anxious, 31
Editing
 multi-paragraph essay, 342–343
 narrative, 370–371
 persuasive essay, 320–321
 research report, 358–360
 response essay, 331–332

Effect, affect, 29–30
Ei, spelling, 287–288
Encyclopedias, 393, 415
 source citation for, 388
End marks, 13, 66–67, 249
Ending, in narrative, 367
Epilogue, in nonfiction books, 412
Essays
 capitalizing titles of, 242
 multi-paragraph, 334–344
 persuasive, 312–322
 quotation marks for titles of, 259
 response, 323–333
Essential clauses, 13, 197, 281
Essential phrases, 13, 279
Ethnic groups, capitalizing
 names of, 242
Everywheres, 31
Evidence
 in persuasive essay, 312, 314, 315, 316
 in multi-paragraph essay, 335, 336, 338
 in response essay, 324, 325
Examples
 in multi-paragraph essay, 335, 338
 in persuasive essay, 314, 317
 in research report, 349, 353
 in response essay, 324, 327
Except, accept, 29
Exclamation points, 13
 with exclamatory sentences, 67, 249

with interjections, 185, 249
with quotation marks, 259
Exclamatory sentences, 13, 67
 diagraming, 220
 punctuating, 67, 249
Expository writing. *See*
 Multi-paragraph essay,
 Research report, and
 Response essay
Eye, I, 38

F

Facts
 in multi-paragraph essay,
 335, 337, 338
 in persuasive essay, 314
 in research report, 348,
 349, 350, 353
 in response essay, 324, 327
Family relationship words,
 capitalizing, 238
Fewer, less, 38
First-person point of
 view, in narrative, 363
Flour, flower, 38
For, four, 38
Foreshadowing, in narrative,
 365
Foreword, in nonfiction
 books, 412
Formal style
 in multi-paragraph essay,
 338
 in persuasive essay, 316
 in research report, 354
 in response essay, 327

Formally, formerly, 38–39
Four, for, 38
Fractions, hyphens in, 263
Fragments, sentence, 26, 68
Friendly letters
 closing, 237, 255
 salutation, 237, 255
Future perfect tense, 14, 110
Future tense, 14, 110

G

Gender, 14
 in pronoun-antecedent
 agreement, 130
Genre, writing
 multi-paragraph essay,
 334
 narrative, 368
 persuasive essay, 312
 research report, 356
 response essay, 323
Geographical names
 capitalizing, 240
 in dictionaries, 425
Gerund phrases, 14
 definition, 14
Gerunds, 14
 definition, 14
Glossary
 in nonfiction books, 412
 of terms, 4–28
 usage, 29–55
Go, say, 39
Good, well, 39, 165
Government publications as
 resources, 416

Graphic organizers
 for multi-paragraph essay,
 375
 for narrative, 379, 380, 381
 for peer review, 382
 for persuasive essay, 373
 for reflection, 383
 for research report, 376,
 377, 378
 for response essay, 374
Grate, great, 39

H

*Hadn't ought, shouldn't
 ought, had ought*, 39–40
Had of, 39
*Had ought, hadn't ought,
 shouldn't ought*, 39–40
Hardly, scarcely, 40
He, she, it, they, 40
Hear, here, 40
Help desks, in library, 392
Helping verbs, 14,
 104–106
 with perfect tenses,
 108–109, 110
 with progressive forms,
 107
Here, hear, 40
Highways, capitalizing names
 of, 240
Historical events, capitalizing
 names of, 241
Holidays, capitalizing names
 of, 241
How come, 40

Hyphens, 15
 in compound modifiers,
 263
 in compound nouns, 82,
 263
 in compound numbers, 263
 to divide word at end of
 line, 263
 in fractions, 263
 after prefixes, 263

I

I, capitalizing, 239
I, eye, 38
Ie, spelling, 287–288
Imperative sentences, 15, 66
 diagraming, 219–220
 punctuating, 66, 249
 subject in, 72
In, into, in to, 40
Incomplete comparisons, 127
Indefinite articles, 7, 147
Indefinite pronouns, 15,
 132–133
 possessive, 262
 subject-verb agreement
 with, 212
Index, in nonfiction books,
 412
Indirect objects, 15, 100
 compound, 100
 diagraming, 221, 231
Indirect quotations, 15, 236
Infinitives and infinitive
 phrases, 16
 definition, 16

Informative writing. *See*
 Multi-paragraph essay,
 Research report, and
 Response essay

Initials, capitalizing, 238

Institutions, capitalizing
 names of, 241

Intensive pronouns, 16, 134

Interjections, 16, 185–186
 definition, 16, 249
 punctuating, 185, 249

Internet, 428–430
 abbreviations, 59
 access to, 429
 addresses, 428–429
 Web sites, 428–430

Interrogative pronouns, 16,
 135–136

Interrogative sentences,
 16, 66
 diagraming, 219–220
 punctuating, 66, 249
 word order in, 71–72, 209

In-text citations, 354, 384–387

Into, in to, in, 40

Intransitive verbs, 16, 99

Introduction
 in multi-paragraph essay,
 336–337
 in nonfiction book, 412
 in persuasive essay, 315
 in research report, 353
 in response, 325–326

Introductory words,
 punctuating, 251

Inverted sentences, 17,
 208–209

Irregular verbs, 17, 113–116

It, they, he, she, 40
 Italics, 17, 260
It's, its, 41

J

Jr., 238, 264–265

K

Kind of, sort of, 41
Knead, need, 41
Knew, new, 41
Knight, night, 41

L

Laid, lain, 41–42

Languages, capitalizing names
 of, 242

Lay, lie, 41–42

Lead, led, 42

Learn, teach, 43

Leave, let, 43

Led, lead, 42

Less, fewer, 38

Let, leave, 43

Letters. *See* Business letters;
 Friendly letters

Library/media center,
 392–395
 card catalog, 392, 396, 407
 computer catalog, 392,
 396–406
 finding books, 407–412

online catalog, 392, 396–406
reference works, 393,
413–416
research at, 417
resources at, 392–430
stacks in, 393, 395, 409
Library catalog searches
author search, 402
subject search, 397–402
title search, 402
Library of Congress system,
410–411
Library research, planning,
417
Lie, lay, 41–42
Like, as, as if, as though, 43
Linking verbs, 17, 101–102
pronouns after, 127
Lists, colons with, 257
Loose, lose, 43

M

Magazines, 394, 413–415
capitalizing titles of, 242
italics for titles of, 260
source citations for,
384–387, 388, 389
Mail, male, 43
Main, mane, 43–44
Main clauses, 17, 192, 193
Main verbs, 18, 104–105
Major research question, in
research report, 346, 347,
350, 351
Male, mail, 43
Mane, main, 43–44

Many, much, 44
May, can, 34
Measurements, abbreviations
for, 57–59, 265
Meat, meet, 44
Media center. *See* Library/
media center
Microfiche, 414
Microfilm, 414
Might of, 37
Minute, 44
Misreading, comma to prevent,
255
MLA Style Guide,
384–389
in-text citations, 384–387
works cited list, 385,
387–389
Months
abbreviations of, 56
capitalizing names of,
241
Monuments, capitalizing
names of, 240
Mood, in narrative, 361, 362,
364, 367
Most, almost, 30, 165
Movies, italics for titles of,
260
Much, many, 44
Multi-paragraph essay,
334–344
analogy in, 337
anecdote in, 337
audience for, 334
body in, 337–339
cause and effect in, 338
classification in, 338

comparison and contrast
 in, 338
 conclusion in, 339–340
 controlling idea in, 335,
 336, 338, 340
 definition in, 335, 338
 details in, 335, 338, 340
 drafting, 336–340
 editing, 342–343
 evidence in, 335, 336, 338
 examples in, 335, 338
 facts in, 335, 337, 338
 formal style in, 338
 genre of, 334
 graphic organizer for,
 375
 introduction in, 336–337
 parallelism in, 337, 342
 planning, 335–336
 process in, 338
 publishing, 344
 purpose for, 334
 quotations in, 337, 338
 repetition in, 337
 revising, 340–342
 rhetorical elements in,
 337
 sequence of events in,
 338
 sources for, 335–336
 synthesizing ideas in, 336
 thesis in, 335
 topic in, 335, 336
 topic sentences in, 337–338
 transitions in, 339
 visual elements in, 339
 Music albums, italics for titles
 of, 260

Musical compositions, italics
 for titles of, 260
Must of, 37

N

Names, capitalizing, 238–242
 Narrative, 361–371
 audience for, 368
 body in, 367
 characters in, 361, 362,
 363, 364, 365, 366
 chronological order in, 364
 conflict in, 361, 364, 365,
 366, 367
 description in, 363, 364,
 365, 366, 367
 details in, 362, 363, 364,
 366, 367, 368
 dialogue in, 365, 366
 drafting, 365–367
 editing, 370–371
 elements of, 361
 ending in, 367
 first-person point of view
 in, 363
 foreshadowing in, 365
 genre of, 368
 graphic organizers for,
 379, 380, 381
 mood in, 361, 362, 364,
 367
 opening in, 365–366
 pacing in, 365, 367
 planning, 362–365
 plot in, 361, 364, 365, 367
 point of view in, 362–363

- publishing, 371
- purpose for, 368
- resolution in, 361, 364
- revising, 367–369
- sensory language in, 364, 366, 367
- sequence of events in, 364, 367
- setting in, 361, 362, 364, 366, 367
- tag lines in, 366
- theme in, 361, 362, 367, 368
- third-person point of view in, 363
- topic in, 362
- transitions in, 364, 367
- visualizing, 365
- Nationalities, capitalizing names of, 242
- Need, knead*, 41
- Negative, double, 12
- Negative words, 18, 166–167
- New, knew*, 41
- Newspapers, 394, 413–415
 - capitalizing titles of, 242
 - italics for titles of, 260
- Night, knight*, 41
- Nonessential clauses, 18, 197, 281
- Nonessential phrases, 18, 279
- Nonfiction books, 407–412
 - afterword in, 412
 - appendix in, 412
 - bibliography in, 412
 - copyright page in, 412
 - epilogue in, 412
 - foreword in, 412
 - glossary in, 412
 - index in, 412
 - introduction in, 412
 - preface in, 412
 - table of contents in, 412
 - title page in, 412
- Nonrestrictive clauses. *See* Nonessential clauses
- Nonrestrictive phrases. *See* Nonessential phrases
- Note cards, for research report, 349–350, 351–352, 378
 - summarizing, 349, 350
 - paraphrasing, 349, 350
 - recording a quotation, 349, 350
- Noun clauses, 19, 200–201
 - diagraming, 230–231
 - uses of, 200
 - words that introduce, 201
- Nouns, 18, 79–93
 - abstract, 4, 82
 - collective, 8, 85, 210–211
 - common, 8, 81–82
 - compound, 82, 85, 292
 - concrete, 10, 82
 - definition, 18, 70
 - plural, 22, 83–88
 - possessive, 22, 86–88, 261
 - predicate, 23, 101–102
 - proper, 25, 81–82
 - singular, 27, 83–85
- Nowheres*, 31
- Number, 19
 - in pronoun-antecedent agreement, 130

in subject-verb agreement,
206–207
Numbers, writing, 266–268

O

Object, 44
Object pronouns, **19**,
125–126, 176–177
Objects, **19**
 diagraming, 221, 222, 225,
 230–231
 direct, **12**, 98–99, 100
 indirect, **15**, 100
 of prepositions, **19**, 175
 pronouns as, 176–177
Of, 44
Off, 45
Online catalogs, 392, 396–406
Opening, in narrative,
365–366
Opinions
 in persuasive essay, 313,
 314, 315, 317
 in research report, 348,
 350
Opposing claims, in persuasive
essay, 315, 316, 317
Order of importance
 in persuasive essay, 316
 in response essay, 327
Ordinal numbers, 267
Organizational strategies
 cause and effect, 316, 327,
 338, 352
 chronological order, 364
 classification, 338, 352

comparison and contrast,
316, 327, 338, 352
definition, 338, 352
for multi-paragraph essay,
336–339
for narrative, 364
for persuasive essay,
315–317
for research report,
351–353
for response essay,
325–328
order of importance, 316,
327
process, 338, 352
sequence of events, 327,
338, 352, 364, 367
Organizations, capitalizing
names of, 241
Ought to of, 45

P

Pacing, in narrative, 365, 367
Pair, pare, pear, 45
Parallelism
 in multi-paragraph essay,
 337, 342
 in response essay, 326, 331
Paraphrase, when taking
notes, 349, 350
Parentheses, **19**, 264
Participial phrases, **20**
 definition, **20**
 punctuating, 251
Participles, **20**
 definition, **20**

- past, 20, 113–116
- present, 23
- punctuating, 251
- Passed, past*, 45
- Passive voice, 20, 111–112
- Past, passed*, 45
- Past participles, 20
 - as adjectives, 145
 - of irregular verbs, 113–116
- Past perfect tense, 20–21, 109
- Past progressive form of verb, 21, 107
- Past tense, 21, 103
 - of irregular verbs, 113–116
- Pause, paws*, 45
- Peace, piece*, 45
- Pear, pair, pare*, 45
- Peer review, 321, 332, 343, 360, 371
- Peer review guide, 382
- Perfect tenses, 21
- Periodicals, 394, 413–415
 - Readers' Guide to Periodical Literature*, 413–415
- Periods, 21
 - with abbreviations, 56, 265, 266
 - as end marks, 66, 249
 - with quotation marks, 259
- Personal pronouns, 21, 125–126
- Persuasion, 312
- Persuasive essay, 312–322
 - argument in, 312, 314, 315, 317, 318
 - audience for, 312
 - body in, 315, 317
 - cause and effect in, 316
 - claim in, 313, 314, 315, 316, 317
 - comparison and contrast in, 316
 - concerns in, 315
 - conclusion in, 317
 - controlling idea in, 313, 314, 315, 316, 317
 - counter-arguments in, 315, 316, 317
 - details in, 316, 317, 318
 - drafting, 315–317
 - editing, 320–321
 - examples in, 314, 317
 - evidence in, 312, 314, 315, 316
 - facts in, 314
 - formal style of, 316
 - genre of, 312
 - graphic organizer for, 373
 - introduction in, 315
 - opinions in, 313, 314, 315, 317
 - opposing claims in, 315, 316, 317
 - order of importance in, 316
 - organization of, 315–317
 - planning, 313–315
 - position in, 313, 315
 - publishing, 322
 - purpose for, 312
 - reasons in, 314, 316
 - revising, 318–319

- sources for, 314
- thesis in, 313, 315, 316, 317
- topic in, 313, 314, 315
- transitions in, 317
- views in, 315
- Phrases, **22**
 - adjective, **5**, 178
 - adverb, **6**, 178
 - appositive, **7**, 89–90
 - essential, **13**
 - gerund, **14**
 - infinitive, **16**
 - nonessential, **18**
 - participial, **20**
 - prepositional, **23**, 175, 178
 - verb, **28**, 105
- Piece, peace*, 45
- Plagiarizing, 336, 354
- Plain, plane*, 46
- Planning
 - library research, 417
 - multi-paragraph essay, 335–336
 - narrative, 362–365
 - persuasive essay, 313–315
 - research report, 346–353
 - response essay, 324–325
- Plays
 - capitalizing titles of, 242
 - italics for titles of, 260
- Plot, in narrative, 361, 364, 365, 367
- Plural nouns, **22**, 83–88
 - spelling, 292–295
- Poems
 - capitalizing first word in line of, 237
 - capitalizing titles of, 242
 - quotation marks for titles of, 259
- Point of view, in narrative, 362–363
- Political parties, capitalizing names of, 241
- Position, in persuasive essay, 313, 315
- Possessive nouns, **22**, 86–88, 261
- Possessive pronouns, **22**, 131, 262
- Precede, proceed*, 46
- Predicate adjectives, **23**, 101–102, 145
 - diagraming, 224, 226
- Predicate nouns, **23**, 101–102
 - diagraming, 224, 226, 231
- Predicates, **22**, 68–74
 - complete, 69–70, 192
 - compound, **9**, 73
 - diagraming, 218–219
 - simple, 70
- Preface, in nonfiction books, 412
- Prefixes, 289, 304–306
- Preliminary research, 346
- Prepositional phrases, **23**, 175, 178
 - commas with introductory, 251
 - diagraming, 222
 - in sentence combining, 277–278
- Prepositions, **23**, 174–175
 - distinguished from adverbs, 179–180

- list of, 174, 175
- objects of, 19, 175
 - diagraming, 222, 231
 - pronouns as, 176–177
- Presenting. *See* Publishing
- Present participles, 23
 - as adjectives, 145
- Present perfect tense, 23, 108
- Present progressive form of verb, 24, 106–107
- Present tense, 24, 103
- Primary sources, 347
- Principal, principle*, 46
- Principal parts of verbs, 24, 104
- Principle, principal*, 46
- Print resources, 396–427
 - books, 407–412
 - dictionaries, 417–425
 - magazines, 394, 413–415
 - reference works, 393, 413–416
 - thesauruses, 425–427
- Proceed, precede*, 46
- Process
 - in multi-paragraph essay, 338
 - in research report, 352
- Progressive forms, 21, 24, 106–107
- Pronouns, 24, 121–141
 - and agreement with antecedents, 128–130
 - definition, 24, 70, 125
 - demonstrative, 12, 136, 148
 - indefinite, 15, 132–133
 - intensive, 16, 134
 - interrogative, 16, 135–136
 - object, 19, 125–126
 - as objects of prepositions, 176–177
 - personal, 21, 125–126
 - capitalizing, 239
 - possessive, 22, 131, 262
 - reflexive, 25, 134
 - relative, 25, 195
 - subject, 27, 125–126
 - using, 126–127
- Proper adjectives, 24, 145–146
 - capitalizing, 242
- Proper nouns, 25, 81–82
 - capitalizing, 238–242
- Proximity search techniques, 400–401
- Publishing
 - multi-paragraph essay, 344
 - narrative, 371
 - persuasive essay, 322
 - research report, 360
 - response essay, 333
- Punctuation. *See names of individual marks*
- Purpose
 - of multi-paragraph essay, 334
 - of narrative, 368
 - of persuasive essay, 312
 - of research report, 356
 - of response essay, 323

Q

- Question marks, **25**
 - with interrogative sentences, 66, 249
 - with quotation marks, 259
- Questions, for research, 346, 347, 350, 351
- Quiet, quit, quite*, 46
- Quotation marks, **25**, 258–259
- Quotations
 - in multi-paragraph essay, 337, 338
 - in research report, 349–350, 353
 - in response essay, 324, 326, 327

R

- Raise, rise*, 47
- Rap, wrap*, 47
- Read, reed*, 47
- Readers' Guide to Periodical Literature*, 413–415
- Real, really*, 47, 165
- Real, reel*, 48
- Reason is because*, 48
- Reasons, in persuasive essay, 314, 316
- Reed, read*, 47
- Reel, real*, 48
- Reference sources, 393, 413–430
- Reflection guide, 383
- Reflexive pronouns, **25**, 134
- Regular verb, **25**, 103

- Relative pronouns, **25**, 195
- Religious terms, capitalizing, 242
- Repetition
 - in multi-paragraph essay, 337
 - in response essay, 326
- Research plan, in research report, 347
- Research questions, 346, 347, 350, 351
- Research report, 345–360
 - anecdote in, 353
 - audience for, 356
 - body in, 351, 353
 - categories of information for, 351
 - cause and effect in, 352
 - classification in, 352
 - comparison and contrast in, 352
 - conclusion in, 355
 - controlling idea in, 351
 - definition in, 349, 352, 353
 - details in, 349, 351, 353, 356
 - drafting, 353–356
 - editing, 358–360
 - examples in, 349, 353
 - facts in, 348, 349, 350, 353
 - formal style in, 354
 - genre of, 356
 - graphic organizers for, 376, 377, 378
 - introduction in, 353
 - note cards for, 349–350, 351–352, 378

- opinions in, 348
- organization in, 351–353
- paraphrase, when taking notes, 349, 350
- plagiarizing, 354
- planning, 346–353
- preliminary research for, 346
- process in, 352
- publishing, 360
- purpose for, 356
- quotations, when taking notes, 349–350, 353
- research plan for, 347
- research questions for, 346, 347, 350, 351
- revising, 356–358
- sequence of events in, 352
- source cards for, 349–350, 377
- sources for, 347–350
- summary, when taking notes, 349, 350
- thesis in, 345, 350–351, 353, 355
- topic in, 345, 346, 353
- topic sentences in, 353
- transitions in, 354–355
- visual elements in, 355
- works cited list, 356
- Resolution, in narrative, 361, 364
- Response essay, 323–333
 - analogy in, 326
 - anecdote in, 326
 - audience for, 323
 - body in, 326
 - cause and effect in, 327
 - comparison and contrast in, 327
 - conclusion in, 328
 - controlling idea in, 324, 325, 327, 328
 - description in, 326
 - details in, 324, 325, 327, 329
 - drafting, 325–328
 - editing, 331–332
 - evidence in, 324, 325
 - examples in, 324, 327
 - facts in, 324, 327
 - formal style in, 327
 - genre of, 323
 - graphic organizer for, 374
 - introduction in, 325–326
 - order of importance in, 327
 - organization in, 325–328
 - parallelism in, 326, 331
 - planning, 324–325
 - publishing, 333
 - purpose for, 323
 - quotations in, 324, 326, 327
 - repetition in, 326
 - revising, 329–330
 - rhetorical elements in, 325–326
 - sequence of events in, 327
 - sources for, 325
 - style in, 324
 - synthesizing ideas in, 325
 - thesis in, 324, 325, 327, 328
 - tone in, 324
 - topic in, 324, 326, 327
 - topic sentences in, 326–327
 - transitions in, 328

Restrictive clauses. *See*
Essential clauses
Restrictive phrases. *See*
Essential phrases
Revising
 multi-paragraph essay,
 340–342
 narrative, 367–369
 persuasive essay, 318–319
 research report, 356–358
 response essay, 329–330
Rhetorical elements
 for multi-paragraph essay,
 337
 for response essay,
 325–326
Rise, raise, 47
Risen, 47
Roots, 302–304
Rose, 47
Row, 48
Run-on sentences, 26, 75

S

Sail, sale, 48
Salutation, 26
 capitalizing, 237
 punctuating, 255, 257
Sat, 49
Say, go, 39
Scarcely, hardly, 40
Scent, sent, cent, 35
School subjects, capitalizing
 names of, 242
Sea, see, 48
Search results, on computer

 catalogs, 403–406
Search techniques, on
 computer catalogs, 397–402
 Boolean operators, 400
 proximity operators,
 400–401
 wildcards, 401–402
Secondary sources, 347
Sede, spelling words that end
 in, 288
See, sea, 48
Semicolons, 26, 256–257
 with conjunctive adverbs,
 184, 257
 in compound sentences,
 256–257
Sensory language, in narrative,
 364, 366, 367
Sent, cent, scent, 35
Sentence combining. *See*
 Combining sentences
Sentence fragments, 26, 68
Sentences, 26, 66–75
 capitalizing first word of,
 236
 complex, 9, 193–201
 compound, 9–10, 75, 192
 compound-complex, 9, 194
 declarative, 11, 66
 definition, 26, 66, 192
 diagraming, 217–233
 exclamatory, 13, 67
 imperative, 15, 66
 interrogative, 16, 66
 inverted, 17, 208–209
 predicate in, 68–70
 run-on, 26, 75
 simple, 74, 192

subject in, 68–72
 word order in, 71–72
 Sequence of events
 in multi-paragraph essay, 338
 in narrative, 364, 367
 in research report, 352
 in response essay, 327
 Series, commas in, 250
Set, sit, 48–49
 Setting, in narrative, 361, 362, 364, 366, 367
Sew, sow, 49
She, it, they, he, 40
Shined, shone, shown, 49
 Ships
 capitalizing names of, 242
 italics for names of, 260
Shone, shown, shined, 49
 Short stories
 capitalizing titles of, 242
 quotation marks for titles of, 259
Shouldn't ought, had ought, hadn't ought, 39–40
Should of, 37
Shown, shined, shone, 49
Sight, site, cite, 35
 Signs in dictionaries, 425
 Simple predicates. *See* Predicates
 Simple sentences, 26, 74, 192
 Simple subjects. *See* Subjects
 Singular nouns, 27, 83–85
Sit, set, 48–49
Site, cite, sight, 35
Some, somewhat, 49
Somewheres, 31

Son, sun, 49
 Songs
 capitalizing titles of, 242
 quotation marks for titles of, 259
Sort of, kind of, 41
 Source cards, for research report, 349, 377
 Sources
 citing, 354, 356, 384–389
 evaluating, 348, 414–415, 430
 for persuasive essay, 314
 for multi-paragraph essay, 335–336
 for research report, 347–350
 for response essay, 325
 primary, 347
 secondary, 347
Sow, sew, 49
 Spacecraft
 capitalizing names of, 242
 italics for names of, 260
 Spelling, 287–298
 adding prefixes, 289
 adding suffixes, 289–292
 compound words, 292
 ie and *ei*, 287–288
 improving, 295–296
 plurals, 292–295
 problem words, 297–298
 words ending in *cede*, *ceed*, and *sede*, 288
Sr., 264
 Stacks, in library, 393, 395, 409

- States
 abbreviating names of,
 60–61, 265
 capitalizing names of,
 239
 commas with names of,
 254
Stationary, stationery, 50
 Streets, capitalizing names of,
 240
 Style handbook in dictionaries,
 425
 Subject pronouns, **27**,
 125–126
 Subjects, **27**, 68–73
 collective nouns as, 210
 complete, 69, 192
 compound, **10**, 73,
 126–127
 diagraming, 218–220, 230
 identifying, 71–72
 in imperative sentences, 72
 indefinite pronouns as, 212
 in inverted sentences,
 71–72
 problems in locating,
 208–209
 in questions, 71–72
 simple, 70
 special, 210–211
 Subject-verb agreement,
 205–216
 Subordinate clauses, **27**,
 193–201
 Subordinating conjunctions,
 27, 199, 253
 diagraming, 229
 list of, 199
 Suffixes, 289–292, 306–308
 Summarizing, 349, 350
Sun, son, 49
 Superlative form, **27–28**
 of adjectives, 149–152
 of adverbs, 162–163
Sure, surely, 50, 165
 Symbols, in dictionaries,
 425
 Synthesizing ideas
 in multi-paragraph essay,
 336
 in response essay, 325
- T**
- Table of contents, in nonfiction
 books, 412
 Tag lines, in narrative, 366
Tail, tale, 50
Take, bring, 33
Tale, tail, 50
Teach, learn, 43
 Teacher review, 321, 332, 343,
 360, 371
Tear, 50
 Television programs
 capitalizing titles of, 242
 quotation marks for titles
 of, 259
 Television series
 capitalizing titles of, 242
 italics for titles of, 260
 Tense, **28**, 103
 future, **14**, 110
 future perfect, **14**, 110
 past, **21**, 103

past perfect, 20–21, 109
present, 24, 103
present perfect, 23, 108
Than, then, 50
That, which, who, 50–51
That there, this here, 51
Their, there, they're, 51
Theirs, there's, 51
Them, 51
Theme, in narrative, 361, 362,
367, 368
Then, than, 50
There, they're, their, 51
There's, theirs, 51
Thesauruses, 425–427
These kinds, this kind, 51–52
Thesis
 in multi-paragraph essay,
 335
 in persuasive essay, 313,
 315, 316, 317
 in research report, 345,
 350–351, 353, 355
 in response essay, 324, 325,
 327, 328
They, he, she, it, 40
They're, their, there, 51
Third-person point of view, in
 narrative, 363
This here, that there, 51
This kind, these kinds, 51–52
Thorough, through, 52
Threw, through, 52
Through, thorough, 52
Through, threw, 52
Time
 abbreviations with, 57, 265
 colons in expressing, 257

 spelling out expressions
 of, 267
Time periods, capitalizing
 names of, 241
Title page, in books, 412
Titles
 of creative works
 capitalizing, 242
 italics for, 260
 quotation marks for,
 259
 subject-verb agreement
 with, 211
 of people
 abbreviations for, 264
 capitalizing, 238
To, too, two, 52
Too, commas with, 255
Topic
 in multi-paragraph essay,
 335, 336
 in narrative, 362
 in persuasive essay, 313,
 314, 315
 in research report, 345,
 346, 353
 in response essay, 324, 326,
 327
Topic sentences
 in multi-paragraph essay,
 337–338
 in research report, 353
 in response essay, 326–327
Trains, capitalizing names of,
 242
Transitions
 in multi-paragraph essay,
 339

in narrative, 364, 367
in persuasive essay, 317
in research report, 354–355
in response essay, 328
Transitive verbs, 28, 98–99
Try and, 52
Two, to, too, 52

U

Underlining. *See* Italics
Understood *you*
 diagraming, 219–220
 as subject, 72
Unless, without, 52
Usage glossary, 29–55
Used to, use to, 53

V

Verb phrases, 28, 105–106
Verbs, 28, 94–120
 action, 4, 97–98, 99, 100
 active voice, 4, 111–112
 definition, 28, 70
 diagraming, 218–220
 helping, 14, 104–106
 intransitive, 16, 98–99
 irregular, 17, 113–116
 linking, 17, 101–102
 main, 18, 104–105
 passive voice, 20, 111–112
 past progressive form of,
 21, 107
 present progressive form
 of, 24, 107

principal parts of, 24, 104
progressive forms of, 24,
 107
regular, 25, 103
tense of, 28, 103
 future, 14, 110
 future perfect, 14, 110
 past, 21, 103
 past perfect, 20–21, 109
 present, 24, 103
 present perfect, 23, 108
transitive, 28, 98–99
vivid, 327
voice of, 111–112

Views, in persuasive essay,
 315

Visuale lements
 in multi-paragraph essay,
 339

 in research report, 355

Visualizing, for narrative, 365

Vocabulary, 299–308

Voice, 28, 111–112

W

Waist, waste, 53
Wait, weight, 53
Wait for, wait on, 53
Waste, waist, 53
Way, ways, 53
Weak, week, 53
Weather, whether, 54
Web sites
 accessing, 429
 evaluating, 430
 URL suffixes, 429

- Week, weak*, 53
Weight, wait, 53
Well, good, 39, 165
When, where, 54
Where, 54
Where . . . at, 54
Where, when, 54
Whether, weather, 54
Which, who, that, 50–51
Who, whom, 135
Who's, whose, 54
Wildcard search techniques,
 401–402
Wind, 54
Without, unless, 52
Wood, would, 55
Works cited list, in research
 report, 356
Would, wood, 55
Would of, 37
Wound, 55
Wrap, rap, 47
Writing
 multi-paragraph essay,
 334–344
 narrative, 361–371
 persuasive essay, 312–322
 research report, 345–360
 response essay, 323–333
Writing process
 draft, 315–317, 325–328,
 336–340, 353–356, 365–
 367
 edit, 320–321, 331–332,
 342–343, 358–360,
 370–371
 plan, 313–315, 324–325,
 335–336, 346–353,
 362–365
 publish, 322, 333, 344, 360,
 371
 revise, 318–319, 329–330,
 340–342, 356–358,
 367–369

Y

Your, you're, 55