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Part 1: Grammar, Usage, and Mechanics

INTRODUCTION

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

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

• Grammar: These worksheets provide students with practice learning how to identify and use the parts of speech, basic sentence parts, phrases, and clauses. They also give students practice identifying and creating effective sentences.
• Usage: These worksheets provide practice with using verbs and pronouns, making words agree, and using modifiers.
• Mechanics: These worksheets give students practice with proper use of punctuation and capitalization in their sentences.
1 Nouns

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

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

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common noun</td>
<td>class of person, place, or thing</td>
</tr>
<tr>
<td></td>
<td>boy, town, day</td>
</tr>
<tr>
<td>Proper noun</td>
<td>specific person, place, or thing</td>
</tr>
<tr>
<td></td>
<td>Sam, Chicago, Monday</td>
</tr>
<tr>
<td>Concrete noun</td>
<td>something you can see, touch, taste, hear, or smell</td>
</tr>
<tr>
<td></td>
<td>chair, sock, pencil</td>
</tr>
<tr>
<td>Abstract noun</td>
<td>something you can’t perceive through your senses</td>
</tr>
<tr>
<td></td>
<td>love, wish, imprisonment</td>
</tr>
</tbody>
</table>

Practice A Identifying Nouns

Read each sentence. Then, underline the nouns.

Example: Her job was to sweep the floor.

Answer: Her job was to sweep the floor.

1. The keys are on the counter.
2. Please take the dog to the park.
3. My cat sleeps in that chair.
4. Call the doctor to make an appointment.
5. The weather in Australia is hot in January.
6. The student received an award for perfect attendance.
7. His group takes care of the flowers in Prospect Park.
8. Basketball requires speed and stamina.
9. Our team visited the beach in California.
10. The friendship between Samantha and Kyle began in kindergarten.

Practice B Labeling Nouns

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

Example: Did you give the backpack to Susan?

Answer: backpack—common, concrete; Susan—proper, concrete

1. Your success is very likely.
2. Uncle Chris visited the museum yesterday.
3. Please finish your chores.
4. My sister lives in Boston.
5. A kitten needs a lot of love.
6. May I use the computer to find a movie?
7. My dearest wish is for your loyalty.
8. Have you read To Kill a Mockingbird by Harper Lee?
9. His excitement grew all afternoon.
10. No mountain is as impressive as Pikes Peak.

Writing and Speaking Application

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

Pronouns are words that stand for nouns or for words that take the place of nouns.
Pronouns get their meaning from the words they stand for. These words are called antecedents. There are different types of pronouns. See the examples below.

| Personal pronouns | refer to the person speaking, the person spoken to, or the person, place, or thing spoken about | I, me, we, us, you, your, he, him, they, them, it |
| Reflexive pronouns | end in -self or -selves and indicate that someone or something in the sentence acts for or on itself | myself, ourselves, yourself, yourselves, himself, herself, itself, yourselves, themselves |
| Intensive pronouns | end in -self or -selves and add emphasis to a noun or pronoun in the sentence | |
| Reciprocal pronouns | refer to a plural antecedent. They express a mutual action or relationship. | each other, one another |

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

Practice A Identifying Pronouns and Antecedents
Read each sentence below. Then, draw an arrow that points from the underlined pronoun to its antecedent.
Example: Did Joseph leave his backpack on the bus?
Answer: Did Joseph leave his backpack on the bus?

1. Terrence is very good with his children. 
2. Mrs. Stream runs her class like a tight ship. 
3. Alexandria rushes through her homework. 
4. Silas asked his mom for another cookie. 
5. Marc loves his job. 
6. Bill wrote to his congressman. 
7. Jasmine is brushing her teeth. 
8. Justin walked his dog. 
9. Ethan felt better after his nap. 
10. Joel did his chores.

Practice B Identifying Reciprocal, Reflexive, and Intensive Pronouns
Read each sentence. Then, write the pronoun in each sentence and label it reciprocal, reflexive, or intensive.
Example: She promised herself a cookie after dinner.
Answer: herself—reflexive

1. Susan gave herself a break. 
2. Joe and Courtney fixed dinner for each other. 
3. The president himself spoke at the banquet. 
4. Jordan’s classmates exchanged cards with one another. 
5. He poured himself a glass of milk. 
6. She and her old roommate keep in touch with each other.

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

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

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

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

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

Practice A Identifying Action Verbs
Read each sentence. Underline the action verb.

Example: Frank ate too many hot dogs.
Answer: Frank ate too many hot dogs.

1. Linda works as a writer.  
2. Remy cries for his bottle.  
3. The children ate a lot of popcorn.  
4. Dave owns a car dealership.  
5. Jessica rides her skateboard to school.

Practice B Identifying Linking Verbs
Read each sentence. Underline the linking verb.

Example: Allen is unhappy.
Answer: Allen is unhappy.

1. Vallee is his wife.  
2. Evalina sounds hoarse.  
3. His brother became a lawyer.  
4. Don felt stronger after working out.  
5. His mother was very disappointed.

Practice C Distinguishing Between Action Verbs and Linking Verbs
Underline the verbs in the following sentences. Then, write whether the verb is an action verb or a linking verb.

Example: She waits at the corner.
Answer: She waits at the corner. action verb

1. After going to the dentist, she felt better.  
2. Their team won first place.  
3. Lindsay was upset after the argument.  
4. Terra is his little sister.  
5. The baseball team celebrated at the Italian restaurant.

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

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

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

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

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

1. Maggie wrote an e-mail to her dad.
2. Riley takes the bus.
3. The teacher explained the assignment.
4. Gabriel brought his jacket to school.
5. Kaya updated her status.
6. The debate team won a prize for their presentation.
7. That house needs insulation.
8. The highway offers the fastest route.
9. Eden drives her dad’s car to work every Saturday.
10. Marisol’s parents make a lot of rules.

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

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

1. Did you find the phone number? 
2. Sophia scored the winning point.
3. The elephants walked into the forest.
4. The ice and snow surprised everybody in Austin.
5. The soldiers marched for three hours.
6. The captain yelled loudly.
7. The skate sessions cost seven dollars.
8. She wants a ukulele for her birthday.
9. His alarm clock docks his MP3 player.
10. The baby cried for his Aunt Cathy.

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

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

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

Practice A  Recognizing Verb Phrases
Read each sentence. Then, write the verb phrase in each sentence.

Example: I will be studying all evening.
Answer: will be studying

1. You should have come with us. ____________________________________________
2. My brother is watching TV. _____________________________________________
3. Kama has been thinking of last summer. ____________________________________
4. My cat had been living under a warehouse. ________________________________
5. That ship does hold a lot of people. ______________________________________
6. I have seen worse weather than this. ______________________________________
7. Carlos will be getting good grades. _______________________________________
8. Dana is using her time wisely. __________________________________________
9. Charlie might be coming to the party. ______________________________________
10. He is wondering whether he can afford to pay that much. ____________________

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

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

1. It is raining in Georgia today. 6. Lee is reading about the rules of the road.
2. I should be leaving soon. 7. I have seen hard times.
3. The times are changing. 8. She is planning for her future.
4. He does want allowance, right? 9. Mom was helping my sister learn to drive.
5. Bob might learn to row. 10. Mr. Sankey has won awards for his teaching.

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

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

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

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

Practice A Identifying Adjectives
Read the sentences below. Then, underline all of the adjectives in each sentence. Remember that articles are adjectives, too!

Example: The short, thin man walks with a cane.
Answer: The short, thin man walks with a cane.

1. That movie really dragged on!
2. She loves rap music.
3. Juanita uses a brand-name racket.
4. Some Persian rugs are really beautiful.
5. Marcus wore green shoes to the dance.
6. That spotted bird sings beautifully.
7. He enjoys making tuna casserole.
8. The old, broken car is useless.
9. Abstract art confuses me.
10. Yoga is my favorite exercise.

Practice B Identifying Nouns Used as Adjectives
Read each sentence. Then, write the noun that is used as an adjective in each sentence.

Example: She went to the counseling appointment.
Answer: Counseling

1. Will you please open this pickle jar? Pickle
2. I brought my beach ball. Beach ball
3. Emma missed softball practice yesterday. Softball practice
4. Jade is a karate expert. Karate
5. My mom is a vegetable fanatic. Vegetable fanatic
6. The gym carpet has a lot of tears. Gym carpet
7. The tornado warning was sounded just in time. Tornado warning
8. My sister loves cheese sandwiches. Cheese sandwiches
10. The president addressed budget issues. Budget issues

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

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

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

Practice A Recognizing Adverbs

Read each sentence. Then, write the adverb in each sentence.

Example: She rarely washes her car.
Answer: rarely

1. Javier quickly ate dinner.
2. Vance seldom plays golf.
3. Jessica will arrive later.
4. We love to entertain outside.
5. Razi paused briefly.
6. I sometimes wish I were taller.
7. That light shines brightly.
8. I rarely visit Austin.
9. The shipment arrived yesterday.
10. John worked hard to build the barn.

Practice B Identifying Adverbs and the Words They Modify

Read each sentence. Then, write the adverb and the word or words it modifies.

Example: I will arrive eventually.
Answer: eventually — arrive

1. Miguel waited anxiously.
2. I already finished sweeping the floor.
3. Those bugs can live anywhere.
4. Binh correctly answered the question.
5. Don was especially kind last night.
6. Dave speaks arrogantly.
7. He looked at me shyly.
8. Kara remembers Chris fondly.
9. Mitch will leave tomorrow.
10. I fertilize the garden yearly.

Writing and Speaking Application

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

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

- Prepositions can consist of one word or multiple words. They show relationships that involve such things as location, direction, time, cause, or possession—for example, above, toward, since, and of.
- Prepositions come at the beginning of prepositional phrases; the phrases include the preposition and the noun or pronoun it describes. The noun or pronoun is called the object of the preposition.

Practice A Identifying Prepositions and Prepositional Phrases

Read each sentence. Then, write the prepositional phrase and underline the preposition.

Example: The children on the bus misbehaved.

Answer: on the bus

1. Put the towels in the cabinet.
2. The back of the book gives author information.
3. We are leaving at sunrise.
4. There is a snake in the grass.
5. Fold the laundry that is in the basket.
6. Bill is living in Thailand.
7. Crabs often live under rocks.
8. Jamal traveled around the world.
9. He boarded the plane without his briefcase.
10. He put the package on the porch.

Practice B Identifying Prepositions and Their Objects

Read the sentences. Then, underline the prepositions and circle the objects of the prepositions.

Example: The bridge goes over the river.

Answer: The bridge goes over the river.

1. The barbeque begins at noon.
2. She is living with her parents.
3. Frightening creatures live in the ocean.
4. She wants a trip to Europe.
5. They rode to Houston on the bus.
6. I have known your cousin for years.
7. Rosita is the daughter of my doctor.
8. Joe rides his long-board to school.
9. I eat my chips with dip.
10. We use a futon for a couch.

Writing and Speaking Application

Write four sentences, each including a prepositional phrase. Underline the prepositions. Then, read the sentences to a partner. Your partner should listen for and name the prepositional phrases. Together, identify the objects of the prepositions. Then, switch roles with your partner.
9 CONJUNCTIONS

A conjunction is a word used to connect other words or groups of words.
There are three main kinds of conjunctions: coordinating, correlative, and subordinating. These types of conjunctions are described in more detail in the following chart.

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

Practice A  Identifying Conjunctions
Read the following sentences. Then, underline the conjunctions. If a sentence has a correlative conjunction, underline both parts.

Example: Maria plans to be either a doctor or a lawyer.
Answer: Maria plans to be either a doctor or a lawyer.

1. I know you like candy, but it is bad for your teeth.  
2. Either we will walk or we will ride our bikes.  
3. Don't forget to brush and floss.  
4. Would you rather sweep or mop?  
5. She does homework after she watches TV.  
6. When I run, my knee hurts.  
7. Mary Ellen is not only my sister but also my friend.  
8. You can have either cake or pie.  
9. In order to feel good, you need enough sleep.  
10. The roof leaks when it rains.

Practice B  Identifying Types of Conjunctions
Read each sentence below. Then, write the conjunction from each sentence, and label it as coordinating, correlative, or subordinating.

Example: Although I don't like the cold, I love to ski.
Answer: although—subordinating

1. You need to work harder, or you could be fired.  
2. I feel healthy but tired.  
3. While Tia likes running, Mia likes biking.  
4. I bathed the dog, but I still need to brush her.  
5. Jacques will study either film or music production.  
6. After you mow the lawn, please sweep the walk.  
7. Before you watch TV, you have to study.  
8. Neither Max nor Jillian finished the workout.  

Writing and Speaking Application
Write three sentences: one that uses a coordinating conjunction, one that uses a correlative conjunction, and one that uses a subordinating conjunction. Then, read your sentences to a partner, who should identify the type of conjunction used in each sentence.
10 \textbf{INTERJECTIONS}

An interjection is a word that expresses feeling and functions independently of a sentence. Interjections are different from most other words because they do not have a grammatical connection to other words in a sentence. Some common interjections are shown in the table below.

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

\textbf{Practice A Identifying Interjections}

Underline the interjection in each item below.

Example: Oops! I spilled the milk.
Answer: \underline{Oops!} I spilled the milk.

1. Hurray! I knew we could do it!
2. Absolutely! I'd love to.
3. Goodness! You startled me.
4. Tsk-tsk, you should not be doing that.
5. Hmm, I will have to think about it.
6. Ouch! That really hurt.
7. Uh-oh. That was a mistake.
8. Wow, I can't believe you said that.
9. Yuck, that casserole looks pretty gross.
10. What? You have got to be kidding me!

\textbf{Practice B Supplying Interjections}

Read each sentence. Then, write an interjection that shows the feeling expressed in the sentence.

Example: \underline{I love this dessert!}
Answer: \underline{Yum!}

1. \underline{People are trying to study.}
2. \underline{I dropped the ball on that project.}
3. \underline{That was a close one.}
4. \underline{isn't that Julie over there?}
5. \underline{It's been good to know you.}
6. \underline{I'm not sure.}
7. \underline{Don't bother me.}
8. \underline{Everything is fine.}
9. \underline{That was quite a sneeze!}
10. \underline{How have you been?}

\textbf{Writing and Speaking Application}

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

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

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

Practice A Identifying Parts of Speech: Nouns, Pronouns, Verbs, Adjectives, and Adverbs
Read each sentence. Then, identify whether the underlined word is a noun, a pronoun, a verb, an adjective, or an adverb.

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

1. We enjoy summer evenings. noun pronoun verb adjective adverb
2. The girls woke early in the morning. noun pronoun verb adjective adverb
3. Will you change my tire? noun pronoun verb adjective adverb
4. I like that red mitt. noun pronoun verb adjective adverb
5. She rides horses as a hobby. noun pronoun verb adjective adverb

Practice B Identifying Parts of Speech: Prepositions, Conjunctions, and Interjections
Read each sentence. Then, identify whether the underlined word is a preposition, a conjunction, or an interjection.

Example: They moved toward the door. preposition conjunction interjection
Answer: They moved toward the door. preposition conjunction interjection

1. Put your guitar in your room. preposition conjunction interjection
2. Hurray! We won again! preposition conjunction interjection
3. He put his sweater around her shoulders. preposition conjunction interjection
4. Do you prefer wheat or rye? preposition conjunction interjection
5. Cathy and Letta talk on the phone. preposition conjunction interjection

Writing and Speaking Application
Write four sentences, each including at least one noun, adjective, verb, and adverb. Then, read your sentences to a partner. After reading each sentence, ask your partner to identify the nouns, verbs, adjectives, and adverbs. Then, switch roles with your partner.
12 SIMPLE SUBJECTS AND PREDICATES

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

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

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

Practice A Identifying Simple Subjects

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

Example: The woman in the upper balcony sipped her hot coffee.
Answer: The woman in the upper balcony sipped her hot coffee.

1. The boy with the granola bar refused the vanilla ice cream.
2. The cat by the pool crept toward the patio.
3. The birds in the sky are flying south.
4. The bicycle needs a new tire.
5. The toys that we stored in the closet were never used.
6. Mark’s car is parked in a garage.
7. The money for my phone bill was lost in the mail.
8. The computer from the new store featured a 22-inch monitor.
9. Her expensive new sweater was ruined in the wash.
10. Several people walked past the display.

Practice B Identifying Simple Predicates

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

Example: Maria scooped the puppy into her arms.
Answer: Maria scooped the puppy into her arms.

1. The wool blanket will keep the baby warm.
2. Intense sunshine forced me into the shade of the huge oak tree.
3. Jimmy bought some socks at the store last weekend.
4. The dog with the white coat needs a bath and a haircut.
5. He thought about all his options.
6. The United States senator began to deliver a speech.
7. Aunt Minnie brought a friend to the party.
8. The city manager spent too much money.
9. We developed the pictures.
10. The dog hides its bones in the back lot.

Writing and Speaking Application

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

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

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

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

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

Example: The teacher who reads books.
Answer: fragment

1. Was finishing dinner. 6. Is a great start.
2. Water is good for you. 7. I enjoy that movie.
3. Faster with training. 8. Was very easy to begin.
4. She read the book again. 9. Isaac began with hesitation.
5. She waited for. 10. Marla slowly turned around.

Practice B  Fixing Fragments
Read each fragment below. Then, use each fragment in a sentence.

Example: through the park
Answer: We wanted to walk through the park.

1. the tiny fish
2. went flying through the air
3. the colorful sunset
4. hopped up on the table
5. searching through the house
6. the brand new toy
7. his favorite food
8. the quickest runner
9. the article about her school band
10. the next morning

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

Here and there are never the subject of a sentence.

When the word here or there begins a declarative sentence, it is usually an adverb that modifies the verb by pointing out where something is. Usually, sentences beginning with here or there are inverted (with the subject following the verb). If you rearrange the sentence in subject-verb order, you can more easily identify the subject of the sentence. Consider the examples in the table below, which show the subject underlined and the verb in boldface.

<table>
<thead>
<tr>
<th>Sentences Beginning With Here or There</th>
<th>Sentences Rearranged in Subject-Verb Order</th>
</tr>
</thead>
<tbody>
<tr>
<td>Here is your backpack.</td>
<td>Your backpack is here.</td>
</tr>
<tr>
<td>There is a crack in the foundation.</td>
<td>A crack is in the foundation.</td>
</tr>
</tbody>
</table>

Practice A  Rearranging Sentences Beginning With Here or There

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

Example:  There is water in the jug.
Answer:  Water is in the jug.

1. There are people in the house.  
2. There is oil in the pan.  
3. Here is the money from the bake sale.  
4. There are three people walking.  
5. There is a quarter in the machine.  
6. Here are your games.  
7. Here is the shovel for your garden work.  
8. There are apples in the basket.  
9. There is a blanket in the closet.  
10. Here is an empty box.  

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

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

Example:  There is a pie in the oven.
Answer:  There is a pie in the oven.

1. There is a student in the hallway.  
2. There are answers in the book.  
3. Here is your jacket.  
4. There is a magazine on the table.  
5. There are consequences for your actions.  
6. Here is your assignment.  
7. There are three omelets ready.  
8. Here is the money for your lunch.  
9. There are several shoes in the hallway.  
10. Here is your laundry.  

Writing and Speaking Application

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

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

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

Practice A Rearranging Interrogative Sentences
Read each sentence below. Then, rearrange it so that it is written in subject-verb order. Some of the verbs in these sentences use helping verbs, so the verb will be two words.

Example: Why are you here?
Answer: You are here why?

1. What are you doing? ____________________________
2. Where is the conference? _______________________
3. Are you over your cold? _________________________
4. What is the answer to number four? ______________
5. Are they expecting you to bring a dessert? __________
6. Why are the stars so bright on cold nights? __________
7. Are you going to the party tomorrow? ______________
8. When should I pick you up? ______________________
9. How did you talk him into helping you? ______________
10. Why are you in such a hurry? _____________________

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

Example: Why are you whispering?
Answer: Why are you whispering?

1. Why did your dad take that job? __________________
2. How can I help you? ___________________________
3. Why do you leave your books on the floor? _______
4. Why don’t you like hot dogs? ___________________
5. Where is your friend meeting you? ________________
6. Are you shopping for groceries? _________________
7. Why are you daydreaming? ______________________
8. Is your brother coming to the pool? ______________
9. How does your father make his meatloaf? __________
10. How are you doing? ____________________________

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

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

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

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

Example: Return your books to the library.
Answer: You, return your books to the library.

1. Tonight, finish your homework.  
2. Enjoy the dessert next.  
3. By tonight, put away your clothes.  
4. Cook the meal when you return home.  
5. Wash the dog.  
6. Fill in the bubble with a pencil.  
7. Please wash the dishes.  
8. Go find the keys.  
9. Bring some snacks to the party.  
10. Call me after work.  

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

Example: Remember to walk the dog.

1.  
2.  
3.  
4.  
5.  

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

In exclamatory sentences, the subject often appears after the verb, or it may be understood. In some exclamatory sentences, the subject appears before the verb. In others, the verb appears first. To find the subject, rearrange the sentence in subject-verb order. In other exclamatory sentences, both the subject and the verb may be unstated.

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

Practice A  Identifying Subjects in Exclamatory Sentences

Read each sentence below. Then, underline the subject in it. If the subject is not included in a sentence, write it on the line provided. (Some lines will be left blank.)

Example: Finish it!
Answer: you

1. Get lost! __________________________
2. You startled me! __________________
3. I can’t believe my luck! ____________
4. This will never work! ______________
5. Watch out! _________________________
6. What does he want! _________________
7. You are the winner! ________________
8. I am so excited! __________________
9. Wait! _____________________________
10. The car won’t start! _______________

Practice B Writing Exclamatory Sentences and Identifying Subjects

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

Example: I love the spring air!

1. _________________________________
2. _________________________________
3. _________________________________
4. _________________________________
5. _________________________________

Writing and Speaking Application

Write four exclamatory sentences and read them to a partner. Your partner should identify the subject in each sentence.
18 DIRECT OBJECTS

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

Direct objects complete the meaning of action verbs by telling who or what receives the action. Verbs that have direct objects are called transitive verbs; they transfer their action onto direct objects. Some verbs are intransitive, meaning nothing receives the action of the verb, and the questions Who? and What? cannot be answered.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Question to Ask</th>
<th>Direct Object; Is the verb transitive or intransitive?</th>
</tr>
</thead>
<tbody>
<tr>
<td>She makes cookies for her friends.</td>
<td>She makes what?</td>
<td>cookies; transitive</td>
</tr>
<tr>
<td>Fish can breathe underwater.</td>
<td>Fish can breathe what?</td>
<td>No answer; intransitive</td>
</tr>
<tr>
<td>Sam hugged his mother.</td>
<td>Hugged whom?</td>
<td>mother; transitive</td>
</tr>
</tbody>
</table>

Practice A  Identifying Direct Objects
The sentences below have transitive verbs, so each has a direct object. Read each sentence and underline its direct object.

Example: Edward kicked the ball.
Answer: Edward kicked the ball.

1. Mary boiled some water.
2. Juan likes cold weather.
3. The kittens took a nap.
4. The boss paid the entire staff.
5. He took the tools out of the box.
6. The girls told stories throughout the day.
7. I need extra time.
8. Did you deliver the package?
9. He tickled his little brother’s feet.
10. The boy will practice piano every night.

Practice B  Identifying Sentences With Direct Objects
Read each sentence below. Then, on the lines provided, write Yes if the sentence has a direct object and No if it does not have a direct object.

Example: Carlos played the guitar.
Answer: Carlos played the guitar. Yes

1. Lacy sings constantly.  
2. I prepared the meal for your birthday.  
3. Airplanes terrify our mom.  
5. Latoya’s dancers arrived on time.  
6. The team never showed.  
7. I need extra time.  
8. Did you deliver the package?
9. He tickled his little brother’s feet.  
10. The boy will practice piano every night.

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

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

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

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Question to Ask</th>
<th>Direct and Indirect Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sally reads her sister a story.</td>
<td>1. Reads what?</td>
<td>story (direct object)</td>
</tr>
<tr>
<td></td>
<td>2. Reads a story to or for whom?</td>
<td>sister (indirect object)</td>
</tr>
<tr>
<td>She works for Thomas.</td>
<td>1. Works what?</td>
<td>[No answer; no direct object]</td>
</tr>
<tr>
<td>Sam gave his mom a kiss on the cheek.</td>
<td>1. Gave what?</td>
<td>kiss (direct object)</td>
</tr>
<tr>
<td></td>
<td>2. Gave a kiss to or for whom?</td>
<td>mom (indirect object)</td>
</tr>
</tbody>
</table>

Practice A  Identifying Indirect Objects

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

Example: He bought his mom a gift.
Answer: He bought his mom a gift.

1. He built his son a playhouse. 6. Makayla showed her class a picture.
2. He prepared his sister lunch. 7. Anthony carved his sister a sculpture.
3. Jan baked her husband a cake. 8. She fried her brother an egg.
4. I asked my mom a question. 9. They delivered their teacher a gift.
5. They sent their son a gift. 10. The teacher gave me a grade.

Practice B  Identifying Sentences With Indirect Objects

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

Example: Melissa loaned her friend a pen.
Answer: Melissa loaned her friend a pen. Yes

1. Cindy gave Marcus a gift.        6. Susan mailed her friend a card.
2. I sent your teacher a note.      7. Jane wrote me a letter.
3. Esmerelda gave me a beautiful picture. 8. He sent another e-mail.
4. Those boys lost the football.     9. They delivered their teacher a gift.
5. Mark's uncle bought a boat.      10. The teacher gave me a grade.

Writing and Speaking Application

Write three sentences that have indirect objects. Read your sentences to a partner. Your partner should identify the direct object in each sentence. Then, switch roles with your partner.
20 OBJECT COMPLEMENTS

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

An object complement almost always follows a direct object. Object complements occur only with such verbs as appoint, call, consider, declare, elect, judge, label, make, name, select, and think. The words to be (or forms of the verb to be) are often understood before an object complement.

The parents found the performance to be enchanting.

Practice A Identifying Object Complements

Read each sentence. Then, underline the object complement in it.

Example: We appointed Donte president of our club.
Answer: We appointed Donte president of our club.

1. Julia declared the cookies delicious.
2. Dad thought my friend a good influence.
3. The principal considered our idea brilliant.
4. The dance teacher calls Ellen a star.
5. The city elected Mr. Jackson mayor.
6. The women considered their plan clever.
7. The cold air made my headache worse.
8. Grandpa declared the party a success.
9. Aki thought the rules ridiculous.
10. I considered his plan a breakthrough.

Practice B Completing Sentences With Object Complements

Read each sentence below. Then, fill in the blank with an object complement.

Example: The citizens called the new law unnecessary.
Answer: The citizens called the new law unnecessary.

1. They appointed the man ____________________.
2. The jury judged the man ____________________.
3. Sherry thought the idea ____________________.
4. The class elected Antonio ____________________.
5. Joel named the kitten ____________________.
6. My mother called my room ____________________.
7. The teacher declared my paper ____________________.
8. Luis thought the weather ____________________.
9. They found the hotel ____________________.
10. Aunt Delia called my home ____________________.

Writing and Speaking Application

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

A subject complement is a noun, a pronoun, or an adjective that appears with a linking verb and gives more information about the subject. There are two kinds of subject complements. A **predicate nominative** is a noun that appears with a linking verb and names the subject of the sentence: *Joseph is a programmer*. A **predicate adjective** is an adjective that appears with a linking verb and describes the subject of the sentence: *The weather is warm*. Some sentences contain compound subject complements: *Joseph is a programmer and a father*.

**Practice A  Identifying Subject Complements**
Read each of the following sentences. Then, underline the subject complement(s) in each sentence.

Example: He is smart and funny.
Answer: He is **smart** and funny.

1. Kevin seems kind.
2. Gene is a grandfather.
3. Her aunt is president of that club.
4. The streets are icy and dangerous.
5. The girl’s makeup looks professional.
6. Your sister is a lawyer?
7. That dinner was delicious!
8. Tomorrow seems promising.
9. The weather was encouraging.
10. The walls were red and gold.

**Practice B  Identifying Predicate Nominatives and Predicate Adjectives**
Read each sentence below. Then, underline each subject complement. On the line provided, write whether each subject complement is a predicate nominative or a predicate adjective.

Example: I am a professional writer.
Answer: I am a professional **writer**, predicate nominative.

1. She is a good friend.
2. Anna is dark and lovely.
3. He looks marvelous.
4. That cat is a troublemaker.
5. My brother is the state spelling champion.
6. The early morning air smells fresh.
7. I feel very hopeful.
8. You seem happy.
9. Do you want to be a teacher?
10. Diana’s car is a hybrid.

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

A prepositional phrase, such as behind the house, consists of a preposition along with a noun or pronoun. Prepositional phrases can act as adjectives (in which case they are called adjectival phrases), or they can act as adverbs (in which case they are called adverbial phrases).

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

Practice A Identifying Prepositional Phrases

Read each sentence below. Then, underline the prepositional phrase.

Example: Bill jumped over the hurdle.
Answer: Bill jumped over the hurdle.

1. The mouse scurried into the hole.
2. She ran in the rain.
3. We ate popcorn during the movie.
4. Cindy put the present under the tree.
5. Alejandro is saving money for college.
6. Michael sent an e-mail to his friend.
7. Children play at the park.
8. Glenn packed his suitcase for a trip.
10. The tree with the red berries is a holly.

Practice B Identifying Adjectival and Adverbial Phrases

Read each sentence below. Then, identify whether the underlined prepositional phrase is an adjectival phrase or an adverbial phrase by circling the correct answer.

Example: The girl in the black bathing suit swims well.
Answer: The girl in the black bathing suit swims well.  Adjectival phrase  Adverbial phrase

1. The mouse in the corner chewed on cheese.  Adjectival phrase  Adverbial phrase
2. The custodian wipes the tables after lunch.  Adjectival phrase  Adverbial phrase
3. Shane poured water on the fire.  Adjectival phrase  Adverbial phrase
4. People of all ages like puppies and kittens.  Adjectival phrase  Adverbial phrase
5. Janet read a book about dancing.  Adjectival phrase  Adverbial phrase

Writing and Speaking Application

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

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

- Appositives usually follow right after the words they explain.
- Appositives and appositive phrases (which include descriptive words) are a great way to combine two choppy sentences into one interesting sentence.
- When an appositive is nonessential to the meaning of the sentence, commas are used before and after the appositive. When an appositive is essential to the meaning, commas are not used.
- In the example below, two sentences are combined into one sentence that includes an appositive.

  Before: Kathy's bird is a parrot. Kathy's bird can say the alphabet.
  After:  Kathy's bird, a parrot, can say the alphabet.

Practice A  Identifying Appositives

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

Example: Mariah, the last in line, waited patiently for her ticket.
Answer: Mariah, the last in line, waited patiently for her ticket.

1. Cindy, the girl who loves reading, just left the library.
2. Susan, my sister, is leaving on vacation.
3. My friend Jonah gave me that shirt.
4. I got a note from my teacher, Mrs. Willis.
5. That football, the one my father gave me, brings back many fond memories.
6. Fishing, Uncle Fred's favorite pastime, requires much patience.
7. The geese, a huge flock, flew overhead.
8. I chased my cousins, John and Stephanie, around the playground.
9. Mark's sister Maria left for college.
10. The slowest runner, Sydney, crossed the finish line to the roar of encouraging fans.

Practice B  Combining Sentences, Using Appositives

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

Example: My dog is a German shepherd. My dog stays outside.
Answer: My dog, a German shepherd, stays outside.

1. Susan is a college student. Susan studies often.
2. I attend a great high school. Harrison is my high school.
3. Sonya is a professional singer. Sonya travels the world.
5. Kathy is my favorite cousin. Kathy is coming to visit this weekend.

Writing and Speaking Application

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

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

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

Show that you can use and understand the function of verbals (participles) in the following exercises.

Practice A Identifying Verbals and Verbal Phrases
Read the following sentences. Then, underline the verbal or the verbal phrase in each sentence. (Notice that the verbals in this exercise are participles or participial phrases, which means they describe nouns.)

Example: Sierra, excited about the party, rushed out the door.
Answer: Sierra, excited about the party, rushed out the door.

1. Exhausted from fatigue, the runner collapsed.
2. Apples picked off the tree are a tasty treat.
3. Janet, limping badly, left the game.
4. A sleeping infant is a beautiful sight.
5. The newly minted coin sparkled and shined.
6. The front yard, freshly mowed, smells of grass.
7. The falling tree made lots of noise.
8. Hoping to be on time, I hurried to class.
9. Joe, grounded for two days, read a book.
10. The dogs, smelling treats, rushed into the kitchen.

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

Example: The coach lectured his team.
Answer: verb

1. Locked in a case, the coins were safe from thieves.
2. The bicycle, rusted by the rain, needed much work.
3. The award thrilled Emily.
4. Sprinting across the finish line, Mario gasped for breath.
5. Encouraged by the good grade, Pete began to study harder.

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

A clause is a group of words that contains a subject and a verb. An independent clause (also called a main clause) can stand by itself as a complete sentence. Every sentence must contain at least one independent clause. A subordinate clause (also called a dependent clause), although it has a subject and a verb, cannot stand by itself as a complete sentence. Consider these examples:

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

Independent clause

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

Subordinate clause

Practice A  Distinguishing Independent and Subordinate Clauses

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

Example:  Bobby didn’t know if anyone would volunteer.
Answer:  Bobby didn’t know if anyone would volunteer.  independent  subordinate

1.  I knew that you would help if you could.  independent  subordinate
2.  I’d love to dance if I could take some lessons.  independent  subordinate
3.  The game, which went into overtime, was exciting.  independent  subordinate
4.  When it’s time to go home, call your mother.  independent  subordinate
5.  I enjoy movies, while my brother prefers reading.  independent  subordinate
6.  The sky was clear, but the wind was blowing.  independent  subordinate

Practice B  Combining Sentences Using Independent and Subordinate Clauses

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

Example 1:  She didn’t want to go. She went to please her mother.
Answer:  Although she didn’t want to go, she went to please her mother.

Example 2:  Jane was present. She was distracted.
Answer:  Jane was present, but she was distracted.

1.  The boy was discouraged by his grade. He kept trying.
2.  She was late. She had a good reason.
3.  I like pizza. My brother prefers hot dogs.
4.  The children played outside. It was a beautiful day.
5.  Joseph is going to college. He does not know where he is going.

Writing and Speaking Application

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

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

- Adjectival clauses cannot stand alone—in other words, they are **subordinate clauses** that must be connected to an independent clause.
- Adjectival clauses can be essential or nonessential to the meaning of the sentence. When they are **nonessential**, they are set off from the rest of the sentence by commas. When they are **essential**, no commas are used before and after.
- Adjectival clauses often begin with a **relative pronoun** or a **relative adverb** that links the clause to a noun or pronoun in another clause.

**EXAMPLE:** The car that had been in the accident was towed away. (In the sentence, the underlined adjectival clause answers the question *Which one?* Notice that no commas are used because the clause is essential to the meaning of the sentence.)

**Practice A Identifying Adjectival Clauses**

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

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

1. The tree that Dad purchased was too tall.
2. The pillow that you gave me was too soft.
3. Her brother, who really needs a job, just applied at the hardware store.
4. My sister, who is constantly sick, refuses to get a flu shot.
5. The boy whom they sent home was very ill.
6. The car that I drive really needs a tuneup.
7. The math class, which Tony finds easy, really challenges me.
8. In Austin, where it is usually warm this time of year, they just got snow.

**Practice B Writing Sentences With Adjectival Clauses**

Read the sentences below. Then, rewrite each sentence by correctly placing the adjectival clause, which appears in parentheses. Include commas where appropriate.

Example: The coat needed cleaning. (that Jason wears)
Answer: The coat that Jason wears needed cleaning.

1. The game ended in a tie. (which had gone into triple overtime)
2. The singer began to cough. (who had recently been sick)
3. The car wouldn’t start. (which we had just picked up from the shop)
4. The desk needs paint. (that we bought at the flea market)

**Writing and Speaking Application**

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

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

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

Using relative pronouns is one way to combine two choppy sentences into one interesting sentence. Show that you can use and understand the function of restrictive and nonrestrictive relative clauses in the exercises.

Practice A Identifying Relative Pronouns and Their Clauses
Read each sentence. Then, circle the relative pronoun and underline the entire adjectival clause.

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

1. My cell phone, which I left on the bus, is gone forever.
2. The spaghetti that dad made was barely edible.
3. The baby, who was tired and grouchy, finally fell asleep.
4. The frog, which he found in the yard, ended up in his pocket.
5. The broom, which is at least five years old, needs to be replaced.
6. That teacher, who loves her job, has a lot of energy.

Practice B Combining Sentences, Using Relative Pronouns
Read the sentences below. On the lines provided, combine each pair of sentences into one sentence by using a relative pronoun and an adjectival clause.

Example: The fruit was very fresh. The fruit made a great pie.
Answer: The fruit, which was very fresh, made a great pie.

1. The teacher received an award. The teacher smiled proudly.
2. We just bought the house. The house is on Taft Street.
3. The sea was calm yesterday. The sea is rough today.
4. The little girl is happy. The little girl is going to a party.

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

Adverbial clauses are subordinate clauses that modify verbs, adjectives, adverbs, or verbals by telling where, when, in what way, to what extent, under what condition, or why. Adverbial clauses begin with subordinating conjunctions and contain subjects and verbs.

### Subordinating Conjunctions

<table>
<thead>
<tr>
<th>After</th>
<th>As long as</th>
<th>If</th>
<th>Though</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Although</td>
<td>Because</td>
<td>Since</td>
<td>Unless</td>
<td>Whenever</td>
</tr>
<tr>
<td>As</td>
<td>Before</td>
<td>So that</td>
<td>Until</td>
<td>Where</td>
</tr>
<tr>
<td>As if</td>
<td>Even though</td>
<td>Than</td>
<td>When</td>
<td>While</td>
</tr>
</tbody>
</table>

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

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

### Practice A Identifying Adverbial Clauses

Read the sentences. Then, circle the verb or verbs that are modified by the underlined adverbial clause.

**Example:** After the sun went down, we lit the bonfire.

**Answer:** After the sun went down, we lit the bonfire.

1. I will finish **when** I have the time.
2. **When** everyone is ready, we will leave for the park.
3. Whenever the phone rings, Raffy rushes to answer it.
4. **Before** they arrive, we should clean the house.
5. I stay outside **until** it gets dark.
6. Because I care about you, I am glad to help.
7. While the game was on, I finished my homework.
8. We celebrated John’s graduation **after** the ceremony.

### Practice B Combining Sentences, Using Adverbial Clauses

Read the sentences below. Then, combine each pair of sentences into one sentence by using the relative adverb in parentheses.

**Example:** You are tired. Take a nap. (if)

**Answer:** If you are tired, take a nap.

1. You are hungry. You cannot eat right now. (although)
2. You stop interrupting. You will not hear what I am saying. (until)
3. You don’t do your job. You won’t be paid. (if)
4. You work hard. Success is likely. (if)
5. I skip a few workouts. I stop going to the gym altogether. (when)

### Writing and Speaking Application

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

A noun clause is a subordinate clause that acts as a noun. In a sentence, a noun clause may act as a subject, direct object, predicate nominative, object of a preposition, or appositive. Sometimes noun clauses can be difficult to identify because they begin with the same introductory words that can be used to begin other types of clauses and phrases (words such as that, which, who, whom, whose, how, if, what, whatever, where, when, whether, and why). You can test whether a clause is a noun clause by replacing the clause with it, you, fact, or thing. If the sentence still sounds smooth, you probably replaced a noun clause. Notice that the underlined clause in the example below is a noun clause that is acting as the subject of the sentence. You can replace the clause with it, and the sentence still sounds correct.

EXAMPLE:  Where we go on vacation is up to you.

Practice A  Identifying Noun Clauses

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

Example:  I knew what I wanted.

Answer:  I knew what I wanted.

1. That Esther prepared a five-course dinner amazed me.
2. My idea, that everyone should come to the party, was a good one.
3. How gravity works was the topic in science today.
4. Did you enjoy what they served at lunch?
5. I couldn’t understand why the light didn’t work.
6. What I wanted wasn’t a consideration.
7. I was prepared to do whatever it took.
8. Whoever needs gifts for their kids can come to the community center.
9. I wanted to give her whatever she wanted.
10. I believe that you can do it.

Practice B  Distinguishing Noun Clauses

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

Example:  I wanted the car that could go the fastest.

Answer:  adjectival clause

1. What you most desire will come to you.
2. I loved the sunset, which seemed to last forever.
3. She craved the cookies that her mom used to make.
4. Whichever class you take will satisfy the requirement.
5. Where you left your keys is beyond me.

Writing and Speaking Application

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

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

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

Show that you can use and understand a variety of correctly structured sentences.

Practice A  Distinguishing Between Simple and Compound Sentences

Read the following sentences. Then, label each sentence simple or compound.

Example: I was worried about you, but I knew you’d be alright.
Answer: compound

1. Are you going home now?  
2. Early in the morning, I like to take a walk.  
3. I enjoy eating fried foods, but my doctor advises against it.  
4. Johnny would like to improve his grades.  
5. Mario needs more paper, so Shawna will lend him some.  
6. I need a good night’s sleep.  
7. You can stay here.  
8. You may figure out another plan, or you can stick with this one.

Practice B  Identifying the Four Structures of Sentences

Read the sentences below. Then, select the structure of each sentence from the choices provided.

Example: She enjoyed the song that Danny was singing.
Answer: She enjoyed the song that Danny was singing.  

1. I would like some more pie, please.  
2. I was thinking about you when you called.  
3. It was a glorious day, and I felt ready to take on the world when I left the house.  
4. I’ll be fine with your decision, whatever it is.  
5. When the movie’s over, turn out the lights.

Writing and Speaking Application

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

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

<table>
<thead>
<tr>
<th>Function</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Declarative</td>
<td>states an idea; ends with a period</td>
<td>Carter jogs in the park.</td>
</tr>
<tr>
<td>Interrogative</td>
<td>asks a question; ends with a question mark</td>
<td>In which city were you born?</td>
</tr>
<tr>
<td>Imperative</td>
<td>gives commands or directions; ends with a period or exclamation mark</td>
<td>Write your name on the line. Be on time!</td>
</tr>
<tr>
<td>Exclamatory</td>
<td>conveys strong emotions; ends with an exclamation mark</td>
<td>These apples are delicious!</td>
</tr>
</tbody>
</table>

**Practice A Punctuating the Four Types of Sentences**

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

**Example:** Why did the committee request a meeting (interrogative)

**Answer:** Why did the committee request a meeting?

1. What a considerate thing to say (exclamatory)
2. Have you ever seen a llama (interrogative)
3. How long have you been waiting (interrogative)
4. Don’t drop that (imperative)
5. His motive was to get her attention (declarative)
6. That’s unbelievable (exclamatory)
7. Deliver the reports to the superintendent’s office (imperative)
8. Egypt’s pyramids are made of hard, smooth limestone (declarative)
9. Consider the weather before you make plans (imperative)
10. Cypress trees grow in the Everglades (declarative)

**Practice B Identifying the Four Types of Sentences**

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

**Example:** Go to the top of the stairs and turn left.

**Answer:** imperative

1. Did you know that sweating cools you down?
2. What a dangerous stunt! 
3. Leave your muddy shoes outside.
4. Kangaroos can run up to 31 mph.
5. Stay off the wet floor!
6. The Komodo dragon is the largest lizard.
7. What an amazing wingspan that bird has!
8. Wait here until the hallway is less crowded.
9. Some broad-leaved trees are evergreen.
10. Which animal is called “the ship of the desert”? 

**Writing and Speaking Application**

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

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

<table>
<thead>
<tr>
<th>Compound sentence: objects</th>
<th>Elise carried her book. Elise carried her plate.</th>
<th>Elise carried her book and her plate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complex sentence</td>
<td>Dimitri locked the car. Dimitri crossed Park Avenue.</td>
<td>After Dimitri locked the car, he crossed Park Avenue.</td>
</tr>
</tbody>
</table>

Show that you understand how to combine sentences by completing the following exercises.

Practice A Identifying Compound Subjects, Verbs, and Objects in Sentences

Read each sentence. Underline the compound subject, verb, or object.

Example: For lunch, I plan to serve tuna sandwiches and tomato basil soup.
Answer: For lunch, I plan to serve tuna sandwiches and tomato basil soup.

1. Maples and oaks are deciduous trees.
2. Juan dashed across the field and caught the ball.
3. The mail carrier delivered two large envelopes and a small box.
4. In the poem, the sailboat represents adventure and escape.
5. Wheat, rice, and corn are important crops.
7. The Chinese invented the compass and the seismograph.
8. Sandra Cisneros and Markus Zusak are well-known authors.
10. The truck drove through the fence and crashed into the building.

Practice B Identifying Clauses in Compound and Complex Sentences

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

Example: Harriet performed in the play, but she had a small part.
Answer: Harriet performed in the play, but she had a small part.

1. Jacob left in a hurry because he was late for his class.
2. The wheelbarrow was left out in the rain, and it filled up with water.
3. The architect had creative ideas, but they weren’t very practical.
4. Karen planned to order the chicken until she realized that it was fried.
5. As long as you aren’t in a hurry, I will finish reading this chapter.

Writing and Speaking Application

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

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

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

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

1. Nate had not finished the novel, but all of the other students had finished reading it.

2. The tomato is not really a vegetable; scientifically, it is considered a fruit.

3. The scientist's theory is based on data that are questionable.

4. Some actors use assumed names, but Mark Wahlberg uses his real name.

5. The director gave positive signals during Matt's interview, and Matt was encouraged.

Practice B  Revising to Vary Sentence Length
Read the following paragraph. Make these revisions to vary sentence length: Shorten sentence 1; break up sentence 5; combine sentences 3 and 4, and 6 and 7.

Example: Emily Dickinson wrote very personal poems. Is she a confessional poet?
Answer: Is Emily Dickinson, who wrote very personal poems, a confessional poet?

(1) Until the late 1950s, poets treated subjects of a personal nature delicately, and they did so by often using symbols from nature to tell the story. (2) A poem about a torn heart might have treated the "subject" of love. (3) In 1959, W. D. Snodgrass published Heart's Needle. (4) That is what introduced the era of confessional poetry. (5) Confessional poets used the pronoun I so that their poems appeared to be genuine portrayals of something true, and then taboo subjects like depression and trauma became the poems' focus. (6) However, these poems were not just a pouring out of emotions. (7) They were crafted as pieces of art intended to draw an emotional response from the reader.

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

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

<table>
<thead>
<tr>
<th>Infinitive phrase</th>
<th>To put up our tent by dark was the plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adverb</td>
<td>Mostly, our plan was to put up our tent by dark.</td>
</tr>
<tr>
<td>Prepositional phrase</td>
<td>For the sake of the team, we stayed.</td>
</tr>
<tr>
<td>Participial phrase</td>
<td>Waiting to cross were a duck and her ducklings.</td>
</tr>
</tbody>
</table>

Practice A Identifying Varied Sentence Beginnings

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

Example: As of yesterday, I am the new student council president.
Answer: As of yesterday, I am the new student council president. prepositional phrase

1. After school, I volunteer at a child-care center. __________________________________________________________________________
2. To show my support, I signed the petition. __________________________________________________________________________
3. Cautiously, Danielle approached the stray cat. __________________________________________________________________________
4. The great harpy eagle is bigger than other eagles. __________________________________________________________________________
5. Because of her positive attitude, she achieved great things. __________________________________________________________________
6. Annoyed with the traffic on East Street, Miriam took a detour. __________________________________________________________________
7. Leaves clogged the gutters. ____________________________________________________________________________________________
8. Knowing she was right, Dana pressed the issue. __________________________________________________________________________

Practice B Writing Varied Sentence Beginnings

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

Example: Doodling on his notebook, Allen drew a sketch of the speaker. (participial phrase)
Answer: Doodling on his notebook, Allen drew a sketch of the speaker.

1. __________ stretch to improve their flexibility. (noun)
2. __________ Ariel accepted the award. (adverb)
3. __________ a spaceship appeared. (prepositional phrase)
4. __________ echoed in her mind. (noun)
5. __________ Todd started rowing toward shore. (participial phrase)
6. __________ Jason interrupted their conversation. (adverb)
7. __________ everyone agreed with the verdict. (prepositional phrase)
8. __________ he watched the sun begin to rise. (participial phrase)

Writing and Speaking Application

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

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

<table>
<thead>
<tr>
<th>Subject-verb order</th>
<th>Clusters of grapes hang from the vine.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verb-subject order</td>
<td>Hanging from the vine are clusters of grapes.</td>
</tr>
</tbody>
</table>

Practice A Identifying Subjects and Verbs in Sentences
Read each sentence. Underline the verb and circle its subject.

Example: Upsetting was the news about the failed merger.
Answer: Upsetting was the news about the failed merger.

1. The smell of the barbecued ribs was tantalizing.
2. Leading the parade were three white stallions.
3. An emperor who ruled in the sixteenth century was buried in the tomb.
4. Cluttering the desk in his office were mounds of papers.
5. Here comes a caravan of cars and trucks.
6. A red hawk soared majestically above the tree line.
7. Walking in front of us were two uniformed officers.
8. Amusing was the story about the singing dachshund.
9. A global positioning system is mounted on the dashboard of my parents’ car.
10. Waiting in the terminal for their flight to be announced was a group of tired tourists.

Practice B Identifying Inverted Word Order in Sentences
Read each sentence. If the sentence uses traditional subject-verb word order, write S-V. If it uses inverted verb-subject order, write V-S.

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

1. The passengers from Italy are arriving. ________________
2. Here is the Carnegie Museum. ________________
3. A pod of dolphins is swimming in the bay. ________________
4. Near the terrace grows a catalpa tree. ________________
5. The retired instructor traveled to Peru. ________________
6. A set of instructions comes with each fountain. ________________
7. Inside the cabinet are plastic containers. ________________
8. There are two active volcanoes in Hawaii. ________________
9. Topping the mountain was a crown of snow. ________________
10. Two determined seagulls fought over a crab. ________________

Writing and Speaking Application
Select three sentences from Practice A or Practice B that have traditional subject-verb word order. Rewrite the sentences, inverting the word order. Take turns reading your sentences aloud with a partner.
36 RECOGNIZING FRAGMENTS

A sentence fragment is an incomplete sentence.

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

<table>
<thead>
<tr>
<th>Fragments</th>
<th>Completed Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hank wants a camcorder. Like Lou’s.</td>
<td>Hank wants a camcorder <strong>like</strong> Lou’s.</td>
</tr>
<tr>
<td>Confused about how to use the camcorder.</td>
<td>Confused about how to use the camcorder, Hank read over the instructions.</td>
</tr>
</tbody>
</table>

Practice A Identifying Fragments
Read each item. If it is a fragment, write F. If it is a complete sentence, write S.

Example: The chemicals discovered in the lab.
Answer: **F**

1. A list of **incomplete assignments**. ________
2. Debra installs circuit boards in computers.
   __________
3. The Pan-American Highway starts in Alaska.
   __________
4. Noticing the truck, which blocked the driveway. __________
5. Because I was running late, I took the shortcut. __________
6. The orange-striped hot-air balloon landed safely. __________
7. The citizens from my community that attended. __________
8. The highway will be closed when construction. __________
9. Put the bananas in a brown paper bag to ripen. __________
10. Since the competition was over. __________

Practice B Correcting Fragments
Read each fragment. Fill in the blank to form a complete sentence.

Example: Because the poison ivy had spread __________.
Answer: Because the poison ivy had spread, he called the doctor.

1. While his costume was colorful __________.
2. __________ entered his user name and password.
3. Due to low enrollment __________.
4. The poem she wrote about skyscrapers __________.
5. __________ detected what may be a new planet.
6. __________ that was posted on the bulletin board.
7. After setting down the heavy dictionary __________
8. __________ the caption under the photograph.
9. Expecting the field to be muddy __________
10. __________ to prepare for the try-outs.

Writing and Speaking Application
In a group, take turns reading aloud your sentences from Practice B. Then, work independently to rewrite three of the sentences.
37 AVOIDING RUN-ON SENTENCES

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

To correct a run-on, add punctuation and a conjunction, or revise the wording of the sentence.

<table>
<thead>
<tr>
<th>Run-on</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>The soccer match went into overtime we couldn’t stay to watch.</td>
<td>The soccer match went into overtime, but we couldn’t stay to watch.</td>
</tr>
</tbody>
</table>

Practice A Revising to Eliminate Run-ons, Using Punctuation

Read each sentence. Correct each run-on by adding punctuation and conjunctions as appropriate.

Example: The temperature will be dropping so you should bring a jacket.
Answer: The temperature will be dropping, so you should bring a jacket.

1. I never open suspicious e-mails and I use anti-virus software on my computer.
2. Border collies are highly intelligent dogs they are easily trained.
3. Edgar Allan Poe is well known for writing short stories he also wrote poetry.
4. The mayor proposed to improve city roads, for example James Lane may be widened.
5. We watched the movie Marley and Me it was a heartbreaking story about a dog.
6. I usually fall asleep quickly lately I’ve had trouble getting to sleep.
7. Thomas plays basketball and volleyball he is our school’s star football player.

Practice B Revising to Eliminate Run-ons by Rewriting

Read each sentence. Correct each run-on by rewriting the sentence.

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

1. People in the Caribbean play the pans and pans are steel drums.
2. Gregory wants to become a veterinarian he loves animals.
3. Joe didn’t understand the math equation his tutor broke down the steps.
4. The boys tried to build a fire, the wood was wet.
5. Cally tried to hold her pose the artist painted her portrait.
6. I learned to speak Spanish and I was living in Houston.
7. Adriane invited Mr. Beneti to her concert and he is her uncle.
8. Stanley took credit for the sculpture, Susan did most of the work.

Writing and Speaking Application

Take turns with a partner. Say two sentence fragments. Your partner should turn each fragment into a complete sentence and write it down. Trade papers and make sure that your partner’s sentences are correctly punctuated.
38 RECOGNIZING MISPLACED MODIFIERS

A misplaced modifier is placed too far from the modified word and appears to modify the wrong word or words.

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

<table>
<thead>
<tr>
<th>Misplaced Modifier</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>A truck drove by the store honking its horn.</td>
<td>A truck honking its horn drove by the store.</td>
</tr>
</tbody>
</table>

Practice A Identifying Misplaced Modifiers

Read each sentence. Underline the misplaced modifier and circle the modified word.

Example: Melinda answered the door wearing pajamas.
Answer: Melinda answered the door wearing pajamas.

1. The waiter served Stephanie her sandwich with red hair.
2. He stacked all the lumber on a pallet using a forklift.
3. Josie walked across the hot driveway to the pool without shoes.
4. My mother ran inside after seeing a bear shrieking.
5. Waving her hand frantically, the teacher called on Isobel.
6. I decided it was too late to go to the movie during dinner.
7. Terry saw a hummingbird hovering over a flower while swimming.
8. I served the oatmeal in a large bowl that my sister had made.

Practice B Correcting Misplaced Modifiers

Read the sentences. Then, rewrite them, putting the misplaced modifiers closer to the words they should modify. If a sentence is correct, write correct.

Example: My sister bought a pie from the bakery topped with whipped cream.
Answer: My sister bought a pie topped with whipped cream from the bakery.

1. The bench is next to the pool that we painted red.

2. Hank put the corn on the plate that his grandfather grew.

3. Whistling, Patty hiked up the mountain path.

4. Leaping from branch to branch, we watched a squirrel.

5. Using a digital camera, Sandra took a photograph of a fawn.

Writing and Speaking Application

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

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

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

| Dangling modifier: To drive on the turnpike, a toll must be paid. | Correction: To drive on the turnpike, travelers must pay a toll. |

Practice A Identifying Dangling Modifiers

Read each sentence. Underline the dangling modifier. Then, write the word or words it modifies or could modify.

Example: Leaning over the balcony, the pool is in plain view.

Answer: Leaning over the balcony, the pool is in plain view. Possible answer: you

1. The manager came to Bonita’s table after she spoke to the waiter. ______________________
2. While cleaning the basement, the missing books were found. ______________________
3. Before opening the door, the alarm code had to be entered. ______________________
4. Scanning the want ads, there were many jobs listed. ______________________
5. When Jenny called Laura, she told her the good news. ______________________
6. Still sleepy, my bed felt warm and cozy. ______________________
7. Having begun his climb, the mountain seemed to have no end. ______________________
8. Squirming away, Jason lost his grip on the dog. ______________________
9. To get the discount, paying with cash is required. ______________________
10. Walking down the aisle, the pile of boxes was in the way. ______________________

Practice B Correcting Dangling Modifiers

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

Example: To learn more about pool care, Pool Palace offers free information.

Answer: To learn more about pool care, you can call Pool Palace for free information.

1. Sitting at his desk, his phone kept ringing. ______________________
2. To light the gas fireplace, a key must be turned. ______________________
3. He congratulated Jon as he approached the table. ______________________
4. Reading my book, the lights flickered. ______________________
5. To avoid paying a fine, return the books by Friday. ______________________

Writing and Speaking Application

Use sentences 5 and 8 from Practice A as models to write your own examples of dangling modifiers. Then, trade papers with a partner. Your partner should rewrite the sentences to correct the dangling modifiers and should read the new sentences aloud.
40 RECOGNIZING THE CORRECT USE OF PARALLELISM

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

<table>
<thead>
<tr>
<th>Parallel words</th>
<th>The building was quiet, dark, and abandoned.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parallel phrases</td>
<td>It was after business hours and after the offices had closed.</td>
</tr>
<tr>
<td>Parallel clauses</td>
<td>I couldn’t find the room that I was looking for and that should have been on this floor.</td>
</tr>
<tr>
<td>Parallel sentences</td>
<td>It must be here. It simply must be here somewhere.</td>
</tr>
</tbody>
</table>

Practice A Identifying Parallel Grammatical Structures

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

Example: Some of Shakespeare’s plays are spectacular and tragic.
Answer: Some of Shakespeare’s plays are spectacular and tragic.

1. Jogging, jumping rope, and dancing are forms of aerobic exercise.
2. Some people like giving advice but not receiving it.
3. Tomorrow I will clean my room and organize it.
4. Renee has blue eyes, red hair, and freckles.
5. Lisa went to the deli where Sal works on weekdays and where Erin eats on Sundays.
6. Alice drove to the gas station; Henry walked to the park.
7. Gil passed the platter to Mom, and Mom placed it on the table.
8. To write the research paper, I need to go online and to find several sources.
9. Candida likes to read science fiction and to jog in the park.
10. Planning the party was fun, but cleaning up after the party was not.

Practice B Recognizing Parallel Grammatical Structures

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

_B_ 1. Gino enjoys bowling ___ 2. She likes painting with acrylics ___ 3. Going on vacation was fun ___ 4. Deek decided to watch TV ___ 5. Julie likes aerobics ___ 6. After my nap, I felt refreshed ___ A. and sketching in pencil. ___ B. and swimming. ___ C. and to walk the dog. ___ D. and energetic. ___ E. but driving for hours was boring. ___ F. and gymnastics.

Writing and Speaking Application

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

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

| Nonparallel words | Tina was quiet and reserving. |
| Nonparallel phrases | Ruby tried to stop the soccer ball and kicking it into the net. |
| Nonparallel clauses | Jan lost her purse, but it was found by her sister. |

Practice A  Identifying Faulty Parallelism
Read each sentence. Decide if the underlined words are parallel. Write P for correct use of parallelism and NP for incorrect use of parallelism.

Example:  This beach has white sand and the waves are huge.
Answer:  NP

1. The new stadium has synthetic turf and there are aluminum bleachers. ________________
2. I was invited to go on a picnic and hiking. ________________
3. The roller-coaster ride was thrilling yet a bit unnerved. ________________
4. Stacey saw the sculpture that Mary carved and that was polished by Leo. ________________
5. To finish eating dinner and then to start my school project is my plan. ________________
6. For our holiday dinner, Angela agreed to make salad and bake a cake. ________________
7. Sheila likes to wear jeans but doesn’t like wearing dresses. ________________
8. Daria paints portraits and drawing caricatures. ________________
9. Craig reads science fiction and writes nonfiction. ________________
10. I have to take out the trash and feed the dog after school. ________________

Practice B  Revising to Eliminate Faulty Parallelism
Read each sentence. Then, on the line provided, revise the underlined word or words to correct any faulty parallelism.

Example:  The politician was interviewed by newspaper reporters and representatives from insurance companies.
Answer:  insurance company representatives

1. My teacher offered to stay after class and helping me. ________________
2. The chicken was overcooked and without flavor. ________________
3. Do we have time for touring the White House and to visit the Pentagon? ________________
4. This is the movie that I saw and that was recommended by my sister. ________________
5. My grandparents like to travel and golfing. ________________

Writing and Speaking Application
Write three sentences with nonparallel structure. Trade papers with a partner. Your partner should correct the faulty parallelism. Take turns reading the sentences aloud.
CORRECTING FAULTY PARALLELISM IN A SERIES

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

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

Practice A Identifying Faulty Parallelism in a Series

Read each sentence. Underline the words in each series that are not parallel.

Example: Boil water, add the pasta, and cooking for eight minutes.
Answer: cooking for eight minutes

1. Claudia can visit after you study math, take out the garbage, and the dishes are dried.
2. The store manager was sympathetic, accommodating, and helped me.
3. My dad is a teacher, my mom is an accountant, and my brother works as a nurse.
4. Before you go, be sure the TV is off, lock the doors, and the lights are out.
5. You must fill out an application, show proof of age, and passing a test.
6. I believe that birds should not be caged but they should be free to live outdoors.
7. In attendance were English teachers, specialists in reading, and guidance counselors.
8. We have three alternatives: to play laser tag, video games, or go miniature golfing.
9. Briana not only received a first-place medal but also an honorable mention.
10. Your chores include feeding the parakeet, cleaning its cage, and to give it water.

Practice B Revising to Eliminate Faulty Parallelism in a Series

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

Example: Our team warms up, practices, and cooling down.
Answer: Our team warms up, practices, and cools down.

1. The steak not only was overcooked but also flavorless.
2. Jason is washing, waxing, and to vacuum his car.
3. The essay both was interesting and amusing.
4. The game was long, bored, and uneventful.
5. You need to be careful, to focus, and taking your time.

Writing and Speaking Application

Write three sentences that have a parallel series. Trade papers with a partner. Your partner should check for and correct faulty parallelism. Then, take turns reading the corrected sentences aloud.
43 CORRECTING FAULTY PARALLELISM IN COMPARISONS

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

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

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

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

Example: Mr. Rullo bakes bread as well as the cakes he bakes.
Answer: Mr. Rullo bakes bread as well as the cakes he bakes.

1. Austin prefers downhill skiing to going cross-country skiing.
2. Nadia studied during study hall instead of studying at home.
3. German Club meets weekly, but monthly meetings are held for Spanish Club.
4. Dan enjoys playing piano as much as playing basketball is enjoyable for Nel.
5. Heidi set her alarm for 7:00 P.M. instead of setting it for 7:00 A.M.
6. Austin played quarterback in place of the quarterback being Sam.
7. I prefer art museums to visiting science museums.
8. I studied in my bedroom rather than studying in the noisy kitchen.

Practice B  Revising to Eliminate Faulty Parallelism in a Comparison
Read each sentence. Then, rewrite the sentence to correct any faulty parallelism.

Example: Laila is going home rather than to stay for the meeting.
Answer: Laila is going home rather than staying for the meeting.

1. Kelly wore boots instead of wearing tennis shoes.
2. Denise asked for advice from Daphne rather than asking Alex.
3. Hazel shoots baskets as well as she is able to pass the ball.
4. Karl prefers whole-wheat bread to eating white bread.
5. We sat in the shade rather than sitting in the sun.

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

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

<table>
<thead>
<tr>
<th>Faulty coordination</th>
<th>Correct coordination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sparky didn’t come when I called, and Sparky was chasing a bird.</td>
<td>Sparky didn’t come when I called because Sparky was chasing a bird.</td>
</tr>
</tbody>
</table>

**Practice A  Recognizing Correct Coordination**

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

1. Mandy scheduled a meeting, **E**
   - A. Darleen corrected the silly mistake.
   - B. while Carter pulled it.
   - C. and I want to buy one.
   - D. she returned my call.
   - E. and we plan to attend.
   - F. Ricky emptied the bucket.

2. The soccer club is selling T-shirts, **A**
3. Even though Teri was angry with me, **D**
4. Laughing at herself, **B**
5. After he scrubbed the floor, **D**
6. Harry pushed the heavy desk **C**

**Practice B  Recognizing Faulty Coordination**

*Read each sentence. If the sentence has faulty coordination, write FC. If it has correct coordination, write correct.*

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

**Answer:** FC

1. Mrs. Patrone lives in Florida now, and she used to be my neighbor. _________________
2. We survived the storm, and our electricity was out for two days. _________________
3. My aunt plants a large garden, and she plants one every year. _________________
4. I hope my parents don’t discover my surprise, a party for their anniversary. _________________
5. Roberta is talking to the waiter, and she is unhappy with her meal. _________________
6. They turned up the volume, and they needed to hear the announcement. _________________
7. Having opened the refrigerator, Annie tried to decide what to eat for dinner. _________________
8. The tomato is a fruit, and it develops from a flower and contains seeds. _________________
9. There were many low bushes, which provided nesting spots for many birds. _________________
10. Karen stayed longer than she planned, and she missed her ride home. _________________

**Writing and Speaking Application**

Take turns reading aloud the sentences from Practice B with a partner. Then, write three sentences with faulty coordination. Trade papers with your partner. Your partner should underline the faulty coordination in your sentences.
CORRECTING FAULTY COORDINATION

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

<table>
<thead>
<tr>
<th>Faulty coordination</th>
<th>Revised sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antarctica is a unique habitat, and it has many odd creatures.</td>
<td>Antarctica is a unique habitat. Many odd creatures live there.</td>
</tr>
<tr>
<td>Antarctica is a unique habitat, and it has many odd creatures.</td>
<td>Antarctica is a unique habitat where many odd creatures live.</td>
</tr>
</tbody>
</table>

Practice A  Revising to Eliminate Faulty Coordination
Read each sentence. Then, create two sentences to correct the faulty coordination by drawing a line where the first sentence would end.

Example:  My little sister climbed the big maple tree, and I hope she doesn’t fall.
Answer:   My little sister climbed the big maple tree, and I hope she doesn’t fall.

1. A woodpecker is outside, and you can see it from this window.
2. The menu changes monthly, and I’m always excited to try the new dishes.
3. Two trains collided yesterday, and unbelievably, no one was hurt.
4. Parents may contact the principal in several ways, and one way is by e-mail.
5. The loaf of bread was moldy, and I wondered how long it had been in the pantry.

Practice B  Using Subordination to Eliminate Faulty Coordination
Read each sentence. Then, underline the words that would correct the faulty coordination in each sentence by reducing a less important idea to a phrase.

Example:  The parrot flew off the branch; it squawked loudly.
Answer:   The parrot flew off the branch; it squawked loudly.

1. Rory gave her presentation, and it was at the beginning of class.
2. The runner passed the baton, and he was taking the lead.
3. Athena makes keftethes; keftethes are Greek meatballs.
4. Mr. Clifton teaches a few classes at the university, and he is my math teacher.
5. The officer questioned the teens, and the teens were the only witnesses of the robbery.
6. Dr. Dunlap checked Ed’s ears, and she was hoping that the infection had cleared.
7. She was pushed to the back of the crowd, and she stretched her neck to see the stage.
8. Frank Lloyd Wright designed unique structures, and he is a famous architect.
9. A bolt of lightning filled the sky, and it was followed by a loud crack of thunder.
10. The groundhog walked up to our deck, and it was incredibly bold.

Writing and Speaking Application
Write three sentences with faulty coordination. Trade papers with a partner and correct each other’s work. Then, take turns reading the revised sentences aloud.
46  THE SIX VERB TENSES

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

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

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

Example: My boss was so impressed with my work that he has given me an extra break.
Answer: past, present perfect

1. My sister will be in a choral concert next week.  
2. Once he had passed the test, George received his certification.  
3. To date, I have received five inquiries about the car that I am selling.  
4. When I am at the game, I will look for you in the stands.  
5. Benjamin had completed five items on his to-do list by dinnertime.  
6. The idea of alien life has intrigued people for centuries.  
7. Angela thrives on competition.  
8. I will send you a postcard from the beach.  
9. Jaime will have raised her grade if she does well on this test.  
10. Sara gave people programs as they entered the theater.  

Practice B  Revising Verb Tenses
Read each sentence. Then, on the line provided, rewrite the underlined verb, using the verb tense indicated in parentheses.

Example: I talked to him about the matter. (present perfect)
Answer: have talked

1. I used all of my cell phone minutes before the end of the month. (past perfect)  
2. The newly decorated hotel lobby looked beautiful. (present)  
3. Terrance memorized his lines by the time of the audition. (future perfect)  
4. Your explanation of the incident confuses me. (past)  
5. The wrestling match begins in two hours. (future)  

Writing and Speaking Application
Write a paragraph about a recent holiday. Use all six verb tenses in your paragraph. Then, find a partner and take turns reading your paragraphs aloud.
Practice A  Recognizing the Four Principal Parts of Verbs
Read each set of words. Find the verb that is in the form indicated in parentheses. Write the word and its present tense.
Example: shove, delegating, taunt (present participle)
Answer: delegating, delegate

1. forgetting, believed, destroy (past)
2. clarify, roasted, igniting (past)
3. transcribed, fetching, berate (past)
4. preparing, liquefy, envied (past)
5. laced, (have) dined, aching (past participle)

6. (have) obtained, coughing, propel (past participle)
7. overlook, experiencing, concluded (present participle)
8. inhabit, (have) purchased, creating (past participle)
9. blessing, (have) guessed, referred (present participle)
10. encouraged, sporting, signaled (present participle)

Practice B  Identifying the Four Principal Parts of Verbs
Read each sentence. Then, rewrite the underlined verb, using the verb tense indicated in parentheses.
Example: Crooks are scamming naive consumers. (past)
Answer: scammed

1. The gray chameleon blended into the color of the rock. (present) 
2. The infant wriggles off the blanket. (present participle) 
3. A renowned scientist is speaking at the symposium. (past) 
4. The customer requested a refund for the defective toaster. (past participle) 
5. My parents have reported the number of the party that spammed my phone. (past) 
6. The boys were collecting aluminum cans along the road. (present) 
7. The stew simmers for several hours. (past participle) 
8. The vice president of marketing has announced his resignation. (present participle) 
9. Mandy is walking past your house today on her way to the library. (past) 
10. The school has purchased interactive whiteboards. (present participle)

Writing and Speaking Application
Write a paragraph describing an activity. Then, trade papers with a partner. Your partner should replace the principal parts of five verbs. Take turns reading the paragraphs aloud.
48  REGULAR AND IRREGULAR VERBS

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

<table>
<thead>
<tr>
<th>Present</th>
<th>Present Participle</th>
<th>Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>advertise</td>
<td>advertising</td>
<td>advertised</td>
<td>(have) advertised</td>
</tr>
<tr>
<td>intend</td>
<td>intending</td>
<td>intended</td>
<td>(have) intended</td>
</tr>
<tr>
<td>tip</td>
<td>tipping</td>
<td>tipped</td>
<td>(have) tipped</td>
</tr>
</tbody>
</table>

Practice A  Identifying Principal Parts of Regular and Irregular Verbs

Read the present form of each verb. Then, write the principal part of that verb indicated in parentheses.

Example:  hurt (past participle)
Answer:  (have) hurt

1. receive (past)
2. choose (past)
3. exclaim (past participle)
4. sleep (past participle)
5. catch (present participle)
6. ring (past participle)
7. pop (present participle)
8. split (past)
9. strike (past participle)
10. speak (present participle)

Practice B  Recognizing Principal Parts of Verbs in Sentences

Read each sentence. Then, complete the sentence by circling the correct form of the verb in parentheses.

Example:  I (taught, teached) my brother how to throw a football properly.
Answer:  (taught, teached)

1. I (teared, tore) my burgundy sweater on the fence post.
2. This year, I have (concentrated, concentrating) on getting good grades.
3. Our team is (depended, depending) on the other team to get tired.
4. Jake knocked over a hive, and three bees (stung, stinged) him.
5. My brother has (breaked, broken) his glasses five times in the past year.
6. Who (sended, sent) you those gorgeous orchids for your birthday?
7. The coach helped the little boy who was (swinging, swung) wildly at the ball.
8. I have (wrote, written) to my state representative to share my concerns.
9. Someone, with all her clothes on, (fell, falled) into the pool today!
10. After we (done, did) the dishes, we played a game of basketball.

Writing and Speaking Application

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

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

Practice A Conjugating the Basic Forms of Verbs
Read each item. Then, rewrite the verb given in parentheses, in the form indicated.
Example: we ________ (begin, past perfect)
Answer: had begun
1. I _______________ (contrast, past)
2. he _______________ (understand, present)
3. they _______________ (catch, past perfect)
4. you _______________ (believe, future)
5. we _______________ (drive, present perfect)
6. they _______________ (spread, past perfect)
7. he _______________ (hiss, present)
8. you _______________ (stick, past)
9. it _______________ (ring, future perfect)
10. we _______________ (be, present perfect)

Practice B Conjugating the Progressive Forms of Verbs
Read each sentence. Then, rewrite it, using the progressive form of the verb that is indicated in parentheses.
Example: We pay. (future perfect progressive)
Answer: We will have been paying.
1. We laugh. (present perfect progressive)
2. I talk. (past progressive)
3. They find. (past progressive)
4. She climbs. (present progressive)
5. You keep. (future progressive)
6. You win. (present perfect progressive)
7. It spins. (future perfect progressive)
8. We feed. (past perfect progressive)
9. He sells. (past progressive)
10. They string. (present perfect progressive)

Writing and Speaking Application
With a group, conjugate the basic forms of three verbs from Practice A. Then, work independently to write a paragraph using verbs in both basic and progressive forms.
50 **PRESENT, PAST, AND FUTURE TENSE**

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

<table>
<thead>
<tr>
<th>Present</th>
<th>I share, I am sharing, I do share</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past</td>
<td>I shared, I have shared, I had shared, I was sharing, I have been sharing, I had been sharing, I did share</td>
</tr>
<tr>
<td>Future</td>
<td>I will share, I will have shared, I will be sharing, I will have been sharing</td>
</tr>
</tbody>
</table>

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

*Read each sentence. Then, on the line provided, write the form of the verb underlined in each sentence.*

**Example:** Tim will be moving in a month.
**Answer:** future progressive

1. Everyone **is wondering** when Joe will arrive.
2. The surf **washed away** the sand sculpture.
3. Nadine **does write** amusing essays.
4. A pile of lumber **was blocking** the entrance.
5. I **did appreciate** your attention to detail.
6. Susan **had given** her permission.
7. Rattlesnakes **rattle** to scare off enemies.
8. Claire **has been sleeping** on the couch.
9. Gil **will have called** him by then.
10. The migrating birds **will return** next spring.

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

*Read each sentence. Then, on the line provided, complete the sentence by using the verb and form indicated in parentheses.*

**Example:** The instructor **_____** the art supplies. (provide, future progressive)
**Answer:** will be providing

1. Nelly **_____** a red fox in our backyard. (see, past emphatic)
2. Heidi **_____** Josh every day this week. (tutor, future perfect)
3. Becca **_____** Stephanie before she picked a movie. (call, past perfect)
4. I **_____** going to the mall is a good idea. (think, present emphatic)
5. Mary **_____** pasta salad with the hamburgers. (serve, future progressive)
6. Donna **_____** the weather report. (watch, past progressive)
7. Shana **_____** about taking cooking lessons. (think, present perfect progressive)
8. Mia **_____** until it started to rain. (swim, past perfect progressive)
9. He **_____** for eight hours by the end of his shift. (stand, future perfect progressive)
10. The deer **_____** all the plants in our garden. (eat, present progressive)

**Writing and Speaking Application**

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

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

I went to the hardware store today, and I bought a wrench.
I called up the store, but it was closed.

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

Example: I opened my eyes and saw my cat, inches away from my face, staring at me.
Answer: saw

1. I will help you with your assignment if you will stop complaining. ______________________
2. Alex told me that Mrs. Manos will be retiring next year. ______________________
3. Miriam added the butter after she melted it. ______________________
4. I wanted to buy the shoes until I saw the price tag. ______________________
5. After having lived near the ocean, I missed the beach. ______________________
6. Mr. Casale realized that he had made a mistake. ______________________
7. Gino called home and asked if he could stay at Vicki’s for another hour. ______________________
8. Before we ship your order, you will receive a call confirming the order. ______________________
9. They were tired, so they decided to finish the game tomorrow. ______________________
10. Dina was disappointed that her favorite show was canceled. ______________________

Practice B Correcting Errors in Tense Sequence
Read each sentence. Then, on the line provided, rewrite the underlined verb to correct the error in tense sequence.

Example: Lindsay trips as she walked into the kitchen.
Answer: tripped

1. The bright leaves fell off the maple, and the wind tosses them in the air. ______________________
2. Every morning, the bus comes around the bend and screeched to a stop. ______________________
3. Tyler stepped outside and sees a huge lizard scurry across the yard. ______________________
4. After we drive to Philadelphia, we looked for our hotel. ______________________
5. Austin finishes his homework and shoved it into his backpack. ______________________

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

Simultaneous events are events that happen at the same time.

<table>
<thead>
<tr>
<th>In present time</th>
<th>Hearing the score, she shouts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>In past time</td>
<td>Hearing the score, she shouted.</td>
</tr>
<tr>
<td>In future time</td>
<td>Hearing the score, she will shout.</td>
</tr>
</tbody>
</table>

## Practice A  Identifying Simultaneous Events in Sentences

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

**Example:** While Janine ate, she sighed with satisfaction.  
**Answer:** While Janine ate, she sighed with satisfaction.

1. When David goes jogging, he listens to music.  
2. I am always happy when the sun is shining.  
3. I know that Rose has good intentions.  
4. We listened as Gil explained his side of the story.  
5. Bounding toward the kitchen, Nino yelled, “Check the roast!”  
6. I will congratulate Andrew the next time I am talking to him.  
7. Holding Darrin’s hand, Dana walked into the building.  
8. As the movie began, Gary slipped into a seat.  
9. While the commercial was playing, Joe looked for a snack.  
10. Erasing an error, Clem rubbed a hole through the paper.

## Practice B  Writing Simultaneous Events in Sentences

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

**Example:** I mowed lawns all summer and _______ money to buy a go-cart.  
**Answer:** earned

1. Sean taps his foot when he _______________ nervous.  
2. While Paige finished her dinner, she _______________ to her family.  
3. Whenever I _______________ lively music, I feel like dancing.  
4. As the band began to play, the audience _______________ to clap and cheer.  
5. Renee _______________ for air as she pushed herself to run the last mile.

## Writing and Speaking Application

Tell a partner about a recent experience by using sentences that express simultaneous events. Your partner should listen for and identify the verbs that indicate the time sequence. Then, use those verbs to write two sentences showing simultaneous events.
53  SEQUENTIAL EVENTS

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

<table>
<thead>
<tr>
<th>In present time</th>
<th>Having seen the score, he is leaving.</th>
</tr>
</thead>
<tbody>
<tr>
<td>In past time</td>
<td>Having seen the score, he left.</td>
</tr>
<tr>
<td>Spanning past and future time</td>
<td>Having seen the score, he will leave.</td>
</tr>
</tbody>
</table>

Practice A  Identifying Sequential Events in Sentences

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

Example: If you spot Marianne in the crowd, will you point her out to me?
Answer: spot

1. Troy bought a book about dog breeds to help him pick a dog.
2. Adele noticed that Jay had grown several inches over the summer.
3. Andy relaxed after running five miles.
4. Having heard Jenny's excuse, her parents were suspicious.
5. To sign up for the computer class, you should call the business office.
6. Upon realizing that they were lost, Danny suggested that they stop for directions.
7. Leila locked the door and then discovered that she had left her keys inside.
8. You take the elevator on the right to go to the township supervisor's office.
9. After you wash the dog, please put the shampoo and brush away.
10. I'll join you on your walk if you will wait ten minutes.

Practice B  Revising Sentences to Indicate Sequential Events

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

Example: While playing video games, Nathan knocked over a glass of water.
Answer: After playing video games, Nathan knocked over a glass of water.

1. Crying, Shelly ran up to her room.
2. As the snow fell, stars appeared in the sky.
3. Sniffing at the closet, Snowy started to bark.
4. Amy added ingredients while I stirred.
5. Erin lost her ring while she was hiking.

Writing and Speaking Application

Using time sequence, tell a partner how to do something. Use two verbs in each sentence. Your partner should write sentences that explain the steps and show correct sequence in tenses.
54 MODIFIERS THAT HELP CLARIFY TENSE

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

<table>
<thead>
<tr>
<th>Adverbs</th>
<th>Lacey never wears her contacts. Devon rarely wears his contacts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adverbial phrases</td>
<td>Mom cooks peas every week. Mom bakes bread once a month.</td>
</tr>
</tbody>
</table>

Practice A  Identifying Modifiers That Help Clarify Tense

Read each sentence. Then, underline the modifier that helps clarify the verb tense.

Example: The mystery will be revealed soon.

Answer: soon

2. Amanda always calls me during dinner.
3. Every night, I drink a cup of warm milk before I go to bed.
4. Now and then, I think about learning yoga.
5. As always, I missed the golf ball and hit the air.
6. Suddenly, a gust of wind blew the papers off the desk.
7. Judith set the kittens next to their mother, one at a time.
8. Dina frequently plays at the jazz club.
9. By next month, I will be a certified lifeguard.
10. Skunks sometimes come into our yard to dig for grubs.

Practice B  Recognizing Modifiers That Help Clarify Tense

Read each sentence. Then, fill in the modifier that best clarifies the verb tense in the sentence.

The first item has been completed for you.

always recently soon early within a week already

1. Charlie should be here within a week.
2. Todd came ________________ to pick me up.
3. We are ________________ out of chicken soup.
4. I ________________ cry during sad movies.
5. ________________ Sue baby-sat for the neighbors.
6. Be sure to scrub the potatoes ________________.

Writing and Speaking Application

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

Use the subjunctive mood (1) in clauses beginning with if or that to express an idea that is contrary to fact or (2) in clauses beginning with that to express a request, a demand, or a proposal.

See the examples of the subjunctive mood below.

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

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

**Practice A Identifying the Subjunctive Mood**

With a partner, take turns reading each sentence aloud. Then, on the line provided, identify whether each sentence expresses the indicative, imperative, or subjunctive mood. For each subjunctive sentence, discuss whether the verb is used to express a doubt, wish, or possibility.

**Example:** It is urgent that he take his medication regularly.

**Answer:** subjunctive

1. Hurry up!
2. The accountant asked to review the files.
3. If there were more wind, we could fly kites.
4. Yvonne suggested that we leave soon.
5. She wants me to fill the birdbath.
6. Perry asked that Ty lead the way.
7. Did you turn off the computer?
8. If only Seneca were here to comfort me!
9. Aden wishes that he were a faster runner.
10. Don’t forget to lock the door.

**Practice B Recognizing Subjunctive Verbs**

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

**Example:** The coach insists that we be on the field by 6:00.

**Answer:** be

1. Sophie talked as though she were the only person who had helped.
2. Raymond may ask that you replace the broken window.
3. The judge ordered that the court take a recess until tomorrow.
4. Claire ran as if she were being chased by wild dogs.
5. Our parents require that each family member help with chores.
6. Cindy proposed that we each contribute a dollar to buy Mr. Cory a gift.
7. If it weren’t so dark, we could play a game of basketball in the driveway.

**Writing and Speaking Application**

Use the sentences in Practice B as a model to write several similar sentences. Trade papers with a partner. Your partner should point out each subjunctive verb and tell whether the verb is used to express a doubt, wish, or possibility.
AUXILIARY VERBS THAT EXPRESS THE SUBJUNCTIVE MOOD

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

<table>
<thead>
<tr>
<th>The subjunctive mood with a form of <em>be</em></th>
<th>If Clark were here, I'd help him.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The subjunctive mood with an auxiliary verb</td>
<td>If Clark could be here, I'd help him.</td>
</tr>
</tbody>
</table>

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

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

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

**Example:** If Jessica were unable to pick me up, would you give me a ride?

**Answer:** were

1. Yanni would be a good leader if he were not so impatient. ___________________________
2. If I could find the article, I’d read it. ___________________________
3. Would you call me if my dog should happen to come to your house? ___________________________
4. If the pond were frozen, we could go ice skating. ___________________________
5. Your teacher would stop complaining if you would turn in your work. ___________________________

**Practice B  Supplying Auxiliary Verbs to Express the Subjunctive Mood**

Read each sentence. Then, on the line provided, rewrite the underlined part. If the sentence uses could, would, or should to express the subjunctive mood, replace it with a form of *be*. If the sentence uses a form of *be*, replace it with could, would, or should.

**Example:** I’d buy the movie today if it were available.

**Answer:** should be

1. I could read it if it were written in English. ___________________________
2. If Andrea should call in sick, I’d fill in for her. ___________________________
3. Sal would grill more chicken if we were still hungry. ___________________________
4. If he would climb that huge hill, he’d be exhausted. ___________________________
5. If you were to name your favorite author, who would it be? ___________________________
6. We’d be late if we were to wait for you. ___________________________
7. If Dad would agree to a later curfew, I could go. ___________________________
8. If it were required, I would wear a uniform to work. ___________________________
9. If you should drop the camera, it could break. ___________________________
10. The boxes could be stored in the attic if there should be room. ___________________________

**Writing and Speaking Application**

Write a paragraph describing something that you wish would happen, using verbs in the subjunctive mood. Find a partner and take turns reading your paragraphs aloud. Your partner should identify the subjunctive verbs in your description.
ACTIVE AND PASSIVE VOICE

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

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

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

**Practice A  Identifying Active and Passive Voice**

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

**Example:** She tried to do a good job.

**Answer:** AV

1. The cardinal **flew** over the house.  
2. The lunch **was prepared** by Ally.  
3. The call **was made** by Phil.  
4. Mr. Dallman **went** to work.  
5. Daniel **read** the newspaper.  
6. The lead **is being performed** by Tim.  
7. The leaf **fluttered to the ground**.  
8. Elephants **roamed** the plain.  
9. The floor **was swept** by Lisa.  
10. The doorbell **is being rung** by Betty.

**Practice B  Rewriting as Active Voice**

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

**Example:** The phone was answered by Frank.

**Answer:** Frank answered the phone.

1. The nest was built by a sparrow.  
2. It was repaired by the mechanic.  
3. The road was paved by the crew.  
4. The cabbage was chopped by Cliff.  
5. The casserole was baked by Aunt Nikki.  
6. The packages were wrapped by my father.  
7. The laundry was done by Sally.  
8. The meal was planned by Donnie.  
9. The goal was scored by Angie.  
10. It was described by the clerk.

**Writing and Speaking Application**

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

Use active voice whenever possible. Use passive voice to emphasize the receiver of an action or when the performer of an action is not easily identified. Show that you can use and understand active and passive voices by completing the following exercises.

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

Example: Water dripped from the leaky faucet.
Answer: Water

1. The new president was introduced by Mr. Snyder.
2. Rita was teased by her brothers.
3. A squirrel stashed acorns under the bushes.
4. Hart bought a new set of golf clubs.
5. The injured player was sent to the bench by the trainer.
6. The furnace was being cleaned by Handy Furnace Company.
7. Darrin was worried about the newborn colt.
8. A big wind storm blew the electrical wires off the pole.
9. The request was made by the director of marketing.
10. The baskets of food were distributed by our school.

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

Example: Jana and Debbie — hoped
Answer: Jana and Debbie hoped to have some classes in common.

1. Roses — climb
2. The gate — creaks
3. The long, dusty road — stretched
4. New students — transfer
5. The foamy waves — crashed

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

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

See the examples below.

<table>
<thead>
<tr>
<th>Case</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominative — I; you; he, she, it; we, they</td>
<td>We found a stray dog.</td>
</tr>
<tr>
<td>Objective — me; you; him, her, it; us, them</td>
<td>John bought a book for her.</td>
</tr>
<tr>
<td>Possessive — my, mine; your, yours; his, her, hers, its; our, ours; their; theirs</td>
<td>This painting is his.</td>
</tr>
</tbody>
</table>

Practice A  Identifying Pronouns
Read each sentence. Then, underline each pronoun.

Example:  She lost the bike.
Answer:   She lost the bike.

1. We are joining the team.  6. I will bring you the new recipe tonight.
2. My aunt gave me a ring for my birthday.  7. Their reaction to the play was very positive.
3. Our new puppy is very frisky.  8. She doesn’t have the research material yet.
4. Your essay is very well written.  9. They told her about the problem with the car.
5. Ray’s sister showed him her class schedule.  10. The mayor told them about the new proposal.

Practice B  Labeling Pronouns
Read each sentence. On the line provided, identify whether the underlined pronoun is in the nominative, objective, or possessive case.

Example:  Please e-mail me the directions right away.
Answer:   objective

1. Mark gave us some important information.
2. Their answers were all incorrect.
3. They petitioned the committee for a review of the decision.
4. Our drama club will present two new plays this semester.
5. The nurse brought him the necessary charts.
6. Don’t borrow our computer until the weekend.
7. The store manager exchanged his broken voice recorder.
8. She will not be running for class president again this year.
9. We are the only witnesses to the crime.
10. The cat tossed its ball high in the air.

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

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

A nominative absolute consists of a noun or nominative pronoun followed by a participial phrase. See the examples below.

<table>
<thead>
<tr>
<th>As the subject of a verb</th>
<th>I will go to the movie on Tuesday.</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a predicate nominative</td>
<td>The best athletes were she and he.</td>
</tr>
<tr>
<td>In a nominative absolute</td>
<td>They having repainted the house, the new owners moved in a month later.</td>
</tr>
</tbody>
</table>

Practice A Identifying Pronouns in the Nominative Case

Read each sentence. Then, circle the nominative pronoun or pronouns.

Example: You are the best person for the job.
Answer: You are the best person for the job.

1. They are my best friends since childhood. 6. He having won all the track meets, the other runners left the field early.
2. The newest club members are she and Mike. 7. The best artists in the show are he and she.
3. It was the warmest summer on record. 8. You are not the person that I had called earlier.
4. We are the best hope for saving the community center. 9. I am the new librarian, and you must obey the rules.
5. She and Sam are the winners, and they will make changes in our school. 10. Mr. Mullen’s new neighbor, the one now living in unit 3E, is she.

Practice B Labeling Pronouns

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

Example: She and her sister will be working part-time this summer.
Answer: She and her sister will be working part-time this summer.

1. Mr. Watson and I are addressing the city council tonight. 6. We having repaired the car for my uncle, a driver damaged it.
2. The candidates will be she and Jed. 7. The people responsible for preparing the meal tonight are Mary and I.
3. The actors chosen for the play were she and I. 8. It will not be a warm summer this year.
4. He will be at the street fair on Saturday. 9. Shannon, he, and I are starting a nursery school program.
5. She and Sam are the winners, and they will make changes in our school. 10. Sal and you have to edit your newspaper articles by the afternoon.

Writing and Speaking Application

Write three sentences using nominative pronouns as the subject, predicate nominative, or nominative absolute. Then, read them aloud. Ask a partner to identify each nominative pronoun and explain how it is used in the sentence.
61 THE OBJECTIVE CASE

Use the objective case for the object of any verb, preposition, or verbal, or for the subject of an infinitive.

<table>
<thead>
<tr>
<th>Case</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct object</td>
<td>The teacher promoted her.</td>
</tr>
<tr>
<td>Indirect object</td>
<td>Mary gave her new dog a bath.</td>
</tr>
<tr>
<td>Object of a preposition</td>
<td>Take a seat next to him.</td>
</tr>
<tr>
<td>Object of infinitive</td>
<td>Dad wants to give him tennis lessons.</td>
</tr>
<tr>
<td>Subject of infinitive</td>
<td>The teacher asked him to answer the question.</td>
</tr>
</tbody>
</table>

Practice A Identifying Objective Pronouns

Circle the objective pronoun or pronouns in each sentence.

Example: Bill’s friend asked him for advice.
Answer: Bill’s friend asked him for advice.

1. Sarah gave her the incorrect answers.
2. The papers seemed to be lost, but Sam finally found them.
3. We chose him and her as the new committee chairs.
4. Everyone wanted them to dance at the party.
5. The bitter winter weather bothered Sally and me.
6. Please e-mail me the information early in the morning.
7. Tom bought her a new sweater.
8. The baseball landed next to him in the stands.
9. Mother asked Jim and me to drive grandmother home.
10. The doctors advised them to bring him home next Monday.

Practice B Labeling Objective Pronouns

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

Example: We brought her the books she requested.
Answer: her, she

1. The other runner tripped him during the race.
2. We tried to help her as best we could.
3. The police officer told him to show his driver’s license.
4. My lawyer sent me a copy of the contract.
5. The small stone broke away from the wall and fell on her.
6. We didn’t want him to worry about the outcome of the test.
7. Don’t give her that medicine without asking the doctor.
8. The thunderstorm forced Jose and her to seek shelter in the building.
9. Everyone in the class voted for him in the most recent election.
10. My teacher asked him and me to present our reports.

Writing and Speaking Application

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

Use the possessive case to show ownership.

<table>
<thead>
<tr>
<th>Possessive Pronouns</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>my, mine</td>
<td>This helmet is mine.</td>
</tr>
<tr>
<td>your, yours</td>
<td>Your car is blocking the driveway.</td>
</tr>
<tr>
<td>his, her, hers, its</td>
<td>Her report is excellent.</td>
</tr>
<tr>
<td>our, ours</td>
<td>Our dog ran away.</td>
</tr>
<tr>
<td>their, theirs</td>
<td>Their answer is not sufficient.</td>
</tr>
</tbody>
</table>

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

Contraction:                  You’re the person James wants to see.
                             It’s too late to enter the contest.

Possessive Pronoun:          We will replace your damaged microwave oven.
                             The monkey escaped from its cage at the zoo.

Practice A Identifying Possessive Pronouns

Read each sentence. Then, circle the possessive pronouns.

Example: My main concern is finishing this book on time.
Answer: My main concern is finishing this book on time.

1. All of the photographs in the show are mine.
2. His blog was interesting to read.
3. Her newest story will be published soon.
4. The best recipe in the collection is his.
5. My response to the editorial will be printed soon.
6. The group did not explain its decision.
7. Is that computer his or hers?
8. Charlie prefers their approach to his.
9. Your response to the e-mail was terrific.
10. Our new house is much larger than our apartment was.

Practice B Recognizing Pronouns

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

Example: Sheila had to carry (she, her) sick dog to the vet.
Answer: her

1. (He, His) new job is very demanding.
2. (Your, You’re) coat will not be warm enough for this cold weather.
3. Can you add anything to (my, mine) plans for the event?
4. The bird injured (its, it’s) wing during the snowstorm.
5. The best suggestions for our spring class trip were (hers, her).
6. Bring me (their, they’re) contributions to the campaign tonight.
7. (Her, She) choice to attend that college in the fall surprised everyone.
8. The best singing voice in the school chorus is definitely (his, him).

Writing and Speaking Application

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

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

Study the examples below.

<table>
<thead>
<tr>
<th>Case</th>
<th>Pronouns</th>
<th>Use in Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominative</td>
<td>Who, whoever</td>
<td>Who wants this book? (subject) The artist is who? (predicate nominative)</td>
</tr>
<tr>
<td>Objective</td>
<td>Whom, whomever</td>
<td>We wondered whom they would select. (direct object) To whom are you writing? (object of preposition)</td>
</tr>
</tbody>
</table>

Practice A  Identifying Pronouns

Underline the pronoun in each sentence.

Example: The teachers are not sure who is responsible.
Answer: The teachers are not sure who is responsible.

1. Who will be the new coach?
2. Transfer the files to whoever sent the e-mail.
3. The firefighters don’t know who sounded the alarm.
4. The students weren’t sure whom they should trust.
5. To whom should the group send an invitation?
6. The students asked who had founded the first settlement.
7. Whoever is the best candidate should run for office.
8. With whom will we be working on the committee?
9. To whom were the speaker’s remarks directed?
10. The designer of this poster is who?

Practice B  Labeling Pronouns

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

Example: Who broke the window?
Answer: nominative

1. The teacher knows who won the scholarship.
2. The writer of the play was not whom the critics praised.
3. The photographer is who?
4. Whom should I call about returning this package?
5. With whom did you plant the new garden?
6. I’m not sure who will be the class president next year.
7. Invite whomever you think will enjoy the party the most.
8. With whom did Randy share a locker in gym class?
9. I will address my answer to whoever asked the question.
10. For whom is the surprise intended?

Writing and Speaking Application

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

An elliptical clause is one in which some words are omitted but still understood.
- In elliptical clauses beginning with than or as use the form of the pronoun that you would use if the clause were fully stated.
- Mentally add the missing words. If the missing word comes before the pronoun, choose the objective case.

Words Omitted Before Pronoun: The puppy annoyed my brother more than me.
The puppy annoyed my brother more than [it annoyed] me.

If the missing words come after the pronoun, choose the nominative case.
Words Omitted After the Pronoun: He liked the book as much as I.
He liked the book as much as I [did].

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

Example: They bought more books than I.
Answer: They bought more books than I.

1. My brother is much taller than I.
2. That baby is as cute as this one.
3. Linda enjoyed the concert more than I.
4. I’m sure she is as tired as I.
5. My neighbor is more worried about the noise than I.
6. The teacher praised Linda as much as me.
7. Barry blogs much more often than I.
8. I’m not as talented a dancer as she.
9. The advisor talked to Ana as much as me.
10. Lin believes that she is as good a cook as I.

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

Example: He wants this award more than I.
Answer: He wants this award more than I

1. My brother is better at playing tennis than I.
2. Larry likes Sam more than he likes me.
3. You send more packages to her than to me.
4. The trainer gives Brad more-difficult exercises than she gives me.
5. Mother gave a bigger party for Mai than for us.
6. Larry doesn’t drive as well as I.
7. After practicing, Tom plays the piano better than they.
8. Tara likes working in the garden more than I.
9. Dino enjoys swimming with Sam less than with me.
10. Laura has more time for her homework than we.

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

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

- Most nouns form their plurals by adding -s or -es. Some, like child or crisis, form the plurals irregularly: children; crises.
- This chart shows the different forms of personal pronouns in the nominative case—the case used for subjects.

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

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

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

Practice A  Identifying Number in Nouns, Pronouns, and Verbs

Read each word or group of words. Then, write whether the word or words are singular, plural, or both.

Example: leaves
Answer: plural

1. axes __________________________ 6. was __________________________
2. sends __________________________ 7. industries ____________________
3. describe ______________________ 8. we __________________________
4. you ____________________________ 9. am __________________________
5. noses __________________________ 10. have purchased __________________)

Practice B  Labeling Nouns, Verbs, and Pronouns

Read each sentence. Label the underlined word or words singular or plural.

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

1. We read about the hunger strike in our European history class. __________________________
2. You should apply for a scholarship to that college. __________________________
3. We were pleased with the results of the election. __________________________
4. That tree will shed its leaves in the fall. __________________________
5. My parents have subscribed to that magazine for years. __________________________

Writing and Speaking Application

Write three sentences about your favorite pet. Use singular and plural nouns, verbs, and pronouns.

Read your sentences to a partner. Your partner should identify the singular and plural nouns, verbs, and pronouns. Then, switch roles.
66 SINGULAR AND PLURAL SUBJECTS

A singular subject must have a singular verb. A plural subject must have a plural verb. When making a verb agree with its subject, be sure to identify the subject and determine its number. See the examples below.

<table>
<thead>
<tr>
<th>Singular Subject and Verb</th>
<th>Plural Subject and Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>The swimmer practices all year.</td>
<td>Those swimmers practice all year.</td>
</tr>
<tr>
<td>Sarah is writing to her brother now.</td>
<td>Sarah and Jess are writing to their brother now.</td>
</tr>
<tr>
<td>Charles has been talking about moving.</td>
<td>Charles and his parents have been talking about moving.</td>
</tr>
<tr>
<td>The river is overflowing its banks.</td>
<td>Those two rivers are overflowing their banks.</td>
</tr>
</tbody>
</table>

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

Example: Sam bikes to the park every weekend.
Answer: Sam bikes to the park every weekend.  S

1. My father exercises every day.  ___
2. The lost dog found its way to the park.  ___
3. This magazine is about stamp collecting.  ___
4. The black bears and their cubs roam throughout the forest.  ___
5. Those boxes should be moved to dry ground.  ___
6. Sylvia always wanted to visit Europe.  ___
7. We have complained about the noise from the park.  ___
8. All the clocks in the office must be reset today.  ___
9. That country has extensive forests and mountains.  ___
10. Our friends are coming to the party on Saturday.  ___

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

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

1. The boys (has, have) played softball in that empty lot for years.
2. The scientist (is, are) planning to present her findings soon.
3. The historic homes and stores (was, were) going to be included on the tour.
4. The students (has, have) been petitioning for a new science lab.
5. Marta (was, were) redesigning her Web site all day.

Writing and Speaking Application
Write three sentences about your favorite movie. Use correct singular and plural subject-verb agreement in your sentences. Read your sentences to a partner. Have your partner identify the singular and plural subjects and verbs.
67 COMPOUND SUBJECTS

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

- A compound subject joined by and is generally plural and must have a plural verb.
  
  Two Singular Subjects: The car and the truck are being repaired.
  
  Two Plural Subjects: Whales and porpoises appeal to tourists.
  
  Singular Subject and Plural Subject: My brother and younger sisters play together.

- Two or more singular subjects joined by or or nor must have a singular verb.

An apartment building or a small building is being built on the lot.

- Two or more plural subjects joined by or or nor must have a plural verb.

Neither the artists nor the musicians are taking part in the festival now.

- If one or more singular subjects are joined to one or more plural subjects by or or nor, the subject closest to the verb determines agreement.

Neither the magazine nor the books are out of print.
Neither the books nor the magazine is out of print.

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

Example: The vegetables and homemade cakes are sold here once a week.
Answer: The vegetables and homemade cakes are sold here once a week.

1. The bats and balls are on the playground near the school.
2. The trees and flowers bloom each spring.
3. Either a nurse or a doctor is talking to the students today.
4. Neither the park rangers nor the hikers were aware of the problem.
5. The boy and his dogs often run in the park.

Practice B Identifying Compound Verbs
Read each sentence. Circle the form of the verb that agrees with the compound subject in each sentence.

Example: My aunt and my uncle (is, are) visiting us this summer.
Answer: My aunt and my uncle (is, are) visiting us this summer.

1. The vegetables and salad (is, are) being served with dinner tonight.
2. Bright paint and new furniture (has, have) improved the living room.
3. Neither the coach nor the football players (like, likes) the interviewer.
4. Either our mother or our father (cook, cooks) for our family.
5. Mia and Roy never (worry, worries) about the computer system failing.

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

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

EXAMPLE: In the garden are several flowering rose bushes.
REARRANGED: Several flowering rose bushes are in the garden.

EXAMPLE: Where are my photographs?
REARRANGED: My photographs are where?

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

EXAMPLES: Here is the lost dog. There are the athletic trophies.

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

EXAMPLE: The cause of the problem is the many leaks in the building.

Practice A Identifying Singular and Plural Subjects

Read each sentence. Circle the subject. Then, write S if the subject is singular or P if it is plural.

Example: There are many ballots to be counted.
Answer: There are many ballots to be counted. P

1. Here are many books you requested. _____
2. Who are the people complaining about the tickets? _____
3. Along the garden wall are the weeds that must be removed. _____
4. There are too many cars waiting to be parked. _____
5. What is the reason you left the concert early? _____
6. Her many hobbies are the main reason she’s always so busy. _____
7. Near the pond are many frogs. _____
8. Where is my uncle’s new book, please? _____
9. Next to the highway is the new airport. _____
10. What will the students say to the teacher? _____

Practice B Identifying Singular and Plural Verbs

Read each sentence. Then, rewrite it with the correct form of the verb in parentheses.

Example: Where (is, are) the new interviews for the school paper?
Answer: Where are the new interviews for the school paper?

1. What (is, are) the reason you complained about the service in the restaurant?

2. Near the wild animal park (is, are) many tourist hotels.

3. There (is, are) the blogs about the recent school election.

4. These old photographs (remain, remains) my most prized possession.

Writing and Speaking Application

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

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

EXAMPLE: Jean found her gym bag on the bus. The young children cried for their parents.

- Use a singular personal pronoun when two or more singular antecedents are joined by or or nor.
EXAMPLE: Either Ron or Dave will publish his story in the magazine.

- Use a plural personal pronoun when two or more antecedents are joined by and.
EXAMPLE: My mother and aunt will visit their cousin.

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

Example: The cat dropped its food on the kitchen floor.
Answer: The cat dropped its food on the kitchen floor.

1. Neither Juan nor Lou has his notebook.
2. My sister takes her ballet lessons every Monday.
3. The horses looked for their riders.
4. Neither Melissa nor Sarah found her costume.
5. The cat licked its injured paw.
6. Jake and she bought their tickets early.
7. Either my mother or my grandmother has her passport now.
8. The composer will play his concerto soon.
9. The birds and cats seem to recognize their names.
10. The manager and his assistants praised their new staff.

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

Example: Thomas found (his, its) poem in the collection.
Answer: his

1. The happy little girl raced after (his, her) balloon.
2. Neither Maria nor Anna likes (his, her) drawing for art class.
3. My best friend and I will plan (their, our) first vacation soon.
4. The dog played with (its, her) leash in the car.
5. After the presentation, Mr. Gomez talked about (her, his) research.
6. My sister and I wrote to (its, our) grandparents.
7. Neither boy seemed to know (his, their) way home.
8. After my brothers repaired the car, (they, them) looked tired.
9. One of the rabbits was running around (her, its) cage.
10. My grandmother showed us (her, his) wedding pictures.

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

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

- Use a plural personal pronoun when the antecedent is a plural indefinite pronoun.
  EXAMPLE: Many of the teachers spoke to their students in class.

- Use a singular personal pronoun when the antecedent is a singular indefinite pronoun.
  EXAMPLE: Each of the girls will read her speech in class.

**Practice A Identifying Pronouns**
Read each sentence. Underline the indefinite pronoun. Circle the personal pronoun.

Example: Only one of the boys finished his homework.
Answer: Only one of the boys finished his homework.

1. Many of the voters cast their ballots.
2. All of the fathers cheered on their sons.
3. One of the young boys dropped his book bag in the rain.
4. Each of the female dancers had made her own costumes.
5. Most of the customers complained about their misplaced orders.
6. Each of the chimps seemed to recognize its reflection in a mirror.
7. All of the guitarists waved to their fans.
8. Many of the children were happy to see their parents at summer camp.
9. Most of my relatives remembered their childhoods happily.
10. Only a few of the girls brought their music to the recital.

**Practice B Choosing the Correct Indefinite Pronoun**
Read each sentence. Underline the personal pronoun in parentheses that agrees with the indefinite pronoun.

Example: All of the council members will keep records of (his, their) votes.
Answer: All of the council members will keep records of (his, their) votes.

1. All of the acrobats performed (her, their) routines perfectly.
2. Most of the male track stars signed (his, their) fans’ programs.
3. Every grandmother at the luncheon thanked (her, his) family.
4. Many famous writers donated (his, their) books to the charity.
5. Several of the exhausted horses remained in (our, their) stalls.
6. Each of the female stars remembered all (his, her) lines.
7. One of the parrots called to me from (its, her) cage.
8. One of the grandfathers praised (his, their) grandson’s achievements.
9. Most of the waiters served (his, their) customers without complaint.
10. Each of the actors demonstrated (his, its) dramatic talent in the play.

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

Reflexive pronouns end in -self or -selves and should only refer to a word earlier in the same sentence. A reflexive pronoun must agree with an antecedent that is clearly stated. Study the following examples:

Mark shot that photograph for himself.
We found ourselves in a dangerous situation.
The girls believed themselves to be the greatest dancers in our class.

Practice A  Identifying Reflexive Pronouns

Read each sentence. Then, write the reflexive pronoun on the line provided.

Example:  You should find yourself a new apartment.
Answer:  yourself

1. Later I made myself a special meal.
2. Mario bought himself a new stereo.
3. We thought ourselves the most fortunate students in school.
4. I must blame myself for the problem.
5. The audience found themselves cheering loudly.
6. Laura painted the house herself, without any help.
7. The dancer hurt herself leaping from the stage.
8. Mark can walk all the dogs himself.

Practice B  Identifying Reflexive Pronouns and Their Antecedents

Read each sentence. Then, draw an arrow from the reflexive pronoun to its antecedent.

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

1. We found ourselves arguing about the class problem.
2. Tina and Andrea busy themselves making decorations for the dance.
3. The basketball players praised themselves for their victory.
4. Drew was relieved he hadn’t hurt himself more seriously.
5. All the committee members should congratulate themselves.
6. My little sister can help herself to my books and CDs.
7. My grandfather enjoyed himself at the family reunion.
8. The writer never stopped believing in himself.
9. I thought I would contact you myself about the school project.
10. My brothers will replaster the ceiling by themselves.

Writing and Speaking Application

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

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

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

Vague Reference: My parents sent us e-mails. These told us about their travels.
Rewritten: My parents sent us e-mails. These communications told us about their travels.

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

Vague Reference: The students bought paper and drawing pencils for class. These enabled them to sketch outdoors.
Rewritten: The students bought paper and drawing pencils for class. These art supplies enabled them to sketch outdoors.

Practice A Identifying Vague Pronoun References

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

Example: They wrote about the upcoming election in the magazine article.
Answer: They wrote about the upcoming election in the magazine article.

1. My leg didn't heal because they didn't set it properly.
2. At the end of the concert, they bowed from the stage.
3. The garage must be repaired, and it will take some time.
4. These helped us on our quest.
5. We lost our plane tickets and the maps, and these ruined our trip.
6. The drive to the airport was taking too long, so they looked for a shortcut.
7. After the new supplies arrived, they attracted more customers.
8. It is always enjoyable.

Practice B Correcting Vague Pronouns

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

Example: That is the new swimming pool that they want to join.
Answer: That is the new swimming pool that the athletes want to join.

1. Our class found the museum exhibit too long, and they didn't like it.
2. The summer sun is very hot, and they are not prepared for it.
3. This is the big news story that they have been writing about for months.
4. To work at the animal shelter, you have to complete an application form.
5. At the entrance to the cave, it clearly warned hikers about the dangers.

Writing and Speaking Application

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

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

- A pronoun should never refer to more than one antecedent.
- Do not repeat a personal pronoun in a sentence if it can refer to a different antecedent each time. To correct the problem you can use a name instead.

Ambiguous Repetition: Ann told her friend that she would be late, but she said she didn’t mind.
Clear: Ann told her friend that she would be late, but her friend said she didn’t mind.

Practice A Identifying Ambiguous Pronoun References

Read each sentence. On the line provided, write the ambiguous pronoun reference.

Example: Vanessa put the vase in the closet and forgot about it.
Answer: it

1. Sam took the cake out of the oven, but it was ruined. 

2. When Elsa visits Laura, she is bored. 

3. Fran opened the door to the garden and gazed at it. 

4. Frank warned Mr. Franco that he had made a mistake. 

5. Amanda walked up to Louise when she was campaigning. 

6. Eva asked Olga what she had forgotten. 

7. The book reviewer liked the author, but he had little to say. 

8. Stan talked to Jim, but he couldn’t hear clearly. 

Practice B Correcting Ambiguous Pronouns

Read each sentence. Then, rewrite each sentence to avoid the use of ambiguous pronouns.

Example: Clare wrote to Tina because she was worried.
Answer: Clare wrote to Tina because Clare was worried.

1. Marie e-mailed Marsha as she left the airport for the hotel.

2. After Aunt Tammy and Joanne go running, she always feels better.

3. Before Omar drove to meet Alex, he called him from his cell phone.

4. The newspaper reporter interviewed the senator, but he didn’t speak clearly.

5. After Andy told Sam that he would pay the rent, he insisted that he would do it instead.

Writing and Speaking Application

Use sentences 1, 3, and 4 in Practice A as models to write similar sentences with ambiguous pronouns. Then, read your sentences to a partner. Your partner should identify the ambiguous pronoun in each sentence and explain how to correct it. Do you agree? Then, switch with your partner.
74 AVOIDING DISTANT PRONOUN REFERENCES

A personal pronoun should always be close enough to its antecedent to prevent confusion. You can correct a distant pronoun reference in two ways.

▪ Move the pronoun close to the antecedent.

Distant Reference: Paul found a lost cat near the park, but it was very sick.
Correct: Near the park Paul found a lost cat, but it was very sick.

▪ Change the pronoun to a noun.

Practice A Identifying Distant Pronoun References

Read each sentence. Underline the distant pronoun reference.

Example: She was wearing a new birthday sweater from her sister that was very flattering.
Answer: She was wearing a new birthday sweater from her sister that was very flattering.

1. The stray dogs were running around the park for days before they were caught.

2. Lee tried to make the recipe with many ingredients but it was too difficult.

3. Sarah lost her luggage at the airport four days ago, and it was never found.

4. The new factory hired many workers from the community before it closed.

5. Our car has two flat tires and a broken door, so it must be fixed soon.

6. After Debbie called her cousin three times in two weeks, she finally gave up.

7. The newly planted bushes need more water and light, or they will not grow.

8. John sent a large package to the office three weeks ago, so it just arrived.

9. The loud music is very disturbing to the dog, so it must be stopped.

10. Lydia feeds the birds in the parks every morning, and they seem to know her.

Practice B Correcting Distant Pronoun References

Read each sentence. Then, on the line provided, rewrite it to correct a distant pronoun reference.

Example: I wrote my research report in one week, but it was poorly organized.
Answer: I wrote my research report in one week, but the report was poorly organized.

1. I dropped a board while building the new tree house, and it fell to the ground.

2. Marsha finished her sketch for the art class at school, and it is now part of the show.

3. Warren broke his arm when he went skiing last month, and it will take six weeks to heal.

4. The teacher encouraged her writing students to submit stories to the contest, and now they are waiting for the results.

5. The angry driver jumped out of his car on the busy street and left it there.

Writing and Speaking Application

Use sentences 2, 4, and 6 in Practice A as models to write similar sentences. Then, read your sentences to a partner. Your partner should identify each distant pronoun reference and explain how to correct it. Do you agree? Then, switch with your partner.
75 RECOGNIZING DEGREES OF COMPARISON

The three degrees of comparison are the positive, the comparative, and the superlative.

- Modifiers are changed to show degree in three ways: (1) by adding -er or -est; (2) by adding more or most; and (3) by using entirely different words.

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

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Adjective</th>
<th>Adjective</th>
<th>Adjective</th>
<th>Adjective</th>
<th>Adjective</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive</td>
<td>Comparative</td>
<td>Superlative</td>
<td>Positive</td>
<td>Comparative</td>
<td>Superlative</td>
<td>Positive</td>
</tr>
<tr>
<td>soft</td>
<td>softer</td>
<td>softest</td>
<td>softly</td>
<td>more softly</td>
<td>most softly</td>
<td>softly</td>
</tr>
<tr>
<td>beautiful</td>
<td>more beautiful</td>
<td>most beautiful</td>
<td>beautifully</td>
<td>more beautifully</td>
<td>most beautifully</td>
<td>beautifully</td>
</tr>
<tr>
<td>bad</td>
<td>worse</td>
<td>worst</td>
<td>badly</td>
<td>worse</td>
<td>worst</td>
<td>badly</td>
</tr>
</tbody>
</table>

Practice A Identifying the Use of Comparison

Read each sentence. Then, underline the adjective or adverb. On the line provided, write adjective or adverb to identify the underlined word.

Example: The oak tree is taller than the birch tree.
Answer: The oak tree is taller than the birch tree. adjective

1. That’s the worst painting in the studio. ____________________________
2. The train traveled rapidly through the tunnel. ____________________________
3. That is the most generous gift of all. ____________________________
4. Fred handled the situation most capably. ____________________________
5. The runners raced quickly around the track. ____________________________
6. My brother seems happiest in his art class. ____________________________

Practice B Identifying the Degree of Comparison

Read each sentence. Identify the underlined word as positive, comparative, or superlative.

Example: Her computer is newer than mine.
Answer: comparative

1. That’s the worst suggestion of all. ____________________________
2. This movie is much funnier than the other one we saw. ____________________________
3. It was wrong to speak so harshly to him. ____________________________
4. All the audience members clapped loudly for the famous actor. ____________________________
5. She volunteered most willingly to help at the community center. ____________________________
6. We must take the sickest puppy to the vet today. ____________________________

Writing and Speaking Application

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

The number of syllables in regular modifiers determines how their degrees are formed.

Use -er or more to form the comparative degree and -est or most to form the superlative degree of most one- and two-syllable words. Use more and most to form the comparative and superlative degrees of all modifiers with three or more syllables. All adverbs that end in -ly form their comparative and superlative degrees with more and most.

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>warm</td>
<td>warmer</td>
<td>warmest</td>
</tr>
<tr>
<td>boastful</td>
<td>more boastful</td>
<td>most boastful</td>
</tr>
</tbody>
</table>

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

EXAMPLES: mysterious  more mysterious  most mysterious

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

EXAMPLES: more  most

Practice A Identifying Comparative and Superlative Degree

Read each sentence. On the line provided, write C if the underlined word is in the comparative degree and S if the underlined word is in the superlative degree.

Example: That dog is smarter than this one.

Answer:  
1. The wheels on my bike turn more quickly than they used to.  
2. She accepted the award most happily.  
3. That electric car runs most efficiently.  
4. The student’s comments about the essay were most perceptive.

Practice B Forming Regular Comparative and Superlative Degrees of Comparison

Read each sentence. Then, on the line provided, rewrite each sentence with the form of the modifier indicated in parentheses.

Example: That famous science fiction story has the weird ending. (weird — superlative)

Answer:
1. This report is the perceptive analysis of the problem. (perceptive — superlative)

2. The athletes are always relaxed after the competition. (relaxed — comparative)

3. That student’s answers about the cause of the fight seem honest. (honest — comparative)

4. My jeans feel tight since I gained ten pounds. (tight — comparative)

Writing and Speaking Application

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

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

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

Practice A  Identifying Irregular Comparative and Superlative Forms

Read each sentence. Underline the irregular comparative or superlative modifier.

Example: He must drive even farther this evening.
Answer: He must drive even farther this evening.

1. He looked worse before his speech.
2. Let’s discuss the team lineup later in the day.
3. This is the latest report on the situation.
4. This is the least number of miles Sharon has run all year.
5. My new school is farther from my old home than I realized.
6. This is the worst topic you could have chosen.
7. It was the best scene in the play.
8. That factory is the most productive in the state.

Practice B  Writing Irregular Modifiers

Read each sentence. Then, rewrite it with the form of the modifier indicated in parentheses.

Example: We must hike ______ to reach the farmhouse by noon. (far — comparative)
Answer: We must hike farther to reach the farmhouse by noon.

1. Thomas finished his ______ drawing of the semester in art class. (good — superlative)
2. John’s writing has improved ______ than he had hoped this term. (much — comparative)
3. Howard didn’t study, so he did ______ on his history exam than usual. (bad — comparative)
4. The ______ update on the weather predicted another snowstorm. (late — superlative)

Writing and Speaking Application

Use sentences 1, 3, and 5 of Practice A as models and write similar sentences. Then, read the sentences to a partner. Ask your partner to complete them with the form of the modifier you indicate. Then, switch roles with your partner.
78 USING COMPARATIVE AND SUPERLATIVE DEGREES

Use the comparative degree to compare two persons, places, or things. Use the superlative degree to compare three or more persons, places, or things.

**COMPARATIVE:**
- That dancer is more graceful than this one.
- That video is funnier than this one.

**SUPERLATIVE:**
- That dancer is the most graceful one in the ballet.
- That video is the funniest of all.

**Practice A  Identifying the Comparative and Superlative Degrees of Modifiers**
Read each sentence. Underline the modifier used for comparison. On the line provided, write **C** if the modifier is comparative and **S** if it is superlative.

**Example:** She runs faster than Mark.
**Answer:** She runs faster than Mark.  **C**

1. Chris is the most diligent student in the class.  _________
2. His jeans are shorter than mine.  _________
3. Our new house is larger than our old one was.  _________
4. She is the kindest relative in my family.  _________
5. Her bedroom is sunnier than mine.  _________
6. That mystery is scarier than the one you read last year.  _________
7. Sheila is the most polite student in class.  _________
8. Hank is the best math student in our school.  _________

**Practice B  Correcting Mistakes in Usage of Modifiers**
Read each sentence. On the line provided, rewrite it to correct the error in the usage of modifiers.

**Example:** She is most beautiful than her sister.
**Answer:** She is more beautiful than her sister.

1. Your silver bracelet is brightest than the one in the store window.

2. She is the less hardworking student in our study group.

3. That is the smaller video camera I have ever seen.

4. Linda has always been most excitable than her older sister Fran.

5. This will be a most pleasant vacation than the one we took last year.

**Writing and Speaking Application**
Write a short paragraph about a concert you’ve recently attended. Use at least three examples of the comparative and superlative degrees. Read your paragraph to a partner. Your partner should listen for and identify the modifiers in the sentences. Then, switch roles with your partner.
79 USING LOGICAL COMPARISONS

Your sentences should compare only items of a similar kind.

UNBALANCED: Mark’s camera is better than Jim.
CORRECT: Mark’s camera is better than Jim’s.

• When comparing one of a group with the rest of the group, make sure that your sentence contains the words other or else.

ILLOGICAL: Sam was faster than any employee in the store.
(Sam cannot be faster than himself.)
LOGICAL: Sam was faster than any other employee in the store.

Practice A Identifying Illogical Comparisons
Read each sentence. Underline any unbalanced or illogical comparisons. If the sentence is correct as written, circle it.

Example: Mr. Wilson’s car is faster than Mr. Clark.
Answer: Mr. Wilson’s car is faster than Mr. Clark.

1. He is better than any actor in the play.
2. I skate faster than anyone else in the skating club.
3. Sharon’s recipe is better tasting than Frank.
4. Joe’s computer is older than Jack’s.
5. Susan is a better reporter than anyone on the paper.
6. My bedroom is much smaller than Sue.
7. The depth of the river is greater than the lake.
8. The weight of the box is heavier than the bag.
9. That child is more disruptive than anyone in the class.
10. My desk is larger than Rudy’s.

Practice B Writing Clear Comparisons
Read each sentence. Then, on the line provided, rewrite it to correct any comparison that is unbalanced or illogical.

Example: The taste of this lemon is more intense than the apple.
Answer: The taste of this lemon is more intense than the taste of the apple.

1. Clark’s résumé is more impressive than Robert.

2. The guitarist is a better musician than anyone in the band.

3. Helena’s handmade sweater is warmer than Melissa.

4. Dr. Barnes is kinder than any doctor in the hospital.

5. The cost of this truck is much more than the car.

Writing and Speaking Application
Write three sentences describing a school sports event. Use three examples of comparisons that are unbalanced or illogical. Read your sentences to a partner. Your partner should identify the faulty comparisons and explain how to correct them. Then, switch roles with your partner.
AVOIDING COMPARISONS WITH ABSOLUTE MODIFIERS

In an absolute modifier, the meaning is entirely contained in the positive degree. Avoid using absolute modifiers illogically in comparisons.

- Some common absolute modifiers are: dead, entirely, fatal, final, identical, infinite, opposite, perfect, right, straight, wrong, and unique.

INcorrect: Your opinion is entirely wrong.
CORRECT: Your opinion is wrong.

- Do not use an absolute modifier that overstates the meaning. Instead, rewrite the sentence to correct the problem.

ILLOGICAL: My decision about our vacation plans was most entirely final.
CORRECT: My decision about our vacation plans was final.

Practice A Identifying Illogical Absolute Modifiers
Read each sentence. On the line provided, write the illogical absolute modifier.

Example: The wild deer were entirely gone from the suburban area. ________
Answer: entirely gone

1. Helena’s drawing of the building was most perfect. _____________________________
2. The future of the new shopping mall is entirely dead. ____________________________
3. The mayor’s refusal to attend the debate was most final. __________________________
4. Sam’s approach to solving our disagreement is most unique. _______________________
5. Your instructions for solving the puzzle are more wrong. __________________________
6. In the story, the two sisters have more identical personalities. _______________________

Practice B Rewriting Sentences to Correct Comparisons Using Absolute Modifiers
Read each sentence. On the line provided, rewrite it to revise the comparison using an absolute modifier.

Example: Your opinion about the matter is entirely identical to mine.
Answer: Your opinion about the matter is identical to mine.

1. The design for the new high school is more final.

2. His account of the accident was entirely false.

3. The commander’s decision to attack was most wrong.

4. The modern design of the new theater in our community is most unique.

5. The jury’s decision in the trial was most right.

Writing and Speaking Application
Write a short paragraph about a favorite book. Use three comparisons that use absolute modifiers. Circle the absolute modifiers. Then, read your paragraph to a partner. Your partner should listen for and name the comparisons with absolute modifiers. Then, switch roles with your partner.
81 RECOGNIZING DOUBLE NEGATIVES

Using two negative words in a sentence when one is sufficient is called a double negative.
Do not use double negatives in formal writing.
Study the examples of double negatives and two different ways to correct them on the following chart:

<table>
<thead>
<tr>
<th>Double Negative</th>
<th>Corrections</th>
</tr>
</thead>
<tbody>
<tr>
<td>She hadn’t ordered no packages.</td>
<td>She hadn’t ordered any packages.</td>
</tr>
<tr>
<td></td>
<td>She had ordered no packages.</td>
</tr>
<tr>
<td>They never did nothing wrong.</td>
<td>They never did anything wrong.</td>
</tr>
<tr>
<td></td>
<td>They did nothing wrong.</td>
</tr>
</tbody>
</table>

Practice A Identifying Double Negatives

*Read each sentence. Then, underline the double negative in it.*

**Example:** The students didn’t answer no questions.
**Answer:** The students didn’t answer no questions.

1. I didn’t send nothing to you last week.
2. Nicky hasn’t no time to go skating.
3. My aunt didn’t give us no advice.
4. The man didn’t want nothing for fixing my flat tire.
5. The customers haven’t bought no books.
6. They aren’t coming to the party no time soon.
7. The lost hiker wasn’t nowhere in the state park.
8. The man didn’t say nothing about the jury’s decision.
9. The angry little boy said he wasn’t never coming home.
10. Didn’t you never receive my e-mail?

Practice B Revising Sentences to Correct Double Negatives

*Read each sentence. Then, on the line provided, rewrite it to correct the use of double negatives.*

**Example:** I didn’t get no answer to my request for help.
**Answer:** I didn’t get any answer to my request for help.

1. The searchers haven’t had no luck finding the lost dog.
2. The camper isn’t writing no more letters to his family.
3. The bus driver couldn’t not open the door for the rider.
4. The treasure hunters hadn’t never looked for the gold in the forest.
5. We aren’t going to watch the parade from that cold corner no more.

Writing and Speaking Application

Use sentences 1, 3, 5, and 8 in Practice A as models and write sentences with double negatives. Read your sentences to a partner. Your partner should listen for and suggest ways to correct the double negatives. Then, switch roles with your partner.
FORMING NEGATIVE SENTENCES CORRECTLY

The most common ways to make a statement negative are to use one negative word, such as never, no, or none, or to add the contraction —n’t to a helping verb.

To form negative sentences:

- **Use only one negative word in each clause.**

  **Double Negative:** He didn’t have no answers to my questions.
  **Preferred:** He didn’t have any answers to my questions.

- **When but means “only” it usually acts as a negative. Do not use it with another negative word.**

  **Double Negative:** We haven’t but two chapters to read this week.
  **Preferred:** We have but two chapters to read this week.
  **Preferred:** We have only two chapters to read this week.

- **Do not use barely, hardly, or scarcely with another negative word.**

  **Double Negative:** The children haven’t barely listened to their parents.
  **Preferred:** The children barely listened to their parents.
  **Preferred:** The children barely listened to their parents.

**Practice A Identifying Double Negatives**

*Read each sentence. On the line provided, write the words that create a double negative.*

**Example:** The players didn’t scarcely have time to practice.

**Answer:** didn’t scarcely

1. The jackets weren’t barely able to keep us warm in the windy weather.

2. There weren’t but two tickets left for the performance.

3. The astronomers couldn’t hardly see the planets.

4. The cooks haven’t but two quarts of milk in the restaurant.

**Practice B Revising Sentences to Avoid Double Negatives**

*Read each sentence. On the line provided, rewrite it to eliminate the double negative.*

**Example:** The proud parents couldn’t barely stop smiling.

**Answer:** The proud parents could barely stop smiling.

1. There weren’t but three books about that subject in the entire library.

2. We didn’t barely escape from the burning house in time.

3. The dancers haven’t no time to prepare for their cross-country tour.

4. The builders haven’t scarcely finished digging the foundation for the house.

**Writing and Speaking Application**

Write a short description of an imaginary scene, using at least three double negatives. Then, read your description to a partner. Your partner should identify the double negatives and suggest how to rewrite them. Then, switch roles with your partner.
USING NEGATIVES TO CREATE UNDERSTATEMENT

Writers use understatement to express an idea indirectly. Understatement can be achieved by using a negative word and a word with a negative prefix, such as un-, in-, im-, dis-, and under-.

Look at the following examples of using understatement:

• I was not unimpressed by the author’s last novel.
• We were hardly underappreciated by our fans.

Practice A  Identifying Understatement
Read each sentence. Then, underline the words that create understatement.

Example: We could hardly misinterpret his appeal for help.
Answer: We could hardly misinterpret his appeal for help.

1. Her new story is hardly uninteresting.
2. We didn’t exactly disbelieve the witness.
3. His complaints weren’t unknown to me.
4. The voters didn’t disbelieve the new candidate.
5. Ken did not find my answer unbelievable.
6. The carpenter didn’t misrepresent his experience.
7. The problems faced by the city weren’t underreported.
8. Laura’s contributions weren’t underrated by her teammates.
9. Completing this book report by tomorrow is not impossible.
10. The student’s excuse for the delay is hardly implausible.

Practice B  Using Negatives to Create Understatement
Read each sentence. Then, on the line provided, rewrite it, using negatives to create understatement.

Example: Henry’s new play is interesting.
Answer: Henry’s new play is not uninteresting.

1. The popularity of the actor is surprising.
2. The senator valued the importance of the election polls.
3. I was impressed by Marisa’s artistic achievements.
4. My younger brother liked his new summer camp.
5. My parents were sympathetic to my request.

Writing and Speaking Application
Write a short review of a school performance. Use at least three examples of understatement. Read your review to a partner. Your partner should listen for and identify the examples of understatement. Then, switch roles with your partner.
84 COMMON USAGE PROBLEMS

A good writer masters how to avoid common usage problems.

- **Ain’t**: Always use *am not*. Never use *ain’t*.
  Incorrect: I ain’t joining the track team. Correct: I am not joining the track team.

- **Among, between**:
  Use the preposition *among* to show a connection between three or more items.
  We divided the treats *among* all the dogs.
  Use the preposition *between* to show a connection between two items.
  I could not decide *between* the two movies.

- **Different from; different than**
  Incorrect: Marisa’s reaction is very *different than* mine.
  Correct: Marisa’s reaction is very *different from* mine.

- **Farther, further**
  Use *farther* to refer to distance. Use *further* to mean “additional” or “to a greater degree.”
  Len must ski *farther* to reach the injured man. Ben needs *further* help with his writing.

- **Like, as**:
  *Like* is a preposition meaning “similar to” or “such as.” Do not use it in place of the conjunction *as*.
  Incorrect: Cara looked *like* she was worried. Correct: Cara looked *as if* she were worried.

**Practice A Recognizing Usage Problems**

Read each sentence. Then, circle the correct item to complete each sentence.

Example: Bob (ain’t is not) getting a new guitar.
Answer: Bob *(ain’t, is not)* getting a new guitar.

1. Today’s class schedule is *(different than, different from)* last week’s schedule.
2. The flood victims must rebuild *(farther, further)* from the river.
3. We think *(farther, further)* expansion of this community is impossible.
4. The flower looked *(like, as if)* it would bloom soon.

**Practice B Revising Sentences to Correct Usage Problems**

Read each sentence. Then, on the line provided, rewrite it, correcting the error in usage.

Example: Ellen ain’t replanting the garden this weekend.
Answer: Ellen *(ain’t, is not)* replanting the garden this weekend.

1. The happy dog raced among the gate and the front door.

2. We must make farther progress to achieve our goal of energy efficiency.

3. They ain’t the best workers for this construction job.

4. The artist’s later work is very different than his earlier drawings.

**Writing and Speaking Application**

Write a paragraph about someone you want to interview, using examples of the usage errors from Practices A and B. Read your paragraph to a partner, who should identify the usage problems and suggest corrections.
85 USING CAPITALS FOR FIRST WORDS

- Capitalize the first word in declarative, interrogative, imperative, and exclamatory sentences.

DECLARATIVE: We couldn’t wait for summer vacation.
INTERROGATIVE: When is the next basketball game?
IMPERATIVE: Leave the window open.
EXCLAMATORY: What an incredible movie!

- Capitalize the first word in interjections and incomplete questions.

INTERJECTION: Terrific! Wonderful!
INCOMPLETE QUESTIONS: What day? When?

- The word I is always capitalized, whether it is the first word in a sentence or not.

EXAMPLE: Charlie and I will finish the interview.

Show that you can use and understand the conventions of capitalization by completing the following exercises.

Practice A Capitalizing Words

Read each sentence. Then, circle the word or words that should be capitalized.

Example: this library will be closed this weekend for a holiday.
Answer: this library will be closed this weekend for a holiday.

1. where is the mayor’s press conference being held?
2. wait a minute! that’s unreal!
3. did you remember to bring my ticket?
4. lisa’s painting is perfect for the exhibit.
5. get ready for a big storm tonight!
6. stop yelling at your little brother!
7. leave your tote bag and cell phone at the door.
8. helena will join her friends at the baseball game.
9. why not? where?
10. the community center provides important services.

Practice B Rewriting Sentences, Using Correct Capitalization

Read each sentence. Then, on the line provided, rewrite the sentence, using correct capitalization.

Example: who will run for school president in September?
Answer: Who will run for school president in September?

1. what is the best time to schedule a meeting?  __________________________________________
2. the tornado destroyed the small town.  _______________________________________________
3. be careful when you cross the bridge.  _______________________________________________
4. that’s an incredible thing to say!  _________________________________________________
5. the plans for the project were delayed.  _____________________________________________

Writing and Speaking Application

Write a short paragraph about your favorite dance style. Use correct conventions of capitalization. Then, read your paragraph aloud to a partner. Your partner should identify the words that should be capitalized. Do you both agree? Then, switch roles with your partner.
86 USING CAPITALS WITH QUOTATIONS

- Capitalize the first word of a quotation.

EXAMPLE: My friend said, “Bring extra food to the picnic, Saturday.”

- Do not capitalize the first word of a continuing sentence when a quotation is interrupted by identifying words.

EXAMPLE: “When the power went out,” Alice said, “we were frightened.”

- Do not capitalize the first word of a continuing sentence when the first word of a quotation is the continuation of a speaker’s sentence.

EXAMPLE: Our coach said that it was “the greatest team in our school’s history.”

Show that you can use and understand the conventions of capitalization by completing the exercises.

Practice A Identifying Words to Capitalize in Quotations
Read each sentence. On the line provided, write the word or words that should be capitalized. If the sentence is correct, write correct.

Example: My father asked, “who broke this window?”
Answer: Who

1. Louise warned, “don’t leave your computer in the classroom.”
2. “after the tree was hit by lightning,” she said, “everyone ran for cover.”
3. “We looked for you on the beach,” Dan said, “but you weren’t there.”
4. Mary remarked, “all the streets downtown are closed for the parade.”

Practice B Revising Sentences to Capitalize Quotations Correctly
Read each sentence. Then, rewrite it to capitalize the quotation correctly.

Example: The mechanic said, “your car needs a new engine.”
Answer: The mechanic said, “Your car needs a new engine.”

1. “after we watched your videos,” the teacher said, “We decided to give you first prize.”
2. Lea believed that she was “Going to become a great jazz dancer one day.”
3. Ron said, “you should join the debate club this semester.”
4. My friend said that the dance festival was “Too crowded to be enjoyable.”

Writing and Speaking Application
Write a dialogue between two imaginary characters. Read your dialogue with a partner. Make sure that you capitalized the quotations correctly. Then, switch roles with your partner.
87 USING CAPITALS FOR PROPER NOUNS

Proper nouns name specific examples of people, places, or things and should be capitalized.

- Capitalize each part of a person’s name even when the full name is not used.

**Examples:** Harry Johnson  L. I. Chou  Cynthia A. Smith

- Capitalize geographical and place names.

<table>
<thead>
<tr>
<th>Streets: First Avenue</th>
<th>Mountains: Smoky Mountains</th>
</tr>
</thead>
<tbody>
<tr>
<td>Towns and cities: Bentonville, Austin</td>
<td>Sections of a country: the Northeast</td>
</tr>
<tr>
<td>Counties and states: Queens County, Rhode Island</td>
<td>Bodies of water: Ohio River</td>
</tr>
<tr>
<td>Nations and continents: Spain, Australia</td>
<td>Monuments, memorials: Independence Hall</td>
</tr>
</tbody>
</table>

- Capitalize words indicating direction only when they refer to a section of a country.

**Examples:** We are planning to bike through the Southeast. Drive west along First Avenue.

- Capitalize the names of specific dates, events, documents, holidays, and periods in history.

**Examples:** Monday, December 12 (date); Annual Crafts Festival (events); Constitution (documents); Memorial Day (holiday); the Industrial Age (periods in history)

Show that you can use and understand the conventions of capitalization by completing the exercises.

**Practice A  Identifying Proper Nouns**
Read each sentence. Then, underline the proper noun or nouns in it.

**Example:** We moved to Philadelphia soon after Labor Day.

**Answer:** We moved to Philadelphia soon after Labor Day.

1. My grandfather was in the First World War.
2. I enjoy swimming in the Atlantic Ocean.
3. He is with the House of Representatives.
4. Early explorers searched for a route to Asia.

**Practice B  Capitalizing Proper Nouns**
Read each sentence. On the line provided, rewrite it, capitalizing all proper nouns.

**Example:** I hope to go fishing in the gulf of mexico this june.

**Answer:** I hope to go fishing in the Gulf of Mexico this June.

1. After leaving the great lakes, my family intends to visit relatives in albany, new york.
2. sarah k. parker lived in latin america for several years before returning to los angeles, california.
3. lee parker will interview the famous historian about the aftermath of world war I.
4. The panama canal is an important water route between the atlantic ocean and the pacific ocean.

**Writing and Speaking Application**
Write a paragraph about a trip you would like to take, using four proper nouns. Read your paragraph to a partner. Your partner should identify the proper nouns that should be capitalized.
88 USING CAPITALS FOR PROPER ADJECTIVES

A proper adjective is either an adjective formed from a proper noun or a proper noun used as an adjective.

- Capitalize most proper adjectives.

<table>
<thead>
<tr>
<th>Proper adjective formed from proper noun</th>
<th>Proper noun used as adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grecian art</td>
<td>the Browning papers</td>
</tr>
</tbody>
</table>

- Capitalize a brand name when it is used as an adjective, but do not capitalize the common noun it modifies.

EXAMPLE: Fun Free cookies

- Do not capitalize a common noun used with two proper adjectives.

<table>
<thead>
<tr>
<th>One Proper Adjective</th>
<th>Two Proper Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ohio River</td>
<td>Mississippi and Ohio rivers</td>
</tr>
</tbody>
</table>

Show that you can use and understand the conventions of capitalization by completing the exercises.

Practice A  Identifying Proper Adjectives
Read each sentence. Then, circle the proper adjective in it.

Example: I read a book about the Roman Empire
Answer: I read a book about the Roman Empire.

1. I enjoy studying Spanish architecture.
2. We left our luggage at the Clarks’ apartment.
3. I bought Henry a new pair of Slim Fit jeans.
4. Are you going to the Brahms festival?
5. Who is the famous British director?
6. The Great Plains region is known for its farms.
7. I have lived in both Hudson and Kings counties.
8. There’s a sale of Healthy Dog puppy food.
10. A Dickens class will be offered this semester.

Practice B  Capitalizing Proper Adjectives
Read each sentence. On the line provided, rewrite it, capitalizing the proper adjectives.

Example: Let’s stay in that Andes Mountains hotel during our Latin American trip.
Answer: Let’s stay in that Andes Mountains hotel during our Latin American trip.

1. The New York City Council will debate the issue on Tuesday.

2. The Native American artifacts will be on display at the Santa Fe Museum.

3. Sam will play all the Beethoven piano concertos at that New Jersey Arts Center.

4. The famous Argentine and Brazilian conductors will lead our orchestra.

Writing and Speaking Application
Write a short paragraph about a recent current event. Use at least four proper adjectives. Then, read your paragraph to a partner. Your partner should identify the proper adjectives that should be capitalized. Then, switch roles with your partner.
89 USING CAPITALS IN LETTERS

Capitalize the first word and all nouns in letter salutations and the first word in letter closings.

<table>
<thead>
<tr>
<th>Salutations</th>
<th>Dear Sam,</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dear Sir,</td>
</tr>
<tr>
<td></td>
<td>Dear Mrs. Clark,</td>
</tr>
<tr>
<td></td>
<td>My Dear Uncle,</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Closings</th>
<th>Sincerely,</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In friendship,</td>
</tr>
<tr>
<td></td>
<td>Yours truly,</td>
</tr>
</tbody>
</table>

Show that you can use and understand the conventions of capitalization by completing the exercises.

Practice A Identifying Salutations and Closings
Read the following examples of salutations and closings. On the line provided, write S if the example is a salutation and C if the example is a closing.

Example: Best wishes,
Answer: C

1. Best, ____________________________ 6. Warmly, ____________________________
2. Sincerely yours, __________________ 7. With love, _________________________
3. Dear Councilmember Staley: __________ 8. My Dear Grandfather, ______________
4. Dear Ms. Stein: ____________________ 9. With all my love, ____________________
5. Your friend, _______________________ 10. Dear Governor Wilson: ______________

Practice B Capitalizing Salutations and Closings
Read the following examples of salutations and closings. On the lines provided, rewrite each example, using proper capitalization.

Example: dear governor Hughes:
Answer: Dear Governor Hughes:

1. dear carlos, ______________________
2. my best wishes, ____________________
3. in friendship, ______________________
4. dear senator bruckner: ______________
5. my dear sister, ____________________
6. dear ms. johnston: __________________
7. love, ____________________________
8. dear mr. franklin: __________________
9. fond regards, _____________________
10. dear bobbi and jane, ______________

Writing and Speaking Application
Write four letter salutations and four letter closings. Your examples should be capitalized correctly. Read your examples to a partner. Your partner should explain how to capitalize each salutation and closing correctly. Then, switch roles with your partner.
90 USING CAPITALS FOR TITLES

- Capitalize a person’s title only when it is used with the person’s name or when it is used as a proper name by itself. Relatives are often referred to by titles. Do not capitalize titles showing family relationships when they are preceded by a possessive noun or pronoun.

With a Proper Name: I voted for Senator Hicks.
As a Proper Name: I appreciated your letter, Uncle.
In a General Reference: The senator will speak at our school.
Relatives: our sister Uncle Art your mom

- Capitalize the first word and all other key words in the titles of books, magazines, newspaper, poems, stories, plays, paintings, and other works of art.

- Capitalize the names of educational courses when they are language course or when they are followed by a number or preceded by a proper noun or adjective. Do not capitalize school subjects discussed in a general manner: Latin, Geology I, chemistry.

<table>
<thead>
<tr>
<th>Commonly used titles</th>
<th>Sir, Miss, Professor, Doctor, Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbreviated titles</td>
<td>Mr., Mrs., Ms., Dr., Jr., M.D.</td>
</tr>
<tr>
<td>Compound titles</td>
<td>Secretary of Defense</td>
</tr>
<tr>
<td>Titles with prefixes or suffixes</td>
<td>ex-Mayor Harris; Senator-elect Brown</td>
</tr>
</tbody>
</table>

Show that you can use and understand the conventions of capitalization by completing the following exercises.

Practice A Identifying Titles
Read each sentence. Then, underline the title or titles in it.

Example: I want to be a reporter for The New York Times.
Answer: I want to be a reporter for The New York Times.

1. We volunteer for Congressman Frank.
2. I read a speech in Newsweek magazine.
3. Can you attend my graduation, Uncle?
4. I’d rather take Italian and Geometry 2 than a history class.
5. Critics think that Citizen Kane is one of the greatest films ever made.
6. Sheila is in the ballet from the musical Carousel.
7. Admiral Meyer lectured the history students.
8. We read Mystery of the Nile in English class.

Practice B Capitalizing Titles
Read each sentence. Then, circle the title or titles that should be capitalized.

Example: I enjoyed great expectations more than oliver twist.
Answer: I enjoyed great expectations more than oliver twist.

1. Today, president Obama will announce his choice for secretary of the interior.
2. I’m pleased that uncle Harry entered his paintings autumn mystery and winter sunset.
3. My favorite classes are music, art, spanish, algebra II, and advanced chemistry.
4. Many current senators disagreed with ex-congressman Allen’s comments.

Writing and Speaking Application
Write a short paragraph about your favorite class in school. Use at least four examples of capitals for titles. Then, read your paragraph to a partner. Your partner should identify the titles that should be capitalized. Then, switch roles with your partner.
91 USING PERIODS

Use a period to end a declarative sentence, a mild imperative sentence, and an indirect question.

See the examples below.

| A declarative sentence is a statement of fact or opinion. | The game was exciting. |
| An imperative sentence gives a direction or command. | Hand me the plate. |
| An indirect question restates a question in a declarative sentence. | My mother asked if I had finished my homework. |

Practice A Using Periods in Sentences

Read each sentence. Then, add a period where it is needed.

Example: Hernando plays the violin very well
Answer: Hernando plays the violin very well.

1. His grandmother asked if he would play a song for her
2. Play another one
3. Keep practicing
4. I have a math test tomorrow
5. My sister asked if I needed to study

Practice B Using Periods Correctly in Sentences

Read each sentence. Add a period where it is needed. Then, write on the line whether each sentence is declarative, imperative, or an indirect question.

Example: Bring your lunch today
Answer: Bring your lunch today. imperative

1. I always study the night before a test
2. She gave me some money to buy milk
3. I would rather buy orange juice
4. Grab the car keys from the table
5. We have to stop at the gas station
6. My father asked who had used the car yesterday
7. My brother had taken the car to his soccer game
8. My father wondered why he had not filled the tank
9. Be a responsible driver
10. I will have to remember that

Writing and Speaking Application

Write two declarative sentences, imperative sentences, and indirect questions. Read the sentences to a partner. Your partner should identify each sentence as a declarative sentence, an imperative sentence, or an indirect question. Then, switch roles with your partner.
92 OTHER USES OF PERIODS

A period can signal that words have been shortened or abbreviated. Use a period after most abbreviations and after initials. Also use periods after numbers and letters in outlines. Do not use periods with acronyms, which are words formed with the first or first few letters of a series of words. See the examples below.

| Abbreviations of titles, place names, times and dates, and initials | Mr., St., Sat., Feb., V. Jones |
| Other abbreviations with periods | vol., Pvt., R.S.V.P., sp. |
| Periods in outlines | I. Use periods |
| | A. In abbreviations |
| | 1. times and dates |
| | 2. initials |
| Do not use periods in acronyms and some abbreviations | UN, FM, POW |
| Do not use periods in abbreviations of metric measurements, postal abbreviations of states, and most standard measurements | cm, CA, yd (exception in. for inches) |

Practice A Using Periods Correctly in Abbreviations

Read each sentence. Then, add any periods that are needed. If no periods need to be added, write none.

Example: On school nights, I go to sleep at 10:00 PM.
Answer: On school nights, I go to sleep at 10:00 P.M.

1. Mrs. Garcia said the bus would be here at 9:30 A.M.
2. Dr. Lenore wrote me an excuse for school.
3. The refrigerator measures 36 ft wide.
4. My mother’s note read, “Please buy a qt of cranberry juice.”
5. Did Mr. Hemmerling give a pop quiz today?
6. Label your answers mm or cm as needed.
7. I measure 5 ft 5 in tall.
8. What was your time in the 10 km race?
9. The Pvt sign on the door was hard to miss, so I knocked gently.
10. The directions said, “Mix 3 c flour with 1 c sugar.”

Practice B Writing Abbreviations Correctly

Read each sentence. On the line provided, write each term that needs a period added or deleted.

Example: I leave for school at 7:20 AM each morning.
Answer: ________________ A.M.

1. There are 36 in in one yard. ________________
2. My grandmother’s address is 52 Kenmore Pl, Ridgemont, TX 77024. ________________
3. The house contains 2,800 square ft., including the basement. ________________
4. The circle is 3 cm. in diameter. ________________
5. Mr. Vasquez, Samantha’s father, drove them to the dance. ________________

Writing and Speaking Application

Write a brief paragraph that includes at least five abbreviations. Read the paragraph to a partner. Your partner should identify each abbreviation and explain how to punctuate it correctly.
93 USING QUESTION MARKS

A question mark follows a word, phrase, or sentence that asks a question. Use a question mark to end an interrogative sentence, an incomplete question, or a statement intended as a question. See the examples below.

<table>
<thead>
<tr>
<th>Interrogative sentence</th>
<th>Why do you have to leave so early?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incomplete question</td>
<td>I brought money. How much?</td>
</tr>
<tr>
<td>Statement intended as a question (avoid)</td>
<td>You haven't chosen a dress for the dance?</td>
</tr>
<tr>
<td>Statement rephrased as a direct question (better than above)</td>
<td>Haven't you chosen a dress for the dance?</td>
</tr>
</tbody>
</table>

Practice A Using Question Marks Correctly in Sentences
Read each item. Then, write the correct end mark(s) for it. Some items may require an end mark other than a question mark.

Example: Why didn’t you ask your mother first
Answer: Why didn’t you ask your mother first?

1. You might want to ask her next time
2. My father also asked me how I could forget
3. How much does the movie cost
4. The cat crawled under the fence. How
5. Can you believe that it is snowing in Texas
6. We are having Brussels sprouts again
7. Why you didn’t bring a towel to the beach, I’ll never understand
8. How many people were at the football game
9. Why would anyone want to watch that team play
10. What a long time it has been since we last spoke

Practice B Writing Direct Questions Correctly
Read each statement that ends with a question mark. Rewrite it so it is a correct direct question.

Example: You finished the sandwich I put in the refrigerator?
Answer: Did you finish the sandwich I put in the refrigerator?

1. You finished your homework already?
2. She left the windows open during the rain?
3. You forgot your locker combination again?
4. The teacher was late for his own science class?
5. You finished your shopping already?
6. She told you she would go to the dance with you?
7. You left your suitcase on the airplane?
8. My mother packed me an apple again?
9. The doctor told you to stay home for a week?
10. Those shoes still fit you?

Writing and Speaking Application
Write three statements that are intended to be questions. Switch papers with a partner. Rewrite each statement as a direct question. Read your new questions to your partner.
94 USING EXCLAMATION MARKS

Use an exclamation mark to end an exclamatory sentence, a forceful imperative sentence, or an interjection expressing strong emotion.

See the examples below.

<table>
<thead>
<tr>
<th>Exclamatory sentence</th>
<th>That is a beautiful rainbow!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forceful imperative sentence</td>
<td>Don’t speak to me like that!</td>
</tr>
<tr>
<td>Interjection with emphasis</td>
<td>Wow! That was a great book.</td>
</tr>
</tbody>
</table>

Practice A Using Exclamation Marks Correctly in Sentences
Read each item. Then, write the correct end mark(s) for it. Some items may require an end mark other than an exclamation mark.

Example: Look out
Answer: Look out!

1. Oh, no I dropped my keys in the well
2. I can’t believe we lost
3. The dog is loose
4. Somebody catch him
5. It is so hot today
6. The water is freezing
7. Ow I burned myself on the stove
8. Be careful next time
9. How can you be friends with him
10. He is so nice

Practice B Writing Exclamatory Sentences and Imperative Sentences
Read each sentence below. Then, rewrite it as either an exclamatory sentence or a strong imperative sentence. You may change the words as necessary.

Remember to use an exclamation mark.

Example: Did you clear the dishes?
Answer: Clear the dishes!

1. Can you come with me? ________________
2. Did you clean up your room? ________________
3. Did you say thank you? ________________
4. That was a great party. ________________
5. Remember to call me when you get there. ________________
6. You are late. ________________
7. Will you pick up the newspaper? ________________
8. It is cold in here. ________________
9. He is a cute puppy. ________________
10. You did a good job. ________________

Writing and Speaking Application
Write three declarative sentences and three interrogative sentences. Switch papers with a partner. Rewrite each sentence as either an exclamatory sentence or a strong imperative sentence with an exclamation mark. Read your new sentences to your partner. Remember to say them with emotion.
95  **USING COMMAS WITH COMPOUND SENTENCES**

Use a comma before a conjunction to separate two or more independent or main clauses in a compound sentence.

A compound sentence consists of two or more main or independent clauses that are joined by a coordinating conjunction, such as *and, but, for, not, or, so, or yet.*

**EXAMPLE:** My brother Luis is going to visit our grandparents in Austin, but I will not be able to join him.

**Practice A Using Commas Correctly in Compound Sentences**

*Read each sentence. Then, insert any commas that are needed.*

**Example:** The dog barked loudly at the cat yet the cat was not afraid at all.

**Answer:** The dog barked loudly at the cat, yet the cat was not afraid at all.

1. I went to a baseball game yesterday with Matt and I am going to a soccer game today with Sue.
2. I saved enough money to buy the computer I needed but the store no longer had it in stock.
3. My father works as a police officer during the day and he coaches Little League at night.
4. I took my little sister to the playground but it began to rain five minutes after we arrived.
5. I can go to the dance with Timmy or I can go to the movies with my friends.
6. Our school closed early during the heat wave so we had to finish our research at home.
7. I wish I could join my cousins on their trip but my spring break differs from theirs this year.
8. Our baseball team might win the championship or we might get beaten badly.
9. Noah will play the first five minutes and the coach will then decide who plays next.
10. I met Jill at the mall for lunch and we ran into Sasha and Chris while we were there.

**Practice B Using Commas Correctly to Write Compound Sentences**

*Read each pair of sentences below. Then, use the pair to write a compound sentence including a coordinating conjunction and a comma.*

**Example:** It took four hours to get to the beach. We had plenty of time to swim in the ocean.

**Answer:** It took four hours to get to the beach, but we had plenty of time to swim in the ocean.

1. Ross plays the drums very well. He is a good guitarist.
2. Jocelyn is the starting pitcher on the softball team. Her sister, Jamie, plays first base.
3. My favorite subject is history. I received a higher grade in English this marking period.
4. I cannot finish the book report tonight. I will have to do the rest of it over the weekend.
5. My favorite sport is soccer. I enjoy basketball as well.

**Writing and Speaking Application**

Write four sentence pairs. Switch papers with a partner. Use a coordinating conjunction and a comma to create a compound sentence from each sentence pair. Take turns reading aloud your new sentences and checking each other’s work for correct use of commas.


96 AVOIDING COMMA SPLICES

A comma splice occurs when two or more complete sentences have been joined with only a comma. Avoid comma splices by punctuating separate sentences with an end mark or a semicolon, or find a way to join the sentences. See the example below.

<table>
<thead>
<tr>
<th>Incorrect</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>I called Sophia on the phone, she didn’t answer.</td>
<td>I called Sophia on the phone. She didn’t answer.</td>
</tr>
</tbody>
</table>

Practice A Correcting Sentences With Comma Splices

Read each sentence. Eliminate the comma splice by changing the punctuation or joining sentences.

Example: It rained last night, it was sunny this morning.
Answer: It rained last night. It was sunny this morning.

1. Martha looked for the book in the library first, she had to buy it at the bookstore.
2. We went to the beach on Saturday, it started to rain about an hour after we arrived.
3. I baby-sit for the Garcias on Friday nights, I dog-sit for the Martins on Saturday afternoons.
4. The rain flooded our entire street, we were still able to get to school.
5. I will have cantaloupe for dessert, Emma will have watermelon.

Practice B Using Commas Correctly in Sentences

Read each item below. Then, rewrite it without a comma splice.

Example: It took three hours to complete our homework, we had enough time to play table tennis.
Answer: It took three hours to complete our homework, but we had enough time to play table tennis.

1. Fran cooks well, she also sews well.
2. Max is a good pitcher, he is not a good hitter.
3. I have been studying very hard, I hope to get on the honor roll this marking period.
4. I cannot finish the book tonight, I will have to bring it home over the weekend.
5. I really enjoy surfing, summer is my favorite season.

Writing and Speaking Application

Write a paragraph about your favorite sport. Read your paragraph to a partner and check each other’s work for correct use of commas. Offer advice for correcting comma splices and any other errors.
97 USING COMMAS IN A SERIES

Use commas to separate three or more words, phrases, or clauses in a series.

<table>
<thead>
<tr>
<th>Series of words:</th>
<th>The animals on the family farm include chickens, horses, cows, and sheep.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Series of phrases:</td>
<td>The directions say go through the tunnel, past the gas station, and over the bridge.</td>
</tr>
<tr>
<td>Subordinate clauses in a series:</td>
<td>My best friend wrote that she is enjoying the beach, that she met some new kids, and that she misses me.</td>
</tr>
</tbody>
</table>

Practice B Using Commas Correctly in a Series of Subordinate Clauses

Read each sentence. Then, add commas to the series of subordinate clauses as needed.

Example: The teacher explained that we must write our assignments in pen, that we must bring our textbooks to class, and that we must get our tests signed by our parents.

Answer: The teacher explained that we must write our assignments in pen, that we must bring our textbooks to class, and that we must get our tests signed by our parents.

1. Miguel asked his mother if he could eat dinner at Jake’s house if he could go bowling with Jake and his older brother and if he could stay out an extra half hour.
2. Miguel’s mother said that Miguel first had to take out the trash, finish his homework and walk the dog.
3. The things I love about summer are that I work as a lifeguard at the town pool that I spend time with my friends and that I help my father around the yard.
4. The things I love about winter are that the weather gets cooler that I play basketball and that I see my cousins over winter break.
5. What I like about my band is that we practice every Tuesday night that we all get along and that we won the battle of the bands contest last week.

Writing and Speaking Application

Use series commas in writing four sentences about your favorite movies, hobbies, sports, and courses in school. Include at least one sentence with subordinate clauses in a series. Read your sentences to a partner and check each other’s work for correct use of series commas.
98 USING COMMAS BETWEEN ADJECTIVES

Use commas to separate coordinate adjectives, also called independent modifiers, or adjectives of equal rank. Do not use commas between cumulative adjectives, or adjectives you cannot place the word and between. Do not use a comma between the last adjective and the noun it modifies.

| A comma to separate coordinate adjectives; no comma between last adjective and noun | a fast, energetic song |
| No comma to separate cumulative adjectives: | many fast songs |

Practice A Using Commas Correctly Between Adjectives
Read each sentence. Then, add commas between adjectives as needed. If the sentence is correct, write Correct.

Example: Many glamorous celebrities were photographed at the award show.
Answer: Correct

1. The long curving driveway led to the large stone building.
2. I grabbed a bottle of fresh cold water after our long exhausting soccer practice.
3. The soft fluffy black sweater on display really caught my eye.
4. The tall majestic oak tree provided ample shade in the backyard.
5. The wet muddy shoes were strewn across the cold tile floor.
6. The full yellow moon shone brightly in the clear night sky.
7. The large enthusiastic dog knocked me over when I came into the room.
8. We all agreed that the movie was too long, boring, and predictable.
9. My cramped messy locker really needs a good cleaning.
10. The holiday decorations were shiny bright and festive.

Practice B Using Commas Correctly With Adjectives
Read each sentence. Then, add or delete commas as needed. If you are deleting commas, rewrite the words without commas. If the sentence is correct, write Correct.

Example: The clown had a huge ridiculous nose and crazy, orange hair.
Answer: The clown had a huge ridiculous nose and crazy orange hair.

1. My father’s new car is shiny sleek and black.
2. Justin played his awesome, red guitar in the concert.
3. I spent three, long hours studying for the test.
4. I have never seen the store so crowded festive and hectic.
5. The package included long detailed instructions for assembling.

Writing and Speaking Application
Write four sentences—each with multiple adjectives—that describe your English classroom. Read your sentences to a partner and check each other’s work for correct use of commas between adjectives.
99 USING COMMAS AFTER INTRODUCTORY MATERIAL

Use a comma after the introductory word, phrase, or clause of a sentence.

<table>
<thead>
<tr>
<th>Introductory words</th>
<th>Yes, you can go to the mall.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nouns of address</td>
<td>Mr. Jackson, what is the answer to number 3?</td>
</tr>
<tr>
<td>Introductory adverbs</td>
<td>Hurriedly, we ran to the bus stop.</td>
</tr>
<tr>
<td>Phrases</td>
<td>To convince my mother, I used my most mature voice.</td>
</tr>
<tr>
<td>Adverbial clauses</td>
<td>If you play well, you might make the varsity team.</td>
</tr>
</tbody>
</table>

Practice A  Using Commas Correctly With Introductory Material

Read each sentence. Then, add commas after introductory material as needed. If the sentence is correct, write Correct.

Example: Yes I got the job.
Answer: Yes, I got the job.

1. Because I broke my wrist, I can’t play basketball this season. _____________________________
2. Oh that is really a shame, since you are the star player. _________________________________
3. On our vacation to Florida we went sailing. ____________________________________________
4. Because of the hurricane many people lost their homes. _________________________________
5. Oh we will have to do something to help the situation. _________________________________
6. Considering that so many people have volunteered to help, I think we will make a big impact. _____

Practice B  Using Commas Correctly in Sentences With Introductory Material

Read each sentence. Then, rewrite the introductory material, adding or deleting commas as needed.

Example: No I did not finish the research report yet.
Answer: No, I did not finish the research report yet.

1. Well when do you think you will complete it?

2. Mom do you think you can help me sew this button on my jacket?

3. If you get dinner started I will sew your button.

4. First we have to find thread that matches the jacket.

Writing and Speaking Application

Work with a partner to write four sentences with introductory material. Work together to edit your sentences for correct use of commas with introductory material. Then, take turns reading your sentences aloud.
100 USING COMMAS WITH PARENTHETICAL EXPRESSIONS

Use commas to set off parenthetical expressions from the rest of the sentence. See the examples below.

<table>
<thead>
<tr>
<th>Nouns of direct address</th>
<th>May I go to the nurse, Mr. McKay?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conjunctive adverbs</td>
<td>You may, indeed, go to the nurse.</td>
</tr>
<tr>
<td>Common expressions</td>
<td>You are not feeling well, I assume.</td>
</tr>
<tr>
<td>Contrasting expressions</td>
<td>I am feeling worse, not better, than I was yesterday.</td>
</tr>
</tbody>
</table>

Show that you can use correct comma placement in nonrestrictive phrases, clauses, and contrasting expressions by completing the following exercises.

Practice A Using Correct Comma Placement in Contrasting Expressions

Read each sentence. Then, add any commas needed to correctly separate the contrasting expressions.

Example: Malia plays the violin not the guitar.
Answer: Malia plays the violin, not the guitar.

1. He likes to study animal life not plant life.
2. The forecast said that tomorrow will be a sunny not a rainy day.
3. Francisco is an excellent athlete not a musician.
4. Nicole enjoys working with clay not with paints or pencils.
5. I liked the first book not the second book in the series.
6. The child I baby-sit is seven not eight years old.
7. Her real name is Charlotte not Charley.
8. The number 7 bus not the number 9 bus is the one that will take you downtown.

Practice B Using Commas Correctly With Parenthetical Expressions

Read each sentence. Then, rewrite it, adding or deleting commas as needed.

Example: My father has his master’s degree in physics I believe
Answer: My father has his master’s degree in physics, I believe.

1. He does not however want to be a college professor.

2. He likes to work with children not college students.

3. Your father therefore should teach elementary school science.

4. That I think is a great idea.

5. I will have my report finished Ms. Johannsen by Thursday.

Writing and Speaking Application

Write five sentences using commas to set off contrasting expressions. With a partner, read the sentences aloud and take turns identifying contrasting expressions.
101 USING COMMAS WITH NONESSENTIAL EXPRESSIONS

A nonessential, or nonrestrictive, expression can be left out of a sentence without changing the meaning of the sentence. Use commas to set off nonrestrictive expressions.

<table>
<thead>
<tr>
<th>Nonrestrictive appositive</th>
<th>The song was written by the Beatles, the legendary rock group.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonrestrictive participial phrase</td>
<td>The bridge, built in 1910, connects River Junction and Hillsboro Township.</td>
</tr>
<tr>
<td>Nonrestrictive adjectival clause</td>
<td>Houston, which is the largest city in the state, is in the eastern part of Texas.</td>
</tr>
</tbody>
</table>

Show that you can use correct comma placement in nonrestrictive phrases, clauses, and contrasting expressions by completing the following exercises.

**Practice A Using Correct Comma Placement in Nonrestrictive Expressions**

Read each sentence. Then, add any commas needed to correctly separate the nonrestrictive expression.

**Example:** Our town which has approximately 12,000 residents is four miles outside the city.

**Answer:** Our town, which has approximately 12,000 residents, is four miles outside the city.

1. My bedroom which faces west has two large windows.
2. My brother’s room which faces east has only one window.
3. The basement finished in 2008 is used as a recreation room.
4. My dentist who lives right next door gives toothbrushes to all his patients.
5. Alicia Garcia my best friend was chosen for the leading role in the school play.
6. My mother who rarely bakes decided to make banana bread.
7. Chloe who just moved to the house across the street is a very friendly person.
8. The new mall which was built in 2009 has thirty different stores.
9. Our cat which always hides when the doorbell rings is only two years old.
10. The star of the show was Mariah Carey the famous singer.

**Practice B Using Commas Correctly With Nonrestrictive Expressions**

Read each sentence. Then, add or delete commas as needed. If the sentence is correct, write Correct.

**Example:** My parents married in 1988 are the most generous people I know.

**Answer:** My parents, married in 1988, are the most generous people I know.

1. The bookcase which is six feet tall, is completely filled with books. 
2. I wore my new dress which is lavender, to the dance, last night. 
3. My favorite book a classic novel is To Kill a Mockingbird. 
4. The lake which is perfect for water-skiing is about five miles away. 
5. The oranges bought three days ago sat in a large bowl on the kitchen table. 
6. The MP3 player, my prized possession, has more than 200 songs, on it.

**Writing and Speaking Application**

Write five sentences using commas incorrectly with nonrestrictive expressions. Exchange papers with a partner and identify and correct comma placement. Read aloud the corrected sentences.
102 USING COMMAS WITH DATES AND GEOGRAPHICAL NAMES

When a date is made up of two or more parts, use a comma after each item, except in the case of a month followed by a day. When a geographical name is made up of two or more parts, use a comma after each item. When a name is followed by one or more titles, use a comma after the name and after each title. See the examples below.

| Dates with commas | The freshman dance took place on March 5, 2010, and the sophomore dance occurred on March 12, 2010. |
| Dates without commas | I will graduate in June 2013. |
| Geographical names | My mother often goes to Acapulco, Mexico, for business. |
| Names with one or more titles | My father’s name tag reads, Henry Soffit, M.D. |

Practice A Using Correct Comma Placement in Dates, Geographical Names, and Titles

Read each sentence. Then, add or delete commas as needed to correctly punctuate dates, geographical names, and titles. If the sentence is correct, write Correct.

Example: The only bookstore that carries what I am looking for is Bookends Inc. in Austin Texas
Answer: The only bookstore that carries what I am looking for is Bookends, Inc., in Austin, Texas.

1. The statue in Charleston North Carolina was dated August 11 1786.   
2. Our school was built in June 1960 by Harry L. Bain, AIA. 
3. My sister goes to college in Birmingham Alabama but is currently doing a semester abroad in London England. 
4. My neighbor who is a nurse has a name tag that reads, Anita Nelson R.N. 
5. Our science teacher is named Ryan Crowley M.S. 
6. Mackenzie Dill Ph. D. is the name of my English teacher. 
7. The grand opening of the new municipal building was in January 2010. 
8. The town of Glen Rock New Jersey has approximately 12,000 residents. 

Practice B Writing Sentences With Dates, Geographical Names, and Titles

Read each item. Then, write a sentence for it. Be sure to use commas correctly in dates, geographical names, and titles.

Example: El Paso Texas
Answer: El Paso, Texas, is very close to Mexico.

1. Robert McCollum OSB. 
2. Audrey Talmage Ph. D. 
3. Tallahassee Florida 
4. Ridgewood Construction Inc. 
5. August 2 2011 
6. January 1 

Writing and Speaking Application

Write four sentences using dates, place names, and titles. Do not include commas. Exchange papers with a partner and add commas to each other’s sentences as needed. Then, take turns reading your correctly punctuated sentences aloud.
103 USING COMMAS IN NUMBERS

With large numbers of more than three digits, use a comma after every third digit starting from the right. (For example, 6,782 fans; 22,000 pages; 2,678,934 Web site hits.) Do not use commas in ZIP codes, telephone numbers, page numbers, years, serial numbers, or house numbers.

Practice A Using Correct Comma Placement in Numbers
Read each item. Then, rewrite it, adding or deleting commas as needed. If the item is correct, write Correct.

Example: 2800 employees
Answer: 2,800 employees

1. 55867 Sherman Avenue
2. Year 2014
3. (888) 231-7694
4. 1044 football fans
5. 5342 residents
6. (864) 212-8,777
7. October 13, 2,004
8. serial number 222,555,987
9. 54117 Crawford Boulevard
10. February 20, 1,998

Practice B Writing Sentences Using Commas in Numbers
Read each item. Write a sentence of your own, using the number as indicated in parentheses. Be sure to use commas correctly in numbers.

Example: 4300 (large number)
Answer: There were 4,300 files in the doctor’s office.

1. 5634 (house number)
2. 309 876 236 (serial number)
3. (555) 862-9494 (telephone number)
4. 20025 (ZIP code)
5. 109000 (large number)
6. 2010 (year)
7. 2024 (year)
8. 07050 (ZIP code)
9. 240978125 (large number)
10. (402) 976-1212 (telephone number)

Writing and Speaking Application
Write a brief paragraph about an imaginary person. Include important dates, a telephone number, and an address. Do not include commas. Exchange papers with a partner and add commas to each other’s paragraphs as needed. Then, take turns reading your correctly punctuated paragraphs aloud.
104 USING COMMAS WITH ADDRESSES AND IN LETTERS

Commas are used in addresses, salutations of friendly letters, and closings of friendly or business letters. See the examples below for when to use commas in addresses and letters.

| Use a comma after each item in an address made up of two or more parts | Mr. Jake Gross  
                                      99 Ebbett Road  
                                      Austin, TX 73344 |
| Use a comma after the name, street, and city of an address that appears in a sentence | Send your letter to Mr. Jake Gross, 99 Ebbett Road, Austin, TX 73344. |
| Use a comma after the salutation in a personal letter and after the closing in all letters | Dear Anna,  Yours truly,  
                                                                 Dear Uncle Walter,  Sincerely, |

Practice A Using Correct Comma Placement in Addresses and Letters

Read each item. Then, rewrite it, adding or deleting commas as needed. If the item is correct, write Correct.

Example: Dear Skylar:
Answer: Dear Skylar,

1. Fondly, ______________________
2. Rebecca Worthington, 2233 Dartmouth Road, Hanover NH, 23567

3. Sincerely ______________________
4. Dear Uncle Will, ______________________
5. Truly yours, ______________________
6. Comfortable Shoe Corp. P.O. Box 2345 San Antonio TX 70999-2345

7. Sincerely yours ______________________
8. With warmest regards ______________________
9. Dear Chris and Carla, ______________________
10. Marino Laguen, 42 Collingswood Road, Ft. Lauderdale, FL 33413

Practice B Using Commas in Friendly Letters

Read each salutation and closing. Insert a comma as needed.

Example: Dear Mom and Dad
Answer: Dear Mom and Dad,

1. Dear Eleanor ______________________
2. Sincerely yours ______________________
3. Dearest Zach ______________________
5. Regards ______________________
6. Best wishes ______________________
7. Dear Aunt Jill and Uncle Fernando ______________________
8. Sincerely ______________________
9. Dear Tomas ______________________
10. Your pal ______________________

Writing and Speaking Application

Write three salutations and closings. Leave out the commas. Switch papers with a partner and correct your partner’s work as needed.
105 USING COMMAS IN ELLIPTICAL SENTENCES

In elliptical sentences, words that are understood are left out. Commas make these sentences easier to read. See the example below for when to use commas in elliptical sentences.

| Use a comma to indicate the words left out of an elliptical sentence. | My parents listen to classical music; we, rock and roll. |

Practice A Using Correct Comma Placement in Elliptical Sentences

Read each elliptical sentence. Then, add a comma as needed.

Example: The adults sat at the large oval table; the children at the smaller one.
Answer: The adults sat at the large oval table; the children, at the smaller one.

1. I have Spanish first period; Jake third period.
2. My house is on the south side of the street; Carla’s on the north.
3. The gas station is on Park Avenue; the convenience store on Lake.
4. The teachers eat in the teachers’ lounge; the students in the cafeteria.
5. The shoe department is on the second floor; the clothing on the first.
6. The football stadium seats 2,000 people; the baseball stadium 500.
7. My bedroom is to the left of my parents’ room; my brother’s to the right.
8. My parents enjoy French food; my grandparents Greek.

Practice B Using Commas Correctly in Elliptical Sentences

Read each sentence. Then, rewrite it as an elliptical sentence, adding a semicolon and an elliptical phrase with a comma.

Example: The pep rally was held on Friday night.
Answer: The pep rally was held on Friday night; the football game, on Saturday.

1. The boys went outside to play lacrosse.
2. My grandparents live in Austin.
4. My favorite subject is art.
5. My family goes camping in the summer.
6. Vicki and Vanessa went one way.

Writing and Speaking Application

Write four elliptical sentences. Leave out the commas. Switch papers with a partner and correct your partner’s sentences. Then, take turns reading your correctly punctuated sentences aloud.
**106 USING COMMAS WITH DIRECT QUOTATIONS**

Commas are used to indicate where direct quotations begin and end. Use commas to set off a direct quotation from the rest of the sentence. See the examples below.

**EXAMPLES:**

“Don’t forget your lunch,” my mother said, “because you’ll be hungry later.”

I replied, “OK, Mom. I’ve got it.”

**Practice A Using Correct Comma Placement in Direct Quotations**

Read each direct quotation. Then, add a comma as needed.

**Example:**

“I can help you shelve the books” I told the school librarian.

**Answer:**

“I can help you shelve the books,” I told the school librarian.

1. “I’ll never be able to climb that wall” I told my rock-climbing instructor.

2. She replied “Oh, I know you can do it.”

3. I said “OK, I’ll give it a try.”

4. “That’s the spirit” she answered.

5. “My feet are sore” I said. “Why did I wear these tight shoes?”

6. “You are a slave to fashion, my friend” Jill replied.

7. “I guess I am” I said, laughing.

8. “Tomorrow, I’m wearing tennis shoes to school” I told Jill.

9. “That is the smartest thing you’ve said all day” replied Jill.

10. “I’ll take that as a compliment” I told her.

**Practice B Using Commas Correctly in Direct Quotations**

Read each sentence. Then, rewrite it as a direct quotation, adding commas and quotation marks as needed.

**Example:**

The research paper is due in three weeks.

**Answer:**

“The research paper is due in three weeks,” explained the English teacher.

1. Can we do the research paper on any topic we want?

2. No, it has to be on a famous author.

3. OK, I will do my paper on Ernest Hemingway.

4. He is one of my favorite writers, as well.

5. I have read everything he has ever written.

6. Wow, you must really enjoy his books.

**Writing and Speaking Application**

Work with a partner to write a dialogue about your plans for the weekend. Use direct quotations, and work together to correctly place the commas. Then, work as a team to read aloud your dialogue.
107 USING COMMAS FOR CLARITY

Use a comma to prevent a sentence from being misunderstood. See the examples below.

UNCLEAR: Near the bus stop the child stood waiting.
CLEAR: Near the bus stop, the child stood waiting.

Practice A Using Commas for Clarity
Read each sentence. Then, add commas as needed for clarity.

Example: Before lunch tables were set.
Answer: Before lunch, tables were set.

1. After the vegetable soup was served.
2. Using the baseball players practiced for the big game.
3. At the library books were displayed prominently.
4. Near the park rangers gathered for a meeting.
5. Beside the puddle of water glasses stood empty.
6. After gym clothes need to be changed.
7. Before the holiday meals were being planned.
8. As we were dining chairs were pulled up to the table next to ours.
9. For the group meetings were planned.
10. In the garden vegetables grow.

Practice B Using Commas for Clarity
Read each word pair. Then, write a sentence using the pair and including a comma for clarity.

Example: test anxiety
Answer: Before the test, anxiety was felt among the students.

1. perched worms _________________________________
2. played children _________________________________
3. highway developers _________________________________
4. school buses _________________________________
5. crossing guards _________________________________
6. fire alarms _________________________________
7. swimming pools _________________________________
8. football players _________________________________
9. holiday decorations _________________________________
10. wild flowers _________________________________

Writing and Speaking Application
Write four sentences to describe the location of items in your home. Leave out commas. Then, switch papers with a partner. Add commas to your partner’s sentences for clarity. Take turns reading aloud your correctly punctuated sentences.
108 MISUSES OF COMMAS

Commas are used so frequently that sometimes writers insert commas that are unnecessary. Avoid using unnecessary commas. See the examples below of comma misuses.

| Misused with an adjective and a noun                | I wore my soft, red, sweater to school. |
| Misused with a compound subject                    | My sister, and I, went to the library.  |
| Misused with a compound verb                       | He washed the car, and fixed the broken window. |
| Misused with a compound object                     | She wore sunglasses, and a hat, to the beach. |
| Misused with phrases and clauses                   | Burning the chicken, and overcooking the rice, my father asked me to make dinner. |

Practice A Recognizing and Correcting Misused Commas

Read each sentence. Then, delete the misused comma or commas.

Example: The fruit salad with strawberries, bananas, and melon, was delicious.

Answer: The fruit salad with strawberries, bananas, and melon, was delicious.

1. The last ones to leave the movie theater were Felix, and me.
2. My sister Rebecca, Casey, and Tracy, took a sewing class together.
3. They learned how to thread the sewing machine, and how to cut a pattern.
4. I will go either to the grocery store on Maple Avenue, or to the one on Cedar Street.
5. I asked for scrambled eggs, instead of fried eggs.
6. Neither Mrs. Gomez, nor her husband, was in the restaurant.
7. The children swung on the swings, went down the slide, and played in the sandbox, at the playground.
8. The dog, and the cat, were hiding under the bed during the thunderstorm.
9. Did you use garlic, or onions, in this recipe?
10. When you, and your sister, finish your chores, you may go to the mall.

Practice B Eliminating Unnecessary Commas in Sentences

Read each sentence. Then, rewrite it, eliminating any unnecessary commas. If the sentence is correct, write Correct.

Example: We stopped at the convenience store, the library, and the park, on our way home from school.

Answer: We stopped at the convenience store, the library, and the park on our way home from school.

1. We ate omelets for breakfast, and spaghetti for dinner.
2. I have a science lab today, and a computer lab tomorrow.
3. I asked for a new basketball, and a new baseball glove, for my birthday.
4. I need to buy a new jacket and new sneakers.
5. I called my friends, listened to the radio, and did my homework, before my father came home.

Writing and Speaking Application

Write four sentences with unnecessary commas. Switch papers with a partner and delete any unnecessary commas. Take turns reading aloud your correctly punctuated sentences and discuss the corrections that you each made.
USING SEMICOLONS TO JOIN INDEPENDENT CLAUSES

Semicolons establish relationships between two independent clauses that are closely connected in thought and structure. Do not use a semicolon to connect two unrelated independent clauses. Use a period or another end mark instead. See the examples below.

**Use a semicolon to connect two related independent clauses that are not already joined by the conjunctions and, but, for, nor, or, so, or yet.**
- New York has Central Park; Chicago has Grant Park; St. Louis has Forest Park.

**Use a semicolon to join independent clauses separated by either a conjunctive adverb or a transitional expression.**
- Our car broke down in Tulsa; thus, we stayed at a motel.

**Practice A Identifying Related Independent Clauses**
Read each pair of independent clauses. If the independent clauses are related, write Related. If they are unrelated, write Unrelated.

**Example:** In the morning, we went for a walk. In the afternoon, we took a swim. In the evening, we played a board game.

**Answer:** Related

1. I wish I could help you out. I have another commitment. ____________________________
2. My little sister went to the costume party as a clown. My brother went as a fireman. __________
3. I read a really boring book. The next time I go to the library, I will make a better choice. _______
4. I have an important math test tomorrow. I am going straight home to study. ____________________
5. My friends like to go shopping. Today, they are meeting at the mall. _________________________
6. I had a hard time falling asleep last night. I finally fell asleep at 3 A.M. ________________________

**Practice B Using Semicolons With Conjunctive Adverbs and Transitional Expressions**
Read each pair of independent clauses. Rewrite the pair as a single sentence, using a semicolon to correctly separate the independent clauses.

**Example:** There were so many pretty earrings to choose from. Therefore, I couldn’t make a decision.

**Answer:** There were so many pretty earrings to choose from; therefore, I couldn’t make a decision.

1. We were so thirsty. Therefore, we ran to the water fountain.

2. We worked hard preparing for the debate. Consequently, we won easily.

3. My grandmother was born in Mexico. However, she met my grandfather in Texas.

4. Jean thought she had fixed the car. Nonetheless, it would not start.

5. My mother’s best friend is a gracious host. In fact, she always makes us feel welcome.

**Writing and Speaking Application**
Write four pairs of independent clauses. Switch papers with a partner. Use semicolons to join each pair of independent clauses. Then, discuss the changes that each of you made.
110 USING SEMICOLONS TO AVOID CONFUSION

Sometimes, semicolons are used to separate items in a series. Use semicolons to avoid confusion when independent clauses or items in a series already contain commas.

Practice A Using Semicolons to Avoid Confusion in Sentences
Read each sentence. Then, circle each place where a semicolon is needed.

Example: On our vacation, we stopped in Ames, Iowa, Rockford, Illinois, and Oshkosh, Wisconsin.
Answer: On our vacation, we stopped in Ames, Iowa; Rockford, Illinois; and Oshkosh, Wisconsin.

1. Air traffic controllers, who have very stressful jobs, usually do not last many years in that career their work puts them under enormous pressure.

2. In ancient China, soldiers used kites as psychological weapons, the kites’ noise sounded like ghosts, which kept away enemy troops.

3. The company has branch offices in Montreal, Quebec, Columbus, Georgia, and Los Gatos, California.

4. The trick-or-treaters entered the room timidly, they sang their funny song, then, they bowed and accepted their treats.

5. As the hikers reached the fork in the path, they sighed with relief, however, this fork wasn’t the one they had expected.

6. The entries in the journal were dated March 3, 1862, February 28, 1863, January 6, 1864, and December 5, 1865.

7. I sent gifts to my aunt and uncle, who live in Alabama, to Daniel, my cousin in Florida, and to Samara, my friend from school who moved away last year.

8. Our family runs day camps in Waco, Texas, Tulsa, Oklahoma, and Riverton, Mississippi.

9. One week, I work in the bakery on Monday, Wednesday, and Friday, and the next week, I work on Tuesday, Thursday, and Saturday.

10. The children, who are four, six, and eight years old, were screaming and running through the store, their mother was pretending not to notice.

Practice B Writing Sentences With Semicolons
Read each item. Then, write a complete sentence including the item and using semicolons to avoid confusion.

Example: January 23, 2002 February 20, 1998 March 6, 1994
Answer: My little sister was born on January 23, 2002; my twin brothers were born on February 20, 1998; and I was born on March 6, 1994.

1. umbrella, hat, raincoat

2. piano, guitar, drums, saxophone

3. chess, backgammon, checkers

4. Spanish, French, Latin

5. baby sitter, lifeguard, cashier

Writing and Speaking Application
Write three sentences: one that lists your favorite classes, one that lists your least favorite classes, and another that lists your homework assignments from last night. Do not include semicolons in your series sentences. Switch papers with a partner. Use semicolons correctly to edit your partner’s sentences. Take turns reading aloud the new sentences.
111 USING COLONS

The colon (:) is used to introduce a list of items and in certain special situations.

<table>
<thead>
<tr>
<th>Use a colon after an independent clause to introduce a list of items.</th>
<th>For the science project, we had to use the following materials: microscope, slides, and classification chart.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use a colon to introduce a formal or lengthy quotation or one that does not contain a “he said/she said” expression.</td>
<td>As the late Martin Luther King, Jr. once said: “Nothing in the world is more dangerous than sincere ignorance and conscientious stupidity.”</td>
</tr>
<tr>
<td>Use a colon to introduce a sentence that summarizes or explains the sentence before it. Capitalize the first word in each.</td>
<td>There was a reason that my mother could not make it to the school play: She had a flat tire and was stranded on the highway.</td>
</tr>
<tr>
<td>Use a colon to introduce a formal appositive that follows an independent clause.</td>
<td>I had finally decided what to wear to school: my pink sweater and my plaid skirt.</td>
</tr>
<tr>
<td>Use a colon in numerals giving the time, salutations in business letters, and references to periodicals and the Bible.</td>
<td>2:23 A.M. Dear Sirs: Teen Vogue 12:99</td>
</tr>
</tbody>
</table>

Practice A  Using Colons in Sentences
Read each sentence. Then, insert a colon where needed.

Example: The famous Spanish artist Pablo Picasso once said "Give me a museum, and I'll fill it."
Answer: The famous Spanish artist Pablo Picasso once said: “Give me a museum, and I'll fill it.”

1. We are dismissed from school at 3 07 P.M., and practice starts at 3 30 P.M.
2. The preacher quoted Genesis 4 10 from the Bible.
3. The shoe store is open Monday through Saturday, 10 00 A.M. until 9 30 P.M.
4. I made up my mind that I would ask only one friend to sleep over Marcia.
5. The reason I chose her was obvious She likes to watch horror movies as much as I do.
6. At the farmers market, we visited the following stands fresh flowers, baked goods, and corn.
7. We are having the following for Sunday brunch muffins, fruit salad, and omelets.
8. Are you available to baby-sit from 3 30 P.M. until 8 30 P.M.?
9. Remember to include the following flour, sugar, butter, baking soda, and vanilla.
10. Carlos’s reason for not doing his homework was understandable He had the flu.

Practice B  Writing Sentences With Colons
Read each item. Then, write a complete sentence using a colon as instructed.

Example: to introduce an appositive that follows an independent clause
Answer: Paolo has determined the cause of the flat tire: a nail.

1. to indicate time ________________________________
2. to introduce a long quotation ________________________________
3. to cite a reference, such as a magazine ________________________________
4. to summarize the sentence before it ________________________________
5. in a salutation of a business letter ________________________________

Writing and Speaking Application
Write a business letter requesting an item similar to one that you have already purchased. Use at least four sentences that should include colons, but leave out the colons. Switch papers with a partner. Edit your partner’s letter, adding colons where needed. Take turns reading the edited letters aloud.
112 USING QUOTATION MARKS WITH QUOTATIONS

Quotation marks identify spoken or written words that you are including in your writing. A direct quotation represents a person’s exact speech or thoughts. An indirect quotation reports the general meaning of what a person said or thought. See the examples below.

| A direct quotation is enclosed in quotation marks. | “How did you do on your math test?” my father asked. |
| An indirect quotation does not require quotation marks. | I told him that I thought I had done well, but I hadn’t gotten my grade yet. |

Practice A Using Quotation Marks in Direct Quotations

Read each item. Then, insert quotation marks where needed.

Example: My mother asked, How much change do you have?
Answer: My mother asked, “How much change do you have?”

1. I have two dollars in change, I answered.
2. May I borrow it? she asked. I have to go to the laundromat.
3. Sure, I answered. Do you want me to go with you?
4. Thanks for offering, my mother answered, but I’d prefer you to start dinner.
5. My mother said, Brown the chicken and sauté the onion and peppers.
6. I’ll get right on it, Mom, I assured her.
7. I don’t know what I’d do without you, she answered.
9. I hate to bowl, answered Christie.

Practice B Identifying Direct Quotations and Indirect Quotations

Read each sentence. Then, if the sentence is a direct quotation, rewrite it with quotation marks. If it is an indirect quotation, write indirect quotation.

Example: My boss said that he could add five hours to my weekly work schedule.
Answer: indirect quotation

1. If you work five extra hours, you will earn a lot more money, said Clive.
2. I know, I’m really excited about it, I answered.
3. Clive said that he wished he could find a part-time job, as well.
4. I will ask my boss if he needs an extra worker, I told Clive.
5. That would be great, Clive said.

Writing and Speaking Application

Work with a partner. Write a six-line dialogue about your hobbies. Use quotation marks around your direct quotations. Then, read aloud your dialogue with your partner.
113 USING DIRECT QUOTATIONS WITH INTRODUCTORY, CONCLUDING, AND INTERRUPTING EXPRESSIONS

A writer will generally identify a speaker by using words such as *he* asked or *she* said with a quotation. These expressions, called conversational taglines or tags, can introduce, interrupt, or conclude a quotation.

| Use a comma after short introductory taglines that precede direct quotations. | My sister said, “I will wear Mom's pink sweater to school today.” |
| Use a colon after a very long or formal tagline. | The famous philosopher Emile Zola once said: "The artist is nothing without the gift, but the gift is nothing without work.” |
| Use a comma after the part of a quoted sentence followed by an interrupting tagline. Use another comma after the tagline. | “I will wear Mom's pink sweater,” said my sister, “to school today.” |
| Use a comma, question mark, or exclamation mark after a direct quotation followed by a concluding tagline. | “You will NOT wear my pink sweater!” exclaimed our mother. |

Practice A Using Punctuation Marks With Introductory, Interrupting, and Concluding Expressions in Direct Quotations

Read each item. Then, rewrite it, inserting quotation marks and commas where needed.

Example: The waitress asked What would you like for breakfast this morning?
Answer: The waitress asked, “What would you like for breakfast this morning?”

1. I would like eggs and toast I answered. 
2. I have to give a report tomorrow I said. 
3. If you would like replied my father you can rehearse for me. 
4. Joaquin said Baseball is my favorite sport. 
5. Can you tell asked Serena that I prefer tennis? 

Practice B Using Correct Punctuation in Direct Quotations With Introductory, Interrupting, and Concluding Expressions

For each item, write a direct quotation of your own as indicated. Use quotation marks and other punctuation marks as needed.

Example: Concluding expression
Answer: “That was the best shot in the game!” exclaimed the basketball coach.

1. Introductory expression 
2. Interrupting expression 
3. Formal introductory expression 
4. Concluding expression 
5. Introductory expression 

Writing and Speaking Application

Work with a partner. Write an eight-line dialogue on the topic of your choice. Use each of the four types of expressions at least once: introductory, formal introductory, interrupting, and concluding. Then, read aloud your dialogue with your partner.
114 QUOTATION MARKS WITH OTHER PUNCTUATION MARKS

The location of quotation marks in relation to other punctuation marks varies. See the examples below.

Place a comma or period inside the final quotation mark. “That is one awesome bike,” my brother said.

Place a semicolon or colon outside the final quotation mark. I just bought the “awesome bike”; I was pleased he liked it.

Place a question mark or an exclamation mark inside the final quotation mark. Do not add an additional end mark at the end of the quotation. My brother asked, “How could you possibly afford that bike?”

Practice A Using Quotation Marks With Other Punctuation in Sentences

Read each item. Then, insert quotation marks where needed.

Example: Maria asked, Can anyone volunteer at the food drive tomorrow?
Answer: Maria asked, “Can anyone volunteer at the food drive tomorrow?”

1. I would like to volunteer, I said.
2. Great! Maria replied. Meet us at the church at 7:00 P.M.
3. What do we have to do? I asked.
4. First, we will collect the food that people bring in, Maria explained.
5. Then, we will drive the bags of food to the food bank, she added.
6. It sounds like a worthwhile project! I said.
7. I think you will feel good for helping out, Maria said.
8. OK, I answered. I will see you at 7:00 then.
9. Thanks, José. We need all the help we can get! Maria said.
10. I said to Maria afterward, I feel good that I helped; I was happy I had done it.

Practice B Writing Sentences With Quotation Marks and Other Punctuation

For each item, write a sentence of your own, using quotation marks and the other punctuation mark indicated.

Example: quotation marks, exclamation point
Answer: “I can’t believe you broke my favorite vase!” exclaimed my mother.

1. quotation marks, colon
2. quotation marks, semicolon
3. quotation marks, commas
4. quotation marks, period
5. quotation marks, exclamation point
6. quotation marks, question mark

Writing and Speaking Application

Work with a partner. Write an eight-line dialogue on the topic of your choice. Use the following punctuation marks, as well as quotation marks: commas, exclamation point, question mark, period. Then, read your dialogue aloud with your partner.
115 USING SINGLE QUOTATION MARKS FOR QUOTATIONS WITHIN QUOTATIONS

Use single quotation marks (‘ ’) to set off a quotation within a quotation.

EXAMPLE: Elena said, “Clara, did you hear Mrs. Slater say, ‘there is no homework tonight,’ to Jeremy? I thought we had to complete page 42.”

Practice A Using Single Quotation Marks for Quotations Within Quotations

Read each item. Then, insert single quotation marks where needed.

Example: My sister asked, “Did Dad just say, you can take my car, or you can’t take my car?”
Answer: My sister asked, “Did Dad just say, ‘you can take my car,’ or ‘you can’t take my car’?”

1. Maria told her friend, “The directions say, Make the first right onto Sherman Terrace.”
2. Mrs. Bancroft asked the class, “Which Shakespearean character said, To be or not to be: that is the question?”
3. Then she asked, “Which Shakespearean character said, O Romeo, Romeo, wherefore art thou, Romeo?”
4. River said, “Simone, did you hear Dustin yell, That’s easy: Juliet said it?”
5. Carmen said, “I need to find out which U.S. president said, Ask not what your country can do for you—ask what you can do for your country.”
6. My mother told me, “Shania, the recipe says, Stir until blended. That isn’t blended.”

Practice B Writing Quotations Within Quotations

Read the direct quotations below. Rewrite each as a quotation within a quotation.

Example: “Education is a progressive discovery of our own ignorance.” —Will Durant
Answer: Mrs. Smith told the class, “A famous historian named Will Durant said, ‘Education is a progressive discovery of our own ignorance.’ What do you think he meant?”

1. “Obstacles are those frightful things you see when you take your eyes off your goal.” —Henry Ford
2. “If everything seems under control, you’re just not going fast enough.” —Mario Andretti
3. “There are no facts, only interpretations.” —Friedrich Nietzsche
4. “I find that the harder I work, the more luck I seem to have.” —Thomas Jefferson
5. “Never interrupt your enemy when he is making a mistake.” —Napoleon Bonaparte

Writing and Speaking Application

Write six quotations within quotations. Do not include single quotation marks. Exchange papers with a partner and add single quotations where they are needed in your partner’s sentences. Then, read aloud your quotations.
116  PUNCTUATING EXPLANATORY MATERIAL WITHIN QUOTES

Explanatory material within quotations should be placed in brackets. The brackets indicate the words between them are not part of the original quotation.

EXAMPLE:  The principal said, “The new auditorium [located in the Central Pavilion] has state-of-the-art audio equipment.”

Practice A  Using Brackets for Explanatory Material Within Quotations

Read each item. Then, insert brackets where you think they are necessary.

Example:  The vice principal said, “The construction of the auditorium cost a good deal more 60 percent more than we budgeted.”

Answer:  The vice principal said, “The construction of the auditorium cost a good deal more [60 percent more] than we budgeted.”

1. The actor was quoted as saying, “I appreciate it the honor, but I must refuse it.”

2. Mrs. Gonzalez explained, “Some critics questioned whether he the actor actually deserved the award.”

3. Jane asked, “Why did they the critics think he didn’t deserve the award?”

4. Mrs. Gonzalez answered, “Some critics believe that Sherman the actor is second-rate and therefore overrated.”

5. The local paper quoted the mayor as saying, “This issue the traffic bottleneck must be addressed by the entire town council. We have to come to a resolution.”

6. The journalist asked, “So, Mr. Mayor, what is in your opinion a viable solution?”

7. The mayor explained, “It is obvious to me, at least that a traffic light is needed at the intersection.”

8. The journalist then asked, “Mr. Mayor, who disagrees with you on this the traffic issue?”

9. The mayor replied, “Unfortunately, I am not at liberty to say who which one of the council members disagrees with me.”

10. The journalist said, “Mr. Mayor, the residents of this town Ridgemont voted for the council. Don’t we deserve to know?”

Practice B  Writing Quotations With Explanatory Material in Brackets

Read each item below. Then, write a direct quotation that includes the item in brackets.

Example: United States

Answer:  The president said, “Pollution is a global concern, not just one that affects our country [United States].”

1. until further notice

2. San Antonio

3. the incident

4. the celebration

5. untimely

Writing and Speaking Application

Write five quotations with explanatory material that should be bracketed, but do not include brackets. Exchange papers with a partner and add brackets where they are needed in your partner’s quotations. Then, read the quotations aloud.
117 USING QUOTATION MARKS FOR DIALOGUE

- When writing a dialogue, begin a new paragraph with each change of speaker.
- For quotations longer than a paragraph, put quotation marks at the beginning of each paragraph and at the end of the final paragraph.

Practice A  Using Quotation Marks in Dialogue

*Read the dialogue below. Then, place quotation marks where they are needed.*

**Example:** The reporter asked the coach, What are your main goals for the season?

**Answer:** The reporter asked the coach, “What are your main goals for the season?”

1. You know, we have a lot of young players on the team, so I look for this to be a rebuilding year, said the coach.
2. Another reporter asked, What are the team’s strengths?
3. The coach replied, Our offense is really strong; the passing skills of our players are exceptional. We should score a lot of goals this season.
4. The reporter then asked, What about the defense?
5. Thoughtfully, the coach replied, I would like to see our team be more aggressive on defense and go for more steals.
6. How strong is the team at the goalie position? asked another reporter.
7. We have two extremely strong goalies, said the coach. Wait until you see them in action.
8. The reporter then asked, Do you have any predictions about the season, Coach? Do you think we’ll see this team in the playoffs?
9. The coach replied, I think we’re going to exceed a lot of people’s expectations this year.
10. The reporter said, Thanks for your time, Coach.

Practice B  Writing Dialogue Using Quotation Marks

*On the lines provided, write a dialogue between a teacher and a student about a science project. Be sure to use quotation marks correctly and to begin a new paragraph for each new speaker.*

**Example:** Ms. Fradkin asked, Sydney, do you understand the assignment?

**Answer:** Ms. Fradkin asked, “Sydney, do you understand the assignment?”

Writing and Speaking Application

Work with a partner. Write six more lines for each of your dialogues in Practice B. Work together to use quotation marks and paragraph breaks correctly. Then, each of you should take a role and read the new dialogues aloud.
USING QUOTATION MARKS FOR TITLES

Quotation marks are used around titles of the following works: short stories, book chapters, short poems, essays, articles, written works that are part of a larger collection, television episodes, songs, and parts of long musical compositions. See below for an example.

A recent episode of a popular new animal show was called “Fighting off Fleas.”

Practice A Placing Quotation Marks in Titles

Read the sentences below. Then, place quotation marks where they are needed.

Example: Please read The Lockless Door by Robert Frost for homework.
Answer: Please read “The Lockless Door” by Robert Frost for homework.

1. Zach wrote a short story in creative writing class called The Runaway.
2. Justin wrote a poem for the same class called Winner or Quitter.
3. My favorite episode of the television show Robert Robertson is called All for Nothing.
4. I used an article titled The Successes of President Eisenhower for my research paper.
5. My teacher said that my essay Why War Solves Nothing was one of the best she has ever read.
6. My favorite song to play on the drums is Hotel California by the Eagles.
7. My mother’s favorite song of all time is Up on the Roof by James Taylor.
8. I think one of the greatest poems ever written is The Raven by Edgar Allan Poe.
9. My English teacher prefers poems such as A Sunset of the City by Gwendolyn Brooks.
10. The journalist finished his article The First 100 Days of an Army General.

Practice B Using Quotation Marks in Titles

On each line provided, write a sentence using the type of title indicated. Be sure to use quotation marks correctly in the sentence.

Example: short story title

1. essay title ________________________________
2. song title ________________________________
3. short poem title ____________________________
4. article title ______________________________
5. episode title ______________________________
6. part of a long musical composition title ______
7. chapter title ______________________________
8. song title ________________________________
9. essay title ________________________________
10. short story title __________________________

Writing and Speaking Application

Write five sentences that include the titles of your choice but do not include quotation marks. Exchange papers with a partner, and add quotation marks to the titles in each other’s sentences. Then, take turns reading the new sentences and discuss placement of quotation marks.
USING UNDERLINING AND ITALICS IN TITLES

Underlining and italics are used to make titles stand out in writing. Use underlining in handwritten work; use italics in printed material.

- Underline or italicize the following titles: titles of books, newspapers, plays, long poems, magazines, movies, television and radio series, long works of music, and works of art.
- Underline or italicize words, letters, or numbers used as names for themselves.
- Underline or italicize foreign words not yet accepted into English and the names of air, sea, and spacecraft.

Practice A Underlining (or Italicizing) Titles and Special Words

Read the sentences below. Then, underline the titles as needed.

Example: Please read chapters 1 through 5 of The Bluest Eye by Toni Morrison.
Answer: Please read chapters 1 through 5 of The Bluest Eye by Toni Morrison.

1. I am writing a novel called Not the Major Leagues as my final project.
2. We saw the famous painting Mona Lisa in person.
3. I watch Good Day, Dallas every morning while I get ready for school.
4. Did you know that the Titanic sank on its maiden voyage?
5. My mother's favorite album is Sgt. Pepper's Lonely Hearts Club Band by The Beatles.
6. We are just starting to read the epic poem the Odyssey.
7. I hope that it is more interesting than the Iliad.
8. When we went to Spain, we said muchas gracias all the time.
9. My brother's favorite novel is The Catcher in the Rye by J. D. Salinger.
10. My teacher took three points off my essay because I didn’t dot my i’s.

Practice B Underlining Titles and Special Words and Phrases in Sentences

On each line provided, write a sentence using the type of title indicated.

Example: book title
Answer: I finally finished the Hemingway novel For Whom the Bell Tolls.

1. newspaper title
2. magazine title
3. play title
4. long poem title
5. movie title
6. television series title
7. musical album title
8. painting title
9. foreign words or expression
10. air-, water-, or spacecraft title

Writing and Speaking Application

Write five sentences including titles of your choice that should be underlined, but do not underline them. Exchange papers with a partner, and underline the titles in each other's sentences. Then, take turns reading the sentences and discuss what you underlined.
120 USING QUOTATION MARKS TO INDICATE SARCASM AND IRONY

Quotation marks are used to set off words intended as sarcasm or irony. See the example below.

My incredibly “kind and thoughtful” sister left without me this morning, and “borrowed” my favorite sweater without asking!

Show that you can use and understand the function of quotation marks to indicate sarcasm or irony by completing the following exercises.

Practice A Using Quotation Marks to Indicate Sarcasm or Irony

Read the sentences below. Then, add quotation marks to indicate sarcasm or irony.

Example: When I spilled the milk all over the counter, my brother called me a natural born genius.
Answer: When I spilled the milk all over the counter, my brother called me a “natural born genius.”

1. Mr. Fixit, would you hand me the screwdriver?
2. Our joke of a team just made the finals.
3. Carmen always forgets her purse, so I usually wind up buying.
4. When I finally got the package open, my sister called me a real Einstein.
5. When the car broke down for the second time, my mother exclaimed that she was so happy the mechanic had fixed it.
6. James told me the reason he didn’t call me back was that he misplaced my number.
7. Our gourmet dinner consisted of dried-out chicken and burnt potatoes.
8. The screaming children in the store were a real breath of fresh air.
9. After I grunted at my mother, she told me I was still her little angel.
10. When I told my father I couldn’t fix the door, he said fixing it isn’t exactly rocket science.

Practice B Using Quotation Marks to Indicate Sarcasm or Irony

On each line provided, write a sentence using the expression given and quotation marks to indicate sarcasm or irony.

Example: best friend
Answer: I found out today that my “best friend” was talking behind my back!

1. treat
2. tasty
3. real winner
4. brilliant
5. Brother of the Year award
6. blast
7. real comedian
8. thrill ride
9. pleasant
10. forgot

Writing and Speaking Application

Write three sentences that express irony or sarcasm, but do not use quotation marks. Exchange papers with a partner, and insert quotation marks where you think they are needed. Then, take turns reading the sentences, and discuss whether the sentences indicate irony or sarcasm.
121 USING HYPHENS IN NUMBERS

Hyphens are used to join compound numbers and fractions. See the examples below.

| **Use hyphens for two-word numbers from twenty-one to ninety-nine.** | My uncle turned thirty-one years old yesterday. |
| **Use hyphens in fractions used as adjectives.** | I used one-half cup of milk. |
| **Use hyphens between a number and a word used as a modifier.** | We took a 20-minute bike ride. |
| **Use hyphens for repeated modifiers.** | The ninth- and tenth-grade students gathered in the gymnasium. |

**Practice A Using Hyphens in Compound Numbers and Fractions**

*Read the items below. Then, hyphenate them as needed.*

**Example:**
two thirds cup of water  
**Answer:** two-thirds cup of water

1. twenty one students  
2. thirty six inches  
3. fifty one miles  
4. Two and one half cups of flour  
5. Two thirds cup of cocoa powder
6. The eleventh and twelfth grade students
7. A 15 minute break
8. A two minute sprint
9. A one hour nap
10. Ninety nine years old

**Practice B Using Hyphens in Compound Numbers and Fractions**

*On each line provided, write a sentence using the number indicated. Be sure to hyphenate correctly.*

**Example:**
One hundred ten pounds and three quarter ounces  
**Answer:** The doctor told me that I weigh one hundred ten pounds and three-quarters of an ounce.

1. two thirds cup  
2. twenty nine  
3. forty six  
4. fifty two  
5. one half cup  
6. two thirds of the cake  
7. twenty seven and five eighths inches  
8. twenty five  
9. sixty six  
10. one half tablespoon

**Writing and Speaking Application**

Write five sentences with compound numbers and fractions. Do not hyphenate them. Exchange papers with a partner and hyphenate the compound numbers and fractions in each other’s sentences. Then, take turns reading the new sentences and discuss what you hyphenated.
USING HYPHENS WITH PREFIXES AND SUFFIXES

Hyphens are used to help readers see the parts of a long word. Use a hyphen after a prefix that is followed by a proper noun or a proper adjective. Use a hyphen in words with the prefixes all-, ex-, and self- and words with the suffix -elect.

EXAMPLES: pro-Americanism
          post-Shakespeare
          self-assured
          governor-elect

Practice A Using Hyphens in Words
Read the items below. Then, hyphenate them as needed.

Example: pro West
Answer: pro-West

1. all star
2. post game
3. mid September
4. self educated
5. all year
6. post midnight
7. mayor elect
8. mid October
9. pro Southern
10. self centered

Practice B Using Hyphens
Read each item below. Then, write a sentence using the item and a hyphen.

Example: ex wife
Answer: The man ran into his ex-wife in the supermarket.

1. self explanatory
2. all encompassing
3. mid December
4. self important
5. ex boyfriend
6. post Olympic
7. all time
8. senator elect
9. post concert
10. pre revolution

Writing and Speaking Application
Work with a partner. Use a dictionary to find four examples of hyphenated words with suffixes or prefixes. Use each word you found in a sentence. Then, take turns reading the new sentences aloud.
123 USING HYPHENS WITH COMPOUND WORDS

Use a hyphen to connect two or more words that are used as one compound word, unless your dictionary gives a different spelling. Use a hyphen to connect a compound modifier that appears before a noun. The exceptions to this rule include adverbs ending in -ly and compound proper adjectives or compound proper nouns that are acting as adjectives. When compound modifiers follow a noun, they generally do not require the use of a hyphen. See the examples below.

<table>
<thead>
<tr>
<th>Use hyphens:</th>
<th>two-year-old toddler</th>
<th>well-made wallet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do not use hyphens:</td>
<td>widely available information</td>
<td>The wallet was well made.</td>
</tr>
</tbody>
</table>

**Practice A Using Hyphens in Compound Words**

*Read the items below. Then, hyphenate the words as needed.*

**Example:** shell like  
**Answer:** shell-like

1. fifty year old man  
2. off season  
3. jack of all trades  
4. over the counter  
5. forget me not

**Practice B Using Hyphens With Compound Words**

*Read each item below. Then, write a sentence using the item and hyphens as needed.*

**Example:** father in law  
**Answer:** The new bride was introduced to her father-in-law.

1. fifteen year old  
2. in season  
3. well dressed  
4. technically advanced  
5. T shirt  
6. two word  
7. chocolate covered  
8. editor in chief  
9. go between  
10. long needed

**Writing and Speaking Application**

Work with a partner. Use a dictionary to find four examples of hyphenated compound words. Use each word you found in a sentence. Then, take turns reading the sentences aloud.
USING HYPHENS FOR CLARITY

Some words or group of words can be misread if a hyphen is not used. Use a hyphen within a word when a combination of letters might otherwise be confusing. Prefixes, such as semi-, anti-, de-, and re-, are usually hyphenated when the root word begins with the same vowel. Use a hyphen between words to keep readers from combining them incorrectly.

EXAMPLES: When I had a swollen ankle, the doctor prescribed an anti-inflammatory.

If we leave the park, we will need a re-entry permit.

Practice A Using Hyphens for Clarity

Read the items below. Then, hyphenate the words as needed.

Example: reenter
Answer: re-enter

1. semiillustrative
2. reenergize
3. reenlist
4. semiinformal
5. reestablish
6. belllike
7. coop
8. deemphasize
9. semiindependent
10. antiimperialistic

Practice B Using Hyphens for Clarity in Sentences

Read each sentence below. Then, rewrite the sentence, correcting any error in hyphenation. If the punctuation is correct, write Correct.

Example: After not being in touch for years, my mother and her old roommate reestablished contact.

Answer: After not being in touch for years, my mother and her old roommate re-established contact.

1. I found the lecture to be semiininformative; I still had a few questions afterward.

2. My father accidentally dropped the air conditioning-unit as he was taking it out of the window.

3. The semiinclusive club at my school does not allow freshmen and sophomores to join.

4. A group of demonstrators was antiimperialistic and wanted independence.

5. The teacher de-emphasized computations and focused on problem-solving strategies with her math class.

6. After we studied for four hours, we decided to retreat ourselves to a second dessert.

Writing and Speaking Application

Work with a partner. Use a dictionary to find four examples of hyphenated words. Use each word you found in a sentence but omit the hyphen. Then, exchange papers with your partner and add hyphens as needed for clarity. Take turns reading aloud the sentences and discuss the use of hyphens in them.
125 USING HYPHENS AT THE ENDS OF LINES

Hyphens help you keep the lines in your paragraphs more even, making your work easier to read. If a word must be divided, always divide it between syllables. Always place the hyphen at the end of the first line, not at the beginning of the second line.

EXAMPLE: The students will vote for the chair of the sophomore fundraiser at two o’clock tomorrow.

Practice A Using Hyphens Correctly to Divide Words

Read the words below. Then, rewrite them as if they had to be hyphenated. Place the hyphen in the correct place.

Example: perform
Answer: per-form

1. ardor 6. napping
2. handbook 7. doctor
3. overheard 8. father
4. stepson 9. bookmark
5. ticket 10. textbook

Practice B Using Hyphens Correctly at the End of Lines

Read the sentences below. Then, rewrite the incorrectly divided words, showing how they should be divided.

Example: The two new students walked around the school looking for the cafeteria.
Answer: look-ing

1. I forgot to bring my wallet to school, so I could not buy anything for lunch.
2. The hockey players skated onto the ice and warmed up before the game.
3. Everyone at the team meeting was talking at once, so the coach told us to be quiet.
4. The audience applauded the cast’s performance.
5. The microscopes are kept in a locked cabinet in the science laboratory.
6. This basketball has ten players’ autographs on it.

Writing and Speaking Application

Write four sentences in which the last word breaks to the next line. Do not use hyphens. Switch papers with a partner. If a word at the end of a line has been incorrectly divided, then correctly divide the word or write it as one word. Then, take turns reading your sentences aloud, and discuss the use of hyphens.
126 USING HYPHENS CORRECTLY TO DIVIDE WORDS

When using hyphens to divide words, keep the following rules in mind.

<table>
<thead>
<tr>
<th>Rule</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do not divide one-syllable words.</td>
<td>incorrect: fud-ge</td>
</tr>
<tr>
<td>Do not divide a word so that a single letter or the letters ed stand alone.</td>
<td>incorrect: plent-y</td>
</tr>
<tr>
<td>Avoid dividing proper nouns and proper adjectives.</td>
<td>incorrect: Brit-ish</td>
</tr>
<tr>
<td>Divide a hyphenated word only after the hyphen.</td>
<td>We are going to visit my sister and my brother-in-law in San Antonio.</td>
</tr>
</tbody>
</table>

Practice A Using Hyphens Correctly to Divide Words

Read each word below. If the word is hyphenated correctly, write Correct. If the word is hyphenated incorrectly, write the word the way it should appear.

Example: thro-ugh
Answer: through

1. press-ed
2. night-time
3. jud-ge
4. to-day
5. lod-ge
6. cre-ate
7. tri-ang-le
8. qui-et
9. Sam-an-tha
10. stead-y

Practice B Using Hyphens Correctly to Divide Words

Read each pair of divided words. Identify the word that is not correctly divided. Then, rewrite the word, putting the hyphen(s) in the correct place, or writing it as one word if it cannot be divided.

Example: warm-ed warm-ing
Answer: warmed

1. cloth-es cloth-ing
2. fan-ned fan-tas-tic
3. fla-vor fla-nk
4. bor-ing bor-ed
5. bl-ack black-ened
6. crim-son cri-me
7. health-ful health-y
8. fam-ous famil-y
9. be-lieve be-en
10. seem-ed seam-less

Writing and Speaking Application

Write four pairs of words. For each pair, include one word that is hyphenated correctly and one that is hyphenated incorrectly. Switch papers with a partner. Take turns identifying the incorrectly hyphenated words and reading them aloud.
Using Apostrophes to Form Possessive Nouns

Apostrophes are used with nouns to show ownership or possession. See the rules for possessive nouns and the examples below.

Add an apostrophe and -s to form the possessive case of most singular nouns.
- the student’s backpack
- the dog’s leash

Add an apostrophe to show the possessive case of plural nouns ending in -s or -es.
- five cats’ paws
- the wives’ recipes

Add an apostrophe and -s to show the possessive case of plural nouns that do not end in -s or -es.
- the children’s toys
- two deer’s tracks

Add an apostrophe and -s or just an apostrophe to show the possessive case of plural nouns that do not end in -s or -es.
- my sister-in-law’s car
- the ten-year-olds’ swimming class

Use an apostrophe and -s or just an apostrophe to form possessives involving time, amount, or the word sake.
- a week’s vacation
- two cents’ worth
- for John’s sake

Practice A Using Apostrophes to Form Possessive Nouns

Read the items below. Then, write the possessive form of each noun in parentheses.

Example: the (pitcher) glove
Answer: the pitcher’s glove

1. my (family) celebration
2. the (girls) uniforms
3. the (foxes) den
4. the (actor) scream
5. the (astronauts) spacecraft
6. the (Millers) homes
7. the (neighbor) dog
8. (Michael) life
9. the (gentlemen) hats
10. the (babies) playpen

Practice B Using Apostrophes Correctly in Sentences

Read each sentence. Then, rewrite each underlined possessive noun, correcting any mistakes.

Example: All of the inventors works were small.
Answer: inventor’s

1. All of my cousins birthdays fall in the month of July.
2. The O’Connors house had just been repainted last summer.
4. Kellys shirt was stained purple from the grape juice.
5. The sailors hammocks were hung from heavy hooks.
6. We had fun picking strawberries in the Atlases backyard.
7. The bears antics in the habitat amused the crowd watching them.
8. Hungarys last monarch was Karl IV.

Writing and Speaking Application

Write four sentences using possessive nouns. Do not include apostrophes. Exchange papers with a partner and add apostrophes as needed. Then, take turns reading the sentences and discuss the placement of apostrophes.
Apostrophes are used with pronouns to show ownership or possession. See the rules for possessive pronouns and the examples below.

| Use an apostrophe and -s with indefinite pronouns to show possession. | somebody’s homework |
| Do not use an apostrophe with possessive personal pronouns; their form already shows ownership. | each other’s houses |
| Be careful not to confuse the contractions who’s, it’s, and they’re with possessive pronouns. | her mobile phone |
| | his textbook |
| | their decision |
| | Whose money is this? |
| | Who’s missing a wallet? |

**Practice A Using Apostrophes to Form Possessive Pronouns**

Read the items below. Then, write the possessive form of each pronoun. If the item is correct, write Correct.

Example: whose lunch
Answer: Correct

1. someones locker    6. ones feelings
2. somebodys hockey stick
3. his best effort
4. anybodys idea
5. whose coat

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

**Practice B Using Apostrophes Correctly With Indefinite Pronouns**

Read each indefinite pronoun below. Then, write a sentence of your own using the possessive form of the indefinite pronoun.

Example: someone
Answer: Someone’s lunch is on the table.

1. anybody    
2. someone    
3. somebody    
4. each other    
5. anyone    
6. everybody    
7. everyone    
8. neither    
9. no one    
10. one    

**Writing and Speaking Application**

Write four sentences using possessive pronouns. Do not include apostrophes. Exchange papers with a partner and add apostrophes as needed. Then, take turns reading the sentences and discuss the placement of apostrophes.
129 USING APOSTROPHES TO FORM CONTRACTIONS

Contractions are used in informal speech and writing. Use an apostrophe in a contraction to show the position of the missing letter or letters.

EXAMPLE: We won’t go to the amusement park this weekend. (contraction won’t = will not)

Practice A Using Apostrophes to Form Contractions

Read each item below. Then, write a contraction for the words. Be sure to include an apostrophe in the correct location.

Example: should not
Answer: shouldn’t

1. she will
6. they are
2. I would
7. are not
3. we would
8. will not
4. you are
9. he will
5. Maria is
10. I am

Practice B Using Apostrophes Correctly in Contractions

Read each item below. Then, write a sentence of your own, using a contraction in place of the words. Be sure to include an apostrophe in the correct location.

Example: I am
Answer: I’m willing to baby-sit for the Martin quadruplets tomorrow.

1. are not
2. should have
3. they are
4. we are
5. he would
6. Daniela is
7. cannot
8. should not
9. will not
10. would have

Writing and Speaking Application

Write five sentences using contractions. Do not include apostrophes. Exchange papers with a partner and add apostrophes as needed. Then, take turns reading the sentences and discuss the placement of apostrophes.
USING APOSTROPHES TO CREATE SPECIAL PLURALS

Apostrophes can help avoid confusion with special plurals. Use an apostrophe and -s to create the plural form of a letter, numeral, symbol, or word that is used as a name for itself.

EXAMPLE: To make the honor roll, a student must have at least four A’s on a report card.

Practice A Using Apostrophes to Create Special Plurals

Read the items below. Then, use an apostrophe to create a special plural for each item.

Example: Cs and Ds
Answer: C’s and D’s

1. Xs and Os  
2. +s and −s  
3. ?s  
4. !s  
5. nos  
6. yeas or nays  
7. 30s and 40s  
8. ABCs  
9. Ps and Qs  
10. 10s and 20s

Practice B Using Apostrophes to Create Special Plurals in Sentences

Read the items below. Use each item in a sentence, using apostrophes to avoid confusion.

Example: ifs, ands, or buts
Answer: My mother said I had to be home by 10:00, no if’s, and’s, or but’s.

1. Ds  
2. Is and yous  
3. ?s  
4. !s  
5. ABCs and 123s  
6. As and Bs  
7. 5s  
8. As and Ans  
9. 50s and 100s  
10. ps and qs

Writing and Speaking Application

Write four sentences that contain letters, numbers, words, and symbols. Do not include apostrophes. Exchange papers with a partner and add the apostrophes as needed to avoid confusion. Then, take turns reading the sentences and discuss the placement of apostrophes.
131 PARENTHESES

Parentheses help you group material within a sentence. Use parentheses to set off information when the material is not essential or when it consists of one or more sentences.

- If the material in parentheses is a complete sentence, use an initial capital letter, and place the end mark inside the parentheses.
- If the information in the parentheses is a phrase, do not use an initial capital letter or end mark inside the parentheses.

EXAMPLES: We went (over the weekend) to Austin, Texas, for a family reunion.

Southern Florida is known for its beaches and tropical climate. (See the attached photos.)

Practice A Revising to Add Parentheses to Sentences

Read each sentence. Then, rewrite it, adding the items indicated in parentheses where appropriate in the sentence.

Example: Flannery O'Connor was a Southern Gothic writer. (1925–1964)
Answer: Flannery O’Connor (1925–1964) was a Southern Gothic writer.

1. The walking catfish originally comes from Thailand. (scientific name Clarias batrachus)

2. Human language is only one of the various forms of communication in the animal world. (the most developed)

3. John Adams was the second president of the United States. (1735–1826)

4. Benjamin Franklin sailed to Europe during the American Revolution. (in 1776)

5. Marcus finally became comfortable in his new job. (Getting comfortable took about nine months.)

Practice B Writing Sentences With Parenthetical Information

Read the items below. Use each item in parentheses in a sentence of your own.

Example: (1948–2008)
Answer: The school (1948–2008) was torn down a few years ago due to structural problems.

1. (math and science)

2. (school year 2011–2012)

3. (in Dallas, Texas)

4. (the yearbook committee)

5. (I had given her the wrong directions.)

Writing and Speaking Application

Write four sentences that contain parenthetical material, such as dates or any other nonessential information. Do not include the parentheses. Exchange papers with a partner and add the parentheses as needed. Then, take turns reading the sentences aloud and discuss the placement of parentheses.
132 BRACKETS

Brackets are used to enclose a word or phrase added by a writer to the words of another writer. Use brackets to enclose words you insert in quotations when quoting someone else. Note that the Latin expression *sic* (meaning “thus”) is sometimes enclosed in brackets to show that the author of the quoted material has misspelled or mispronounced a word or phrase. See the examples below.

EXAMPLE: “There they found a big tree which lay on the ground, and close by the trunk something [sic] was jumping in the grass, but they could [not] make out what it was.”

Practice A Using Brackets in Quotations
Read each quotation. Then, rewrite it, adding the bracketed item where you think it is appropriate.

Example: “The written part of the driver’s training exam was no problim for Cal.” [sic]
Answer: “The written part of the driver’s training exam was no problim [sic] for Cal.”

1. “He had studied the manual thoroughly and knew the laws and rules.” [of safety]

2. “But the behind-the-wheel part of the exam was something.” [else]

3. “First, Cal strapped the seat belt on. He adjusted the mirrors and released the brake.” [parking]

4. “Cal wondered what the evaluator was thinking.” [driving]

Practice B Revising to Add Brackets to Quotations
Read each quotation. Then, rewrite it, adding *sic* in brackets as needed.

Example: “Normally, spiders spin their webs betwen 6:00 and 7:00 P.M.”
Answer: “Normally, spiders spin their webs betwen [sic] 6:00 and 7:00 P.M.”

1. “During calm, clear weather, they don’t bother to make larb webs or to take them in.”

2. “But when there is high humidity and a drop in air presure, spiders work overtime.”

3. “Somehow they seem to know that insects will be easier to catch when the humidity is high.”

4. “Moisture sokes the insects’ wings, making it difficult for them to fly.”

Writing and Speaking Application
Write four sentences that contain material that should be bracketed. Do not include the brackets. Exchange papers with a partner, and add the brackets where you think they belong. Then, take turns reading the sentences aloud, and discuss the placement of the brackets.
133 USING THE ELLIPSIS

An ellipsis (….) shows where words have been omitted from a quoted passage. It can also mark a pause or interruption in dialogue. See the examples below.

<table>
<thead>
<tr>
<th>Use an ellipsis to show omitted words in a quotation.</th>
<th>I told my mother, “I flicked on the light . . . and saw Chelsea staring out the window.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use an ellipsis to mark a pause in a dialogue or speech.</td>
<td>The teacher said, “Five . . . four . . . three . . . two . . . one . . . the exam is now over.”</td>
</tr>
</tbody>
</table>

Practice A Using Ellipses to Show Omissions in Quotations

Read each quotation. Then, rewrite it, using an ellipsis to show the omission of the words in parentheses.

Example: “I watched the giraffe that was eating leaves off a tree.” (that was)
Answer: “I watched the giraffe . . . eating leaves off a tree.”

1. “Dr. Henderson had sold her practice and joined Clifton Laboratory.” (had sold her practice and)

2. “Someone should open the meeting room and turn on the lights.” (and turn on the lights)

3. “Uncle Roberto had dozens of stories to tell about his life as a career sailor in the navy.” (as a career sailor)

4. “The three gentlemen at the auction were representatives of their government.” (at the auction)

5. “Mrs. Silko cooked enough dinner for her family, and then some.” (, and then some)

Practice B Using Ellipses to Show a Pause in Dialogue

Read each line of dialogue. Then, underline the words between which an ellipsis is logical.

Example: “I really don’t know when or if I will forgive you.”
Answer: “I really don’t know when or if I will forgive you.”

1. “After practice I was so thirsty, I drank five glasses of water.”

2. “Mom, Clara fell off her bike but she isn’t hurt.”

3. “I can’t believe you lost all of your money!”

4. “You are the unluckiest person I know.”

5. “How could you betray me that way?”

6. “I am so sorry; I didn’t mean to hurt your feelings.”

7. “I wish I wish upon a star.”

8. “Mom you aren’t going to like this.”

9. “Tell me what happened?”

10. “On the count of three: one two three.”

Writing and Speaking Application

Write four sentences containing material that can be omitted. Do not include the ellipses. Exchange papers with a partner and replace the words you think can be omitted with ellipses. Then, take turns reading the new sentences aloud and discuss the placement of the ellipses.
134 DASHES

A dash signals a stronger, more sudden interruption in thought or speech than commas or parentheses. A dash may also take the place of certain words before an explanation.

<table>
<thead>
<tr>
<th>Use a dash to indicate an abrupt change of thought, a dramatic interrupting idea, or a summary statement.</th>
<th>I can’t believe she said that about me—by the way, who told you she said that?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use a dash to set off a nonessential appositive or modifier when it is long, already punctuated, or especially dramatic.</td>
<td>The shoe salesman—tired of helping the impossible customer—walked out of the store.</td>
</tr>
<tr>
<td>Use a dash to set off a parenthetical expression when it is long, already punctuated, or especially dramatic.</td>
<td>We visited the birthplace of our great, great grandmother—what an experience!—on the tiny island in the Atlantic.</td>
</tr>
</tbody>
</table>

Show that you can use and understand the function of dashes to emphasize parenthetical information by completing the following exercises.

**Practice A  Using Dashes to Emphasize Parenthetical Expressions**

*Read each sentence. Then, add dashes to emphasize the parenthetical expression.*

**Example:** After a ten-hour drive what a long trip! we finally arrived at my grandmother’s house.

**Answer:** After a ten-hour drive—what a long trip!—we finally arrived at my grandmother’s house.

1. The traffic I have never seen so much traffic turned a six-hour trip into a ten-hour one.
2. Did you stop you must have stopped along the way to eat dinner?
3. I am happy to report even though you predicted it that I did make the team.
4. I am very proud of you I am always proud of you for working so hard for that.
5. Yes, I did work hard all those pitching lessons! and it paid off.
6. It sounds as if your team not to mention your coach is very lucky to have you.

**Practice B  Using Dashes for Emphasis in Sentences**

*Read each expression below. Then, write a sentence of your own, using the parenthetical expression provided and dashes for emphasis.*

**Example:** what a disaster!

**Answer:** The entire basement flooded—what a disaster!—because of the torrential rains.

1. my big moment!  
2. I was so disappointed!  
3. our mother was furious!  
4. how could you?  
5. can you imagine?  
6. it was a big mistake  
7. and I blew it!  
8. who cares about him anyway?  
9. a once-in-a-lifetime opportunity  

**Writing and Speaking Application**

Write four sentences containing material that could be set off by dashes. Do not include the dashes. Exchange papers with a partner and add dashes where you think appropriate. Then, take turns reading the new sentences aloud and discuss the placement of the dashes.
135 SLASHES

A slash is used to separate numbers in dates and fractions, lines of quoted poetry, or options. Slashes are also used to separate parts of a Web address.

<table>
<thead>
<tr>
<th>Date</th>
<th>9/1/96</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fraction</td>
<td>2/3 cup of milk</td>
</tr>
<tr>
<td>Line of quoted poetry</td>
<td>I used these lines from a Walt Whitman poem: “I hear America singing, the varied carols I hear, / Those of mechanics—each one singing his, as it should be, blithe and strong.”</td>
</tr>
<tr>
<td>Options</td>
<td>We could choose from broccoli/corn/peas.</td>
</tr>
<tr>
<td>Web address</td>
<td><a href="http://www.whitehouse.gov/">http://www.whitehouse.gov/</a> (the White House)</td>
</tr>
</tbody>
</table>

Practice A Using Slashes With Numbers

Read each item. Then, rewrite it, using slashes correctly.

Example: July 4, 1997
Answer: 7/4/97


Practice B Using Slashes Correctly in Sentences

Read each sentence below. Then, rewrite it, using slashes where needed.

Example: Our first day of school was 8 17 12.
Answer: Our first day of school was 8/17/12.

1. The Web address for the Smithsonian Institution is http:www.si.edu.
2. The potato toppings are shredded cheese salsa sour cream broccoli.
3. Choose two of the following: pears peaches mango blueberries bananas strawberries.
4. Our school’s Web address is http:www.claremonthighschool.tx.edu
5. The sophomore fundraiser is on 10 4 12.
6. My birthday is 8 7 96.

Writing and Speaking Application

Work with a partner. Write four sentences that contain dates, fractions, and options. Do not include slashes. Exchange papers and add the slashes as needed. Then, take turns reading the sentences aloud, and discuss the placement of the slashes.
Part 2: Vocabulary and Spelling

Introduction

Part 2 of the All-in-One Workbook will help you develop vocabulary skills by giving you practice with elements of vocabulary and with applying spelling rules.

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Vocabulary Practice 1: Prefixes

Prefixes: *ig*, *il*, *im*, *in*, *ir*

A *prefix* is a word part added to the beginning of a base word that changes the word's meaning. Knowing a prefix's meaning can help you determine the meaning of a new word.

The prefix *in-* means “not.” Adding *in-* to the word *appropriate*, meaning “suitable” or “proper,” makes *inappropriate*, which means “not appropriate.” The prefixes *ig*, *il*, *im*, and *ir-* also mean “not.”

A. Add the word that belongs with each prefix to make the new word that matches the definition. Use a dictionary to check your work.

<table>
<thead>
<tr>
<th>mutable</th>
<th>audible</th>
<th>coherent</th>
<th>relevant</th>
<th>partial</th>
</tr>
</thead>
<tbody>
<tr>
<td>eligible</td>
<td>literate</td>
<td>noble</td>
<td>reverent</td>
<td>reparable</td>
</tr>
</tbody>
</table>

1. *in* __________________________ means “not able to be heard”
2. *in* __________________________ means “not logically connected or understandable”
3. *ig* __________________________ means “not of high moral character”
4. *im* __________________________ means “not favoring one person or side”
5. *ir* __________________________ means “not able to be fixed”
6. *in* __________________________ means “not qualified or worthy”
7. *il* __________________________ means “not able to read and write”
8. *im* __________________________ means “not changeable”
9. *ir* __________________________ means “not respectful”
10. *ir* __________________________ means “not related to the matter at hand”

B. Write the word from Exercise A that best completes each sentence.

1. Some scientists believe that humans have caused __________________________ damage to our planet.
2. When the microphone broke, the singer’s voice became __________________________.
3. A funeral is no place for __________________________, or otherwise disrespectful behavior.
4. The crowd was baffled by the mayor’s rambling, __________________________ speech.
5. The talent show judge found it difficult to be fair and __________________________ when her favorite nephew took the stage and began his tuba performance.
6. The soldier stood accused of fleeing the battlefield and other __________________________ acts.
7. The judge’s code of ethics was __________________________. She could never be swayed from it.
8. The __________________________ man could not read a bedtime story to his daughter.
9. Dancing skills are __________________________ to the requirements of an accountant’s job.
10. Sandy is __________________________ for the soccer team because of her failing grades.
Vocabulary Practice 2: Prefixes

Prefixes: mal-, male-, mis-

A prefix is a word part added to the beginning of a base word that changes the word’s meaning. Knowing a prefix’s meaning can help you determine the meaning of a new word.

The prefix mis- means “badly” or “wrongly.” Adding mis- to the word inform, meaning “to give knowledge of something,” makes misinform, which means “inform wrongly.” The prefixes mal- and male- mean “bad,” “wrong,” or “poor.”

A. Underline the words in these sentences with the prefixes meaning “badly,” “wrongly,” “bad,” “wrong,” or “poor.”

1. The medical malpractice case destroyed the physician’s reputation.
2. Even after winning the lawsuit, the malcontent still claimed he was cheated.
3. Under our town’s new curfew law, anyone outside after midnight will be charged with a misdemeanor.
4. Scientists made a miscalculation and the rocket flew into the ocean.
5. The maladroit chef dropped the birthday cake onto the celebrant’s lap.
6. “The Best in the West” was definitely a misnomer for the dirty, run-down motel.
7. The foreign exchange student misinterpreted the teacher and missed graduation.
8. A faulty compass caused the Boy Scouts a misadventure in the park.
9. Large clouds of black smoke indicated that our car engine was malfunctioning.
10. Melvin’s model airplane looked more like a misshapen lump of plastic.

B. For each underlined word, write the prefix and base word beside the definition.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Base Word</th>
<th>Definition of the Underlined Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>a wrongly applied name</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>deprived</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>understood incorrectly</td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td>performing work improperly</td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td>bad behavior</td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td>unprofessional or improper treatment</td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td>bad fortune, disaster</td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td>an incorrect judgment or account</td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td>awkward, clumsy</td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td>not satisfied, unhappy</td>
</tr>
</tbody>
</table>

C. Write five more words with the prefixes mal-, male-, and mis-. Check your words in a dictionary.
Vocabulary Practice 3: Prefixes

Prefixes: sym-, syn-, sys-

A prefix is a word part added to the beginning of a base word that changes the word's meaning. Knowing a prefix's meaning can help you determine the meaning of a new word.

The prefix sym- means "with." In sympathy, the Greek root -pathy comes from the root pathos, meaning "emotion." Sympathy means "with shared feeling." The prefixes syn- and sys- also mean "with," "at the same time," or "together."

A. Add the prefix and root to make a new word.

<table>
<thead>
<tr>
<th>Prefix and Base Word</th>
<th>New Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. syn and chronize (time together)</td>
<td>syn-chronize</td>
</tr>
<tr>
<td>2. sys and temic (a set of things together)</td>
<td>sys-temic</td>
</tr>
<tr>
<td>3. syn and drome (run together)</td>
<td>syn-drome</td>
</tr>
<tr>
<td>4. sym and biotic (living together)</td>
<td>sym-biotic</td>
</tr>
<tr>
<td>5. sym and physis (growing together)</td>
<td>sym-physis</td>
</tr>
<tr>
<td>6. sys and tematic (set together)</td>
<td>sys-tematic</td>
</tr>
<tr>
<td>7. sym and posium (meeting together)</td>
<td>sym-poisium</td>
</tr>
<tr>
<td>8. sym and metry (measure together)</td>
<td>sym-metry</td>
</tr>
<tr>
<td>9. syn and ergy (work together)</td>
<td>syn-ergy</td>
</tr>
<tr>
<td>10. syn and thesis (place, do together)</td>
<td>syn-thesis</td>
</tr>
</tbody>
</table>

B. Use the words you formed in Exercise A to complete the sentences.

1. Nitrogen-fixing bacteria and legumes live in a _____________________________ relationship.
2. The _____________________________ of the recycling committee helped them collect the bottles and cans.
3. Looking for clues, the police conducted a _____________________________ search of the building.
4. The chemist toiled all night, but could not achieve a _____________________________ of the compounds.
5. Professor Jenkins joined the other scientists for the biology _____________________________ .
6. After setting the meeting time, the two agents _____________________________ their watches.
7. Calvin’s _____________________________ reaction to the bee sting turned his entire body red and itchy.
8. A _____________________________ of the bones in an infant’s head forms the solid skull.
9. The doctor diagnosed the problem based on the _____________________________ his patient described.
10. Everyone admired the _____________________________ of the design in the ancient cathedral windows.

C. On other paper, write as many more words as you can with the prefixes syn-, sys-, or sym-. Use a dictionary to check your words.
Vocabulary Practice 4 : Prefixes

Prefixes: anti-, counter-, contra-, contro-

A prefix is a word part added to the beginning of a base word that changes the word’s meaning. Knowing a prefix’s meaning can help you determine the meaning of a new word.

The prefix counter- means “against.” Adding counter to the base word clockwise, meaning “in the direction of the clock,” makes counterclockwise, which means “in the opposite direction of the clock.” The prefixes anti-, contra-, and contro- also mean “against,” “the opposite of,” or “opposed to.”

A. Add a word or word part to the prefix to make a new word that matches the definition.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Base Word</th>
<th>New Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>anti-</td>
<td>climax</td>
<td>anticlimax</td>
<td>a sudden drop after rising expectations</td>
</tr>
<tr>
<td>contra-</td>
<td>__________</td>
<td>__________</td>
<td>to go against, oppose</td>
</tr>
<tr>
<td>counter-</td>
<td>__________</td>
<td>__________</td>
<td>causing results opposite those intended</td>
</tr>
<tr>
<td>contra-</td>
<td>__________</td>
<td>__________</td>
<td>that which makes treatment inadvisable</td>
</tr>
<tr>
<td>counter-</td>
<td>__________</td>
<td>__________</td>
<td>to give a second, confirming signature</td>
</tr>
<tr>
<td>anti-</td>
<td>__________</td>
<td>__________</td>
<td>the completely opposite idea</td>
</tr>
<tr>
<td>counter-</td>
<td>__________</td>
<td>__________</td>
<td>answered to another charge</td>
</tr>
<tr>
<td>contro-</td>
<td>__________</td>
<td>__________</td>
<td>a quarrel, dispute</td>
</tr>
<tr>
<td>counter-</td>
<td>__________</td>
<td>__________</td>
<td>opposite actions</td>
</tr>
<tr>
<td>counter-</td>
<td>__________</td>
<td>__________</td>
<td>actions against espionage</td>
</tr>
</tbody>
</table>

B. Use the ten words you created in Exercise A to complete the sentences.

1. Eating a gallon of ice cream after exercising could be considered ________________________.
2. In World War II, _____________________________ protected disclosure of military secrets.
3. The town of Skyville was caught up in a ___________________ over the new factory’s pollution.
4. The short story ended with an _____________________________ that stunned the students.
5. To protest intrusion upon its fishing grounds, villagers initiated drastic ______________________.
6. Lawyers prepared the documents for the home buyers to _____________________________ their agreement.
7. Kyle and Mark never agree—one brother’s opinion is the _____________________________ of the other’s.
8. The child’s medication was a ________________________ and caused a life-threatening situation.
9. The tour guide’s statement was a ________________________ of the most recent historical study.
10. The accused angrily ________________________ the accuser, creating outcries in the courtroom.
Suffixes: -able, -ble, -ible

A suffix is a word part added to a base word that can add to or change the meaning of the word. Most words from Latin and Greek origins are composed of two or more parts whose meanings and spellings have changed over time.

The word fallible, which means "able to be mistaken," is from the Latin word fallere, meaning "to deceive," and the suffix -ible, meaning "capable or able." The suffixes -able and -ble also mean "capable or able."

A. Combine the word and suffix and write the new word. Then write the definition of the new word.

<table>
<thead>
<tr>
<th>Meaning/Word</th>
<th>New Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. (fail) fall and ible</td>
<td>______________________</td>
<td>____________________________</td>
</tr>
<tr>
<td>2. (touch) palp and able</td>
<td>______________________</td>
<td>____________________________</td>
</tr>
<tr>
<td>3. (delight) delect and able</td>
<td>______________________</td>
<td>____________________________</td>
</tr>
<tr>
<td>4. (draw out) exhaust and ible</td>
<td>______________________</td>
<td>____________________________</td>
</tr>
<tr>
<td>5. (praise) laud and able</td>
<td>______________________</td>
<td>____________________________</td>
</tr>
<tr>
<td>6. (drink) pot and able</td>
<td>______________________</td>
<td>____________________________</td>
</tr>
<tr>
<td>7. (hear) aud and ible</td>
<td>______________________</td>
<td>____________________________</td>
</tr>
<tr>
<td>8. (bend, fold) pli and able</td>
<td>______________________</td>
<td>____________________________</td>
</tr>
<tr>
<td>9. (roof of mouth) palat and able</td>
<td>______________________</td>
<td>____________________________</td>
</tr>
<tr>
<td>10. (despise) despic and able</td>
<td>______________________</td>
<td>____________________________</td>
</tr>
</tbody>
</table>

B. Complete the sentences with suffixed words from Exercise A.

1. Finding the defendant’s crimes ________________________, the judge maximized his sentence.
2. We were so thirsty that we drank the water without caring if it was ______________________.
3. When our supervisor forgot about the meeting, it proved that she was ______________________.
4. My first attempt to cook without a recipe resulted in a very ________________________ dinner.
5. Patients arrived in the emergency room with _____________________________ bruises.
6. Although the world’s oil supply does not appear to be _____________________________, scientists say we could consume it unless we change our habits.
7. The presidential candidate’s _____________________________ goal was to meet every U.S. citizen.
8. Two miles away, the music from the outdoor concert was ________________ in our backyard.
9. Cardboard and other _____________________________ materials were used to create the outdoor scenery.
10. Ms. Henderson’s crab cakes were the most ________________________ dish at the potluck dinner.
Vocabulary Practice 6: Suffixes

Suffixes: -ous, -some, -ly, -y

A suffix is a word part added to the end of a word that changes the meaning of the word. Knowing the meaning of a suffix can help you determine the meaning of a word.

The suffix -ous means “full of.” Adding -ous to the base word glamour makes glamorous, which means “full of glamour and beauty.” The suffixes -ly, -some, and -y also mean “full of” or “tending to be.”

A. Underline the words in these sentences with the suffixes meaning “full of” or “like.”

1. When we chopped down the tree, we were surprised to see the pithy stem.
2. Everyone left the lecture quite offended by the acrimonious speaker.
3. The paper we used was thin and porous so the ink we used seeped through.
4. Pianos are the most cumbersome pieces of furniture to move.
5. The house seemed vacuous and deserted after years of happiness.
6. Billowy sails were a pretty sight in the bay as we left the jetty to join our friends.
7. The pollution habits of some major factories are outright loathsome.
8. Nellie managed the household expenses frugally and saved enough for a trip.
9. I glanced at the precipitous road outside the car window and gasped.
10. In class, we all took notes copiously, which resulted in high exam grades.

B. Write the words you underlined in Exercise A as base words and suffixes. Then write the definitions of the words with the suffixes. The first one is an example.

<table>
<thead>
<tr>
<th>Word/ Meaning</th>
<th>Base Word and Suffix</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>loath (detest)</td>
<td>loathe and some</td>
<td>tending to be detestable.</td>
</tr>
<tr>
<td>pith (substance)</td>
<td>___________________</td>
<td>___________________</td>
</tr>
<tr>
<td>precipice (steep cliff)</td>
<td>___________________</td>
<td>___________________</td>
</tr>
<tr>
<td>frugal (stingy)</td>
<td>___________________</td>
<td>___________________</td>
</tr>
<tr>
<td>cumber (hinder)</td>
<td>___________________</td>
<td>___________________</td>
</tr>
<tr>
<td>billow (swell, surge)</td>
<td>___________________</td>
<td>___________________</td>
</tr>
<tr>
<td>vacuum (empty)</td>
<td>___________________</td>
<td>___________________</td>
</tr>
<tr>
<td>acrimony (bitterness)</td>
<td>___________________</td>
<td>___________________</td>
</tr>
<tr>
<td>copious (abundant)</td>
<td>___________________</td>
<td>___________________</td>
</tr>
<tr>
<td>pore (tiny opening)</td>
<td>___________________</td>
<td>___________________</td>
</tr>
</tbody>
</table>

C. On other paper, write two words with each of the suffixes: -ly, -ous, -some, -y.
Vocabulary Practice 7 : Suffixes

Suffixes: -ment, -ness, -ship, -tude

A suffix is a word part added to the end of a word that changes the meaning of the word. Knowing the meaning of a suffix can help you determine the meaning of a word.

The suffix -ment means “act or state of.” Adding -ment to the base word content makes contentment, which means “state of satisfaction.” The suffixes -ness, -tude, and -ship mean “act of” or “state or quality of.”

A. Write the base or root from the list with the suffix to complete each sentence.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>plat-</td>
<td>(dull, flat)</td>
</tr>
<tr>
<td>stear</td>
<td>intern</td>
</tr>
<tr>
<td>disband</td>
<td>admonish</td>
</tr>
<tr>
<td>adroit</td>
<td>impoverish</td>
</tr>
<tr>
<td>recti-</td>
<td>(right)</td>
</tr>
<tr>
<td>adept</td>
<td>enhance</td>
</tr>
</tbody>
</table>

1. After three weeks of ______________ ship at the copy center, Aaron had not learned much.
2. The street performer’s ______________ ness at juggling fruit entertained audiences.
3. “Better luck next time” was one ______________ tude our team was tired of hearing.
4. The ______________ ment from our teacher kept us quiet the rest of the afternoon.
5. Students from the small college were known for their high degree of ______________ tude.
6. Decorators illustrated how home ______________ ment is an asset to selling property.
7. The infant’s ______________ ness with the mobile impressed the doctors and nurses.
8. The ______________ ment of the entire country was the result of years of civil strife.
9. The new dictator called for the complete ______________ ment of all opposition parties.
10. ______________ ship of the children was given to a relative after they lost their parents.

B. Write the words you created in Exercise A. Then, write the letter of the definition on the line in front of the word. The first one is an example.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>g</td>
<td>1. internship a. the quality of being flat or dull</td>
</tr>
<tr>
<td>_____</td>
<td>2. ______________ b. being broken up or ceasing to function</td>
</tr>
<tr>
<td>_____</td>
<td>3. ______________ c. the state of being clever</td>
</tr>
<tr>
<td>_____</td>
<td>4. ______________ d. leading straight, strict honesty</td>
</tr>
<tr>
<td>_____</td>
<td>5. ______________ e. act of managing or overseeing</td>
</tr>
<tr>
<td>_____</td>
<td>6. ______________ f. quality of being poor; poverty</td>
</tr>
<tr>
<td>_____</td>
<td>7. ______________ g. being an apprentice</td>
</tr>
<tr>
<td>_____</td>
<td>8. ______________ h. the quality of being made greater or improved</td>
</tr>
<tr>
<td>_____</td>
<td>9. ______________ i. warning; caution</td>
</tr>
<tr>
<td>_____</td>
<td>10. ______________ j. act of mental or physical skill</td>
</tr>
</tbody>
</table>

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Vocabulary Practice 8: Combining Forms

Combining Form: -logy

A combining form is a word part that occurs in compound words or derived words and is combined with other words.

The Latin combining form -logy means “study of.” Adding -logy to the base word zoo makes zoology, meaning “study of animals.”

A. Combine -logy with these word parts to form words.

1. paleonto- (prehistoric life forms)
2. ichthyo- (branch of zoology dealing with fish)
3. phono- (sound)
4. pharmac- (drug)
5. ideo- (idea)
6. socio- (companion, society)
7. crinino- (crime)
8. physio- (nature)
9. immunino- (immunity)
10. anthropo- (humans)
11. chrono- (of time)
12. termino- (terms)
13. genea- (race, descent)
14. lexico- (of words)
15. dermato- (skin)

B. Use these phrases and the definitions in Exercise A to write a sentence about each science or branch of study. Use the boldface words in your sentences. Use a dictionary or encyclopedia, if necessary.

1. paleontology—discovers fossils
2. ichthyology—salmon migration
3. phonology—sounds of words
4. pharmacology—antibiotics
5. ideology—theories or doctrines
6. sociology—cultural customs
7. criminology—timeline
8. physiology—functions of the system
9. immunology—infectious diseases
10. genealogy—family tree
Vocabulary Practice 9: Word Roots

Word Roots: -cur-, -curr-, -curs-, -pel-, -puls-

A word root is a word or group of letters that forms the basic part of a word and gives the word its primary meaning. If you know the meaning of a root form, you can determine the meaning of the whole word.

The Latin roots -cur-, -curr-, and -curs- all mean "run" or "take place." The word occur, which means "run," and the word current, which means "running now," have the same root. The Latin roots -pel- and -puls- mean "drive" or "push." The words repel and repulse have roots with the same meaning.

A. Underline the words with the roots listed above. Then, using the root meanings and sentence clues, write definitions for the words you underlined.

1. The picnickers were able to repel the ant invasion and save their lunch.
2. Trish’s tendency to drive over the speed limit was recurrent, so the judge raised the fine.
3. Lisha felt an overwhelming impulse to put on her running shoes and go for a jog.
4. My history teacher’s meandering, or discursive, lectures leave me daydreaming.
5. Scientists use solid rocket fuel to propel the space shuttle into orbit.
6. If you tease a dog, you could incur its wrath and that could be harmful.
7. Linnea’s parents hoped that the promise of a new car would compel her to study.
8. Reading the curriculum description, Todd decided to enroll for the lecture series.
9. Andy’s expulsion from school did not surprise anyone but his parents.
10. Willy must make a choice of sports since the soccer and lacrosse seasons are concurrent.

B. Make a list of other words with the root forms listed above. Identify the roots and write the definitions. Explain how knowing the root meanings helps you determine word meaning.
Vocabulary Practice 10 : Word Roots

Word Roots: -cit-, -dic-, -loc-, -logue-, -loquy-, -loqu-, -voc-

A word root is a word or group of letters that forms the basic part of a word and gives the word its primary meaning. If you know the meaning of a root form, you can determine the meaning of the whole word.

The Latin root -voc- means “speak,” “talk,” or “say,” as in vocation, which means “a calling,” and vocalize, which means “speak” or “sing.” Other roots with the same meaning are -cit-, -dic-, and -loqu-. Roots -logue- and -loquy- mean “speech” or “writing.”

A. Underline the words with the roots listed above. Then, circle the word that defines the word you underlined.

1. The store catalogue is always colorful, detailed, and popular with customers.
   a. brochure  b. order form  c. inventory

2. Everyone left the auditorium inspired by the speaker’s eloquent lecture.
   a. quiet  b. humorous  c. well-spoken

3. Jake is loquacious on the telephone, so I can walk away and return minutes later.
   a. difficult  b. talkative  c. forgetful

4. The babysitter was forced to call the vociferous child’s parents at the restaurant.
   a. sleepy  b. mischievous  c. noisy

5. The convocation of honors students was very impressive and inspirational.
   a. assembly  b. graduation  c. address

6. Many writers believe that a book’s prologue should carry an important message.
   a. dedication  b. introduction  c. conclusion

7. Most late night talk show hosts begin with a monologue about current events.
   a. parody  b. speech  c. dramatization

8. My father followed the scuffle with a dictum about sibling behavior.
   a. declaration  b. opinion  c. decision

9. Many colonists regarded the king’s edict concerning taxes to be unacceptable.
   a. charter  b. order  c. reign

10. A letter written in a colloquial style is fine for friends, but not for business letters.
    a. old-fashioned  b. unusual  c. conversational

B. On another piece of paper, write a response to each question. Use the boldface word in your answer and underline the word. Use a dictionary, if necessary.

**indictment** 1. How did the people feel when the jury charged their civil leader?

**invocation** 2. What message did the clergy deliver to the world leaders?

**epilogue** 3. Did you understand the conclusion of that mystery novel?

**soliloquy** 4. In what kind of situation is Hamlet’s “To be or not to be?” quoted?

**advocate** 5. When would it be important to have someone defend you?
Vocabulary Practice 11: Word Roots

Word Roots: -tain-, -ten-, -tend-, -tens-, -tent-

A word root is a word part that forms the basic part of a word. If you know the meaning of a root form, you can determine the meaning of the whole word.

The Latin root -tain- means "hold." The words retain, which means "hold back," and contain, which means "hold within," have the same root. The roots -ten-, -tend-, -tent-, and -tens- mean "stretch" or "strain."

A. Use the clues to match the boldface word with its definition. Write the letter of the definition before the word. Check your answers in a dictionary.

<table>
<thead>
<tr>
<th>Word</th>
<th>Clue</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ______ contain</td>
<td>liquid</td>
<td>a. to expand, become swollen</td>
</tr>
<tr>
<td>2. ______ tenacious</td>
<td>child</td>
<td>b. to stretch out</td>
</tr>
<tr>
<td>3. ______ retain</td>
<td>wall</td>
<td>c. to strain against as in a contest or conflict</td>
</tr>
<tr>
<td>4. ______ tenure</td>
<td>teacher</td>
<td>d. undergoing tension</td>
</tr>
<tr>
<td>5. ______ portend</td>
<td>omen</td>
<td>e. to hold back, confine</td>
</tr>
<tr>
<td>6. ______ distend</td>
<td>river</td>
<td>f. to enclose, hold something within</td>
</tr>
<tr>
<td>7. ______ contend</td>
<td>boxer</td>
<td>g. to hold or keep in possession</td>
</tr>
<tr>
<td>8. ______ extend</td>
<td>elastic</td>
<td>h. the right to hold property or a position</td>
</tr>
<tr>
<td>9. ______ detain</td>
<td>prisoner</td>
<td>i. holding firmly, stubbornly</td>
</tr>
<tr>
<td>10. ______ tensile</td>
<td>high wire</td>
<td>j. to stretch through, foreshadow</td>
</tr>
</tbody>
</table>

B. Circle the word that best completes each sentence.

1. I fear contention/extension with my opponent in the tournament.
2. As the rains continued, the engineers kept close watch over the distending/retaining wall.
3. Professor Ansen sighed in relief when the academic committee offered him containment/tenure.
4. Kim sat in detention/retention during the pep rally for throwing spitballs in class.
5. I promised not to tell, but I just could not contain/detain Jillian’s secret any longer.
6. The team’s star player hoped to extend/distend his hitting streak to thirty games.
7. We all worried about the exam, but no one was as tenacious/tensile as Sarah.
8. The child’s tenacity/tenure caused him to spend many afternoons in his room.
9. Eating a whole pizza caused my stomach to distend/content contumaciously.
10. The clouds portended/extended our devastating loss in the game that day.

C. On other paper, write a sentence for the words you did not circle in Exercise B.
Vocabulary Practice 12 : Word Roots

Word Roots: -sphere-, -spir-, -spiro-

A word root is a word part that forms the basic part of a word. If you know the meaning of a root form, you can determine the meaning of the whole word.

The Latin root -spir- means “to breathe.” The words *inspire*, which means “to breathe life,” and *conspire*, which means “to breathe together,” have the same root word. The Latin root -sphere- means “ball.” The word *hemisphere* means “one-half of a sphere.”

A. Write as many words as you can with the root -spir- or -spiro-, which means “to breathe.” Add prefixes and suffixes to build words. Use a dictionary, if necessary. Use this list to begin the word web.

B. Add the root -sphere- to each word part and write the whole word. Write a definition for each word and check it in a dictionary. Add other words with the root -sphere- and their meanings to this list.

1. atmos- means “air” __________________________________________________________
2. eco- means “house” _________________________________________________________
3. iono- means “electrically charged atoms” ______________________________________
4. bio means “life” __________________________________________________________
5. bathy means “deep sea” ____________________________________________________

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Vocabulary Practice 13: Word Roots

Word Roots: -luc-, -lum-, -photo-

A word root is a word part that forms the basic part of a word. If you know the meaning of a root form, you can determine the meaning of the whole word.

The Latin root -lum- means “light.” The words luminous, which means “shining,” and illuminating, which means “giving light,” have the same root. The roots -photo- and -luc- also mean “light.”

A. Circle the words with a root meaning “light.”

1. The translucent ceiling allowed plenty of sunlight to come through.
2. By studying photons in a laboratory, scientists have been able to determine how long it takes light from the sun to reach the Earth.
3. Many people gathered in the park to hear the words of the roaming illuminati.
4. The mountain lake was so pellucid that I could see the plants along the bottom.
5. Our town spared no expense hosting the luminary on her world tour.
6. Ally’s photogenic baby girl was in demand for baby supply advertisements.
7. Until my biology teacher explained phototropism, I had no idea why my plants always grew unevenly toward the window.
8. Although suffering injuries, the elderly man was lucid and could explain the accident.
9. I wish the teacher would elucidate the history lessons for some of us.
10. The eerie luminescence of the chemical reaction was brighter than we expected.

B. Write the words you circled beside their definitions.

<table>
<thead>
<tr>
<th>Root</th>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>-luc-</td>
<td>clearheaded, rational</td>
</tr>
<tr>
<td>2.</td>
<td>-luc-</td>
<td>letting light pass through</td>
</tr>
<tr>
<td>3.</td>
<td>-lum-</td>
<td>a giving off of light</td>
</tr>
<tr>
<td>4.</td>
<td>-photo-</td>
<td>growth of a plant toward or away from light</td>
</tr>
<tr>
<td>5.</td>
<td>-lum-</td>
<td>person with intellectual or spiritual enlightenment</td>
</tr>
<tr>
<td>6.</td>
<td>-luc-</td>
<td>to make clear</td>
</tr>
<tr>
<td>7.</td>
<td>-luc-</td>
<td>transparent; clear</td>
</tr>
<tr>
<td>8.</td>
<td>-photo-</td>
<td>likely to look good in photographs</td>
</tr>
<tr>
<td>9.</td>
<td>-lum-</td>
<td>object that gives off light; well-known person</td>
</tr>
<tr>
<td>10.</td>
<td>-photo-</td>
<td>particle of light</td>
</tr>
</tbody>
</table>

C. On other paper, write another word with each word root meaning “light.”
**Vocabulary Practice 14: Synonyms**

A **synonym** is a word similar in meaning to another word.

**Example:** Distend is a synonym for swell.

**A.** Write a synonym for each word. Use a dictionary or thesaurus, if necessary.

1. **augment** ______________________________ 6. **venture** (n.) ______________________________
2. **indulge** __________________________________ 7. **dissipate** _________________________________
3. **cultivate** ______________________________ 8. **epitaph** _________________________________
4. **indignant** ______________________________ 9. **encroach** _________________________________
5. **stabilize** ______________________________ 10. **solidarity** ________________________________

**B.** Complete the sentences with the boldface words in Exercise A. Then, write a sentence using the synonym for the boldface word.

1. Tightrope walkers hold a heavy pole to help ________________ them as they perform.

2. Speaking through a megaphone will ________________ the volume of your voice.

3. Climbing Mount Everest is a grueling, dangerous ________________.

4. Weather and time had worn away the ________________ on the pioneer’s tombstone.

5. You are bound to gain weight if you ________________ every food craving.

6. The students displayed ________________ when presenting their complaints to the principal.

7. Mrs. Jenkins took her daughter to art museums to ________________ appreciation of art.

8. In a small apartment, roommates try not to ________________ on each other’s privacy.

9. The new parents watched their savings for the newborn’s necessities ________________.

10. The diplomat was ________________ when a party guest mistook him for a waiter.
Vocabulary Practice 15: Synonyms

A synonym is a word similar or exact in meaning to another word.

Example: Jubilant is a synonym for happy.

A. Write another synonym for the boldface word.

<table>
<thead>
<tr>
<th>Word</th>
<th>Synonyms</th>
<th>Word</th>
<th>Synonyms</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. esoteric</td>
<td>obscure</td>
<td>6. sagacious</td>
<td>wise</td>
</tr>
<tr>
<td>2. felicity</td>
<td>happiness</td>
<td>7. unwieldy</td>
<td>awkward</td>
</tr>
<tr>
<td>3. hindrance</td>
<td>obstacle</td>
<td>8. furtive</td>
<td>secretive</td>
</tr>
<tr>
<td>4. boisterous</td>
<td>rowdy</td>
<td>9. moribund</td>
<td>dying</td>
</tr>
<tr>
<td>5. repugnant</td>
<td>disgusting</td>
<td>10. quandary</td>
<td>predicament</td>
</tr>
</tbody>
</table>

B. Replace each word in italics with a boldface word from Exercise A to make a new phrase. Then, write a sentence using the new phrase.

1. unruly party guests ____________________________________________________________

2. wise elderly man _____________________________________________________________

3. bride’s joy _________________________________________________________________

4. repulsive odor ______________________________________________________________

5. unexpected barrier _________________________________________________________

6. confusing research paper __________________________________________________

7. withering foliage ____________________________________________________________

8. job applicant’s dilemma ____________________________________________________

9. sideways glances ____________________________________________________________

10. bulky furniture ____________________________________________________________

C. On other paper, write a sentence using a synonym for each boldface word in Exercise A.
Vocabulary Practice 16: Synonyms

A synonym is a word similar or exact in meaning to another word. Synonyms are one kind of word relationship used in analogies. To complete an analogy of synonyms, identify the word pair that are synonyms.

Example: GIGANTIC: HUGE :: MADNESS : INSANITY

A. Choose a synonym from the list to complete the first pair of words in each analogy. Then, circle the letter for the pair of words that completes the analogy.

<table>
<thead>
<tr>
<th>watch</th>
<th>explain</th>
<th>criminal</th>
<th>restrict</th>
<th>admission</th>
</tr>
</thead>
<tbody>
<tr>
<td>forgive</td>
<td>analyze</td>
<td>agreement</td>
<td>accumulate</td>
<td>serious</td>
</tr>
</tbody>
</table>

1. HOARD:  ______________ :: ______
   a. convoke: assemble    b. subsequent: first    c. prudent: careless

2. ACCEPTANCE: ______________ :: ______
   a. taciturn: still      b. judgmental: illegal   c. obtuse: sharp

3. ACCESS: ______________ :: ______
   a. precarious: untruthful   b. prudent: careful  c. convoke: buy

4. OBSERVE: ______________ :: ______
   a. judgmental: official   b. impervious: rude    c. taciturn: tight-lipped

5. DISSECT: ______________ :: ______
   a. aesthetic: clean      b. subsequent: following c. precarious: expensive

6. GRAVE: ______________ :: ______
   a. impervious: impenetrable   b. convoke: arrest c. taciturn: impatient

7. SPARE: ______________ :: ______
   a. disparage: ridicule    b. convoke: swear      c. obtuse: long

8. INHIBIT: ______________ :: ______
   a. impervious: distant    b. subsequent: watery   c. aesthetic: artistic

9. CLARIFY: ______________ :: ______
   a. prudent: shy          b. judgmental: critical c. disparage: throw away

10. OUTLAW: ______________ :: ______
    a. subsequent: forbidden b. precarious: risky    c. impervious: transparent

B. Circle the word to complete the first pair of words in the analogy.

1. confound: (confuse, conform, discover) :: pulverize: grind
2. disparage: (elevate, discover, belittle) :: prudent: cautious
3. impervious: (unaffected, busy, agitated) :: juvenile: youth
4. precarious: (confident, uncertain, rushed) :: judgmental: condemning
5. taciturn: (boisterous, uncommunicative, brave) :: obtuse: blunt

C. On other paper, replace one of the synonyms in the second pair of each analogy in Exercise B.
Vocabulary Practice 17: Antonyms

An antonym is a word whose meaning is opposite to another word.

Example: Courageous is an antonym for cowardly.

A. Each sentence has one word that is an antonym for one of the boldface words at the end of the sentence. Find the word in the sentence and circle it. Then, choose the antonym and write it in the sentence. The first one is an example.

1. The amicable politician stood out in contrast to his aggressive opponent.
   amicable/assertive
2. Calvin was such a __________________ worker that everyone else appeared slovenly by contrast.
   fastidious/sluggish
3. The symposium speaker was __________________ and would not even acknowledge her unpretentious colleagues.
   arrogant/humble
4. We were surprised by the ______________ donation made by the usually generous mayor.
   charitable/miserly
5. The opposing team’s athletes were very ______________ in comparison to our incompetent ones.
   adept/incapable
6. Our candidate’s ______________ nature was threatening to his disingenuous opponent.
   deceitful/candid
7. The teacher’s mathematical ______________ baffled students until they discovered a solution.
   vita/conundrum
8. After the worst forecast, the weather proved ______________ for enjoying the game.
   optimal/horrendous
9. I was surprised that the formerly heavy movie star was ______________ in her films.
   slender/sweet
10. My professor thinks I am ______________ —unproductive.
    unspecific/prolific

B. Write a sentence about each topic. Use an antonym from Exercise A for each word in italics.

1. the meek Hollywood actor _____________________________________________________________
2. the community’s solution ____________________________________________________________
3. a tailor who is unskilled at sewing ____________________________________________________
4. a miserly billionaire _________________________________________________________________
5. the combative argument ____________________________________________________________________
Vocabulary Practice 18: Antonyms

An antonym is a word whose meaning is opposite to another word.

Example: Impoverished is an antonym for rich.

A. Choose the boldface word that is the antonym for each set of words. Use a dictionary or thesaurus, if necessary.

<table>
<thead>
<tr>
<th>sanguine</th>
<th>mundane</th>
<th>expedient</th>
<th>neophyte</th>
<th>innumerable</th>
</tr>
</thead>
<tbody>
<tr>
<td>taper</td>
<td>motley</td>
<td>insatiable</td>
<td>peevish</td>
<td>plausible</td>
</tr>
</tbody>
</table>

1. impossible, unlikely _____________________________________________________________________
2. unusual, unique _________________________________________________________________________
3. fulfilled, content _________________________________________________________________________
4. few, not many ___________________________________________________________________________
5. pessimistic, hopeless ____________________________________________________________________
6. agreeable, good-natured __________________________________________________________________
7. inconvenient, impractical __________________________________________________________________
8. professional, master _____________________________________________________________________
9. identical, homogenous _____________________________________________________________________
10. widen, expand __________________________________________________________________________

B. Choose a boldface word from the list in Exercise A that belongs in each sentence. Then, complete each sentence using an antonym for the same word.

1. Traveler’s checks are certainly ____________ when ____________.
2. The movie’s plot structure was so ____________ that I’ll ____________.
3. You would think my cat is rather ____________ judging by ____________.
4. Nancy had a ____________ expression on her face when ____________.
5. Larry made a list of terms to teach the computer ____________ because ____________.
6. My new neighbors are ____________ considering all the ____________.
7. Murray gave a ____________ explanation for how he ____________.
8. The river will ____________ at the source, but ____________.
9. Gazing at the sky as a child, I had no idea the stars were ____________, but thought ____________.
10. The ____________ appearance of the costumed guests was in contrast to ____________.
Vocabulary Practice 19: Antonyms

An antonym is a word whose meaning is opposite to another word.

Example: Cruel is an antonym for kind.

A. Read each pair of sentences. Write the antonym in the second sentence for the underlined word or words in the first sentence.

unkempt innocuous auspicious resolute excessive
destitute effervescent insufficient pliable sterile

1. Jimmy was indecisive about the flavor of ice cream he wanted.
   Normally, he was ___________________ about every choice he made.

2. My first semester was discouraging because I didn’t study or go to classes.
   My roommate had an __________________ beginning to his college career with great grades.

3. The forest rangers are now allowing campfires because we’ve had abundant rain.
   Earlier this year the ban on campfires was in effect because of the ______________ rainfall.

4. People often think they are comfortable financially until it is too late.
   Some people are too proud to get help until they are completely ____________________

5. At the beginning of the party, everyone was restrained and quiet.
   Thankfully, the host was quite __________________ and livened the party.

6. Mom drinks a moderate amount of coffee every day.
   Dad drinks five cups every day, which I think is quite ____________________.

7. Many types of snakes are harmful even though they appear not to be.
   Though it may look scary, a black snake is actually rather ____________________.

8. Some rulers are made of rigid material and can be used in limited ways.
   Thinking the measuring stick was ____________________, Jacqueline snapped it in half.

9. Johnny’s injury to his knee was not cleaned, so it became infected.
   A hospital operating room requires a ________________ environment.

10. Jared was a straight A student and was well groomed and polished.
    Although he was a straight A student, Jeremy appeared __________________ and lackadaisical.

B. Write antonyms for these words that are different from those used in the sentences above. Check your answers in a thesaurus or dictionary.

1. excessive ____________________________________________________________

2. effervescent __________________________________________________________

3. auspicious __________________________________________________________

4. resolute ____________________________________________________________

5. innocuous __________________________________________________________
Vocabulary Practice 20: Synonym and Antonym Review

A. Complete the following synonym and antonym analogies. To determine the analogy relationship, look at the first pair of words. If they are synonyms, choose the pair of words that are synonyms to complete the analogy. If the first pair of words are antonyms, choose the antonym pair to complete the analogy.

1. FASTIDIOUS: TIDY :: INNUMERABLE: _____________________________
   a. countless    b. precocious    c. prolific
2. ADEPT: SKILLED :: CONUNDRUM: _____________________________
   a. solution     b. confusion     c. mystery
3. AUGMENT: REDUCE :: BOISTEROUS: _____________________________
   a. perfect      b. repugnant     c. taciturn
4. UNKEMPT: MESSY :: ARROGANT: _____________________________
   a. haughty      b. humble       c. banal
5. DISPERSE: SUMMON :: PRECARIOUS: _____________________________
   a. judicious    b. insecure      c. certain
6. SUBSEQUENT: PRECEDING :: OBTUSE: _____________________________
   a. dishonest    b. sharp         c. poignant
7. AESTHETIC: REPUGNANT:: IMPERVIOUS: _____________________________
   a. beautiful    b. necessary     c. penetrable
8. PLIABLE: FLEXIBLE:: SVELTE: _____________________________
   a. important    b. slender       c. spendthrift
9. CULTIVATE: DESTROY: ESOTERIC _____________________________
   a. earthly      b. unexciting    c. refreshing
10. EFFERVESCENT: LIVELY :: MOTLEY: _____________________________
    a. conformed    b. meandering   c. assorted
11. AUSPICIOUS: SANGUINE :: PROLIFIC: _____________________________
    a. productive   b. natural      c. destitute
12. UNWIELDY: CONVENIENT :: SAGACIOUS: _____________________________
    a. foolish      b. wise         c. uncaring
13. FRIENDLY: AMICABLE :: AMBIGUOUS: _____________________________
    a. optimal      b. rational     c. indefinite
14. DESTITUTE: IMPOVERISHED :: STERILE: _____________________________
    a. contaminated  b. sanitary     c. prolific
15. FELICITY: UNHAPPINESS :: QUANDARY: _____________________________
    a. solution     b. newcomer     c. difficulty

B. On another piece of paper, write a new pair of words to complete each analogy.
Vocabulary Practice 21: Analogies

An **analogy** is a relationship between a pair of words. In an analogy, the relationship between the first pair of words is the same as the relationship between the second pair of words.

**Example:** One type of analogy is a **function** relationship. In **EAR** :: **HEAR** :: **EYE** :: **SEE**, hear and see are functions of ear and eye.

**Example:** Another type of analogy is a **cause-effect** relationship. In **BURN** :: **PAIN** :: **SLEEP** :: **REST**, burn causes pain, and sleep causes rest.

A. Determine the relationship between the first pair of words. Write the word that completes the analogy.

1. **SYNERGY** :: **EFFICIENCY** :: **EFFORT** :: ______________________
   a. trying  
   b. waste  
   c. success

2. **CLEANSE** :: **STERILIZE** :: **EULOGIZE** :: ______________________
   a. death  
   b. honor  
   c. sharpen

3. **BANALITY** :: **APATHY** :: **READING** :: ______________________
   a. completion  
   b. knowledge  
   c. texts

4. **CARELESSNESS** :: **MISTAKES** :: **HURRICANE** :: ______________________
   a. destruction  
   b. eye  
   c. sunshine

5. **TENT** :: **COVER** :: **AIRPLANE** :: ______________________
   a. fast  
   b. sky  
   c. transport

6. **RUDDER** :: **STEER** :: **ANCHOR** :: ______________________
   a. stabilize  
   b. dissipate  
   c. loosen

7. **SOAP** :: **CLEANLINESS** :: **CONUNDRUM** :: ______________________
   a. confusion  
   b. understanding  
   c. motivation

8. **ANTICLIMAX** :: **SURPRISE** :: **COUNTERMEASURE** :: ______________________
   a. prevent  
   b. support  
   c. weigh

9. **PROPELLENT** :: **MOVE** :: **EDICT** :: ______________________
   a. sympathize  
   b. repel  
   c. declare

10. **EDUCATION** :: **LITERACY** :: **OVERLOAD** :: ______________________
    a. celebration  
    b. stress  
    c. laziness

B. Write a word to complete these **function** and **cause-effect** analogies.

1. **DISAGREEMENT** :: **STRIFE** :: **RELAXATION**: ______________________

2. **MONARCHY** :: **RULE** :: **ANTISEPTIC**: ______________________

3. **DROUGHT** :: **DEARTH** :: **ENCOURAGEMENT**: ______________________

4. **LAMP** :: **ILLUMINATE** :: **LAWNMOWER**: ______________________

5. **HURDLE** :: **SETBACK** :: **ACHIEVEMENT**: ______________________

C. On other paper, write a **cause-effect** and a **function** analogy and label them.
Vocabulary Practice 22: Analogies

An **analogy** is a relationship between a pair of words. In an analogy, the relationship between the first pair of words is the same as the relationship between the second pair of words.

**Example:** One type of analogy expresses a *part to whole* relationship. In **WOLF : PACK :: COW : HERD**, *wolf* is part of *pack*, and *cow* is part of *herd*.

**Example:** Another type of analogy shows a “type of” or “part of” relationship. In **NEON : GAS :: QUARTZ : MINERAL**, *neon* is a type of *gas*, and *quartz* is a type of *mineral*.

A. Complete the following *part to whole* and *type of* analogies.

1. **INDIVIDUAL : COMMUNITY :: SENATOR :** _____________________________
   a. law          b. capitol        c. congress

2. **BASEBALL : SPORT :: JOGGING :** _____________________________
   a. cardiovascular b. sprinting   c. exercise

3. **ZENITH : MOUNTAIN :: STEP :** _____________________________
   a. rail         b. escalator     c. elevator

4. **PAGE : BOOK :: FLOUR :** _____________________________
   a. cake         b. baking        c. unbleached

5. **PORCELAIN : CLAY :: SPANISH :** _____________________________
   a. language     b. vacation      c. city

6. **STALK : CORNFIELD :: FISH :** _____________________________
   a. mammal       b. trout         c. school

7. **EXHAUST : POLLUTION :: LIMERICK :** _____________________________
   a. book         b. person        c. poem

8. **BUS : VEHICLE :: RAIN :** _____________________________
   a. snow         b. weather       c. lake

9. **MOUNTAIN : RANGE :: BRICK :** _____________________________
   a. architecture b. mason        c. wall

10. **BEEHIVE : HAIRSTYLE :: FAX :** _____________________________
    a. communication b. telephone    c. e-mail

B. Write a word to complete each analogy: “function,” “part-to-whole,” or “type of.”

1. thermos : insulate :: paper clip _____________________________

2. latex : paint :: potassium : _____________________________

3. island : archipelago :: captain : _____________________________

4. aridity : thirst :: stretching : _____________________________

5. granite : rock :: mahogany : _____________________________

C. Beside each analogy in Exercise A and B, write the type of analogy given.
Vocabulary Practice 23: Analogies

An analogy is a relationship between a pair of words. Analogies show relationships between two pairs of words.

A. You have studied several types of analogies: synonyms, antonyms, function, cause-effect, part to whole, and type of relationships. Determine the relationship in the first pair of words. Then, choose the word that completes the analogy.

1. SCHOONER : SHIP :: NOVEL: _____________________________
   a. mystery  b. fiction  c. romance
2. FELICITY : JOY :: OBTUSE: _____________________________
   a. poignant  b. triangle  c. blunt
3. RADISH : VEGETABLE :: LEMON: _____________________________
   a. juice  b. yellow  c. fruit
4. OVERWORK : EXHAUSTION :: EXPEDIENCY: _____________________________
   a. savings  b. waste  c. confusion
5. ASTUTE : IGNORANT :: AUGMENT: _____________________________
   a. reimburse  b. grow  c. diminish
6. FASTIDIOUS : ORGANIZED :: NEOPHYTE: _____________________________
   a. master  b. novice  c. nymph
7. LANGUAGE : COMMUNICATION :: CLOTHING: _____________________________
   a. warmth  b. variety  c. colors
8. KITCHEN : HOUSE :: LUNG: _____________________________
   a. breathe  b. oxygen  c. torso
9. DISTEND : COMPRESS :: MALEVOLENT: _____________________________
   a. kind  b. selfish  c. evil
10. CONUNDRUM : PERPLEX :: ANTISEPTIC: _____________________________
    a. lotion  b. infection  c. disinfect

B. Choose the word pair that completes the following analogies.

1. BOISTEROUS : CLAMOROUS :: _____________________________
   a. anger: emotion  b. infallible: perfect  c. walking: endurance
2. FRICTION : HEAT :: _____________________________
   a. oil: slick  b. moisture: dampness  c. politics: government
3. VACCINE : IMMUNIZE :: _____________________________
   a. dictum: instruct  b. slow: prudent  c. doctor: profession
4. KNOTTY : SMOOTH :: _____________________________
   a. rope: climb  b. conform: authority  c. depressed: elated
5. GENERAL : ARMY :: _____________________________
   a. conflict: devastation  b. member: committee  c. cook: chef

C. Beside each analogy in Exercises A and B, write the type of analogy given.
Vocabulary Practice 24: Connotations and Denotations

A **connotation** is the implied or suggested meaning of a word or phrase. A **denotation** is the dictionary definition of a word. Words with similar meanings convey different connotations, depending on the text.

**Example:** *Welcome* and *accost* have the same denotative meaning, “to greet.” *Welcome* has a positive connotation, meaning “greet favorably,” while *accost* has a negative connotation, meaning “greet in a challenging way.”

**A.** Use a dictionary to write the denotation for each word.

1. contrite ______________________________________________________________________________________
2. cowardly ____________________________________________________________________________________
3. ornate ______________________________________________________________________________________
4. strife ________________________________________________________________________________________
5. vacillate ____________________________________________________________________________________
6. recant ______________________________________________________________________________________
7. lassitude ____________________________________________________________________________________
8. opulent _____________________________________________________________________________________
9. melancholy __________________________________________________________________________________
10. plaintive ___________________________________________________________________________________

**B.** For each boldface word, write two words from the list that convey similar meanings, but different connotations.

<table>
<thead>
<tr>
<th>afraid</th>
<th>repudiate</th>
<th>falter</th>
<th>apathy</th>
<th>weariness</th>
</tr>
</thead>
<tbody>
<tr>
<td>affluent</td>
<td>spineless</td>
<td>hesitate</td>
<td>despair</td>
<td>magnificent</td>
</tr>
<tr>
<td>gaudy</td>
<td>moodiness</td>
<td>decorated</td>
<td>warfare</td>
<td>mournful</td>
</tr>
<tr>
<td>retract</td>
<td>humbled</td>
<td>unrest</td>
<td>disconsolate</td>
<td>penitent</td>
</tr>
</tbody>
</table>

1. recant __________ __________ 6. ornate __________ __________
2. cowardly __________ __________ 7. strife __________ __________
3. vacillate __________ __________ 8. plaintive __________ __________
4. contrite __________ __________ 9. opulent __________ __________
5. melancholy __________ __________ 10. lassitude __________ __________

**C.** On other paper, write a sentence with one of the connotations for each boldface word in Exercise B.
Vocabulary Practice 25: Connotations and Denotations

A **connotation** is the implied or suggested meaning of a word or phrase. A **denotation** is the dictionary definition of a word. Words with similar meanings convey different connotations, depending on the context.

**Example:** The words *dinner, feast,* and *banquet* have meanings related to eating or dining. Each word, however, conveys a different connotation, or implied meaning.

**A.** For each sentence, write the boldface word that conveys the appropriate connotation.

1. **barren** and **commonplace**
   a. The new director’s play was completely _______________ and devoid of creativity.
   b. Joan thought her apartment was exciting, but her friend thought it was _______________.

2. **soothe** and **conciliate**
   a. A soft lullaby was enough to _______________ the baby and stop her crying fit.
   b. European nations tried many times to _______________ the Germans before WWII.

3. **raucous** and **earsplitting**
   a. The jet plane noise was so _______________ that it frightened all the passengers.
   b. All the band members were novices, and their first CD was quite _______________.

4. **playful** and **degenerate**
   a. The little puppy gave its owner a _______________ bite on the ankles.
   b. Some _______________ students painted our football field before the big game.

5. **contrived** and **fabricated**
   a. Everyone believed that Ed’s story was _______________ to keep him out of trouble.
   b. The highway interchange was _______________ with the best materials available.

6. **imitate** and **rival**
   a. Martin Luther King, Jr., would be a good civil leader to _______________.
   b. Only Michelle can _______________ Tara for the class presidency.

7. **uncover** and **betray**
   a. Scientists hope one day to _______________ the answers to the lost city of Arum.
   b. The prosecutor’s cross-examination forced Ally to _______________ her secret.

8. **leniency** and **negligence**
   a. Sue’s _______________ in caring for her vegetable garden resulted in a loss of produce.
   b. Aaron is a spoiled adult because of his parents’ _______________ with him as a child.

9. **penetrating** and **acute**
   a. The coach had a(n) _______________ ability to predict the other team’s strategy.
   b. Drew’s shoulder pain was more _______________ than he had ever experienced after a game.

10. **tenacious** and **continuous**
    a. Willa was so _______________ with her opinion that it was pointless to argue.
    b. The rain was _______________ for several weeks, spoiling everyone’s vacation plans.

**B.** On other paper, write two more words that are connotations for each boldface word in Exercise A.
Vocabulary Practice: 26: Connotations and Denotations

A connotation is the implied or suggested meaning of a word or phrase. A denotation is the dictionary definition of a word. A word may have many connotations suggesting positive, negative, or neutral feelings, depending on the text.

Example: Connotations of humble include bashful, fearful, modest, and shy among other words. The choice of a word in a sentence conveys the connotation.

A. Complete each sentence with a word from the list to convey the connotation of the word humble. You may use some words more than once. Use a dictionary or thesaurus, as necessary.

  apprehensive, bashful, blushing, courteous, deferential, demure, docile, fearful, gentle, hesitant, meek, modest, obliging, polite, quiet, reserved, respectful, sedate, shy, soft-spoken, submissive, timid, unassuming, withdrawn

  1. While Ike’s enormous hands look like they could crush stone, he was surprisingly ________________ when it came to holding the kittens.
  2. When answering questions from adults, the ________________ boy showed that his parents had taught him manners.
  3. Rather than take initiative, the ________________ waiter wouldn’t leave the kitchen until the chef told him to.
  4. Jessica was so ________________ during dinner that everyone forgot she was at the table.
  5. Although the supervisor was ________________, everyone followed her orders as quickly as possible.
  6. If you’re going to play linebacker in college, there’s no point in being ________________.
  7. Andy’s demeanor is so ________________ that he never offends anyone.
  8. There is a time to be ________________ and a time to take action.
  9. Steve wanted to be ________________ during his job interview, but the interviewer just said he had no legs to stand on.
 10. Alice bought a basset hound because she wanted a ________________ dog, but she never expected it to sleep all day!
 11. The other team’s smallest player proved to be anything but ________________.
 12. After many years of being ________________, David finally overcame the lack of confidence he had in middle school.
 13. When traveling to other countries, a ________________ attitude will often go much further than words.
 14. Seeing Anthony on stage, no one believed that he is normally a ________________ person.
 15. One of the first skills taught in a self-defense class is to walk in a way that is not ________________.

B. Choose one of the sentences in Exercise A to begin a paragraph. On other paper, add two or three sentences, using words from the list in Exercise A. Include details or other information to convey the appropriate connotations of the words used.
Vocabulary Practice 27: Commonly Misused Words

Several words in English are pronounced the same, but have different meanings and spellings, causing confusion. These words are **homonyms**.

**Example:** Blue and blew are homonyms.

**A.** Write the definitions of each set of homonyms, using the dictionary, if necessary.

1. rein, reign, rain

2. discreet, discrete

3. stationery, stationary

4. compliment, complement

5. waiver, waver

6. straight, strait

7. root, route

8. site, sight, cite

9. capital, capitol

10. aid, aide

**B.** Write the word from Exercise A that best completes each sentence.

1. The accountant made a ______________________ inquiry into the family finances.

2. Tim’s tie seems to ______________________ his suit perfectly.

3. Unless he is usurped, a king’s ______________________ lasts his lifetime.

4. Each student needs a signed ______________________ from parents to take the field trip.

5. Engineers have already begun to plan the ______________________ for the new city park.

**C.** On other paper, write a sentence for each word in Exercise A that you did not use in Exercise B.
Vocabulary Practice 28: Commonly Misused Words

Many English words and phrases are confused because they sound similar or their meanings are not understood.

Example: Persevere and endure both mean “to continue.” Persevere means “to persist regardless of opposition,” while endure means “to hold up under difficulty” or “to remain.”

A. Write the pairs of words next to their definitions. Use a dictionary, if necessary.

<table>
<thead>
<tr>
<th>proved/proven</th>
<th>ceremonial/ceremonious</th>
<th>aural/oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>aggrivate/irri</td>
<td>tate</td>
<td></td>
</tr>
<tr>
<td>assume/presum</td>
<td>e</td>
<td></td>
</tr>
</tbody>
</table>

1. ______________________ : v. to take on the role or appearance; take upon oneself; take for granted
   ______________________ : v. to take upon oneself without permission or authority; deduce; suppose
2. ______________________ : adj. known to be valid, effective, or genuine
   ______________________ : v. to be found or shown by experience or trial; to turn out to be
3. ______________________ : n. a rite or ritual
   ______________________ : adj. full of ceremony; characterized by formality; excessively proper
4. ______________________ : v. to make worse; to make more burdensome or troublesome
   ______________________ : v. to excite; to anger, provoke, annoy
5. ______________________ : adj. related to the ear or hearing
   ______________________ : adj. uttered from the mouth; related to speech or speaking

B. Complete the sentences with the boldface words you wrote in Exercise A. Some words require suffixes. The numbered pairs correspond to the numbered pairs of definitions.

1. a. With her father in the hospital, Sue has ______________________ the household chores.
   b. Students who ___________ to know more than the biology teacher changed their minds.
2. a. The detective who had a hunch about the case later ______________________ to be right.
   b. While health claims come and go, orange juice is a ________________ source of vitamin C.
3. a. The banquet was interesting, but too ______________________ for elementary children.
   b. The village’s ___________________ to celebrate the harvest lasted for more than two weeks.
4 a. Each time the striking workers reach a tentative agreement, something _________________ the situation.
   b. Wanting to play, the young child continued to ______________________ the sleeping dog.
5. a. Cultures that do not have a written language rely on ______________________ tradition to communicate history and tradition to each generation.
   b. People who lose their sense of sight develop stronger ______________________ perceptions.

C. On another piece of paper, write the definitions and a sentence for each of these word pairs: allusion/illusion; quote/quotation.
Vocabulary Practice 29: Commonly Misused Words

Many English words and phrases sound alike and cause confusion when not used correctly.

Example: The words devise and device look and sound similar, but have different meanings. Devise is a verb meaning “to think up or invent something,” while device is a noun meaning “something created.”

A. Using the definitions, write each numbered pair of words in the corresponding numbered sentences. Some words require suffixes.

1. devise: to think up or invent something
2. older: from an earlier period of time
3. differ from: to be dissimilar
4. preclude: to stop in advance
5. loath: unwilling, reluctant
6. uninterested: indifferent, not interested
7. compare to: similar items
8. emigrate: to leave a country or region
9. raise: to cause to move higher or increase
10. cynical: critical of others’ lives, sarcastic

A. Jonas knew the old captain was wrong, but he was ______________________ to speak out against his ______________________.

A. The carpenter wanted to ______________________ the kitchen ceiling, but the homeowner was ______________________ in the idea.

A. No state of the art weather ______________________ can ______________________ hurricanes from occurring.

A. People ______________________ from foreign countries to the United States; many countries are ______________________ the United States in raising the quotas for immigrants.

A. Lauren ______________________ the color green, a fact that ______________________ her from being a successful landscape painter.

A. Mark was ______________________ about Sarah’s new business venture, and he made very ______________________ remarks.

A. The populations in the coastal cities have been ______________________ steadily ever since the governor loosened the requirements to ______________________.

A. Senators Jollis and Mayfield ______________________ each other so much that it is difficult to believe they will ever ______________________ a solution to the budget problem.

A. One way Indian and African elephants ______________________ each other is that the African elephant can live to be much ______________________ that its Indian counterpart.

A. ______________________ similar birds, the jay is completely ______________________ in any attempts to hand-feed it.

B. On another piece of paper, write a paragraph using five words from Exercise A. Use one of the sentences in Exercise A as your topic sentence.
Vocabulary Practice 30: Specialized Vocabulary

While most of the words we use today have their origins in Old English, Greek, and Latin, many words from other languages have been incorporated into English.

**A.** Match each word with its definition by writing the letter of the definition before the word. Use a dictionary, if necessary. Then, refer to the dictionary to write the language of origin after each word.

<table>
<thead>
<tr>
<th>Word and Language of Origin</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. _____ albatross</td>
<td>a. person of great learning</td>
</tr>
<tr>
<td>2. _____ ballast</td>
<td>b. small fleet of boats</td>
</tr>
<tr>
<td>3. _____ pagoda</td>
<td>c. Latin American rhythm instrument</td>
</tr>
<tr>
<td>4. _____ syllabus</td>
<td>d. object thought to contain magic power</td>
</tr>
<tr>
<td>5. _____ foist</td>
<td>e. social blunder; lack of tact</td>
</tr>
<tr>
<td>6. _____ azure</td>
<td>f. large room used for receptions</td>
</tr>
<tr>
<td>7. _____ talisman</td>
<td>g. long, narrow boat</td>
</tr>
<tr>
<td>8. _____ papyrus</td>
<td>h. to push about; to move hurriedly</td>
</tr>
<tr>
<td>9. _____ pundit</td>
<td>i. large, web-footed bird</td>
</tr>
<tr>
<td>10. _____ gondola</td>
<td>j. summary or outline</td>
</tr>
<tr>
<td>11. _____ guiro</td>
<td>k. loosely fitting clothing</td>
</tr>
<tr>
<td>12. _____ flotilla</td>
<td>l. complete defeat, frustration</td>
</tr>
<tr>
<td>13. _____ algebra</td>
<td>m. hot spring that gushes steam and water</td>
</tr>
<tr>
<td>14. _____ etch</td>
<td>n. tall water plant abundant in the Nile region</td>
</tr>
<tr>
<td>15. _____ faux pas</td>
<td>o. mathematical system using symbols</td>
</tr>
<tr>
<td>16. _____ pajamas</td>
<td>p. several story pyramidal temple</td>
</tr>
<tr>
<td>17. _____ hustle</td>
<td>q. to make a drawing on metal or glass using acid</td>
</tr>
<tr>
<td>18. _____ geyser</td>
<td>r. to get something sold or accepted by deception</td>
</tr>
<tr>
<td>19. _____ checkmate</td>
<td>s. anything heavy used to provide stability</td>
</tr>
<tr>
<td>20. _____ saloon</td>
<td>t. sky blue</td>
</tr>
</tbody>
</table>

**B.** Use a dictionary to find five additional words that have origins in languages other than Old English, Greek, and Latin. Write the words and their definitions. Explain how their original meanings may have led to their current definitions.
Many English words are specific to occupations, professions, or vocations. Having a basic understanding of legal and medical terms is useful in daily life.

A. Use a dictionary to write definitions for this list of medical and legal terms.

| aneurysm | antibiotic | appellate court |
| deposition | histology | internist |
| misdemeanor | ophthalmologist | paralysis |
| assault | larceny | plagiarism |
| clinic | libel | specialist |

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

B. Organize the words in Exercise A under the headings shown.

<table>
<thead>
<tr>
<th>Medical</th>
<th>Legal</th>
</tr>
</thead>
<tbody>
<tr>
<td>___________</td>
<td>___________</td>
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<tr>
<td>___________</td>
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<td>___________</td>
<td>___________</td>
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</tbody>
</table>

C. Look at a newspaper, magazine, legal or medical document, or other source for an example of how each word or phrase in Exercise B is used. Gather the examples or copy them, with a reference to the source. Put together a one-page dictionary with the definitions and examples.
Spelling Practice 1: Words With ei and ie

Words with ie and ei follow spelling rules with some exceptions.

**Spelling Rule:** Use i before e except after c or when sounded like a as in neighbor and weigh.

**Examples:** The word believe and others follow the “i before e” rule; the word receipt is an example of “except after c.” Words such as height are exceptions and must be learned. The spelling rule applies only when ie or ei are in the same syllable. Thus words such as be’ ing do not follow the rule.

A. Determine whether or not each word is spelled correctly. Write the words that are spelled correctly under the headings that apply for spelling the words. Then, write the misspelled words correctly under the headings. Check your spelling in a dictionary.

<table>
<thead>
<tr>
<th>peirce</th>
<th>deceive</th>
<th>hienous</th>
<th>beseige</th>
<th>proficeint</th>
</tr>
</thead>
<tbody>
<tr>
<td>freight</td>
<td>counterfiet</td>
<td>percieve</td>
<td>greivous</td>
<td>receipt</td>
</tr>
<tr>
<td>inviegh</td>
<td>weird</td>
<td>achieve</td>
<td>reign</td>
<td>cheiftain</td>
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<tr>
<td>conscience</td>
<td>wieght</td>
<td>liesure</td>
<td>conceivable</td>
<td>hieress</td>
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<tr>
<td>neither</td>
<td>relieve</td>
<td>efficeint</td>
<td>conceit</td>
<td>mischeivous</td>
</tr>
</tbody>
</table>

**i before e**

**Except after c**

**Sounds like a**

**Exception**

B. Use the words from Exercise A to complete the following sentences.

1. Although Bill disagreed with the article, he did not need to ___________________________ against the author.
2. Surgeons need to be highly ___________________________ in their respective areas.
3. Ed sustained a very ___________________________ injury from the accident.
4. At the turn of the twentieth century, it was not ___________________________ that people would go to the moon.
5. There is a fine line between being ___________________________ and being disobedient.
6. A book’s antagonist is often an abhorrent and ___________________________ figure.
7. The printer received a ten-year sentence for creating ___________________________ money.
8. Our dog has a hearing problem, but she can ___________________________ distant footsteps.
9. In the Middle Ages, armies would ___________________________ entire towns, cutting off their supplies.
10. The boy’s ___________________________ drove him to return the stolen candy.
Spelling Practice 2: Final e With Suffixes

When spelling words with final e and adding suffixes, follow rules for keeping or dropping the silent e.

**Spelling Rules**

1. Drop the final e before adding a suffix that begins with a vowel.
   
   **Examples:** Adding -est or -ing to close makes closest and closing.

2. Keep the final e before adding a suffix that begins with a consonant.
   
   **Examples:** Adding -ful to grace makes graceful. Adding -ly to large makes largely.

3. Drop the final e when adding -ment to words ending in -dge, but not in most other words that end in e.
   
   **Examples:** Adding -ment to judge makes judgment. Adding -ment to case makes casement.

4. Keep the final e when adding -able or -ous to words ending in -ce or -ge. In most other words, drop the final e when adding able.
   
   **Examples:** Adding -able to change makes changeable. Adding -able to move makes movable.

A. Add the suffix to each word, using the spelling rules, and write the new word.

|--------------------------|-----------------|---------------------|---------------------|---------------------|----------------------|-----------------|-----------------|------------------|-----------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|

B. Write each word correctly and write the number of the rule that applies to the spelling when adding a suffix.

Spelling Practice 3: Final y With Suffixes

When spelling words with final y and adding suffixes, follow rules for keeping y or changing y to i before adding the suffix.

**Spelling Rules**

1. Change y to i in words ending with a consonant plus y before adding suffixes -ness, -er, -ed, -ly, and -ous.

   **Example:** Adding -ness to hazy makes haziness.

2. Change y to i before adding suffixes -ance, -ant, and -able.

   **Example:** Adding -ance to apply makes appliance.

3. Keep the final y in words ending with a vowel plus y before suffixes -er, -ous, -ance, -ing, -ful, and -ness.

   **Example:** Adding -er to buy makes buyer.

4. Keep the final y when adding the suffixes -ing or -ish to avoid having two i’s.

   **Example:** Adding -ing to try makes trying.

A. Add the suffixes to the words and write the new words. Check your spelling in a dictionary.

1. simplify and -ing ____________________ 16. pity and -ed ____________________
2. melody and -ous ____________________ 17. vary and -ant ____________________
3. annoy and -ance ____________________ 18. joy and -ous ____________________
4. hardy and -ly ______________________ 19. fortify and -able __________________
5. dizzy and -ness _____________________ 20. glory and -ous __________________
6. coy and -ness ______________________ 21. defy and -ance __________________
7. unify and -er _______________________ 22. bounty and -ful __________________
8. rely and -ant ______________________ 23. baby and -ish __________________
9. defray and -ing _____________________ 24. obey and -ing __________________
10. tardy and -ness ____________________ 25. employ and -er ___________________
11. justify and -able ___________________ 26. solidify and -ing ________________
12. betray and -er _____________________ 27. duty and -ful ____________________
13. accompany and -ing __________________ 28. signify and -ed __________________
14. satisfactory and -ly ________________ 29. haughty and -ness ______________
15. messy and -ness ___________________ 30. cheery and -ly _________________

B. Categorize the words you wrote in Exercise A according to the spelling rule that applies for adding suffixes. You will need an extra piece of paper.

<table>
<thead>
<tr>
<th>Change y to i</th>
<th>Retain y</th>
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</table>
Spelling Practice 4: Double the Final Consonant

When adding suffixes to words with a final consonant, follow the spelling rules for doubling the final consonant.

1. Double the final consonant in words ending in a consonant-vowel-consonant (c-v-c) pattern as follows:
   a. if the c-v-c syllable is stressed
      Example: Adding -er to begin makes beginner.
   b. not in an unstressed final syllable
      Example: Adding -ed to benefit makes benefited (unstressed final syllable).
   c. in words ending with -fer when adding -ed, -er, or -ing
      Example: Adding -ing to refer makes referring.

2. Double the final consonant in words ending in two vowels and one consonant when adding a suffix beginning with the same final consonant, but not when adding a suffix beginning with a vowel or a different consonant.
   Examples: Adding -ly to cool makes coolly. Adding -able to bear makes bearable.

3. Double the final consonant in a one-syllable word when adding the suffix -y or a suffix beginning with a vowel. The letters w, x, and y are never doubled.
   Examples: Adding -y to fog makes foggy. Adding -ed to rub makes rubbed.

4. Do not double the final consonant in words ending in two consonants.
   Examples: Adding -ed to pound makes pounded. Adding -ly to calm makes calmly.

5. Do not double the final consonant in words ending in two vowels and a consonant when adding a suffix beginning with a vowel.
   Examples: Adding -able to bear makes bearable.

A. Add the suffixes to the words and write the new words

1. rebel and -ed __________________________ 16. preen and -ing ________________________
2. commit and -ment ______________________ 17. grip and -ed __________________________
3. monogram and -ing _____________________ 18. maneuver and -able ____________________
4. occur and -ing _________________________ 19. wallow and -ing ______________________
5. casual and -ly _________________________ 20. outfit and -ed _________________________
6. benefit and -ed ________________________ 21. legal and -ly _________________________
7. retract and -able ______________________ 22. confer and -ed ________________________
8. tranquil and -ly _______________________ 23. compat and -ible ______________________
9. disappoint and -ment __________________ 24. diagram and -ing _____________________
10. prefer and -able ______________________ 25. regret and -able ______________________
11. contain and -er _______________________ 26. maintain and -ing ____________________
12. program and -ed ______________________ 27. disband and -ed ______________________
13. discover and -y ______________________ 28. taut and -ed __________________________
14. kidnap and -er _______________________ 29. plain and -ness _______________________
15. keen and -ness _______________________ 30. defer and -ed _________________________

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Spelling Practice 4: Double the Final Consonant

B. Organize the words in Exercise A under each spelling rule heading for words with a final consonant.

<table>
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<th>Rule 1</th>
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<th>Rule 3</th>
<th>Rule 4</th>
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C. Add ten words to each spelling rule for doubling the final consonant.

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<th>Rule 1</th>
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<th>Rule 3</th>
<th>Rule 4</th>
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Spelling Practice 5: Words Ending in -al, -cal, and -cle

Words ending in -al, -cal, and -cle sound alike and are frequently misspelled. The endings -al, -cal, and -cle change words from verbs to nouns and nouns to verbs, adjectives, and other nouns. Follow the rules for spelling words with these endings.

Spelling Rules
1. Adding -al to many words does not change the ending unless the word ends in e.

   Examples: Adding -al to accident (a noun) makes accidental (an adjective). Adding -al to use (a noun or a verb) makes usual (an adjective).

2. When adding -al to a word ending in -y, the y usually changes to i.

   Example: Adding -al to bury (a verb) makes burial (a noun).

3. The ending -cal is usually an adjective ending. The ending -cle is usually a noun ending. The e at the end of words is changed to i or u before adding -cle.

   Examples: Adding -cal to theatre (a noun) makes theatrical (an adjective). Adding -cle to ice (a noun) makes icicle (a noun).

A. Add the endings to the words using the spelling rules. Write the number of the spelling rule that applies.

   -cal or -cle

   1. chemi ___________________________________ 6. parti ___________________________________
   2. chroni __________________________________ 7. cubi ___________________________________
   3. practi ___________________________________ 8. comi ___________________________________
   4. economi _________________________________ 9. whimsi _________________________________
   5. mono ___________________________________ 10. radi ___________________________________

   -al

   1. ceremony _______________________________ 6. occasion ________________________________
   2. sense ___________________________________ 7. race ____________________________________
   3. testimony _______________________________ 8. industry ________________________________
   4. deny ____________________________________ 9. exception _______________________________
   5. dismiss _________________________________ 10. education _______________________________

B. Complete the sentences with the new words in Exercise A.

   1. The school district ordered new _____________________________ materials that placed greater emphasis on computer-assisted teaching.

   2. As we drove through the countryside, Grandpa told us _____________________________ stories of life in the early 1900s.

   3. The economist is working to find a _____________________________ solution to the state’s budget problems.

   4. Except for a(n) _____________________________ candy bar, James eats only healthful foods.

   5. A ________________________ for the new product was endorsed by consumers.

C. On other paper, write five words that follow each spelling rule for words with endings -al, -cal, and -cle.
Spelling Practice 6: Words Ending in -cy and -sy

Words that end in -cy and -sy sound alike and are often misspelled. Some words follow spelling rules. Other words must be remembered.

**Spelling Rules**

1. The suffix -cy means “condition” or “state.” When -cy is added to a word ending in -t, or te, the t or te is usually dropped.

   **Example:** Adding -cy to agent makes agency.

   **Exception:** Adding -cy to bankrupt makes bankruptcy.

2. The ending -sy is an ending of some nouns.

   **Examples:** controversy and biopsy

**A.** Add the suffix -cy to each word and write the new word. Check your spelling in a dictionary.

1. deficient ________________________________________________________________________________
2. autocrat _________________________________________________________________________________
3. immediate _______________________________________________________________________________
4. dependent _______________________________________________________________________________
5. efficient _________________________________________________________________________________
6. prophet _________________________________________________________________________________
7. competent _______________________________________________________________________________
8. intimate _________________________________________________________________________________
9. transcendent ____________________________________________________________________________
10. delinquent ______________________________________________________________________________
11. adequate ________________________________________________________________________________
12. relevant _________________________________________________________________________________
13. delicate _________________________________________________________________________________
14. buoyant _________________________________________________________________________________
15. truant __________________________________________________________________________________

**B.** Put a check (✓) next to the words spelled correctly. Rewrite the misspelled words correctly. Check your spelling in a dictionary.

1. ecstatic _________________________________ 9. fantacy _________________________________
2. bureaucrasy ____________________________ 10. intricasy ________________________________
3. frequency _______________________________ 11. autopsy _________________________________
4. tendensy ________________________________ 12. discrepansy _____________________________
5. embasy _________________________________ 13. advocasy _______________________________
6. candidasy _______________________________ 14. obstinasy _______________________________
7. accuracy ________________________________ 15. courtesy ________________________________
Spelling Practice 7: Words Ending in -ance, -ence, -ant, and -ent

The suffixes -ance and -ence, meaning “state or condition,” and the suffixes -ant and -ent, meaning “performing or causing,” are often misspelled or not used correctly. Words that take the suffix -ance also take -ant and words that take -ence also take -ent. When adding these suffixes to words ending in y, change the y to i.

Example: adding -ance or -ant to comply makes compliance and compliant.

A. Add the suffixes -ance, -ence, -ant, or -ent to the words and write the new words under the boldface headings. Most words will be used with two endings. The first one is an example.

<table>
<thead>
<tr>
<th>Word</th>
<th>-ance</th>
<th>-ant</th>
<th>-ence</th>
<th>-ent</th>
</tr>
</thead>
<tbody>
<tr>
<td>rely</td>
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<tr>
<td>revere</td>
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</table>

B. Determine whether or not each word is spelled correctly. Put a check (✓) beside the words spelled correctly. Write the misspelled words correctly.

1. acquaincence ___________________________ 9. ordinence _______________________________
2. tolerant _______________________________ 10. elegant _________________________________
3. opulent ________________________________ 11. translucant _____________________________
4. reluctant ______________________________ 12. magnificent _____________________________
5. permanance ____________________________ 13. conductence ____________________________
6. patience _______________________________ 14. resplendant _____________________________
7. corpulant ______________________________ 15. independant ____________________________
8. compliance _____________________________ 16. brilliance _____________________________
Spelling Practice 7: Words Ending in -ance, -ence, -ant, and -ent

17. indignent _______________________________ 24. superintendent ____________________________
18. pertinent _______________________________ 25. transcendence ____________________________
19. insolence _______________________________ 26. impatient _________________________________
20. ambience _______________________________ 27. determinent ______________________________
21. ascendence ______________________________ 28. condescendence _________________________
22. malevolent ______________________________ 29. prescance ________________________________
23. attendence ______________________________ 30. dissonent ________________________________

C. Complete the sentences with correctly spelled words from Exercise B.

1. The police _____________________________ forbids driving down Main Street on Saturdays.
2. Some musical composers use _____________________________ sounds to create tension in their songs.
3. While some people are able to wait in long lines, others are _____________________________.
4. Tony was astounded by the _____________________________ of Niagara Falls.
5. The school district _____________________________ conducted classroom observations for several days.
6. A material’s _____________________________ determines whether it is used as a wire or an insulator.
7. In tuxedos and formal dresses, the senior class looked _____________________________.
8. _____________________________ in a restaurant adds pleasure to the dining experience.
9. Susan won the perfect _____________________________ award for never missing a day of school.
10. After quitting his diet plan again, the man promised complete _____________________________.
11. The water in the Caribbean was so _____________________________ that Sean could see the bottom.
12. Some people believe that the _____________________________ of certain values allows the values to apply to more than one culture.
13. The lecturer’s _____________________________ excited everyone in the audience.
14. _____________________________ fireworks on July 4th bring thousands of visitors to our city.
15. Smallville’s _____________________________ newspaper covered only that town’s events.
Spelling Practice 8: Commonly Misspelled Words

Words with double medial consonants are frequently misspelled. Since there are no spelling rules for spelling these words, they must be learned.

A. Underline the misspelled words and write them correctly after the sentences. There are one or more misspelled words in each sentence.

1. Unfortunately, the cellar is accessible only from the exterior of the mansion.
   _____________________________
2. The jury found the defendant innocent of all accusations. _____________________________
3. As a source of energy, nuclear fission can be very efficient. _____________________________
4. The chassis of the all-terrain vehicle was badly damaged after crossing the gulch.
   _____________________________
5. After glancing over the biology curriculum, Mark wondered if he would complete the courses successfully. _____________________________
6. Extensive analyses of octopuses show them to be animals of high intelligence.
   _____________________________
7. Dr. Holbrith gave the initial appearance of being an average professor, but after his first year of teaching, everyone knew he was brilliant. _____________________________
8. Although it is not necessary to change a car’s oil frequently, waiting too long can cause irreparable damage. _____________________________
9. Occasionally, companies give promotions to employees who are not in line for promotion.
   _____________________________
10. After recovering from the embarrassment of forgetting his lines, Michael put on a stellar performance. _____________________________
11. Ideally, a traveling salesman has sufficient time at home between trips.
   _____________________________
12. The discovery of penicillin and the development of vaccines have increased the standard of life all over the world. _____________________________
13. Although her paper was grammatically correct, Mia’s premise was fundamentally untrue.
   _____________________________
14. The mule’s owner had no choice but to suppress his frustration over his animal’s stubbornness.
   _____________________________
15. Tomorrow, Lois will have the privilege of taking a private piano lesson from the symphony’s pianist. _____________________________

B. List all the words in Exercise A that you rewrote correctly. Underline all the double medial consonants.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

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Spelling Practice 9: Commonly Misspelled Words

Words with "ei" or "ie" are often misspelled. Apply the rule for spelling words with "ei" or "ie", which is "i" before "e" except after "c" or when sounded like "a" as in neighbor and weigh.

Examples: The words wield, ceiling, and weigh each follow a part of the rule. The spelling of exceptions such as ancient and height must be memorized.

A. Put a check (✓) beside the words that are spelled correctly. Rewrite the misspelled words correctly under the spelling rule that applies. Then, add all the words with a check to each list under the rules.

<table>
<thead>
<tr>
<th>Percievable</th>
<th>Greivous</th>
<th>Hygiene</th>
<th>Relieve</th>
<th>Vareity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mischeif</td>
<td>Foreign</td>
<td>Retrieve</td>
<td>Efficeint</td>
<td>Conseintious</td>
</tr>
<tr>
<td>Siege</td>
<td>Propreity</td>
<td>Anxiety</td>
<td>Neither</td>
<td>Disbelef</td>
</tr>
<tr>
<td>Consecience</td>
<td>Socieity</td>
<td>Experience</td>
<td>Financeir</td>
<td>Sufficeint</td>
</tr>
<tr>
<td>Deciefulent</td>
<td>Obedeince</td>
<td>Liesure</td>
<td>Speceis</td>
<td>Sieve</td>
</tr>
<tr>
<td>Conveneince</td>
<td>Decieve</td>
<td>Reimburse</td>
<td>Height</td>
<td></td>
</tr>
</tbody>
</table>

"i before e" "except after c" "sounds like a" Exceptions

B. Add ten more words to each category.

<table>
<thead>
<tr>
<th>&quot;i before e&quot;</th>
<th>&quot;except after c&quot;</th>
<th>&quot;sounded like a&quot;</th>
<th>Exceptions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
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</tbody>
</table>

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Spelling Practice 10: Commonly Misspelled Words

Words containing vowel pairs are often misspelled. Some words follow spelling rules, for example, words with *et* and *ie*. Other words do not follow spelling rules and the spelling must be memorized.

**A.** Put a check (✓) beside words spelled correctly. Rewrite the misspelled words correctly. Check your spelling in a dictionary.

1. alliance _________________________________ 16. parliament ______________________________
2. niave ___________________________________ 17. marrige _________________________________
3. burial ___________________________________ 18. biscit _________________________________
4. recruiut __________________________________ 19. nusance _________________________________
5. vengaence ______________________________ 20. conscous _______________________________
6. endeavor ________________________________ 21. buolevard _______________________________
7. espinage ________________________________ 22. prarie ___________________________________
8. giudance ________________________________ 23. forfit _________________________________
9. cruelty __________________________________ 24. allegaince ______________________________
10. liquify __________________________________ 25. tortiose _________________________________
11. pagaent _________________________________ 26. minature _______________________________
12. villian ___________________________________ 27. sergent _________________________________
13. camuflage _______________________________ 28. mosqiuto _______________________________
14. initative _________________________________ 29. paesant _________________________________
15. guage ___________________________________ 30. burauecrat _____________________________

**B.** Write each word in Exercise A under the heading of the vowel pair.

```
| ai | ia | ui | ea | io/iou | ue | ou | au/eau | ei | oi |
```

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**Spelling Practice Review**

A. Circle the letter before the correct spelling of the word in each row across.

<table>
<thead>
<tr>
<th></th>
<th>a. percieved</th>
<th>b. perceived</th>
<th>c. perseived</th>
<th>d. persieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>a. imeddiate</td>
<td>b. immediate</td>
<td>c. immediatte</td>
<td>d. immediate</td>
</tr>
<tr>
<td>2.</td>
<td>a. acheivement</td>
<td>b. achievement</td>
<td>c. acheivment</td>
<td>d. acheevment</td>
</tr>
<tr>
<td>3.</td>
<td>a. terain</td>
<td>b. terrain</td>
<td>c. terraine</td>
<td>d. tearain</td>
</tr>
<tr>
<td>4.</td>
<td>a. a. nucleiuss</td>
<td>b. nucleiuss</td>
<td>c. nucleus</td>
<td>d. nucleeus</td>
</tr>
<tr>
<td>5.</td>
<td>a. notiseble</td>
<td>b. notisabel</td>
<td>c. noticable</td>
<td>d. noticeable</td>
</tr>
<tr>
<td>6.</td>
<td>a. embarasment</td>
<td>b. embarrasment</td>
<td>c. embarrassment</td>
<td>d. embarassment</td>
</tr>
<tr>
<td>7.</td>
<td>a. proficent</td>
<td>b. proficient</td>
<td>c. proficeint</td>
<td>d. proficient</td>
</tr>
<tr>
<td>8.</td>
<td>a. fourain</td>
<td>b. foreign</td>
<td>c. foreign</td>
<td>d. forain</td>
</tr>
<tr>
<td>9.</td>
<td>a. parlment</td>
<td>b. parliament</td>
<td>c. parrlment</td>
<td>d. parrliment</td>
</tr>
<tr>
<td>10.</td>
<td>a. accessable</td>
<td>b. accesible</td>
<td>c. accessable</td>
<td>d. accesable</td>
</tr>
<tr>
<td>11.</td>
<td>a. tyranical</td>
<td>b. tyrannycal</td>
<td>c. tyrannical</td>
<td>d. tyrannicle</td>
</tr>
<tr>
<td>12.</td>
<td>a. vengence</td>
<td>b. vengaence</td>
<td>c. vengance</td>
<td>d. vengeance</td>
</tr>
<tr>
<td>13.</td>
<td>a. eficiency</td>
<td>b. eficciency</td>
<td>c. eficienncy</td>
<td>d. efficiency</td>
</tr>
<tr>
<td>14.</td>
<td>a. endeavor</td>
<td>b. endevor</td>
<td>c. endevour</td>
<td>d. endevourr</td>
</tr>
<tr>
<td>15.</td>
<td>a. initially</td>
<td>b. inittially</td>
<td>c. inittialy</td>
<td>d. inittally</td>
</tr>
<tr>
<td>16.</td>
<td>a. convienance</td>
<td>b. convenience</td>
<td>c. convienence</td>
<td>d. conveniance</td>
</tr>
<tr>
<td>17.</td>
<td>a. bureaucrat</td>
<td>b. beaurocrat</td>
<td>c. buorocrat</td>
<td>d. beuroucrat</td>
</tr>
<tr>
<td>18.</td>
<td>a. pesant</td>
<td>b. pessant</td>
<td>c. peasant</td>
<td>d. peasent</td>
</tr>
<tr>
<td>19.</td>
<td>a. conscientous</td>
<td>b. conscientious</td>
<td>c. conscienntious</td>
<td>d. connscientous</td>
</tr>
</tbody>
</table>

B. Underline the words that are misspelled and rewrite them correctly at the end of each sentence.

1. When we reached the Canadian border, it became aparant that we had made a collosial mistake in our navigation.

2. The counseler said there is really no need to be anxous about adolescance.

3. Only in chemistry lab is it permisable to liquify objects with acid.

4. The members of the alliance wore their camoflage uniforms to the commisions ceremony.

5. When describing differant windows, it is important to distingiush between transparant and translusent.
Part 3: Academic and Workplace Skills

Introduction

The one- and two-page activities in Part 3 of the *All-in-One Workbook* provide instruction and practice that will help you develop important academic and workplace skills.

Contents

Speaking, Listening, Viewing, and Representing Skills ........................................... 183–192
Vocabulary and Spelling Skills .................................................................................. 193–209
Reading Skills ........................................................................................................... 210–223
Study, Reference, and Test-Taking Skills ................................................................... 224–233
Workplace Skills and Competencies ......................................................................... 234–240
Speaking in a Group Discussion

Recognizing Different Kinds of Group Discussions  A group discussion is formed to achieve a specific common goal.

<table>
<thead>
<tr>
<th>KINDS OF GROUP DISCUSSIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Committee</td>
</tr>
<tr>
<td>A small group of a larger organization formed</td>
</tr>
<tr>
<td>to discuss specific ideas</td>
</tr>
<tr>
<td>Round-Table</td>
</tr>
<tr>
<td>Discussion Group</td>
</tr>
<tr>
<td>Groups formed in order to share information</td>
</tr>
<tr>
<td>Panel</td>
</tr>
<tr>
<td>A group of several informed people who hold</td>
</tr>
<tr>
<td>a discussion with an audience present</td>
</tr>
<tr>
<td>Symposiums</td>
</tr>
<tr>
<td>A group in which each member gives a formal</td>
</tr>
<tr>
<td>speech with an audience present dealing</td>
</tr>
<tr>
<td>with one aspect of a topic</td>
</tr>
</tbody>
</table>

Planning a Group Discussion  A group discussion should focus on a topic that is timely and interesting and which the members are involved with and prepared to discuss.

<table>
<thead>
<tr>
<th>PLANNING A GROUP DISCUSSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Determine the discussion topic.</td>
</tr>
<tr>
<td>2. Define the topic precisely.</td>
</tr>
<tr>
<td>3. Make an outline of points to be discussed.</td>
</tr>
<tr>
<td>4. Research the topic.</td>
</tr>
</tbody>
</table>

Participating in a Group Discussion  Active participation is required of all members for an effective group discussion.

Exercise 1  Recognizing Different Kinds of Group Discussions.  Identify the kinds of group discussions referred to in each item below.

EXAMPLE:  A group of executives discuss how to meet a deadline.  ____committee____

1. A lawyer, a doctor, a scientist, and a book editor speak to a group of college students about potential careers.  ________________
2. A group of students discuss extracurricular activities at their school.  ________________
3. Members of a law firm discuss how to present a case.  ________________
4. Several politicians discuss relevant issues before a group of citizens from a small town.  ________________
5. Five professional athletes speak about violence in their respective sports before a group of fans.  ________________

Exercise 2  Planning a Group Discussion.  Complete the activities below.

1. Choose a topic.  ________________
2. Define the topic precisely.  ________________
3. Phrase the topic as a question.  ________________
4. On a separate sheet of paper, make an outline of points to be discussed.  ________________
5. List two sources that you will use in researching the topic.  ________________
Speaking in Public

Recognizing Different Kinds of Speeches  Choose the kind of speech you will give by considering both the purpose of the speech and your audience.

<table>
<thead>
<tr>
<th>KINDS OF SPEECHES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informative: Given to explain an idea, a process, or an object</td>
</tr>
<tr>
<td>Persuasive: Given to try to get the listeners to agree with the speaker’s position or to take some action</td>
</tr>
<tr>
<td>Entertaining: Given to offer the listeners something to enjoy</td>
</tr>
<tr>
<td>Extemporaneous: Given to suit an occasion; relies on speaker’s knowledge and ability to improvise</td>
</tr>
</tbody>
</table>

Giving a Speech  Follow a series of steps to plan, prepare, practice, and deliver your speech.

<table>
<thead>
<tr>
<th>DELIVERING A SPEECH</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Establish eye contact with several people in the audience.</td>
</tr>
<tr>
<td>2. Briefly look over your note cards before you start speaking.</td>
</tr>
<tr>
<td>3. Refer to your note cards as seldom as possible once you have started.</td>
</tr>
</tbody>
</table>

Evaluating a Speech  Evaluate a speech in a way that offers benefits to the speaker and to yourself.

**Exercise 1  Planning a Speech.**  Complete the activities below.

1. Choose the kind of speech you will give.
2. Choose an appropriate topic.
3. List three points you plan to make in your speech.
4. List two sources you plan to use to find support for your main points.
5. After reading your sources, list two interesting pieces of information you plan to bring out in your speech.

**Exercise 2  Evaluating a Speech.**  Evaluate a speech given in class by answering the questions below.

1. What type of speech was given?
2. Did the speaker introduce the topic clearly and deliver it well? Support your answer.
3. Did the speaker support main ideas with appropriate details? Give two examples.
4. Did the speaker use body language effectively? Where? How?
5. Did the speaker vary the pitch of his or her voice well?
Listening Critically

Listening for Important Information  Learn to take mental notes of main ideas and major details as you listen.

<table>
<thead>
<tr>
<th>LISTENING FOR MAIN IDEAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Listen carefully to the beginning statements of the speaker.</td>
</tr>
<tr>
<td>2. Envision the main ideas and repeat them in your own words.</td>
</tr>
<tr>
<td>3. Look for nonverbal signals that emphasize the main points.</td>
</tr>
<tr>
<td>4. Decide whether the speaker’s examples, definitions, facts, and statistics support the main ideas you have in mind.</td>
</tr>
</tbody>
</table>

Following Directions  Learn to listen to directions by performing certain mental steps.

Listening Critically  Listen critically in order to interpret and evaluate a speaker’s words.

<table>
<thead>
<tr>
<th>TECHNIQUES FOR LISTENING CRITICALLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fact and Opinion</td>
</tr>
<tr>
<td>Denotation and Connotation</td>
</tr>
<tr>
<td>Euphemisms</td>
</tr>
<tr>
<td>Self-Important Language</td>
</tr>
</tbody>
</table>

Exercise 1  Listening for Important Information.  Work on improving your listening skills by writing down the main idea and major details of a lecture given in one of your classes.

1. Main idea
2. Major detail
3. Major detail
4. Major detail
5. Major detail

Exercise 2  Developing Critical Listening Skills.  Listen critically to a political speech on the radio, television, or the Internet. Then, complete the activities below.

1. What was the topic of the speech?

2. Did the speaker support all of his or her opinions with facts? How?

3. Did the speaker disguise any of his or her opinions as facts? If so, give an example.

4. Did the speaker use euphemisms? If so, give an example.

5. Did the speaker use self-important language? If so, give an example.
Interpreting Maps

**Finding and Understanding Maps**  You often find maps printed in textbooks, newspapers, or magazines or displayed on television news or weather broadcasts. To understand a map, you need to know what it illustrates and how it is being used.

<table>
<thead>
<tr>
<th>Tips for Interpreting Maps</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Determine the type and purpose of the map.</td>
</tr>
<tr>
<td>2. Examine the title, captions, symbols, labels, distance scale, and other details.</td>
</tr>
<tr>
<td>3. Relate the information on the map to written information that accompanies the map.</td>
</tr>
</tbody>
</table>

**Exercise 1**  
**Interpreting a Map.**  Refer to the map to answer the questions on the right.

1. What are the title and purpose of the map?  
2. How are the different climate regions shown?  
3. Which country has all four regions within its boundaries?  
4. Which region probably has the coldest climate? Why do you think so?  
5. Do most of the people in Iceland probably live in the northern or southern part of the country? Why do you think so?

**Exercise 2**  
**Finding and Interpreting a Map.**  Using a map you have found in your social studies textbook, answer the following questions.

1. What is the title of the map?  
2. What is the purpose of the map?  
3. According to the map’s scale, one inch equals approximately how many miles?  
4. How does the map use symbols or color to convey information?  
5. Write down a fact you learned from the map.
Interpreting Graphs

Finding and Understanding Graphs You often find graphs in textbooks, printed media, television newscasts, and on the Internet to illustrate factual information and show how different data relate to each other. There are three main types of graphs.

<table>
<thead>
<tr>
<th>Types of Graphs</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Line Graph</strong></td>
<td>Shows relationships between two sets of information shown on the horizontal and vertical axes</td>
</tr>
<tr>
<td><strong>Bar Graph</strong></td>
<td>Compares and contrasts numbers or amounts by showing different bar heights or lengths</td>
</tr>
<tr>
<td><strong>Pie Graph</strong></td>
<td>Illustrates the relationship of parts to each other and to a whole</td>
</tr>
</tbody>
</table>

**Exercise 1** Interpreting a Graph. Refer to the graph below to answer the questions on the right.

1. What is the title of the graph? Mediterranean Trade, 1993
2. What type of graph is it? Bar Graph
3. What is being compared and contrasted in the graph? Value of imports versus value of exports for different countries
4. Which country shows the greatest dollar difference between the value of its imports and the value of its exports? Spain

**Exercise 2** Finding and Interpreting a Graph. Using a graph you have found in a newspaper or magazine, answer the following questions.

1. What type of graph is it? ____________________________
2. What is the title of the graph? ____________________________
3. What is the purpose of the graph? ____________________________
4. Write down a fact you learned from the graph. ____________________________
5. Write down a question about information contained in the graph for a classmate to answer. ____________________________
Viewing Information Media Critically

Analyzing Media Messages  Take the time to analyze the messages you see and hear on television and radio to determine what information is true and what is being included to influence the way you think or feel about a subject.

<table>
<thead>
<tr>
<th>STRATEGIES FOR VIEWING INFORMATION MEDIA CRITICALLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the Source</td>
</tr>
<tr>
<td>Determine who wrote or sponsored the program and if the source has a bias for or against the subject.</td>
</tr>
<tr>
<td>Separate Fact From Opinion</td>
</tr>
<tr>
<td>Note if opinions are stated as if they were facts.</td>
</tr>
<tr>
<td>Watch for Emotional Images</td>
</tr>
<tr>
<td>Note if emotional visuals are used to sway viewers' opinions.</td>
</tr>
<tr>
<td>View the Entire Program</td>
</tr>
<tr>
<td>After you have seen the complete presentation, ask yourself questions about its message and the reliability of the information that was shown.</td>
</tr>
</tbody>
</table>

Exercise 1  Evaluating the Reliability of Media Information.  Decide if each of the following statements is true or false and explain your answer.

EXAMPLE:  Claims made in commercials are always realistic.  false. Commercials often make unrealistic claims in an effort to sell products.

1. A television documentary can show bias even if all of the information presented is true.  

2. Stories on a television news magazine are chosen for their high-interest content.  

3. Television news reporters should include their opinions in their stories.  

4. An interview often contains a mix of facts and opinions.  

5. Music used in commercials doesn't really add to the message being presented.  

Exercise 2  Analyzing Information Media.  View a television documentary, a television news story, a news magazine segment, an interview, or a commercial. Then, answer the questions that follow.

1. What was the topic of the media message?  

2. Who or what was the source of the media message? What bias might the source have that could affect the content of the message?  

3. Were any loaded words or images included? Explain.  

4. What was the point of the message?  

5. Did the presentation convey its message effectively? Explain.  

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Interpreting Fine Art

Recognizing the Elements of Visual Art  The elements of visual art—content, medium, color, and structure—contribute to the meaning of the work of art and its impact on viewers’ emotions. This is true for graphic art, such as posters, as well as for fine art, such as paintings and drawings. When you look at art, consider how each element affects your response.

<table>
<thead>
<tr>
<th>ANALYZING ELEMENTS OF VISUAL ART</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong>  Determine why the artist chose the subject and how it is presented.</td>
</tr>
<tr>
<td><strong>Medium</strong>  Note what materials the artist has used, and decide if the medium is appropriate for the subject.</td>
</tr>
<tr>
<td><strong>Color</strong>  Note the colors the artist has chosen, and determine how the choice of color affects the viewers’ emotions.</td>
</tr>
<tr>
<td><strong>Structure</strong>  Note the lines and shapes the artist has used and ways the artist captures the viewers’ attention.</td>
</tr>
</tbody>
</table>

Exercise 1  Examining Fine Art.  Choose a piece of fine art that interests you. Use the following questions to help you examine and analyze it.

Artist ____________________  Name of Work ____________________

Where you found the artwork ____________________________________________

1.  Content
   a.  What is the subject of the work? ______________________________________
   b.  Is it realistic? Abstract? _____________________________________________
   c.  Why do you think the artist chose the subject? ___________________________

2.  Medium
   a.  What materials has the artist used? ____________________________________
   b.  How do these materials fit with the artist’s purpose? ____________________

3.  Color
   a.  What colors has the artist used? ______________________________________
   b.  Which moods and emotions do these colors evoke? ______________________
   c.  How do the colors reflect the artist’s feelings about the subject? __________

4.  Structure
   a.  What kind of structure does the artist use? (For example, what types of lines, shapes, or brush strokes do you see?) ________________________________
   b.  Where do your eyes focus, and what captures your attention? ______________
   c.  Is there movement in the piece? Explain. ________________________________

5.  Evaluation
   a.  What is your overall impression of the quality of the artwork? ______________
   b.  Explain your opinion. ________________________________________________
Creating Visual Aids

Arranging Information Visually  Graphic organizers can be effective tools for thinking about information and remembering it. Charts, diagrams, clusters, and outlines are all effective tools that you can use to organize ideas visually.

<table>
<thead>
<tr>
<th>ORGANIZING INFORMATION WITH GRAPHIC ORGANIZERS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cause-and-Effect Organizer</strong></td>
</tr>
<tr>
<td><strong>Comparison/Contrast Chart</strong></td>
</tr>
<tr>
<td><strong>Timeline</strong></td>
</tr>
<tr>
<td><strong>Outline</strong></td>
</tr>
<tr>
<td><strong>Branching Organizer</strong></td>
</tr>
</tbody>
</table>

**Exercise 1  Creating a Timeline.**  Think of a task, such as planning a car wash to raise money for the sophomore class or working with a group to complete a science project. Then, on your own paper create a larger version of the organizer below. Make a list of steps to accomplish, and arrange them in chronological order on the timeline. Present your organizer to the class, and explain how it can help in accomplishing the task.
Using Formatting

Using Formatting to Create Emphasis or Effect When you prepare a paper, a memo, a brochure, or an advertisement for others to read, you may want to use formatting to emphasize words or phrases or to create a mood.

<table>
<thead>
<tr>
<th>Type of Creative Format</th>
<th>Use of Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>Italics (or underlining)</td>
<td>To emphasize words or to set off terms to be defined</td>
</tr>
<tr>
<td>Capitalization</td>
<td>To make words in headings stand out</td>
</tr>
<tr>
<td>Bullets</td>
<td>To highlight and set off equal items in a list</td>
</tr>
<tr>
<td>Numbering</td>
<td>To indicate steps to be followed in sequence</td>
</tr>
<tr>
<td>Boldface</td>
<td>To emphasize words or make headings stand out</td>
</tr>
<tr>
<td>Creative fonts</td>
<td>To create a mood or tone or make words stand out</td>
</tr>
<tr>
<td>Borders</td>
<td>To set off an area of type or add decoration</td>
</tr>
</tbody>
</table>

Exercise 1 Using Formatting in a Memo. On a separate sheet of paper, rewrite the following business memo and use different formatting elements to make the information stand out. Use underlining to show where italics might go, and put a jagged underline under any words you want to stand out in boldface. You may also use a word-processing program on a computer to reproduce the memo with effective formatting.

To: Research Department Staff  
From: John Johnson, Vice President  
Re: Providing Current Information

It has come to my attention that some of the information we have been providing to other departments is out-of-date and unhelpful. Here is just one example:

Last week, our public relations department requested information on new dance crazes. They were sent a list that included the minuet, the twist, and the hokey-pokey. The information was incorrect. This type of sloppy research can cause our department to lose its credibility with the rest of the company.

From this point on, the following process should be followed in filling information requests. Enter the request on a Form 10B-6. Fill in both sections of the form. Have the form initialed by the department supervisor. Put a copy of the form in the Information Request File.

If you have any questions, please feel free to contact my office by phone or e-mail. My e-mail address is jjvp@work.

Exercise 2 Analyzing Formatting in an Advertisement. Clip an advertisement from a newspaper or magazine, and then answer the questions below.

1. What key words or phrases stand out in the ad? How does formatting help them stand out? ________________

2. Is there a headline for the ad? If so, what makes it stand out? ________________

3. What information in the ad does the company think is least important? How do you know? ________________

4. Are creative fonts used in the ad? Do you think they are helpful? Explain. ________________

5. Would you make any changes in the ad? If so, what and why? ________________
Working With Multimedia

Preparing a Multimedia Presentation  Adding slides, music, audio and video clips, or prerecorded material can enhance a presentation you make in class or on the job. Locating and incorporating multimedia segments requires careful planning and preparation.

<table>
<thead>
<tr>
<th>TIPS FOR PREPARING A MULTIMEDIA PRESENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Determine which parts of your presentation to illustrate with media.</td>
</tr>
<tr>
<td>2. Select media that go together well.</td>
</tr>
<tr>
<td>3. Space out media illustrations through your presentation.</td>
</tr>
<tr>
<td>4. Practice your presentation.</td>
</tr>
<tr>
<td>5. Set up in advance to make sure all equipment works, and that the audience will be able to see everything clearly.</td>
</tr>
</tbody>
</table>

Exercise 1  Planning a Multimedia Presentation.  Answer the questions below to help develop a step-by-step plan for a multimedia presentation.

Planning
1. What is your topic?  
2. What print or multimedia sources do you plan to use to gather information on the topic?  
3. Are all of these media sources available?  

Preparing
4. What types of media, or means of communication, have you located?  
5. What equipment will you need? Where will you get the equipment?  
6. What special arrangements will you need to make, and who will help you?  

Practicing
7. How long does your presentation run during rehearsal?  
8. Do you need to make any cuts?  
9. Based on rehearsal, what do you need to practice or revise?  

Exercise 2  Outlining Your Presentation.  Use the outline below to plan how you will use different media and to indicate when and how you will cue each media segment.

<table>
<thead>
<tr>
<th>Points to Be Made</th>
<th>Media to Be Used</th>
<th>Cues or Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Body</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Recognizing Context Clues

Use context clues to determine the meanings of unfamiliar words.

### Using Context Clues

1. Read the sentence without the unknown word.
2. Look for clues in the surrounding words.
3. Make a guess.
4. Try your guess in the sentence.
5. Check your guess in the dictionary.

### Types of Context Clues

**Look for different types of clues within the context of an unfamiliar word.**

<table>
<thead>
<tr>
<th>TYPES OF CONTEXT CLUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renaming or Defining</td>
</tr>
<tr>
<td>Keywords</td>
</tr>
<tr>
<td>Comparing or Contrasting</td>
</tr>
</tbody>
</table>

#### Exercise 1 Using Context Clues

Read the following paragraph. Make guesses about the underlined words, and write your guesses in the spaces below. Explain which clue(s) you used. Then, check the meanings in a dictionary and change your guesses where necessary.

Taking good photographs is not simply a matter of investing in an expensive camera and all its accompanying (1) **paraphernalia**. Special equipment is (2) **indisputably** needed for some shots, certainly, but it is equally true that most good pictures are based more on an appreciation of (3) **aesthetic**, or artistic, qualities and human interest than on huge (4) **outlays** of cash spent to purchase (5) **superfluous** equipment. Think about the total picture you are taking. Is there any way you can (6) **enhance** the colors? Adding something red can often greatly improve a scene taken outdoors. Is there any way you can (7) **encapsulate** the picture, perhaps by using a border of leaves at the top or side? Above all, consider your center of interest. Don’t try to get too many things into each picture. Find the most (8) **intriguing** aspect of a general scene and focus on that. Cut out all the (9) **extraneous** things going on around this part of the scene. Capture the one thing that most (10) **enthralls** you and your photographs will undoubtedly fascinate others, too.

**EXAMPLE:**

| 1. paraphernalia            | putting money into |
|                            | keyword: expensive |
| 2. indisputably            |                     |
| 3. aesthetic               |                     |
| 4. outlays                 |                     |
| 5. superfluous             |                     |
| 6. enhance                 |                     |
| 7. encapsulate             |                     |
| 8. intriguing              |                     |
| 9. extraneous              |                     |
| 10. enthralls              |                     |

#### Exercise 2 Using Words in Context

Choose five of the words in Exercise A and use them in sentences of your own. Try to help the reader by providing context clues.

1. 
2. 
3. 
4. 
5. 

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Denotation and Connotation

Recognizing Shades of Meaning of Words  
Some words convey a neutral meaning while other words are “loaded” with special positive or negative feelings. Learn to recognize these shades of meaning of words.

<table>
<thead>
<tr>
<th>SHADES OF MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Denotation</strong></td>
</tr>
<tr>
<td><strong>Connotation</strong></td>
</tr>
</tbody>
</table>

**Exercise 1**  
Recognizing Shades of Meaning.  
On a separate piece of paper, rewrite the paragraph below by changing the underlined words from a negative connotation to a positive connotation.

**EXAMPLE:**  1. gossiping  
   **conversing**

Two friends were (1) gossiping with each other on the phone. One woman was Abigail. She was (2) scrawny and (3) strange. She had a (4) bizarre (5) power: She could make people (6) snicker just by (7) glowering at them. The other woman was Amanda. Amanda was (8) lanky and (9) grim, and unlike her friend, she never smiled. Now on this day, Amanda was even (10) more dejected than usual and no matter how hard Abigail tried, she couldn't make Amanda laugh. So she made a (11) hasty decision. She (12) resolved that she would go see Amanda. Abigail hung up the phone and (13) scampered out the door. When she arrived at Amanda’s house, Abigail was beside herself with excitement. She rang the bell and waited. When Amanda opened the door, she was (14) dumbfounded. And at that exact moment Amanda started (15) snickering and hasn’t (16) ceased yet.

**Exercise 2**  
Using Words With Different Shades of Meaning.  
Replace the underlined neutral word or phrase in each sentence below with a word that has a stronger meaning. Then, indicate whether your word choice has a positive or negative connotation. Use a dictionary or thesaurus to help locate your replacement words.

1. The judges in the vocal competition thought that Stephanie’s singing was very **good.** ________________  
2. The elderly woman walked slowly across the street. ________________  
3. The powerful tornado **damaged** the house. ________________  
4. The country’s ruler was a **mean** man. ________________  
5. We went on a guided tour of the large building. ________________
Recognizing Related Words

Synonyms are words similar in meaning; antonyms are words opposite in meaning; homophones sound alike but have different meanings and spellings.

<table>
<thead>
<tr>
<th>Synonyms</th>
<th>Antonyms</th>
<th>Homophones</th>
</tr>
</thead>
<tbody>
<tr>
<td>hate/dislike</td>
<td>good/evil</td>
<td>one/won</td>
</tr>
</tbody>
</table>

**Exercise 1** Recognizing Related Words. Identify each set of words below as synonyms, antonyms, or homophones.

**EXAMPLE:** bass/base _homophones_

1. characterize/describe  6. raze/raise
2. militarist/pacifist  7. litter/brood
3. suede/swayed  8. cycle/circuit
4. sanity/foolishness  9. advantage/impediment
5. initiate/begin  10. flew/flue

**Exercise 2** Matching Related Words. Choose a word from the following list that relates to each word below. Then, identify each set of words as synonyms, antonyms, or homophones.

adroit forlorn sullen prays truthful requisite
small shone strength lucidity flexible

**EXAMPLE:** brittle _flexible_ _antonyms_

1. veracious
2. abandoned
3. praise
4. infirmity
5. clever
6. prodigious
7. shown
8. happy
9. clarity
10. unnecessary
Using Related Words in Analogies

Working With Analogies  You can strengthen your vocabulary and improve your performance on standardized tests by working with analogies. An analogy is a pair of words that have a relationship to each other. You have to look for a second pair that have the same relationship.

<table>
<thead>
<tr>
<th>TIPS FOR ANSWERING ANALOGY QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Define both words in the initial pair.</td>
</tr>
<tr>
<td>2. Determine how the two words are related to each other. For example, they may be synonyms, antonyms, a part-to-whole, a type of something, or an instrument with its use or user.</td>
</tr>
<tr>
<td>3. Look for a second pair that have the same relationship.</td>
</tr>
<tr>
<td>4. Make sure your answer choice follows the same order or same parts of speech as the initial pair.</td>
</tr>
</tbody>
</table>

**Exercise 1** Recognizing Related Words in Analogies. Choose the pair of words below whose relationship is most similar to that of the capitalized pair of words.

1. ADMONITION : WARNING ::
   a. calm : nervous
   b. punishment : reward
   c. trust : honest
   d. judgment : verdict

2. POTENCY : WEAKNESS ::
   a. courtesy : rudeness
   b. tenderness : gentleness
   c. fear : fright
   d. clown : funny

3. STRAIGHT : STRAIT ::
   a. force : forts
   b. bruise : brews
   c. wreck : reckless
   d. style : fashion

4. CORE : APPLE ::
   a. orange : peel
   b. chorus : choir
   c. nucleus : atom
   d. hour : clock

5. IRON : WRINKLES ::
   a. vacuum : messy
   b. detergent : stains
   c. stove : food
   d. window : view

**Exercise 2** More Work With Analogies. Choose the pair of words below whose relationship is most similar to that of the capitalized pair of words.

1. EPHEMERAL : DURABLE ::
   a. useful : helpful
   b. fearful : frightened
   c. need : require
   d. frequent : seldom

2. LOCKER : STORAGE ::
   a. bicycle : speed
   b. basket : wicker
   c. hammer : construction
   d. tire : car

3. CANNON : GUN ::
   a. ball : sport
   b. sneaker : shoe
   c. weapon : war
   d. pottery : clay

4. AMIABLE : FRIENDLY ::
   a. indigent : rich
   b. fancy : plain
   c. partial : entire
   d. potent : strong

5. BOAT : SAIL ::
   a. wall : house
   b. harbor : port
   c. compass : needle
   d. train : smoke
Using Resource Materials

Use a dictionary and special vocabulary sections of your notebook regularly to build your vocabulary. Use a thesaurus to find a list of words similar in meaning.

<table>
<thead>
<tr>
<th>Dictionary</th>
<th>Thesaurus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling: mollify</td>
<td>Words similar in meaning: mollify: calm, relieve, soften</td>
</tr>
<tr>
<td>Pronunciation: (məlˈli fə)</td>
<td>Meaning: pacify; appease</td>
</tr>
</tbody>
</table>

**Exercise 1** Using a Dictionary or Thesaurus as a Resource. Indicate whether you should use a dictionary or a thesaurus to help answer each question below. Then, write the answer.

**EXAMPLE:** Which spelling is preferred: catalog or catalogue? **dictionary**  catalog

1. What word is a good substitute for gallant? ____________________________________________________________________________

2. How should you pronounce gnarled? ____________________________________________________________________________

3. Which of the following spellings is correct: reminisce or riminiss? ____________________________________________________________________________

4. What are three verbs you might use to replace defeat?________________________________________________________________________

5. What definition of field applies to physics? ____________________________________________________________________________

**Exercise 2** Using a Dictionary and a Thesaurus to Increase Vocabulary. Use a dictionary to look up the definition of each word below, and write the definition in the space provided. Then, use a thesaurus to find a synonym for each word.

**EXAMPLE:** momentous  very important  eventful  Word  Definition  Synonym

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Synonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. routine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. finesse</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. scandalous</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. testimony</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. declaim</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. furbish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. admonish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. dulcify</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. curtail</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. zealous</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Remembering Vocabulary Words

Use one or more review techniques to remember the meaning of new words.

**STUDYING AND REVIEWING METHODS**

- Set up an individual three-column vocabulary notebook.
- Use index cards to make a set of flashcards.
- Work with a tape recorder.
- Study with a partner.

**Exercise 1** Keeping a Vocabulary Notebook. Look up the meanings of each of the following words. Write a bridge word to serve as a clue to the meaning, and then write a definition for each one on the second line.

**EXAMPLE:** intrepid _medal_ _brave or daring_

1. deacon
2. holograph
3. kirk
4. bey
5. cowl
6. languid
7. revile
8. salvo
9. wadi
10. maw

**Exercise 2** Creating Vocabulary Flashcards. Use a dictionary to look up the definition of each word below, and write the definition in the space provided. Copy each word on one side of an index card. On the other side, copy its definition. Work with a partner, quizzing each other on the definitions.

**EXAMPLE:** hypocrite _a person who pretends to be what he or she is not_

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. paradigm</td>
<td></td>
</tr>
<tr>
<td>2. escapade</td>
<td></td>
</tr>
<tr>
<td>3. indigent</td>
<td></td>
</tr>
<tr>
<td>4. pastoral</td>
<td></td>
</tr>
<tr>
<td>5. buoyancy</td>
<td></td>
</tr>
<tr>
<td>6. amorphous</td>
<td></td>
</tr>
<tr>
<td>7. tantamount</td>
<td></td>
</tr>
<tr>
<td>8. tantalize</td>
<td></td>
</tr>
<tr>
<td>9. replenish</td>
<td></td>
</tr>
<tr>
<td>10. strident</td>
<td></td>
</tr>
</tbody>
</table>
Recognizing Word Roots

Use roots to determine the meanings of unfamiliar words.

<table>
<thead>
<tr>
<th>TEN COMMON ROOTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ced- (-ceed-, -cess-) go</td>
</tr>
<tr>
<td>-dic- (-dict-) say</td>
</tr>
<tr>
<td>-graph- write</td>
</tr>
<tr>
<td>-mit- (-mis-) send</td>
</tr>
<tr>
<td>-pon- (-pos-) put</td>
</tr>
</tbody>
</table>

**Exercise 1** Finding Words With Common Roots. Circle the two words in each group that have a common root. Then, look up the words and describe the basic meaning they share.

**EXAMPLE:**

prediction
dictate

Both words deal with saying or speaking.

1. intention transmission convention missionary

2. tenacious proceed tenant commit

3. phonograph convention inspection spectacle

4. procession transmit intention concede

5. respect revert repulse conversion

**Exercise 2** Using Roots to Determine Meaning. Make a guess about the meaning of each of the following words. Then, look up your guesses in a dictionary and make any necessary changes.

1. recession

2. abdication

3. stenographer

4. remission

5. deposition

6. compulsion

7. circumspect

8. sustain

9. intervene

10. diversion
Using Prefixes

Use the meanings of prefixes to determine the meanings of unfamiliar words.

<table>
<thead>
<tr>
<th>TEN COMMON PREFIXES</th>
</tr>
</thead>
<tbody>
<tr>
<td>ab- away</td>
</tr>
<tr>
<td>circum- around</td>
</tr>
<tr>
<td>com- (co-, col-, con-, cor-) together</td>
</tr>
<tr>
<td>ex- (e-, ec-, ef-) from</td>
</tr>
<tr>
<td>inter- between</td>
</tr>
<tr>
<td>post- after</td>
</tr>
<tr>
<td>pre- before</td>
</tr>
<tr>
<td>re- back</td>
</tr>
<tr>
<td>semi- half</td>
</tr>
<tr>
<td>sub- (suc-, suf-, sup-) under</td>
</tr>
</tbody>
</table>

**Exercise 1** Finding Words With Common Prefixes. Use a dictionary to find a word beginning with each prefix. Then, define each word in a way that helps illustrate the meaning of the prefix. Use any of the spellings shown in the chart.

**EXAMPLE:** con- contain hold together

1. ab-              
2. circum-          
3. col-             
4. ex-              
5. inter-           
6. post-            
7. pre-             
8. re-              
9. semi-            
10. sub-             

**Exercise 2** Using Prefixes to Determine Meaning. Make a guess about the meaning of each of the following words. Then, look up your guesses in a dictionary and make any necessary changes.

**EXAMPLE:** predestined already known although in the future

1. abduct              
2. circumnavigate       
3. compile             
4. exhale              
5. interstellar        
6. postoperative       
7. prerequisite         
8. rekindle            
9. semiannual           
10. substandard         

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Understanding Suffixes

Use suffixes to determine the meanings and parts of speech of unfamiliar words.

### NINE COMMON SUFFIXES

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
<th>Example</th>
<th>Part of Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>-able</td>
<td>capable of</td>
<td>reliable</td>
<td>adjective</td>
</tr>
<tr>
<td>-ance</td>
<td>the act of</td>
<td>clearance</td>
<td>noun</td>
</tr>
<tr>
<td>-ate</td>
<td>to make</td>
<td>decorate</td>
<td>verb</td>
</tr>
<tr>
<td>-fy</td>
<td>to make</td>
<td>clarify</td>
<td>verb</td>
</tr>
<tr>
<td>-ist</td>
<td>a person who</td>
<td>violinist</td>
<td>noun</td>
</tr>
<tr>
<td>-ize</td>
<td>to make</td>
<td>idolize</td>
<td>verb</td>
</tr>
<tr>
<td>-less</td>
<td>without</td>
<td>careless</td>
<td>adjective</td>
</tr>
<tr>
<td>-ous</td>
<td>marked by</td>
<td>pompous</td>
<td>adjective</td>
</tr>
<tr>
<td>-tion</td>
<td>state of being</td>
<td>action</td>
<td>noun</td>
</tr>
</tbody>
</table>

### Exercise 1
Using Suffixes to Form New Words.

Add a suffix to each word listed below to form the part of speech listed to the right.

**EXAMPLE:** work ____ workable ____ adjective

1. continue _______________ adjective
2. humor _________________ noun
3. explore _______________ noun
4. spine _________________ adjective
5. beauty _________________ verb
6. special _______________ verb
7. incorporate __________ noun
8. admit _________________ noun
9. treat _________________ adjective
10. active _______________ verb

### Exercise 2
Using Suffixes to Help Determine Meaning.

Circle the words that offer the better definition for each word.

**EXAMPLE:** solidify ____ become hard ____ with difficulty

1. witless: beyond hope without intelligence
2. duplication: identical copy extremely puzzled
3. animate: bring to life striped horse
4. aerialist: add space high-wire acrobat
5. tortuous: extremely crooked cause pain
6. remembrance: cherished souvenir hug
7. mystify: study cause confusion
8. humorous: very painful highly amusing
9. replicate: make the same fill up
10. idolize: strengthen adore
Keeping a Spelling Notebook

Making a Personal Spelling List Make a personal spelling list of difficult words, enter it in an area you have set aside in your notebook, and add to your list regularly. Cross words off your list when you are certain that you can spell them correctly.

<table>
<thead>
<tr>
<th>Misspelled Words</th>
<th>Correct Spelling</th>
<th>Practice Sessions</th>
<th>Memory Aids</th>
</tr>
</thead>
<tbody>
<tr>
<td>apparent</td>
<td>apparent</td>
<td>✔️</td>
<td>the apparent rent</td>
</tr>
<tr>
<td>criticize</td>
<td>criticize</td>
<td>✔️</td>
<td>criticize and amaze</td>
</tr>
</tbody>
</table>

Diagnosing Your Problem Areas Recognize areas in which your knowledge of basic spelling rules is weak, and make a special effort to master the rules involved.

Exercise 1 Developing a Spelling Study Sheet Use a dictionary to find the correct spelling for each word below. Then, create a short memory aid to help you remember how to spell the word.

EXAMPLE: atheletic athletic don't write the

1. aquired
2. arguement
3. bisness
4. commitee
5. dissapponted
6. heigth
7. omitted
8. privilege
9. seperateley
10. valuble

Exercise 2 Creating a Personal Spelling List Use the lines below to list ten words that you sometimes misspell. Write your misspelling in the first column, the correct spelling in the second column, and a memory aid in the third column.

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

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Studying Problem Words

Putting Your Personal Study List to Work  Study the words in your personal spelling list using the steps in the following chart.

<table>
<thead>
<tr>
<th>STEPS FOR STUDYING PROBLEM WORDS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Look:</strong> Study all letters in the word carefully.</td>
</tr>
<tr>
<td><strong>Pronounce:</strong> Say the word out loud.</td>
</tr>
<tr>
<td><strong>Write:</strong> Put the word on paper.</td>
</tr>
<tr>
<td><strong>Check:</strong> See if you have written the word correctly.</td>
</tr>
<tr>
<td><strong>Review:</strong> Repeat the steps until you know each word.</td>
</tr>
</tbody>
</table>

**Exercise 1**  Studying Problem Words.  Look at each of the words below and underline the letter or letters that are likely to cause problems.

**EXAMPLE:** condemn

1. sophomore
2. absence
3. omitted
4. eighth
5. scissors

6. misspell
7. desperate
8. creditor
9. mysterious
10. correspondence

11. courtesy
12. calendar
13. privilege
14. parallel
15. occurrence

16. vacancy
17. pretense
18. ninety
19. concede
20. truly

**Exercise 2**  Writing Problem Words Correctly.  One word in each pair below is spelled correctly. On the line provided, write the spelling you think is correct. Check your answers in a dictionary. Then, add any words you misspelled to your spelling notebook.

**EXAMPLE:** condemn  condemn  condemn

1. appearance  appearence
2. quantity  quantity
3. calendar  calender
4. judgment  judgement
5. exagerated  exaggerated
6. profesor  professor
7. fascinate  fasinate
8. conscious  conscience
9. gaurdian  guardian
10. government  goverment

11. courtesy  
12. calendar  
13. privilege  
14. parallel  
15. occurrence  
16. vacancy  
17. pretense  
18. ninety  
19. concede  
20. truly  

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Developing Memory Aids

Using Memory Aids to Improve Spelling   Use memory aids to remember the spelling of words that you find especially difficult. Write your memory aids next to the words in your spelling notebook to help you remember how to spell your problem words correctly.

<table>
<thead>
<tr>
<th>METHODS FOR DEVELOPING MEMORY AIDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Find a word within the word: the apparent rent.&lt;br&gt;2. Find a word with the same letters: criticize and amaze.</td>
</tr>
</tbody>
</table>

Exercise 1  Creating Memory Aids.   Create a short memory aid for each word below.

**EXAMPLE:** similar similar larks

1. familiar __________________________ 6. conscience ________________________
2. rehearse __________________________ 7. category __________________________
3. dessert ___________________________ 8. permissible _______________________
4. license ___________________________ 9. surprise __________________________
5. laboratory ________________________ 10. bulletin _________________________

Exercise 2  Working With Memory Aids.   Underline a familiar word within each larger word listed below. Then, use both the smaller word and the larger word in a sentence that will help you remember the spelling demon.

**EXAMPLE:** really _Is she really my ally?_

1. category __________________________
2. beginning __________________________
3. accountant _________________________
4. magnificent __________________________
5. hoarse _____________________________
6. persistent __________________________
7. route ______________________________
8. usage ______________________________
9. versatile __________________________
10. recognize __________________________
11. villain ____________________________
12. perspire __________________________
13. often ______________________________
14. subtle _____________________________
15. sovereign __________________________
Applying Spelling Rules: Forming Plurals

Forming Plurals  The plural form of most nouns is formed by adding -s or -es to the singular. Some words ending in y, f, or fe require changing letters before adding -s or -es. Irregular plural forms of other nouns are listed in the dictionary.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>miss</td>
<td>misses</td>
<td>goose</td>
<td>geese</td>
</tr>
<tr>
<td>mix</td>
<td>mixes</td>
<td>mother-in-law</td>
<td>mothers-in-law</td>
</tr>
<tr>
<td>fizz</td>
<td>fizzes</td>
<td>mouse</td>
<td>mice</td>
</tr>
<tr>
<td>loaf</td>
<td>loaves</td>
<td>phenomenon</td>
<td>phenomena</td>
</tr>
<tr>
<td>puppy</td>
<td>puppies</td>
<td>life</td>
<td>lives</td>
</tr>
<tr>
<td>tomato</td>
<td>tomatoes</td>
<td>radio</td>
<td>radios</td>
</tr>
<tr>
<td>daisy</td>
<td>daisies</td>
<td>fire engine</td>
<td>fire engines</td>
</tr>
</tbody>
</table>

**SAMPLE PLURALS**

**Exercise 1** Writing Plurals. Write the plural of each word in the space provided below.

**EXAMPLE:** leash — leashes

1. child
2. poppy
3. scarf
4. rhythm
5. bench
6. fox
7. deer
8. mouse
9. potato
10. flash

11. sister-in-law
12. radius
13. fuss
14. station wagon
15. piano
16. shelf
17. boy
18. watch
19. lady
20. moose

**Exercise 2** More Work With Plurals. In each blank below, fill in the correct plural form of the word in parentheses.

1. Fallen __________________ were scattered across the ground. (leaf)
2. The __________________ raced to the scene of the crime. (police car)
3. Ten rock __________________ performed at the festival. (group)
4. All of the __________________ in the kitchen are dull. (knife)
5. Most of the __________________ at the convention were boring. (speech)
6. He had a team of __________________ pulling his cart. (ox)
7. The __________________ were crying all night. (baby)
8. Several __________________ were unable to attend the meeting. (man)
9. Two of Joey’s __________________ were knocked out when his brother hit him in the face. (tooth)
10. Lois and Alice were the __________________ of their school paper. (editor-in-chief)
Applying Spelling Rules: Adding Prefixes and Suffixes

Adding Prefixes and Suffixes  When a prefix is added to a word, the spelling of the word root remains the same. The spelling of the prefix, however, may change. When a suffix is added to a word, the spelling of the word root may change. Check a dictionary when in doubt.

### ADDING PREFIXES

<table>
<thead>
<tr>
<th>With No Change</th>
<th>With Prefix Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>com + motion = commotion</td>
<td>com + respond = correspond</td>
</tr>
<tr>
<td>dis + locate = dislocate</td>
<td>dis + fuse = diffuse</td>
</tr>
<tr>
<td>in + coherent = incoherent</td>
<td>in + legal = illegal</td>
</tr>
<tr>
<td>sub + basement = subbasement</td>
<td>sub + press + suppress</td>
</tr>
</tbody>
</table>

### ADDING SUFFIXES

<table>
<thead>
<tr>
<th>With No Change</th>
<th>With Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>enjoy + able = enjoyable</td>
<td>day + ly = daily</td>
</tr>
<tr>
<td>rely + ing = relying</td>
<td>rely + able = reliable</td>
</tr>
<tr>
<td>separate + ly = separately</td>
<td>separate + ing = separating</td>
</tr>
<tr>
<td>anger + ed = angered</td>
<td>omit + ed = omitted</td>
</tr>
</tbody>
</table>

#### Exercise 1  Adding Prefixes.  Combine the following items, using a dictionary when necessary.

**EXAMPLE:** in + migrate  ______immigrate____

1. dis + appear
2. in + luminate
3. sub + marine
4. com + mend
5. mis + spell
6. dis + own
7. in + legitimate
8. com + pare
9. co + ordinate
10. sub + ordinate
11. un + favorable
12. dis + solve
13. com + rode
14. mis + giving
15. in + numerable
16. sub + pose
17. mis + use
18. in + migrate
19. dis + fer
20. com + rect

#### Exercise 2  Adding Suffixes.  Combine the following items, using a dictionary when necessary.

**EXAMPLE:** promote + ed  ______promoted____

1. brag + ing
2. state + ment
3. create + ing
4. differ + ence
5. delay + ed
6. decrease + ing
7. innocent + ly
8. snap + er
9. cry + ing
10. wonderful + ly
11. try + ed
12. occur + ing
13. engage + ed
14. love + ly
15. replay + able
16. deny + ed
17. encourage + ment
18. annoy + ed
19. usual + ly
20. employ + ment
Applying Spelling Rules: *ie* and *ei*; *-cede*, *-ceed*, and *-sede*

**ie and ei Words** Use the traditional rule for *ie* and *ei* words after you have learned the exceptions.

<table>
<thead>
<tr>
<th><em>ie</em> Exceptions</th>
<th><em>ei</em> Exceptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>ancient</td>
<td>financier</td>
</tr>
<tr>
<td>conscience</td>
<td>science</td>
</tr>
<tr>
<td>efficient</td>
<td>sufficient</td>
</tr>
<tr>
<td>either</td>
<td>height</td>
</tr>
<tr>
<td>height</td>
<td>seize</td>
</tr>
<tr>
<td>leisure</td>
<td>sheik</td>
</tr>
<tr>
<td>foreign</td>
<td>sheik</td>
</tr>
<tr>
<td>neither</td>
<td>weird</td>
</tr>
</tbody>
</table>

**Words Ending in *-cede*, *-ceed*, and *-sede*** Memorize the spellings of words that end in *-cede*, *ceed*, and *-sede*.

<table>
<thead>
<tr>
<th>Words Ending in <em>-cede</em></th>
<th>Words Ending in <em>-ceed</em></th>
<th>Word Ending in <em>-sede</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>accede</td>
<td>precede</td>
<td>exceed</td>
</tr>
<tr>
<td>concede</td>
<td>recede</td>
<td>proceed</td>
</tr>
<tr>
<td>intercede</td>
<td>ceased</td>
<td>supersede</td>
</tr>
</tbody>
</table>

**Exercise 1** Spelling *ie* and *ei* Words. Add *ie* or *ei* to complete each sentence below.

**EXAMPLE:** After today, Keith will __________ either quit or be fired.

1. How many cards have we received so far?
2. The chief reason for the new policy is to avoid overcrowding.
3. If the team isn’t here soon, they will forfeit the game.
4. Cannons put an end to long sieges.
5. Mr. Thorn considered the seizure of his goods to be an outrage.
6. Who painted this ceiling purple?
7. Ms. Eldon firmly believed in miracles.
8. The next customer spoke with a foreign accent.
9. Mrs. Carey found an ingenious way to spend her leisure time.
10. We were not deceived by his pleasant smile.

**Exercise 2** Spelling Words Ending in *-cede*, *-ceed*, and *-sede*. Fill in the correct letters in the spaces below.

**EXAMPLE:** The candidate would not concede, even though it was clear that he had been defeated.

1. The principal was forced to inter________ when a fight broke out in the cafeteria.
2. The president’s orders supersede those of the general manager.
3. You must proceed with extreme caution.
4. To succeed in life you must set high standards for yourself.
5. When Joe looked in the mirror, he discovered that his hairline had started to recede.
6. The mechanic told me that the cost of the repairs would exceed his original estimate.
7. I must concede that point to you.
8. After arguing for several hours, I finally realized that I would have to accede to the mechanic’s demands.
9. John’s band will precede the main act in tonight’s concert.
10. After losing the election, the candidate decided to secede from the Republican Party.
Applying Spelling Rules: Other Confusing Endings

Distinguishing Correct Endings  Learn to distinguish between similar word endings that may cause spelling errors.

<table>
<thead>
<tr>
<th>Words Ending in -ance</th>
<th>Words Ending in -ence</th>
</tr>
</thead>
<tbody>
<tr>
<td>appearance</td>
<td>importance</td>
</tr>
<tr>
<td>brilliance</td>
<td>reluctance</td>
</tr>
<tr>
<td>elegance</td>
<td>tolerance</td>
</tr>
<tr>
<td>absence</td>
<td>independence</td>
</tr>
<tr>
<td>correspondence</td>
<td>presence</td>
</tr>
<tr>
<td>difference</td>
<td>violence</td>
</tr>
</tbody>
</table>

THREE CONFUSING PAIRS

<table>
<thead>
<tr>
<th>The Common Ending</th>
<th>The Less Common Ending</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ary: dignitary, library</td>
<td>-ery: bakery, cemetery, winery</td>
</tr>
<tr>
<td>-cy: diplomacy, policy</td>
<td>-sy: courtesy, ecstasy, fantasy</td>
</tr>
<tr>
<td>-ify: dignify, qualify</td>
<td>-efy: liquefy, putrefy, stupefy</td>
</tr>
</tbody>
</table>

Exercise 1  Adding Confusing Endings.  Add one of the endings in the charts above to complete each sentence. Use a dictionary when necessary.

EXAMPLE:  We were shocked at her abs __________ from the ceremony.

1. Ursula Le Guin’s stories often deal with fanta __________.
2. What does a runner have to do to qual __________?
3. All of their correspond __________ begins that way.
4. Her hesitan __________ was not expected.
5. You would be foolish to place any reli __________ on the machine.
6. Two bodyguards appeared with each foreign dignit __________.
7. What is the signific __________ of this latest bulletin?
8. His performance on this tennis court is legend __________.
9. Sitting on the counter, the meat is likely to putr __________.
10. Those types of movies absolutely terr __________ me.

Exercise 2  More Work With Confusing Endings.  Follow the directions in Exercise 1.

1. Ellen bought two dozen cookies at the bak __________.
2. The teacher told Nate’s parents that he had superior intellig __________.
3. He is certainly not a viol __________ man.
4. Sometimes Betty’s actions stup __________ me.
5. Some people consider frog’s legs to be a delica __________.
6. Elena recently accepted a position with an advertising agen __________.
7. When Joe could not get into college, he decided to join the milit __________.
8. When the army refused to accept him, Joe entered a monast __________.
9. After Joe had moved into his new retreat, he discovered that he had epilep __________.
10. Once he learned to cope with his condition, Joe moved to New York and got a job at a nurs __________.
Proofreading Carefully for Spelling Errors

**Proofreading Carefully**  Proofread everything you write for spelling errors. Use a dictionary to look up words that you suspect may be spelled incorrectly.

### PROOFREADING STRATEGIES

1. Read your work aloud or silently to yourself.
2. Proofread one line at a time, using a ruler or the side of your hand to help you focus.
3. Read backwards from the last word to the first to give yourself a different viewpoint.
4. Make sure to check the spelling of proper nouns.

**Exercise 1** Proofreading a Selection.  There are ten misspelled words in the paragraph below.  Find each misspelled word and write it correctly in one of the spaces provided below the paragraph.

After my trip to Washington, DC, over the February vacation, I decided that I want to work for a government agency after I get my college degree. I think it would be a privilege to work in Washington, and I know I would enjoy living there. When I told my parents of my plan, I thought they might criticize it, but they were very supportive. They recommended that I take a political science course next year to learn more about how the country is run. I believe that's a good idea, and I hope that my schedule can accommodate the new class.

1. ____________________ 6. ____________________
2. ____________________ 7. ____________________
3. ____________________ 8. ____________________
4. ____________________ 9. ____________________
5. ____________________ 10. ____________________

**Exercise 2**  Proofreading Your Own Sentences.  Use each of the following problem words in a sentence. Then, proofread your sentences carefully to make sure you have spelled each word correctly.

1. eighth ____________________
2. mathematics ____________________
3. athletic ____________________
4. conscience ____________________
5. calendar ____________________
6. judgment ____________________
7. exaggerate ____________________
8. unnecessary ____________________
9. occurred ____________________
10. separate ____________________

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Reading Textbooks

Observing Textbook Sections  Most textbooks contain several special sections located at the front or the back of the book to help readers find information quickly or to better understand the information that is presented in the book.

<table>
<thead>
<tr>
<th>TEXTBOOK SECTIONS AND THEIR USES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table of Contents</td>
</tr>
<tr>
<td>Preface or Introduction</td>
</tr>
<tr>
<td>Index</td>
</tr>
<tr>
<td>Glossary</td>
</tr>
<tr>
<td>Appendix</td>
</tr>
<tr>
<td>Bibliography</td>
</tr>
</tbody>
</table>

Scanning Textbook Sections  When you first receive a textbook, you should scan through it quickly to learn what special sections it contains and where they are located.

Exercise 1  Determining Where to Find Textbook Information.  Indicate the section of a textbook you might use to carry out each task below.

EXAMPLE:  You want to define the biology term xylem.  [glossary]

1. You wonder if the book provides references to helpful Internet Web sites.  ____________
2. You want to find additional charts or tables to expand on ideas presented in the text.  ____________
3. You want to locate the first page of Chapter 9 in the book.  ____________
4. You want to find out on which pages of your world history book Sparta is mentioned.  ____________
5. You want to read how the authors feel the book can be used most effectively.  ____________
6. You want a brief definition for the math term Pythagorean Theorem.  ____________
7. You want to determine how many sections the book contains.  ____________
8. You want to know if your science book contains a reference to the greenhouse effect.  ____________
9. You want to locate more maps or documents to use for quick reference.  ____________
10. You would like to locate three additional sources for a research paper.  ____________

Exercise 2  Exploring Sections of Your Textbooks.  Look through your textbooks to answer the questions below.

1. If your social studies textbook contains an appendix, what are some materials included in that section?  ____________
2. What are the definitions of three terms beginning with the letter B in your science textbook?  ____________
3. Which chapter in your math textbook is the longest? How many pages does it contain?  ____________
4. Does your science textbook contain suggestions for further reading? If yes, list the author and title of one reference.  ____________
5. Which of the special textbook sections do you find the most helpful? Why?  ____________
Identifying Textbook Features

Observing Textbook Features  In many textbooks, each chapter or section contains features to help readers focus on the key ideas and test their understanding of the material they have read. Before you begin reading a textbook chapter, you should note what features it contains.

<table>
<thead>
<tr>
<th>STEPS FOR PREREADING A TEXTBOOK CHAPTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Look at the beginning of a chapter or section to see if it contains an overview, a list of focus introductory questions, or a list of key terms to recognize or define. These can help you focus your attention on the reading.</td>
</tr>
<tr>
<td>2. Notice how titles, headings, and subheadings are printed. Determine how the publisher is using color or special formatting to organize the information.</td>
</tr>
<tr>
<td>3. Look for pictures, maps, graphs, captions, and special features that may help you understand complex information more easily.</td>
</tr>
<tr>
<td>4. Look at the end of the chapter to see what types of review materials it contains, such as summaries, questions, tests, and skills development exercises.</td>
</tr>
</tbody>
</table>

Exercise 1  Prereading a Textbook Chapter. Scan a chapter in your social studies or science textbook that you have not yet read in order to answer the questions below.
1. What features are included at the very beginning of the chapter? __________________________
2. What features are included at the end of the chapter? __________________________
3. How are main headings set off in the chapter? __________________________
4. What types of visual materials are included in the chapter (such as photographs, charts, or diagrams)? __________________________
5. Based on your scanning, what are three topics you expect to be covered in the chapter? __________________________

Exercise 2  Evaluating Textbook Features. Answer the following questions to evaluate the textbooks you are using this year.
1. Which of the textbooks you are using this year is organized best? Why? __________________________
2. Which of your textbooks has the most interesting visual materials? Give examples. __________________________
3. Which textbook is the hardest to read and understand? Why? __________________________
4. How would you improve that textbook? __________________________
5. Which textbook contains the best review materials at the end of each chapter? Give examples. __________________________
Using Reading Strategies

**Reading Textbooks**  Use reading and study aids in your textbooks to help you understand and remember what you are reading.

<table>
<thead>
<tr>
<th>USING THE SQ4R METHOD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Survey</strong></td>
</tr>
<tr>
<td><strong>Question</strong></td>
</tr>
<tr>
<td><strong>Read</strong></td>
</tr>
<tr>
<td><strong>Recite</strong></td>
</tr>
<tr>
<td><strong>Record</strong></td>
</tr>
<tr>
<td><strong>Review</strong></td>
</tr>
</tbody>
</table>

**Varying Your Reading Style**  Change your reading style whenever your purpose in reading changes.

<table>
<thead>
<tr>
<th><strong>DIFFERENT READING STYLES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Style</strong></td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>Close Reading</td>
</tr>
<tr>
<td>Skimming</td>
</tr>
<tr>
<td>Scanning</td>
</tr>
</tbody>
</table>

**Exercise 1**  Using the SQ4R Method. Choose a chapter in one of your textbooks to use in completing the work below.

1. List the chapter headings and subtitles.  

   ____________________________________________________________

2. Turn two of these headings into questions.  

   ____________________________________________________________

3. Read the chapter. Then, answer the questions you wrote in #2.  

   ____________________________________________________________

4. List the main ideas contained in the chapter.  

   ____________________________________________________________

5. List the major details used to support one of these ideas.  

   ____________________________________________________________

**Exercise 2**  Varying Your Reading Style. Skim through a chapter in one of your textbooks and write a summary on a separate sheet of paper. Then, read through the chapter again, using the close reading method, and write a series of notes or a modified outline.
Outlining What You Read

Making Formal Outlines  Use a formal outline for organizing lengthy reports, taking notes from textbooks, or whenever organizing information to show main ideas, major details, supporting details, and subdetails.

<table>
<thead>
<tr>
<th>FORMAL OUTLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Main idea or heading</td>
</tr>
<tr>
<td>A. Major detail explaining I.</td>
</tr>
<tr>
<td>B. Second major detail explaining I.</td>
</tr>
<tr>
<td>1. Supporting detail explaining B.</td>
</tr>
<tr>
<td>2. Second supporting detail explaining B.</td>
</tr>
<tr>
<td>a. Subdetail explaining 2.</td>
</tr>
<tr>
<td>b. Second subdetail explaining 2.</td>
</tr>
<tr>
<td>II. Second main idea or heading</td>
</tr>
<tr>
<td>A. Major detail explaining II.</td>
</tr>
</tbody>
</table>

Exercise 1  Writing a Formal Outline.  Prepare a formal outline of the following passage. Use the two main ideas listed below. Write your outline on a separate sheet of paper.

The Pacific yew tree is very resistant to diseases and insects. Scientists began studying the bark of the Pacific yew tree to find out why it is so hardy. They separated chemicals from the bark and discovered unusual crystals made from a chemical called taxol that seemed to protect the tree from predators and disease. Experimenting with taxol, scientists noted that it could be used to help prevent the spread of cancer. When cancer cells were exposed to taxol, the chemical formed structures around each cancer cell and prevented it from dividing. After more research, doctors began using taxol to treat cancer patients and found positive results in shrinking certain kinds of tumors.

The demand for taxol as a cancer treatment has grown rapidly, but the supply of the chemical is very limited. It takes the bark of three Pacific yew trees to produce enough taxol to treat one patient, but removal of the bark also kills the tree. At the same time, the supply of Pacific yew trees is declining because of destruction of rain forests in which the trees grow. Chemists have been working busily in an effort to reproduce the chemical structure of taxol. Finally, in 1996, chemists succeeded in producing synthetic taxol. Tests of the laboratory-produced taxol are continuing to see if it has the same cancer-prevention properties as the natural chemical.

I. The value of taxol  II. Supplies of taxol

Exercise 2  Outlining a Textbook Section or Chapter.  Choose a chapter or section of a chapter from your science or social studies textbook. Organize the information into a formal outline that has at least two main-idea headings. You might also work with a partner. Each of you should outline the same material separately. Then, compare your outlines to see who has covered the material more thoroughly. Finally, prepare a joint outline.
Using Graphic Organizers

Connecting Ideas With Graphic Organizers You can use graphic organizers to help you understand information you read and to show how ideas are related to each other. Graphic representations of the text can help you increase your reading comprehension and organize your thoughts for writing about what you read.

<table>
<thead>
<tr>
<th>Type of Organizer</th>
<th>Purpose of Organizer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Venn Diagram</td>
<td>For comparing and contrasting information</td>
</tr>
<tr>
<td>Chart</td>
<td>For organizing data under common headings</td>
</tr>
<tr>
<td>Web</td>
<td>For presenting main ideas and supporting details</td>
</tr>
<tr>
<td>Graphs</td>
<td>For presenting statistical information and relationships</td>
</tr>
<tr>
<td>Timeline</td>
<td>For arranging events in chronological order</td>
</tr>
</tbody>
</table>

Exercise 1 Using a Cause-and-Effect Organizer. A cause-and-effect organizer is a useful way to organize information, to understand reading material, or to prepare an essay. Read the following paragraph. Then, on your own paper create a larger version of the organizer at the bottom of this page. Place information from the paragraph into the diagram.

In the late 1880's, there were fewer than 250 miles of good roads in the United States outside of cities. Most roads were merely widened dirt paths that became muddy and impassable in the spring. Three developments led to increased road building in America. First, many Americans became hooked in the newest craze, bicycle riding, and wanted improved roads to ease their journeys. Secondly, the invention of the automobile, and the increased production of cars in the early 1900’s made it imperative that more paved roads be constructed. Third, Congress created the Office of Public Roads, which surveyed the current state of the nation’s roads and recommended new construction. The road-building process led to three other developments—the passage of state laws to fund road construction with tax dollars, the creation of a federal highway system, and the demand for and production of even more cars. New Jersey passed the first law to allow the use of tax dollars to build roads. Then, Oregon initiated a gasoline tax to pay for highway improvement, and soon all other states began following that practice. In 1921, Congress passed the Federal Highway Act and the federal government began funding construction of a national highway system. Highways running north-south routes were given odd numbers, and those running east-west routes were given even numbers. Many highways still follow this system today.
Analyzing and Evaluating Nonfiction

Developing Strategies for Reading Nonfiction Nonfiction writing is about real events, people, and things. While the story may be true, the author selects which information to include and often adds his or her views on the subject. For these reasons, you should read nonfiction carefully to analyze and evaluate the content and to form your own judgments on the topic.

<table>
<thead>
<tr>
<th>NONFICTION READING STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Notice opinions or ideas the writer is suggesting but not actually stating.</td>
</tr>
<tr>
<td>2. Draw general conclusions based on the facts and details that are presented.</td>
</tr>
<tr>
<td>3. Note the author’s purpose and possible bias.</td>
</tr>
<tr>
<td>4. Evaluate how truthful and believable the information seems.</td>
</tr>
<tr>
<td>5. Recognize any techniques the writer is using to sway your opinion.</td>
</tr>
</tbody>
</table>

Exercise 1 Analyzing a Work of Nonfiction. Pick a nonfiction selection you have read and answer the following questions. Use the questions as a guide to help you comprehend other works of nonfiction.

Title of nonfiction selection __________________________

1. Circle the type of nonfiction.
   - essay  
   - biography  
   - autobiography  
   - sports  
   - how-to  
   - humor  
   - letter  
   - memoir  
   - careers  
   - astronomy  
   - history  
   - article  
   - geography  
   - personal narrative  
   - other ________

2. Who or what is the main subject of this selection? __________________________

3. What is the author’s purpose for writing this selection? __________________________

4. List the two main ideas or key points the author wishes to convey. __________________________

5. What information, facts, or examples does the author include to support the purpose? __________________________

6. What group of people would find this nonfiction work most appealing? __________________________

   What does the author include to appeal to this audience? __________________________

7. What technique(s) does the author use to appeal to the reader? Circle one from below and give an example from the selection.
   - description  
   - argument  
   - comparison and contrast  
   - emotional language  
   - quotations  
   - personal recollections  

8. Summarize the theme or central idea of this selection. __________________________

9. Is there a sentence or short passage that states or strongly implies the message or main idea? If so, what is it? __________________________

10. Is this selection written in a style that is clear and interesting? Explain. __________________________

11. Are the details helpful, informative, and understandable? Explain. __________________________

12. Does this selection help you understand people and events? Explain. __________________________

13. Is there something especially important that you learned from reading this selection? If so, write about it and explain its significance. __________________________

14. What do you think is the author’s greatest strength as a writer? Explain. __________________________

15. Would you rate this nonfiction selection as weak, average, or strong? Give reasons for your rating. __________________________

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Distinguishing Fact From Opinion

**Determining Reliability of Information** Analyze material first to decide whether it is reliable.

<table>
<thead>
<tr>
<th>Statements of Fact</th>
<th>Objective statements that can be verified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statements of Opinion</td>
<td>Subjective statements that cannot be verified but must be supported with related facts before being accepted as valid</td>
</tr>
</tbody>
</table>

**Exercise 1** Distinguishing Between Facts and Opinions. Identify each of the following statements as a fact or opinion.

**EXAMPLE:** Walter Johnson is the best pitcher of all time. **opinion**

1. Sandra Cisneros is a better writer than Maya Angelou.
3. The New York Yankees have won the World Series more times than any other team.
4. Queen Victoria was only eighteen years old when she assumed the throne of England.
5. North Carolina is the best state to visit on vacation.
6. Some Egyptian artifacts in this museum are more than 4,000 years old.
7. Our school baseball team has no chance to win the tournament.
8. Tidal changes on Nova Scotia’s Bay of Fundy can measure over fifty feet.
9. This movie is certain to make you cry.
10. It is really hard to concentrate with that music playing.

**Exercise 2** Providing Support for Opinions. Write a sentence providing facts or details to support each opinion statement below.

**EXAMPLE:** Dent-O is an excellent toothpaste.

*In recent tests, Dent-O has been shown to prevent tooth decay effectively.*

1. K2 is a more difficult mountain to climb than Mount Everest.
2. It is a bad idea to leave a container of gasoline in the trunk of a car while driving.
3. Getting a good night’s sleep before a test can improve your performance.
4. This winter’s weather was really terrible.
5. In China, bicycles are more useful for getting around in than cars.
Applying Modes of Reasoning

Using Valid Reasoning  Think logically to draw valid conclusions.

<table>
<thead>
<tr>
<th>FORMS OF REASONING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Form</strong></td>
</tr>
<tr>
<td>Inference</td>
</tr>
<tr>
<td>Generalization</td>
</tr>
<tr>
<td>Analogy</td>
</tr>
<tr>
<td>Cause and Effect</td>
</tr>
</tbody>
</table>

**Exercise 1**  Analyzing Forms of Reasoning. Identify the form of reasoning in each of the following statements as inference, generalization, analogy, or cause and effect. Then, for each case, tell whether the conclusion drawn is valid or invalid.

**EXAMPLE:** Dogs do not get along with cats.  generalization  invalid

1. An infant's brain is like an empty canvas.                     
2. Wendy writes very well, has an excellent understanding of grammar, and reads with a high comprehension level, so she should do well in English class.  
3. Football players are not good students.                      
4. Because of the icy roads, there were many car accidents last night.  
5. Human beings are like snowflakes—no two people are exactly alike.  

**Exercise 2**  Analyzing the Validity of More Statements. Follow the same directions as in Exercise 1 to analyze the following statements.

1. Joe hates listening to commercials. This radio station plays fewer commercials than K88. Joe probably prefers this station to K88.  
2. An only child is not as independent as a child with siblings.  
3. A person’s lungs are like a bellows, expanding as they fill with air and shrinking as they discharge air.  
4. The walls of my room are painted bright yellow, so I had trouble sleeping last night.  
5. We visited Seattle last August, and it rained every afternoon. If you are planning to go there in March, you will definitely need an umbrella.
Identifying Author’s Purpose and Evaluating Language Use

Reading Critically  Read critically in order to question, analyze, and evaluate what you read.

CRITICAL-READING SKILLS

1. The ability to distinguish between fact and opinion.
2. The ability to identify the author’s purpose.
3. The ability to make inferences.
4. The ability to recognize the author’s tone.
5. The ability to recognize how writers use language.

Analyzing Uses of Language  Learn to identify different uses of language.

USES OF LANGUAGE

<table>
<thead>
<tr>
<th>Denotation</th>
<th>The literal or exact meaning of words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connotation</td>
<td>The implied or “loaded” meanings of words</td>
</tr>
<tr>
<td>Irony</td>
<td>The difference between a statement and its meaning</td>
</tr>
<tr>
<td>Inflated Language</td>
<td>Use of scholarly, technical, or scientific words and overly long phrases to sound impressive</td>
</tr>
<tr>
<td>Slanting</td>
<td>Presenting only one side of an issue or writing to lean toward one point of view</td>
</tr>
</tbody>
</table>

Exercise 1  Identifying Author’s Purpose.  Read each of the items below and determine whether the author’s purpose is to inform, to instruct, to offer an opinion, to sell, or to entertain.

EXAMPLE: The first step in learning how to maintain your own car is gaining an understanding of how the engine works.  **to instruct**

1. Mark McGwire hit seventy home runs in 1998, breaking Roger Maris’s record for the most home runs in a season.  
2. In a recent taste test, people preferred our cola to the leading brand by a ratio of three to one.  
3. After examining statistics regarding alcohol-related traffic fatalities, it should be quite clear to anyone that the penalties for driving while intoxicated should be much stiffer.  
4. Do you ever get tired of being bombarded by advertisers out to make you perfect? Do you ever get tired of listening to people try to convince you that the quality of your life would be greatly improved if you switched laundry detergents?

Exercise 2  Analyzing the Uses of Language.  Identify each of the items below as being an example of denotation, connotation, irony, inflated language, or slanting.

EXAMPLE: In an attempt to formulate an intelligible visualization of our future possibilities, we are prioritizing our options.  **inflated language**

1. Mr. Jones is suffering from a severe dysfunction of his left cerebral hemisphere.  
2. The man walked slowly down the street.  
3. The woman crawled at a snail’s pace down the busy street as if she had no place to go.  
4. Mr. Lassiter’s surprise birthday party was a real surprise; no one showed up.
Analyzing and Evaluating Fiction

Reading in an Active Way  When you read works of fiction, don’t just passively follow the action or ideas. Become actively involved by thinking about what is happening, analyzing why the author wrote the piece, and evaluating whether the message gets across effectively.

<table>
<thead>
<tr>
<th>TIPS FOR READING LITERARY WORKS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before You Read</strong></td>
</tr>
<tr>
<td>Establish a purpose for your reading.</td>
</tr>
<tr>
<td>Think about what you already know about the author or the work.</td>
</tr>
<tr>
<td><strong>As You Read</strong></td>
</tr>
<tr>
<td>Ask yourself questions about the plot and characters.</td>
</tr>
<tr>
<td>Make predictions about what you think may happen next.</td>
</tr>
<tr>
<td><strong>After You Read</strong></td>
</tr>
<tr>
<td>Link the work to your own experiences or to people you know.</td>
</tr>
<tr>
<td>Analyze how believable the work is.</td>
</tr>
<tr>
<td>Evaluate how well the author conveyed his or her message.</td>
</tr>
<tr>
<td>Think about what the work means to you.</td>
</tr>
</tbody>
</table>

Exercise 1  Analyzing and Evaluating a Work of Fiction. Answer the questions below about a story, novel, or play you have read recently.

Literary Work ____________________________  Author ____________________________

1. Why did you read the work (entertainment, to learn something, assignment, etc.)? ____________________________

2. Have you read any other works by this author? ____________________________

3. What did you expect the work to be about before you read it? ____________________________

4. In what ways was it different from what you expected? ____________________________

5. Which character(s) in the work seemed most like the people you know? ____________________________

6. Which character(s) were the most unusual or unpredictable? ____________________________

7. What message(s) did the author try to get across in the work? ____________________________

8. How effectively did the message(s) come across? Explain. ____________________________

9. What is one new idea you learned from reading the work? ____________________________

10. What is one way the work could have been improved? ____________________________
Reading Fiction

Developing Fiction Reading Strategies  Fiction is any work of literature in which characters and events have been imagined by the author. As you read a piece of fiction, determine the author’s theme or central message, try to follow the events of the plot, and note how characters are presented and developed.

<table>
<thead>
<tr>
<th>STRATEGIES FOR READING FICTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.  Picture the action in your mind.</td>
</tr>
<tr>
<td>2.  Ask questions and make predictions as you read.</td>
</tr>
<tr>
<td>3.  Try to put events into their proper chronological order to follow the plot.</td>
</tr>
<tr>
<td>4.  Put yourself in the characters’ shoes to understand them better.</td>
</tr>
<tr>
<td>5.  Draw inferences about the author’s purpose or point of view.</td>
</tr>
</tbody>
</table>

Exercise 1  Analyzing a Work of Fiction.  Pick a short story or novel you have read and answer the following questions.

Title of Short Story or Novel ________________________________

1. Where does this story or novel take place? ________________________________

2. Who is the main character in the story or novel? ________________________________

3. What challenge or conflict does the main character encounter? ________________________________

4. How is the conflict resolved? ________________________________

5. Have you or someone you know ever faced a similar type of conflict? Explain. ________________________________

6. What kind of person is the main character, and why do you think he or she behaved the way he or she did? ________________________________

7. What evidence in the story or novel leads you to this opinion of the main character? ________________________________

8. Do you think you would have acted in the same way? Explain. ________________________________

9. How would you describe the mood or feeling of the story? ________________________________

10. Summarize the theme or central idea of this short story or novel. ________________________________

11. Is there a sentence or short passage that states or strongly implies the theme? If so, what is it? ________________________________

12. Are the characters and dialogue believable? Explain. ________________________________

13. Could you visualize the details in the story as you read? Explain. ________________________________

14. Would you rate this story or novel as weak, average, or strong? Give reasons for your rating. ________________________________
Reading Drama

Using Drama Reading Strategies  
Reading drama is different from reading other literary forms because a play is designed to be performed for an audience. You need to listen mentally at the same time as you read, trying to pick up the tone and implied meanings in the dialogue as you note what the actors would be saying and doing on stage.

<table>
<thead>
<tr>
<th>STRATEGIES FOR READING DRAMA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Read the setting, prop descriptions, and stage directions to help you envision the action.</td>
</tr>
<tr>
<td>2. Summarize the action of the play as you complete each scene and act.</td>
</tr>
<tr>
<td>3. Try to “hear” how the actors would be saying the lines of dialogue.</td>
</tr>
<tr>
<td>4. Draw inferences about the playwright’s theme or message.</td>
</tr>
</tbody>
</table>

Exercise 1  
Analyzing a Dramatic Work.  
Pick a play you have read and answer the following questions.

Title of Play

1. Who is the main character in the play?

2. What kind of person is the main character? Why do you think he or she behaves the way he or she does?

3. What evidence or dialogue in the play leads you to this opinion of the main character?

4. What challenge or conflict does the main character encounter?

5. How is the conflict resolved?

6. What other important characters are involved in the conflict?

7. Where and when does this play take place? How does the playwright reveal this information?

8. How would you describe the mood? How does the playwright establish this mood?

9. Summarize the theme or central message of the play.

10. Is there a short section of dialogue that states or strongly implies the theme? If so, what is it?


12. Did the stage directions help you envision the settings for the play? Explain.

13. In a few sentences, describe a character or scene in this play that reminds you of someone or something in your own life.

14. Would you rate this play as weak, average, or strong? Give reasons for your rating.
Reading Poetry

Using Poetry Reading Strategies  When you read a poem, you need to use your feelings as well as your mind to understand fully what the poet is trying to say.

<table>
<thead>
<tr>
<th>STRATEGIES FOR READING POETRY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify who is speaking in the poem—the poet or some character.</td>
</tr>
<tr>
<td>2. Try to read the poem aloud to hear how the poet has used sound and language.</td>
</tr>
<tr>
<td>3. Look for literary techniques the poet uses to create mental images.</td>
</tr>
<tr>
<td>4. Use your imagination and senses to mentally picture what the poem is saying.</td>
</tr>
<tr>
<td>5. Note how the poem looks on the page for more clues to its meaning.</td>
</tr>
<tr>
<td>6. As you read, restate lines of the poem in your own words.</td>
</tr>
</tbody>
</table>

Exercise 1  Analyzing a Poem.  Pick a poem from your literature book, read it, and answer the following questions.

Title of Poem  __________________________  Name of Poet  __________________________

1. Circle the literary techniques the poet uses in this poem.
   simile  metaphor  personification  rhyme  repetition  onomatopoeia  alliteration  other  

2. Circle the word that best describes the tone of the poem.
   serious  peaceful  sad  frightening  lively  funny  disturbing  other  

3. In this poem, the poet is attempting to (circle one or more)
   tell a story  create an image  express a feeling or emotion  other  

4. Who is the speaker in this poem?  __________________________

5. Is the poem written in stanzas? If so, how many?  __________________________

6. Does the poem follow a clear rhythm pattern? How would you describe the rhythm?  __________________________

7. How would you describe the mood of the poem? How does the poet create this mood?  __________________________

8. Summarize what you think the poet wants you to know, feel, or believe about life from this poem.  __________________________

9. What images or word pictures in the poem appeal to your senses of sight, hearing, touch, taste, or smell? Explain.  __________________________

10. Does a particular word or phrase carry important meaning for the poem? If so, which word or phrase and what meaning does it convey?  __________________________

11. Paraphrase, or restate in your own words, a line or passage from the poem that you like or that you feel is important.  __________________________

12. Give an example of a figure of speech or literary device that the poet used, such as simile, metaphor, alliteration.  __________________________

13. What did you like or dislike about this poem? Why?  __________________________

14. When you reread the poem, did you discover something that was not obvious upon your first reading? Explain your discovery and the reason it may have occurred.  __________________________

15. Would you rate this poem as weak, average, or strong? Give reasons for your rating.  __________________________
Reading From Varied Sources

Using Different Information Sources  A wide range of information sources are available to you in print or electronic form. Make sure that you are aware of any biases or personal opinions the material may contain that may affect how accurate or useful the information is.

<table>
<thead>
<tr>
<th>Information Source</th>
<th>Possible Bias</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diaries, Letters, and Journals</td>
<td>Will reflect the writer’s personal feelings or opinions</td>
</tr>
<tr>
<td>Newspapers</td>
<td>Contain both objective news and editorial opinions</td>
</tr>
<tr>
<td>Speeches</td>
<td>May contain opinions and rhetorical strategies to sway readers</td>
</tr>
<tr>
<td>Electronic Texts (Internet, e-mail, etc.)</td>
<td>Writer may or may not have expertise in subject area or information may be one-sided</td>
</tr>
</tbody>
</table>

Exercise 1  Choosing Appropriate Information Sources. Indicate which of the sources listed above you might use to complete each of the following tasks. More than one grouping may be appropriate.

EXAMPLE: You want a first-hand account from a soldier during the Civil War.

1. You want to know where a politician stands on key issues in his or her own words. \[Diaries, Letters, and Journals\]
2. You would like to get an immediate response from a company on a product you have seen advertised. \[Electronic Texts (Internet, e-mail, etc.)\]
3. You want to know the inner feelings of someone famous. \[Diaries, Letters, and Journals\]
4. You would like to view the correspondence between two writers to learn more about one of them. \[Speeches\]
5. You want to research a paper on John Kennedy’s oratory skills. \[Speeches\]
6. You would like a reasoned opinion on which arguments regarding a key local issue make the most sense. \[Newspapers\]
7. You want to find up-to-date information about the progress of an explorer sailing solo around the globe. \[Electronic Texts (Internet, e-mail, etc.)\]
8. You want to get a local weather forecast for the next five days. \[Newspapers\]
9. You are doing a paper on persuasive techniques used by political leaders. \[Speeches\]
10. You would like two unbiased accounts of an event that happened two years ago. \[Newspapers\]

Exercise 2  Using Varied Information Sources. Pick a United States President who has served since 1940. Find at least one example of information related to that President from each source listed on this page. On a separate sheet of paper, write a paragraph describing what you learned about the leader from each source and how the information varied between sources.
Developing a Study Plan

Managing Your Study Time  Develop a Study Plan in order to manage your time most efficiently. Your study plan should include setting up a study area, establishing a study schedule, and using an assignment book.

### MAKING A STUDY SCHEDULE

1. Block out areas of time in which you have activities.
2. Block out study periods of no longer than forty-five minutes each.
3. Schedule study periods for times when you are most alert.
4. Arrange to study your most difficult subjects first.
5. Make use of study hall and free time at school to get some assignments completed.

Setting Goals  Set long- and short-term goals to improve your study habits. Record these goals and your timetable for achieving them in writing.

### SETTING LONG- AND SHORT-TERM GOALS

<table>
<thead>
<tr>
<th>Long-term Goal: To develop a study plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short-Term Goals</td>
</tr>
<tr>
<td>To set up a study area</td>
</tr>
<tr>
<td>To establish a study schedule</td>
</tr>
<tr>
<td>To use an assignment book to keep track of long- and short-term assignments</td>
</tr>
</tbody>
</table>

**Exercise 1  Setting Up a Study Schedule.**  Use the space provided below to make up a study schedule that suits your personal needs. Be sure to include at least two hours of study time broken down into periods of 30–45 minutes each.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 A.M.–3:00 P.M.</td>
<td>School</td>
</tr>
</tbody>
</table>

**Exercise 2  Setting Goals for Study Skills.**  Select one study skill that you want to master, such as improving your vocabulary test grades, learning to read faster, or keeping better track of homework assignments. Then, complete the steps below.

1. Set a long-term goal.
2. Set a short-term goal.
3. Set a second short-term goal.
4. Set a third short-term goal.
5. Now set a timetable for your short-term goals.
Methods of Taking Notes

Making Outlines Use a modified outline to take notes while listening or reading. Use a formal outline to arrange ideas when preparing major written and oral assignments.

<table>
<thead>
<tr>
<th>Modified Outline</th>
<th>Formal Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grizzly Bears</td>
<td>1. Grizzly Bears</td>
</tr>
<tr>
<td>1. Native to western North America</td>
<td>A. Native to western North America</td>
</tr>
<tr>
<td>2. Very large animals</td>
<td>1. Idaho, Montana, Wyoming</td>
</tr>
<tr>
<td>3. Omnivorous</td>
<td>2. Alaska, western Canada</td>
</tr>
<tr>
<td>4. Coats vary from light brown to almost black</td>
<td>B. Very large animals</td>
</tr>
<tr>
<td></td>
<td>1. Up to 8 feet long</td>
</tr>
<tr>
<td></td>
<td>2. Weight up to 800 pounds</td>
</tr>
<tr>
<td></td>
<td>C. Omnivorous</td>
</tr>
<tr>
<td></td>
<td>D. Coats vary from light brown to almost black</td>
</tr>
</tbody>
</table>

Writing Summaries Use a summary to take notes when you need to remember only the main ideas.

Exercise 1 Making a Modified Outline. Listen to a radio or TV interview, a segment of a documentary, or a recording of a speech. Use the questions below to prepare a modified outline of what you hear.

1. Who is the source of the information? ___________________________________________
2. When and where was the information presented? ______________________________________
3. What is the main idea? __________________________________________________________
4. What are the supporting ideas? __________________________________________________
5. On a separate piece of paper, write the main idea and supporting ideas in modified outline form.

Exercise 2 Writing a Summary. Read a newspaper or magazine article. Use the questions below to plan a summary of your article.

1. What is the title of the article and who wrote it? ______________________________________
2. Where and when was it published? _________________________________________________
3. What was the main idea of the article? _____________________________________________
4. What are the supporting ideas? ___________________________________________________
5. On a separate piece of paper, write the main idea and supporting ideas in summary form.
Finding Library Resources

Planning Your Research  Before you begin your research, gather some basic information about your topic.

<table>
<thead>
<tr>
<th>BASIC INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify the general subject under which your topic is likely to be listed.</td>
</tr>
<tr>
<td>2. Consider alternate names or terms under which your topic might be listed.</td>
</tr>
<tr>
<td>3. Determine the time frame and geographical location of your topic (if applicable).</td>
</tr>
</tbody>
</table>

Using the Card Catalog  Use the card catalog to find information about a library’s books and other materials on the subject. If the library has an electronic card catalog, make sure you learn how to type in the information you need in order to locate a book.

Exercise 1  Finding Basic Information.  List five possible research topics related either to subjects you are currently studying or subjects you would like to study. Then, fill in the general subject, an alternate name for the subject, and the time and location.

EXAMPLE:  Spanish Armada  Naval battles  British History  16th century/England

<table>
<thead>
<tr>
<th>Topic</th>
<th>General Subject</th>
<th>Alternate Name</th>
<th>Time/Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exercise 2  Using the Card Catalog.  Use the following electronic author card to fill in the information requested below.

<table>
<thead>
<tr>
<th>Author:</th>
<th>Lace, William W.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Defeat of the Spanish Armada / by William W. Lace</td>
</tr>
<tr>
<td>Publisher:</td>
<td>San Diego, CA: Lucent Books, 1997</td>
</tr>
<tr>
<td>Paging:</td>
<td>96 p.; 26 cm</td>
</tr>
<tr>
<td>Annotation:</td>
<td>Examines the pivotal naval battle in which the upstart British defeated the supposedly invincible Spanish fleet, changing the balance of power in sixteenth century Europe.</td>
</tr>
<tr>
<td>Call No.:</td>
<td>942.055 LAC</td>
</tr>
</tbody>
</table>

1. call number 6. publisher
2. author 7. copyright date
3. title 8. number of pages
4. fiction or nonfiction 9. number of subject cards
5. place of publication 10. height of book

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Going From Catalog to Shelf

Finding the Book You Want  Most libraries place fiction and nonfiction books in separate sections. They may also set up special sections for biographies and reference books. Use call numbers and other symbols given in the catalog to locate materials on the shelves.

<table>
<thead>
<tr>
<th>Item</th>
<th>Method of Finding on the Shelf</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonfiction</td>
<td>Use a call number.</td>
</tr>
<tr>
<td>Fiction</td>
<td>Find the fiction section and then look for the author’s last name.</td>
</tr>
<tr>
<td>Biography</td>
<td>Find the biography section and then look for the subject’s last name.</td>
</tr>
<tr>
<td>Reference Book</td>
<td>Find the reference section and then use the call number.</td>
</tr>
</tbody>
</table>

Locating Nonfiction Materials  Nonfiction books are arranged by call numbers according to the Dewey Decimal System. The books are arranged in number-letter order on the shelves: for example, 414.2D, 414.2G, 414.4D, 415.42B, 415.42R.

<table>
<thead>
<tr>
<th>Main Classes of Dewey Decimal System</th>
</tr>
</thead>
<tbody>
<tr>
<td>000–099 General Works</td>
</tr>
<tr>
<td>100–199 Philosophy</td>
</tr>
<tr>
<td>200–299 Religion</td>
</tr>
<tr>
<td>300–399 Social Sciences</td>
</tr>
<tr>
<td>400–499 Languages</td>
</tr>
<tr>
<td>500–599 Science</td>
</tr>
<tr>
<td>600–699 Technology</td>
</tr>
<tr>
<td>700–799 Arts and Leisure</td>
</tr>
<tr>
<td>800–899 Literature</td>
</tr>
<tr>
<td>900–999 History</td>
</tr>
</tbody>
</table>

Exercise 1  Finding Books on the Shelves. Write the first three letters or numbers you would look for to find each of the following books.

EXAMPLE: So Big by Edna Ferber (fiction)  FER

1. Aeronautics by Andrew Coles (683.72C)  ________________
2. Emily Dickinson by Drew Phillips (biography)  ________________
3. Dombey and Son by Charles Dickens (fiction)  ________________
4. The Civil War Revisited by Anne Herrold (973.21H)  ________________
5. Enrico Caruso by Phyllis Charles (biography)  ________________

Exercise 2  Finding Fiction and Nonfiction Books on the Shelves. Answer the following questions about locating books on library shelves.

1. To find fiction by Toni Morrison, would you look to the right or left of fiction by Alice Munro?  ________________
2. For a nonfiction book with the call number 762.54G, would you look to the right or left of a book with the call number 762.52M?  ________________
3. In which bank of shelves would you expect to find a book on installing and repairing telephones: one with books ranging from 425–496, one ranging from 532–599, or one ranging from 619–668?  ________________
4. Arrange these fictional books in the order you would find them on library shelves: A Bell for Adano by John Hersey, The House of Seven Gables by Nathaniel Hawthorne, The Hunchback of Notre Dame by Victor Hugo, To Kill a Mockingbird by Harper Lee.  ________________
5. Arrange these call numbers in the order you would find them on library shelves: 345.43M, 345.67J, 344.76T, 344.14S, 344.7R.  ________________
Using Periodicals and Periodical Indexes

**Periodicals and Pamphlets**  Use periodicals, newspapers, and pamphlets to supplement your research with specialized or current information. To help you locate articles or pamphlets quickly, learn to use different periodical indexes and files located in many public libraries or on the Internet.

<table>
<thead>
<tr>
<th>REFERENCE SOURCES TO PERIODICAL LITERATURE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To find newspaper articles</strong></td>
</tr>
<tr>
<td><strong>To find articles in popular magazines</strong></td>
</tr>
<tr>
<td><strong>To find articles in scholarly magazines and journals</strong></td>
</tr>
<tr>
<td><strong>To find pamphlets</strong></td>
</tr>
</tbody>
</table>

**Using the Readers’ Guide**  Learn to use the *Readers’ Guide to Periodical Literature* to find magazine articles quickly.

**Exercise 1**  Using the *Readers’ Guide*. Use this excerpt from the *Readers’ Guide* to answer the questions below.

**AUTOMOBILES**  
**History**  
Best, fastest, and most outrageous: the 50 most memorable cars ever tested by *Motor Trend*. C. Schifsky, il., *Motor Trend*, v 51, no. 9, p 61-2 S 1999

**EXAMPLE:**  In what volume is the article found?  51

1. What is the name of the magazine?  
2. What is the subject of the article?  
3. What is the date of the magazine?  
4. Who is the author of the article?  
5. Would this be a good article for a paper on how cars have changed over time?  

   How do you know?

**Exercise 2**  Using Library Indexes. Use the *Readers’ Guide* or other library indexes to find the following information.

1. Find and write down the title and date of three newspaper or magazine articles on cellular telephones.

2. Find and write down publication information for three recent articles on the European Union.

3. Find and write down publication information for a scholarly article on cancer treatment or research.

4. Find and write down publication information for an article on the novels of Toni Morrison.

5. Find the title and author of a pamphlet on recycling.

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Using Dictionaries

Recognizing Kinds of General Dictionaries  Use a dictionary that suits your present academic needs. When choosing a dictionary, look up several words to make sure the dictionary is neither too hard nor too easy.

Finding the Words  Become familiar with the spelling patterns of the sounds in English words.

<table>
<thead>
<tr>
<th>STEPS FOR FINDING WORDS QUICKLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use the four-section approach. (A-D, E-L, M-R, S-Z)</td>
</tr>
<tr>
<td>2. Next, use the guide words.</td>
</tr>
<tr>
<td>3. Then, follow strict alphabetical order.</td>
</tr>
</tbody>
</table>

Knowing What Dictionaries Contain  Learn to recognize and use the various features of your own dictionary.

<table>
<thead>
<tr>
<th>Features</th>
<th>Ways in Which They Can Be Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Front matter</td>
<td>To learn more about the specific dictionary you have</td>
</tr>
<tr>
<td>Spelling</td>
<td>For revising your papers</td>
</tr>
<tr>
<td>Syllabification</td>
<td>For breaking words at the end of lines</td>
</tr>
<tr>
<td>Pronunciation</td>
<td>For any speaking situations</td>
</tr>
<tr>
<td>Part-of-Speech Labels</td>
<td>To check for correct usage</td>
</tr>
<tr>
<td>Inflected Forms (Plurals, etc.)</td>
<td>To find the correct form</td>
</tr>
<tr>
<td>Etymologies (Histories of Words)</td>
<td>To help remember meanings</td>
</tr>
<tr>
<td>Definitions</td>
<td>To understand what you are reading</td>
</tr>
<tr>
<td>Usage Labels (Slang, etc.)</td>
<td>To find the right tone for your writing</td>
</tr>
<tr>
<td>Field Labels (Elec., etc.)</td>
<td>To find technical meanings</td>
</tr>
<tr>
<td>Idioms (head and shoulders above, etc.)</td>
<td>To understand special phrases</td>
</tr>
<tr>
<td>Derived Words (with suffixes)</td>
<td>To find the correct form and spelling</td>
</tr>
<tr>
<td>Synonyms</td>
<td>To find alternative words</td>
</tr>
</tbody>
</table>

Exercise 1  Recognizing the Many Uses of a Dictionary.  Answer the following questions:

1. What three features of the dictionary do you use most often?
   a. 
   b. 
   c. 

2. What are two other features that you can benefit from using when you are writing and revising your papers?
   a. 
   b. 

Exercise 2  Using Your Dictionary.  Use your dictionary to answer the following:

1. What is one technical meaning of lead? 
2. What is one idiom listed under jump? 
3. Which syllable is stressed in paternal? 
4. What part of speech is megrim? 
5. What is the plural of focus? 

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Using Other Reference Works

General Reference Books  Use general reference books to check basic facts or to explore the range of a topic.

<table>
<thead>
<tr>
<th>General Reference Books</th>
<th>What They Contain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encyclopedias</td>
<td>Basic information about almost all general topics</td>
</tr>
<tr>
<td>Almanacs</td>
<td>Facts and statistics on a wide range of subjects, including sports, governments, and famous people</td>
</tr>
<tr>
<td>Atlases</td>
<td>Current or historical maps, often showing more than just political or geographic details</td>
</tr>
<tr>
<td>Gazetteers</td>
<td>Facts about places around the world</td>
</tr>
<tr>
<td>Biographical References</td>
<td>Brief histories of famous people</td>
</tr>
<tr>
<td>Books of Quotations</td>
<td>Famous or fitting remarks on a variety of subjects</td>
</tr>
</tbody>
</table>

Specialized Reference Books  For detailed information about a limited aspect of a broad topic, consider specialized dictionaries (such as *Webster’s Dictionary of Synonyms*), specialized encyclopedias (such as the *Encyclopedia of World War*), biographical reference books (such as *Current Biography*), and literary reference books (such as *Bartlett’s Familiar Quotations*).

**Exercise 1** Locating General References.  Visit the reference section of the school or public library to answer the following questions.

1. What encyclopedias are available in the library?  
2. Which encyclopedia has the most detailed information?  
3. Is there an atlas that contains historical maps?  
4. What biographical reference sources are available in the library?  
5. What is the date of the most recent almanac in the library?

**Exercise 2** Using General Reference Books.  Use encyclopedias, almanacs, and atlases to find the items listed below. Give the specific information and the type of book you used to find it.

**EXAMPLE:** second state to enter the Union  

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pennsylvania</td>
<td>almanac</td>
<td></td>
</tr>
</tbody>
</table>

1. island directly north of Sardinia  
2. birth date and birthplace of Simon Bolivar  
3. largest country in South America  
4. height of the tallest building in Toronto  
5. latitude of San Diego, California  
6. full name of the wife of President Richard Nixon  
7. George Orwell’s real name  
8. official language of the Republic of Angola  
9. area of the smallest state in the U.S.  
10. current circulation of *Seventeen Magazine*
Using the Internet and Other Media Sources

Exploring Electronic Resources  A wide range of reference material is available on computer or video for use in research papers and projects.

<table>
<thead>
<tr>
<th>TYPES OF ELECTRONIC RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Video References</strong></td>
</tr>
<tr>
<td>News programs, documentaries, special-interest series on video</td>
</tr>
<tr>
<td><strong>DVD-ROMs</strong></td>
</tr>
<tr>
<td>Encyclopedias, atlases, artwork, study aids</td>
</tr>
<tr>
<td><strong>Electronic databases</strong></td>
</tr>
<tr>
<td>On-line collections of information in different fields</td>
</tr>
</tbody>
</table>

**Exercise 1**  Locating Electronic References.  Visit the reference section of the school or public library to answer the following questions.

1. Which encyclopedias on DVD-ROM are available at the library?  

2. Which atlases are available on DVD-ROM?  

3. What is the process at the library for using the electronic encyclopedias or atlases?  

4. List the titles of two video reference sources available at the library.  

5. If you were writing a report on life in El Salvador, what electronic library resources could you use?  

6. If you wanted to hear John Kennedy’s 1961 inaugural address, what electronic library resources could you use?  

7. Is it possible to print out a map of New Zealand from an electronic resource at the library? If so, which one?  

8. Into which databases can you obtain access from the library’s computers?  

9. What type of information could you obtain from one of these databases?  

10. What is one of the newest electronic resources the library has added this year?  

**Exercise 2**  Using Electronic Resources.  Pick a country that you have never visited. Then, go to the library to do the following:

1. List the title of one DVD-ROM atlas you could use to print out a map of the country.  

2. What other information about the country would you be able to obtain from the DVD-ROM atlas?  

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Answering Objective Questions on Standardized Tests

**Taking Objective Tests**  
Budget your time among previewing the test, answering the questions, and proofreading.

<table>
<thead>
<tr>
<th>OBJECTIVE TEST-TAKING STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Previewing</strong></td>
</tr>
<tr>
<td><strong>Answering</strong></td>
</tr>
<tr>
<td><strong>Proofreading</strong></td>
</tr>
</tbody>
</table>

**Mastering Different Kinds of Objective Questions**  
Learn specific strategies for handling objective questions to achieve higher test scores.

<table>
<thead>
<tr>
<th>MASTERING DIFFERENT KINDS OF OBJECTIVE QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Multiple Choice</strong></td>
</tr>
<tr>
<td><strong>Matching</strong></td>
</tr>
<tr>
<td><strong>True/False</strong></td>
</tr>
<tr>
<td><strong>Fill-in</strong></td>
</tr>
</tbody>
</table>

**Exercise 1** Taking a Matching Test. Match the capitals on the right with the countries on the left.

**EXAMPLE:** Spain  

1. Canada  a. Montevideo  
2. Austria  b. Ottawa  
3. Turkey  c. Paris  
4. France  d. Rangoon  
5. Ireland  e. Vienna  
6. Chile  f. Santiago  
7. Uruguay  g. Ankara  
8. Liberia  h. Beirut  
9. Lebanon  i. Dublin  
10. Myanmar  j. Monrovia

**Exercise 2** Taking a True/False Test. Write true or false to answer each question below.

**EXAMPLE:** There are only three kinds of objective questions.  
false

1. Focus first on the most difficult questions since they take more time.  
2. A person’s first answer will often be correct.  
3. Matching questions always have the same number of items in both columns.  
4. Trying to predict an answer to a question before looking at the choices can help.  
5. Unless there is a penalty for guessing, you should answer all questions.
Answering Analogy and Sentence-Completion Questions

Taking Standardized Tests Prepare for standardized tests by completing all your class assignments carefully and reading as much and as widely as you can.

<table>
<thead>
<tr>
<th>ANSWERING QUESTIONS ON THE PSAT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Antonym Questions</strong></td>
</tr>
<tr>
<td>Look for a word among the answer choices that is as opposite from the given word as possible and is the same part of speech.</td>
</tr>
<tr>
<td><strong>Analogy Questions</strong></td>
</tr>
<tr>
<td>Define both words in the initial pair and define the relationship between two words, making sure that you keep the pair of words in the order given.</td>
</tr>
<tr>
<td><strong>Sentence-Completion Questions</strong></td>
</tr>
<tr>
<td>Read the sentence and try to fill in the blank(s) before looking at the choices. Use signal words to predict the correct answer.</td>
</tr>
<tr>
<td><strong>Reading Comprehension Questions</strong></td>
</tr>
<tr>
<td>Preview the questions before reading the passage, keeping them in mind when you are reading the passage.</td>
</tr>
</tbody>
</table>

Exercise 1  Answering Analogy Questions. Choose the pair of words whose relationship is most similar to that expressed by the capitalized pair.

**EXAMPLE:** CARROT : VEGETABLE :: **B**

(a) dog : mouse  (b) apple : fruit  (c) tree : oak  (d) teacher : homework  
(e) car : driver

1. SURGEON : HEART ::
   (a) student : teacher  (b) razor : beard  (c) cake : baker  (d) dentist : tooth  
   (e) lunatic : crazy

2. ATHEIST : BELIEVER ::
   (a) stop : start  (b) miserly : philanthropist  (c) cake : candy  (d) pessimist : optimist  
   (e) win : lose

3. LIZARD : SNAKE ::
   (a) bird : parrot  (b) dog : hydrant  (c) cake : candy  (D) pessimist : optimist  
   (e) frog : amphibian

Exercise 2  Answering Sentence-Completion Questions. Choose the word that best completes the meaning of each sentence.

**EXAMPLE:** His feet ___ **A** ___ because his shoes were too tight.

(a) ached  (b) sweat  (c) itched  (d) uncomfortable  (e) big

1. Billy had to ______ before the end of the concert.
   (a) leave  (b) stop  (c) dance  (d) choose  (e) cruise

2. As a result of her ______, Gilda had to stay after school.
   (a) teeth  (b) voice  (c) tardiness  (d) test  (e) teacher

3. Jack saw an ______ crawling up his leg.
   (a) slug  (b) apple  (c) snake  (d) ant  (e) elephant

4. The major accused his aide of ______ funds.
   (a) misappropriating  (b) using  (c) eating  (d) dishonesty  (e) relieving

5. After his sister’s death, Joe ______ for weeks.
   (a) crying  (b) lamented  (c) mortified  (d) pontificated  (e) stopped
Working With People

Communicating One-on-One  Develop and practice the skills for communicating successfully with another person.

<table>
<thead>
<tr>
<th>TIPS FOR GOOD COMMUNICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Be sensitive to verbal and nonverbal messages given by the other person.</td>
</tr>
<tr>
<td>2. Listen closely to the other person. Ask questions if necessary.</td>
</tr>
<tr>
<td>3. Maintain eye contact while speaking and listening. Give the other person your full attention.</td>
</tr>
<tr>
<td>4. Find common interests or experiences with the other person.</td>
</tr>
<tr>
<td>5. Know when to be formal or serious and when to be casual or humorous.</td>
</tr>
</tbody>
</table>

ROLES FOR GROUP MEMBERS

<table>
<thead>
<tr>
<th>Facilitator</th>
<th>Guides the discussion and encourages involvement of all group members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note-taker</td>
<td>Records all important points and distributes notes that were taken</td>
</tr>
<tr>
<td>Timekeeper</td>
<td>Keeps track of the time allowed for each part of the discussion</td>
</tr>
</tbody>
</table>

Exercise 1  Working With a Partner.  Talk with a partner about an issue that interests both of you. Then, answer these following questions:

1. When were you formal or serious with your partner? ____________________________

2. When were you casual or informal? _________________________________________

3. Write one question you asked your partner. ________________________________

4. What common interests or feelings did you and your partner share? ___________

5. What are some ways you tried to show the other person you were interested in his or her ideas? __________________________________

Exercise 2  Working With a Group.  Hold a group meeting and discuss a topic that you choose. Assign group members to serve as facilitator, note-taker, and timekeeper. Then, complete these items.

1. What was your topic? ___________________________________________________

2. How much time was allotted for the meeting? _________ How did the timekeeper keep track of time? _________________________

3. How did the facilitator help keep the discussion going in an orderly way? ______________

4. What important notes did the note-taker take and distribute later? ________________

5. What were some important ideas that came out in the discussion? ________________
Moving Toward Goals

Achieving Personal Goals  Ask yourself questions that can help you achieve your personal goals.

<table>
<thead>
<tr>
<th>QUESTIONS ABOUT PERSONAL GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What personal interests and abilities do I possess?</td>
</tr>
<tr>
<td>2. How can I develop my interests and increase my personal abilities?</td>
</tr>
<tr>
<td>3. What do I hope to accomplish by achieving my personal goals?</td>
</tr>
<tr>
<td>4. What family members or friends can help me achieve my personal goals?</td>
</tr>
<tr>
<td>5. When do I have the time to work on my personal goals?</td>
</tr>
<tr>
<td>6. Where are the best places for me to work on my personal goals?</td>
</tr>
<tr>
<td>7. What equipment or tools do I need to achieve my personal goals?</td>
</tr>
</tbody>
</table>

Developing a Goals Chart  Keep yourself on track to achieve your goals by creating a chart to follow your progress.

<table>
<thead>
<tr>
<th>DEVELOPING A GOALS CHART</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal</td>
</tr>
<tr>
<td>Getting in shape for track season</td>
</tr>
<tr>
<td></td>
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</tbody>
</table>

Exercise 1  Achieving a Personal Goal. Answer these questions to help you attain a personal goal.

1. What is one personal goal that is important for you to achieve? ________________________________
2. Which people can help you achieve your goal? ________________________________
3. When is the best time for you to work on your goal? ________________________________
4. Where is the best place for you to work on your goal? ________________________________
5. What equipment or tools will you need to help you achieve your goal? ________________________________

Exercise 2  Developing a Goals Chart. Choose a personal or professional goal you can reach in six weeks. For example, creating a sophisticated Web page or tightening your abdominal muscles.

Identify the goal and record what you plan to do each week to get closer to your goal.

Goal: __________________________________________________________

Week 1: ______________________________________________________________________________________
Week 2: ______________________________________________________________________________________
Week 3: ______________________________________________________________________________________
Week 4: ______________________________________________________________________________________
Week 5: ______________________________________________________________________________________
Week 6: ______________________________________________________________________________________
Solving Problems and Thinking Creatively

Solving Problems  Follow a series of steps to solve a problem.

<table>
<thead>
<tr>
<th>STEPS TO SOLVING A PROBLEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1: Identify the exact nature of the problem.</td>
</tr>
<tr>
<td>Step 2: Analyze everything that is causing or contributing to the problem.</td>
</tr>
<tr>
<td>Step 3: Make a list of all possible solutions.</td>
</tr>
<tr>
<td>Step 4: Evaluate each solution and compare it to all others.</td>
</tr>
<tr>
<td>Step 5: Choose the solution that you determine is best.</td>
</tr>
</tbody>
</table>

Thinking Creatively  Look for unusual or daring solutions to a problem.

<table>
<thead>
<tr>
<th>TIPS FOR THINKING CREATIVELY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Brainstorm and jot down ideas that pop into your head, no matter how strange.</td>
</tr>
<tr>
<td>2. Imagine how an artist or inventor might approach the problem.</td>
</tr>
<tr>
<td>3. Consult people who may have faced a similar problem.</td>
</tr>
<tr>
<td>4. Seek the advice of creative friends and relatives.</td>
</tr>
<tr>
<td>5. Use the Internet to search for out-of-the-ordinary suggestions.</td>
</tr>
</tbody>
</table>

Exercise 1  Solving a Problem.  Answer the questions below to explain how you once solved a problem.

1. What problem did you face?  
2. What factors were contributing to the problem?  
3. What solutions did you consider?  
4. How did you finally solve the problem?  
5. Why did you choose your solution over all others?  

Exercise 2  Being Creative.  Read the problem below. Then, use creative thinking to complete the activities.

Problem: At a large football stadium, you are supposed to meet someone you've never seen before and only know the person's name. How do you find the person?

1. A possible solution you think of:  
2. Another possible solution you think of:  
3. A possible solution someone suggests to you:  
4. Another possible solution someone suggests to you:  
5. Explain what solution you like best and why you think it would work.
Managing Time

**Identifying Tasks** Identify tasks that need to be done by particular deadlines.

<table>
<thead>
<tr>
<th>Task</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finish math homework</td>
<td>8 A.M. tomorrow</td>
</tr>
<tr>
<td>Help brother with homework</td>
<td>7 P.M. tonight</td>
</tr>
<tr>
<td>Buy Mom a birthday card</td>
<td>5 P.M. Sunday</td>
</tr>
<tr>
<td>Mow the lawn</td>
<td>1 P.M. Saturday</td>
</tr>
<tr>
<td>Write English report</td>
<td>8 A.M. Wednesday</td>
</tr>
</tbody>
</table>

**Prioritizing Tasks** Ask yourself questions about your tasks and then arrange them according to their priorities.

<table>
<thead>
<tr>
<th>QUESTIONS FOR PRIORITIZING TASKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Which tasks have the most immediate deadlines?</td>
</tr>
<tr>
<td>2. Which tasks have the least immediate deadlines?</td>
</tr>
<tr>
<td>3. Which tasks will create the most serious problems if they are not done on time?</td>
</tr>
<tr>
<td>4. Which tasks will create the least serious problems if they are not done on time?</td>
</tr>
<tr>
<td>5. Which tasks require the most amount of time to complete?</td>
</tr>
<tr>
<td>6. Which tasks require the least amount of time to complete?</td>
</tr>
</tbody>
</table>

**Exercise 1** Identifying Tasks. Identify tasks, either real or imaginary, that you must complete in the near future. List each task and its deadline in the following chart.

<table>
<thead>
<tr>
<th>Task</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>

**Exercise 2** Prioritizing Tasks. Refer to your list of tasks in Exercise 1 and write them in the order that you plan to complete them. Then, give a brief reason why you assigned each task that particular priority.

Task 1: ___________________________  Reason: _______________________________________
Task 2: ___________________________  Reason: _______________________________________
Task 3: ___________________________  Reason: _______________________________________
Task 4: ___________________________  Reason: _______________________________________
Task 5: ___________________________  Reason: _______________________________________
Task 6: ___________________________  Reason: _______________________________________
Managing Money

Following Good Money-Management Techniques Managing money involves keeping track of income and expenses and making sure that expenses do not exceed your ability to pay them.

<table>
<thead>
<tr>
<th>MONEY MANAGEMENT TECHNIQUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
</tr>
<tr>
<td>Record regular income items and available funds.</td>
</tr>
<tr>
<td>Determine possible ways to increase income.</td>
</tr>
<tr>
<td>Set up bank accounts to protect funds.</td>
</tr>
<tr>
<td>Expenditures</td>
</tr>
<tr>
<td>Determine regular expenditure items and arrange in priority order.</td>
</tr>
<tr>
<td>Project future expenses.</td>
</tr>
<tr>
<td>Set up a budget to balance income and expenses.</td>
</tr>
<tr>
<td>Try to set aside funds for savings or emergencies.</td>
</tr>
</tbody>
</table>

Creating a Budget Create a budget chart that shows your income and projected expenses for each month.

<table>
<thead>
<tr>
<th>SAMPLE MONTHLY BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item</td>
</tr>
<tr>
<td>Job (take-home)</td>
</tr>
<tr>
<td>Gifts</td>
</tr>
<tr>
<td>Movies</td>
</tr>
<tr>
<td>Music, magazines</td>
</tr>
<tr>
<td>Food</td>
</tr>
<tr>
<td>Savings</td>
</tr>
<tr>
<td>Donations</td>
</tr>
<tr>
<td>Birthday presents</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

Exercise 1 Evaluating Money-Management Techniques Label each of the following money-management techniques as good or poor. Then, explain your reasoning.

EXAMPLE: You spend until you run out of money.

1. You figure your income based on your hourly wage, not your take-home pay. ________________

2. You have a credit card, and you try to pay off the entire bill each month. ________________

3. If you run out of money, you borrow from friends and pay them back when you can. ________________

4. You keep a monthly budget in your head. ________________

5. You make sure to list projected expenses in your budget. ________________
Applying Math Skills

Using Math in the Workplace  Develop a series of math questions to consider at your work or business.

<table>
<thead>
<tr>
<th>MATH CONSIDERATIONS FOR THE WORKPLACE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How much money do I make per hour?</td>
</tr>
<tr>
<td>2. How many hours do I work each week?</td>
</tr>
<tr>
<td>3. How much money does my work or business cost me each week?</td>
</tr>
<tr>
<td>4. How much of my income goes for taxes?</td>
</tr>
<tr>
<td>5. How much do I have to pay in commuting costs?</td>
</tr>
<tr>
<td>6. How much money do I have left over after deductions and expenses?</td>
</tr>
</tbody>
</table>

Analyzing Prices  Use math skills to analyze prices before purchasing merchandise.

<table>
<thead>
<tr>
<th>MATH CONSIDERATIONS FOR PURCHASES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is the unit price? That is, how much does the item cost per ounce or pound?</td>
</tr>
<tr>
<td>2. How does the unit price of one brand compare with that of another?</td>
</tr>
<tr>
<td>3. How much does it cost to maintain or repair the item?</td>
</tr>
<tr>
<td>4. If I buy an item on sale, how much will I save off the regular price?</td>
</tr>
<tr>
<td>5. How long does the guarantee or warranty on the item last?</td>
</tr>
</tbody>
</table>

**Exercise 1**  Calculating in the Workplace. Read the workplace problem below and then answer each question.

You work in an after-school job for $7.25 an hour. You work 3 hours each day for 4 days a week. To get to the job, you must ride a bus both ways, at $1.00 per trip. Now you have been offered a different job for $7.50 an hour. You would work 4 hours each day for 3 days a week. To get to the job, you would have to ride in a cab one way for $5.00, but you’d get a free ride home from a co-worker.

1. How much does your present job pay you per week? ________________________________
2. After expenses, how much are you left with each week? ____________________________
3. How much would your new job pay you per week? ________________________________
4. After expenses, how much would you be left with each week? _______________________

5. Would you take the new job? Why or why not? ____________________________________

**Exercise 2**  Purchasing an Item. Find two advertisements in the newspaper for the same item. Use the information to answer these questions.

1. What is the item? ________________________________
2. How much does it cost at each store? ________________________________
3. If you could buy the item for 10% off at the first store and 15% off at the second store, how much money would you save in each case? ________________________________
4. Do you think the item is a good deal? Why or why not? ____________________________

5. Would you buy the item at the store in which it costs more? Explain. __________________
Applying Computer Skills

Recognizing a Computer’s Functions  Learn all the functions that your computer performs. Learn how to operate each function.

<table>
<thead>
<tr>
<th>IMPORTANT FUNCTIONS OF A COMPUTER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Text</strong></td>
</tr>
<tr>
<td><strong>Graphics</strong></td>
</tr>
<tr>
<td><strong>Spreadsheets</strong></td>
</tr>
<tr>
<td><strong>Databases</strong></td>
</tr>
<tr>
<td><strong>Printing</strong></td>
</tr>
<tr>
<td><strong>Desktop Publishing</strong></td>
</tr>
<tr>
<td><strong>Internet</strong></td>
</tr>
<tr>
<td><strong>E-mail</strong></td>
</tr>
</tbody>
</table>

Exercise 1  Recognizing Computer Skills.  Read the classified ad below and then answer the questions that follow.

COMMUNICATIONS ASST.

Company seeking individual to enter text and data and assist communications staff in preparing documents and posting information on Web. Exper. with word proc., database, and sprd. sht. a must. Exp. with Web and graphics apps. a plus. 222-555-2222.

1. What responsibilities will the person who is hired have? ____________________________________________________________

2. Will both responsibilities involve using computers? How do you know? ____________________________________________________________

3. Which computer skills are required to get the job? ____________________________________________________________

4. Which computer skills would be helpful to know? ____________________________________________________________

5. Would you be qualified for this job? Explain. ____________________________________________________________

Exercise 2  Evaluating Your Computer Skills.  Determine your own computer literacy by answering the following questions.

1. Which of the computer functions in the chart at the top of this page have you carried out? ____________________________________________________________

2. Which computer skills would you like to learn more about? ____________________________________________________________

3. With which software programs do you have the most experience? ____________________________________________________________