
THE ESSENTIAL GUIDE TO

**Writing, Language,
& Reading**

Skillbook

Grade 7

Perfection Learning®

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2 3 4 5 6 7 23 22 21 20 19 18

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R7386 (print)

R7386D (ebook)

ISBN Print: 978-1-5311-2901-9

ISBN Ebook: 978-1-5311-2907-1

Printed in the United States of America

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CHAPTER 12 **The Parts of a Sentence**

Combining Subjects and Predicates

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

- ◆ Combine a subject from Column A with a predicate in Column B to form a sentence that makes sense. Begin each sentence with a capital letter and end each one with a period.

A

orange juice
the eggs
my mom
many good mornings
breakfast at our house
the food on the table
the task of cleaning up
bacon
a glass of milk
breakfast

B

cooks breakfast every day
looks delicious
belongs to my brother
is my favorite meal
starts with a glass of milk
cook in the pan
provides calcium
begin with breakfast
sizzles on the stove
contains vitamin C

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

CHAPTER 12 **The Parts of a Sentence**

Completing Sentences

- ◆ Complete each of the sentence fragments below by adding either a subject or a predicate.

- ◆ Every morning my mother

1. _____

- ◆ A bowl of cereal

2. _____

- ◆ wants us to eat a good breakfast

3. _____

- ◆ spilled all over the new carpet

4. _____

CHAPTER 12 **The Parts of a Sentence**

Finding Complete Subjects

A **complete subject** includes all the words used to identify the person, place, thing, or idea that the sentence is about.

◆ Underline each complete subject.

1. Schools of fish stay together for protection.
2. An average goldfish lives four years.
3. The horseshoe crab existed in its current form 500 million years ago.
4. A small trout swims faster than a person.
5. The upside-down catfish floats on its back.
6. The huge whale shark eats only small plants and small water animals, not people.
7. The world's smallest frog fits inside a thimble.
8. The common sponge is a sea animal with a soft skeleton.
9. The basket starfish has more than 80,000 arms up to fifteen inches long.
10. Scientists around the world have identified about 21,000 different kinds of fish.

CHAPTER 12 **The Parts of a Sentence**

Finding Complete and Simple Subjects

A **simple subject** is the main word in the complete subject.

- ◆ Underline each complete subject once. Then underline each simple subject twice.

1. A heavy shower ended the month-long drought.
2. The cotton in the fields needed the rain.
3. Texas receives little rainfall in July.
4. With huge grins the local farmers welcomed the heavy rain.
5. Doppler radar tracked the active storm system across the county.
6. The large trees next door survived the storm.
7. My younger brother danced joyfully in the rain.
8. Many people enjoyed the summer storm.
9. Corn in the fields began to ripen.
10. The TV meteorologist predicted the arrival of the violent storm.

CHAPTER 12 **The Parts of a Sentence**

Finding Complete and Simple Subjects

- ◆ Underline each complete subject once. Then underline each simple subject twice.

1. China is the third-largest country in the world.
2. *Viking I* took pictures of the surface of Mars.
3. A healthy person can take twelve to eighteen breaths per minute.
4. Hair on your head grows about $\frac{1}{100}$ of an inch daily.
5. Robert Fulton built the first successful steamboat.
6. The Statue of Liberty is almost 152 feet high.
7. Chinese inventors of the 12th century created the compass.
8. The first transatlantic journey in a hot-air balloon was in 1978.
9. Ancient Egyptians were the first to develop a calendar year that included 365 days.
10. Elephants reach old age at about sixty-five.

CHAPTER 12 **The Parts of a Sentence**

Using Complete or Simple Subjects

◆ Follow the directions to write complete sentences.

◆ Use the word *boys* as a simple subject.

1. _____

◆ Use the word *teacher* as part of a complete subject.

2. _____

◆ Use the word *cat* as part of a complete subject.

3. _____

◆ Use the word *students* as a simple subject.

4. _____

◆ Use any two-word noun as a simple subject.

5. _____

CHAPTER 12 **The Parts of a Sentence**

Finding Complete Predicates

A **complete predicate** includes all the words that tell what the subject is doing or that tell something about the subject.

◆ Underline each complete predicate.

1. That zany zebra plays the zither.
2. A big bear with a balloon bolted through the barn.
3. Furry foxes fought fiercely for food.
4. The giant giraffes greeted me graciously.
5. Lazy llamas from Liberia licked the lemons.
6. Chilly chipmunks chattered cheerfully.
7. The brown baboons banged on the bongo drums.
8. The round raccoons raced the reindeer.
9. The timid tiger tripped on a torn tuxedo.
10. Pudgy pandas played the piano with precision.
11. Giant gorillas gathered guavas for guests.
12. Kangaroos kept kiwis in their kitchens.
13. Worms wrestled with weary wasps in watermelons.
14. Capable cheetahs challenged customers to chess.
15. Slippery seals sounded the shiny saxophones.

CHAPTER 12 **The Parts of a Sentence**

Finding Complete Predicates and Verbs

A **simple predicate**, or **verb**, is the main word or phrase in the complete predicate.

◆ Underline each complete predicate once. Then underline each verb twice.

1. The largest state in the United States is Alaska.
2. The Alaskan pipeline transports crude oil over land.
3. The Underground is the name of London's busy subway system.
4. Christopher Columbus's discoveries in 1492 led to the European settlement of the Americas.
5. The Pyrenees Mountains separate France from Spain.
6. Lafayette sailed from France to America on March 26, 1777.
7. The Black Sea is along the northern coast of Turkey and below the southern coast of Ukraine.
8. The Mississippi River divides the eastern United States from the western United States.
9. The Rio Grande borders Mexico and Texas.
10. California's coastline runs along the Pacific Ocean.

CHAPTER 12 **The Parts of a Sentence**

Finding Verbs

◆ Underline each verb.

1. The infielder caught the ball for an out.
2. Their brothers are the umpires for tonight's game.
3. Paul worries about his batting average.
4. I thought about your suggestion for a new coach.
5. Dad was a coach for my team last year.
6. The pitcher threw the ball quickly to second base.
7. Jerry played on Sue's team.
8. Kyle dreamed of home runs.
9. The coach yelled at the players.
10. The most popular team sport in our small town is baseball.

CHAPTER 12 **The Parts of a Sentence**

Expanding Sentences

◆ Revise the following sentences, which do not contain enough information, by adding information to the simple predicate.

◆ The catcher missed.

1. _____

◆ John hit.

2. _____

◆ Myra batted.

3. _____

◆ The shortstop tagged.

4. _____

◆ I play.

5. _____

◆ Samantha pitched.

6. _____

CHAPTER 12 **The Parts of a Sentence**

Finding Verb Phrases

The main verb and any helping verbs make up a **verb phrase**.

◆ Underline each verb phrase.

1. Drew might audition for a part in the school play.
2. Sarah may be singing in the talent show tomorrow.
3. Karen can memorize almost anything.
4. Next month I will volunteer as a set painter.
5. The drama club does practice an hour every afternoon after school.
6. The director should have warned us about the trap door on the set.
7. By the end of Saturday's rehearsal, the cast had blocked the entire first act of the play.
8. Susan did get the lead in the play.
9. My brother has forgotten his lines in the second act again this afternoon.
10. My family has invited the cast to a party after the performance.

CHAPTER 12 **The Parts of a Sentence**

Finding Verb Phrases

◆ Underline each verb phrase.

1. We couldn't find the tent.
2. Will your brother drive us to the campground in Sumter County?
3. Does the campfire begin at sunset?
4. My sister can easily cook over an open fire.
5. Campers will often toast marshmallows.
6. Does Gina like camp life?
7. I have never been to this campground before.
8. Sabrina wouldn't help with the extra gear.
9. Would you swim in this lake?
10. Tom could easily bring his canoe along with us.
11. The boys can't forget their warm jackets.
12. Did you pack the lantern?
13. Molly has only brought enough food for dinner tonight and breakfast tomorrow.
14. What will she eat for breakfast?
15. Our parents are not going to the grocery store.

CHAPTER 12 **The Parts of a Sentence**

Writing Sentences Using Helping Verbs

Write a sentence for each verb. Include the helping verb *has* or *have* in at least two of your sentences. Then underline each subject once and each verb twice.

◆ paddled

1. _____

◆ waded

2. _____

◆ tumbled

3. _____

◆ sunk

4. _____

◆ raced

5. _____

◆ sailed

6. _____

CHAPTER 12 **The Parts of a Sentence**

Mixed Practice: Subjects and Verbs

◆ Underline the subject once and verb twice in each sentence.

1. Without William Webb Ellis, people wouldn't enjoy football today.
2. This little-known athlete of long ago scored football's first touchdown.
3. In 1823, Ellis was eagerly playing a game of soccer at Rugby School in England.
4. Soccer players could move the ball only with their feet and their heads.
5. Team members couldn't touch the ball with their hands in that game.
6. All of a sudden, Ellis grabbed the ball.
7. Ellis ran toward the goal line at the opposite end of the field.
8. The strange new play gave the game many more exciting possibilities.
9. A new game had just begun.
10. American football definitely was on its way.
11. Several teams organized the first American professional team in 1895.
12. In the early days of football, players didn't wear any equipment, not even helmets.
13. In the last seventy-five years, many changes have occurred in football.
14. For example, coaches developed the forward pass in 1906.
15. Now football captures the attention of millions of spectators.

CHAPTER 12 **The Parts of a Sentence**

Finding Subjects and Verbs

◆ Underline the subject once and verb twice in each sentence.

1. Is the faculty rehearsing the skits with the seventh graders for the comedy hour tonight?
2. There are not many tickets available anymore.
3. From the auditorium came a boisterous cheer during rehearsal today.
4. Did Allison finish her work on the set?
5. There are three door prizes for the students.
6. Can the teachers actually be funny?
7. Here is Ms. Barton in the center of the stage.
8. With a timid grin, she greeted the rowdy audience.
9. Over the P.A. system came the music for her song, “Yankee Doodle Dandy.”
10. Through the auditorium ran Mr. Helms.

CHAPTER 12 **The Parts of a Sentence**

Finding Subjects and Verbs

◆ In each sentence, underline the subject once and the verb twice. If the subject is an understood you, insert *you* with an insert mark (^) where it belongs and underline it.

1. Did Nathan see a snowflake under his microscope during lab period today?
2. Write an entry in your journal every day this week about your science experiments.
3. During third period today, Mr. Brown will invite a guest speaker to our science class.
4. Along the edge of the glass beaker were dozens of tiny crystals.
5. Deliver my journal of experiments to Mr. Brown.
6. Read to the class your journal entry about our experiment with the hamster.
7. At the end of the class period, I will ask Mr. Brown about sound waves.
8. Is Dennis taking life science again this year?
9. Answer the question quickly.
10. Will salt dissolve in our solution?

CHAPTER 12 **The Parts of a Sentence**

Using Different Positions of Subjects

- ◆ Rewrite any five of the sentences from the preceding exercise so that each begins with the subject and is followed by the verb.

1. _____

2. _____

3. _____

4. _____

5. _____

CHAPTER 12 **The Parts of a Sentence**

Mixed Practice: Subjects and Verbs

◆ In each sentence, underline the subject once and the verb twice. If the subject is an understood you, insert *you* with an insert mark (^) where it belongs and underline it.

1. Do you know the poems of Edgar Allan Poe?
2. Have you ever read any of his short stories?
3. You can discover more about his personality.
4. There are many fans of his detective stories.
5. Didn't the Allans adopt him at the age of three?
6. Into schoolwork plunged young Poe.
7. At the beginning of his writing career were hundreds of publishing opportunities for his poetry.
8. Write an essay about "The Raven."
9. After the poems came fiction.
10. Did you ever read "The Masque of the Red Death"?
11. Here are some of his first detective stories.
12. To many literary publications, Poe contributed articles.
13. On your paper, write a description of C. Auguste Dupin, the main character in Poe's detective stories.
14. Poe worked as an editor throughout his life.

CHAPTER 12 **The Parts of a Sentence**

Finding Compound Subjects

A **compound subject** is two or more subjects in one sentence that have the same verb and are joined by a conjunction.

- ◆ Underline each compound subject. Remember that *and* and *or* are not considered part of the subject.

1. At the circus, clowns and acrobats will be featured.
2. Lions and elephants do not often appear in the same act.
3. Dancers and jugglers were photographed during the parade to the center ring.
4. Popcorn and cotton candy taste good at the circus.
5. Did horses, dogs, or lions perform in the show?
6. Only dedicated performers and gifted artists work for the circus.
7. A trapeze performance and a clown act are scheduled.
8. The ringmaster and the bandleader have arrived.
9. A tiger and a lion will perform tricks.
10. At today's circus were clowns, lions, and horses.
11. The dogs and the silly seals barked to the audience.
12. A magician and a bunny entertained the crowd.
13. A clown on stilts and a clown on a unicycle crashed.
14. Motorcycles and baby carriages were clown vehicles.
15. The elephants and the horses performed in different rings.

CHAPTER 12 **The Parts of a Sentence**

Finding Compound Verbs

A **compound verb** is two or more verbs that have the same subject and are joined by a conjunction.

◆ Underline each compound verb. Remember that *and* and *or* are not considered part of the verb.

1. Janet has packed a lunch and will spend the day at the beach.
2. She will take pictures and develop them quickly.
3. Guy played in the sand and built a sand castle.
4. Mark walked the beach and looked for shells.
5. Brian fished for bait and caught a turtle.
6. Jean will run and swim at the beach.
7. Shirley caught the beach ball and threw it back.
8. Mark will take the boat to the repair shop or will fix it himself.
9. Cherri took a soda from the ice chest and drank it.
10. Mia applied sunscreen and removed her sunglasses.

CHAPTER 12 **The Parts of a Sentence**

Using Compound Subjects and Verbs

- ◆ Choose five sentences from the two previous exercises, and write them so that they include both a compound subject and a compound verb.

1. _____

2. _____

3. _____

4. _____

5. _____

CHAPTER 12 **The Parts of a Sentence**

Mixed Practice: Subjects and Verbs

◆ Underline the subject once and verb twice in each sentence.

1. In 1951, a powerful hurricane and heavy winds were heading for Bermuda.
2. Weather forecasters and the people of the island were waiting for the hurricane with fear.
3. By noon the storm had almost reached the coast.
4. Trees and poles were swaying in the fierce wind.
5. Then a weather forecaster stopped and noticed something very strange.
6. A second hurricane was also traveling and blowing toward the island.
7. Eventually the second storm reached the first storm and smashed into it.
8. The collision weakened both hurricanes and threw them off course!
9. The storms changed course and headed toward the ocean.
10. The buildings and the people of the island survived both hurricanes.
11. The natives and tourists on the island were very happy and grateful.
12. The winds and water from the storm had caused much fear.
13. Water flooded buildings and eroded the beach.
14. Scientists and weather observers seldom have witnessed anything like those two hurricanes.
15. Wind and rain can cause a great deal of damage.

CHAPTER 12 **The Parts of a Sentence**

Classifying Sentences

A **declarative sentence** makes a statement or expresses an opinion and ends with a period.

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

An **imperative sentence** makes a request or gives a command and ends with either a period or an exclamation point.

An **exclamatory sentence** expresses strong feeling and ends with an exclamation point.

- ◆ Using the following abbreviations, label each sentence. Add the correct end punctuation to each sentence.

declarative = D

imperative = IMP

interrogative = INT

exclamatory = EX

_____ 1. What an amazing place gold has had in legend and history

_____ 2. It was partly responsible for the rapid settlement of the West

_____ 3. Do you know when the Gold Rush started

_____ 4. Is gold still mined in the United States

_____ 5. Gold is a metal that never rusts or tarnishes

_____ 6. Read the story about Croesus

_____ 7. Wasn't he a wealthy ruler in ancient times

_____ 8. Yes, gold filled every room in the house

_____ 9. How proud he was of his golden throne

_____ 10. At the library look for pictures of his house

CHAPTER 12 **The Parts of a Sentence**

Mixed Practice: Kinds of Sentences

- ◆ Using the following abbreviations, label each sentence. Add the correct end punctuation to each sentence.

declarative = D

imperative = IMP

interrogative = INT

exclamatory = EX

- _____ 1. Diamonds are the hardest natural stones on Earth
- _____ 2. Are they used to cut gemstones
- _____ 3. Where can you find diamonds
- _____ 4. Most diamonds are mined in Africa
- _____ 5. How beautiful they are
- _____ 6. Diamonds are cut into many different shapes
- _____ 7. Do you see the marquis-shaped stone
- _____ 8. The brilliant, or round, cut is the most popular
- _____ 9. Many diamonds have flaws
- _____ 10. These flaws might make them look cloudy
- _____ 11. A diamond's color is graded from yellow to white
- _____ 12. Look at that white diamond
- _____ 13. Carbon is under pressure for millions of years
- _____ 14. Are there blue diamonds
- _____ 15. You can buy irradiated diamonds of other colors

CHAPTER 13 **Nouns and Pronouns**

Finding Nouns

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

◆ Underline each noun. (There are forty-five nouns.)

1. At one time dinosaurs were rulers of the earth.
2. Some of these creatures were as big as houses.
3. Other dinosaurs were as small as turkeys.
4. Many of these animals walked on two legs and used their hands to hold things.
5. Their brains were tiny—no bigger than a walnut.
6. We know about these reptiles from footprints and from fossils such as eggs, bones, and teeth.
7. Some bones have been formed into whole skeletons.
8. Experts can tell from fossils whether dinosaurs ate plants or meat.
9. Many questions, however, still have no answers.
10. One mystery is that we have no knowledge of what color these ancient creatures were.
11. Scientists guess that their colors might have been similar to those of living reptiles.
12. Another unsolved mystery concerns what caused dinosaurs to become extinct.
13. One popular theory is that Earth was struck by a large asteroid.
14. The impact would have sent a thick cloud of dust into the atmosphere.

CHAPTER 13 **Nouns and Pronouns**

Using Specific Nouns

- ◆ Rewrite each sentence, replacing the underlined word or words with a more specific noun.

1. The big lizards are a very popular attraction at the museum.

2. Small humans seem to enjoy lizards and snakes the most.

3. My science teacher is an expert on dinosaurs.

4. Even my best friend likes learning about them.

5. Do you believe that a dinosaur could be the size of a small dog?

6. Would it be an interesting thought to keep a brachiosaurus for a protector?

CHAPTER 13 **Nouns and Pronouns**

Finding Compound Nouns

A noun that includes more than one word is called a **compound noun**.

◆ Underline the compound nouns in each sentences below.

1. The police officer directed us to the picnic area.
2. Finally my great-grandfather was able to attend
3. My aunt brought her golden retriever.
4. Some of my cousins played on the sidewalk.
5. A cloudburst made all of us run for shelter.
6. Susie, my older sister, volunteered to be a baby-sitter while my aunts prepared the food.
7. My uncles played football.
8. After lunch we all watched the sailboats.
9. Fire ants ruined part of the picnic.
10. My cousin Katelyn asked me to be the maid of honor at her wedding next year.

CHAPTER 13 **Nouns and Pronouns**

Writing Compound Nouns

- ◆ Rewrite each sentence, correcting the underlined compound noun. If the noun is correct, make no changes. Use a dictionary to check your spelling.

1. My Aunt Sally used to be a cheer-leader.

2. Uncle Tom has been promoted to firechief.

3. By the next family reunion, I will have a new brother in law.

4. My dad got hurt sliding into home plate.

5. Mom attached the fish-hook to the end of the line.

CHAPTER 13 **Nouns and Pronouns**

Finding Common and Proper Nouns

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

A **proper noun** names a particular person, place, or thing.

◆ Underline each common noun once and each proper noun twice.

1. Buck did not read the newspapers, or he would have known about the problem in California.
2. When gold was found, prospectors rushed to the area.
3. They needed strong dogs with warm coats.
4. Buck was the son of a huge Saint Bernard.
5. He lived in a house owned by Judge Miller.
6. On the night that Buck was kidnapped, the judge was at a meeting of the Raisin Growers' Association.
7. The stolen dog would never return to his home.
8. He was sold to several different people.
9. Once he even pulled a sled that delivered mail between the towns of Dawson and Skagway.
10. After his last master died, he joined several wolves and roamed freely throughout the wilderness.

CHAPTER 13 **Nouns and Pronouns**

Capitalizing Nouns

- ◆ Rewrite the following sentences, using capital letters for nouns correctly. If a sentence is correct, make no changes.

1. Jack London wrote the novel *The Call of the Wild*.

2. Buck's story takes place in california and alaska.

3. My favorite part of the Book was when buck joined the wolves and roamed the frozen Wilderness.

4. In one Part of the story, buck had to pull a sled with a tremendous Weight on it.

5. The whole story is told from the Dog's point of view.

CHAPTER 13 **Nouns and Pronouns**

Mixed Practice: Common and Proper Nouns

- ◆ Underline each noun and label it *C* for a common noun or *P* for a proper noun.
(A date is considered a noun.)

1. In 1785, Thomas Pool presented the first circus in the United States.
2. It is not popcorn or elephants that have made circuses last all these years.
3. The excitement has come from original acts and unusual performers.
4. Five brothers once gathered some entertainers and traveled by wagons to various cities.
5. Their name was Ringling.
6. Later P. T. Barnum offered three shows at the same time in different rings.
7. Americans always loved Emmett Kelly, a clown with a sad face.
8. Miguel Vazquez first performed four somersaults through the air to a catcher.
9. Tom Thumb was less than a yard tall.
10. President Lincoln invited him to the White House.

CHAPTER 13 **Nouns and Pronouns**

Finding Antecedents

A **pronoun** is a word that takes the place of one or more nouns.

The noun that a pronoun replaces, or refers to, is called its **antecedent**.

◆ Draw an arrow to the antecedent of each underlined pronoun.

1. Michelle Akers, a star soccer player, is never sure how she will feel each day.
2. Michelle knows that she suffers from chronic fatigue syndrome.
3. The disease literally steals energy from its hosts.
4. Her coach, Tony DiCicco, says he is never sure how long Michelle will be able to play.
5. Michelle's family members say they worry about her health.
6. Still, Michelle is able to overcome her challenge and play great soccer for the U.S. women's team.
7. "We are a better team when Michelle is playing for us," says the coach.
8. In the 1996 Olympics, Michelle helped her team win the gold medal.
9. Michelle loves the sport, but it is a constant challenge for her.
10. "I don't know how long I'll be able to train or play in a match," says Michelle.

CHAPTER 13 **Nouns and Pronouns**

Finding Personal, Reflexive, and Intensive Pronouns

Personal pronouns take the place of one or more nouns. **Reflexive** and **intensive pronouns** refer to or emphasize a noun or another pronoun.

- ◆ Underline each personal, reflexive, and intensive pronoun. Label each one *P* for personal, *R* for reflexive, or *I* for intensive.

1. Our class has enjoyed itself learning about butterflies and moths in science.
2. I am writing a report about monarch butterflies.
3. I looked up their migration information on the Internet myself.
4. Did you know that butterflies touch plants with their feet because they have taste sensors in their feet?
5. When you see a butterfly hop from plant to plant, it is searching for a host plant for its eggs.
6. David Millard studies the habitats of butterflies and their predators.
7. Millard himself gave me much information for my science report.
8. Of all the reports about butterflies, I liked yours the best.
9. We want to plan and build a butterfly garden at our school.
10. Please be sure to share your drawings for the garden with me.

CHAPTER 13 **Nouns and Pronouns**

Replacing Nouns with Pronouns

- ◆ Rewrite the following sentences, replacing some of the nouns with pronouns.
Add reflexive or intensive pronouns wherever possible.

1. Mary said that Mary would help Charlotte hatch some butterfly eggs.

2. The students are going to present Mary with a special award for Mary's careful, accurate work with the butterflies.

3. David said that David would like to be able to present the special award to Mary.

4. Charlotte will take a picture of David and Mary in the new butterfly garden.

5. Will the students be able to enjoy the garden that the students helped to create?

CHAPTER 13 **Nouns and Pronouns**

Finding Indefinite Pronouns

Indefinite pronouns refer to unnamed people, places, things, or ideas.

◆ Underline each indefinite pronoun.

1. Few know that flags first appeared in ancient China.
2. Most of the flags before then were actually poles with carved symbols on top.
3. Each of the units in the Roman army had a flag.
4. Someone discovered an Aztec flag made from feathers.
5. Many of the flags have important symbols on them.
6. All of the sailors learn the meanings of the flags.
7. Everyone has seen flags in sports.
8. Anyone who sees the red flag must stop immediately.
9. Most know a white flag means a single lap is left.
10. Anyone in the stands can see the checkered flag for the winner.
11. One of our legends states that Betsy Ross made the first American flag.
12. Everybody should stand when the flag passes by.

CHAPTER 13 **Nouns and Pronouns**

Finding Pronouns

Demonstrative pronouns point out a specific person, place, thing, or idea.

Interrogative pronouns are used to ask questions.

◆ Underline each pronoun.

1. Either of the candidates will make a good class president for seventh grade.
2. What has Rebecca said about the campaign speech?
3. Who is running for treasurer?
4. All of the students are voting today.
5. These were found in the voting area.
6. Many voted for class historian.
7. What did Mrs. Thompson do with the extra ballots?
8. A campaign promise like this will be hard to keep.
9. Which is the ballot for the seventh-grade officers?
10. Whom did David tell about the new voting rules?

CHAPTER 13 **Nouns and Pronouns**

Writing Sentences

- ◆ Write a sentence that follows each direction. Underline the pronoun you use in each sentence.

- ◆ Use an interrogative pronoun to ask a question about an important election.

1. _____

- ◆ Use a demonstrative pronoun to point out the voting booth.

2. _____

- ◆ Use an indefinite pronoun to explain who is allowed to vote.

3. _____

- ◆ Use an interrogative pronoun to find out the time that the winners will be announced.

4. _____

- ◆ Use a demonstrative pronoun to point out the winner of the election.

5. _____

CHAPTER 13 **Nouns and Pronouns**

Mixed Practice: Pronouns

◆ Underline each pronoun.

1. No germs from the moon were found on Apollo 11 or its astronauts.
2. The doctors examined each of the astronauts.
3. This was the moment everyone had waited for.
4. They landed their spacecraft in the Pacific Ocean on July 24, 1969.
5. Which was the first astronaut to walk on the moon?
6. It was Neil Armstrong.
7. He said, “That’s one small step for man, one giant leap for mankind.”
8. That mission to the moon was a great human achievement.
9. Who did not land on the moon?
10. That was Michael Collins in orbit around the moon.
11. All of the astronauts made important discoveries.
12. These came from their mission.
13. A few of the discoveries included evidence of “moonquakes.”
14. All of the data they collected was helpful to scientists.
15. Everybody was proud of the astronauts’ success.

CHAPTER 14 **Verbs**

Finding Action Verbs

A **verb** is a word used to express an action or a state of being.

An **action verb** tells what action a subject is performing.

◆ Underline each action verb.

1. Every year dogsled drivers race across the frozen landscape of Alaska.
2. The course stretches more than a thousand miles from Anchorage to Nome.
3. Weather conditions often create severe hazards for the racers.
4. Snow and storms sometimes hide the trails.
5. Each driver carries snowshoes, a sleeping bag, and food for the dogs.
6. Drivers even take boots for the dogs' feet.
7. Veterinarians examine the dogs at checkpoints along the route.
8. Host families welcome the racers into their homes.
9. They feed the drivers and their dogs.
10. Most competitors complete the race within twelve or thirteen days.
11. A serious racer usually owns two or three different teams of dogs.
12. Some racers train all year long for the Iditarod.
13. Most teams enjoy the challenge of a good race.
14. A good "musher" has several strategies for the race.
15. People cheer for the victorious team.

CHAPTER 14 **Verbs**

Revising with More Specific Verbs

◆ Replace the underlined verb in each sentence with a more specific verb.

1. The sleds moved across the frozen ground.

2. The dogs went past the spectators.

3. The injured dog walked to the rest station.

4. With plenty of time to spare, the winning team crossed over the finish line.

5. The weary sled dogs came into camp.

CHAPTER 14 **Verbs**

Understanding Transitive and Intransitive Verbs

- ◆ Underline the verb in each sentence. Label the verb *T* for transitive or *I* for intransitive.

1. Jim Bowie lived in Tennessee and Louisiana during his childhood.
2. He inherited his parents' adventurous spirit.
3. During his childhood, he rode alligators.
4. Bowie learned from his mother.
5. He learned French and Spanish.
6. At the age of eighteen, Bowie sought his fortune.
7. He worked hard.
8. He made a profit from the work on his farm.
9. Jim Bowie received recognition as a frontiersman.
10. He arrived in Texas in 1828.
11. He searched Texas for silver.
12. He searched throughout Bexar County in Texas.
13. He led American settlers against the Mexican government.
14. Bowie's courage prevailed throughout the revolution.
15. Bowie defended the Alamo.

CHAPTER 14 **Verbs**

Finding Verb Phrases

A **verb phrase** is a main verb plus one or more helping verbs.

◆ Underline each verb phrase. Remember that a verb phrase may be interrupted by one or more words.

1. This rain shower should stop in a few minutes.
2. We will not go on a picnic in the rain.
3. Flowers have been appearing early this year.
4. The weather has not turned cooler today.
5. Rachel is planting her garden.
6. Have you seen any robins yet?
7. My parents will be cleaning the whole house soon.
8. We were planning a party this afternoon.
9. I haven't seen any dogwoods in bloom yet.
10. Will Kara be happy with the warmer weather?

CHAPTER 14 **Verbs**

Using Verb Phrases in Sentences

◆ Rewrite the following sentences, adding a different helping verb to each one.

1. The dogwoods bloom in April in New Jersey.

2. Florida strawberries turn red in February.

3. Washington apples blush in the fall.

4. Peonies burst into bloom in May in Indiana.

5. Oranges sweeten in the frost.

6. Texas bluebonnets appear in the spring.

CHAPTER 14 **Verbs**

Mixed Practice: Verbs

◆ Underline each verb or verb phrase.

1. The average tiger weighs between 396 and 583 pounds.
2. Do tigers live in Africa?
3. Tigers have lived in Asia for centuries.
4. Tigers are related to lions, leopards, and jaguars.
5. The tiger's distinctive black stripes provide excellent camouflage.
6. White tigers are not seen often.
7. The Bengal tiger is smaller than other tigers.
8. The male grows to an adult weight of 400 pounds.
9. Tiger babies are called cubs.
10. Cubs might stay with their parents for two years.
11. The father tiger does not help with the care of the cubs.
12. The Bengal tiger combines great power with lethal slyness.
13. A tiger can kill a water buffalo nearly four times its own weight.
14. They eat deer, wild pigs, and even monkeys.
15. Tigers have become more scarce in recent years.

CHAPTER 14 **Verbs**

Finding Linking Verbs

A **linking verb** links the subject with another word that renames or describes the subject.

◆ Underline each linking verb.

1. Ships have been useful throughout history.
2. They might be the oldest form of transportation.
3. They are certainly popular today.
4. Lakes and rivers are home to many small boats.
5. A catamaran is a sailboat with twin hulls.
6. That boat can be fast.
7. The *USS Constitution* is a very old ship.
8. Steamships were the main form of transportation in the 1800s.
9. Could the lights on the cruise ship in the harbor be any brighter?
10. The largest ship is the oil tanker.

CHAPTER 14 **Verbs**

Finding Linking Verbs

◆ Underline each linking verb. Then draw an arrow connecting the words that the verb links.

1. The giraffe is the world's tallest animal.
2. Earth's first space traveler was a dog.
3. In some parts of the world, cattle are still wild.
4. The whale is a mammal, not a fish.
5. Wild horses may be dangerous.
6. Most animals in Australia are unusual.
7. Dinosaurs must have been huge.
8. Birds could be descendants of dinosaurs.
9. The first horses were small.

CHAPTER 14 **Verbs**

Finding Linking Verbs

- ◆ Underline each linking verb along with any helping verbs. Then draw an arrow connecting the words that the verb links.

1. Mozart's music appears difficult.
2. He became famous throughout Europe at a very young age.
3. His music does sound wonderful.
4. After the death of his father, Mozart's music turned darker.
5. Don Giovanni must have seemed scary to his audiences.
6. Mozart's music grew more complex.
7. His musical scores look perfect.
8. Did he ever feel successful?
9. Mozart did become ill toward the end of his life.
10. He and Haydn remained friendly for many years.

CHAPTER 14 **Verbs**

Revising Sentences with Linking Verbs

- ◆ Rewrite each sentence, replacing the underlined verb *was* with a different linking verb. In some sentences you will have to supply a helping verb.

1. Sherman was upset at the new score.

2. The music was difficult.

3. The conductor was firm about the selection.

4. Our first practice was awful.

5. Sherman was doubtful.

6. The selection was easier with each practice.

CHAPTER 14 **Verbs**

Linking Verb or Action Verb?

◆ Underline each verb. Then label each one *A* for action or *L* for linking.

1. The biggest dinosaur on Earth appeared smaller than a blue whale.
2. Blue whales stay calm in most situations.
3. Blue whales appeared after dinosaurs.
4. These huge animals stay underwater for periods as long as twenty minutes.
5. During the summer blue whales remain in arctic and antarctic waters.
6. In winter the blue whales migrate to subtropical waters.
7. Blue whales seem very intelligent.
8. Unfortunately, blue whales became an endangered species some time ago.
9. Many people look for a change in this situation.
10. What will become of the blue whale?

CHAPTER 14 **Verbs**

Writing Sentences with Linking and Action Verbs

◆ Write two sentences for each of the following verbs. First use the verb as a linking verb. Then use it as an action verb.

◆ look

1. _____

2. _____

◆ taste

3. _____

4. _____

◆ sound

5. _____

6. _____

CHAPTER 14 **Verbs**

Mixed Practice: Action and Linking Verbs

- ◆ Underline each verb along with any helping verbs. Then label each one *A* for action or *L* for linking.

1. Many people had not heard about El Niño before 1998.
2. *El niño* means “the boy” in Spanish.
3. El Niño has been responsible for unusual weather conditions around the world.
4. Florida was one state with El Niño problems.
5. In the winter months, the ground in Florida normally becomes dry.
6. The ground does not remain dry for long, though.
7. In May and June, the afternoon showers begin.
8. In 1998, the afternoon showers stayed away.
9. People looked for rain.
10. The ground grew drier.
11. By the end of June, the air smelled smoky.
12. Wildfires spread through grass and trees and across highways.
13. The situation was a dangerous one.
14. Some people lost their homes to the flames.
15. Finally, El Niño turned away.

CHAPTER 15 **Adjectives and Adverbs**

Finding Adjectives

An **adjective** is a word that modifies a noun or pronoun.

◆ Underline each adjective. Then draw an arrow to the word it modifies.

1. A fierce hurricane begins over the ocean in the hot parts of the world.
2. Strong winds come from opposite directions and smash together.
3. Then the wild winds move in a circular pattern.
4. The calm center of the hurricane is called the eye.
5. The eye has light breezes and puffy clouds.
6. If the mighty winds of a hurricane hit land, they can cause severe damage.
7. Sturdy buildings have collapsed because of the huge waves or terrible winds of a severe hurricane.
8. With a hurricane comes heavy rain that often causes additional damage to property.
9. The rains often cause many rivers to overflow.
10. The powerful storm may weaken after it hits land.

CHAPTER 15 **Adjectives and Adverbs**

Adding Specific Adjectives

◆ Rewrite the following sentences, adding specific adjectives wherever possible.

1. The winds damaged the homes.

2. The boats rode out the storm on the ocean.

3. The storm ruined businesses.

4. People were without power for hours.

5. After the storm the winds calmed down.

CHAPTER 15 **Adjectives and Adverbs**

Finding Adjectives

- ◆ Underline each adjective. Then draw an arrow to the word or words it modifies.
(Do not include articles.)

1. Georgia O’Keeffe was one of the most original artists of the early twentieth century.
2. Her famous flower paintings, large and colorful, appeared in the art scene of the mid-1920s.
3. She also painted precise and geometric city scenes.
4. In 1929, she moved to New Mexico, where she painted beautiful and unusual still lifes and landscapes.
5. Her paintings reflected the colorful desert of the Southwest.
6. A teacher once told Georgia that her drawings were small and dark.
7. As a result, she always painted everything large and bright.
8. Her unique style increased her popularity as an artist.
9. She enjoyed a long career.
10. Her bold, inspirational paintings are still popular today.

CHAPTER 15 **Adjectives and Adverbs**

Using Commas with Adjectives

- ◆ Add or remove commas between adjectives if necessary. If a sentence is correct, make no changes.

1. Our favorite, art teacher took us to the museum today.
2. She wanted us to see the museum's famous new collection of Georgia O'Keeffe paintings.
3. At the entrance a large colorful poster of a poppy amazed us.
4. The bright, red flower dominated the exhibit.
5. I found O'Keeffe's bold unique paintings very beautiful.

CHAPTER 15 **Adjectives and Adverbs**

Finding Adjectives

◆ Underline each proper adjective. Then draw an arrow to the word it modifies.

1. Mr. Taylor told us, in his best English accent, that we would be participating in the school's cultural fair.
2. Nancy Coleman brought a German clock for our booth.
3. I saw wonderful African masks at the booth next to ours.
4. We ate Greek food at the fair.
5. While at the festival, José bought a souvenir at the Italian booth.
6. The Chinese embroidery that Ming brought was very delicate.
7. The local Republican candidate helped us open the fair.
8. We could hear the Mexican musicians playing mariachi music.
9. A Congressional representative also came to the fair.
10. She was surprised to win a Hawaiian vacation at the raffle.

CHAPTER 15 **Adjectives and Adverbs**

Capitalizing Proper Adjectives

- ◆ Rewrite the following sentences, capitalizing each proper adjective. If a sentence is correct, make no changes.

1. My mother can speak the french language very well.

2. Did you get to see the irish dancers?

3. My favorite part of the fair was the performance of the Scottish pipers.

4. John liked the spanish flamenco dancers.

5. Did Sara like the african storyteller?

CHAPTER 15 **Adjectives and Adverbs**

Adjective or Noun?

◆ Label each underlined word *A* for adjective or *N* for noun.

1. How many gallons of paint will we need for the dugout?
2. I will need a new spring jacket before we start practice.
3. The baseball soared over center field and into the bleachers.
4. On which train car will the team eat?
5. Finding time to practice can be a major problem for me.
6. Can the paint stains be removed from the dugout floor?
7. The train was empty except for our team.
8. This spring we have had better practices.
9. Our coach was a major in the army.
10. Why did you join the baseball team this year?

CHAPTER 15 **Adjectives and Adverbs**

Writing Sentences with Nouns and Adjectives

- ◆ Write two sentences for each of the following words. Use the word as an adjective in the first sentence. Use the word as a noun in the second sentence.

◆ radio

1. _____

2. _____

◆ city

3. _____

4. _____

◆ art

5. _____

6. _____

CHAPTER 15 **Adjectives and Adverbs**

Adjective or Pronoun?

◆ Label each underlined word with *A* for an adjective or *P* for a pronoun.

1. Few people realize that Wilbur and Orville Wright made bicycles before airplanes.
2. They experimented with many designs before their historic flight at Kitty Hawk.
3. Which brother made the first flight?
4. Few understand the dangers of the first flight.
5. That airplane of the Wright brothers began as a glider.
6. What challenges did they face in December 1903?
7. Both brothers continued to make airplanes.
8. Many wanted to fly after Wilbur and Orville's successful flight.
9. What did Wilbur do?
10. A few people helped the Wright brothers with their first flight on December 17, 1903.

CHAPTER 15 **Adjectives and Adverbs**

Writing Sentences with Adjectives and Pronouns

- ◆ Write two sentences for each of the following words. Use the word as an adjective in the first sentence. Use the word as a pronoun in the second sentence.

- ◆ some

1. _____

2. _____

- ◆ these

3. _____

4. _____

- ◆ this

5. _____

6. _____

CHAPTER 15 **Adjectives and Adverbs**

Mixed Practice: Adjectives

◆ Underline each adjective. Then draw an arrow to the word it modifies. Do not include articles. (There are thirty-five adjectives.)

1. Gorillas, shy and gentle, are peaceful animals.
2. A gorilla may reach a height of six feet.
3. The arms, long and powerful, almost touch the ground.
4. Gorillas live in small family groups.
5. They roam many miles each day in search of food for their family group.
6. They eat fruits and green leafy plants.
7. Toward evening they construct several platforms for sleeping.
8. The male leader sleeps on the bottom platform of the structure.
9. The leader is the strongest and protects the other members of the group.
10. The females and the young gorillas sleep on the top platforms on high branches.
11. Every day gorillas build new shelters.
12. Gorillas with short hair live in the hot, damp areas of the Congo River valley.
13. The faces of these gorillas are hairless and shiny.
14. Gorillas with coarse hair live in the cool air of the African mountains.
15. Most gorillas live in and around the central part of Africa.

CHAPTER 15 **Adjectives and Adverbs**

Finding Adverbs

An **adverb** is a word that modifies a verb, an adjective, or another adverb.

◆ Underline each adverb and draw an arrow to the word or words it modifies.

1. Our track team rarely loses.
2. Stephanie rushed forward to the finish line.
3. Lately the team has been practicing in the morning.
4. Danny was quickly tying his shoes.
5. Did you really forget your discus?
6. Finally the meet has begun.
7. Mira is practicing the long jump again.
8. We have looked everywhere for a new stopwatch.
9. Ellis will never run there.
10. Don't stop now!
11. You should always stretch thoroughly.
12. Sometimes I also run hurdles.
13. We often run here.
14. Nancy always jumps superbly.
15. Franklin hasn't finished the shot put yet.

CHAPTER 15 **Adjectives and Adverbs**

Writing Sentences with Adverbs

- ◆ Using adverbs, write sentences that follow each direction. Underline each adverb.

- ◆ Describe how a friend talks.

1. _____

- ◆ Describe how a detective enters a dark, scary house.

2. _____

- ◆ Describe how a toddler walks.

3. _____

- ◆ Describe how you do your homework.

4. _____

- ◆ Describe how you eat spaghetti.

5. _____

CHAPTER 15 **Adjectives and Adverbs**

Finding Adverbs

◆ Underline each adverb. Draw an arrow to the word it modifies.

1. The actors were extremely nervous.
2. You should whisper very quietly backstage.
3. It rained quite often during the month of outdoor performances.
4. The actors were truly responsible.
5. Rita arrived too early for her cue.
6. Rain fell quite heavily for an hour before the show.
7. Lenny has an unusually powerful voice.
8. The pace was moving rather slowly.
9. The music was exceptionally loud.
10. The play seemed somewhat long.
11. The audience is usually enthusiastic.
12. Joyce is often absent from practice.
13. The crowd grew curiously silent after the last act.
14. This play is strangely familiar.
15. Despite the problems the actors appeared totally calm.

CHAPTER 15 **Adjectives and Adverbs**

Writing Sentences with Adverbs

- ◆ Use each word as an adverb in a sentence. Then rewrite the sentence, putting the adverb in a different part of the sentence.

- ◆ calmly

1. _____

2. _____

- ◆ never

3. _____

4. _____

- ◆ quickly

5. _____

6. _____

CHAPTER 15 **Adjectives and Adverbs**

Mixed Practice: Adverbs

◆ Underline each adverb. Draw an arrow to the word or words it modifies.

1. Giraffes glide gracefully and noiselessly across the plains of Kenya in Africa.
2. There they search hungrily and eagerly for the acacia tree.
3. A family of giraffes will often feed from the same tree.
4. Drinking water is the most difficult job for a giraffe.
5. This unusually tall animal drinks slowly and awkwardly.
6. Carefully it bends its knees and its neck and laps cautiously at the cool water.
7. The giraffe's very long neck contains the same number of bones as the neck of a guinea pig.
8. These neck bones are much longer in the giraffe than in the guinea pig.
9. The neck bones are also bigger in the giraffe.
10. The giraffe seldom uses its quite unusual voice.
11. Ordinarily, a giraffe will not attack other creatures.
12. Daily a giraffe will eat acacia leaves on the grassy plains.
13. Other animals rarely threaten the giraffe's survival.
14. Lions occasionally bother giraffes.
15. Sometimes visitors to Kenya's national parks see the giraffes.

CHAPTER 15 **Adjectives and Adverbs**

Mixed Practice: Adjectives and Adverbs

◆ Underline each adjective once and adverb twice. Draw an arrow to the word each modifies.

1. Venus is often visible in the evening sky.
2. Some people worry about comets.
3. Several planets can be easily seen in the night sky.
4. Many objects in the night sky have been given Latin names from Roman myths.
5. Orion, the hunter, always chases his prey across the winter sky.
6. The earth spins slowly on its axis.
7. Suddenly the brilliant supernova disappeared.
8. The star Vega burns brightly in the constellation Lyra.
9. Usually the middle of August is a good time to see summer stars.
10. Summer is often the best time to see the Milky Way.
11. Many people mistake it for a weather cloud.
12. The Big Dipper is usually identifiable.
13. Frequently you can see Mars, Jupiter, or Saturn.
14. They look like bright stars, but they do not twinkle.

CHAPTER 16 **Prepositions, Conjunctions, & Interjections**

Supplying Prepositions

A **preposition** is a word that shows the relationship between a noun or a pronoun and another word in the sentence.

◆ Write two prepositions that could fill each blank in the following sentences.

1. The narrow road ran ____ the cliffs.

2. A huge boulder was lying ____ the path.

3. The scouts camped ____ the lake.

4. I found my compass ____ the stream.

5. Kathleen found the missing backpack ____ the tent.

6. Our guide looked for a bear ____ the bushes.

7. A huge falcon flew ____ the clouds.

8. The hikers climbed ____ the rocks.

CHAPTER 16 **Prepositions, Conjunctions, & Interjections**

Finding Prepositional Phrases

A **prepositional phrase** is a group of words made up of a preposition, its object, and any words that modify the object.

◆ Underline each prepositional phrase.

1. The Galapagos Islands are located near Ecuador.
2. They cover an area of 3,029 square miles.
3. The islands contain many animals of interest.
4. You can find turtles throughout the islands.
5. Marine iguanas are sometimes found in junkyards.
6. During his visit in 1835, Charles Darwin observed many interesting animals.
7. According to Darwin, each of the islands is inhabited by vastly different species.
8. Centuries before Darwin's famous visit, ancient people traveled to the islands.
9. Many tourists enjoy the Galapagos Islands for their different animals and plants.
10. Certain species of penguins live on one of the islands near the equator!

CHAPTER 16 Prepositions, Conjunctions, & Interjections

Finding Prepositional Phrases

- ◆ Underline each preposition and draw an arrow to its object. (There are fifteen prepositional phrases.)

1. The trunk of an elephant is like a hose.
2. Elephants inhale water through their trunks.
3. Then they curl their trunks and shoot the water into their mouths.
4. Elephants eat food in a similar way.
5. With their trunks elephants also spray water onto their backs.
6. They like water and can swim for six hours.
7. During the hottest hours, elephants often huddle under trees.
8. Elephants also throw mud over their bodies.
9. With their trunks elephants can break large branches from trees.
10. In a wildlife park, an elephant can live for sixty-five years.

CHAPTER 16 **Prepositions, Conjunctions, & Interjections**

Writing Sentences

- ◆ Write five sentences about an animal that lives in the wild. Use at least one prepositional phrase in each sentence.

1. _____

2. _____

3. _____

4. _____

5. _____

CHAPTER 16 Prepositions, Conjunctions, & Interjections

Preposition or Adverb?

◆ Label each underlined word *P* for preposition or *A* for adverb.

1. We drove through Chicago in less than an hour.
2. The mountains stood a long way off.
3. We ate our lunch near Lake Michigan.
4. Every morning Dad checked around the car.
5. Did you drive straight through?
6. Lisa left the tickets behind.
7. My suitcase rolled off the roof rack.
8. Don't come near, for I have to focus the camera.
9. Did you look around?
10. The spare tire may have rolled behind that bush.

CHAPTER 16 **Prepositions, Conjunctions, & Interjections**

Writing Sentences with Prepositional Phrases and Adverbs

◆ Write two sentences for each of the following words. Use the word as a preposition in the first sentence and as an adverb in the second sentence.

◆ in

1. _____

2. _____

◆ across

3. _____

4. _____

◆ below

5. _____

6. _____

CHAPTER 16 Prepositions, Conjunctions, & Interjections

Mixed Practice: Prepositional Phrases

- ◆ Underline the prepositional phrases in the following paragraphs.

1. Does a monster really hide in Loch Ness? For many centuries people have reportedly seen this strange creature. The Loch Ness monster first had its picture taken in 1934. Dr. R. K. Wilson was driving along the shore. Suddenly he saw movement in the water and grabbed his camera. The result is a very famous, very blurry photograph of a mysterious object. The fuzzy picture just *might* show a strange animal with an extremely long neck. Some people, however, are not convinced by this photograph.

2. With special underwater cameras, scientists have searched more recently for the Loch Ness monster. Unfortunately, the new pictures also show little except fuzzy shapes. Most scientists do not believe in the monster. Possible explanations for the monster include a large fish, an unusual wave, and a giant seal. Believers, though, think that a dinosaur may have survived from prehistoric times. Without better evidence the Loch Ness mystery will remain unsolved.

CHAPTER 16 **Prepositions, Conjunctions, & Interjections**

Finding Conjunctions and Interjections

A **conjunction** connects words or groups of words.

An **interjection** is a word that expresses strong feeling.

◆ Underline each conjunction or interjection and label it C or I.

1. Either Sam or David will have to bait my hook.
2. You and I are responsible for the fish.
3. Wow! Did you see the size of the fish Susan caught?
4. Nani will bake or broil the fresh fish.
5. The fish were biting, but no one caught any.
6. Both bass and trout are tasty.
7. Ugh! Someone removed the fish from the cooler.
8. Lures and hooks are scattered everywhere.
9. Neither Tom nor Cherri could clean the fish.
10. Oh, you should have seen the big one that got away!

CHAPTER 16 **Prepositions, Conjunctions, & Interjections**

Determining Parts of Speech

- ◆ Label each underlined word with its part of speech, using the following abbreviations:

noun = N

preposition = PREP

adjective = ADJ

conjunction = CONJ

adverb = ADV

verb = V

pronoun = PRO

interjection = INTER

1. As a young child, Clara proved to be good at studies.
2. Everyone loved her, and her family encouraged her many interests.
3. Her father sometimes told her exciting adventure stories.
4. Oh, did you know that she was born on Christmas day?
5. She owned several pets, including a turkey and a snapping turtle that frequently frightened the other children.
6. Well, one day her brother's dog became sick; only Clara was able to heal it.
7. Soon children from other farms brought their dogs to Clara.
8. As a young woman, she cared for wounded soldiers during the Civil War.
9. Many soldiers knew her only as "The Angel of Battlefield" and a gentle voice.
10. In later years, Clara founded the American Red Cross.

CHAPTER 16 **Prepositions, Conjunctions, & Interjections**

Determining Parts of Speech

- ◆ Label each underlined word with its part of speech, using the following abbreviations:

noun = *N*

adverb = *ADV*

conjunction = *CONJ*

preposition = *PREP*

verb = *V*

interjection = *INTER*

adjective = *ADJ*

pronoun = *PRO*

1. The study of names is fun. During the Middle Ages, most people had only a first name. That was fine, as long as everyone stayed in his or her village. Cities were finally formed, and people moved from place to place. Five Marys in the same place became confusing. The solution was easy. Most people added information to their names. They used one of four methods.
2. First, a son might take the name of his father. As a result, Henry would become Henry, son of John. Through time, this became Henry Johnson.
3. Second, people were named for some of their features. A strong person could be named Henry Strong or Henry Hardy. A person with red hair might take the last name of Reed or Reid. The names Wise, Grim, Moody, and Sharp came about for the same reason.
4. Third, people became identified with the place of their birth. The Woods or the Atwoods, for example, lived near a forest. The Fairbanks family would have come from the edge of a lovely river or stream.
5. Fourth, people were named for their occupations. A town's blacksmith might be called Henry the Smith. Later this would become Henry Smith. The roofmaker would be called Henry Thatcher, but the village grain merchant would be Henry Miller.

CHAPTER 16 **Prepositions, Conjunctions, & Interjections**

Writing Sentences with Different Parts of Speech

◆ Write sentences that follow the directions.

◆ Use *baseball* as a noun and an adjective.

1. _____

2. _____

◆ Use *this* as a pronoun and an adjective.

3. _____

4. _____

◆ Use *one* as a pronoun and an adjective.

5. _____

6. _____

CHAPTER 17 **Complements**

Finding Direct Objects

A **direct object** is a noun or pronoun that answers the question *What?* or *Whom?* after an action verb.

◆ Underline each direct object.

1. Ducks will lay eggs only in the morning.
2. You can make eleven omelets with an ostrich egg.
3. Chimpanzees use twigs and rocks as tools.
4. A robin has almost three thousand feathers.
5. Did you see eagles on your trip to the lake?
6. Some earthworms have ten hearts.
7. Lemon sharks grow new teeth every two weeks.
8. One type of spider can spin a web in twenty minutes.
9. Bats squeal and use their ears for navigation.
10. Will a wolf abandon its pups?
11. Have you seen the bats under the bridge?
12. Every spring the bats use the bridge as a nursery.
13. A mother bat raises one baby at a time.
14. At night the bats eat insects.
15. They prefer moths and other pests.

CHAPTER 17 **Complements**

Writing Sentences with Direct Objects

- ◆ Write a sentence that answers each question. Then underline each direct object in your sentences.

- ◆ What do you see directly in front of you?

1. _____

- ◆ Whom did you visit recently?

2. _____

- ◆ What did you eat for dinner last night?

3. _____

- ◆ How many pencils and pens do you have?

4. _____

- ◆ What kinds of books do you like best?

5. _____

CHAPTER 17 **Complements**

Finding Indirect Objects

An **indirect object** is a noun or pronoun that answers the question *To or for whom?* or *To or for what?* after an action verb.

◆ Underline each indirect object.

1. We fed the ducks bread crumbs.
2. Dad cooked us hamburgers on the grill.
3. Sara showed us the delicious dessert.
4. Will you pass me the ketchup?
5. My mom found everyone at the picnic a shady spot for lunch.
6. Did Steve make Mary that fried chicken?
7. You must give Rosemarie and him some lemonade.
8. Have you given Sandra the recipe?
9. Please take your sister this cookie.
10. Susan will reserve us the shelter for our next picnic.
11. Our teacher read the class several biographies of famous mathematicians.
12. Ms. Gomez taught our class the Pythagorean theorem.
13. Then she showed several students a picture of Archimedes.
14. The picture gave me a more vivid impression of him.
15. Archimedes gave Syracuse and Sicily the invention of the catapult.

CHAPTER 17 **Complements**

Revising Sentences with Indirect Objects

- ◆ Choose any five of the sentences from the preceding exercise to rewrite without indirect objects. In some cases you may have to write two sentences to convey the same meaning, or you may have to use a prepositional phrase.

1. _____

2. _____

3. _____

4. _____

5. _____

CHAPTER 17 **Complements**

Mixed Practice: Direct and Indirect Objects

- ◆ Underline each complement in the following sentences. Then label each one *DO* for direct object or *IO* for indirect object.

1. Have you ever eaten an artichoke or an avocado?
2. I tasted both at the food fair.
3. Anton cooked everyone a Mexican meal.
4. Grandmother made Martina and me sweet potato candy.
5. For decoration, people sometimes put flowers on cakes.
6. Please pass us the eggrolls and the chopsticks from the Asian display.
7. Did you show him the stuffed pitas?
8. Two new students were nibbling scones and biscuits at the fair.
9. Anna showed Peter and Maria her cooking project.
10. Mrs. Pallone kept the same booth as last year.
11. The judges awarded Chet first prize for most unusual recipe.
12. Rona saved me a seat at a table in the German tent.
13. Make your little brother and sister some baklava.
14. We bought Flora some fortune cookies.
15. I brought Will and Betsy a piece of fresh-baked shortbread.

CHAPTER 17 **Complements**

Finding Predicate Nominatives

A **predicate nominative** is a noun or a pronoun that follows a linking verb and identifies, renames, or explains the subject.

◆ Underline each predicate nominative.

1. Diamonds are extremely hard and rare stones.
2. The prairie sunsets were spectacular sights.
3. Those huge trees are maples.
4. The main resources of South Asia are soil, water, and climate.
5. The longest rivers in the world are the Amazon and the Nile.
6. The land in Pennsylvania may be a good source of coal.
7. Saudi Arabia remains a major producer of oil.
8. Rhode Island is the smallest state.
9. My favorite countries are the United States and Mexico.
10. California has become one of the candidates for a major earthquake.

CHAPTER 17 **Complements**

Supplying Predicate Nominatives

- ◆ Write a predicate nominative that completes each sentence. Then underline the word it renames. If you use a pronoun as a predicate nominative, use only *I, you, he, she, it, we, or they*.

1. My favorite musician is _____.
2. My favorite musical instrument is the _____.
3. My brother Roy will become a _____.
4. The instrument featured is a _____.
5. Their soloist is a _____.
6. Eric is a _____.
7. Mrs. Davis is my _____.
8. The soloist in Sunday's concert will be _____.
9. My favorite song is _____.
10. The drummer in the band is _____.

CHAPTER 17 **Complements**

Revising Sentences with Predicate Nominatives

- ◆ Rewrite the following sentences so that they contain a different predicate nominative.

1. When I grow up, I want to be a musician.

2. My favorite instrument is the piano.

3. My favorite types of music are classical and jazz.

4. One of the best schools for the study of music is Juilliard.

CHAPTER 17 **Complements**

Finding Predicate Adjectives

A **predicate adjective** is an adjective that follows a linking verb and modifies the subject.

- ◆ Underline each predicate adjective. (Some sentences may have a compound predicate adjective.)

1. That polar bear is hungry again.
2. Its claws are long and sharp.
3. Polar bears seem cuddly.
4. The Arctic winter is dark and cold.
5. The mother polar bear appears thin after the long winter season.
6. The den seems warm in the spring.
7. The bears appear curious about the scientists.
8. That huge bear is dangerous.
9. The ice is bright and slippery.
10. The bear's head looks long and pointy.

CHAPTER 17 **Complements**

Supplying Predicate Adjectives

- ◆ Write a predicate adjective that completes each sentence. Avoid overused adjectives such as *good*, *nice*, and *wonderful*.

1. All of the original poems that Terry wrote are _____.
2. During her oral presentation, Dawn looked _____.
3. The poet was _____.
4. After waiting thirty minutes for the presentation
to start, the class became _____.
5. After finishing her writing projects, Natalie
always seemed so _____.
6. After her presentation, Alana appeared _____.
7. That new poem sounds _____.
8. Kyle's volume is too _____.
9. Both Ray and Alice were _____.
10. Many of the original poems from this year's
class sound _____.

CHAPTER 17 **Complements**

Writing Sentences with Predicate Nominatives and Adjectives

- ◆ Write four sentences about a poem you like. Include a predicate nominative in two of the sentences and a predicate adjective in the other two sentences. Label each complement *PN* for predicate nominative or *PA* for predicate adjective.

1. _____

2. _____

3. _____

4. _____

CHAPTER 17 **Complements**

Mixed Practice: Complements

◆ Underline each complement in the following sentences. Label each complement *PN* for predicate nominative or *PA* for predicate adjective.

1. Television became very popular in the 1950s.
2. *Howdy Doody* was a favorite children's program of the time.
3. The characters Howdy Doody and Clarabelle the Clown were comical.
4. For more than twenty million teenagers, the most popular show in the late 1950s was *American Bandstand*.
5. Davy Crockett was one of the most admired TV characters of the decade.
6. Davy Crockett was a frontiersman.
7. Popular clothes for boys during those years were chino pants and motorcycle jackets.
8. Pedal pushers, bobby socks, and poodle skirts were fashionable for girls.
9. Hula hoops became a fad in 1958.
10. TV dinners in little aluminum foil dishes first became popular in 1954.

CHAPTER 18 **Phrases**

Finding Prepositional Phrases

A **prepositional phrase** is a group of words that begins with a preposition, ends with a noun or a pronoun, and is used as an adjective or adverb.

◆ Underline each prepositional phrase.

1. Cesar Chavez was born in 1927 in the Southwest near Yuma, Arizona.
2. He would later become an important leader of farm workers.
3. After the stock market crash in 1929, the Chavez family became migrant farm workers.
4. Chavez enlisted in the Navy during World War II.
5. In 1952, he was recruited by Fred Ross as a worker for the Community Service Organization.
6. With the CSO, Cesar Chavez worked for the aid of the poor.
7. By 1958, Cesar Chavez had become the national director of the CSO.
8. He resigned from the CSO in 1962 and started a farm workers' union.
9. Cesar Chavez changed the system through nonviolent means.
10. With his dedication, he helped many migrant farm workers.

CHAPTER 18 **Phrases**

Finding Adjective Phrases

An **adjective phrase** is a prepositional phrase that modifies a noun or pronoun.

◆ Underline each adjective phrase.

1. The most famous city in France is Paris.
2. Paris is the capital of France.
3. It is one of the largest French cities.
4. Paris is also one of the major European cities.
5. Each of the twenty districts within Paris has its own mayor.
6. The most famous painting at the Louvre is the *Mona Lisa*.
7. The street in front of the Louvre is called the Triumphal Way.
8. A famous architect completed a renovation of the Louvre.
9. The view from the Eiffel Tower is breathtaking.
10. The sidewalk beneath the tower is a popular tourist area.

CHAPTER 18 **Phrases**

Finding Adjective Phrases

- ◆ Underline each adjective phrase. Then draw an arrow to the word that the phrase modifies.

1. The lake beyond those hills has an excellent sailing course.
2. One of my friends owns a sailboat.
3. The dock across the lake is vacant.
4. Six friends on the committee organized a pancake breakfast for the sailors.
5. The sailboat with the torn sail left the race.
6. The day after tomorrow should be a good time for us.
7. The sails on our boat have double rows of stitches.
8. The three smallest boats at the race were the fastest boats.
9. The best sailor on the water is Toby.
10. The McFarlins own the boat beside ours.

CHAPTER 18 **Phrases**

Writing Sentences with Adjective Phrases

- ◆ Write a sentence that uses each of the following prepositional phrases as an adjective phrase. Remember to place each phrase after the noun or the pronoun it modifies.

- ◆ of students

1. _____

- ◆ with the green stripes

2. _____

- ◆ near the ocean

3. _____

- ◆ on the lake

4. _____

- ◆ from my aunt

5. _____

CHAPTER 18 **Phrases**

Finding Misplaced Adjective Phrases

◆ Underline each misplaced adjective phrase.

1. Our teacher in the cafeteria talked about good manners.
2. The librarian gave books without library cards to the children.
3. Our school has many activities for students with no sports emphasis.
4. The school has an excellent academic record beyond that street.
5. That unusually large classroom is vacant across the hall.
6. The best teacher is Mrs. Emerson in the English department.
7. The shady area is called the Peace Garden in front of our school.
8. That student was lost from another school.
9. The principal handed passes to the students for a local amusement park.
10. The boy was shouting with the backpack on one shoulder.

CHAPTER 18 **Phrases**

Correcting Sentences with Misplaced Adjective Phrases

- ◆ Choose five sentences from the preceding exercise to rewrite with the adjective phrases in the proper place.

1. _____

2. _____

3. _____

4. _____

5. _____

CHAPTER 18 **Phrases**

Finding Adverb Phrases

An **adverb phrase** is a prepositional phrase that is used mainly to modify a verb.

◆ Underline each adverb phrase.

1. A snail lives inside a tough spiral shell.
2. On its slow travels, a snail drags its shell on its back.
3. A snail creeps on a large footlike structure.
4. Many snails have a slimy fluid under this foot.
5. With this fluid snails can crawl up vertical surfaces.
6. A snail can climb safely over a razor blade.
7. In a dangerous situation, a snail pulls its head inside its shell.
8. Within its tough shell, the snail hides from most enemies.
9. Land snails usually live in shady, damp places.
10. With a long, toothed “tongue,” a snail scrapes its food off surfaces.

CHAPTER 18 **Phrases**

Finding Adverb Phrases

◆ Underline each adverb phrase. Then draw an arrow to the word or words each adverb phrase modifies.

1. The baseball whizzed by the batter.
2. A hush descended over the crowd.
3. Within a few hours, David Cone pitched a perfect baseball game.
4. David Cone looked around the baseball field carefully.
5. The catcher sent the signals across the field.
6. Toward the eighth inning, the fans became quiet.
7. Anxious faces appeared in the dugout.
8. David Cone pitched the entire game without a base runner.
9. After the game he celebrated and thanked the fans.
10. This perfect baseball game will live forever in sports history.

CHAPTER 18 **Phrases**

Punctuating Adverb Phrases

- ◆ Add or delete commas so the adverb phrases are punctuated correctly in the sentences below. If a sentence is correct, make no changes.

1. In Cooperstown, you will find the Baseball Hall of Fame.
2. Until last week, I had no idea where it was.
3. On several occasions, Joe has visited there.
4. In the spring my family toured it.
5. In the famous hall we learned about the players.

CHAPTER 18 **Phrases**

Mixed Practice: Prepositional Phrases

- ◆ Underline each prepositional phrase. Then label each one *ADJ* for adjective or *ADV* for adverb.

1. Basketball was invented in 1891.
2. At the time no major sport was played in winter.
3. A man at a Massachusetts YMCA school had a wonderful idea.
4. This person was James A. Naismith, the father of basketball.
5. Basketball provided a sport between the football season and the baseball season.
6. The origin of its name is an interesting story.
7. Naismith had no money for fancy equipment.
8. In a hall he nailed peach baskets on opposite walls.
9. The game's name came from the peach baskets.
10. Another necessary piece of equipment for the new game was a tall ladder.
11. The bottoms of the peach baskets were not removed.
12. At the start everyone used an old soccer ball.
13. The players divided into two teams.
14. Each of the teams defended a basket.
15. For a score a player would throw the ball into the opposite basket.

CHAPTER 18 **Phrases**

Finding Appositives and Appositive Phrases

An **appositive** is a noun or pronoun that identifies or explains another noun or pronoun in the sentence.

◆ Underline each appositive or appositive phrase.

1. Mr. Rich, our football coach, is looking forward to a great season this year.
2. Todd, the team captain, has been working hard all summer.
3. Tomorrow is the game against our rival school Central.
4. The referee, the one with the black hat, gave our team a penalty.
5. The song “Fire Away” will be our fight song this year.
6. The coach called for a new play, Blue 42.
7. Our receiver, the one with the school record, caught the pass in the end zone.
8. Billy, our kicker, scored the winning point.
9. Mrs. Johnson, the journalism teacher, said we should interview Billy.
10. Arthur Donovan, the opposing coach, congratulated our school.

CHAPTER 18 **Phrases**

Punctuating Sentences with Appositives or Appositive Phrases

- ◆ Add or delete commas so they are used correctly with appositives or appositive phrases in the sentences below. If a sentence is correct, make no changes.

1. My brother, Bob, likes to read.
2. The book, *The Adventures of Tom Sawyer*, is one of his favorites.
3. *The Adventures of Huckleberry Finn* a book by Mark Twain is also a favorite.
4. Tom my younger brother enjoys building models with his friends.
5. His favorite model, the *Titanic*, is on display in his room.

CHAPTER 18 **Phrases**

Mixed Practice: Appositive Phrases

- ◆ Underline each appositive or appositive phrase. Then draw an arrow to the word it identifies or explains.

1. William Sydney Porter, a writer, lived in Austin, Texas.
2. He is known to most people by his pseudonym, O. Henry.
3. O. Henry, a gifted storyteller, impressed many types of people.
4. In 1894, he started a comic magazine, *The Rolling Stone*.
5. The magazine, a humorous weekly, failed after a few issues.
6. After he moved to Houston, Porter took a job as a journalist on the local paper, *The Post*.
7. O. Henry, a talented writer, published many different types of short stories.
8. His most famous collection, *The Four Million*, appeared in 1906.
9. This collection includes one of his best stories, “The Gift of the Magi.”
10. The story, a tale of sacrifice and irony, takes place at Christmas.
11. Another short story, “The Ransom of Red Chief,” takes place in the Old South.
12. Two characters, Bill Driscoll and the storyteller, decide to kidnap the only child of a prominent citizen.
13. The child, Red Chief, is so wild that the kidnappers pay his father to take him back!
14. The collection *Heart of the West* contains stories set mostly in Texas.
15. Little is known about the personal life of O. Henry, a very private man.

CHAPTER 19 **Verbals and Verbal Phrases**

Finding Participles

A **participle** is a verb form that is used as an adjective.

◆ Underline each participle.

1. The scientists could hear the howling coyotes.
2. The coyote's expanding range presents a challenge for scientists.
3. A coyote can live anywhere from the frozen mountains to the hot deserts.
4. A starving coyote will scavenge in trash cans.
5. A coyote will change its breeding habits for adaptation.
6. Controlled hunts wiped out the coyote population in central Texas and much of North Dakota.
7. Lost pets often become prey for coyotes.
8. A hunting coyote will stalk its prey patiently.
9. Exhausted animals are no match for the coyote's stamina.
10. The coyote is a protected species in only twelve states.

CHAPTER 19 **Verbals and Verbal Phrases**

Finding the Words Participles Modify

- ◆ Underline each participle. Then draw an arrow to the word each participle modifies.

1. A determined schoolteacher made an unusual bicycle trip.
2. Byron Vouga has no functioning kidneys.
3. Two failed transplants resulted in dialysis three times a week.
4. The courageous Vouga planned an exhausting cross-country bicycle trip.
5. Vouga endured blistering heat and many other trials as a fund-raiser for the fight against kidney disease.
6. Scheduled stops at clinics for Vouga's dialysis were part of the trip.
7. Vouga met many unrecognized heroes who live with kidney disease every day.
8. One person has been on dialysis for twenty years and still works at a towing service.
9. Byron Vouga is truly an amazing man and an inspiration to others.
10. His challenging task brings hope to many people with kidney disease.

CHAPTER 19 **Verbals and Verbal Phrases**

Participle or Verb?

◆ Label each underlined word *P* for participle or *V* for verb.

1. The dancing children delighted the audience.
2. Marcie had spoken to the audience about the show.
3. Clap your hands with the syncopated rhythm.
4. The singers were standing under the bright lights.
5. By the end of the show, everyone was singing!
6. We gave the actors a standing ovation.
7. Everyone was dancing in the aisles.
8. Beth's spoken monologue went well.
9. Mrs. Owen syncopated the soprano part.
10. The singing dog was a great addition to the show.

CHAPTER 19 **Verbals and Verbal Phrases**

Finding Participial Phrases

◆ Underline each participial phrase.

1. Pushing deep into the land to the northwest, Lewis and Clark hoped for a route to the Pacific.
2. The Corps of Discovery, chosen carefully by Lewis and Clark, explored the Louisiana Territory.
3. Born around 1787, Sacajawea did not join the Lewis and Clark expedition until 1805.
4. Sacajawea, known also as Bird Woman, served as an interpreter and guide for the expedition.
5. Taken captive as a child, she had grown up in a Hidatsa village far from her Shoshone people.
6. Knowing that Sacajawea was a Shoshone, the explorers wanted her help.
7. The Rocky Mountains, looming ahead, provided a natural rest stop.
8. Needing horses, Lewis and Clark stopped at a nearby Shoshone village.
9. Immediately Sacajawea recognized several Shoshone mounted on horses.
10. Weeping with joy, Sacajawea was reunited with her people.
11. Sacajawea, serving as an interpreter, helped Lewis and Clark buy several horses.
12. Riding Shoshone horses over the mountains, the explorers pushed onward.

CHAPTER 19 **Verbals and Verbal Phrases**

Recognizing Participial Phrases as Modifiers

◆ Underline each participial phrase. Then draw an arrow to the word each phrase modifies.

1. Viewed through a telescope, Saturn is one of the most unusual objects in the sky.
2. Saturn, named for an ancient Roman god, is yellow and gray.
3. Known as the ringed planet, Saturn is easily recognized.
4. Saturn is one of the giant outer planets characterized by large size and low density.
5. Composed mostly of hydrogen and helium, Saturn's atmosphere is not fit for human life.
6. Saturn's rings, first seen by Galileo in 1610, make it a unique planet.
7. Looking through a telescope, you can see six of Saturn's twenty satellites.
8. The largest satellite rotating around Saturn is called Titan.
9. Titan's diameter is about 3,200 miles, measuring larger than Mercury and Pluto.
10. Discovered in 1655, Titan has a substantial atmosphere.
11. Hidden by its thick atmosphere, the surface of the satellite is not easily seen.
12. The atmosphere of Titan, consisting chiefly of nitrogen, cannot support the life forms of the earth.

CHAPTER 19 **Verbals and Verbal Phrases**

Writing Sentences with Participial Phrases

◆ Write original sentences using the following participial phrases.

◆ gazing at the night sky

1. _____

◆ known for its brightness

2. _____

◆ revolving around the planet

3. _____

◆ seen from Earth

4. _____

◆ sighted in the eastern sky

5. _____

◆ shining under the stars

6. _____

CHAPTER 19 **Verbals and Verbal Phrases**

Punctuating Participial Phrases

- ◆ Add or delete commas to make the participial phrases in the sentences below correct. If a sentence is correct, make no changes.

1. Wandering through the planetarium, we learned many amazing facts about the beautiful night sky.
2. Tom reading from one of the displays learned about stars and sailors.
3. Ancient sailors navigating without fancy instruments used the stars for guidance across the ocean.
4. Ancient navigators were also helped by the full moon shining above.
5. Shaking his head in amazement Mr. Guerrero said that ancient people must have been brave.

CHAPTER 19 Verbals and Verbal Phrases

Finding Participial Phrases

- ◆ Write C in the blank for each participial phrase that is placed correctly and I for each participial phrase that is placed incorrectly.

- _____ 1. Maria and Keisha watched a camel waiting for their popcorn.
- _____ 2. Tanya, tired from the long walk on the trail, noticed a bobcat.
- _____ 3. Singing clearly and loudly, Rico heard the rare bird.
- _____ 4. Shawna took a picture of a lion panting in the hot sun.
- _____ 5. Walking through the city zoo, Chen saw a ferocious tiger.
- _____ 6. Tony enjoyed the seal swimming in its pool.
- _____ 7. Morgan watched a raccoon talking quietly with her friends.
- _____ 8. Swinging from the trees, the children laughed at the chimpanzee.
- _____ 9. The elephants eyed the children spraying water from their trunks.
- _____ 10. A giraffe, chewing on some leaves, cautiously watched Nita.

CHAPTER 19 **Verbals and Verbal Phrases**

Correcting Misplaced Participial Phrases

- ◆ Rewrite the incorrect sentences from the preceding exercise. Move the phrases so that the sentences make sense.

1. _____

2. _____

3. _____

4. _____

5. _____

CHAPTER 19 **Verbals and Verbal Phrases**

Recognizing Infinitives

An **infinitive** is a verb form that usually begins with *to*. It is used as a noun, an adjective, or an adverb.

◆ Underline each infinitive.

1. Kathy really likes to shop.
2. The best mall to visit is the Northgate Mall.
3. I visited the mall only to look.
4. To shop isn't the only reason for visiting the mall.
5. Danny likes to eat.
6. Which is the best restaurant to try?
7. My mom will go with us to supervise.
8. Do you know which way to go?
9. Is Jill's mother going to drive?
10. My mom likes to browse.

CHAPTER 19 **Verbals and Verbal Phrases**

Infinitive or Prepositional Phrase?

◆ Label each underlined phrase / for infinitive or *PP* for prepositional phrase.

1. There are many different factors that contribute to research.
2. It is important to plan your research paper very carefully.
3. Once you have completely developed your plan, get to work.
4. To research for any topic will require some supplies.
5. Organize all of your research information according to type.
6. You should plan to school yourself thoroughly in your topic.
7. If you follow a schedule, your research should proceed according to plan.
8. Several people went to school and wrote their papers in the computer lab.
9. It is difficult to work when it is noisy in the room.
10. If your final draft is long, you will need lots of patience to type it.

CHAPTER 19 **Verbals and Verbal Phrases**

Finding Infinitive Phrases

An **infinitive phrase** is an infinitive with its modifiers and complements—all working together as a noun, adjective, or an adverb.

◆ Underline each infinitive phrase.

1. Two-year-old Bonnie Blair learned to skate from her siblings.
2. They did not want Bonnie to use double runners on her skates.
3. Double runners make it easier for a child to stand up on skates.
4. Bonnie quickly learned to take a few steps on the skates.
5. She always wanted to skate in the Olympics.
6. Bonnie, a good student, was allowed to graduate from high school early.
7. A group of police officers decided to help Bonnie.
8. They raised \$7,000 to pay for her Olympic training costs.
9. Bonnie knows what it is like to win at the Olympics.
10. She has many gold medals to prove her ability.
11. Samuel Clemens was apprenticed to work as a printer.
12. Instead he became a journalist and began to write for a living.
13. He decided to use the pen name Mark Twain.
14. Rivermen used the call “mark twain” to mark the depth of the river.
15. In 1871, he quit journalism to devote his full attention to literature.

CHAPTER 19 **Verbals and Verbal Phrases**

Writing Sentences with Infinitive Phrases

◆ Write five sentences, using the following infinitive phrases.

◆ to read a good book

1. _____

◆ to study hard

2. _____

◆ to copy in my notebook

3. _____

◆ to photograph the scene

4. _____

◆ to research the topic well

5. _____

CHAPTER 19 **Verbals and Verbal Phrases**

Mixed Practice: Verbals and Verbal Phrases

- ◆ Underline each verbal or verbal phrase. Then label each one *P* for participle, *PP* for participial phrase, *I* for infinitive, or *IP* for infinitive phrase.

1. Searching the ocean floor carefully, treasure hunters look for remains of old ships.
2. Stolen treasure is rumored to be near the town of Wellfleet, Massachusetts.
3. Barry Clifford hopes to find the remains of the pirate ship *Whydah*.
4. The *Whydah*, laden with heavy treasure, sank in a storm on April 26, 1717.
5. The storm caused the ship to break apart.
6. To aid Clifford in his search, several experts have signed on his workboat *Vast Explorer II*.
7. The best artifact to find is the hull with the treasures of the ship.
8. A smiling diver emerges with black disks in his hands.
9. The diver floating in the water has found some coins.
10. He boards the research vessel to show them to an eager crew.

CHAPTER 20 **Clauses**

Independent or Subordinate Clause?

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

An **independent, or main, clause** can stand alone as a sentence because it expresses a complete idea.

A **subordinate, or dependent, clause** cannot stand alone as a sentence because it does not express a complete thought.

◆ Label each underlined clause / for independent or S for subordinate.

- _____ 1. If the sky is dark and cloudy, you should bring an umbrella.
- _____ 2. Unless you call first, I will leave for the beach at noon.
- _____ 3. I like this beach because it is almost never crowded.
- _____ 4. Since the tide is in, the water is high.
- _____ 5. We will eat when Terry and Yolanda finally get here.
- _____ 6. Before the rain started, we played a game of volleyball.
- _____ 8. Sometimes we surf while we are at the beach with our friends.
- _____ 9. I watched television after I got home from the beach.
- _____ 10. Someone knocked on the door as soon as I got home.

CHAPTER 20 **Clauses**

Supplying Subordinating Conjunctions

An **adverb clause** is a subordinate clause that is used mainly to modify a verb.

- ◆ Rewrite each sentence, replacing the blank with a subordinate conjunction to create a subordinate clause.

1. ____ the bald eagle is our national bird, it is protected from hunters.

2. ____ the bald eagle has been our national symbol since 1782, many people want to protect it.

3. ____ pesticides were used, many eagles died in the 1970s.

4. ____ the bald eagle became an endangered species, scientists studied it carefully.

5. It proved to be a relatively easy task ____ eagles reuse the same nest sites.

6. Eagles are convenient to study ____ several pairs of eagles nest in a small area.

CHAPTER 20 **Clauses**

Finding Adverb Clauses

◆ Underline the adverb clause in each sentence. Then draw an arrow to the word or words that the adverb clause modifies.

1. Although Detroit is called “the Motor City,” its football team is named after an animal.
2. Because George Richards owned a radio station, the team’s owner held a contest to name the new football team.
3. The team became the Detroit Lions after the contest had ended.
4. When the team won many games the first season, fans cheered.
5. After the Lions won the Western Division title in 1935, they advanced to the championship.
6. New York fans were disappointed when the Lions beat the Giants.
7. As soon as the game was over, Detroit celebrated.
8. Though they had won the championship in 1935, Detroit was 7–3 in 1936.
9. It would be several seasons before the Lions had another championship.
10. Until the team acquired some new players, winning seasons would be scarce.

CHAPTER 20 **Clauses**

Writing Sentences with Adverb Clauses

- ◆ Write five original sentences, using the following adverb clauses. Be sure you use commas correctly.

- ◆ because football is so popular

1. _____

- ◆ as soon as the game starts

2. _____

- ◆ after we scored the winning touchdown

3. _____

- ◆ since we will go to the state championship this year

4. _____

- ◆ before we go to the playoffs

5. _____

CHAPTER 20 **Clauses**

Punctuating Sentences with Adverb Clauses

◆ Add or remove commas where needed in the following sentences. If a sentence is correct, make no changes.

1. Whenever I watch football I like to cheer for my team.
2. While the game is on, you shouldn't talk to my dad.
3. As soon as it's halftime we will get a pretzel at the snack bar.
4. Unless they want to repeat last year's performance our team should spend more time on fundamentals.
5. We should get our tickets before the game is sold out.

CHAPTER 20 **Clauses**

Finding Adjective Clauses

An **adjective clause** is a subordinate clause that is used to modify a noun or a pronoun.

◆ Underline each adjective clause.

1. King Arthur, who is the subject of many legends, may have been a real person.
2. There are few stories that are like Arthur's.
3. The Dark Ages, which were perhaps the times in which Arthur lived, were very chaotic.
4. Arthur, whose leadership skills were great, united the British people against the Saxon raiders.
5. Arthur's rule was one that would not soon be forgotten.
6. Sir Thomas Malory, who lived during the Middle Ages, wrote about King Arthur.
7. His book, which details the adventures of Arthur's knights, exaggerates some of the stories.
8. Lancelot, who was portrayed as Arthur's best knight, may not have been from France.
9. Merlin, who was believed to be a wizard, was probably just Arthur's adviser.
10. In any case it is a story that intrigues many readers.

CHAPTER 20 **Clauses**

Identifying the Words that Adjective Clauses Modify

◆ Underline each adjective clause. Then draw an arrow to the word or words that each adjective clause modifies.

1. Joan, who is reading a book about Robin Hood, enjoys legends.
2. It was her love of old legends that interested me in the King Arthur stories.
3. Marco, whose report about the Dark Ages was excellent, wants to write his own book about King Arthur.
4. Missy's report, which was about castles, contained many details.
5. The report that Mrs. Johns liked the best was about ancient legends.
6. Mrs. Johns, who reads widely about historical people and events, learned something new about the Dark Ages from Sue's report.
7. Rahul, who wants to be an archaeologist, wrote about the search for Camelot.
8. The ancient castle, which has never been found, might be fictitious.
9. Jonathan, whose paper was written on the bus, did not hope for a good grade.
10. The paper, which had not been well researched, needed more work, additional information, and a great deal more thought.

CHAPTER 20 **Clauses**

Writing Sentences with Adjective Clauses

- ◆ Write five original sentences, using the following adjective clauses. Be sure to use commas correctly.

- ◆ that I like

1. _____

- ◆ who is sitting beside me

2. _____

- ◆ whom I know to be an expert

3. _____

- ◆ which is her nickname

4. _____

- ◆ whose computer is broken

5. _____

CHAPTER 20 **Clauses**

Punctuating Sentences with Adjective Clauses

◆ Add or remove commas where needed in the following sentences. If a sentence is correct, make no changes.

1. Our school library which is huge is a good place for research.
2. Mrs. Engel, who is our librarian, is a wonderful resource person.
3. The place in the library that I like best is the technology room.
4. Jim whose knowledge of computers is amazing is a good friend to take to the library.
5. Mrs. Engel whom I respect highly always finds the right book for me.

CHAPTER 20 **Clauses**

Mixed Practice: Adverb and Adjective Clauses

◆ Label each underlined clause *ADV* for adverb or *ADJ* for adjective.

1. Although he had been diagnosed with cancer in 1996, Lance Armstrong overcame the disease.
2. Lance Armstrong, who looks to his mother for inspiration, trained hard for the 1999 Tour de France.
3. Armstrong was not discouraged though doctors had given him only a 50–50 chance for recovery.
4. When Armstrong crossed the finish line at the end of the race, he had accomplished the impossible.
5. The Tour de France, which is a cycling event, takes place every year in July.
6. Even though Armstrong was in good physical condition, doctors credit his recovery to his positive attitude.
7. Armstrong says, “If you ever get a second chance in life, you’ve got to go all the way.”
8. Lance Armstrong, who held a commanding lead after three stages of the event, rode hard every day.
9. As soon as he crossed the finish line, a great cheer went up.
10. Many Americans, who interrupted their vacations, congratulated Lance Armstrong, the winner.

CHAPTER 20 **Clauses**

Recognizing Misplaced Adjective Clauses

◆ Write C in the blank if an adjective clause is placed correctly and I if an adjective clause is placed incorrectly.

- _____ 1. Bethany, who had a bag of bread crumbs, watched a pigeon.
- _____ 2. A goose that had a bump on its head lunged for the bag.
- _____ 3. David threw some crumbs to a duck who enjoys feeding the birds.
- _____ 4. A grackle that was flying overhead wanted some food.
- _____ 5. A dog that had no collar chased some of the ducks.
- _____ 6. My sister that had been abandoned observed a nest.
- _____ 7. Koreen threw some crumbs to the swans who had an extra bag.
- _____ 8. A turtle that was eager to investigate climbed to the shore.
- _____ 9. Marta explored the pool whose love of wildlife is well known.
- _____ 10. Deb saw a duck who never really wanted to come along.
- _____ 11. The duck, which was following its mother, lagged behind.
- _____ 12. People waited in line who wanted to ride the paddleboats.
- _____ 13. The line, which curved around several times, was very long.
- _____ 14. Stephen, who was holding his brother's hand, became impatient.
- _____ 15. He picked up some tiny pebbles and threw them into the water that were on the ground.

CHAPTER 20 **Clauses**

Correcting Sentences with Misplaced Adjective Clauses

- ◆ Rewrite the incorrect sentences from the preceding exercise, placing the adjective clauses properly. Be sure to use commas where needed.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

CHAPTER 20 **Clauses**

Recognizing Simple and Compound Sentences

A **simple sentence** is a sentence that has one subject and one verb.

A **compound sentence** is made up of two or more simple sentences, usually joined by a comma and a coordinating conjunction: *and*, *but*, *or*, or *yet*.

◆ Label each sentence S for simple or C for compound.

- _____ 1. Softball began in Chicago in 1887.
- _____ 2. Softball fields require less space than baseball fields.
- _____ 3. A game of softball is similar to a game of baseball, but the bases on a softball field are closer together.
- _____ 4. Softball bases are sixty feet apart, but baseball requires ninety feet between bases.
- _____ 5. A softball pitcher stands 40 to 46 feet from home plate, but the distance in baseball is 60.5 feet.
- _____ 6. The circumference of a softball usually measures twelve inches and is larger than a baseball's circumference.
- _____ 7. A baseball is about nine inches in circumference.
- _____ 8. Baseball players usually leave the base before a pitch, but softball players always wait for a pitch.
- _____ 9. Baseball allows a choice of pitches, but softball pitchers always throw underhand.
- _____ 10. A softball team has nine or ten players and plays only seven innings.

CHAPTER 20 **Clauses**

Simple or Compound Sentence?

◆ Label each sentence S for simple or C for compound.

- _____ 1. Yogurt is a good source of calcium, and cheese contains calcium, too.
- _____ 2. On advice from the Indians, the Pilgrims planted corn and found many uses for it.
- _____ 3. Potato leaves are definitely poisonous, but the potato itself is not.
- _____ 4. Spinach is a good source of iron and other minerals and can be eaten raw.
- _____ 5. Three types of roots are onions, turnips, and parsnips.
- _____ 6. Tomatoes are categorized as fruits, but many people think of tomatoes as vegetables.
- _____ 7. Trout is a very nutritious fish; it contains many nutrients.
- _____ 8. Raw carrots are crunchy, tasty, and good for you, too.
- _____ 9. Ice cream contains vitamin D but has a great deal of fat.
- _____ 10. Chocolate may be junk food, but it tastes good to most people.

CHAPTER 20 **Clauses**

Writing Compound Sentences

◆ Use the following independent clauses to form five compound sentences.

◆ the hamburgers smell delicious

1. _____

◆ they are still pink

2. _____

◆ the picnic starts at one o'clock

3. _____

◆ I don't have a ride

4. _____

◆ Tom made a pie

5. _____

CHAPTER 20 **Clauses**

Punctuating Compound Sentences

- ◆ Rewrite the following compound sentences. Be sure that commas, conjunctions, and semicolons are used properly. If a sentence is punctuated correctly, make no changes.

1. Jennifer wanted to have watermelons at the picnic; but they weren't in season.

2. Ashley made a chocolate cake but she left it at home.

3. Brian cooked the hot dogs he burned only a few.

4. Bob wanted to bring cantaloupe yet he couldn't find any.

5. Michael made brownies; they were delicious.

CHAPTER 20 **Clauses**

Distinguishing Among Simple, Compound, and Complex Sentences

A **complex sentence** consists of one independent clause and one or more subordinate clauses.

◆ Label each sentence *S* for simple, *CD* for compound, or *CX* for complex.

- _____ 1. Many people associate Benjamin Franklin only with the discovery of electricity, but he had many other notable accomplishments as well.
- _____ 2. Although he had only two years of formal schooling, Franklin was an avid reader.
- _____ 3. Franklin found a job as a printer, and he began to publish *Poor Richard's Almanac*.
- _____ 4. His business expanded further when he did government printing.
- _____ 5. He also operated a bookshop, and he became a clerk of the Pennsylvania Assembly.
- _____ 6. Franklin, who served as postmaster of Philadelphia, retired at the age of forty-two.
- _____ 7. Franklin began yet another career in 1740 when he invented the Franklin stove.
- _____ 8. He also read papers about electricity and began a series of experiments.
- _____ 9. Franklin became famous when the Royal Society in London published his discoveries.
- _____ 10. Benjamin Franklin was a man of many talents, yet few people recognize the breadth of his achievements.
- _____ 11. There have been postage stamps in Franklin's honor, and his face is on some currency.
- _____ 12. The Franklin Institute in Philadelphia is named for him.

CHAPTER 20 **Clauses**

Punctuating Complex Sentences

- ◆ Rewrite the following sentences, adding commas where needed. If a sentence is correct, make no changes.

1. As Franklin traveled throughout the colonies he reorganized the American postal system.

2. In October 1776, Franklin sailed for France, where he gained French aid.

3. Though he was nearly eighty years old Benjamin Franklin became the first United States government minister to France.

4. Franklin outfitted John Paul Jones who owned the ship the *Bonhomme Richard*.

5. When Franklin returned home in 1785 he accepted his election as president of the Pennsylvania Executive Council.

CHAPTER 20 **Clauses**

Mixed Practice: Kinds of Sentences

◆ Label each sentence *S* for simple, *CD* for compound, or *CX* for complex.

- _____ 1. Hans Christian Andersen was born in 1805 and died almost seventy years later.
- _____ 2. He wrote 156 fairy tales, but his most famous tale was “The Ugly Duckling.”
- _____ 3. Andersen grew up in Denmark and lived in a one-room house.
- _____ 4. Although his father was a shoemaker, he could not afford leather shoes for his own children.
- _____ 5. Andersen was tall and lanky, and his hands and feet were large.
- _____ 6. His eyes were small and very close together, and his nose was too big for his face.
- _____ 7. People made jokes about him or ignored him.
- _____ 8. As he played by himself, he carved a tiny theater.
- _____ 9. He made up short plays and acted out all the parts.
- _____ 10. After he saw a real play at the age of seven, he longed for the stage.
- _____ 11. Later he went to Copenhagen, but no theater there would hire him.
- _____ 12. When he wasn’t successful, Andersen went back to school and earned good grades.
- _____ 13. When he wrote his first fairy tale at the age of thirty, he never expected success.
- _____ 14. People all over the world loved his stories, and they still read them today.

CHAPTER 21 **Sentence Fragments and Run-ons**

Identifying Sentence Fragments

A **sentence fragment** is a group of words that does not express a complete thought.

◆ Label each group of words *S* for a sentence or *F* for a sentence fragment.

- _____ 1. No one thought the Beatles had much talent in the early 1960s.
- _____ 2. Said they were a musical disaster.
- _____ 3. The band began its career in England.
- _____ 4. Their unusual style.
- _____ 5. The Beatles' arrival in America.
- _____ 6. Their appearance on "The Ed Sullivan Show" was one of the highest-rated programs of its day.
- _____ 7. Their music was a hit.
- _____ 8. Thousands of fans.
- _____ 9. Sold 2.5 million albums and singles in four weeks' time.
- _____ 10. The fans went crazy.
- _____ 11. Dozens of girls fainted at the Beatles' appearances across America.
- _____ 12. The Beatles were the first rock and roll band to play at Carnegie Hall.
- _____ 13. Had an amazing tour across most of the United States.
- _____ 14. Apparently the critics were wrong.
- _____ 15. Changed rock and roll music forever.

CHAPTER 21 **Sentence Fragments and Run-ons**

Correcting Sentence Fragments

- ◆ Choose five of the sentence fragments from the preceding exercise to rewrite as complete sentences.

1. _____

2. _____

3. _____

4. _____

5. _____

CHAPTER 21 Sentence Fragments and Run-ons

Mixed Practice: Sentence Fragments

◆ Write S if the fragment is missing a subject or V if the fragment is missing a verb.

- _____ 1. The reed for the clarinet.
- _____ 2. Dropped the case on the ground.
- _____ 3. Had sprung open.
- _____ 4. My new clarinet.
- _____ 5. Picked it up and tried the mouthpiece.
- _____ 6. A crack on the mouthpiece.
- _____ 7. Told my band teacher.
- _____ 8. My mom and dad.
- _____ 9. The price for the repairs.
- _____ 10. My allowance for the next ten weeks.
- _____ 11. Once dropped.
- _____ 12. Plays the trumpet.
- _____ 13. Practices every day.
- _____ 14. My brother.

CHAPTER 21 **Sentence Fragments and Run-ons**

Identifying Phrase Fragments

◆ Label each group of words *S* for sentence or *PF* for phrase fragment.

- _____ 1. In the garden on a hot day.
- _____ 2. The cucumber plants are very green this year.
- _____ 3. Watering the garden with a hose.
- _____ 4. I saw the birds eating the tomatoes again.
- _____ 5. To stop them from eating all my plants.
- _____ 6. I work hard to guard against bugs.
- _____ 7. For the best gardener in my family.
- _____ 8. My dad knows how to make plants grow.
- _____ 9. At the end of a long day.
- _____ 10. We enjoy fresh vegetables from our garden.

CHAPTER 21 **Sentence Fragments and Run-ons**

Identifying Phrase Fragments

◆ Label each group of words *S* for sentence or *PF* for phrase fragment.

- _____ 1. George Washington Carver was a professor of agriculture.
- _____ 2. At the Tuskegee Institute.
- _____ 3. George Washington Carver was an ecologist.
- _____ 4. To teach people about using the soil productively.
- _____ 5. Carver spent much of his childhood tending the family vegetable garden.
- _____ 6. Collecting new flowers.
- _____ 7. As a quiet child.
- _____ 8. Soon young Carver was known as the “plant doctor.”
- _____ 9. To help people take care of the land.
- _____ 10. Carver’s work resulted in many new uses for the peanut plant.

CHAPTER 21 **Sentence Fragments and Run-ons**

Correcting Phrase Fragments

- ◆ Rewrite the phrase fragments from the preceding exercise to make complete sentences.

1. _____

2. _____

3. _____

4. _____

5. _____

CHAPTER 21 **Sentence Fragments and Run-ons**

Recognizing Clause Fragments

◆ Label each group of words *S* for sentence or *CF* for clause fragment.

- _____ 1. Since it is called a wild dog.
- _____ 2. Wild dogs are not house pets gone bad.
- _____ 3. Tim McNutt spent many years researching African wild dogs.
- _____ 4. Who is a wildlife biologist.
- _____ 5. Wild dogs are most like wolves.
- _____ 6. Which are nearly as endangered as the black rhino.
- _____ 7. People mistakenly believe that wild dogs are bad animals.
- _____ 8. Although they live in a pack.
- _____ 9. Wild dogs sometimes make kills by themselves.
- _____ 10. Because they have a tightly structured social system.

CHAPTER 21 **Sentence Fragments and Run-ons**

Recognizing Clause Fragments

◆ Label each group of words *S* for sentence or *CF* for clause fragment.

_____ 1. Jean Craighead George wrote *Julie of the Wolves*.

_____ 2. Since the author studied wolf behavior.

_____ 3. Many people have learned much about wolves.

_____ 4. After they have read *Julie and the Wolves*.

_____ 5. Julie, who is the main character.

_____ 6. She runs away from home.

_____ 7. The setting of the story is not a friendly one.

_____ 8. Which is located in the frozen North.

_____ 9. The wolves find her and save her life.

_____ 10. Before she freezes to death.

CHAPTER 21 **Sentence Fragments and Run-ons**

Revising Sentence Fragments

- ◆ Rewrite the clause fragments from the preceding exercise to make complete sentences.

1. _____

2. _____

3. _____

4. _____

5. _____

CHAPTER 21 **Sentence Fragments and Run-ons**

Identifying Run-on Sentences and Splices

A **run-on sentence** is two or more sentences that are written as one sentence.

A **splice** is a run-on sentence separated by a comma.

◆ Label each group of words *RO* for run-on or *C* for correct as written.

- _____ 1. Bears climb trees like cats, they sink their claws into the bark.
- _____ 2. Birds use their bills for many purposes.
- _____ 3. Locusts can travel three hundred miles nonstop their average air speed can reach eight miles per hour.
- _____ 4. Some centipedes have 28 legs others have as many as 354 legs.
- _____ 5. A trout can live in a lake for as long as four years.
- _____ 6. A cheetah can reach speeds of over sixty miles per hour.
- _____ 7. Humans are very seldom bitten or attacked by vampire bats these flying mammals do not like human blood.
- _____ 8. Lionesses do most of the hunting lions defend the territory.
- _____ 9. Cobras prey on other poisonous snakes they subdue them with very strong venom.
- _____ 10. Great white sharks are the only sharks that regularly attack mammals.

CHAPTER 21 **Sentence Fragments and Run-ons**

Identifying Run-on Sentences and Splices

A **run-on sentence** is two or more sentences that are written as one sentence.

A **splice** is a run-on sentence separated by a comma.

◆ Label each group of words *RO* for run-on or *C* for correct as written.

- _____ 1. In India, people and elephants compete for resources.
- _____ 2. Elephants are enormous animals, they need a large amount of space.
- _____ 3. India has a very large population and needs land for farming.
- _____ 4. Elephants destroy vegetable crops the farmers become angry.
- _____ 5. Game wardens have no choice but to capture such animals.
- _____ 6. When a captured elephant is transported to a wildlife refuge it gets a second chance.
- _____ 7. Conservationists are looking for a better solution to the problem.
- _____ 8. While some experts believe that people can learn to live with wild elephant many people it is too challenging to deal with the damage they cause.
- _____ 9. An elephant often returns to the same grazing area, when people move into these areas elephants become upset.
- _____ 10. An angry elephant can cause a lot of damage it is a very big animal.

CHAPTER 21 **Sentence Fragments and Run-ons**

Correcting Run-on Sentences

- ◆ Rewrite the run-on sentences from the preceding exercise to make complete sentences.

1. _____

2. _____

3. _____

4. _____

5. _____

CHAPTER 21 Sentence Fragments and Run-ons
.....**Mixed Practice: Sentence Fragments and Run-ons**

- ◆ Rewrite each fragment or run-on sentence to make a correct sentence. Add capital letters, commas, conjunctions, and end marks where needed. If a sentence is correct, make no changes.

1. The first subway in the world opened in London. On January 10, 1863.

2. A large trench was dug a pavement was laid over it.

3. The trains were powered by steam engines, the smoke from the engines filled the tunnels with terrible fumes.

4. Ten feet of water once filled the tunnels the subway shut down briefly.

5. About thirty years later, London's first "tube tunnel" was built.

CHAPTER 22 Using Verbs

Writing the Principal Parts of Regular Verbs

The **principal parts** of a verb are the present, the present participle, the past, and the past participle.

A **regular verb** forms its past and past participle by adding *-ed* or *-d* to the present.

- ◆ Write the four principal parts of each of the following regular verbs on the lines below. Use *is* when you write the present participle and *have* when you write the past participle. If you are unsure of the spelling of a verb form, look it up in the dictionary.

1. climb _____
2. drag _____
3. suppose _____
4. paint _____
5. wish _____
6. stop _____
7. use _____
8. earn _____
9. skip _____
10. move _____

CHAPTER 22 **Using Verbs**

Writing Sentences with Regular Verbs

- ◆ Write five sentences, using the instructions below. Remember to use a helping verb with the present participle and past participle.

- ◆ Write a sentence using the present form of *laugh*.

1. _____

- ◆ Write a sentence using the past form of *cry*.

2. _____

- ◆ Write a sentence using the present participle form of *play*.

3. _____

- ◆ Write a sentence using the past participle form of *hope*.

4. _____

- ◆ Write a sentence using the present participle form of *dream*.

5. _____

CHAPTER 22 Using Verbs

Using the Correct Verb Form

An **irregular verb** does not form its past and past participle by adding *-ed* or *-d* to the present.

◆ Label each underlined verb form *P* for past or *PP* for past participle.

1. Yesterday no one in the stadium left before the end of the game.
2. Jimmy's old football uniform has finally burst its seams.
3. Who made the winning touchdown last night?
4. Has everyone brought his playbook to today's practice?
5. Coach has said that many times before.
6. You should have put your uniform in your locker at the end of practice.
7. Coach taught us a new play.
8. I let Joe block for me.
9. Danny brought us each a basket of candy from the cheerleaders.
10. I have made the starting lineup.

CHAPTER 22 **Using Verbs**

Correcting Sentences with Irregular Verbs

- ◆ Rewrite the following sentences, replacing the underlined verb with the correct verb form.

1. John bursted through the other team's weak defense.

2. The referee putted the ball on the thirty-five-yard line.

3. The coach should have letted me play.

4. On his last run, Gary brung our team to within scoring distance.

5. Benjamin had catched the football very close to the goal line.

6. When we beat Central in the last game, we maked the playoffs.

CHAPTER 22 **Using Verbs**

Determining the Correct Verb Form

◆ Underline the correct verb form for each sentence. Remember that *have*, *has*, or *had* is used with the past participle.

1. Has anyone (saw, seen) the film clip of Mark McGwire's 70th season home run?
2. McGwire had (broke, broken) the record for the most home runs in a season.
3. By the end of the 1998 baseball season, he had (drove, driven) seventy home runs out of the ballpark.
4. His last home run was a moment that has been (froze, frozen) in time.
5. No one has (stole, stolen) McGwire's special memories of that season.
6. During the following season, McGwire (blew, blowed) his 500th career home run ball out of the park in August.
7. McGwire has (took, taken) his record-breaking feats in stride.
8. McGwire (threw, throwed) himself into playing great baseball.
9. He has (spoke, spoken) to the press about his records.
10. He says that as a child, he never (knew, knowed) that he would have such a great baseball career.

CHAPTER 22 **Using Verbs**

Using the Correct Verb Form

- ◆ Write the past or the past participle of each verb in parentheses to make the sentence correct. Remember that *have*, *has*, or *had* is used with the past participle.

1. Over the past few years, bears have (drive) people to take extra precautions in national parks.

2. A grizzly bear (break) the spine of a salmon with a snap of its jaws.

3. In the past grizzly bears have (choose) to be active at night when humans were near.

4. Bears in campgrounds (give) many groups of campers a fright.

5. Some campers have (see) bears climbing into tents in search of food.

6. The grizzly population has (grow) in mountainous areas.

7. One bear even (take) some fruit from a basket.

8. Those bears should have (know) to stay away from the ranger station.

CHAPTER 22 **Using Verbs**

Correcting Sentences with Irregular Verbs

- ◆ Write the following sentences, replacing any incorrect verb with the correct verb form. If a sentence is correct, make no changes.

1. A bear had broke into Grandma's smokehouse.

2. Fortunately, the bear choose only the smallest piece of meat.

3. Grandma has spoke with the local game warden.

4. Last year a bear steal three of Grandma's hams.

5. She should have known that bears would want the food.

CHAPTER 22 **Using Verbs**

Determining the Correct Verb Form

- ◆ Underline the correct verb form for each sentence. Remember that *have*, *has*, or *had* is used with the past participle.

1. Has Patrick ever (did, done) this kind of rodeo work before?
2. The steer (ran, run) crazily into the center of the ring.
3. Have you ever (went, gone) to a rodeo?
4. I (began, begun) barrel racing when I was seven years old.
5. The starting bell (rang, rung) three minutes ago.
6. Has Nick ever (wore, worn) that blue plaid cowboy shirt?
7. Jessica (drank, drunk) three glasses of water after her barrel race.
8. Do you know who (sang, sung) the national anthem?
9. Have you (wrote, written) a thank-you note to the judging committee?
10. My head (swam, swum) after I tripped and fell in front of the stands.

CHAPTER 22 **Using Verbs**

Using the Correct Verb Form

- ◆ Write the past or the past participle of each verb in parentheses to make the sentence correct. Remember that *have*, *has*, or *had* is used with the past participle.

1. The three tenors (do) a second encore at the end of their performance.

2. Had those four sopranos ever (sing) together before?

3. The critics should have (eat) their words about the concert.

4. The conductor must have (ride) to rehearsal with the drummer, because they were both late.

5. The singers should have (came) an hour before the show.

6. Rehearsal had (begin) without the dancers on the stage.

7. All the musicians (wear) special jackets for the evening's first performance with the tenors.

8. Who (write) that aria?

CHAPTER 22 **Using Verbs**

Finding the Principal Parts in a Dictionary

- ◆ Use a dictionary to find the principal parts of the following verbs. Then write the present, present participle, past, and past participle of each verb.

1. think _____

2. fly _____

3. raise _____

4. bite _____

5. win _____

6. shake _____

7. lead _____

8. catch _____

9. tear _____

10. spring _____

CHAPTER 22 **Using Verbs**

Correcting Sentences with Irregular Verbs

- ◆ Rewrite each of the following sentences, replacing any incorrect verb forms with the correct verb form. If a sentence is correct, make no changes.

1. Shannon sung her first solo at the concert last night.

2. The concert almost begun without her and Samantha.

3. Shannon had wrote the song especially for her performance.

4. Marti did a dance after Shannon's solo.

5. Christina's parents come to the concert at intermission.

CHAPTER 22 **Using Verbs**

Mixed Practice: Past and Past Participle

- ◆ Write the past or the past participle of each verb in parentheses to make the sentences correct.

1. People (write) and (say) why their city should be the nation's capital.

2. Congress finally (decide) to create a new city.

3. Congress (pass) a bill in 1790 giving permission to the president to choose a site.

4. George Washington (go) to several places and (choose) the place where the city now stands.

5. He (know) it was a good location because the Potomac River (run) deep enough for ships.

6. Maryland and Virginia (give) the land to the federal government.

7. President Washington then (bring) in a French architect to design the new city.

8. The architect (begin) to draw plans with broad avenues.

CHAPTER 22 **Using Verbs**

Using *Bring* and *Take* Correctly

◆ Read these sentences aloud to practice using the correct verb form.

1. What are you taking to Bill's party tomorrow?
2. Sue brought me a pie for dessert.
3. Bring your CD player to my house before the party.
4. Joe took a ladder to Bill's house to help with the decorations.
5. Denise is bringing her volleyball net here.

◆ Underline the correct form of *bring* or *take*.

6. Wolf pups wait for their mother to (bring, take) them food.
7. The pups (bring, take) food from the adult wolf.
8. The pups (bring, take) the food to a corner and examine it.
9. An adult wolf (brings, takes) its pups along on hunts when the pups are about six months old.
10. Wolves were (brought, taken) to Yellowstone Park, away from their natural habitat.

CHAPTER 22 **Using Verbs**

Using *Learn* and *Teach* Correctly

◆ Read these sentences aloud to practice using the correct verb form.

1. I promise I will learn this movement by Friday.
2. Mrs. Arnold has taught piano for many years.
3. Sarah is learning a new solo for the concert.
4. We learned about Mozart in class today.
5. Mr. Johns taught us many facts about Mozart's music.

◆ Underline the correct form of *learn* or *teach*.

6. Mozart (learned, taught) a great deal about music from his father, Leopold.
7. Before he was six years old, young Wolfgang had (learned, taught) to compose symphonies.
8. Many children have (learned, taught) one of his earliest compositions, "Twinkle, Twinkle, Little Star."
9. Mozart's father had (learned, taught) Wolfgang to play a number of instruments.
10. His music (learns, teaches) people many things about patterns of music.

CHAPTER 22 **Using Verbs**

Using *Leave* and *Let* Correctly

◆ Read these sentences aloud to practice using the correct verb form.

1. Let me take your suitcase.
2. I will put it in our car by the curb and leave it there.
3. Mark is letting me take care of his dog while he is away.
4. Denise placed her tickets on the counter and left them there.
5. I have let Kathy use my suitcase for her vacation three times now.

◆ Underline the correct form of *leave* or *let*.

6. Please (leave, let) me drive you to the airport.
7. Has Judy's plane (left, let) yet?
8. Margie had (left, let) yesterday for Denver.
9. I am (leaving, letting) Jane borrow my camera for her trip to Greece.
10. What time does your plane (leave, let) the gate?

CHAPTER 22 **Using Verbs**

Using Problem Verbs

◆ Rewrite each sentence, replacing the incorrect verb with the correct verb form.

1. Please learn me to read the train schedule.

2. Let your suitcase with the ticket agent.

3. You should bring a jacket on your trip to Denver.

4. I taught to read an airport departure board when I was very young.

5. Kelly left me take her hair dryer on the trip since mine was broken.

CHAPTER 22 **Using Verbs**

Mixed Practice: Verb Forms

◆ Underline the correct form of each verb in parentheses.

1. The Chicago Field Museum (learned, taught) us about a dinosaur fossil.
2. The fossil (brought, took) many scientists to the museum.
3. Scientists have (learned, taught) much about dinosaurs from this fossil.
4. The fossil, named Sue, was (brought, taken) here to Chicago because of the work of a paleontologist named Sue Hendricksen.
5. Once a fossil has been discovered, scientists seldom (leave, let) the site.
6. They hope to (learn, teach) about how the dinosaurs lived.
7. The Chicago Museum hopes to (leave, let) the public view the bones soon.
8. They hope that Sue will (bring, take) many visitors to the museum.
9. The scientists will (leave, let) the excavation site as they found it.
10. Paleontologists have (learned, taught) that dinosaurs suffered from gum disease.

CHAPTER 22 **Using Verbs**

Identifying Verb Tenses

The time expressed by a verb is called the **tense** of the verb.

- ◆ Label the tense of each underlined verb as present, past, future, present perfect, past perfect, or future perfect.

1. A cheetah becomes an adult when it is only two years old.
2. A mother cheetah has brought her cubs part of a gazelle.
3. In a single day, a mother cheetah has hunted a number of times.
4. A female cheetah will catch live prey for her cubs to practice hunting.
5. The cheetah broke sixty miles per hour during the hunt.
6. After the cheetah had stalked its prey, it burst into a run.
7. Cheetahs live in dry grassland areas of Africa.
8. A cheetah will accelerate to top speed in three seconds.
9. The cheetah has survived in the plains of Africa for thousands of years.
10. The cheetah makes facial expressions with the bold black lines around its muzzle.

CHAPTER 22 **Using Verbs**

Writing Different Tenses

◆ Write the verbs, following the instructions below.

1. Write the present tense of *call*. _____

2. Write the past tense of *burst*. _____

3. Write the present perfect tense of *say*. _____

4. Write the future tense of *teach*. _____

5. Write the past perfect tense of *stop*. _____

6. Write the future perfect tense of *talk*. _____

CHAPTER 22 **Using Verbs**

Changing Tenses of Verbs

- ◆ Rewrite the following sentences so that each underlined verb is in the past perfect tense.

1. The cheetah survives well in the wild.

2. Cheetahs have climbed trees to get a good view of their territory.

3. Cheetah cubs have led sheltered lives.

4. By the end of the day, cheetah cubs will have played for many hours.

5. The cheetah will continue to thrive.

CHAPTER 22 **Using Verbs**

Correcting Shifts in Verb Tense

◆ Write S in the blank if a sentence contains a shift in verb tense. If a sentence is correct, write C.

- _____ 1. Before you leave for the race, check your equipment and gear.
- _____ 2. When I checked my bike before the race, I find a flat rear tire.
- _____ 3. Because I didn't have a patch kit, I will not ride in the race.
- _____ 4. Joe says that he has a patch kit.
- _____ 5. I told him that I needed a patch for my flat tire.
- _____ 6. Joe gave me the kit, and I fixed the flat tire very quickly.
- _____ 7. After I fix the flat tire, I left for the big bicycle race.
- _____ 8. The new tire will help my performance and gave me more traction.

◆ Rewrite the sentences in the preceding exercise that contain shifts in verb tense.

1. _____

2. _____

3. _____

4. _____

CHAPTER 22 **Using Verbs**

Identifying Progressive Verb Forms

◆ Underline each verb phrase.

1. By today's end, we will have been announcing the Kentucky Derby for twenty-five years.
2. We will be watching the entrance of the horses.
3. The horses have been prancing in anticipation of the race.
4. The favorite has been racing well all season.
5. Last year he had been placing second or third on a regular basis.
6. Today his trainer is hoping for a win.
7. The horses will be entering the post parade in a moment.
8. The gray horse is pawing the ground impatiently.
9. The jockeys are planning their strategies.
10. Earlier the crowd was acting restless.

CHAPTER 22 **Using Verbs**

Changing Verb Tenses

◆ Rewrite each of the following sentences so that it contains a progressive verb.

1. The greatest names in thoroughbred racing have gathered in Louisville.

2. The horses have practiced for weeks.

3. The crowd roars.

4. The horses enter the starting gate.

5. The gates fly open.

CHAPTER 22 **Using Verbs**

Mixed Practice: Verb Tenses

◆ Write each underlined verb in the tense that is indicated in parentheses.

1. Nile crocodiles live (present perfect progressive) in Africa for many years.

2. By the time it reach (present) maturity, a crocodile weigh (present) up to 2,220 pounds.

3. Crocodiles grow (present perfect) to twenty feet.

4. Some ancient people believe (past) that the crocodile was sly.

5. Crocodiles continue (future) to thrive because people preserve (future) their habitats.

6. The crocodile survive (past perfect) due to its toughness.

7. During the last wet season the crocodiles live (past) in rain puddles.

8. By midday a crocodile wait (future progressive) patiently for its prey.

CHAPTER 23 **Using Pronouns**

Identifying the Cases of Personal Pronouns

Case is the form of a noun or pronoun that indicates its use in a sentence.

- ◆ Underline the personal pronouns in each sentence. Label each personal pronoun *N* for nominative, *O* for objective, or *P* for possessive.

1. They are going to the stables.
2. That is he on the tall chestnut horse.
3. I left my saddle in the barn.
4. We like riding through the countryside.
5. That saddle belongs to me.
6. Our riding instructor taught us to groom the horses.
7. My horse kept tossing its head.
8. Justin had trouble with his horse, too.
9. We tried to control our horses, but they wouldn't behave.
10. Please tell me how to keep my horse from stopping suddenly.

CHAPTER 23 **Using Pronouns**

Using Pronouns as Subjects

The **nominative case** is used both for subjects and for predicate nominatives.

- ◆ Read each sentence aloud, trying each pronoun separately. Then read the sentence again, underlining the correct pronoun.

1. Last night Fred and (I, me) studied social studies at the library.
2. The Riveras and (we, us) are going to the library after school today.
3. Are Marya and (he, him) doing a science experiment together?
4. Chuck and (she, her) are working together on their history project.
5. The Roys and (they, them) are taping our presentations.
6. Brendan and (I, me) made a model of the White House.
7. After school Tony and (he, him) went to Mr. Bennett's tutorial.
8. Have Min and (she, her) finished their math project?
9. Ali and (I, me) wrote a speech for our presentation together.
10. My parents and (they, them) will meet us at the local library.

CHAPTER 23 **Using Pronouns**

Using Pronouns as Subjects

◆ Underline the correct personal pronoun for each sentence.

1. (I, me) enjoyed reading *Born Free* by Joy Adamson.
2. (She, Her) adopted a lion cub.
3. (It, Their) was named Elsa.
4. George was Joy's husband, and (he, him) studied lions.
5. Together (they, them) learned much about these animals.
6. (We, Us) all have benefited from the Adamsons' experience.
7. Although Joy loved Elsa, (she, her) knew that the lion deserved to be free.
8. George and Joy did not want to give Elsa up, but (they, them) did.
9. George and (she, her) taught Elsa to be a wild lion.
10. Joy and (he, him) were very sad when Elsa finally set out on her own.

CHAPTER 23 **Using Pronouns**

Using Pronouns as Predicate Nominatives

◆ Underline the correct personal pronoun for each sentence.

1. The best candidate is (she, her).
2. The two people next to Senator Jensen are Mr. Ricker and (she, her).
3. The election monitors will be the teachers or (we, us).
4. The two candidates were Carlos and (I, me).
5. The winners of the election are Tara and (he, him).
6. The best actor to play Romeo was (he, him).
7. That's (he, him) in the movie with Clare Danes.
8. My two favorite actors are Leonardo DiCaprio and (she, her).
9. That's (I, me) in the picture with the movie star.
10. The winner of the award for best actress will be Whoopi Goldberg or (she, her).
11. The extras in the movie will be the boys from Detroit or (we, us).
12. Was that (she, her) in the hot pink dress at the movie premiere last night?
13. My favorite directors are Steven Spielberg and (he, him).
14. The two stunt doubles were Sidney and (I, me).
15. That was (they, them) in the opening scene.

CHAPTER 23 **Using Pronouns**

Supplying Pronouns in the Nominative Case

◆ Rewrite each sentence with an appropriate pronoun. Do not use *you* or *it*.

1. Sandra and ____ are riding the bus to school this year.

2. It's ____ in the front seat.

3. On the night before school starts, ____ can never get any sleep.

4. Laura and ____ just got new clothes for school.

5. When did Wade and ____ leave for school?

6. Our car pool drivers will be the Samlers and ____.

CHAPTER 23 **Using Pronouns**

Correcting Nominative Case Errors

- ◆ If an underlined pronoun is in the wrong case, rewrite the sentence correctly. If it is in the correct case, make no changes.

1. The library aides for our class this year are Grace and her.

2. Is that he by the cafeteria?

3. The twins and me are making plans for a special treat at lunch.

4. Bob and me often like to work on science projects together.

5. Rico and her will have the same homeroom teacher this year.

6. The teachers and them are looking at the new mural.

CHAPTER 23 **Using Pronouns**

Writing Sentences with Nominative Case Pronouns

◆ Write five sentences, following the instructions below.

◆ Use *she* as a subject.

1. _____

◆ Use *Patty and I* as a compound subject.

2. _____

◆ Use *neighbors and I* as a compound subject.

3. _____

◆ Use *they* as a predicate nominative.

4. _____

◆ Use *Ken and he* as a compound predicate nominative.

5. _____

CHAPTER 23 **Using Pronouns**

Mixed Practice: Personal Pronouns

◆ Underline the correct personal pronoun for each sentence.

1. (We, Us) are reading *Where the Red Fern Grows*.
2. (It, they) was written by Wilson Rawls.
3. I think my favorite writer is (he, him).
4. The main character works hard so that (he, him) can afford to buy some hunting dogs.
5. When the dogs arrive, (they, them) are little pups.
6. The boy and the dogs become friends, and (they, them) have many adventures together.
7. Little Ann is small, but (she, her) can think for herself.
8. I think my favorite dog is (she, her).
9. Old Dan is bigger, but (he, him) gets into trouble.
10. Little Ann and (he, him) have all sorts of adventures hunting together.

CHAPTER 23 **Using Pronouns**

Using Pronouns as Direct and Indirect Objects

The **objective case** is used for direct objects, indirect objects, and objects of prepositions.

- ◆ Read each sentence aloud, trying each pronoun separately. Then read the sentence aloud again, underlining the correct pronoun.

1. Give Mom or (we, us) your suitcase.
2. Grandpa told Pepe and (I, me) stories about his last vacation.
3. Did you see the Wilsons or (they, them) this morning?
4. You should have called (we, us) from the airport.
5. Will you drive Aretha and (I, me) to the train station?
6. Mr. Sims promised Pedro and (I, me) a reduced rate on our tickets.
7. Show Earl and (he, him) the pictures from your trip.
8. Did you find Aaron and (she, her) at the wax museum?
9. The onlookers applauded Betty-Sue and (he, him) at the subway station.
10. Evelyn sent Alma and (they, them) a postcard.

CHAPTER 23 **Using Pronouns**

Using Pronouns as Direct and Indirect Objects

◆ Underline the correct personal pronoun for each sentence.

1. Joe told (we, us) the new plays for Saturday's game.
2. Give the equipment manager or (they, them) your uniform.
3. The cheerleaders sent Tom and (he, him) some goody bags before the game.
4. Did you see my neighbors or (they, them) in the stands at the game?
5. The crowd cheered Robert and (he, him) for their great team effort.
6. You should have asked (we, us) for help with the new plays.
7. Did you find Alex and (she, her) after the football game yesterday?
8. Will you throw David and (I, me) a few practice passes now?
9. Show Eddie and (he, him) the videotape from the game.
10. Coach Burns promised Sam and (I, me) jobs as mascots last season.

CHAPTER 23 **Using Pronouns**

Using Pronouns as Objects of Prepositions

◆ Read each sentence aloud, trying each pronoun separately. Then read the sentence aloud again, underlining the correct pronoun.

1. The party is for Tony and (he, him).
2. Jody will give a party for Glen and (I, me) next month.
3. This present is from Keith and (she, her).
4. The bill for the cake will be paid by the Morrisons and (we, us).
5. Is that orange soda for Barney or (he, him)?
6. Hard workers like (they, them) should be invited.
7. I will share my good party pictures with you and (she, her).
8. Send those clear photographs to the Smiths and (they, them).
9. Who will dance with Sara and (they, them)?
10. This is a photograph of Tony and (we, us).

CHAPTER 23 **Using Pronouns**

Using Pronouns as Objects of Prepositions

◆ Underline the correct personal pronoun for each sentence.

1. The duet was written for Barry and (she, her).
2. The play will be financed by the Smiths and (we, us).
3. Good singers like (they, them) should audition.
4. I will share my script with you and (she, her).
5. Will someone run lines with Ben and (I, me)?
6. Arthur's musical ability was a surprise to (we, us).
7. The play was directed by Thomas and (he, him).
8. Give these costumes to Billy and (they, them).
9. Is that prop for Will or (he, him)?
10. The play was about (she, her).

CHAPTER 23 **Using Pronouns**

Supplying Pronouns in the Objective Case

◆ Rewrite each sentence with an appropriate pronoun. Do not use *you* or *it*.

1. Mr. Porter gave Maureen and ____ usher uniforms.

2. Has Justin given the scripts to Doyle and ____?

3. Will you give Janine and ____ some makeup?

4. Leila ran across the stage after Rona and ____.

5. The Langs invited Cora and ____ to opening night.

6. My sister always beats Carlos and ____ to the theater after school.

CHAPTER 23 **Using Pronouns**

Correcting Objective Case Errors

- ◆ If an underlined pronoun is in the wrong case, write it correctly. If it is in the correct case, make no changes.

1. Mr. Daniels drove Doris and I to play practice.

2. These are the scripts for the new actors and he.

3. Has Jamie given Douglas and she any lines yet?

4. Please give Amanda and he some advice on learning their lines.

5. One line is enough for Sharon and me.

CHAPTER 23 **Using Pronouns**

Writing Sentences with Objective Case Pronouns

◆ Write five sentences, following the instructions below.

◆ Use *him* as a direct object.

1. _____

◆ Use *James or her* as a compound direct object.

2. _____

◆ Use *us* as an indirect object.

3. _____

◆ Use *Carrie and me* as a compound indirect object.

4. _____

◆ Use *me* as the object of the preposition *about*.

5. _____

CHAPTER 23 **Using Pronouns**

Mixed Practice: Personal Pronouns

◆ Underline the correct personal pronoun for each sentence.

1. Sheila and (I, me) were given a special classroom job.
2. The teacher gave Sheila and (I, me) a special classroom job.
3. I will share all of my history notes with you and (she, her).
4. Give Melinda and (he, him) some of those large index cards.
5. Joan and (he, him) showed me a good Web site for research.
6. Sam and (I, me) want to go to the library tomorrow.
7. Mrs. Nesbitt told Myrna and (he, him) the good news about the special books.
8. Those science books are reserved for Sandy and (I, me).
9. Carl showed (he, him) how to set up the Internet connection.
10. You should have asked (we, us) for some help with your topic.
11. Dave and (I, me) were promised an extra day for research.
12. (I, me) will teach you the correct form for an outline.
13. Give these encyclopedias to (she, her).
14. Ask Mr. Venegas about (they, them).
15. Mrs. Nesbitt dropped (he, him) a hint about an article for his paper.

CHAPTER 23 **Using Pronouns**

Using Possessive Pronouns

The **possessive case** is used to show ownership or possession.

- ◆ Read each sentence aloud, trying each pronoun separately. Then read the sentence aloud again, underlining the correct pronoun.

1. Where is (your, yours) dog?
2. (My, Mine) is walking in front of the judges' stand.
3. That dog looks a lot like (her, hers).
4. (Their, Theirs) golden retriever won the dog show last year.
5. The dog with the red collar is (our, ours).
6. Which one is (your, yours)?
7. (Her, Hers) poodle is very well behaved.
8. It looks as if the ribbon will be (their, theirs).
9. I had hoped that (my, mine) dog would get a ribbon this year.
10. (Our, Ours) dog did win the obedience portion of the contest.

CHAPTER 23 **Using Pronouns**

Using Pronouns in the Possessive Case

◆ Underline the correct personal pronoun for each sentence.

1. Which pair of skates is (your, yours)?
2. I got (my, mine) new skates last week.
3. (Our, Ours) skating instructor is teaching us to spin.
4. Are those skates (her, hers)?
5. (Their, Theirs) class is going to a competition next week.

◆ If an underlined pronoun is incorrect, write it correctly. If it is correct, write *Correct*.

6. I like mine new skating instructor. _____
7. Her suggestions are easy to follow. _____
8. The first class on the ice was our. _____
9. Yours skates were in the locker room. _____
10. The team with the most first-place ribbons is theirs. _____

CHAPTER 23 **Using Pronouns**

Contraction or Pronoun?

- ◆ Read each sentence aloud, trying each word separately. Remember to say the two words that make up a contraction. Then read each sentence again, underlining the correct word.

1. Where is (your, you're) apartment?
2. (Its, It's) going to rain tomorrow, so the picnic will have to be at your place.
3. (Hers, Her's) is the best place for a cookout.
4. (Their, They're) car just drove up to your apartment building.
5. (Your, You're) the perfect person to host this picnic.
6. (Theirs, There's) a surprise waiting for you after the picnic.
7. The watermelon is (ours, our's).
8. We should join them at (their, they're) house.
9. My soda lost (its, it's) fizz by the end of the picnic.
10. (Theirs, There's) is the only sugar-free dessert.

CHAPTER 23 **Using Pronouns**

Writing Sentences with Possessive Pronouns and Contractions

◆ Write sentences, using the following words in each.

◆ mine

1. _____

◆ it's

2. _____

◆ hers

3. _____

◆ they're

4. _____

◆ its

5. _____

◆ our

6. _____

CHAPTER 23 Using Pronouns

Mixed Practice: Personal Pronouns

◆ Underline the correct personal pronoun for each sentence.

1. Last week (I, me) learned about sharks in science.
2. Sharks make (their, they're) homes in the temperate oceans around the world.
3. Long teeth help the shark capture (it, its) prey.
4. The best-known shark scientists are Dr. Eugenie Clark and (he, him).
5. The shark was swimming toward (they, them).
6. When one diver was bothered by a shark, she gave (it, its) a sharp blow to the head.
7. The surprised shark left (she, her) alone.
8. Most great white sharks are quite large, and (they, them) can weigh as much as 7,000 pounds.
9. Dr. Eugenie Clark and (she, her) will be lecturing at our school next week.
10. We hope she will give (we, us) some new information about sharks.
11. Carl and (she, her) did not know that sharks have boneless skeletons.
12. (Their, Theirs) bodies are sleek.
13. Have Karen and (he, him) seen the shark exhibit at the aquarium?
14. Laurie pointed out the model of the shark to Frank and (I, me).
15. (They're, Their) babies are called pups.

CHAPTER 23 **Using Pronouns**

Using *Who* and *Whom* Correctly

◆ Underline the correct word in parentheses for each sentence.

1. (Whose, Who's) is this mystery book?
2. (Who, Whom) is your favorite character in the book?
3. About (who, whom) was the novel written?
4. (Who, Whom) is the author?
5. (Who, Whom) did you believe was really telling the truth?
6. (Whose, Who's) was the best alibi?
7. From (who, whom) did you pick up most of your clues?
8. (Who, Whom) did the detective question about the crime?
9. (Who, Whom) committed the crime?
10. (Whose, Who's) giving the book report on the next mystery story?

CHAPTER 23 **Using Pronouns**

Writing Sentences with Interrogative Pronouns

◆ Write five sentences, following the instructions below.

◆ Use *who* as a subject.

1. _____

◆ Use *whose* as a possessive pronoun.

2. _____

◆ Use *whom* as the object of a preposition.

3. _____

◆ Use *whom* as a direct object.

4. _____

◆ Use *who's* as a subject and verb.

5. _____

CHAPTER 23 **Using Pronouns**

Making Pronouns and Their Antecedents Agree

A pronoun must agree in number and gender with its antecedent.

◆ Rewrite each sentence with an appropriate pronoun.

1. Janice is going on vacation with ____ best friend.

2. Mom and Dad packed ____ bags for the trip.

3. Thomas packed ____ suitcase yesterday.

4. Susan forgot to pack ____ bathing suit.

5. My brothers brought ____ sleeping bags to the car this morning.

6. Did the girls bring ____ hair dryers?

CHAPTER 23 **Using Pronouns**

Correcting Errors with Pronouns and Their Antecedents

- ◆ Rewrite the following sentences, making sure each pronoun agrees with its antecedent. If a sentence is correct, make no changes.

1. Michelle found her camera on the sofa.

2. Jane finished his hamburger.

3. A pigeon flapped her wings and begged for food.

4. The boys took his video games on the trip to Alaska.

5. The Smiths are sending their children to camp for the summer.

CHAPTER 23 **Using Pronouns**

Making Pronouns and Their Antecedents Agree

◆ Rewrite each sentence with an appropriate personal pronoun.

1. Each of the girls on the track team wore ____ school sweater to the game.

2. Only one of the other school teams carried ____ coach off the field.

3. Both of my sisters like ____ track coach very much.

4. Neither of my brothers remembered ____ equipment for the meet today.

5. Several of the shoes in the locker room do not have ____ laces.

6. Everyone on the boys' team wore ____ jacket in honor of the victory.

CHAPTER 23 **Using Pronouns**

Correcting Errors with Pronouns and Their Antecedents

- ◆ Rewrite the following sentences, making sure each pronoun agrees with its antecedent. If a sentence is correct, make no changes.

1. Everybody on the girls' teams tried his best.

2. Many of the spectators brought its cameras.

3. The city has improved his track fields.

4. Did anyone on the boys' team lose his key?

5. Each of the team members has their own locker.

CHAPTER 23 **Using Pronouns**

Recognizing Unclear or Missing Antecedents

Every personal pronoun should clearly refer to a specific antecedent.

- ◆ Write / in the blank for each antecedent that is unclear or missing and C for each antecedent that is used correctly.

- _____ 1. Jimmy likes the winter because he can go skiing.
- _____ 2. At the end of a long day of skiing, it tastes delicious.
- _____ 3. I knew Sally was a good skier, but I had never seen any of her skiing until yesterday.
- _____ 4. I like skiing because you get to be outside.
- _____ 5. Sue's ankle was swollen, but now it has disappeared.
- _____ 6. Mom got a new ski pole so that she can ski better.
- _____ 7. I enjoy watching other skiers because you can learn different techniques.
- _____ 8. Ken emptied his pockets and let them fall to the floor.
- _____ 9. I have never tried a ski jump, but I still enjoy skiing.
- _____ 10. I usually go skiing early in the morning because then I have the whole day to ski.

CHAPTER 23 **Using Pronouns**

Correcting Sentences with Unclear or Missing Antecedents

- ◆ Rewrite the incorrect sentences from the preceding exercise, making the antecedents clear.

1. _____

2. _____

3. _____

4. _____

5. _____

CHAPTER 23 Using Pronouns

Mixed Practice: Pronouns

- ◆ Rewrite each sentence in which the underlined pronoun is used incorrectly. If the pronoun is correct, make no changes

1. Whom is cooking the dinner tomorrow night?

2. Everyone says John is a good cook, but I have never tasted any of it.

3. Each of the people in my group will bring our favorite dessert to the dinner.

4. From whom did you get this recipe?

5. Most of the recipe books in my house do not have its covers.

6. Few of the boys want to admit that their cooking skills are good.

CHAPTER 24 **Subject & Verb Agreement**

Determining the Number of Nouns and Pronouns

A verb must agree with its subject in number.

◆ Label each word *S* for singular or *P* for plural.

_____ 1. Ohio

_____ 2. they

_____ 3. glove

_____ 4. flower

_____ 5. test

_____ 6. lamps

_____ 7. she

_____ 8. it

_____ 9. boxes

_____ 10. shoe

_____ 11. we

_____ 12. flags

_____ 13. vases

_____ 14. men

_____ 15. horse

_____ 16. car

CHAPTER 24 **Subject & Verb Agreement**

Determining the Number of Verbs

◆ Label each verb *S* for singular or *P* for plural.

_____ 1. Alvin enjoys

_____ 2. we do

_____ 3. twins have

_____ 4. it is

_____ 5. students play

_____ 6. they drive

_____ 7. he was

_____ 8. pictures are

_____ 9. truck has

_____ 10. Pauline does

CHAPTER 24 **Subject & Verb Agreement**

Making Subjects and Verbs Agree

A singular subject takes a singular verb.

A plural subject takes a plural verb.

- ◆ Read the following sentences aloud, trying out both forms of the verb in parentheses. Ask yourself whether the subject is singular or plural. Read each sentence aloud again, underlining the correct verb form.

1. Susan (practices, practice) her new dance routine every day.
2. They (studies, study) ballet on Tuesday nights.
3. Geraldine (stretches, stretch) her legs before she starts to dance.
4. Madame (instructs, instruct) her pupils in the most difficult ballet movements.
5. The girls (performs, perform) for their parents.
6. The dancers (is, are) beautiful in their costumes.
7. The dance school (has, have) almost one hundred pupils.
8. Jenny (do, does) enjoy her dance classes.
9. The students (were, was) at class on time.
10. They (surprises, surprise) their teacher constantly.

CHAPTER 24 **Subject & Verb Agreement**

Making Subjects and Verbs Agree

- ◆ Underline each subject once and label it *S* for singular or *P* for plural. Then underline twice the form of the verb in parentheses that agrees with the subject.

1. Brown pelicans (dives, dive) into the ocean for fish.
2. A white pelican (scoops, scoop) fish out of the water just below the surface.
3. Mockingbirds (eats, eat) insects.
4. Owls (flies, fly) almost noiselessly.
5. The short-eared owl (helps, help) control rodents.
6. All birds (has, have) special colors and songs.
7. Male blue jays (is, are) a different color than female blue jays.
8. An average condor (have, has) a wingspan of more than nine feet.
9. A duck's webbed feet (acts, act) as paddles.
10. The trumpeter swan (is, are) the largest of all water birds.

CHAPTER 24 **Subject & Verb Agreement**

Correcting for Subject and Verb Agreement

- ◆ For each sentence in which the subject and verb do not agree, rewrite the sentence correctly. If a sentence is correct, make no changes.

1. Ravens are very clever birds.

2. The bald eagle are the symbol of the United States and its national bird.

3. The mockingbird imitate the calls of many different kinds of birds.

4. Cardinals likes evergreen trees for their nests.

5. A robin likes earthworms.

6. Urban pigeons lives in towns and cities.

CHAPTER 24 **Subject & Verb Agreement**

Mixed Practice: Singular and Plural Subjects

- ◆ Underline each subject once and label it *S* for singular or *P* for plural. Then underline twice the form of the verb in parentheses that agrees with the subject.

1. Big cats (is, are) predators.
2. The lion (is, are) the king of beasts.
3. Lions (lives, live) in the African grassland.
4. They (eats, eat) gazelles, antelopes, and zebras.
5. A male lion (weighs, weigh) almost 550 pounds.
6. Lionesses (do, does) most of the hunting for the pride.
7. All the lions (cares, care) for the lion cubs.
8. A pride (contains, contain) as many as forty lions.
9. Lions (sleeps, sleep) most of the day.
10. The lion (creeps, creep) up on its unsuspecting prey.
11. India (is, are) home to a small population of lions.
12. Cubs (has, have) a thick spotted coat.
13. They (is, are) very social animals.
14. The leopard (is, are) a relative of the lion.
15. It (hunts, hunt) smaller prey than the lion.

CHAPTER 24 **Subject & Verb Agreement**

Making Subject and Verb Phrases Agree

The first helping verb must agree in number with the subject.

- ◆ Underline each subject once and label it *S* for singular or *P* for plural. Then underline twice the helping verb in parentheses that agrees with the subject.

1. The first football game (was, were) played between Rutgers and Princeton.
2. Downhill skiers (has, have) raced at over 120 miles per hour.
3. Helmets (was, were) first introduced to the major baseball leagues in 1941.
4. Soccer (does, do) require a lot of skill.
5. Basketball (was, were) invented by James Naismith.
6. Ice hockey (is, are) played mostly in the northern states.
7. Cyclists (has, have) raced through France for many years.
8. Runners (do, does) practice for many hours.
9. The first marathon (was, were) held in Greece.
10. Tennis (was, were) played in the Middle Ages.

CHAPTER 24 **Subject & Verb Agreement**

Writing Sentences Using Subject and Verb Agreement

- ◆ Write five sentences that follow the instructions below.

- ◆ Write a sentence using *football* and a present-tense helping verb.

1. _____

- ◆ Write a sentence using *soccer* and a past-tense helping verb.

2. _____

- ◆ Write a sentence using *skaters* and a past-tense helping verb.

3. _____

- ◆ Write a sentence using *skis* and a present-tense helping verb.

4. _____

- ◆ Write a sentence using *coaches* and a past-tense helping verb.

5. _____

CHAPTER 24 **Subject & Verb Agreement**

Correcting for Subject and Verb Agreement

- ◆ Rewrite each sentence in which the subject and verb do not agree. If a sentence is correct, make no changes.

1. Table tennis are becoming a popular indoor sport.

2. Jerry is playing today.

3. Floyd do like tennis.

4. Anna was introduced to cricket in England.

5. Bill were practicing hard yesterday.

CHAPTER 24 **Subject & Verb Agreement**

Making Subject and Verb Phrases Agree

The verb part of a contraction must agree in number with the subject.

- ◆ Underline each subject once. Then underline twice the contraction in parentheses that agrees with the subject.

1. Scientists (doesn't, don't) ignore the importance of ants.
2. Ants (wasn't, weren't) crawling on that plant.
3. Weaver ants (doesn't, don't) live on the ground.
4. Those ants (wasn't, weren't) unusual.
5. Some ants (doesn't, don't) live underground.
6. Some of the ants (isn't, aren't) leaving the nest.
7. I (hasn't, haven't) ever seen a herdsman ant.
8. The queen and the workers (hasn't, haven't) arrived yet.
9. That ant (isn't, aren't) crawling very fast along the garden path.
10. Aphids and mealybugs (doesn't, don't) like any kind of ants.

CHAPTER 24 **Subject & Verb Agreement**

Correcting for Subject and Verb Agreement

- ◆ Rewrite each sentence in which the subject and verb do not agree. If a sentence is correct, make no changes.

1. Herdsman ants doesn't like to stay in one place.

2. Plants aren't always homes for ants.

3. Some ants hasn't been studied yet.

4. Ants and plants doesn't always support each other.

5. Those ants weren't very large.

CHAPTER 24 **Subject & Verb Agreement**

Making Interrupted Subjects and Verbs Agree

The agreement of a verb with its subject is not changed by any interrupting words.

- ◆ Underline each subject once and label it *S* for singular or *P* for plural. Then underline twice the form of the verb in parentheses that agrees with the subject.

1. The car with the rainbow on its door (sits, sit) on the pit road.
2. The drivers at the track (seems, seem) friendly.
3. Throughout the years the friendship among the drivers (has, have) remained strong.
4. The TV announcers, along with the fans, (enjoys, enjoy) a good race.
5. The driver with the most wins this year (is, are) Dale Jarrett.
6. The driver in the shiny black car (was, were) very nervous.
7. People like Jeff Gordon (appears, appear) self-confident.
8. The three drivers from South Carolina (is, are) leading the field.
9. The paint on the new car at the track (was, were) beautiful and bright.
10. A rainbow of colors (decorates, decorate) the hood of the car.

CHAPTER 24 **Subject & Verb Agreement**

Correcting for Subject and Verb Agreement

- ◆ Rewrite the sentences in which the subject and verb do not agree. If a sentence is correct, make no changes.

1. The announcers from the TV station at the track is preparing for the race.

2. The fans, in addition to the announcers, are waiting for the green flag.

3. The drivers in the red and white cars is on the same winning team.

4. The driver with the fewest wrecks on his record is Mark Martin.

5. The track with the most dangerous turns are in New York.

CHAPTER 24 **Subject & Verb Agreement**

Making Subjects and Verbs in Inverted Order Agree

The subject and verb of an inverted sentence must agree in number.

- ◆ Underline each subject once and label it *S* for singular or *P* for plural. Then underline twice the form of the verb in parentheses that agrees with the subject.

1. There (is, are) only one baseball game after school this week.
2. When (does, do) your sister Maria pitch?
3. (Has, Have) your practices for games been challenging this year?
4. Here (is, are) my glove for the catcher.
5. In the dugout there (was, were) two heavy bags full of bats.
6. Where (was, were) the catcher at four o'clock yesterday afternoon?
7. On top of the pitcher's mound (stands, stand) a strong pitcher.
8. (Does, Do) Tito and his brother stay after practice?
9. Here (is, are) some socks from my bag.
10. (Was, Were) there any foul balls in the game last night?

CHAPTER 24 **Subject & Verb Agreement**

Writing Sentences Using Subject and Verb Agreement

◆ Write four sentences, following the instructions below.

◆ Write a sentence that begins with the word *here*.

1. _____

◆ Write a question.

2. _____

◆ Write a sentence that begins with the word *there*.

3. _____

◆ Write a sentence that begins with a prepositional phrase and is in inverted order.

4. _____

CHAPTER 24 **Subject & Verb Agreement**

Correcting for Subject and Verb Agreement

- ◆ Rewrite correctly each sentence in which the subject and verb do not agree. If a sentence is correct, make no changes.

1. When does the players arrive?

2. On the bus were two of my favorite gloves.

3. Here are the umpire.

4. There was two mascots for our team last year.

5. By the pitcher's mound was a small glove.

6. Do that glove belong to one of the infielders?

CHAPTER 24 **Subject & Verb Agreement**

Mixed Practice: Subject and Verb Agreement

◆ Underline each subject once. Then underline twice the form of the verb in parentheses that agrees with the subject.

1. The largest cat in the Americas (is, are) the jaguar.
2. Elephants in Africa (has, have) large ears and flat heads.
3. In the jungle (roam, roams) many wild animals.
4. A queen ant in a colony (lives, live) about ten to twenty years.
5. There (was, were) two alligators in the mud at the edge of the lake.
6. A jellyfish (has, have) little or no color.
7. Bees (doesn't, don't) want to be disturbed.
8. When (do, does) the birds migrate?
9. (Wasn't, Weren't) those birds unusual?
10. The ostrich (is, are) known for its speed.
11. Cheetahs (has, have) run at over sixty miles per hour.
12. There (isn't, aren't) many gray wolves left.
13. The dry deserts of Saudi Arabia (contains, contain) many types of beetles.
14. In the mountains (is, are) many types of sheep.
15. Sharks (do, does) swim constantly.

CHAPTER 24 **Subject & Verb Agreement**

Making Verbs Agree with Compound Subjects

When subjects are joined by *and*, the verb is usually plural.

When subjects are joined by *or*, *either/or*, or *neither/nor*, the verb should agree with the closer subject.

◆ Underline the correct form of the verb in parentheses.

1. The sun and the moon (seems, seem) almost the same size in the sky.
2. Saturn and Jupiter (has, have) moons.
3. Comets and meteors (travels, travel) through space.
4. Either that moon or that planet (is, are) rising in the east.
5. Neither Mercury nor Venus (is, are) cold.
6. Pluto and Neptune (has, have) no life.
7. Neither wind nor rain (occurs, occur) on the surface of the moon.
8. Either Venus or Mars (has, have) clouds.
9. Some asteroids and comets (passes, pass) close to Earth.
10. The sun and the moon (sets, set) in the west.

CHAPTER 24 **Subject & Verb Agreement**

Making Verbs Agree with Compound Subjects

◆ Underline the correct form of the verb in parentheses.

1. Sopranos and tenors (sings, sing) the high parts.
2. Either the altos or the basses (has, have) the harmony.
3. Neither the sopranos nor the altos (remembers, remember) their cues.
4. The piano and the flutes (plays, play) the introduction.
5. The drums and the oboe (starts, start) the second section.
6. The piano and the drums (is, are) considered percussion instruments.
7. Neither the trumpets nor the trombones (has, have) the melody.
8. Either the soloist or the conductor (bows, bow) after the music is over.
9. The clarinets and the oboes (sounds, sound) similar.
10. Neither the saxophones nor the piccolo (has, have) a part in this song.

CHAPTER 24 **Subject & Verb Agreement**

Making Verbs Agree with Compound Subjects

◆ Underline the correct form of the verb in parentheses.

1. Juan and his brothers (was, were) musicians.
2. The basses or the tenors (has, have) the practice rooms now.
3. The chimes and the triangle often (ring, rings) together.
4. That old, broken piano and those new flutes (was, were) given away.
5. Sopranos and altos (is, are) going to practice tomorrow.
6. The guitarist and the brass players (is, are) working up a new number.
7. The director and the jazz band (has, have) been practicing.
8. My sister and I (plans, plan) to attend the concert.

CHAPTER 24 **Subject & Verb Agreement**

Correcting for Subject and Verb Agreement

- ◆ Rewrite the sentences in which the subject and verb do not agree. If a sentence is correct, make no changes.

1. My flute and the twins' clarinets is out of tune again.

2. The woodwinds and the brass horns have the best parts in the concert.

3. The soloist and the altos likes to sing harmony together.

4. Neither Katharine's reed nor Michael's keys was broken in practice.

5. Either the bassoons or the tuba were flat during the recital.

CHAPTER 24 **Subject & Verb Agreement**

Making Verbs Agree with Collective Nouns

Use a singular verb with a collective noun subject that is thought of as a unit.

Use a plural verb with a collective noun that is thought of as individuals.

◆ Underline the correct form of the verb in parentheses.

1. A large and curious crowd (has, have) gathered at the dock.
2. The ship's crew (is, are) arguing over the type of sails to use.
3. A flock of seagulls (flies, fly) low in the sky.
4. The band (tunes, tune) their instruments before they play for the sailors.
5. The judging committee (makes, make) a final inspection of the ship.
6. The captain's family (wishes, wish) him good luck.
7. The sailors' league (checks, check) the boat carefully.
8. The team (disagrees, disagree) over the official start time for the race.
9. This class of boats (is, are) very fast.
10. A pod of dolphins (swims, swim) with the boat during the first part of the race.

CHAPTER 24 **Subject & Verb Agreement**

Correcting for Subject and Verb Agreement

- ◆ Rewrite each sentence in which the subject and verb do not agree. If a sentence is correct, make no changes.

1. The orchestra plays every night on the cruise ship.

2. A flock of gulls land on the deck of the big ship every afternoon.

3. My family like sailing.

4. The enthusiastic crowd cheers loudly for its favorite boat.

5. The crew prepare for a long race.

CHAPTER 24 **Subject & Verb Agreement**

Mixed Practice: Subject and Verb Agreement

◆ Underline the form of the verb in parentheses that agrees with the subject.

1. An ant colony (is, are) very complex.
2. Termites and ants (does, do) a lot of damage to homes and lawns.
3. In Texas, bees and ants (is, are) considered pests by many people.
4. A swarm (flies, fly) to find its new home.
5. People and animals (has, have) been disturbed by ants.
6. Either ants or bees (stings, sting) people.
7. The cattle herd (avoids, avoid) ant mounds.
8. Neither fleas nor ticks (are, is) very pleasant to encounter.
9. Either termites or ants (damages, damage) homes.
10. A termite colony (does, do) need to be watched carefully.
11. Fire ants (has, have) particularly painful stings.
12. Burning sensations like fire (is, are) the painful reminder of the sting of these ants.
13. There (has, have) always been many kinds of termites in wooded areas.
14. (Doesn't, Don't) hungry termites silently eat away at all the wood in homes?
15. Warm areas of the country (has, have) more problems with ants and termites than cooler areas.

CHAPTER 24 **Subject & Verb Agreement**

Making Verbs Agree with *You* and *I*

◆ Underline the correct form of the verb in parentheses.

1. I (likes, like) history class.
2. You (is, are) the best student in our mathematics class.
3. I (has, have) some homework.
4. You (has, have) a report to prepare for geography class tomorrow.
5. We (was, were) in English class.
6. You (needs, need) Internet access to finish your report.
7. You (was, were) very amusing in this year's school play.
8. This year you should (studies, study) hard.
9. I always (wears, wear) this old shirt to gym class.
10. You (has, have) a lot of homework to do this weekend.

CHAPTER 24 **Subject & Verb Agreement**

Correcting for Subject and Verb Agreement

- ◆ Rewrite each sentence in which the subject and verb do not agree. If a sentence is correct, make no changes.

1. I likes my math class this year.

2. You reads many nonfiction books.

3. I enjoy science.

4. You finish your math homework quickly.

5. I types faster than you.

CHAPTER 24 **Subject & Verb Agreement**

Making Verbs Agree with Indefinite Pronouns

A verb must agree in number with an indefinite pronoun used as a subject.

- ◆ Underline each subject once and label it *S* for singular or *P* for plural. Then underline twice the form of the verb in parentheses that agrees with the subject.

1. Many of the stadium lights (has, have) burned out.
2. Each of our soccer players (is, are) wearing green shorts.
3. A few of the uniforms (was, were) the wrong size.
4. One of those players (is, are) hurt.
5. Somebody on the team (plays, play) very aggressively.
6. Either of the two game plans (is, are) workable.
7. Several on the team (has, have) worked very hard.
8. Everybody on the team (does, do) practice almost every day.
9. Many on the team (has, have) their own soccer balls.
10. No one at the game (was, were) from middle school.

CHAPTER 24 **Subject & Verb Agreement**

Making Verbs Agree with Indefinite Pronouns

- ◆ Underline each subject once and label it *S* for singular or *P* for plural. Then underline twice the form of the verb in parentheses that agrees with the subject.
1. One of the suitcases (has, have) a hole in it.
 2. Each of the tourists (has, have) eaten some dinner in the small café.
 3. Several of my friends (takes, take) pictures.
 4. (Has, Have) everyone slept well?
 5. Neither of the twins (has, have) ever gone to the beach.
 6. Both of the tickets (has, have) been ordered.
 7. Nobody (was, were) waiting at the train station.
 8. Many of the students on our bus (listens, listen) to their headphones.
 9. Everybody on the plane (cheers, cheer) loudly when we arrive.
 10. Somebody in our hotel (is, are) a singer.

CHAPTER 24 **Subject & Verb Agreement**

Writing Sentences with Indefinite Pronouns

◆ Write five sentences, using the following indefinite pronouns as subjects.

◆ many

1. _____

◆ few

2. _____

◆ both

3. _____

◆ nobody

4. _____

◆ someone

5. _____

CHAPTER 24 **Subject & Verb Agreement**

Correcting for Subject and Verb Agreement

- ◆ Rewrite each sentence in which the subject and verb do not agree. If a sentence is correct, make no changes.

1. A few of the suitcases is missing.

2. Several of the tourists are tired.

3. No one like our hotel.

4. Many of the sightseers does enjoy travel.

5. Few want to return home.

CHAPTER 24 **Subject & Verb Agreement**

Mixed Practice: Subject and Verb Agreement

◆ Underline the correct form of the verb in parentheses.

1. Coins (has, have) been around for more than 2,500 years.
2. Once only kings and rich people (was, were) coin collectors.
3. Now more than five million people throughout the world (takes, take) part in this hobby.
4. Many of the collectors (does, do) it as an investment.
5. This hobby (is, are) often begun with just a handful of pennies.
6. There (is, are) a few pennies with a value of \$115!
7. A Jefferson nickel or a Roosevelt dime (is, are) also a good addition to a collection.
8. The condition of rare coins (is, are) very important to buyers.
9. Collectors (doesn't, don't) hold any of the coins in their hands.
10. The moisture from hands (has, have) stained many valuable coins.
11. Coin dealers across the country (rates, rate) coins.
12. One of the best ratings (is, are) "extremely fine."
13. The surfaces of these coins (shows, show) little or no wear.
14. Pennies in "extremely fine" condition (is, are) worth twenty-five cents.
15. (Has, Have) you ever wanted to start a coin collection?

CHAPTER 25 **Using Adjectives and Adverbs**

Identifying the Degree of Comparison

- ◆ Label each underlined adjective or adverb *P* for positive, *C* for comparative, or *S* for superlative.

1. Of the mammals on both land and sea, the blue whale is the largest.
2. Scientists have recently discovered the smallest mammal.
3. The tiny rodent is less than an inch long.
4. A cheetah can run faster than a lion.
5. A baby orca rapidly puts on weight.
6. A pack of wolves will hunt larger prey than a single wolf will hunt.
7. A peacock has the most impressive display of feathers.
8. Does the snail crawl more slowly than the turtle?
9. Of all the fish in the river, that salmon jumps highest.
10. A cobra's venom is poisonous.

CHAPTER 25 **Using Adjectives and Adverbs**

Forming Regular Comparisons of Modifiers

- ◆ Read the following sentences aloud, trying out each word or group of words in parentheses. Then read the sentence aloud again, underlining the correct word or group of words.

1. Paul is the (tallest, most tall) member of the basketball team.
2. Bob runs (quicklier, more quickly) than Larry does.
3. Coach is one of the (helpfulest, most helpful) people I know.
4. The crowd stared (curiouslier, more curiously) at the other team than they did at us.
5. Gene plays his position (powerfullest, most powerfully) of all the team members.
6. That was the (longest, most long) game this year.
7. Danny made the (beautifullest, most beautiful) shot of the whole game.
8. The game was over (sooner, more soon) than I expected.
9. Our coach was (happier, more happy) than the other coach.
10. We won by the (narrowest, most narrow) margin all season.

CHAPTER 25 **Using Adjectives and Adverbs**

Forming the Comparison of Modifiers

◆ Write each modifier's comparative and superlative forms.

1. quick _____
2. merrily _____
3. cold _____
4. curious _____
5. quiet _____
6. dangerous _____
7. neatly _____
8. early _____
9. slowly _____
10. rapidly _____
11. careful _____
12. weakly _____
13. great _____
14. dry _____
15. big _____

CHAPTER 25 **Using Adjectives and Adverbs**

Using the Correct Form of Modifiers

◆ Underline the correct modifier in each sentence.

1. Marty wasn't sure which was (easier, easiest), rowing or paddling.
2. Does the canoe or the rowboat glide (faster, fastest)?
3. Juan faced the situation (more bravely, most bravely) than I did.
4. Of the two boats, which do you think is (bigger, biggest)?
5. Of the five rowers, Barry rows the (more skillfully, most skillfully).
6. Which of the two rowing teams is (more powerful, most powerful)?
7. Of the ten races I've seen this year, this was (more enjoyable, most enjoyable).
8. Joe is the (stronger, strongest) member of the rowing team.
9. A canoe can move (more quickly, most quickly) than a barge.
10. Which race was the (shorter, shortest), the first or the last?

CHAPTER 25 **Using Adjectives and Adverbs**

Forming Comparisons of Modifiers

◆ Read the following sentences aloud, trying out each word in parentheses. Then read each sentence aloud again, underlining the correct word.

1. This is the (goodest, best) place for a picnic.
2. Did you do (weller, better) in the potato sack races than Sita?
3. Sue ate the (less, least) amount of food of anyone at the picnic.
4. Margaret had (mucher, more) chicken than Sharlene had.
5. That was the (baddest, worst) potato salad I have ever eaten.
6. The games were the (best, better) we have ever had.
7. The planning of the picnic went (well, good).
8. The food preparation was (difficulter, more difficult) than last year.
9. There were (more, most) vegetarians this year.
10. There was (less, lesser) food left over.

CHAPTER 25 Using Adjectives and Adverbs

Supplying the Correct Form of Modifiers

- ◆ Read the first sentence in each group. Then write the comparative and superlative forms of the underlined modifier in the blanks of the two sentences below it.

1. I have little interest in science fiction.

I have _____ interest in fables.

I have the _____ interest in biographies.

2. You read quite well.

You read _____ than my sister.

You read the _____ of all the students in my class.

3. The book this week is good.

I think it is _____ than last week's book.

In fact, it is the _____ book I have read so far this month.

4. Many people in my class buy books.

_____ people use the library.

However, _____ people prefer to borrow books from one another.

5. I feel bad about the ending of this book.

I felt _____ about the ending of last week's book.

Two weeks ago, I felt _____ of all.

CHAPTER 25 **Using Adjectives and Adverbs**

Using the Correct Form of Modifiers

- ◆ If a modifier is used incorrectly, rewrite the sentence. If the sentence is correct, make no changes.

1. Which do you like goodest, animal stories or science fiction?

2. That book is definitely the worst one I have read all year.

3. Leslie couldn't decide which book she liked most, the mystery or the fairy tale.

4. Who reads fastest, Lee or Shirley?

5. That science encyclopedia is the bigger book in the whole library.

CHAPTER 25 Using Adjectives and Adverbs

Mixed Practice: Modifiers

◆ Find and underline each incorrect modifier. Then write it correctly above.

1. Which type of music do you like best, classical or jazz?
2. Of the three composers, Mozart is the more challenging.
3. Is jazz, classical, or pop the harder to play on the guitar?
4. Who wrote the best music, Ludwig van Beethoven or Johann Sebastian Bach?
5. That composition was the more difficult piece I have ever played.
6. That song was without a doubt the worse song I've heard all year!
7. Which instrument plays most loudly, the tuba or the piccolo?
8. Of all the instruments my brother can play, I like the baritone the less.
9. Of all my music, I have played the Mozart piece more recently.
10. Which composition came earliest in the program, "Für Elise" or the *Moonlight Sonata*?
11. I am least eager to hear the symphony than Cynthia is.
12. He couldn't decide which he liked most, the trumpet or the flute.

CHAPTER 25 Using Adjectives and Adverbs

Identifying Problems with *Other* or *Else*

- ◆ Read the following sentences, looking for problems with *other* or *else*. Write C in the blank if the sentence is correct and I if the sentence is incorrect.

- _____ 1. Harry learned his lines more quickly than anyone in the play.
- _____ 2. Our play was better than any other play performed by seventh graders.
- _____ 3. Sally sings better than any singer in the play.
- _____ 4. Mrs. Constanza dedicated more of her time to the production than anyone else at our school.
- _____ 5. My mom took more pictures of the dress rehearsal than anyone did.
- _____ 6. Sharon had stage fright worse than anyone in the cast.
- _____ 7. No one was as calm as Juan.
- _____ 8. Jori got the part because she is taller than any other student who auditioned.
- _____ 9. Mrs. Constanza was more nervous than the other teachers.
- _____ 10. Sam sang louder than any other performer in the cast.
- _____ 11. Barry recited more lines of dialogue than any other cast member.
- _____ 12. Chen practiced his lines for this play harder than anyone.

CHAPTER 25 **Using Adjectives and Adverbs**

Correcting Errors with *Other* or *Else*

- ◆ Rewrite the incorrect sentences from the preceding exercise, using *other* or *else* correctly.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

CHAPTER 25 **Using Adjectives and Adverbs**

Identifying Double Comparisons

- ◆ Read the following sentences, looking for problems with double comparisons.
Write C in the blank if the sentence is correct and / if the sentence is incorrect.

- _____ 1. The weather in Texas is more drier than the weather in Pennsylvania.
- _____ 2. Some people think the hills of Austin are prettier than the hills of Pittsburgh.
- _____ 3. The terrain west of Austin becomes more steeper than the terrain east of Austin.
- _____ 4. Spanish explorers arrived in Texas earlier than the French arrived in Pennsylvania.
- _____ 5. People in Texas can swim outside for a more longer time than people in Pennsylvania.
- _____ 6. Many agree that sunrises on the Gulf Coast are the prettiest they have ever seen.
- _____ 7. Most Texans believe that their chili is more tastier than Northern chili.
- _____ 8. Texas is the most biggest state in the continental United States.
- _____ 9. Some of the most interesting architecture in the state can be seen in Austin.
- _____ 10. Winter in Texas is warmer than in Pennsylvania.

CHAPTER 25 **Using Adjectives and Adverbs**

Correcting Errors with Double Comparisons

- ◆ Rewrite the incorrect sentences from the preceding exercise so that there are no double comparisons.

1. _____

2. _____

3. _____

4. _____

5. _____

CHAPTER 25 Using Adjectives and Adverbs

Identifying Double Negatives

- ◆ Read each of the following sentences, looking for double negatives. Write C in the blank if the sentence is correct and / if the sentence is incorrect.

- _____ 1. Porpoises don't have no gills.
- _____ 2. Some salamanders don't have no lungs, so they breathe through their skin.
- _____ 3. Most people didn't know anything about dodo birds until they became extinct.
- _____ 4. Some squirrels can't never find the acorns they bury.
- _____ 5. An eagle won't let anything harm its chicks.
- _____ 6. That mongoose has not done nothing about the cobra in the garden.
- _____ 7. The scientists have never seen that species before.
- _____ 8. There is no way to protect endangered species without educating the public.
- _____ 9. That caterpillar hasn't never stopped eating parsley.
- _____ 10. A newly hatched hornbill cannot leave the nest until its feathers grow.

CHAPTER 25 **Using Adjectives and Adverbs**

Correcting Errors with Double Negatives

- ◆ Rewrite the incorrect sentences from the preceding exercise, eliminating the double negatives.

1. _____

2. _____

3. _____

4. _____

5. _____

CHAPTER 25 **Using Adjectives and Adverbs**

Using *Good* or *Well*

◆ Write *good* or *well* to correctly complete each sentence.

1. Vacuum the rug _____.
2. Janice dances _____.
3. I feel quite _____.
4. The steak looks _____.
5. It's running _____.
6. The lunch tasted _____.
7. The Lions played _____.
8. That rain feels _____.
9. Sandra dives _____.
10. Tim's voice is _____.

CHAPTER 25 **Using Adjectives and Adverbs**

Correcting Errors with *Good* or *Well*

- ◆ Rewrite the following sentences if they contain errors with *good* or *well*. If a sentence is correct, make no changes.

1. The new band sounds good.

2. They played good at their first concert.

3. The conductor was not feeling well.

4. The flute section did well with the solo.

CHAPTER 25 Using Adjectives and Adverbs

Mixed Practice: Modifiers

◆ Correct any misused modifiers in the following paragraphs.

1. Which is most famous, a rabbit or a hare? There's no question about it. Rabbits win every time. After all, who hasn't never read about Bugs Bunny, Peter Rabbit, or Brer Rabbit?
2. A rabbit is different from a hare. Of the two animals, the rabbit is smallest. A rabbit has more shorter ears and legs than a hare has. Rabbits build their nests in burrows. Their young are born blind. A newly born hare, on the other hand, has fully opened eyes. In addition, a rabbit doesn't have no hair when it is born, but a newborn hare has a full coat of hair. Newborn hares are able to hop more earlier than baby rabbits can. Young hares are born in an open field. As a result they can take better care of themselves sooner than young rabbits can.
3. All rabbits and hares run and jump good. They jump faster than any animal in the forest. A running jackrabbit takes a more higher leap every sixth stride. By doing this, it is able to look around for any possible danger. The strong hind legs of rabbits make them fast runners.
4. Both kinds of animals are more activer at night than in the day. Rabbits and hares eat plants, but they don't eat no meat.

A Writer's Glossary of Usage

Finding the Correct Word

◆ Underline the word in parentheses that correctly completes each sentence.

1. (Among, Between) the many skills to master, none is more important than reading.
2. You have (all ready, already) learned some reading strategies.
3. The ability to read well (affects, effects) your life.
4. It has a direct (affect, effect) on whether you enjoy reading.
5. It also can (affect, effect) your comprehension.
6. Reading fiction, for example, (ain't, isn't) always easy because a plot has many twists and turns.
7. A varied (amount, number) of strategies are available to help you.
8. When you begin reading, you need to create (a, an) interaction (among, between) yourself and the text.
9. (A, An) reading log allows you to record (many, a lot) of your thoughts.
10. With an open mind and a reading log, you are (all ready, already) to start an exciting journey.

A Writer's Glossary of Usage

Recognizing Correct Usage

- ◆ Look at the underlined words in the following paragraph. If a word is used correctly, write C above it. If a word is used incorrectly, write the correct form of the word.

Most teachers will except any reading log response to the text except a plot summary. Any place in the text where you find a problem at, you should list possible questions. If a certain character effects you, you can describe your feelings. Anywheres you find a line or passage you especially like, explain the effect it has on you. If a situation reminds you of a book you have all ready read, compare the similarities between the two. With these strategies, you can gain a large amount of practice. You should then be all ready for an intelligent class discussion.

A Writer's Glossary of Usage

Finding the Correct Word

◆ Underline the word in parentheses that correctly completes each sentence.

1. (Fewer, Less) people depend solely on automobiles for transportation than ever before.
2. (Its, It's) not uncommon for people to travel by helicopter, dogsled, canoe, kayak, or ferry boat.
3. You (can, may) wish to travel on a cruise ship.
4. The ship might (bring, take) you close enough to view beautiful scenery.
5. You never could (have, of) seen as much by car.
6. Travel by water is also a (good, well) way to visit interesting cities and sights.
7. Be sure to (bring, take) a journal with you!
8. If you watch closely, a pod of whales (may, might) surface near the ship.
9. Possibly you'll spy an eagle atop (its, it's) nest.
10. When the ship sails (in, into) each port, you might ride ashore in a boat called a tender.

A Writer's Glossary of Usage

Recognizing Correct Usage

- ◆ Look at the underlined words in the following paragraph. If a word is used correctly, write C above it. If a word is used incorrectly, write the correct form of the word.

Kayaks can be navigated through the canals in the city of Ketchikan. Its also known as “the Salmon Capital of the World.” You might feel badly about missing a feast if you don’t go to a salmon bake. One spectacular sight is the rain forest with its collection of totem poles. In Juneau, you can find it difficult to walk on the steep streets. If you badly want to walk on ice, take a helicopter ride to Mendenhall Glacier. After most cruise ships leave Juneau, they travel into Glacier Bay. The glaciers, which gleam like diamonds, don’t hardly seem real. Although Sitka has less people than Ketchikan and Juneau, it is a historic place. You doesn’t want to miss seeing the icons in St. Michael’s Cathedral.

A Writer's Glossary of Usage

Finding the Correct Word

◆ Underline the word in parentheses that correctly completes each sentence.

1. Expectations receive more attention now (than, then) in the (passed, past).
2. When teachers (raise, rise) their expectations, students usually respond.
3. This concept results in (learning, teaching) students to (set, sit) higher goals.
4. When students (raise, rise) to a new level, (than, then) they are often rewarded.
5. As a result, students (learn, teach) the connection that (lays, lies) between success and recognition.
6. The recognition (that, which, who) students receive comes in a variety of forms.
7. Some teachers (shall, will) display superior work on the bulletin board.
8. This reward (leaves, lets) students enjoy peer recognition also.
9. Students (that, who) have reached or (passed, past) certain goals sometimes receive certificates.
10. Complimentary postcards, (which, who) praise a student's efforts, may be sent to parents.

A Writer's Glossary of Usage

Using Correct Forms of Verbs

- ◆ Look at the underlined verbs. If the verb is used correctly, write C above it. If the verb is used incorrectly, write the correct form of the verb.

The teacher informs the students that failure often lays in a lack of effort.

The students set attentively through the class. They are sitting their goals for success. The teacher further explains that they should be setting their minds on their goals. A goal helps sit the tone for achievement. As a result, the teacher who raises the issue often sees a sharp raise in students' attitudes. At the end of the year, many students will have raised their grades. Their self-esteem will have raised also.

A Writer's Glossary of Usage

Finding the Correct Word

◆ Underline the word in parentheses that correctly completes each sentence.

1. (Their, There, They're) will likely be a variety of assignments for special credit in (your, you're) geography class.
2. Map drawing allows students (to, too, two) visualize the shape of (that, that there) particular country.
3. Filling in names of important cities helps with learning (to, too, two).
4. (Them, Those) maps are both informative and creative.
5. Frequently guest speakers who (use to, used to) live in another country give interesting and valuable talks.
6. (Those, Them) interested in a particular country might do more research.
7. Students (who, whom) enjoy cooperative learning might prefer to work in groups of (to, too, two) or more.
8. Students have great fun when they plan a trip to the country of (their, there, they're) choice.
9. (Their, There, They're) required to calculate the mileage of the trip (their, there, they're).
10. When (your, you're) deciding what clothes to pack for (this, this here) trip, think about the climate of the country you are visiting.

A Writer's Glossary of Usage

Recognizing Correct Usage

- ◆ Look at the underlined words. If a word is used correctly, write C above it. If a word is used incorrectly, write the correct form of the word.

Learning about other people's culture is exciting because theirs is different from your own. A cultural-awareness day serves too purposes. Them are the enjoyment and involvement of everyone in class. Advanced planning is necessary to decide whose responsible for different projects. One group, whose focus is language, might learn key phrases to teach too the class. Another might concentrate on the food of that there country. Students who like to cook could prepare native dishes. Others whom are artistic might design costumes worn in that country. Them games that are popular they're could be played too. At the end of the project, your certain to have come a long ways in understanding another culture.

A Writer's Glossary of Usage

Mixed Practice: Usage

◆ Underline the word in parentheses that correctly completes each sentence.

1. (Shall, Will) we take a glimpse (in, into) the center of Europe?
2. One fascinating country (whose, who's) neutrality is known (everywhere, everywhere's) is Switzerland.
3. Switzerland is (good, well) known for its mountains.
4. The Swiss Alps, (that, which, who) are one of three geographical regions in the country, are also (among, between) the world's most famous mountain ranges.
5. (Their, There, They're) also part of the literary (passed, past) in Johanna Spyri's story of Heidi.
6. If you travel to Mount Titlis, you (can, may) eat in a mountaintop restaurant.
7. (Theirs, There's) (not any, not no) better dining experience (than, then) fondue.
8. (Fewer, Less) sights are more interesting than watching the cows descend from the mountains.
9. The cows have large cowbells around (their, there, they're) necks and are often decorated with ribbons and flowers.
10. In no place (accept, except) Bern, the capital of Switzerland, (shall, will) you find a bear pit in the middle of the city!

A Writer's Glossary of Usage

Mixed Practice: Usage

◆ Underline the word in parentheses that correctly completes each sentence.

1. My sister (threw, through) the book on the couch with a sigh.
2. "I (knew, new) how the mystery would end before I even finished it," she said.
3. "I wish I could find a (good, well) writer."
4. "(Can, May) I give you some (advice, advise)?" I asked.
5. "Sure, (you're, your) suggestion probably can't make it any worse."
6. I (set, sat) my favorite science fiction book on the table between us.
7. "You (know, no) I don't like science fiction," she complained.
8. "Try it," I said. "If you don't like it, you don't have to read the (whole, hole) thing."
9. "Okay," she said with a sigh. "I (accept, except) your offer."
10. "Don't complain to me if the vocabulary is (to, too) hard for you," I added with a laugh. I had to duck the pillow she tossed at me.

CHAPTER 26 **Capitalization**

Capitalizing First Words and I

◆ Underline and write correctly each word that should be capitalized.

1. before snowy Canada converted to the metric system, my family took a trip to Montreal.
2. montreal is a beautiful city.
3. it has incredible museums.
4. consumer goods in Montreal were measured by the Canadian system.
5. for example, gasoline was sold by the imperial gallon.
6. an imperial gallon is equal to approximately five U.S. quarts.
7. the imperial gallon sold for about \$1.50, but the U.S. gallon cost about \$1.15.
8. my father asked me to calculate the relative cost of gasoline in Canada and the United States.
9. furthermore, i had to figure which price was the better bargain.
10. i'll never forget how long it took me to calculate the costs.
11. the vacation was delayed until i could figure out the relative costs.
12. thank goodness Canada has converted to the metric system.
13. to this day i get nervous thinking about imperial gallons in wintry Canada.
14. our vacation went splendidly.

CHAPTER 26 **Capitalization**

Using Capital Letters

- ◆ Rewrite the following letter, adding capital letters where needed.

dear Mr. Grieb,

now that English class is over, i wish to thank you for talking to our class about poetry. your information was appreciated by the whole class. i found this quotation that i think you'll enjoy. Algernon Charles Swinburne wrote:

sleep; and if life were bitter to thee, pardon,
if sweet, give thanks; thou hast no more to live;
and to give thanks is good, and to forgive.

i hope that you are able to visit our English class again soon.

sincerely,

Monica

CHAPTER 26 **Capitalization**

Capitalizing Proper Nouns

◆ Underline and write correctly each word that should be capitalized.

1. Rita likes American colonial history more than her friend fred does.
2. Planter james madison called for a Constitutional Convention.
3. Back in 1786, madison wanted to revise the Articles of Confederation.
4. At first george washington was not enthusiastic.
5. Finally washington agreed with james madison and alexander hamilton that changes were needed.
6. Fifty-five delegates went to ben franklin's hometown.
7. They were to work with madison, hamilton, and franklin on the United States constitution.
8. The delegates chose washington as presiding officer.
9. james madison's plan called for a two-house Congress.
10. On the other hand, william patterson favored a one-house plan.
11. The British leader william e. gladstone greatly admired the united states constitution.
12. Twenty-six-year-old jonathan dayton was the youngest signer.
13. Eighty-one-year-old benjamin franklin was the oldest.
14. Another signer was gunning bedford, jr.

CHAPTER 26 **Capitalization**

Capitalizing Geographical Names

◆ Underline each word that should be capitalized.

1. In 1840, the united states had 3,000 miles of railroad track.
2. By 1850, workers were constructing railroads in all of the states east of the mississippi river.
3. One of these railroads linked new york city and buffalo, new york.
4. Others linked such cities as baltimore, maryland, and wheeling, west virginia.
5. Railway builders linked these eastern lines with lines in ohio, indiana, and illinois.
6. Railway lines went around both lake erie and lake michigan.
7. Before the railroads many depended on the mississippi river to transport goods.
8. The goods were put on ships in new orleans, louisiana.
9. The ships sailed around florida to cities in the east.
10. From the east to past the rocky mountains, north america was opened up by the railroad.

CHAPTER 26 **Capitalization**

Using Capital Letters

◆ Underline each word that should be capitalized.

1. A major peacekeeping organization was created after world war II.
2. The united nations (un) was established to ensure peace.
3. It was an effort to improve on the league of nations.
4. The league of nations was formed after wwI.
5. Almost 200 member nations support the un financially.
6. The united states senate and the house of representatives must pass the budget each year.
7. The united nations supports the world health organization and unicef.
8. The security council guides all activities of the un.
9. The general assembly includes all members of the organization.
10. The offices of the un are located in new york city.

CHAPTER 26 **Capitalization**

Using Capital Letters

◆ Rewrite the following sentences, adding capital letters where needed.

1. On June 28, 1919, the allies and Germany signed a treaty to end world war I.

2. The agreement was called the treaty of versailles.

3. With the support of congress, the treaty would divide the German empire into nine nations.

4. President Wilson managed to get the league of nations included as part of the treaty.

5. This accomplishment was one of Wilson's famous fourteen points.

6. The American president hoped that the league would help lessen the impact of the treaty of versailles on Germany.

CHAPTER 26 **Capitalization**

Using Capital Letters

- ◆ In preparation for proposing a peer-group organization to improve communication at your school, jot down answers to the following questions. Use capital letters where needed.

1. What will be the formal name of the organization?

2. Which school official will sponsor the organization?

3. What officers will the organization have?

4. Where will the organization meet?

5. What state or national organization will this peer group be like?

6. How will this organization improve communication?

CHAPTER 26 **Capitalization**

Using Capital Letters

◆ Underline each word that should be capitalized. If the sentence is correct, make no changes.

1. The fall of the school year is full of both religious and secular holidays.
2. Just as september begins, there is labor day.
3. Also in september, jews celebrate rosh hashanah.
4. The second monday of october is columbus day.
5. United nations Day is october 24.
6. By late october halloween is upon us.
7. On November 11 we celebrate veterans day.
8. On a thursday in november is thanksgiving.
9. December brings the christian season of christmas.
10. In some years during the same period, muslims begin observing ramadan.

CHAPTER 26 **Capitalization**

Using Capital Letters

- ◆ Rewrite the following paragraph, adding capital letters.

After christmas, new year's day, and martin luther king, jr., day, what is there to look forward to in february? What the winter needs is another holiday! It should be a holiday that appeals to many groups—Chinese, West Indian, Latino, and Pakistani—to name a few. Perhaps we should celebrate it on a tuesday or a thursday. It should not conflict with the days of worship for christianity, judaism, islam, and other faiths. Could it be a mixture of a fiesta and the fourth of july? The activities would start at four p.m. There would be tasty food, fun, and games. Let's have it on february 4. We'll call it february's festival day!

CHAPTER 26 **Capitalization**

Using Capital Letters

- ◆ In preparation for proposing a new holiday, answer the following questions. Use capital letters where needed.

1. In what month would you have the new holiday?

2. On what day of the week would you have it?

3. At what time will the holiday begin and end?

4. Why did you pick that month, day, and time?

5. What is the reason for the holiday?

6. How will you celebrate the holiday?

CHAPTER 26 **Capitalization**

Using Capital Letters

◆ Underline each word that should be capitalized.

1. Can you imagine what the public thought in the old days about traveling to mars or other planets?
2. Was the spaceship the size and the shape of the washington monument?
3. Did the crew fill up the tank with pell gasoline?
4. Who besides nasa could try space travel?
5. How does a person get a road map to saturn?
6. You can't exactly go north and turn right at the planet mercury.
7. Did the astronauts travel in the *voyager* spacecraft?
8. Would the astronauts have to be able to speak russian, spanish, and computer languages?
9. They would need to have passed more science courses than physics IV and chemistry IV.
10. Do you think that the astronauts should be given the congressional medal of honor?

CHAPTER 26 **Capitalization**

Using Capital Letters

- ◆ Rewrite the following paragraph, adding capital letters where needed.

Plu is from pluto. His eyes are the size of the pancakes from the tasty maple brand of pancakes. His skin is as smooth as the ice at the metro skating rink. Toothless, he stands as tall and as bony as the eiffel tower in Paris. Plu from pluto has no arms or legs. Rapid german-like sounds come out of his toothless mouth. Through an instant translation machine borrowed from nasa, Plu asked me if I owned a fire-engine red automobile. When I told him I was too young to drive a car, he said he would settle for a ride in the *discovery* space shuttle. From what I could tell, I would have to take german I, II, and III to understand his language and physics IV to figure out how he got to earth. Unfortunately, Plu broke my computer when he tried to put his own web page on the internet.

CHAPTER 26 **Capitalization**

Using Capital Letters

- ◆ In preparation for writing an original story about an alien, answer the following questions. Use capital letters where needed.

1. What planet or constellation is your alien from?

2. What building, bridge, or monument in the world is about the same size as your alien?

3. What product in a grocery store most resembles the color of your alien?

4. What language on earth does its language sound like?

5. What kind of car does it prefer?

6. What kind of soft drink does it like?

CHAPTER 26 **Capitalization**

Mixed Practice: Capital Letters

- ◆ Underline each word that should be capitalized. Then answer each question if you can!

1. who was the first person to sign the declaration of independence?

2. who used a middle initial that did not stand for a middle name—harry s. truman or franklin d. roosevelt?

3. who built their empire first, the mayas or the aztecs?

4. who was raised in the midwest, jefferson or lincoln?

5. who, little orphan annie or mickey mouse, owned a dog named pluto?

6. who was the first person to walk on the moon, michael collins or neil armstrong?

7. who sold louisiana to the americans in 1803, the english or the french?

8. who was the captain of the starship *enterprise*, james kirk or alan shepherd?

CHAPTER 26 **Capitalization**

Capitalizing Proper Adjectives

◆ Underline each word that should be capitalized.

1. Political candidates collect different experiences during a tour of the north american continent.
2. They travel north to the canadian border.
3. They go south as far as the mexican border.
4. They might collect swedish recipes from chefs in Minnesota.
5. They dine on chinese food in San Francisco.
6. Cheeses are given to them by the pennsylvania dutch population.
7. Samples of texas barbecue sauce are plentiful.
8. In the Empire State Building, they can feast on italian food.
9. In the South, they get bags of georgia peanuts.
10. They can sample irish stew on St. Patrick's Day.

CHAPTER 26 **Capitalization**

Capitalizing Proper Adjectives

- ◆ Rewrite the following paragraph, adding capital letters where needed.

The european railway system is vital to the economy. An american traveler can see all of Europe from the trains. One day an american tourist can join in the scottish dances. The next day he or she can zip south to english soil and take in a Shakespearean play. However, a real shopper will use the railroad to find goods in other countries. With a longer journey, the traveler can buy the products of spanish merchants. Many seek french fashions and italian shoes. Others want german automobiles. No one wants to miss the european sights. The buildings themselves are evidence of events from roman history.

CHAPTER 26 **Capitalization**

Capitalizing Titles of People

◆ Underline each word that should be capitalized. If the sentence is correct, make no changes.

1. Have you been to mr. Brook's new chemistry laboratory?
2. Yes, mr. Brook is my sister's chemistry teacher this year.
3. He is the nephew of principal Balinger.
4. There is a huge chart hanging on the wall in the chemistry lab.
5. In the late 1800s, dr. Dimitri Mendeleev did important work.
6. Indeed, doctor, you made the study of chemistry much easier.
7. The doctor from Russia created a table for the elements.
8. dr. Mendeleev's table arranged the elements according to atomic mass.
9. In 1913, professor Henry G. J. Moseley improved on the table.
10. The professor improved on the doctor's analysis of elements.

CHAPTER 26 **Capitalization**

Using Capital Letters

- ◆ Rewrite the following paragraph, adding capital letters where needed.

After many medical tests on governor salem, Dr. Harry Rose found a tumor in his patient's thyroid. The doctor told the governor immediately. medical chief of staff Rose decided to treat the tumor with a radioactive isotope. Our governor asked about the treatment. As expected, dr. Rose was very informative. The doctor explained that he had used the isotope on his aunt the week before. The isotope is called iodine-131 and is very unstable. That instability helped aunt Mildred because it released radiation into her tumor. As it did for the doctor's aunt, the isotope would help shrink or destroy governor salem's tumor. The isotope of iodine, according to dr. Rose, is a doctor's friend.

CHAPTER 26 **Capitalization**

Capitalizing Titles

◆ Underline each word that should be capitalized.

1. Helen is an old-fashioned teenager right out of Thornton Wilder's play *our town*.
2. Her favorite song is Katherine Lee Bates's "america the beautiful."
3. She enjoys reading articles like "essentials of good citizenship" in *reader's digest*.
4. She prefers animated films such as *the lion king* and *bambi*.
5. The fable "the tortoise and the hare" is a good example of how she leads her life.
6. She subscribes to *the new york times*.
7. It is a newspaper without comics like *for better or worse*.
8. Her idea of a romantic song is "moon river."
9. Her favorite book is *the summer of my german soldier*.
10. She wants to play Juliet in Shakespeare's *romeo and juliet*.

CHAPTER 26 **Capitalization**

Using Capital Letters

◆ Add capital letters where needed in the following paragraphs.

1. More than 350 years ago, the inca indians of south america controlled an empire of almost 2,500 miles, from colombia to chile. In approximately a.d. 1400, this tribe conquered some 10 million people living in present-day peru, ecuador, bolivia, western argentina, and the northern part of chile.

2. Across the many miles of the empire, the incas built a network of roads. The roads, however, had to run through and around the andes mountains. This feat would be difficult even for modern engineers.

3. Often the incas tunneled through the mountain cliffs, but they also built bridges. The longest of the inca bridges was made famous in the novel *the bridge of san luis rey*. This 148-foot suspension bridge crossed a deep ravine of the apurimac river. Until the bridge fell early in the 20th century, it had been in use longer than any other bridge in south america.

4. Because of an internal civil war in their empire, these mighty indians were conquered by a handful of spaniards led by francisco pizarro. Information about their art, culture, and village life is contained in spanish chronicles.

CHAPTER 26 **Capitalization**

Mixed Practice: Capital Letters

◆ Underline each word that should be capitalized. Then answer each question if you can!

1. which is closer to the sun, mercury or venus?

2. what is the name of clark kent's newspaper, the daily news or the daily planet?

3. what river begins in new hampshire but is named for another state—the connecticut or the delaware?

4. what famous indian princess rescued john smith from death?

5. in what year did columbus sight land in what is now the bahamas?

6. what group first recorded the song “with a little help from my friends”?

7. what is the first monday in september called?

8. what is another name for cape canaveral in florida?

CHAPTER 27 **End Marks and Commas**

Using End Marks

Place a **period** after a statement, after an opinion, and after a command or request that, if spoken, would be made in a normal tone of voice.

Place a **question mark** after a sentence that asks a question.

Place an **exclamation point** after a sentence that states strong feeling and after a command or request that expresses great excitement.

◆ Read each sentence and then write the correct end mark.

1. Who were the first people to settle in North America
2. The Europeans found Native Americans already there in the 1400s
3. Wow, that must have been an exciting first meeting
4. Where had the Native Americans come from
5. Some thought the first Americans came from Asia
6. Others said that they came from Atlantis, an island that sank into the ocean
7. Science has another theory
8. Look at a current map of the world
9. The shapes of the continents point to a missing link between America and Asia
10. Do you think the land between the two sank into the ocean

CHAPTER 27 **End Marks and Commas**

Using End Marks

- ◆ Add or change end marks where needed in the following sentences.

Have you ever heard of Beringia. According to scientists, that is the stretch of land that once was between Asia and America Can you imagine that. Our Earth has passed through many Ice Ages! Do you know when the last Ice Age was About 12,000 years ago, the frozen period lowered the sea levels? When the ice melted, land was exposed! Does that theory seem likely to you.

CHAPTER 27 **End Marks and Commas**

Using End Marks

- ◆ Write the abbreviations that stand for the following items. Be sure to end them with a period when appropriate. Use a dictionary if you are not sure of an abbreviation.

1. pounds _____

2. Celsius _____

3. Road _____

4. longitude _____

5. Street _____

6. Doctor _____

7. March _____

8. Junior _____

9. meter _____

10. Friday _____

11. Tuesday _____

12. feet _____

13. December _____

CHAPTER 27 **End Marks and Commas**

Using End Marks

◆ Add periods where needed in the following sentences.

1. It was an emergency
2. At 8:45 am, Dr Harriet L Sackel rushed from her car parked on 2422 Forest St
3. The patient was being given CPR by a Lt J W Snow
4. The lieutenant worked for the Orange County Sheriff's Department in California
5. Dr Sackel asked the officer about the man's condition
6. He gave the patient's blood pressure and pulse
7. No one knew what had happened
8. Mr Gary L Martin had been found unconscious
9. His home state on his driver's license was listed as Texas
10. Dr Sackel asked Lt Snow to call for an ambulance

CHAPTER 27 **End Marks and Commas**

Using Commas in a Series

- ◆ Write C in the blank if a sentence uses commas correctly. If a sentence uses commas incorrectly, write I.

- _____ 1. An atom contains electrons protons and neutrons.
- _____ 2. The nucleus is the center of the atom, is positively charged, and is made of protons and neutrons.
- _____ 3. A neutron is located in the nucleus has no charge, and has a relative mass of 1.
- _____ 4. Electrons are negatively charged, small in mass and outside the nucleus.
- _____ 5. The mass of the electron is about 1/2000 of the proton and of the neutron.

- ◆ Write the incorrect sentences from the preceding exercise, adding commas where needed.

6. _____

7. _____

8. _____

CHAPTER 27 **End Marks and Commas**

Using Commas in a Series

◆ Add commas where needed in the following sentences. If a sentence is correct as written, make no changes.

1. The home of Thomas Edison in Fort Myers was painted in 1994 1996 and 1998.
2. White is used for the exterior walls the porch and the gables.
3. The painters wash scrape and sand the surface before painting.
4. The windows and the fixtures are more difficult to paint.
5. They require small tools delicate work and careful attention.
6. Are the windows painted a robin's egg blue a navy blue or another shade of blue?
7. The fixtures on the gables the doors and the roof are red.
8. The Thomas Edison home in Fort Myers is simple, yet elegant.

CHAPTER 27 **End Marks and Commas**

Using Commas Before a Noun

- ◆ Look at the underlined words in each sentence, and add commas where needed. If no commas are needed, make no changes.

1. The classic movie *Field of Dreams* is based on a short readable novel by W. P. Kinsella.
2. *Shoeless Joe* is told by a young idealistic dreamer.
3. A deep mysterious voice tells him to build a baseball field.
4. “Build it and they will come” is the vague and abstract instruction.
5. Ray plows under his fertile Iowa farmland.
6. In the novel the field first includes only a shabby left field.
7. One day the ghost of a gifted handsome outfielder appears.
8. Shoeless Joe Jackson had played for the disgraced baseball team, the 1919 Chicago White Sox.
9. Several players had taken large illegal bribes to lose the World Series.
10. Regardless of the charges, Shoeless Joe had been a great hero of Ray’s dead father.

CHAPTER 27 **End Marks and Commas**

Using Commas with Adjectives

◆ Add commas where needed in the following sentences. If no commas are needed, make no changes.

1. The United States is generally thought to contain the Northeast Mid-Atlantic Midwest Southwest Southeast and Western regions.
2. The state of Florida is part of the hot sunny Southeast region.
3. The state has a low flat elevation.
4. Lake Okeechobee is one of the largest lakes in the United States and is filled with shallow fresh water.
5. Florida's delightful winter weather attracts many tourists.
6. I looked around the small crowded room for an exit.
7. The difficult lengthy exam tested all our knowledge about the Civil War.
8. The surgeon's knot is useful in tying large, bulky packages.

CHAPTER 27 **End Marks and Commas**

Writing Sentences with Adjectives

- ◆ Write five sentences, following the instructions below. Use at least two adjectives before the noun in each sentence.

- ◆ Describe the geography of your region.

1. _____

- ◆ Describe the geography of your state.

2. _____

- ◆ Describe the natural resources found in your area.

3. _____

- ◆ Describe the crops grown in your area.

4. _____

- ◆ Describe the climate of your area.

5. _____

CHAPTER 27 **End Marks and Commas**

Mixed Practice: Commas

- ◆ Add commas where needed in the following paragraph.

Andrew Wyeth, an American painter, is part of a famous family of artists. Wyeth drew sketched and painted at a very young age. He was encouraged by his father his sisters and family friends. The long difficult study of art began with his famous father at home. Andrew painted people places and experiences familiar to him. His work includes pictures of Pennsylvania and Maine. The pictures show the faces of his neighbors their houses and their land. The paintings generally are not portraits of the people but show them in their everyday ordinary surroundings.

CHAPTER 27 **End Marks and Commas**

Using Commas with Compound Sentences

◆ Write / in the blank if a sentence needs a comma. Write C if a sentence is correct.

- _____ 1. King Midas loved gold very much and a god granted him the “golden touch.”
- _____ 2. Midas touched his throne and turned it into gold.
- _____ 3. He was very happy with his new power and soon almost everything in his palace became gold.
- _____ 4. One day the king called for his dinner and a fine meal was set before him.
- _____ 5. He picked up a goblet and raised it to his lips.
- _____ 6. His drink instantly hardened to gold and he could not drink it.
- _____ 7. Then Midas quickly crammed a piece of bread into his mouth but it turned into a lump of hot gold.
- _____ 8. Sometime later he walked through his garden and forgot about his power.
- _____ 9. The beautiful roses made the air sweet and Midas loved them.
- _____ 10. He gently touched one red rose and it instantly turned to gold.
- _____ 11. Just then the king’s daughter entered the garden and Midas drew back in horror.
- _____ 12. The little girl put her hand on his arm and was turned into a golden statue!
- _____ 13. Midas prayed very hard and finally the god heard his pleas.
- _____ 14. The king followed the god’s instructions and soon the golden touch was gone.
- _____ 15. Midas happily threw his arms around his precious daughter and thanked the god for bringing her back to life.

CHAPTER 27 **End Marks and Commas**

Correcting for Commas in Compound Sentences

- ◆ Choose five of the incorrect sentences from the preceding exercise to rewrite, adding commas where needed.

1. _____

2. _____

3. _____

4. _____

5. _____

CHAPTER 27 **End Marks and Commas**

Using Commas with Compound Sentences

- ◆ Write one compound sentence about each of the following topics. Make sure the clauses in each sentence are related and punctuated correctly.

- ◆ a fantasy

1. _____

- ◆ three wishes

2. _____

- ◆ a hero

3. _____

- ◆ an important ideal

4. _____

- ◆ a fear or fears

5. _____

CHAPTER 27 **End Marks and Commas**

Using Commas with Introductory Elements

◆ Write / in the blank if a sentence needs a comma. Write C if a sentence is correct.

- _____ 1. To the Europeans' surprise many Native American tribes rose, flourished, and disappeared before the settlers came.
- _____ 2. Adapting to the hot desert the Hohokam came to Arizona.
- _____ 3. From A.D. 300 to A.D. 1200 they flourished between the Gila River and Salt River valleys.
- _____ 4. Their way of life depended heavily on irrigation channels.
- _____ 5. In addition to miles of irrigation channels the Hohokam left behind stone pottery and shells.
- _____ 6. Historians believe the shells were received from coastal tribes.
- _____ 7. Oh the etchings on the shells were done with a kind of acid.
- _____ 8. In the area of Utah, Colorado, Arizona, and New Mexico, the Anasazi tribe lived during the same time as the Hohokam.
- _____ 9. According to the Spanish conquerors they lived in great stone pueblos because of the heat.
- _____ 10. Because drought threatened their large cities the Anasazi broke into small communities.

CHAPTER 27 **End Marks and Commas**

Correcting for Commas with Introductory Elements

- ◆ Choose five of the incorrect sentences from the preceding exercise to rewrite, adding commas where needed.

1. _____

2. _____

3. _____

4. _____

5. _____

CHAPTER 27 **End Marks and Commas**

Using Commas with Introductory Elements

- ◆ Write five sentences, using each of the following introductory words or phrases.
Add commas where needed.

- ◆ After the long summer vacation

1. _____

- ◆ As August turned into September

2. _____

- ◆ Well

3. _____

- ◆ Fearing the worst from the new situation

4. _____

- ◆ By the first day

5. _____

CHAPTER 27 **End Marks and Commas**

Using Commas in Dates and Addresses

◆ Write *a* or *b* to indicate the item that is correctly written in each of the following pairs.

- _____ 1. a. Sunday, May 14 2000
 b. Sunday, May 14, 2000
- _____ 2. a. Dear Maury
 b. Dear Maury,
- _____ 3. a. Mary New, 129 Jones Street, Los Angeles, CA 90068
 b. Mary New, 129 Jones Street, Los Angeles, CA, 90068
- _____ 4. a. Thursday August 10, 2000
 b. Thursday, August 10, 2000
- _____ 5. a. Sincerely
 b. Sincerely,
- _____ 6. a. Dear John,
 b. Dear John
- _____ 7. a. Thursday, July 9 1946
 b. Thursday, July 9, 1946
- _____ 8. a. Dr. John Jahr, Box 456 Farmington, NM 87401
 b. Dr. John Jahr, Box 456, Farmington, NM 87401
- _____ 9. a. Corpus Christi Texas
 b. Corpus Christi, Texas
- _____ 10. a. Very truly yours,
 b. Very truly yours

CHAPTER 27 **End Marks and Commas**

Using Commas

◆ Follow the directions to write sentences. Be sure to use commas correctly.

◆ Write a sentence that includes the city and state in which you live.

1. _____

◆ Write a sentence that includes the month and year that you were born.

2. _____

◆ Write a sentence that includes the address of your school.

3. _____

◆ Write a sentence that includes the city, state, and ZIP code of someone you know.

4. _____

CHAPTER 27 **End Marks and Commas**

Adding Commas to Sentences

◆ Rewrite each sentence, using commas correctly.

1. The United States capital city was Philadelphia Pennsylvania before the capital was moved to Washington D.C.

2. The White House is located at 1600 Pennsylvania Avenue Washington D.C. 20003.

3. John Adams and his wife hosted the first reception at the White House on January 1 1801.

4. In 1864 Abraham Lincoln sat for Vinnie Ream so that the talented 16-year-old girl could sculpt his image.

5. On July 27 1866 Ream was the first woman to receive a commission for sculpture from the United States Congress.

CHAPTER 27 **End Marks and Commas**

Using Commas with Direct Address

◆ Write / in the blank if commas are used incorrectly in or are missing from the following sentences. Write C if a sentence is correct.

- _____ 1. Quick, Coach the pitcher needs your help!
- _____ 2. Christine don't you bat after, Siela?
- _____ 3. On your way to first base Carla, be sure to turn toward second.
- _____ 4. Do you like to steal bases, Anna?
- _____ 5. Look over at the third-base coach, Keisha, for the signs.
- _____ 6. Josie there is only one out in the inning.
- _____ 7. Yes, Karen we need to score some runs.
- _____ 8. Where is your batter's helmet, Elaine?
- _____ 9. Cora you bat, for Betty.
- _____ 10. You're our last chance Nancy.

CHAPTER 27 **End Marks and Commas**

Correcting for Commas with Direct Address

- ◆ Write the incorrect sentences from the preceding exercise, adding or deleting commas where needed.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

CHAPTER 27 **End Marks and Commas**

Using Commas with Parenthetical Expressions

◆ Write / in the blank if commas are used incorrectly in or are missing from a sentence. Write C if a sentence is correct.

- _____ 1. By the way poetry offers an interesting challenge.
- _____ 2. Poetry generally, speaking, is the oldest form of literature.
- _____ 3. Poems, I believe, were sung or repeated around the first campfires.
- _____ 4. At any rate poems require careful attention.
- _____ 5. The most important part of a poem in my opinion, is the meaning of each word.
- _____ 6. For example many kinds, of words, can be used.
- _____ 7. The words, after all, create feelings and meaning.
- _____ 8. Of course poems, also, depend on sound.
- _____ 9. I, however like rhyming poems.
- _____ 10. Nevertheless, many famous poems do not rhyme.

CHAPTER 27 **End Marks and Commas**

Correcting for Commas in Parenthetical Expressions

- ◆ Write the incorrect sentences from the preceding exercise, adding or deleting commas where needed.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

CHAPTER 27 **End Marks and Commas**

Writing Sentences with Parenthetical Expressions

- ◆ Write five sentences, using the following parenthetical expressions as directed.
Add commas where needed.

- ◆ *I hope* in the middle of a sentence

1. _____

- ◆ *in fact* at the beginning of a sentence

2. _____

- ◆ *to tell the truth* at the end of a sentence

3. _____

- ◆ *however* at the beginning of a sentence

4. _____

- ◆ *for example* in the middle of a sentence

5. _____

CHAPTER 27 End Marks and Commas

Using Commas with Appositives

- ◆ Write / in the blank if commas are used incorrectly in or are missing from a sentence. Write C if a sentence is correct.

- _____ 1. Over the years the legend of Paul Bunyan, the most famous lumberjack of all, grew and grew.
- _____ 2. Paul Bunyan a huge man towered above the trees.
- _____ 3. His voice once caused a landslide near Pikes Peak a mountain, in Colorado.
- _____ 4. His mighty blue ox Babe straightened the course of the Whistling River.
- _____ 5. Hot Biscuit Slim, the cook, was an important member of his logging crew.
- _____ 6. Cream puffs, the favorite dessert of the crew were baked by the camp cook.
- _____ 7. Big Swede one of Paul's workers, was known for his accidents.
- _____ 8. Johnny Inkslinger, the first bookkeeper in the legend, did all the figuring for Paul.
- _____ 9. It took a bucket brigade of thirty men to fill Johnny's pen a giant rubber hose.
- _____ 10. The Paul Bunyan legends stories about life in the forest are a big part of American folklore.

CHAPTER 27 **End Marks and Commas**

Correcting for Commas with Appositives

- ◆ Write the incorrect sentences from the preceding exercise, adding or deleting commas where needed.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

CHAPTER 27 **End Marks and Commas**

Mixed Practice: Commas

- ◆ Add commas where needed in the following sentences. If no commas are needed, make no changes.

1. Ellen does your school have a writers' workshop?
2. A writers' workshop a group of five to seven students meets regularly.
3. In fact they discuss their own writing.
4. Most workshops generally speaking focus on one type of writing.
5. This for example might be fiction or poetry or plays.
6. However some workshops can be unusual.
7. One workshop The Fourteen Liners concentrates just on sonnets.
8. That is correct Ellen.
9. Other workshops may focus on science fiction, horror, or mysteries.
10. Joyce Carol Oates a famous modern writer wrote a book about writers' workshops.

CHAPTER 27 **End Marks and Commas**

Using Commas with Nonessential Elements

◆ Write C in the blank if a sentence is correctly punctuated. Write / if a sentence is incorrectly punctuated.

- _____ 1. People who help other people are heroes.
- _____ 2. Volunteer work which happens all over the world is good citizenship.
- _____ 3. In fact, there is a computer database that lists willing volunteers in a community.
- _____ 4. This computer program, which is easily downloaded, also keeps track of the people, being served.
- _____ 5. It also does accounting which is important for state funding.
- _____ 6. However, the most important work is done by people who give of their time.
- _____ 7. Often volunteers work in shelters that feed homeless people.
- _____ 8. These volunteers who come from all walks of life serve food.
- _____ 9. Some heroes visit hospital patients who have no families.
- _____ 10. These “candy stripers” who wear uniforms with stripes help the nurses.

CHAPTER 27 **End Marks and Commas**

Correcting for Commas with Appositives

- ◆ Write the incorrect sentences from the preceding exercise, adding or deleting commas where needed.

1. _____

2. _____

3. _____

4. _____

5. _____

CHAPTER 27 **End Marks and Commas**

Writing Sentences

- ◆ Write five sentences, following the instructions below. Use commas where needed for nonessential phrases and clauses.

- ◆ Write a sentence identifying your hero, and use a clause to describe him or her.

1. _____

- ◆ Write a sentence that tells where your hero serves, and use a phrase to describe the place.

2. _____

- ◆ Write a sentence that describes the people or the cause the hero helps, and use a clause to describe the people or the cause.

3. _____

- ◆ Write a sentence that tells about your hero, and then use a phrase to tell about the hero.

4. _____

- ◆ Write a sentence that describes the effect of your hero's work, and use a clause to offer specific details about that effect.

5. _____

CHAPTER 27 **End Marks and Commas**

Mixed Practice: Commas

- ◆ Add commas where needed in the following sentences. If the sentence is correct, make no changes.

1. Pee Wee Reese the Brooklyn Dodger shortstop was inducted into the Baseball Hall of Fame in 1984.
2. Reese who helped Jackie Robinson adjust to major league baseball was born in Kentucky.
3. Roger Kahn's book *The Boys of Summer* tells how Reese helped baseball integration.
4. Reese however was also a great baseball player.
5. The well-liked man was an eight-time All-Star hitting 126 home runs with 885 RBIs.
6. Reese the heart and soul of the Dodgers stole thirty bases in 1930.
7. In 1947, Reese who battled cancer late in life led his league in runs scored.
8. Reese a man of many nicknames was also called "The Little Colonel."

CHAPTER 28 **Italics and Quotation Marks**

Using Italics (Underlining)

- ◆ Write *a* or *b* to indicate the item that is correctly underlined in each of the following pairs. For the names of newspapers, magazines, and vehicles, remember that the word *the* is not part of the title.

- _____ 1. a. the nonfiction book Profiles in Courage by John F. Kennedy
b. the nonfiction book Profiles in Courage by John F. Kennedy
- _____ 2. a. a steamboat called the Clermont
b. a steamboat called the Clermont
- _____ 3. a. the letters g and q
b. the letters g and q
- _____ 4. a. the newspaper the Nashville Banner
b. the newspaper the Nashville Banner
- _____ 5. a. the movie The Iron Giant
b. the movie The Iron Giant
- _____ 6. a. the Broadway play Cats
b. the Broadway play Cats
- _____ 7. a. the famous painting The Starry Night
b. the famous painting The Starry Night
- _____ 8. a. the space shuttle Discovery
b. the space shuttle Discovery
- _____ 9. a. the movie Flubber with Robin Williams
b. the movie Flubber with Robin Williams
- _____ 10. a. the magazine American Girl
b. the magazine American Girl

CHAPTER 28 **Italics and Quotation Marks**

Using Underlining Correctly

◆ Underline where needed in the following sentences.

1. The Los Angeles Times is a big newspaper.
2. Readers can read a review of a book such as Richard Peck's A Long Way from Chicago.
3. The reviews are longer than those in Newsweek.
4. The letter i comes before e in the word review.
5. A newspaper will announce the showing of paintings such as Van Gogh's Sunflowers.
6. The theater page will review a play such as Beauty and the Beast.
7. A feature article might give the history of the space station Mir.
8. Every newspaper in the country reviewed the movie Star Wars: Episode One.
9. Music critics review operas such as Carmen.
10. Write your 7s so that they do not look like 9s.

CHAPTER 28 **Italics and Quotation Marks**

Punctuating Titles Correctly

- ◆ Read the following sentences. Write C in the blank if the quotation marks and underlining in a sentence are used correctly. Write I if the quotation marks and underlining are used incorrectly.

- _____ 1. The song Guinevere is from the musical “Camelot”.
- _____ 2. I read the poem “Paul Revere’s Ride” in speech class.
- _____ 3. The Buck in the Hills is a short story about hunting.
- _____ 4. We are studying the chapter “The Colonies Win Freedom” in our history book, The Heritage of America.
- _____ 5. The article A Lost Son Is Found was published in Newsweek.
- _____ 6. “The Ugly Duckling” is a one-act play.
- _____ 7. I copied Helen Hunt Jackson’s short poem “September.”
- _____ 8. Julie loves the song Tomorrow from the musical Annie.
- _____ 9. Sponges is the name of a chapter in our textbook Life Science.
- _____ 10. We read the article “India Today” in this week’s Time.

CHAPTER 28 **Italics and Quotation Marks**

Correcting for Punctuation of Titles

- ◆ Rewrite the incorrect sentences from the preceding exercise, using underlining and quotation marks correctly.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

CHAPTER 28 **Italics and Quotation Marks**

Writing Sentences with Titles

◆ Write five sentences that answer the following questions.

◆ What is the title of your literature textbook?

1. _____

◆ What is your favorite short story in that book?

2. _____

◆ What is your favorite poem?

3. _____

◆ What is the title of your science textbook?

4. _____

◆ What chapter in your science textbook are you studying now?

5. _____

CHAPTER 28 **Italics and Quotation Marks**

Using Quotation Marks with Direct Quotations

- ◆ Read the following sentences. Write C in the blank if a sentence is punctuated correctly. Write I if a sentence is punctuated incorrectly.

- _____ 1. "I once had a temperature of 103°F, said Devon."
- _____ 2. The nurse said that a temperature that high was a sign of infection.
- _____ 3. "Sometimes, she added," "a lukewarm bath can bring down a temperature."
- _____ 4. Kayla said, "My mom gives me medicine when I have a fever."
- _____ 5. "If a fever lasts more than a few days, the nurse continued, you should probably see a doctor.
- _____ 6. "The doctor may be able to tell what kind of infection you have," she explained.
- _____ 7. She said "that the infection could be caused by bacteria."
- _____ 8. In that case, "she went on," you might need to take antibiotics.
- _____ 9. "Don't ask for antibiotics if you don't need them," the nurse urged.
- _____ 10. "If you do, she explained, your body might eventually develop germs that are stronger than the antibiotics."

CHAPTER 28 **Italics and Quotation Marks**

Punctuating Quotations Correctly

- ◆ Rewrite the incorrectly punctuated sentences in the preceding exercise, using quotation marks correctly. Be sure to place periods and commas inside the ending quotation marks.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

CHAPTER 28 **Italics and Quotation Marks**

Using Capital Letters with Direct Quotations

- ◆ Write C in the blank if capital letters are used correctly in a sentence. Write I if capital letters are used incorrectly in a sentence.

- _____ 1. The Boy Scout leader said, “we are here to discuss how to help our community.”
- _____ 2. He continued, “Our community has many different needs.”
- _____ 3. “We can identify these needs,” he went on, “by listing the groups who have asked for our help.”
- _____ 4. “first, there are those who need food and shelter,” he said.
- _____ 5. “Among the other groups,” he added, “Are the young, the elderly, and the disabled.”
- _____ 6. “It is important,” he said, “to think of this help as community service and not as charity.”
- _____ 7. “Volunteers make our whole community stronger,” He claimed.
- _____ 8. “By helping others,” he insisted, “You also help yourself.”
- _____ 9. “It is your community,” he said. “It is your responsibility.”
- _____ 10. The Boy Scout leader concluded, “come join your community.”

CHAPTER 28 **Italics and Quotation Marks**

Capitalizing Direct Quotations Correctly

- ◆ Rewrite the incorrect sentences from the preceding exercise, using capital letters correctly.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

CHAPTER 28 **Italics and Quotation Marks**

Using Commas with Direct Quotations

- ◆ Write C in the blank if commas are used correctly in a sentence. Write / if commas are used incorrectly.

- _____ 1. “Chuckwallas are playful lizards”, Ms. Poe said.
- _____ 2. “They live in the desert,” she added.
- _____ 3. She continued “,Chuckwallas play hide-and-seek.”
- _____ 4. “They run to a hiding place,” she explained “and then peep out to spy on the others.”
- _____ 5. Ms. Poe went on, “Sometimes a chuckwalla will jump out and grab another’s tail just for fun.”
- _____ 6. “Snakes and birds” Ms. Poe added, “sometimes attack them.
- _____ 7. She added, “A chuckwalla can easily protect itself.”
- _____ 8. “It crawls in between rocks”, she explained “and blows up like a balloon.”
- _____ 9. She added “An enemy cannot pull it loose.”
- _____ 10. “When the attacker gives up,” she concluded, “the chuckwalla lets out the air and scurries off.”

CHAPTER 28 **Italics and Quotation Marks**

Correcting for Commas in Direct Quotations

- ◆ Rewrite the incorrect sentences from the preceding exercise, using commas correctly.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

CHAPTER 28 **Italics and Quotation Marks**

Using End Marks with Direct Quotations

- ◆ Write C in the blank if the end marks in a sentence are used correctly. Write / if end marks are used incorrectly.

- _____ 1. "Have you ever hunted for pearls" asked Linda?
- _____ 2. "No," Mr. Quinn answered, "but I would like to find one sometime!"
- _____ 3. "Is diving for pearls dangerous?" Hector asked.
- _____ 4. "It can be extremely dangerous!" Mr. Quinn exclaimed.
- _____ 5. Taylor asked, "Do pearl divers know which oysters contain pearls?"
- _____ 6. "They can't tell," Mr. Quinn replied, "until they look inside the shell."
- _____ 7. "What happens to the oyster once the pearl is removed?" she asked.
- _____ 8. Mr. Quinn explained, "A diver returns the oyster to the water?"
- _____ 9. "The diver hopes," Mr. Quinn continued, "that the same oyster will make another pearl."
- _____ 10. "What a job," Linda exclaimed, "No wonder pearls are so expensive!"

CHAPTER 28 **Italics and Quotation Marks**

Correcting for End Marks in Direct Quotations

- ◆ Rewrite the incorrectly punctuated quotations from the preceding exercise, using end marks correctly.

1. _____

2. _____

3. _____

4. _____

CHAPTER 28 **Italics and Quotation Marks**

Mixed Practice: Direct Quotations

- ◆ Add quotation marks, commas, end marks, and capital letters where needed in the sentences below.

1. many people do not realize that the crow is a very smart bird Mr. Adams said
2. he added a crow can outwit hawks and most people
3. does putting a scarecrow in a cornfield really help Andrea asked
4. that is a big mistake exclaimed Mr. Adams.
5. many crows he explained use the scarecrows as lookout posts
6. one crow he continued will act as a guard for a flock of crows in a cornfield
7. Sam asked what does the crow do if it senses danger
8. it caws a danger signal to the others Mr. Adams said and they all fly away
9. a team of three crows will also work together to get food from an animal Mr. Adams added
10. how do they do that Beth asked
11. a crow lands on each side of the animal Mr. Adams answered and pretends to steal the animal's food.
12. then the third crow he continued swoops down and snatches the food
13. that's amazing Jeff exclaimed
14. these smart birds also like to have plenty of fun Mr. Adams said

CHAPTER 28 **Italics and Quotation Marks**

Using Dialogue

- ◆ Read aloud the following dialogue between Gina and Connie. Put a paragraph symbol (¶) in each place where a new paragraph should begin.

Gina exclaimed, "What a good idea! I should do that too." "I hope she has some good ideas for me," Connie responded. "I'm not sure what kind of work I'd like to do." "I'm sure she'll be helpful," Gina said. "Let me know what you find out," she added. "Then I can make an appointment too." "Sure," said Connie. "Maybe we can work together somewhere."

CHAPTER 28 **Italics and Quotation Marks**

Quoting Long Passages

◆ Imagine that you are quoting the following passage in a report. Add quotation marks where they belong.

1. In other words, how good really is a house built by volunteers?
2. Hurricane Andrew, which destroyed thousands of houses, didn't take down a single Habitat house. That's how good.
3. All twenty-seven houses built by Habitat for Humanity in south Florida were still standing with only the slightest of damage. And some were right in the hurricane's path. On Guava Street in west Perrine, all that was left of the neighborhood were splintered trees, trashed cars, headless palms, and yards full of debris, which once had been houses . . . except for four Habitat houses standing side-by-side in a sea of devastation.

—Millard Fuller, *A Simple, Decent Place to Live*

CHAPTER 28 **Italics and Quotation Marks**

Mixed Practice: Punctuation and Italics

- ◆ Add underlining, quotation marks, commas, and end marks where needed in the following sentences. Remember that only a sentence with a speaker tag should be considered a direct quotation.

1. Theodore H. White was a reporter for Time magazine
2. He is different from the T. H. White who wrote the book *The Once and Future King*
3. White wrote an article called *The American Idea* for *The New York Times*
4. In his article White wrote Americans are a nation born of an idea
5. All men are created equal Thomas Jefferson wrote in 1776
6. Theodore White said Jefferson himself could not have imagined the reach of his call across the world in times to come
7. Why did Jefferson use the word men instead of the word people
8. In 1848 Elizabeth Cady Stanton said All men and women are created equal
9. Along with Susan B. Anthony, Stanton coedited three volumes of a book called *History of Woman Suffrage*.
10. Anthony published a weekly journal called *The Revolution*
11. Charlotte Perkins Gilman also argued for women's rights in her magazine called the *Forerunner*.
12. The word suffragette was used to describe a woman who fought for the right to vote.

CHAPTER 29 **Other Punctuation**

Forming Possessive Singular Nouns

◆ Rewrite each of the following phrases, using the possessive form.

1. the fields of the farmer _____
2. the tires of the bus _____
3. the whiskers of the cat _____
4. the skill of the typist _____
5. the role of the actor _____
6. muffins belonging to Sue _____
7. end of the day _____
8. job of my mother _____
9. the lid of the box _____
10. the rays of the sun _____

CHAPTER 29 **Other Punctuation**

Using Apostrophes with Singular Possessive Nouns

- ◆ Write five sentences, using five of the possessive phrases you formed in the preceding exercise.

1. _____

2. _____

3. _____

4. _____

5. _____

CHAPTER 29 **Other Punctuation**

Forming Possessive Plural Nouns

◆ Rewrite each of the following phrases, using the possessive form.

1. playground of the children _____

2. feathers of the turkeys _____

3. lids of the boxes _____

4. mealtimes of the puppies _____

5. howls of the wolves _____

6. nest of the birds _____

7. migration of the geese _____

8. sizes of the shoes _____

9. suits of the women _____

10. claws of the tigers _____

CHAPTER 29 **Other Punctuation**

Forming Possessive Nouns

- ◆ Rewrite each of the following phrases, using the correct possessive form. Notice that some nouns are singular and some are plural.

1. the ringing of the alarm clock _____
2. the rising of the sun _____
3. the aroma of the coffee _____
4. the crackling of cereal _____
5. the sounds of appliances _____
6. the yawns of slow risers _____
7. the arrival of the newspaper _____
8. the schedules of the buses _____
9. the conversations of the children _____
10. the laughter of the women _____
11. the music of the radio _____
12. the riding class of the girls _____
13. the homework of Mercedes _____
14. the food selection of the pantry _____

CHAPTER 29 **Other Punctuation**

Writing Sentences: Using Possessive Nouns

- ◆ Write five sentences, using five of the possessive phrases you formed in the preceding exercise.

1. _____

2. _____

3. _____

4. _____

5. _____

CHAPTER 29 **Other Punctuation**

Replacing Phrases with Possessive Nouns

◆ Rewrite each sentence, replacing the underlined phrases with possessive nouns.

1. The desks of the students await their arrival.

2. The heat of the building is turned on.

3. The hands of the clock inch toward eight o'clock.

4. The coats of the girls are hung up.

5. The briefcases of the teachers are opened.

6. The music of the band floats across the room.

CHAPTER 29 **Other Punctuation**

Using Possessive Pronouns

◆ Write C in the blank if the correct possessive form is used in a sentence. Write I if the incorrect form is used.

- _____ 1. Everyone's report must include library research.
- _____ 2. Is your's about computers?
- _____ 3. Jason and I worked on our's together.
- _____ 4. Its title is "Medical Miracles."
- _____ 5. Does your report list all of your sources?
- _____ 6. Is this library book hers'?
- _____ 7. Is anyones report finished yet?
- _____ 8. Hector finished his's on Monday.
- _____ 9. Kayla and Erin have finished theirs, too.
- _____ 10. I hope no one's grade depends on this one assignment.

CHAPTER 29 **Other Punctuation**

Correcting for Possessive Pronouns

- ◆ Rewrite the incorrect sentences from the previous exercise, using the correct forms of possessive pronouns.

1. _____

2. _____

3. _____

4. _____

5. _____

CHAPTER 29 **Other Punctuation**

Writing Sentences

- ◆ Write five sentences using possessive pronouns. Follow the directions given below.

- ◆ Write a sentence about the bike belonging to him.

1. _____

- ◆ Write a sentence about the house belonging to them.

2. _____

- ◆ Write a question asking if a pen belongs to anyone.

3. _____

- ◆ Write a sentence about the price of it.

4. _____

- ◆ Write a sentence about the favorite song of everyone.

5. _____

CHAPTER 29 **Other Punctuation**

Mixed Practice: Possessive Nouns and Pronouns

- ◆ Write the correct form of any incorrect possessive nouns and pronouns in the following sentences. If a sentence is correct, make no changes.

1. Eleanor Roosevelt was President Franklin Roosevelts' wife.

2. She took her job as the nation's First Lady very seriously.

3. Mrs. Roosevelt visited battlefields and raised many soldiers spirits.

4. She visited coal miners and tried to improve they're lives.

5. Mrs. Roosevelt spoke up for womens' rights.

6. She also supported African Americans' rights.

7. Many ideas that the President suggested were actually her's.

8. She believed that doing useful work was everyone's responsibility.

9. After World War II, she helped the United Nations with its work on human rights.

CHAPTER 29 **Other Punctuation**

Forming Contractions

◆ Write the contraction for each pair of words.

1. there is _____

2. would not _____

3. they are _____

4. will not _____

5. we have _____

6. were not _____

7. had not _____

8. who is _____

9. do not _____

10. are not _____

11. let us _____

12. you are _____

13. I have _____

14. I am _____

15. I will _____

CHAPTER 29 **Other Punctuation**

Contraction or Possessive Pronoun?

◆ Underline the correct word in parentheses.

1. (There's, Theirs) a snake!
2. Did (your, you're) science class ever study snakes?
3. That snake was once rattling (it's, its) tail.
4. (Who's, Whose) going to touch it?
5. I think (you're, your) interested in snakes.
6. (It's, Its) going to be an interesting class.
7. Did you see (they're, their) lab manual?
8. I don't know (who's, whose) rubber gloves these are.
9. (There's, Theirs) are on the table.
10. (They're, Their) starting (they're, their) experiment.

CHAPTER 29 **Other Punctuation**

Writing Sentences with Contractions

- ◆ Make contractions from the following words. Then write sentences using the contractions.

1. it is _____

2. there is _____

3. they are _____

4. you are _____

5. who is _____

6. we have _____

CHAPTER 29 **Other Punctuation**

Using Contractions and Possessive Pronouns

- ◆ Rewrite the incorrect sentences, using the correct contraction or possessive pronoun. If a sentence is correct, make no changes.

1. Whose picking you up after school today?

2. I hope your ready because your bus is here.

3. It's too late for them to check their lockers now.

4. Who's notebook is this?

5. There's a backpack on that desk.

6. It's zipper is broken.

CHAPTER 29 **Other Punctuation**

Using Apostrophes

- ◆ Write the plural form of each of the following letters, symbols, or words used as words.

1. a _____

2. c _____

3. B _____

4. I _____

5. + _____

6. # _____

7. 2 _____

8. 1960 _____

9. and _____

10. hi _____

CHAPTER 29 **Other Punctuation**

Writing Sentences Using Plurals

- ◆ Write five sentences using five of the plurals you formed in the preceding exercise.

1. _____

2. _____

3. _____

4. _____

5. _____

CHAPTER 29 **Other Punctuation**

Mixed Practice: Apostrophes

◆ Add an apostrophe where needed to the underlined words. If no apostrophe is needed, make no changes.

1. By the 1700s, both France and Great Britain were powerful nations.
2. In North America, both nations wanted to make the colonies theirs.
3. Each side sought the Native Americans help.
4. Frances goal was to build trade in North America.
5. Great Britains objective was different.
6. It wanted to add territory to its empire.
7. The is were dotted in each treaty with the Native Americans.
8. Everyones life was changed in the colonies because of both European nations greed.
9. The mens lives were changed because they became soldiers.
10. Womens and childrens lives were changed because they didn't know whether their husbands and fathers were coming home.

CHAPTER 29 **Other Punctuation**

Using Commas and Semicolons with Compound Sentences

◆ Write C in the blank if a sentence is punctuated correctly. Write I if a sentence is punctuated incorrectly.

- _____ 1. Mesa Verde is located in southwestern Colorado, it is near the city of Cortez.
- _____ 2. The Anasazi people built the cliff houses; some of the buildings are four stories high.
- _____ 3. The Anasazi people lived at Mesa Verde for almost one hundred years, then the people disappeared from the area.
- _____ 4. Centuries later the Ute Indians moved into the area, but they stayed away from the deserted cliff houses.
- _____ 5. Spanish settlers also explored the area; but they never saw the abandoned buildings.
- _____ 6. Two ranchers discovered the buildings in 1888 and in the 1890s, curious visitors flocked to the ancient settlement.
- _____ 7. Many visitors stole precious souvenirs from the area, then an angry newspaper reporter complained.
- _____ 8. In 1906, Congress decided to protect the ancient dwellings; it passed legislation that created Mesa Verde National Park.
- _____ 9. The Cliff Palace is the park's most popular attraction, and we decided to take a tour of it.
- _____ 10. Visitors to the Balcony House must climb a thirty-two-foot ladder to get inside, I decided to try it.

CHAPTER 29 **Other Punctuation**

Punctuating Compound Sentences Correctly

- ◆ Rewrite the incorrectly punctuated sentences from the preceding exercise, using commas and semicolons correctly.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

CHAPTER 29 **Other Punctuation**

Writing Sentences Using Commas and Semicolons

- ◆ Write sentences that follow the directions. Use commas and semicolons correctly in your sentences.

- ◆ Write a compound sentence joined by the conjunction *and*.

1. _____

- ◆ Rewrite correctly the same compound sentence you just wrote, taking out the conjunction *and*.

2. _____

- ◆ Write a compound sentence joined by the conjunction *but*.

3. _____

- ◆ Rewrite correctly the same compound sentence you just wrote, taking out the conjunction *but*.

4. _____

CHAPTER 29 Other Punctuation

Using Semicolons

◆ Write C in the blank if a sentence is punctuated correctly. Write I if a sentence is punctuated incorrectly.

- _____ 1. Other South American nations include Chile, located on the South Pacific coast, Argentina, reaching down to the continent's tip, and Uruguay, located on the South Atlantic coast.
- _____ 2. The three nations' capitals are Santiago, Chile, Buenos Aires, Argentina, and Montevideo, Uruguay.
- _____ 3. Chile's population includes people of European, Indian, and other backgrounds; and its primary language is Spanish.
- _____ 4. Chile's crops include wheat, corn, and grapes, but its main export is copper.
- _____ 5. Argentina's major cities include Buenos Aires, with thirteen million people, Cordoba, with more than a million people, and Moron, with at least half a million people.
- _____ 6. Languages spoken in Argentina include Spanish, English, Italian, German, and French; and most of the country's population is of the Roman Catholic faith.
- _____ 7. Argentina exports meat, wheat, and corn; and it imports machinery, chemicals, fuel, and other industrial products.
- _____ 8. Uruguay's major cities include Montevideo, Salto, and Paysandú, but Montevideo is much larger than any of the other cities.
- _____ 9. In order of size, the nations are Argentina, with more than a million square miles, Chile, covering about 290,000 square miles, and Uruguay, having only 68,000 square miles.
- _____ 10. In order of population, the nations are Argentina, with thirty-four million people; Chile, with fourteen million people; and Uruguay, with only three million people.

CHAPTER 29 **Other Punctuation**

Punctuating Sentences with Semicolons

- ◆ Rewrite the incorrectly punctuated sentences from the preceding exercise, using semicolons correctly.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

CHAPTER 29 Other Punctuation

Using Colons

- ◆ Write C in the blank if a sentence or phrase is punctuated correctly. Write I if a sentence is punctuated incorrectly.

- _____ 1. Some popular vacations include the following luxury cruises, adventure trips, and European travel.
- _____ 2. Travel agencies recommend three cruise destinations: Alaska, the Caribbean, and the Mediterranean.
- _____ 3. Some popular cruise ships are the *Silver Cloud*, the *Wind Song*, and the *Whisper Spirit*.
- _____ 4. The great thing about a cruise is no one has to get up at 6 30 A.M.
- _____ 5. Travel brochures offer the following adventures motorcycle trips in Costa Rica, polar bear viewing in Canada, or an island tour of Hawaii.
- _____ 6. If you go on an adventure vacation, be sure to take: a camera, sunscreen, insect repellent, and a first-aid kit.
- _____ 7. There are three popular vacation cities in Europe Paris, London, and Amsterdam.
- _____ 8. Travelers' favorite American cities include New York City, Orlando, and Las Vegas.
- _____ 9. A South American vacation could include adventures in: Ecuador, Venezuela, Colombia, or Peru.
- _____ 10. Dear Sir

CHAPTER 29 **Other Punctuation**

Using Colons

- ◆ Rewrite the incorrectly punctuated sentences from the exercise on the preceding page, adding or removing colons where needed.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

CHAPTER 29 **Other Punctuation**

Mixed Practice: Commas, Semicolons, and Colons

◆ Add or remove commas, semicolons, and colons as needed from the following sentences. If a sentence is correct, make no changes.

1. Meriwether Lewis and William Clark were important explorers, they opened up the West for expansion.
2. Their expedition set off from St. Louis, Missouri, in the spring of 1804, and they reached the Pacific Ocean in November of 1805.
3. The long trip was a success, and President Jefferson was delighted with their discoveries.
4. The two adventurers collected information on the following the people, plants, animals, and geography of the West.
5. Their crew included: soldiers, interpreters, and one slave.
6. The list of obstacles was endless: rivers, mountains, weather, and animals.
7. In a village in North Dakota, they met a Shoshone Indian woman named Sacajawea, she became their guide.
8. Sacajawea knew the land and the local tribes; and her knowledge saved the expedition.
9. Lewis and Clark explored: the Missouri River, the Columbia River, and the Snake River.
10. Afterward, they returned to the East and reported on the wonders they had seen; their reports inspired settlers to move farther westward.

CHAPTER 29 **Other Punctuation**

Using Hyphens

- ◆ Write each word, adding a hyphen or hyphens to show where it can be correctly divided. If a word should not be divided, write *no* after the word.

1. hamster _____

2. among _____

3. galaxy _____

4. make _____

5. about _____

6. liquid _____

7. item _____

8. single _____

9. surprise _____

10. strong _____

11. captain _____

12. build _____

13. action _____

14. opal _____

15. trespass _____

CHAPTER 29 Other Punctuation

Correcting Sentences with Hyphens

- ◆ In the following paragraph, correct the incorrect use of hyphens at the ends of the lines. If a word can be hyphenated, move the hyphen to an appropriate place. If a word cannot be hyphenated, write it as one word. If the word is correctly hyphenated, leave it blank.

Jonas Salk was a scient- _____
ist who studied bacteria at the U- _____
niversity of Pittsburgh. In 1955, he _____
made a discovery that changed the wor- _____
ld. He had made a vaccine that could _____
protect children from a disea- _____
se called polio.

In the early 1900s, polio had cri- _____
ppled or killed nearly a million Americ- _____
ans. Salk's vaccine was soon being give- _____
n to America's children as an injec- _____
tion. It was very effective, but soon an e- _____
ven better polio vaccine was discovered. _____
A scientist named Albert Sabin created a poli- _____
o vaccine that children could take oral- _____
ly. Now children can be protected from polio _____
without even having a shot.

CHAPTER 29 Other Punctuation

Using Hyphens

- ◆ Write C in the blank if a sentence is punctuated correctly. Write I if a sentence is punctuated incorrectly.

- _____ 1. The student council met in the home economics room yesterday afternoon.
- _____ 2. Twenty two students attended the meeting.
- _____ 3. Three fourths of the members answered the roll.
- _____ 4. Four-teen members offered suggestions from the student body.
- _____ 5. Many suggestions were about improving school lunches by offering more ham-burgers, hot-dogs, and french-fries.
- _____ 6. The secretary wrote minutes in her note-book.
- _____ 7. A motion was made to spend thirty-three dollars for decorations for the homecoming dance.
- _____ 8. The motion passed with a three fourths majority.
- _____ 9. One-fourth of the council voted against the idea.
- _____ 10. At the end of the meeting, the members posed for their yearbook picture.

CHAPTER 29 **Other Punctuation**

Using Hyphens Correctly

- ◆ Rewrite the incorrectly punctuated sentences from the preceding exercise, adding or deleting hyphens where needed.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

CHAPTER 29 **Other Punctuation**

Mixed Practice: Punctuation

- ◆ Rewrite each sentence, adding apostrophes, semicolons, colons, and hyphens where needed.

1. Todays school lunch includes the following turkey, green beans, mashed potatoes, apple pie, and milk.

2. Good nutrition is vital to a teenagers health and well being.

3. One third of the student body does not eat the meal offered in our schools lunchroom.

4. Everyones appetite is different, but balanced nutrition is important to success in school.

5. Some students eat only “junk food” cake, candy, and soda.

CHAPTER 30 Spelling Strategies

Compound Words

Read these sentences and think about the meaning of the words in dark type.

no one
well-known
extraordinary
best seller
make-believe
heartbroken
trustworthy
string bean
throughout
someone

Luckily, **no one** guessed Monica's embarrassing secret.

A **well-known** author signed copies of her latest book.

He is usually noisy, so his silence is **extraordinary**.

The author sold millions of copies of her latest **best seller**.

The little girl's dolls are her **make-believe** children.

When my dog died I was absolutely **heartbroken**.

A **trustworthy** person keeps promises and doesn't lie.

I had to eat at least one **string bean** if I wanted dessert.

It rained **throughout** winter and spring, resulting in floods.

Will **someone** please turn on the light so we can see?

A compound word may be spelled as one word, as two words, or as a hyphenated word.

PRACTICE

Write each spelling word under the correct heading.

Spelled as Two Words (like **street light**)

1. _____
2. _____
3. _____

Hyphenated Words (like **old-fashioned**)

4. _____
5. _____

Spelled as One Word

6. _____
7. _____
8. _____
9. _____
10. _____

PRACTICE

Write a spelling word for each clue. You will write each spelling word only once.

1. It begins in the same way as the word **something**. _____
2. It ends in the same way as the word **dromedary**. _____
3. It contains the word **worth**. _____
4. There is a silent *gh* in its spelling. _____
5. There is a silent *k* in its spelling. _____
6. It begins in the same way as the word **strict**. _____
7. It begins in the same way as the word that is the opposite of the word **yes**. _____
8. It contains the word **sell**. _____
9. There is an *ie* in its spelling. _____
10. It contains the word **art**. _____

PROOFREAD

Proofread the following email message. Cross out any misspelled words you find. Write the correct spelling above the word.

To: My readers

From: Well known author Madeline Mirabeau

As you know, my latest book is currently on sale in bookstores through out the country. I was heartbroken to learn that, unlike my last best-seller, it is not selling very well. I'm counting on you, my trust-worthy fans, to help by buying your copy of *Fires of Passion* today!

WRITE

Write an email message advertising an invented book. Use at least three of the words from this lesson.

CHAPTER 30 Spelling Strategies

Homophones

Read these sentences and think about the meanings of the words in dark type.

capital

A proper adjective such as *French* begins with a **capital** letter.

capitol

I visited the state **capitol** building in Sacramento, California.

council

The city **council** met with the mayor to discuss traffic laws.

counsel

I cannot make an important decision without Mom's **counsel**.

stationary

She exercises on a **stationary** bicycle in front of the TV.

stationery

My **stationery** is pale blue with matching envelopes.

fourth

Thursday is the **fourth** day of the week.

forth

The children swung back and **forth** on the swings.

complement

Some blue pillows will **complement** the blue and green sofa.

compliment

The teacher gave me a **compliment** on my excellent spelling.

Some words sound alike but have different meanings and spellings.

PRACTICE

Choose the correct word to complete each sentence.

1. The student government appointed a (council/counsel) to study the proposal. _____
2. A proper noun is always spelled with a (capital/capitol) letter. _____
3. The rice was a fine (complement/compliment) to the chicken. _____
4. I wrote to an old teacher and asked his (council/counsel) on which class to take. _____
5. I want to (complement/compliment) you on your shoes. _____
6. I was (fourth/forth) in line in the cafeteria. _____
7. What city is the (capital/capitol) of Texas? _____
8. Although I live in a mobile home, it's actually (stationary/stationery) since it has no wheels. _____
9. Three witnesses came (fourth/forth) to testify. _____
10. The businessman had elegant (stationary/stationery) printed. _____

PRACTICE

Write each spelling word under the correct heading.

Words that begin in the same way
as **capsize**

1. _____
2. _____

Words whose endings sound like
the ending of **February**

7. _____
8. _____

Words that rhyme with **north**

3. _____
4. _____

Words whose beginnings rhyme
with **bounce**

9. _____
10. _____

Words that end in the same way
as **instrument**

5. _____
6. _____

PROOFREAD

Proofread the following newspaper article. Cross out any misspelled words you find. Write the correct spelling above the word.

City Council Meeting Held Thursday

Council members usually meet with the mayor on the
forth Monday of each month, but due to the holidays the date
was changed to Thursday, January 4. Mayor Mayfly received
a complement on his holiday speech in the lobby of the state capital.
The Secretary read aloud the following note from Governor Grub on
state stationerry: "Great speech, Mayor!"

WRITE

Write a newspaper report on an imaginary event. Use at least three of the words from this lesson.

CHAPTER 30 Spelling Strategies

Adding **-ed** and **-ing**

Read these sentences and think about the meanings of the words in dark type.

gossiping
transferred
regretted
bubbling
forbidding
occurred
canceling
estimated
donating
separating

They were **gossiping** about movie stars' romances.

She was **transferred** from one job to another.

I **regretted** my angry words as soon as I said them.

Hot soup was **bubbling** in a pot on the stove.

Instead of **forbidding** me to go, Mom gave her permission.

What has **occurred** to make you so upset?

Canceling our visit will disappoint Grandma.

My **estimated** arrival time is 3:00 P.M., but I may be late.

How many cans of food are you **donating** to charity?

I'm **separating** the ripe berries from the unripe ones.

If a word ends with a silent e, drop the e before adding -ed or -ing. If a word with a stressed final syllable ends with one vowel followed by one consonant, double its final consonant before adding -ed or -ing.

PRACTICE

Write a properly spelled word for each equation.

1. bubble + -ing = _____
2. estimate + -ed = _____
3. donate + -ing = _____
4. separate + -ing = _____
5. cancel + -ing = _____
6. gossip + -ing = _____
7. regret + -ed = _____
8. forbid + -ing = _____
9. occur + -ed = _____
10. transfer + -ed = _____

PRACTICE

Write a spelling word for each clue. You will write each spelling word only once.

1. It has a double *d*. _____
2. It ends with the same six letters as the word **parceling**. _____
3. It ends with the same six letters as the word **inferred**. _____
4. It has a double *c* and a double *r*. _____
5. It rhymes with **troubling**. _____
6. It begins and ends with *g*. _____
7. It has a double *t*. _____
8. It contains the word **par**. _____
9. Its first syllable sounds like **dough**. _____
10. It shares three syllables with **intimated**. _____

PROOFREAD

Proofread the following office memo. Cross out any misspelled words you find. Write the correct spelling above the word.

To: Jon Linguine, Vice President, Pretty Fresh Fish Corporation

From: Mimi Linguine, President, Pretty Fresh Fish Corporation

A sad event has occurred. Irving Tervalon has been transfered from our office to the Akron division. His transfer was the result of below par customer service. Many of his customers were cancelling large orders. This is not usual. An estamated 75 percent have done so in the past 6 months. While Irv is sad to be seperating from us, he plans to visit often.

WRITE

Write an invented office memo. Use at least three of the words from this lesson.

CHAPTER 30 Spelling Strategies

Plurals and Possessives

Read these sentences and think about the meanings of the words in dark type.

enemy's

The prince invaded his **enemy's** castle.

mosquitoes

Whining **mosquitoes** swarmed around us.

patios

On warm evenings people sat out on their **patios**.

rosebushes

The **rosebushes** bloomed with fragrant roses.

weaknesses

Laziness is one of my **weaknesses**.

taxis

Are there enough **taxis** to take us all to the airport?

actress's

The film **actress's** husband acts in movies, too.

heroes

Tolstoy and Gandhi are two of my **heroes**.

friends'

My two **friends'** sleeping bags are in the tent.

pianos

The music store sells **pianos** and smaller instruments.

Add *-es* to singular nouns ending in *s* or *sh* to make them plural. Add *-s* or *-es* to singular nouns ending with *o* to make them plural. To show ownership, add *'s* to singular nouns. To plural nouns ending in *s*, add an apostrophe only to show ownership.

PRACTICE

Write each spelling word under its correct heading.

Write the plural form by adding *-es*

1. _____

2. _____

3. _____

4. _____

Show ownership by adding *'s*

9. _____

10. _____

11. _____

12. _____

Write the plural form by adding *-s*

5. _____

6. _____

7. _____

8. _____

Show ownership by adding an apostrophe only

13. _____

14. _____

15. _____

16. _____

PRACTICE

Write a spelling word for each clue. You will write each spelling word only once.

1. It contains the words **quit** and **toes**. _____
2. It begins in the same way as **here** and ends in the same way as **tomatoes**. _____
3. It begins in the same way as **patty** and ends in the same way as **solos**. _____
4. It ends with the opposite of **yeses**. _____
5. It contains *ie* and rhymes with **bends**. _____
6. It ends in the same way as **Jeremy's**. _____
7. It ends in the same way as **dresses**. _____
8. It begins with **tax** and ends like **minis**. _____
9. It ends in the same way as **seamstress's**. _____
10. It contains the words **us**, **she**, and **he**. _____

PROOFREAD

Proofread the following advertisement. Cross out any misspelled words you find. Write the correct spelling above the word.

Your Dream Home Awaits You in Briarwood Acres

Have you ever sighed over friends's lovely homes, wishing that you, too, had private patioes, garden paths lined with rosebushes, and a luxurious swimming pool fit for an actresses mansion? Have you ever wandered through a lovely neighborhood listening to the music of grand pianoses? Have you longed to travel on horseback instead of in honking taxies? At Briarwood Acres, all of your dreams can come true!

WRITE

Write an invented advertisement. Use at least three of the words from this lesson.

CHAPTER 30 Spelling Strategies

Double and Single Consonants

Read these sentences and think about the meanings of the words in dark type.

assassin

An **assassin** shot President Abraham Lincoln.

trespass

Please do not **trespass** on private property.

assess

After we **assess** the damage, we can make repairs.

apparent

It seems **apparent** that the repairs will be costly.

broccoli

Broccoli and other vegetables are very healthful.

procession

The bride came last in the wedding **procession**.

committee

The **committee** met to choose a theme for the dance.

interrupt

Please do not **interrupt** me while I am speaking.

embarrass

It will **embarrass** me if I forget parts of my speech.

exaggerate

Don't **exaggerate**—I slept until 10:00 A.M., not until noon!

A consonant sound may be spelled with one or two letters.

PRACTICE

Write each spelling word under the proper heading. You will need to write some of the words under more than one heading.

Words with double *s*

1. _____

2. _____

3. _____

4. _____

5. _____

Word with double *c*

6. _____

Word with double *m*

7. _____

Word with double *t*

8. _____

Words with double *r*

9. _____

10. _____

Word with double *p*

11. _____

Word with double *g*

12. _____

PRACTICE

Write a spelling word for each clue. You will write each spelling word only once.

1. It ends in the same way **rupture** begins. _____
2. It begins in the same way as **proceed** and ends like **session**. _____
3. It begins in the same way as **exact** and ends in the same way as **irate**. _____
4. It contains *mm* and *tt*. _____
5. It contains *rr* and *ss*. _____
6. It contains *cc*. _____
7. It contains the word **parent**. _____
8. It begins in the same way as **assume** and ends in the same way as **princess**. _____
9. It begins in the same way as **assume** and ends in the same way as **raisin**. _____
10. It ends in the same way **passive** begins. _____

PROOFREAD

Proofread the following memo. Cross out any misspelled words you find. Write the correct spelling above the word.

To: Harvest Day Commitee members

From: Irene Irate

If you asess the success of the Harvest Day Procession, I think you will agree that I do not exagerate when I call it a dismal failure. First and foremost, who came up with the theme "Broccli Is Beautiful"? I don't mean to embarass the Broccolli Princess and her Leafy Maidens, but many spectators were laughing at the poor girls. I hope that next year's event will be more dignified.

WRITE

Write an invented letter of complaint. Use at least three of the words from this lesson.

CHAPTER 30 Spelling Strategies

Changing y to i

Read these sentences and think about the meanings of the words in dark type.

daintier

What could be **daintier** than the bride doll's lacy dress?

varied

His moods **varied** from cheerful to grouchy.

merciful

The king was **merciful** and spared his enemy's life.

costliest

The rich woman bought the **costliest** dress in the store.

specified

"No mayonnaise on my sandwich," she **specified**.

cozier

The room looks **cozier** with this soft rug on the floor.

plentiful

Strawberries were **plentiful**, so we ate them every day.

merrily

The child skipped **merrily** down the sidewalk.

flimsiest

That is the **flimsiest** excuse I have ever heard!

pitied

I **pitied** the thin stray cat and gave it some food.

If a word ends with a consonant followed by a y, change the y to an i when adding most endings.

PRACTICE

Write a properly spelled word for each equation.

1. cozy + -er = _____
2. dainty + -er = _____
3. costly + -est = _____
4. flimsy + -est = _____
5. mercy + -ful = _____
6. plenty + -ful = _____
7. merry + -ly = _____
8. pity + -ed = _____
9. specify + -ed = _____
10. vary + -ed = _____

PRACTICE

Write a spelling word for each clue. You will write each spelling word only once.

1. It begins in the same way as **mercury** and ends in the same way as **fanciful**.
2. It begins in the same way as **species** and ends in the same way as **petrified**.
3. It contains the word **tier**.
4. Its base word rhymes with **whimsy**.
5. It rhymes with **rosier**.
6. It begins in the same way as **cosign** and ends in the same way as **friendliest**.
7. It rhymes with **warily**.
8. It begins in the same way as **variation** and ends in the same way as **married**.
9. It begins in the same way as **pitiful** and ends in the same way as **prettied**.
10. It contains the word **lent**.

PROOFREAD

Proofread the following journal entry. Cross out any misspelled words you find. Write the correct spelling above the word.

Looking for the Perfect Fabric

Today I decided to make my bedroom look cozier, so I went to the fabric store to look for some curtain material. I found some silk that was the lightest, flimsest cloth I had ever seen or felt—you could see right through it. It was also the costiest material in the store: it cost \$16 per yard! The clerk said that curtains look dantier with lace trim, so I looked at different kinds of lace. They varried in price from \$2 per yard to \$15 per yard. Curtains are expensive!

WRITE

Write a detailed journal entry about an object or a room. Use at least three of the words from this lesson.

CHAPTER 30 Spelling Strategies

More Letters than Sounds

Read these sentences and think about the meanings of the words in dark type.

gnaw

A mouse can **gnaw** a hole in a cardboard box.

psychology

Study **psychology** to learn reasons for people's behavior.

undoubtedly

Since he is an expert, his answer is **undoubtedly** correct.

ascend

You can use the escalator to **ascend** to an upper floor.

mortgage

After we pay the **mortgage** on our house, we will own it.

raspberry

I spread some **raspberry** jam on my toast.

subtle

That is a **subtle** message, but I understand it.

debtor

My sister owes me five dollars, so she is my **debtor**.

campaign

The political **campaign** began a year before the election.

discipline

If you **discipline** your dog, she will learn to obey you.

Some words contain silent consonants such as the p in **cupboard**. You will need to memorize these spellings.

PRACTICE

Fill in the missing letters.

1. ras■berry

2. as■end

3. su■tle

4. ■sychology

5. campai■n

6. dis■ipline

7. mor■gage

8. ■naw

9. de■tor

10. undou■tedly

PRACTICE

Unscramble each set of letters to form a spelling word. Write the word on the line.

1. wang _____
2. rtdebo _____
3. uoutedlynbd _____
4. ggaertmo _____
5. gnaimacp _____
6. pliiscdeni _____
7. eltubs _____
8. enscad _____
9. chooldpsyyg _____
10. rrasbpyer _____

PROOFREAD

Proofread the following text from a product package. Cross out any misspelled words you find. Write the correct spelling above the word.

Sensation Shampoo and Bath Jewels with New Raspberry Zest!

Undoubtedly, Sensation's scent is mysteriously romantic—but what's that hint of ripe fruit? Now your hair can be silky soft with the zesty yet subtle fragrance of delicious raspberries. Here at Sensation we understand the psychology of stress, and we have created products that will transport you to a calmer, lovelier world. As you sink into a hot bath scented with Sensation, all of the worries that gnaw away at your serenity—the morgage, the bills, the office—will float away. . . .

WRITE

Write some text that might appear on the packaging of a beauty product. Use at least three of the words from this lesson.

CHAPTER 30 Spelling Strategies

Number Prefixes

Read these sentences and think about the meanings of the words in dark type.

unify

The U.S. government serves to **unify** the states.

bifocals

Dad wears **bifocals** with two different kinds of lenses.

triplicate

Fill this out in **triplicate**—we need three copies.

unique

Each person is **unique**, though some people are similar.

biannual

A **biannual** event occurs twice a year.

trio

We have a pianist, a drummer, and a bass player in our **trio**.

unison

We all sang “Happy Birthday to You” in **unison**.

semifinal

The winner of the **semifinal** will play in the final game.

universal

Universal Internet access will probably come in this century.

semicircle

A **semicircle** is C-shaped.

The prefix *uni-* can mean “one” or “single”; *bi-* can mean “two”; *tri-* can mean “three”; and *semi-* can mean “half” or “partially.” These prefixes combine with base words and roots to form words that have to do with numbers or size.

PRACTICE

Write each spelling word under the proper heading.

Words with the prefix *uni-*

1. _____

2. _____

3. _____

4. _____

Words with the prefix *bi-*

5. _____

6. _____

Words with the prefix *tri-*

7. _____

8. _____

Words with the prefix *semi-*

9. _____

10. _____

PRACTICE

Fill in the blank of each equation with a spelling word.

1. two + “focals” = _____
2. partial + “final” = _____
3. half + “circle” = _____
4. single + “fy” = _____
5. one + “que” = _____
6. one + “versal” = _____
7. three + “o” = _____
8. two + “annual” = _____
9. three + “plicate” = _____
10. one + “son” = _____

PROOFREAD

Proofread the following invitation. Cross out any misspelled words you find. Write the correct spelling above the word.

*****You're Invited to the Boyntons' Bianual Potluck and Singalong*****

Please join us at noon on Saturday, June 1, to celebrate summertime and our son Joshua's triumph in the semefinal

T-ball game. If you haven't attended one of our potlucks before, you're in for a treat. Grandma Petie will be bringing her unique potato salad with marshmallows, raisins, and sardines! After we're all stuffed, we'll gather around the piano in a semmicircle and sing some tunes in unason. Last year the three Daves formed a treo and sang TV theme songs for us!

Hope to see you!

WRITE

Write an invitation to a real or made-up event. Use at least three of the words from this lesson.

CHAPTER 30 Spelling Strategies

The **IN-**, **il-**, **im-**, and **ir-** Prefixes

Read these sentences and think about the meanings of the words in dark type.

impurity

The **impurity** of our water supply could threaten citizens' health.

inaccurate

Inaccurate information should be corrected.

illogical

Can you find the **illogical** part of this nonsensical statement?

irresponsible

It is **irresponsible** to lose library books.

immoral

He believes the death penalty is **immoral**.

inability

I don't tell her secrets because of her **inability** to keep them.

inefficient

It is **inefficient** to go to the grocery store every day.

irresistible

Irresistible smells drew me to the bakery.

improper

Do not use **improper** grammar in a business letter.

incapable

I am **incapable** of jogging farther than a mile.

The prefixes in-, il-, im-, or ir- can mean "not."

PRACTICE

Write each spelling word under the proper heading.

A word that begins like **illegible**

1. _____

Words that begin like **immovable**

Words that begin like **irreverent**

2. _____

8. _____

3. _____

9. _____

10. _____

Words that begin like **indelible**

4. _____

5. _____

6. _____

7. _____

PRACTICE

Write a spelling word for each clue.

1. It contains the word **resist**.
2. It rhymes with **quarrel**.
3. It contains the word **logic**.
4. It contains the words **cap** and **able**.
5. It contains a word that rhymes with **agility**.
6. It begins in the same way as **ineffective** and ends in the same way as **sufficient**.
7. It begins in the same way as **impossible** and ends in the same way as **rarity**.
8. It contains the word **prop**.
9. It contains a word that means “**correct**.”
10. It begins in the same way as **irrelevant**, contains a *p*, and ends in the same way as **sensible**.

PROOFREAD

Proofread the following email apology. Cross out any misspelled words you find. Write the correct spelling above the word.

To: dannydanvers@email.com

From: shelbysheldon@online.org

I'm sorry about my rude, irresponsable failure to answer your last email. I've been so swamped with homework that I'm incapible of doing anything else. Actually that's inaccurate, since I have been eating and sleeping, too. My teacher made me rewrite an essay because it was full of spelling errors and improper grammar. Mom says my inability to keep up with my schoolwork is due to my messy bedroom. She says the mess causes me to be inefficiant. Guess what I'm doing this weekend? :(

WRITE

Write an email apology for an invented mistake. Use at least three of the words from this lesson.

CHAPTER 30 Spelling Strategies

Absorbed Prefixes

Read these sentences and think about the meanings of the words in dark type.

collaborate

An author and illustrator **collaborate** to create a picture book.

surrender

The defeated general had to **surrender** to his enemy.

allegiance

We pledge our **allegiance**, or loyalty, to our country.

communicate

Let's **communicate** next week by phone or email.

suspension

Traffic violations can result in **suspension** of a driver's license.

account

How much money do you have in your savings **account**?

correspond

My pen pal and I **correspond** by email.

annoyance

Getting stuck in traffic is an **annoyance**.

accumulate

Silas Marner worked hard to **accumulate** a sack of gold.

application

To obtain a library card, please fill out this **application**.

Sometimes the spelling of a prefix changes to fit the root or base word to which it is attached.

PRACTICE

Fill in the correct letters to form spelling words. Write the entire word on the line.

1. co■unicate _____

2. s■nder _____

3. c■ond _____

4. ■ount _____

5. accu■ _____

6. c■borate _____

7. ■yance _____

8. s■pension _____

9. ap■on _____

10. ■iance _____

PRACTICE

Write a spelling word for each clue.

1. It contains the word **respond**. _____
2. Its ending rhymes with **mention**. _____
3. It contains the word **annoy**. _____
4. It contains the word **count**. _____
5. It has two *a*'s, two *c*'s, and two *u*'s. _____
6. It begins in the same way as **ally** and ends in the same way as **France**. _____
7. It begins in the same way as **collect** and ends in the same way as **elaborate**. _____
8. It begins in the same way as **apply** and ends in the same way as **altercation**. _____
9. It rhymes with **lender**. _____
10. It begins in the same way as **common** and ends in the same way as **educate**. _____

PROOFREAD

Proofread the following excerpt from a business letter. Cross out any misspelled words you find. Write the correct spelling above the word.

This is to comunicate that we are currently reviewing your
aplication for a credit card acount. We have the following question(s):
Is your recent suspension from your position as a sandwich assembler
at the Mr. Sandwich Corporation temporary or permanent? Please
telephone us or corespond with us by e-mail to clear up this matter.
We are sorry for any inconvenience or annoyence this may cause.

WRITE

Write an invented business letter. Use at least three of the words from this lesson.

CHAPTER 30 Spelling Strategies

The *-able* and *-ible* Suffixes

Read these sentences and think about the meanings of the words in dark type.

flexible

Are you **flexible** enough to do a backbend?

reversible

My **reversible** T-shirt is red on one side and black on the other.

miserable

The flu can make you feel **miserable** for days.

allowable

What amount of fat is **allowable** on this diet?

digestible

Some high-fiber foods are not **digestible** for babies.

eligible

Who is **eligible** to receive financial aid?

noticeable

Is the stain on my shirt **noticeable**?

admirable

Bravery and honesty are two **admirable** qualities.

reliable

A **reliable** babysitter does not fall asleep on the job.

permissible

Is it **permissible** to turn in my report one day late?

You must memorize the spellings of words ending with *-able* and *-ible* since these suffixes sound alike.

PRACTICE

Write each spelling word under the correct heading.

Words that end in the same way as **edible**

1. _____

2. _____

3. _____

4. _____

5. _____

Words that end in the same way as **acceptable**

6. _____

7. _____

8. _____

9. _____

10. _____

PRACTICE

Choose the correct suffix for each equation and then fill in the blank with a correctly spelled spelling word. Remember that some words may change spelling slightly when adding the suffix.

1. digest + (able/ible) = _____
2. miser + (able/ible) = _____
3. flex + (able/ible) = _____
4. admire + (able/ible) = _____
5. notice + (able/ible) = _____
6. allow + (able/ible) = _____
7. “elig” + (able/ible) = _____
8. reverse + (able/ible) = _____
9. permit + (able/ible) = _____
10. rely + (able/ible) = _____

PROOFREAD

Proofread the following list of dos and don'ts for babysitters. Cross out any misspelled words you find. Write the correct spelling above the word.

Dos and Don'ts for Babysitters

- Many foods are not digestable by babies. Follow parents' instructions!
- A little crying is normal, but if a child seems miserable, phone the parents.
- It is usually not permissible to let a child stay up past his or her bedtime.
- Do be reliiabe: Give customers plenty of notice if you have to cancel.
- Don't tie up customers' phone lines! Only *short* local calls are allowable.

WRITE

Write a list of dos and don'ts on any topic. Use at least three of the words from this lesson.

CHAPTER 30 Spelling Strategies

The *-eous*, *-ious*, and *-ous* Suffixes

Read these sentences and think about the meanings of the words in dark type.

marvelous

There is a **marvelous** view from this mountaintop.

industrious

Ants are very **industrious**—they seem to work nonstop.

various

I've tried **various** solutions, but none has solved my problem.

gorgeous

Peacocks have tail feathers with **gorgeous** colors.

curious

I'm **curious** to see what her new haircut will look like.

cautious

It is wise to be **cautious** when crossing the street.

numerous

The ants in my kitchen are too **numerous** to count.

anxious

Parents often feel **anxious** when their children are sick.

mountainous

This is a flat region, not a **mountainous** one.

courageous

It can be **courageous** to defend an unpopular opinion.

Many adjectives end with *-ous*. This ending may be preceded by *e* (**courageous**), *i* (**cautious**), or by a consonant (**marvelous**). These variations are easily confused. You must memorize the spellings of words ending with *-ous*.

PRACTICE

Write each spelling word under the proper heading.

Words with the *-eous/-ious* suffix

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Words with the *-ous* suffix

8. _____

9. _____

10. _____

PRACTICE

Write a spelling word for each clue.

1. It contains the word **courage**. _____
2. It contains a word that rhymes with **fountain**. _____
3. It contains the word **gorge**. _____
4. It contains the word **dust**. _____
5. It contains the word **curio**. _____
6. It contains *ar* as pronounced in **carve**. _____
7. It begins in the same way as **number** and ends in the same way as **cancerous**. _____
8. It begins in the same way as **vary** and ends in the same way as **furious**. _____
9. It contains the *sh* sound spelled *ti*. _____
10. It contains the *sh* sound spelled *xi*. _____

PROOFREAD

Proofread the following postcard. Cross out any misspelled words you find. Write the correct spelling above the word.

Dear Milly: Here I am in the Alps, one of the most mountinous regions in Europe. There are numerous lakes, wildflowers, and goats here. I rode in a gondola hundreds of feet above the ground. There was a marvalous view into a valley, but I felt anxious as I looked down. I'm not very corageous when it comes to heights. I'm being caucious not to stumble over cliffs. Wish you were here! Love, Billy

WRITE

Write a postcard from a fictitious traveler. Use at least three of the words from this lesson.

CHAPTER 30 Spelling Strategies

The **-ary**, **-ery**, and **-ory** Suffixes

Read these sentences and think about the meanings of the words in dark type.

gallery

I saw many paintings at the art **gallery**.

voluntary

Participation is **voluntary**, not required.

explanatory

Her **explanatory** note told why she had left.

scenery

Yosemite Park's **scenery** is spectacular.

boundary

Where is the **boundary** between the two states?

temporary

He took a **temporary** job as a lifeguard.

anniversary

When is your parents' wedding **anniversary**?

territory

Before Oregon became a state, it was U.S. **territory**.

forgery

The thief signed my name—it is a **forgery**.

dormitory

Fifty students live in the college **dormitory**.

Sound is not always a reliable clue to the spellings of the **-ary**, **-ery**, and **-ory** suffixes. You will need to memorize the spellings of words with these endings.

PRACTICE

Write each spelling word under the proper heading.

Words that end in the same way as
tributary

1. _____

2. _____

3. _____

4. _____

Words that end in the same way as **battery**

8. _____

9. _____

10. _____

Words that end in the same way as
exploratory

5. _____

6. _____

7. _____

PRACTICE

The first syllable of each spelling word is given. Complete each word by filling in the blank with the missing syllable(s).

1. gal_____
2. an_____
3. scen_____
4. bound_____
5. for_____
6. ter_____
7. dor_____
8. vol_____
9. tem_____
10. ex_____

PROOFREAD

Proofread the following list of announcements. Cross out any misspelled words you find. Write the correct spelling above the word.

Dormitory Announcements

- Cafeteria chores are required, not voluntary. If you switch shifts with another student, leave an explanatory note on the supervisor's message board.
- Please respect the boundery between the study hall and the snack bar.
- If you're planning a temperary absence, let your hall counselor know.
- Monday marks Gloomis Hall's tenth anniversarry! Let's have a party in the cafeteria!

WRITE

Write an invented list of school announcements. Use at least three of the words from this lesson.

CHAPTER 30 Spelling Strategies

Words Ending with *-ant*, *-ance*, *-ent*, and *-ence*

confident
brilliant
assistance
intelligent
assistant
independence
confidence
independent
intelligence
brilliance

I'm **confident** that I'll win the race.

I stepped into the **brilliant** sunshine.

Dad needs **assistance** with the housework.

Dolphins are very **intelligent** animals.

The dentist's **assistant** helps her fill cavities.

The former colonies gained their **independence**.

My **confidence** level drops when I lose races.

We become more **independent** as we grow older.

Einstein was famous for his **intelligence**.

The sun's **brilliance** hurts my eyes.

Some words are related in spelling and meaning. Knowing the spelling of one word can help you spell a related word.

PRACTICE

Write each pair of related spelling words together under the correct heading.

Words containing *-ent*

1. _____
2. _____
3. _____

and
and
and

Words containing *-ence*

6. _____
7. _____
8. _____

Words containing *-ant*

4. _____
5. _____

and
and

Words containing *-ance*

9. _____
10. _____

PRACTICE

Write a spelling word for each clue.

1. It is the noun form of the verb **assist**. _____
2. It ends in the same way **gentleman** begins. _____
3. Its first syllable rhymes with **shrill** and it ends in the same way as **valiance**. _____
4. One who assists. _____
5. It is the adjective form of the word **confide**. _____
6. It begins in the same way as **intellectual** and ends in the same way as **negligence**. _____
7. It is the opposite of **dependent**. _____
8. It begins in the same way as **indeterminate** and ends in the same way as **impudence**. _____
9. It is the noun form of the verb **confide**. _____
10. It is the only adjective on the list with two syllables. _____

PROOFREAD

Proofread the following help-wanted advertisement. Cross out any misspelled words you find. Write the correct spelling above the word.

Desperately Seeking an Author's Assistant

Brilliant, gifted author seeks an inteligent, independant-minded helper with excellent taste in romantic literature. I require assistance with research, editing, proofreading, dog-walking, and (occasional) confadence building. E-mail a resume and cover letter to: madeline. mirabeau@famousauthors.org

WRITE

Write an invented help-wanted advertisement. Use at least three of the words from this lesson.

CHAPTER 30 Spelling Strategies

Latin Roots *spec* and *scribe*

Read these sentences and think about the meanings of the words in dark type.

suspect

You feel feverish, so I **suspect** you're sick.

Scripture

In **Scripture** it says to treat others as you'd like them to treat you.

prescribe

What did the doctor **prescribe** for your infection?

specimen

To find the disease, we'll analyze a blood **specimen**.

transcribe

I **transcribe** the doctor's notes as I listen to her audiotapes.

conspicuous

In my old shirt, I feel **conspicuous** among well-dressed people.

manuscript

A publisher rejected the author's **manuscript**.

scribble

Most toddlers **scribble** rather than draw.

spectacle

Niagara Falls is a marvelous natural **spectacle**.

despise

Ugh, I **despise** the taste of cough syrup!

Many English words are based on Latin roots. The Latin root *spec* means "to see." The Latin root *scribe* means "to write." The spellings of these roots may vary and must be memorized.

PRACTICE

Write each spelling word under the correct heading.

Words with the Latin root *spec*, meaning "to see"

1. _____

2. _____

3. _____

4. _____

5. _____

Words with the Latin root *scribe*, meaning "to write"

6. _____

7. _____

8. _____

9. _____

10. _____

PRACTICE

Unscramble the letters to form spelling words. Write the word on the line.

1. scriturep _____
2. mncepsie _____
3. tmnauscrpi _____
4. picscoouusn _____
5. esidsep _____
6. sspectu _____
7. seclepcta _____
8. pecribres _____
9. bbscrile _____
10. becitrasn _____

PROOFREAD

Proofread the following description of a doctor's appointment. Cross out any misspelled words you find. Write the correct spelling above the word.

"I suspect that you have an ear infection," my doctor said.

I clenched my teeth as the nurse drew a blood specimin. "I'm going to perscribe some medicine," Dr. Boynton continued. She began to scribe something on a pad. I couldn't read the name, but I fervently hoped it wasn't what I got last time. I dispise its taste—it's like a combination of cherry syrup and motor oil.

WRITE

Write a description of an imaginary visit to a doctor, dentist, or veterinarian. Use at least three of the words from this lesson.

CHAPTER 30 **Spelling Strategies**

Words from Spanish

Read these sentences and think about the meanings of the words in dark type.

coyote

We heard the lonesome howl of a **coyote**.

mustang

The wild **mustang** bucked off its rider.

fiesta

There was music and dancing at the **fiesta**.

pronto

I'm late—I've got to leave for school, **pronto**!

bonanza

What a **bonanza** that stock is—investors got rich on it!

rodeo

At the **rodeo** we saw cowgirls riding bucking broncos.

lariat

The cowboy used his **lariat** to rope a calf.

cafeteria

I carried my lunch tray through the **cafeteria** line.

embargo

Trading with that nation would violate the **embargo**.

pimento

Chop up some **pimento** for the salad.

The English language has absorbed many words from the Spanish language. The pronunciation and spelling of some of these words may change, but they are based on words from Spanish.

PRACTICE

Write each spelling word under the correct heading.

Two-Syllable Words

Three-Syllable Words

Five-Syllable Words

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

PRACTICE

Write a spelling word for each clue.

1. It contains the letter *y*. _____
2. It contains the word **rode**. _____
3. It begins with *c* and ends in the same way as **criteria**. _____
4. It begins with a *b* and ends in the same way as **extravaganza**. _____
5. It begins in the same way as **embarrass** and ends in the same way as the name **Fargo**. _____
6. It rhymes with **siesta**. _____
7. It begins in the same way as **pimple** and ends in the same way as **memento**. _____
8. It begins in the same way as **mustache** and ends in the same way as **boomerang**. _____
9. It begins in the same way as **prompt** and ends with a vowel. _____
10. It begins in the same way as **large** and ends in the same way as **fiat**. _____

PROOFREAD

Proofread the following email message to an advice columnist. Cross out any misspelled words you find. Write the correct spelling above the word.

To: Bring Your Troubles to Smart Sal

From: Shorty Malone, Rocking K Ranch

I've been reading your advice column for quite a spell. I need your help, Sal. Yesterday at the rodio I spied a pretty gal on a pinto mustang. Her eyes were as bright as a prairie dog's, and her lips were redder than a pemento. She was twirling her larriet just as neat as you please. I fell in love at first sight. Later at the feasta I asked her to dance, but she turned me down flat. What's a cowhand to do? I feel just as lonesome as a mangy old cayote howling at the moon!

WRITE

Write an email message to a fictitious advice columnist. Use at least three of the words from this lesson.

CHAPTER 30 Spelling Strategies

CHAPTER 30 Spelling Strategies

Words from French

Read these sentences and think about the meanings of the words in dark type.

corsage

She wore a **corsage** near the neckline of her prom dress.

technique

The painter used a **technique** called blending.

gourmet

We ate at a **gourmet** restaurant called Le Petit Cafe.

vague

Please do not be so **vague**—be more specific.

novelette

A **novelette** is shorter than a full-length novel.

antique

Is that chair an **antique**, or is it just old?

charade

In my **charade**, I acted out the book title *Watership Down*.

memoir

The old woman wrote a **memoir** about her school days.

fillet

Tonight's special is **fillet** of sole with lemon sauce.

ballet

The **ballet** dancer twirled and leapt across the stage.

The English language has absorbed many words from the French language. These words usually keep their French pronunciation and spelling.

PRACTICE

Write each spelling word under the correct heading.

Words that end with *que*

1. _____

2. _____

Words that end with *ge / gue*

7. _____

8. _____

Words that end with *et / ette*

3. _____

4. _____

5. _____

6. _____

Word that spells the *sh* sound *ch*

9. _____

Word that ends with *oir*

10. _____

PRACTICE

Write a spelling word for each clue.

1. It contains the word **ball**. _____
2. It ends in the same way as **massage**. _____
3. It begins in the same way as **antiquated** and ends in the same way as **boutique**. _____
4. It begins in the same way as **technical** and ends in the same way as the name **Monique**. _____
5. It begins in the same way as **filly** and ends in the same way as **millet**. _____
6. It contains the word **novel**. _____
7. It has the same root as the word **memory**. _____
8. It begins in the same way as **vacation** and ends like **vogue**. _____
9. It contains the words **go**, **our**, **me**, and **met**. _____
10. It begins in the same way as the name **Charlotte** and ends like **parade**. _____

PROOFREAD

Proofread the following invitation. Cross out any misspelled words you find. Write the correct spelling above the word.

My darling,

Please accept the coursage enclosed and wear it close to your heart. After we attend this evening's ballet performance, I hope you will join me for a gormet supper at Chez Charlotte. You seemed sad today, but when I inquired what was wrong, you gave me only vage replies. Perhaps a delectable beef fallet with mushroom sauce will cheer you up.

Yours forever,

Pierre

WRITE

Write an invitation to or from a made-up character. Use at least three of the words from this lesson.

CHAPTER 30 Spelling Strategies

Words from Greek

Read these sentences and think about the meanings of the words in dark type.

microphone

The singer sang into a **microphone**.

symphony

The orchestra played a **symphony** by Beethoven.

automatic

This button activates the **automatic** garage door opener.

geography

In our **geography** lesson we studied mountain ranges.

rhythm

Listen to the **rhythm** of the windshield wipers.

character

The main **character** in the novel is Silas Marner.

tragedy

Romeo and Juliet is a **tragedy** about doomed young lovers.

rhubarb

Have a slice of sweet, tart **rhubarb** pie!

monopoly

The only store in town, Foodland, has a **monopoly** on groceries.

cylinder

Most kaleidoscopes are **cylinder**-shaped.

The English language has absorbed many words from the Greek language.

PRACTICE

Write each spelling word under the correct heading. You will need to write some of the words more than once.

Words where the *r* sound is spelled *rh*

1. _____

2. _____

Words where the *f* sound is spelled *ph*

3. _____

4. _____

5. _____

Words where the *ī* sound is spelled *y*

6. _____

7. _____

Words where the *ē* sound is spelled *y*

8. _____

9. _____

10. _____

11. _____

Words where the *j* sound is spelled *g*

12. _____

13. _____

Word where the *k* sound is spelled *ch*

14. _____

Word that begins with **auto**

15. _____

PRACTICE

Complete each spelling word by filling in the missing letters. Write the entire word.

1. geo _____
2. s y _____
3. ter _____
4. one _____
5. tr _____
6. barb _____
7. r m _____
8. mono _____
9. tic _____
10. der _____

PROOFREAD

Proofread the following summary of a play. Cross out any misspelled words you find. Write the correct spelling above the word.

Down on the Farm is a tragedie in which a poor rubarb farmer is ruined when an evil canning corporation obtains a monopaly on local ruebarb processing. In the climactic scene, the lead character, Dan Plunket, is shouting into a micraphone when the president of the big corporation enters the room.

WRITE

Write a summary of a made-up movie or play. Use at least three of the words from this lesson.

CHAPTER 30 **Spelling Strategies**

Spelling and Pronunciation

Read these sentences and think about the meanings of the words in dark type.

February

miniature

quantity

arctic

restaurant

government

chimney

probably

literature

athletic

February is the second month of the year.

The dollhouse has **miniature** furniture.

What **quantity** of flour would you like to buy?

Some **arctic** creatures have white fur.

We ate in a **restaurant** since we didn't feel like cooking.

The President heads the federal **government**.

Smoke was coming out of the neighbors' **chimney**.

You're **probably** correct, but I will check your answer.

We read poems and novels in **literature** class.

Ann is an **athletic** girl who plays soccer and basketball.

Some words are misspelled because they are frequently mispronounced.

PRACTICE

Write each spelling word under the correct heading.

Two-Syllable Words

Three-Syllable Words

Four-Syllable Words

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

PRACTICE

Circle the word in each row that is spelled correctly. Then write the word you circled on the line at the end of the row.

- | | | | | |
|--------------|------------|------------|-------------|-------|
| 1. minuture | miniture | minature | miniature | _____ |
| 2. restrant | restaurant | resteraunt | restarant | _____ |
| 3. goverment | guvernment | government | govermint | _____ |
| 4. Febyuary | Febrary | Feburary | February | _____ |
| 5. litriture | literature | litrature | litterature | _____ |
| 6. probably | proibly | probbly | probaly | _____ |
| 7. quanity | quanty | quantity | quanitty | _____ |
| 8. chimney | chiminey | chimmey | chiminy | _____ |
| 9. atheletic | athletic | athelettic | athetic | _____ |
| 10. arktic | arctick | artic | arctic | _____ |

PROOFREAD

Proofread the following opening paragraph of a mystery novel. Cross out any misspelled words you find. Write the correct spelling above the word.

It was Monday, Feburary 13, at 2:00 P.M. Private investigator Delilah Delacorte sat in a cozy restaurant. A fire crackled in the fireplace, but the wind blew drafts of artic air down the chiminey. "I should probly go back to the office and phone the dog pound," Delilah mused. A mysterious client had recently hired her to search for a miniture schnauzer named Mitzi. He said the missing pooch was worth \$100,000.

WRITE

Write the first paragraph of a mystery story. Use at least three of the words from this lesson.

CHAPTER 30 Spelling Strategies

Confusing Pairs

Read these sentences and think about the meanings of the words in dark type.

hurdle

Can you jump over that high **hurdle**?

hurtle

Pablo wants to **hurtle** downhill on his bike.

proceed

Let's **proceed** with our journey.

precede

Always let a king or queen **precede** you into a room.

desert

Snakes, lizards, and tortoises live in the **desert**.

dessert

My favorite **dessert** is chocolate-chip ice cream.

device

This **device** is an electric canopener.

devise

We need to **devise** a plan for defeating our opponents.

resent

You insulted me, and I **resent** it very much.

recent

A **recent** storm left a foot of snow on the ground.

Some words have similar spellings and meanings. Be sure you know the meanings of such words before you spell them.

PRACTICE

Choose the correct word to complete each sentence.

1. It is hot and dry here in the (desert/dessert) so we often serve ice cream for (desert/dessert).
2. I still (resent/recent) your (resent/recent) insulting e-mail message.
3. The athlete will (hurdle/hurtle) down the track and jump over each (hurdle/hurtle).
4. Let's ask our client to (proceed/precede) us into the conference room so we can (proceed/precede) with the meeting.
5. Can you (device/devise) a way to link this (device/devise) with that one?

PRACTICE

Write a spelling word for each clue.

1. It contains the word **hurt**. _____
2. There is a double *s* in its spelling. _____
3. **proceeding** minus *-ing* _____
4. **precedence** minus *-nce* _____
5. Its first four letters rhyme with **bird**. _____
6. It is the root of **recently**. _____
7. **resentment** minus *-ment* _____
8. It rhymes with **skies**. _____
9. It rhymes with **rice**. _____
10. It begins with a *d* and its second syllable begins with a consonant. _____

PROOFREAD

Proofread the following interview. Cross out any misspelled words you find. Write the correct spelling above the word.

Book Bag Magazine: OK, Ms. Mirabeau, let's precede with our interview. I heard that in a recent article, *Literary Magazine* called your last book "really dreadful."

Madeline Mirabeau: It's true. And I still recent it bitterly. Last week I saw their managing editor in a restaurant. Well, I just had to device a way to get even. So I marched over to his table and dumped a gooey desert right in his lap!

BB: Wow! So then what happened?

MM: Then I flew to Palm Springs. The hot dessert air is so soothing to my nerves.

WRITE

Write some questions for an invented magazine writer to ask a made-up celebrity. Also write the interviewee's answers. Use at least three of the words from this lesson.

CHAPTER 32 Word Study

Dictionary Skills

- ◆ Refer to this dictionary page as you answer the questions on the following pages. The terms relate to climate and weather.

ba·rom·e·ter (bě rŏm' ĭ tər) *n.* An instrument used for measuring atmospheric pressure, determining height above sea level, and forecasting weather.

The **barometer** shows that the atmospheric pressure is falling.

el·e·va·tion (ĕl' ə vā' shən) *n.* The height to which something is raised, such as land above sea level.

The city of Denver, Colorado, has an **elevation** of over 5,000 feet above sea level.

en·vi·ron·ment (ĕn vī' rən mən̩t or ĕn vī' ərn mən̩t) *n.* The conditions of the surroundings of living things, such as water, air, and soil.

We need laws to make our **environment** less polluted.

e·vap·o·rate (ĭ vāp' ə rāt') *v.* To change from a liquid into a vapor or gas.
The sun **evaporated** the dew from the grass in the morning.

fore·cast (fŏr' kăst') *v.* To tell in advance what might happen, especially to predict weather conditions for an area.
Meteorologists **forecast** the weather conditions for the next five days.

me·te·o·rol·o·gist (mēt' tē ə rā' lə jist) *n.* An expert in meteorology; a weather forecaster.
The **meteorologist** predicted that it might snow for 24 hours.

mon·soon (mŏn sŏon') *n.* Torrential rains that occur in warm climates such as India and last several days at a time.
The **monsoons** in February flooded the farmland.

pre·cip·i·ta·tion (prĭ sĭp' ĭ tā' shən) *n.* Water condensing in the atmosphere and falling to the earth in the form of rain, snow, or sleet.

Will the **precipitation** be in the form of snow or rain?

se·rene (sə rĕn') *adj.* Calm; peaceful.
The **serene** sky was the bluest and clearest I've ever seen.

tem·pest (tĕm' pĭst) *n.* A violent windstorm, generally accompanied by rain, snow, or hail.
The winds of the **tempest** made the trees bend and break.

trop·i·cal (trŏp' ĭ kəl) *adj.* Hot and humid.
The **tropical** climate of Malaysia is suitable for growing warm-weather crops.

tur·bu·lence (tŭr' byə ləns) *n.* A whirlpool-like motion of the atmosphere that suddenly changes the direction of wind currents.
Air **turbulence** caused the bumpy airplane ride.

tur·bu·lent (tŭr' byə lənt) *adj.* Violently disturbed or agitated.
The **turbulent** ocean made it difficult to steer the boat.

ty·phoon (tĭ fŏon') *n.* A hurricane that occurs in the western Pacific Ocean.
Before the **typhoon** hit the island, all of the inhabitants were evacuated.

wa·ter·shed (wŏ' tŭr shĕd or wŏt' ər shĕd') *n.* The point at which a body of water drains into a river or lake.
We monitor the **watershed** to make sure that the entering water isn't polluted.

PARTIAL PRONUNCIATION KEY

ă pat, ā pay, âr care, ä father, ě pet, ē bee, ə about, ĭ pit, ī pie, îr pier, ă pot, ô toe, ô paw, oi boy, ou out, ōō took, ōō boot, ù cut, ùrge

CHAPTER 32 **Word Study**

Determining Meaning and Part of Speech

- ◆ Write the word from page 413 that completes the sentence and the word's part of speech. Then write a sentence of your own using the word.

1. The puddle in our front lawn __?__ in just a few hours in the hot sun.

2. The Arctic region's __?__ was too cold and wet to grow vegetables and wheat.

3. The __?__ brought rains that caused major flooding.

4. The __?__ predicated that there would be a snowstorm by the end of the week.

5. We knew there was a chance of __?__, but not three days of nonstop snow!

6. The __?__ ripped through the village, leaving trees uprooted and the area flooded.

CHAPTER 32 **Word Study**

Syllabification and Pronunciation Skills

Study each word below. Then follow these steps:

- Say the word aloud.
- Write the word with breaks between the syllables.
- Look the word up in the dictionary on page 413 of this workbook to see if you broke the word in the right places.
- Look the word up online and listen to the pronunciation. Did you pronounce it correctly?

1. barometer _____

2. elevation _____

3. environment _____

4. precipitation _____

5. meteorologist _____

6. turbulence _____

7. typhoon _____

8. watershed _____

