# Activities for PROGRESS IN ENGLISH

Experiences in Language

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#### **English Past and Present**

The English language is always changing. Most of the changes happen gradually, and speakers of English seldom notice them. But early writings reveal that over the centuries great changes have taken place.

A. The sentences below were written in three different centuries. If you examine the sentences closely, you can see changes in spelling, in vocabulary, in word order, and in the alphabet.

- a. The father drewe neere to the house.
- b. Se fæder þæm huse genealæhte.
- c. The fadir neigede to the hous.

1.	To a modern reader, English of the tenth century resembles a foreign language. Which sentence do you think was written in the tenth century?
2.	English of the fourteenth century contains both familiar and unfamiliar words.  Which sentence do you think was written in the fourteenth century?
3.	English of the sixteenth century can be read without much difficulty today.  Which sentence do you think was written in the sixteenth century?
4.	What are two early spellings of the word father?
5.	What are two early spellings of the word house?

**6.** What are some letters of the alphabet that are no longer used?

**B.** The words with the pictures below appear in earlier spellings. Write them as they are spelled today.



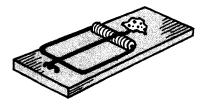
1. lene hors

2. mous trappe



3. bokes





4. berd

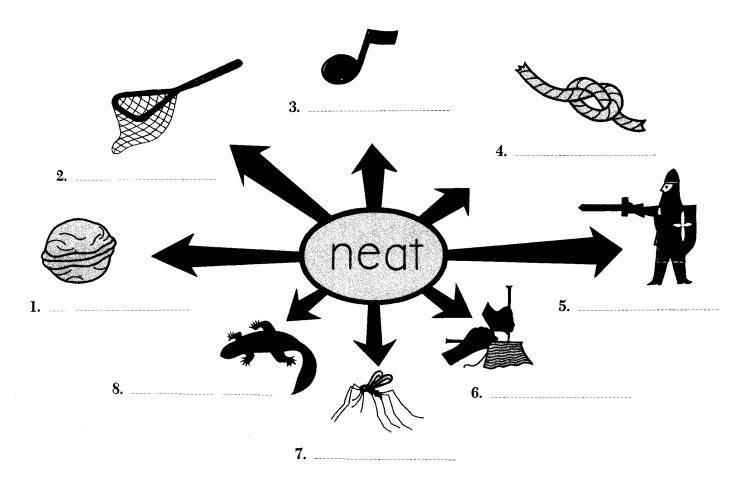


#### Sounds and Words

Pronounce the words *neat* and *not*. Each word has three sounds. Notice that the first and last sounds of *neat* and *not* are the same. The words are different because the middle sounds are different.

Now pronounce the words *neat* and *teen*. Notice that both words have the same three sounds. The words are different because the sounds are arranged in a different order.

**A.** Change the middle sound of *neat* to make the words suggested by the picture clues. Pronounce each new word, and write it in the space provided. (Numbers 7 and 8 may be a special challenge.)



**B.** Pronounce the word *cast*. Notice that it contains four sounds. Rearrange the sounds (not the letters) to make other words that contain the same four sounds. Pronounce the words, and write them below. (Six words are possible. See how many you can make.)

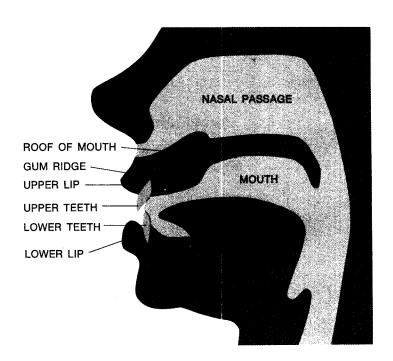
1.	 3.	 <b>5</b> .	
2.	 4.	 6.	

2 Name

3

#### The Production of Speech Sounds

Speech sounds begin with the outward flow of the air you breathe. The diagram at the right shows the parts of the mouth you use to stop the flow of air as you make different sounds.



**A.** Pronounce the first sound in each word below. Name the two parts of your mouth that you use to stop the flow of air.

1.	pine	
2.	vase	
3.	bin	
4.	duck	·
5.	coast	
		Certain speech sounds cause a vibration in your voice box as you pronounce them. Other sounds cause no vibration. Sometimes the only difference between two words is whether a certain sound is made with or without a vibration.
		<b>B.</b> In each word below, the underlined letter stands for a sound you make without a vibration in your voice box. Change the word by pronouncing the same sound with a vibration. Write the word you pronounced in the space provided.
1.	ri <b>c</b> e	4. <u>t</u> ime
2.	loo <u>s</u> e	5. se <u>t</u>
3.	belie <u>f</u>	6. <u>c</u> ome

#### The Two Parts of a Sentence

4

An English sentence consists of a noun phrase used as the subject and a verb phrase used as the predicate. Examine the sentence below.

My brother climbed the tree.

Which part is in color, the subject or the predicate?

**A.** Make a list of three noun phrases that name people or objects you can see from where you are sitting.

1.	
	<b>B.</b> Write sentences using the noun phrases you wrote for A as subjects.
1.	
	C. Use each verb below to make a verb phrase containing more than one word.
1. built	· · · · · · · · · · · · · · · · · · ·
	<b>D.</b> Write sentences using the verb phrases you wrote for C as predicates.
1.	- · · · · · · · · · · · · · · · · · · ·
- Lance - Lanc	
2.	
3	

# Combining Noun Phrases and Verb Phrases

Ants work hard.  Bees work hard.  The boys skated.  The boys skied.  The boys skied.  The boys skied.   The boys skied.
<ul> <li>A. Decide which two sentences in each group below can be joined by combining noun phrases in the subject. Change the sentences into a single sentence. Use appropriate connecting words: and, or, both and, either or</li> <li>1. This is a dangerous intersection. A stoplight should be installed here. A stoplight should be installed here.</li> </ul>
2. Sara liked peanut butter sandwiches. Her sister preferred egg sandwiches. He grandfather liked peanut butter sandwiches.
<ul> <li>B. Decide which two sentences in each group below can be joined by combining verb phrases in the predicate. Change the two sentences into a single sentence. Use appropriate connecting words: and, or, but, either or neither nor.</li> <li>1. The frog escaped from its cage. Larry searched for the frog. Larry couldn'</li> </ul>
find it.  2. Rebecca was sick. Her class collected money. Her class bought her a present

	<b>C.</b> Change each pair of sentences below into a single sentence. Combine the noun phrases that are used as subjects or the verb phrases that are used as predicates. Try to use several different connecting words.
1.	Charlie Brown played baseball in the rain. Lucy played baseball in the rain.
2.	A hot fudge sundae would taste good. A pineapple soda would taste good.
3.	The seal plunged into the water. The seal glided away.
4.	I started to tell the joke. I forgot the punch line.
5.	The angry crowd liked the speech. The angry crowd admired the speaker.
6.	Doris will play the heroine. Michelle will play the heroine.
7.	I lost my keys. I left them at home.
8.	Carlos stood up. Carlos began to pace around the room.

#### Changes in the Sounds of English

moon	tune	soon	noon	down

Read the words above. Notice that all the words rhyme except *down*. At one time in the history of English, the word *down* had the same vowel sound that you hear in the other four words. That is, *down* was pronounced the same as the modern word *dune*.

Read each verse aloud. Then read it again, pronouncing the last word in the verse to make a rhyme. When you do this, you are pronouncing the word as it was pronounced centuries ago.

The waves dashed high,
And the sky was gray.
Our boat was tossed
On a stormy sea.

A little boy

To the piper did say,

"Please pipe a merry

Tune for me."

The young man traveled
A sunny road.
His heart was light,
And life seemed good.

A rabbit jumped out
From behind a tree.
He looked at us
And winked his eye.



You have discovered five words that were once pronounced differently than they are today. Write the words below.

S	ounds and Spelling
	maker acre off cough tie eye got yacht
	Pronounce the pairs of rhyming words above. Then answer the following questions about the words in each pair.  1. Which word follows common English spelling patterns?  2. Which word contains at least one sound that has an unusual spelling?  A. Pronounce each of the following words. Think about the relation between its sounds and its spelling. Then group the words as directed below.
	lid coyote smoke teeth sergeant ache art learn send
1.	Easiest to spell because each sound is represented by its most common spelling.
2.	Not quite so easy, but they follow common English spelling patterns.
3.	Must be memorized because one or more sounds are spelled in an unusual way.
	<b>B.</b> The second sentence in each pair below can be completed with a homophone of the word in italics. Each homophone contains at least one sound that does not follow the most common English spelling patterns. Write each homophone in the space provided.
1.	Charles sent the package airmail.  That rose has an unusual —.
2.	The knight will slay the dragon.  The horse pulled the — over the snow.
3.	The air became cold. The prince is the — to the throne.

**5.** It *rained* hard all night. The queen — over a peaceful nation.

4. I'll call you later.

**6.** The trees *swayed* in the wind. Elna wore a brown — jacket.

7. Have you met *him* yet? The congregation sang a —.

8

Name

The bride walked down the church —.

9

#### The Noun Phrase with Nouns

Notice the noun phrases in color in the following sentences.

- 1. A wagon rolled across the prairie.
- 2. The wagons rolled across the prairie.
- 3. Wagons rolled across the prairie.

Two kinds of noun phrases are used as subjects in the sentences above. In 1 and 2 the subject noun phrases consist of a determiner plus a common noun. In 3 the subject noun phrase consists of a common noun alone.

	form from singular to plural or from	ving words is a common noun by c om plural to singular.	hanging its
<b>1.</b> lion	<b>2.</b> story	3. mice	
	<b>B.</b> Place a determiner before extra resulting noun phrase as the subjection	ach noun you wrote for part A. Thect in a sentence of your own.	en use the
1. A pet:	<ul><li>5. Oklahoma Cit</li><li>6. The Nile is a</li><li>In 4 and 5 the subject noun ph</li><li>noun phrase consists of a determinant</li></ul>	the knew the answer.  It is the capital of Oklahoma.  The river in Africa.  The rases consist of a proper noun. In 6 her plus a proper noun.  That contain proper nouns in the sum the following.	ıbject noun
3. A lake, a ri	ver, or an ocean:		

## The Noun Phrase with Pronouns

10

#### **Personal Pronouns**

I he it they

#### **Indefinite Pronouns**

somebody anything everyone nothing

Notice the two kinds of pronouns above. Both personal pronouns and indefinite pronouns can be used in a sentence as the subject noun phrase.

**A.** Complete the second sentence in each pair below by using an appropriate personal pronoun as the subject noun phrase.

1.	Carol likes to cook baked a pic yesterday.
2.	The airplane landed in an open field. had run out of gas.
3.	Bradley is a musician. plays the piano and the accordion.
4.	The girls gathered logs. Then built a campfire.
5.	My friends and I ate the pizza. had made it ourselves.
	<b>B.</b> For each subject noun phrase in italics, substitute an indefinite pronoun. Write your new sentence below. (Try to use a different indefinite pronoun in each sentence.)
1.	One of the boys bought some cotton candy.
2.	All the people at the game cheered.
3.	None of my teachers could answer my question.
4.	Any of your friends may come along.
5.	Not one dish was broken.

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#### Different Kinds of Noun Phrases

In the sentences below, the subject noun phrases are in color.	Notice	the	dif-
ferent kinds of noun phrases that are used as subjects.			

DETERMINER PLUS COMMON NOUN: The house was on a hilltop.

COMMON NOUN: Trees stood all around it.

Proper Noun: Gilbert liked to fish.

DETERMINER PLUS PROPER NOUN: The Fox River was near his house.

Personal Pronoun: He fished there in the summertime.

Indefinite Pronoun: Somebody often went fishing with him.

In the following sentences, change each subject by substituting the kind of noun phrase named in parentheses. Write your new sentences below.

	Nathan bumped into the door. (personal pronoun)
	Someone went skating last Saturday. (proper noun)
3.	Rain began to fall softly. (determiner plus common noun)
	We hunted for seashells along the shore. (indefinite pronoun)
	The letter contained wonderful news. (personal pronoun)
6.	The Pacific Ocean looked stormy. (determiner plus common noun)
	Someone must break the secret code. (proper noun)
	The mountains loomed above us. (determiner plus proper noun)

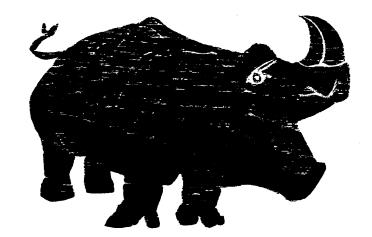
#### Finding Words in a Dictionary

Do you recognize the animal in the picture? Suppose you knew how to pronounce its name, but you didn't know how to spell it. To find the word in a dictionary, you would need to know other spellings of its first sound besides r. Here are some other spellings.

<u>rh</u>ythm

write

How could the above words help you to find *rhinoceros* in your dictionary?



In the following sentences, the first sound of each word in italics has been spelled incorrectly. Find the word in your dictionary, and write its correct spelling in the space provided. The spelling key below may help you discover how to spell the first sound.

	Most Common Spelling	Other Spellings
	$\underline{\mathbf{e}}$ ve	<u>aeg</u> is, <u>ei</u> ther, <u>ea</u> sy, <u>ee</u> l
	<u>k</u> ettle	cane, Christ, quiet, khan
	<u>n</u> ow	knee, gnaw, pneumonia
	<u>r</u> ain	<u>rh</u> ythm, <u>wr</u> ite
	<u>s</u> oda	<u>ps</u> alm, <u>c</u> enter, <u>sc</u> issors
	<u>sh</u> are	<u>s</u> ure, <u>ch</u> auffeur, <u>sch</u> wa
	<u>t</u> ale	<u>pt</u> omaine
1.	The king wore a crown and carried a septer.	
2.	A cameleon can change the color of its skin.	
3.	A Greek writer of fables was Esop.	
4.	The table and chairs were made of rought iron.	·
5.	The terodactyl is an extinct flying reptile.	
6.	The <i>nu</i> is a large African antelope.	
7.	The soldiers' uniforms were made of kaki.	
8.	For dessert we had a slice of rubarb pie.	
9.	Mark Twain is a seudonym for Samuel Clemens.	
10.	The shamois is a small European antelope.	<u></u>
	<del>"</del>	

#### Dictionaries and Meaning

Suppose a writer used this sentence in a story.

The captain read the ship's log.

Suppose an artist drew the picture on this page to illustrate the sentence. Do you think the writer would like the artist's picture? Why or why not?

Now read the following dictionary entry.

log (lôg), 1. a length of wood just as it comes from the tree. 2. made of logs: a log house.
3. cut down trees, cut them into logs, and get them out of the forest. 4. the daily record of a ship's voyage.
5. a float for measuring the speed of a ship. n., adj., v., logged, log ging.\*

- 1. What is the number of the meaning the artist illustrated?
- **2.** What is the number of the meaning used in the sentence?



A. Complete each sentence, using one of the words below. In the space beneath the sentence, write the definition from your dictionary that fits the word as it is used in the sentence.

1.	The in the football game was 21 to 7.
2.	Ella memorized the entire of the opera.
3.	Only about a of the members attended the meeting.
4.	Carlos would never anyone in anger.
5.	We heard the clock the hour.
6.	The miners went back to work when the ended.

strike

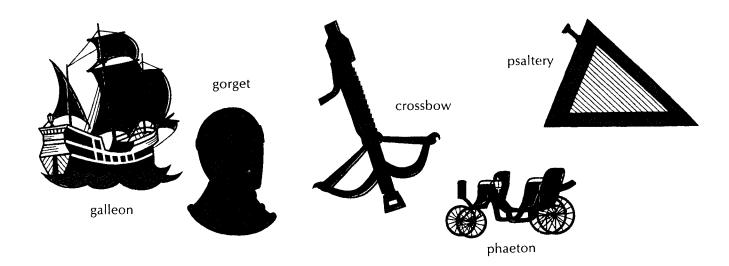
7.	7. Adam tried to eat, but everything tasted			
8.	We asked permission, but we received a refusal.			
9.	The choir director said that the altos were singing			
	<b>B.</b> Read the following limerick. Notice how the writer has had some fun with the word <i>light</i> .			
	A lazy lamp maker named Burke Once said, with a grin and a smirk, "It really is true, I like what I do. It's easy, and very light work."			
	Look up the word <i>light</i> in your dictionary. Notice how many different definitions are given. Write the two definitions of <i>light</i> that you think of when you read the last line of the limerick.			
<b>z.</b>	C. The word in italics in each sentence is used with a meaning that is more common in speech than in writing. Look up each word in your dictionary, and write that meaning below.			
1.	Are you game to try out for football with me?			
2.	Tim was petrified when he saw the bear coming toward him.			
3.	Patrick paid a stiff price for his new car.			
<b>4.</b>	Why does Clara continue to harp on that subject?			
	14 Name			

#### Losses in the Vocabulary of English

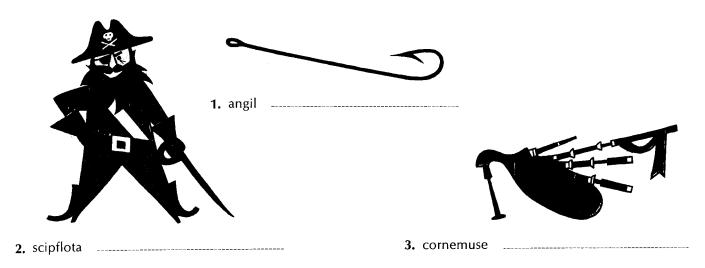
Many words that were once part of the English language are no longer used at all or are no longer in common use. There are two main reasons.

- 1. Sometimes the object named by a word goes out of use, and therefore the word is seldom or never needed.
- **2.** Sometimes there are two words that name the same object—words like *gem* and *jewel*, for instance. Eventually, one of the words is lost.

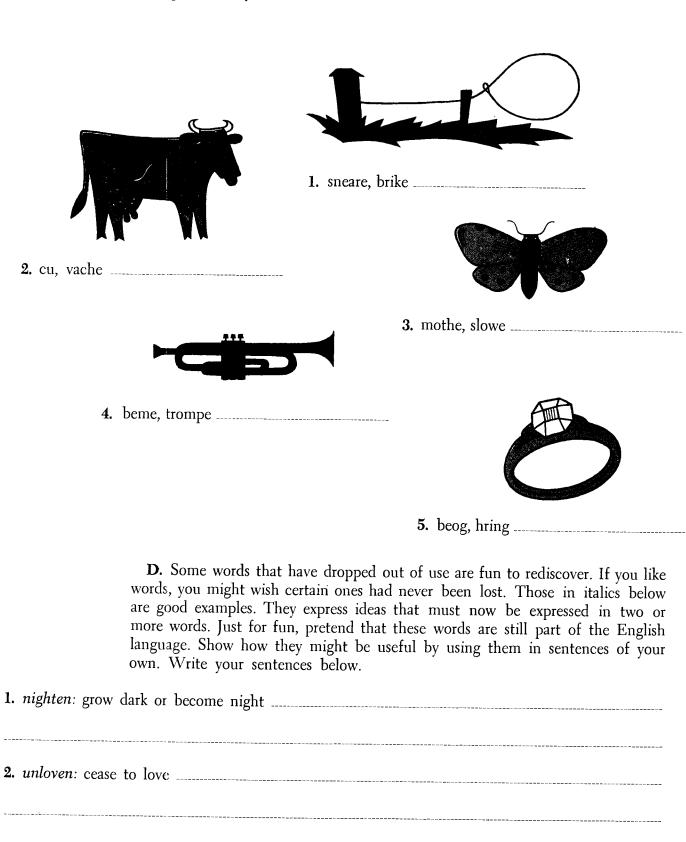
**A.** Study the words and pictures below. You may come across some of the words in books, but you seldom hear or use them. Which of the reasons given above, 1 or 2, explains why?



**B.** Each word below was once used to name the person or object in the picture. Write the word that is commonly used today to name the same person or object.



C. Both words in each pair below were used many years ago to name an object suggested by the picture clue. In time one of the words fell out of use. Decide which word is still used, and write it in the space provided. Spell it as it is spelled today.



#### **Practicing with Stress**

Stress is the degree of force, or loudness, that you use in pronouncing a syllable. In this lesson you will be using stress in different ways to express different meanings.

**A.** Read each of the following sentences aloud. Circle the word or syllable in italics that you pronounced with the heaviest stress. In each pair of sentences, notice how the different stress patterns help to express different meanings.

- 1. A raven is a glossy, black bird.
- **2.** That bird is a raven, not a *blackbird*.
- 3. Do you know how this book ends?
- 4. Do you know who made these bookends?
- **5.** On the tree outside my window sat a *bluejay*.
- 6. On Jim's school sweater was a large blue J.
- 7. Those blackberries are still too green to eat.
- 8. Those shiny black berries are poisonous.



**B.** Read each of the following word pairs aloud, placing heavy stress on the words or syllables printed in capital letters. Notice how the same words express different meanings when you use different stress patterns. Make up sentences illustrating these different meanings, and write your sentences below.

BLACKboard, black BOAI	RD		
1		 	
2			
DRIVE-in, drive IN			
3			
4			



18

Name\_\_\_\_



V	HITE House, white HOUSE
5.	
6.	
	C. Read each of the following questions aloud in two different ways, placing heavy stress on a different word or syllable each time. Notice how you change the meanings by changing the stress patterns. Circle the word or syllable you read with heavy stress, as in the example below. Then write an answer that fits the question.
	Example: Did Jean (win)? No, she lost.
	Did (Jean) win? No, Harriet did.
l.	Does Ken want to wash the dishes?
	Does Ken want to wash the dishes?
2.	Did Jane make the lemon pies?
	Did Jane make the lemon pies?
3.	Did you break your index finger?
	Did you break your index finger?

#### Practicing with Pitch

Pitch is the rising and falling of your voice as you speak. Most words in a sentence are pronounced at about the same pitch level. Some words are pronounced with the voice rising above that level or falling below it.

The sentences below show some common pitch patterns. Read the sentences aloud. Notice how you use pitch to help express different meanings.

1. Jack caught a fish.

**2.** Jack caught a fish?

19

By ending with falling pitch in sentence 1, you made a statement. By ending with rising pitch in sentence 2, you used the same words to make a question.

Read the following conversations between Jim and Judy silently. Then read them aloud. Notice the sentences that Jim speaks, and decide whether you used rising pitch or falling pitch at the *end* of each sentence. Write the word **rising** or **falling** on the line.

1.	JIM: Was Eliot ever late for school? JUDY: No, he was always on time.	
2.	Jim: Was Eliot ever late for school! Judy: He was? What time did he get here?	
3.	Judy: Jane has a new pen pal. Jim: Who? Judy: A German girl named Renate Richert.	
4.	Judy: Jane has a new pen pal. Jim: Who? Judy: Jane. You know, my friend Jane Bunnell.	
5.	Jim: Does Len play the violin or the cello? Judy: The violin.	
6.	Jim: Does Len play the violin or the cello? Judy: No, but I think he plays the piano.	
7.	Judy: What are you going to wear to the class play?  Jim: Do you think it's all right to wear school clothes?  Judy: Yes, I'm sure it is.	
8.	Judy (calling upstairs): Jim, your school sweater is in the top drawer of your dresser.  Jim: I can't hear you. Where did you say my sweater is?	
9.	JIM: What a narrow escape that was! JUDY: You said it!	

# The Base Form and the s Form of the Verb

20

	Read the title of the verbs in t	of this lesson. Then w the group below that	rite a label in each bo box.	x naming the form
		bake	bakes	
		dash	dashes	
		travel	travels	
		squeak	squeaks	
	<b>A.</b> Fill in each	blank with the base	form or the s form o	f the verb walk.
	All the member	ers of the Harris fam	ily	a lot. Mr.
	Harris	th	ree miles each day to	work. Mrs. Harris
		in the pa	rk nearly every afterno	oon. Her two little
	girls	with her	Her son	sev-
	eral blocks to an	d from school. Somet	imes on weekends the	Harrises go some-
	where on the train	in, but they usually	·	again after
	they get there.			J
	<b>B.</b> Rewrite eac from plural to sir	h sentence, changing ngular. Change the fo	the subject from sing	gular to plural or the new subject.
1. The ducks of				
	kes the subway to wo	ork		
3. The bus seld	lom stops on our corn	ier		
4. Our cats lie	on the rug every nigh	t		
5. The drum m	ajorettes lead every pa	ırade	·	
				***************************************

21

#### The ed Form of the Verb

All the verbs below are *ed* forms. Notice how the *ed* forms in each group are made. How do the *ed* forms in 1 differ from those in 2?

I jumped helped skated gobbled grew ate taught gave

**A.** Complete each sentence below with the *ed* form of one of the following verbs. Use each verb once.

bury cook write swim we	orry draw choose break
1. On our vacation last summer we	in the Pacific Ocean.
2. The dog took the bone outside and	it in the garden.
3. Each captain five boys to be	on his team.
4. Some enormous hailstones seven	ral windows in our house.
5. We bacon and eggs over the c	eampfire.
6. Eliza about her lost kitten unt	til she found it.
7. Each camper a letter home eve	ry week.
8. Carol often pictures of horses.	
<b>B.</b> Use each of the following noun phra a verb phrase that contains the <i>ed</i> form	
1. (watch) The crowd	
2. (taste) The bread	
3. (look) The sky	
<b>4.</b> (fly) A sparrow	
<b>5.</b> (catch) Leon	
6. (take) My brother	
7. (hide) The child	
8. (know) Nobody	
22. 33. 44. 55. 66. 7. 88. 11. 22. 33. 44. 55. 66. 7.	On our vacation last summer we

#### Tense

22

Study the chart below. Notice what it tells about each verb in color.

	Form	Tense	Time
My shoes feel wet now.	base form	present	present
Baseball season opens tomorrow.	s form	present	future
Dad always latches the door.	s form	present	all times
Mr. Dale lighted the campfire.	ed form	past	past

Notice the relation between tense and verb form. The base form and the s form are present tense forms. The ed form is a past tense form.

Now notice the relation between tense and time. The present tense expresses present time, future time, or all times. The past tense expresses past time.

A. Complete each sentence below with a verb in the present tense. After

Name.....

#### The Special Verb Be

	Most Verbs		
Present	{ live lives	see	write
Past	lives	sees	writes
1 1/51	nved	saw	wrote

The Special	l Verb <i>Be</i>
Present	am is are
Past	{ was were

23

The verbs above show two reasons why be is a special verb.

- 1. Most verbs have two present tense forms and one past tense form. The verb be has three present tense forms and two past tense forms.
  - 2. Most verbs have forms that are similar in sound and spelling. The forms of be are different from each other in sound and spelling.

A. Rewrite each sentence below. Change the tense of each verb from present to past or from past to present.

1.	The dogs are black.
	The mountain was high.
3.	I am hungry.
4.	We were on the porch.
5.	I was happy.
	<b>B.</b> Change each sentence by using the noun phrase in parentheses as the subject. Change the form of <i>be</i> to fit the new subject. Do not change the tense. Write each new sentence in the space provided.
1.	These books are interesting. (It)
2.	A cocoon was under the sill. (Several cocoons)
3.	The children were sleepy. (Everyone)
4.	My cat is afraid of that dog. (I)
5.	Todd was thoughtful. (You)

# Using Verb Forms

24

	I	<b>A</b> . Complete each sentence below with a present tense form of the verb in parentheses.
1.	Werner	that song. (know)
2.	Les always	peppermint ice cream. (choose)
3.	Ι	upstairs. (be)
4.	Everyone else .	downstairs. (be)
5.	The moon	in the east. (rise)
6.	The scouts	for Indian arrowheads. (look)
7.	Mother often	eggs for breakfast. (scramble)
8.	The boats	lined up for the race. (be)
9.	The canal	over every winter. (freeze)
10.	Dean and Roge	their grandmother often. (phone)
	F	<b>B.</b> Complete each sentence below with a past tense form of the verb in arentheses.
1.	Mr. Wiley	us good directions. (give)
2.	The girls	on a cable car. (ride)
3.	The game	at two o'clock. (begin)
4.	Maybelle	a ride in the sailboat. (take)
5.	We	cold after the long walk in the snow. (be)
6.	The three dogs	over the bone. (fight)
7.	The President	to the crowd at the airport. (speak)
8.	Kevin	home a wounded rabbit. (bring)
9.	Your letter	interesting. (be)
10.	We	the plane take off. (see)

#### Gains in the Vocabulary of English

The vocabulary of English is constantly growing. New inventions, ideas, and discoveries create a need for new words. One way in which speakers of English meet this need is by borrowing from other languages.

Read the dictionary entries on this page. Pay special attention to the etymologies, which are enclosed in brackets.

Notice that each word comes from a language spoken by the Algonquian Indian tribes. These tribes include the Blackfoot, the Cree, the Ojibwa, and the Cheyenne Indians. They lived in the area that was invaded by the first English and European settlers in America. In the new country the settlers saw many animals they had never seen before. They needed names for these animals, so they borrowed the names from the Indians.

- **A.** Answer the following questions about the word histories behind the animal names on this page.
- 1. Which word comes from an Algonquian word meaning "white animal"?

car i bou (kar'ə bü), n., pl. -bous or (esp. collectively) -bou. any of several kinds of North American reindeer. [Am.E; < Canadian F < Algonquian xalibu pawer]\*

chip munk (chip'mungk), n. a small, striped American squirrel. [Am.E; < Algonquian. Cf. Ojibwa atchitamon, head first, from the way the animal descends trees.]\*

moose (müs), n., pl. moose. a large mammal of the same family as the deer, living in Canada and the N United States. [< Algonquian]\*

o pos sum (pos'pm), n. a small mammal that lives mostly in trees, common in the S United States. When caught, it pretends to be dead. [Am.E; < Algonquian word meaning "white animal"]\*

rac coon (ra kün'), n. 1. a small, grayish flesheating mammal with a bushy, ringed tail, that lives mostly in trees and is active at night. 2. its fur. Also, racoon. [Am.E; < Algonquian]\*

skunk (skungk), n. 1. a black, bushy-tailed mammal, usually with white stripes along its back. It is about the size of a cat and gives off a very strong, unpleasant smell when frightened or attacked. 2. fur of this animal, used on coats, etc. 3. Informal. a mean, contemptible person. —v. Slang. defeat utterly. [Am.E; < Algonquian]\*

- 2. Which word is related to an Ojibwa word meaning "head first," from the way the animal descends trees?
- **3.** Which word comes from a Canadian French word, which in turn comes from the Algonquian word *xalibu*, meaning "pawer"?
- 4. What other animal names come from Algonquian words?



**B.** Many English words have unusual or colorful histories. Some of these histories are told in the following paragraphs. Read each paragraph. Decide which word below it tells about, and write the word on the line.

alligator	curfew	flamingo	pen	porpoise	salary	sandwich

- 1. This English word names an animal. The word comes from Spanish words that name another animal—el lagarto, meaning "the lizard."
- 2. This English word also names an animal. The word comes from two Latin words that name animals—porcus, meaning "pig," and piscis, meaning "fish."
- **3.** The origin of this English word is the Latin word *flamma*, meaning "flame." This meaning suggests the brilliant coloring of the bird that is named by the English word.
- **4.** During the Middle Ages people were required to put out fires and lights at the tolling of a bell. This regulation explains the origin of an English word. The word comes from two French words—covrir, meaning "cover," and feu, meaning "fire." Thus the word meant "cover the fire." Today it refers to a regulation requiring children to come off the streets at a certain hour in the evening.
- **5.** The Latin word *sal* means "salt." From *sal* came another Latin word, *salarium*, which meant "an allowance given to Roman soldiers to buy salt." This word is the source of an English word that means "the pay a person receives for regular work."
- **6.** The Latin word *penna*, meaning "feather," is the source of this English word. The word names an object that was once made with a large, stiff feather, or quill.
- 7. This English word comes from the name of a town in England. The earl of this town liked to gamble. Not wanting to leave the eard tables to eat, he had his servants bring him some cold meat between two slices of bread. Thus he is considered the inventor of the object that this word names.

#### Practicing with Juncture

Juncture is the pause in a stream of speech that separates sentences, parts of sentences, and individual words. Read the sentences in the cartoons aloud. Now read just the words in color. How does juncture help to make the different meanings clear in speech?





**A.** Read each of the following groups of words aloud until it makes sense to you. Place a slant line where you hear a longer juncture that separates two sentences.

Example: jump in / the water is fine

- 1. will you join our team needs more people
- 2. they sang some of their songs were ballads
- 3. are you able to pay your bill is five dollars
- 4. we ate the meal was delicious
- 5. Maria slept patiently the child stood near her
- **B.** Read the following sentences aloud, using a longer juncture at each slant line. Then read each sentence aloud again. This time change the meaning by moving a longer juncture. Write the sentences. Place slant lines where you used longer junctures in your second reading.
- 1. Edwin / said Jim / let's go home

2. If Bru	nce wins the race tomorrow / he will get a medal
	C. Read the following sentences aloud. Then read each sentence again. This time change the meaning by adding one or two longer junctures. Write the sentences. Place slant lines where you used longer junctures in your second reading.
1. Moth	er let us watch the movie
<b>2.</b> Mary	Ann's sister went skating with us
3. We w	vent fishing with Brian Allen and Ed Johnson
	<b>D.</b> Read each of the following sentences aloud. Then read just the words in italics. Change the juncture of these words to make different words. Use the new words in a sentence of your own, and write it below. Underline the words you made by changing the juncture.
	Example: He had an aim in life.
	He made <u>a name</u> for himself.
1. The c	ar was damaged when it slid into the pole.
2. It miş	ght rain tomorrow.
<u> </u>	28 <b>Name</b>

#### Patterns of Intonation

Whenever you speak, you use stress, pitch, and juncture together in patterns of intonation. But often you use one of these sound effects in a special way to express a particular meaning. Read the following sentences aloud. Notice how stress, pitch, and juncture help to express the different meanings.

Sentence	Meaning	Intonation Pattern
You called Joan.	You called, but I didn't.	Heavy stress on the word You
You called Joan?	Did you call her?	Rising <b>pitch</b> at the end of the sentence
You called, Joan?	Joan, did you call me?	Longer juncture to set off Joan

**A.** The sentences below are not punctuated. Read each pair of sentences aloud, showing the different meanings by the intonation patterns of your voice. Then tell whether you used mainly **pitch**, **stress**, or **juncture** to make the different meanings clear.

1.	Did you answer Walt (spoken to Walt)  Did you answer Walt (spoken about Walt)	
2.	You didn't drive to Los Angeles (I thought you drove only as far as Denver.)	
	You didn't drive to Los Angeles (I thought you were going to fly.)	
3.	You ordered apple pie for dessert (Did you?) You ordered apple pie for dessert (You did.)	
4.	He bought brown sugar candy and a watermelon (three items) He bought brown sugar candy and a watermelon (two items)	
5.	Was that a bad storm (Was it bad?) Was that a bad storm (It was really bad!)	
6.	They are racing cars (They are not racing motorcycles.) They are racing cars (They are cars made for racing.)	

B. Read each of the following conversations between Jim and Judy silently. Then read it aloud. Compare the different ways Jim pronounces the sentences in italics. Tell whether the main difference is one of pitch, stress, or juncture.

1. Judy: How is Andy's broken leg? Andy didn't break his leg. It was Ted. IM: Judy: How is Andy's broken leg? Andy didn't break his leg. He only sprained it. Did you buy candy or flowers? **2.** [IM: Judy: Candy. Did you buy candy or flowers? Judy: No, I didn't. **3.** Judy: What kind of apples are those? They're cooking apples. Judy: What are Mother and Aunt Theresa doing? They're cooking apples. IINI: **4.** Judy: What's that dog in the window doing? It keeps staring. JUDY: What's wrong with this seat cover? It keeps tearing.



Jini:

## Two Kinds of Verb Phrases

Notice the two kinds of verb phrases in color in the following sentences.

- 1. The child sobbed.
- 2. Jerry enjoyed the music.

In sentence 1 the verb sobbed is intransitive. An intransitive verb does not need anything after it in the verb phrase. In sentence 2 the verb enjoyed is transitive. A transitive verb needs a noun phrase after it.

**A.** Read each of the following sentences, and decide whether it contains an intransitive verb or a transitive verb. Write the word **intransitive** or **transitive** on the line.

1.	The hikers climbed the hill.	
2.	The rowboat overturned.	
3.	The noon whistle shrieked.	
4.	Aunt Millie baked the cookies.	
5.	The lion escaped.	
6.	Our class toured the candy factory.	
		arri and altriario instrugiacitirio, and bring and altriario triarioi.
l.	tive. Make a sentence with is <b>intransitive</b> or <b>transitive</b> hesitated	
2.	hesitated rescued	each verb. After the sentence, tell whether the verb
2.	tive. Make a sentence with is intransitive or transitive hesitated rescued	cach verb. After the sentence, tell whether the verb
2.	tive. Make a sentence with is intransitive or transitive hesitated  rescued  examined  ached	cach verb. After the sentence, tell whether the verb

Notice the two kinds of verb phrases in color in the following sentences.

- 1. The runaway horse returned.
- 2. Jeff returned the library books.

Sometimes the same verb may be either intransitive or transitive. The verb returned is intransitive in sentence 1 since it has no noun phrase after it. The same verb is transitive in sentence 2 since it has a noun phrase, the library books, after it.

C. Write two sentences with each verb below. Make the verb intransitive in

the first sentence and transitive in the second. 1. froze (intransitive) froze (transitive) 2. burned (intransitive) burned (transitive) **D.** One of the following verbs is always intransitive, one is always transitive, and one may be either intransitive or transitive. hide tremble capture The verbs are described below. Use them in sentences of your own. 1. Always intransitive: 2. Always transitive: 3. Either intransitive or transitive:

Name\_\_\_\_

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# Noun Phrases That Follow Transitive Verbs

In the sentences below, the noun phrases in color follow	v transitive verbs and
are called direct objects. Notice the different kinds of nour	n phrases used as di-
rect objects.	1

DETERMINER PLUS COMMON NOUN: Joe played the banjo.

COMMON NOUN: The science class caught tadpoles.

PROPER NOUN: Our dog chased Mr. Jackson.

PERSONAL PRONOUN: The snake frightened her.

	<b>A.</b> Use each noun phrase below as the direct object in a sentence.
1.	Lake Ontario
2.	dandelions
3.	a bechive
4.	him
1.	<ul> <li>B. Complete each sentence with a noun phrase as the direct object. Use the kind of noun phrase named in parentheses. Write your sentences below.</li> <li>Jim surprised —. (proper noun)</li> </ul>
2.	The package contained —. (common noun)
3.	My frisky puppy startled —. (personal pronoun)
4.	Water surrounded —. (determiner plus common noun)

	Read the sentences below.  forms in the subject and in the	Notice that the personal pronoun has different e direct object.
	Lucy called.	I called Lucy.
	She called.	I called her.
		below with personal pronouns as direct objects. stand for the same persons as the subject pro-
	1. I helped Jane. Will Jane help	· · · · · · · · · · · · · · · · · · ·
	2. He understands you. Do you	understand?
	3. We saw the bus driver. Did	the bus driver see?
	4. She remembers Mr. Boggs. I	Does he remember?
	<b>5.</b> They liked Joe. Did Joe like	?
(2) (2) (3) (4) (4) (4) (4) (4) (4) (4) (4) (4) (4	and 2 have been combined to for	oun phrases in the direct objects of sentences 1 orm sentence 3. Notice that a pronoun in the orm when it is combined with another direct
	<ol> <li>The rain drenched her.</li> <li>The rain drenched Mr. Lee.</li> </ol>	⇒ 3. The rain drenched her and Mr. Lee.
	<b>D.</b> From each pair of sentence phrases in the direct object.	es, make a new sentence by combining two noun
1. Henry stopped	him. Henry stopped me.	
2. Cora visited R	amona. Cora visited us.	
3. We met them.	We met the Harveys.	
4. Chico praised	her. Chico praised the band.	

Name

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# Dictionaries and Pronunciation



The animal in this picture is an iguana. Do you know how to pronounce its name? If not, study the dictionary respelling below. The pronunciation key at the right will help you.

#### i gwä'nə

A. Each of the following respellings shows you how to pronounce one of the words in the parentheses. Write the word represented by each respelling. Use the pronunciation key at the right if you need help with the symbols.

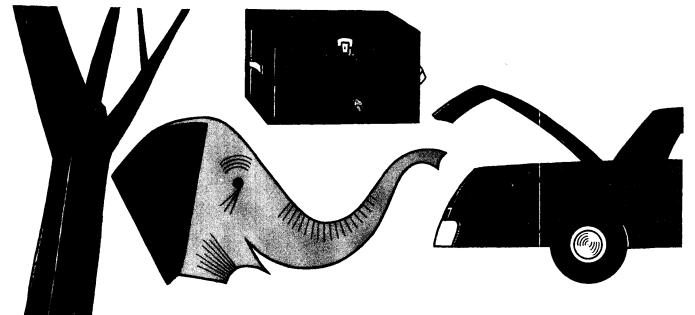
## **Thorndike Pronunciation Key**

hat, āge, cãre, fār;
let, bē, tèrm;
it, īce;
hot, gō, ôrder;
oil, out;
cup, pùt, rüle, ūse;
ch, child; ng, long;
th, thin; #H, then;
zh, measure; ə represents a
in about, e in taken, i in
April, o in lemon, u in circus.\*

1.	p <b>üʻ</b> dl	(puddle, poodle, peddle)	
2.	fôls	(false, fouls, fools)	
3.	m <b>ü</b> s	(muse, muss, moose)	
4.	lůk	(Luke, luck, look)	
5.	fôn	(fun, fawn, phone)	
6.	spėr	(spear, spur, spare)	
7.	chär	(char, chair, cheer)	
8.	mə ral'	(moral, mural, morale)	

			Vrite the two words that rhyme in each group below. Use a dictionary to e pronunciation of unfamiliar words.
1.	efface	deface	preface
2.	crevice	entice	device
3.	stein	seine	skein
4.	lemur	demur	schemer
<b>5</b> .	impale	shale	finale
6.	grieve	sieve	reprieve
7.	freight	sleight	plight
8.	enrage	mirage	assuage
		C. R Look u the wo nounce howled all	community.  Lead each sentence aloud. Notice how you pronounce the word in italics. In the word in a dictionary, and write the respellings that show two ways red is pronounced. Then circle the respelling that shows how you prothe word.  In the word in a dictionary, and write the respellings that shows how you prothe word.  In the word in a dictionary, and write the respellings that shows how you prothe word.  In the word in a dictionary, and write the respellings that shows how you prothe word.
3.	We made	a lever to li	ft the rock.
4.	My brothe	r lives in <i>Cl</i>	uicago.
5.	Do you wa	nnt <i>syrup</i> on	your pancakes?

## Extending the Meanings of Words



The original meaning of *trunk* in the English language was "the main stem of a tree." People extended the meaning of the word *trunk* when they saw resemblances in other objects. Today this same word stands for several different objects, including those in the pictures above.

**A.** Complete each pair of sentences below by filling the two blanks with the same word. Be sure that the word you select makes sense in both sentences. Think about the resemblances that might explain why the same word has both of these meanings.

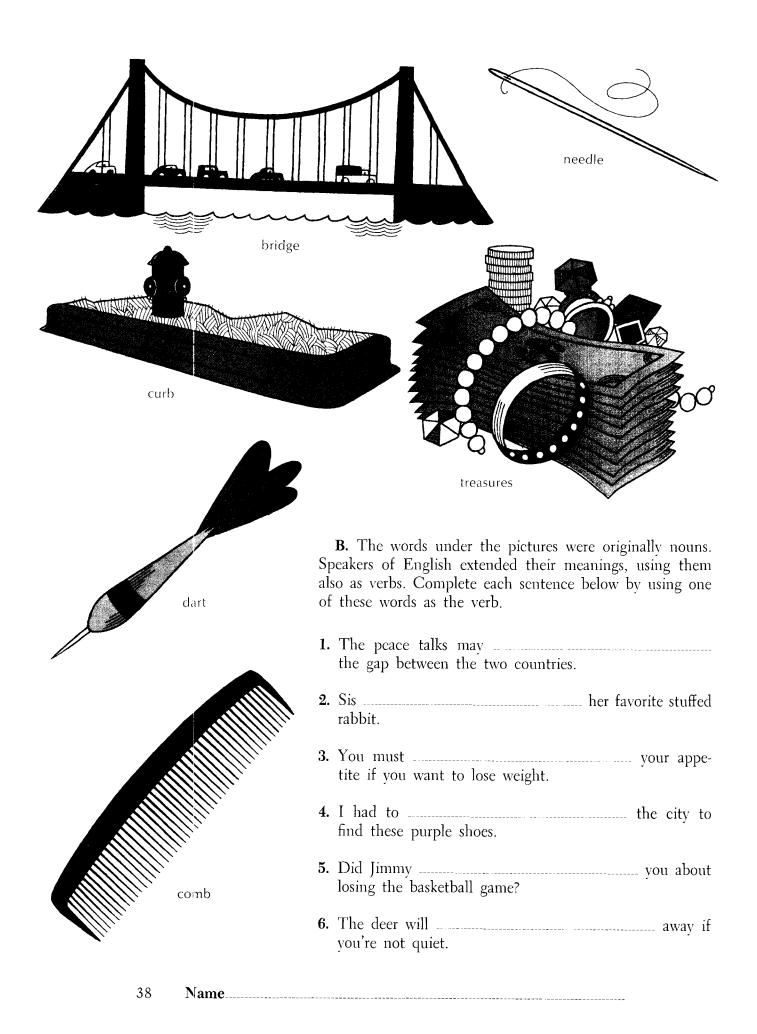
1.	The antenna is on the of our house.
	The of your mouth helps you produce sounds
2.	This opens the front door.
	Only the teacher has a to the history test.
3.	The pioncers stored water in a wooden
	The policeman cleaned the of his gun.

4. We had a picnic in the \_\_\_\_\_\_ of the oak tree.

Please pull down the window \_\_\_\_\_.

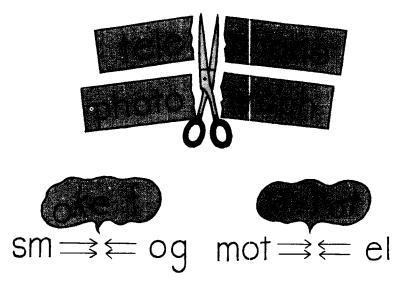
trees are very common in Florida.

She held two nickels in the \_\_\_\_\_ of her hand.



## Clipped Words and Blends

Speakers of English create new words by shortening and by combining words already in the language. Clipped words, like *phone* and *photo*, are shortened forms of other words. Blends, like *smog* and *motel*, are words made by combining parts of other words.



**A.** The clipped words in italics in the following sentences are shortened forms of other words that are still in common use. Write the criginal word for each word in italics, noticing how each clipped word was formed. If you need help with any of the words, use a large dictionary.

1.	Mr. Ellis used a <i>mike</i> to speak at the assembly.	
2.	His catcher's mitt was old and shabby.	
3.	I had to rent a tux for my sister's wedding.	
4.	Would you like to play pro football?	
5.	He went to a prep school before college.	
	<b>B.</b> Complete each sentence be clipped word by dropping the last	low with a clipped word. You can discover the part of the word in parentheses.
1.	(promenade) The junior class	is this weekend.
2.	(pepper) The cheerleaders have a lot of	and spirit.
3.	(pianoforte) Fran plays the	for the glee club.
4.	(quacksalver) He accused the doctor of being a	
5.	(superfine) Saturday was a da	y for canoeing.
6.	(chimpanzee) The trained roo	le a tricycle.
7.	(property) A chair was the only stage	in the play.

C. Some	linguists	believe	that	the	words	in	italics	are	blends.	Study	the the
original wo	rds to de	etermine	the	proba	able me	eani	ings of	the	blends.	Then	com-
plete each s	sentence 1	oelow wit	h on	e of	these b	lene	ds.				

 $smoke + haze \rightarrow smaze$   $muddled + fuzzy \rightarrow muzzy$   $globe + blob \rightarrow glob$   $slim + flimsy \rightarrow slimsy$  $squirm + wriggle \rightarrow squiggle$ 

l.	I told my little brother not to in his chair.
2.	We could hardly see the building through the
3.	I am about which street to take to your house.
4.	The fabric in the draperies was very and tore easily.
5.	Hal put a big of paste on the paper.
	D. Write sentences using each of the blends in italics.
l.	$splash + spatter \rightarrow splatter$
2.	chuckle $+$ snort $\rightarrow$ chortle
3.	$prim + sissy \rightarrow prissy$
4.	$spot + blotch \rightarrow splotch$
5.	twist + whirl $\rightarrow twirl$

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### Be Plus a Noun Phrase

Each verb phrase in color in the following sentences contains a form of the special verb *be* plus a noun phrase as the completer. Notice that each noun phrase used as a completer names the same person or thing as the subject noun phrase.

- 1. My best friend is Juan.
- **2.** Mr. Thompson was the referee.
- **3.** That book is a novel.

**A.** After each equal sign, write a noun phrase that names the same person or thing as the given noun phrase.

	EXAMPLE: Wir. Pembroke = a salesman
1.	That building =
2.	Penelope and Susan =
3.	My birthday present =
4.	Those people =
	<b>B.</b> Use the noun phrases in part A to make sentences that contain a form o the verb <i>be</i> plus a completer.
	Example: Mr. Pembroke is a salesman.
1.	
4.	

### Be Plus an Adjective

Each verb phrase in color in the following sentences contains a form of the special verb *be* plus an adjective as the completer.

- 1. This cake is delicious.
- **2.** The music was loud.
- 3. Most puppies are playful.

A. Use the test sentence in the box to decide which completers in italics in the following sentences are adjectives. List all the adjective completers on the line below.

This is very —.

- 1. Tom's horse is gentle.
- 2. Our favorite food is spaghetti.
- 3. The picture was colorful.
- **4.** Mrs. Logan and Mrs. King are twins.
- **5.** The spectators were *noisy*.



**B.** Write sentences using each adjective below as a completer after a form of the verb *be*.

	sleepy
2.	graceful
	sour
	thirsty
	decp

42 Name\_\_\_\_\_

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#### Be Plus an Adverb

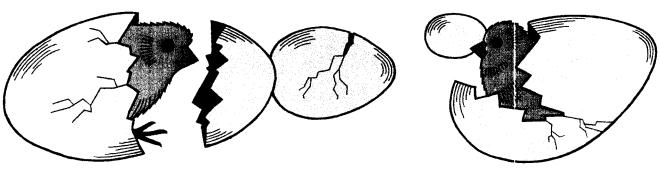
Each verb phrase in color in the following sentences contains an adverb. Notice the different kinds of adverbs. Only an adverb of place can be used as a completer after the special verb be.

Adverb of Place: The boys were nearby.

Adverb of Time: The boys hiked yesterday.

Adverb of Manner: The boys walked rapidly.

	<b>A.</b> Decide whether the adverb in italics in each of the following sentences an adverb of place, an adverb of time, or an adverb of manner. Write the ord <b>place</b> , <b>time</b> , or <b>manner</b> on the line provided.
1.	The boat sails tomorrow.
2.	The cat is inside.
3.	Dominic arrives soon.
4.	The dancer performed gracefully.
<b>5</b> .	Violets grew everywhere.
6.	Trina spoke softly.
	<b>B.</b> Complete each sentence with an adverb of place as the completer after $e$ form of $be$ .
th	
th 1.	e form of be.
<ol> <li>th</li> <li>2.</li> </ol>	e form of <i>be</i> .  An old sleigh was
<ol> <li>1.</li> <li>2.</li> <li>3.</li> </ol>	An old sleigh was  Your English setter is
<ol> <li>th</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol>	An old sleigh was  Your English setter is  Jan's flowers are
<ol> <li>th</li> <li>2.</li> <li>4.</li> <li>5.</li> </ol>	An old sleigh was  Your English setter is  Jan's flowers are  Phil's key was



ame

## Be Plus a Prepositional Phrase

Each verb phrase in color in the following sentences contains a form of the special verb *be* plus a prepositional phrase as the completer. Notice that each prepositional phrase is used as an adverb of place.

- 1. Your seat is near the aisle.
- 2. Murray and Walt are at summer camp.
- 3. The seals were in the water.

**A.** The sentences below contain adverbs of place as completers. Write each sentence, substituting a prepositional phrase for the adverb in italics.

1.	The water fountain is nearby.
	The old trunk was upstairs.
	Thelma and Cindy are outside.
	Your gloves were there.
	<b>B.</b> Write sentences using the following prepositional phrases as completers after forms of the verb be.  above the fireplace
2.	across the street
	in the garage
	44 Name

## Four Kinds of Completers

The special verb be must have a completer after it in the verb phrase. The sentences below illustrate four different kinds of completers that may be used after the verb be.

Noun Phrase: Jake and Dan are swimmers.

Adjective: The lake was calm.

ADVERB OF PLACE: Gloria was there.

Prepositional Phrase: The rodeo is in Danbury.

	A. Tell whether the completer in each sentence is a noun phrase, an adjective, an adverb of place or a prepositional phrase used as an adverb.
1.	The cabin was empty.
2.	Amos is at the beach.
3.	The men are pilots.
4.	Mr. Gomez is here.
	<b>B.</b> Write each of the following sentences, using the kind of completer named in parentheses.
1.	That storm was —. (adjective)
2.	Mr. Bolino is —. (noun phrase)
3.	The astronauts were —. (prepositional phrase)
4.	His suitcases are —. (adverb of place)

C. Write sentences using the words below as completers after forms of the special verb be. After each sentence tell whether the completer is a noun phrase, an adjective, an adverb of place, or a prepositional phrase.

1.	a football coach
2.	salty
3.	downstairs
4.	in the attic
5.	slippery
	inside



## Changes in Word Meanings

The meanings of many English words have changed over the years. Although changes in word meanings are usually gradual, the present-day meaning of a word may be very different from its earlier meaning.

**A.** The words in italics in the following sentences have different meanings today than they once had. Each word once named one of the occupations shown in the pictures below. Using the clue given in the sentence, write each word under the picture which illustrates its earlier meaning.

- 1. The snob made things in his shop.
- 2. The pioneer often worked underground.
- **3.** The *clerk* spoke to groups of people.







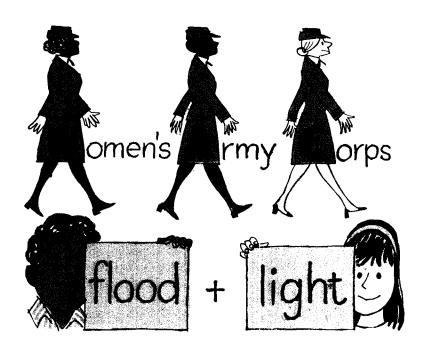
**B.** In part A you learned earlier meanings for the words below. Now write a present-day meaning for each word. Use a dictionary if necessary.

	snob
2.	pioneer
	clerk

	C. An earlier m	earlier meaning is given neanings, complete each	en for each of the words in it sentence below with one of the	alics. Using the words in italics.
		debate: fight	passenger: passerby	
		puny: younger one	naughty: evil	
		nice: foolish	handsome: easy to ha	ndle
		defend: forbid		
	1. Throu	igh the open bedroom wi	ndow, Margaret could hear the fo	ootsteps of every
	+		on the street below.	
	<b>2.</b> "Put	away your sword," said	the knight. "Although you are i	my enemy, I do
	not wa	ant to	with you here."	
	3. The 0	older son inherited his	father's estate and became very	y rich, but the
			received nothing.	
	<b>4.</b> Al was	s sure that his father wor	uld always	him
	to driv	ve the family car to scho	ol.	
	<b>5.</b> This h	nammer is more	than th	nat one because
	it is n	ot so heavy.		
	6. The w	vise man built his house	e on the solid rock above the	ocean, but the
			man built his house on the sa	ınd.
	7. The		man stole from the village	rs, but the good
	man g	ave them food and mone	ey.	
40				
	Wei 2	HALL	23 /	<b>(</b> *)
	35			

## Two Ways of Forming Words

The picture at the right shows two ways in which speakers of English create new words. Acronyms, like WAC and sonar, are formed by combining the first one or two letters of words. Compounds, like floodlight and postmark, are formed by combining other words.



**ASCAP** 

**PUSH** 

A. Write the acronym from the list that may be substituted for each group of words below.

		LEM INK WAVES	WAF MATS BART
1.	Lunar Excursion Module		
2.	Women Accepted for Volunteer Emerge	ency Service	
3.	Interesting News for Kids		
4.	Military Air Transport Service		
5.	American Society of Composers, Author	s, and Publishers	
6.	United Nations Children's Fund		
7.	Bay Area Rapid Transit		
8.	Volunteers in Service to America		
9.	People United to Save Humanity		
10.	Women in the Air Force		

UNICEF VISTA



**B.** Use the lists below to make compound words that begin with water or snow. After each sentence, write the compound word you could substitute for the words in italics. Use your dictionary to find out whether to write the compound as one word, as two words, or with a hyphen.

fall		plow
spout		plow bound
cress	snow + {	fall
logged		slide
melon		flake
proof		bank
color		shoes
mark		ball
	spout cress logged melon proof color	spout cress logged melon proof color

1. After the blizzard, many people were shut in.	
2. Tim used paint mixed with water for this picture.	
3. My watch is made so that nothing can get inside.	
4. The search crew wore wooden frames on their feet.	
5. We saw the water dropping from a high place.	
<b>6.</b> The avalanche of snow covered the tiny village.	
7. A small piece of frozen water hit my nose.	
8. Let's buy a large green fruit that's pink inside.	
9. There is a plant that grows in water in the salad.	
10. After the storm, our car slid into a large drift.	
11. We followed a machine that clears the streets.	
12. A line on the wall shows how high the river rose.	

# The Auxiliary Have

The verb phrases in the following sentences contain the auxiliary have plus the en form of the verb. Notice that only the auxiliary have changes form to show tense.

- I. We have written a letter.
- 2. She has written a letter.
- 3. Pete had written a letter.
- 4. The girls had written a letter.

**A.** Complete each sentence below by using a present tense form of the auxiliary have with the *en* form of the verb in parentheses.

l.	(take) Max and Larry	Lisa to the airport.
2.	(give) I	my theater tickets to Sara.
3.	(forbid) Father	me to stay up after midnight.
1.	(steal) A fox	chickens from that farm.
5.	(swell) My sprained ankle	
6.	(bite) The dog	the postman.
7.	(forgive) I	you for telling the secret.
	<b>B.</b> Complete each sentence below iliary <i>have</i> with the <i>en</i> form of the	by using the past tense form of the aux- verb in parentheses.
1.	(forget) Mrs. Jacobs	her driver's license.
2.	(rise) The bread dough	in the pan.
3.	(drive) Bud	the tractor mower.
4.	(break) The dynamite blasts	our front window.
5.	(mistake) Tony	Maria for her twin sister.
6.	(cat) They	all the apples.
7.	(shake) I	the bottle of salad oil.
	•	51

# More about the en Form

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Notice the spelling of the *en* form of the verb in color in each of the following sentences. The *en* form is sometimes spelled with *-en* but is often spelled with *-ed* or in some other way.

- 1. Mr. Nagata had spoken about Japan.
- 2. Fred has jumped the hurdle.
- 3. The trained horses have left the arena.
- 4. Lena has brought a picnic lunch.
- 5. I had gone to the recital.

**A.** Complete each sentence below with the *en* form of one of the following verbs.

	think	sing	laugh	weep	win	sail	send	catch
1.	Sue's cake has		first	prize in	the bak	ing con	test.	
2.	Joan had		the letter	without	a postag	ge stam <sub>l</sub>	p.	
3.	The miniature boat had			arou	nd the p	ond.		
4.	Our choral group has			that ba	llad seve	ral time	S.	
5.	Everyone had		at th	e comedia	an's joke	S.		
6.	Billy had		after drop	pping his	ice-crean	one (	on the flo	oor.
7.	Flo and Janet have		a	n early bu	ıs to Dal	llas.		
8.	We have		about the	solution	to this	math pi	roblem.	
	<b>B.</b> Complet in parentheses		of the follo	owing sen	tences, ı	ising the	e <i>en</i> form	of the verb
1.	(wash) The scouts had			cars to	o earn n	noney fo	or the tou	ır.
2.	(fly) The pilot has	•		the plane	to Van	couver.		
3.	(stand) We had		OI	the crow	vded sub	way for	an hour.	
4.	(set) I have		the tab	ole for five	e people.			
5.	(sink) The sun has	·		below th	ne horizo	m.		

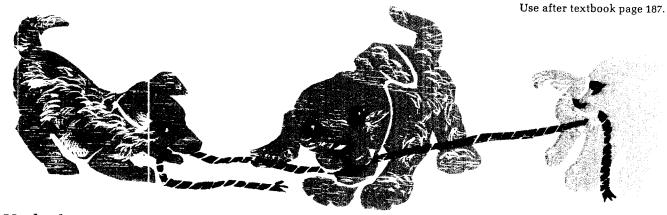
## The Auxiliary Be

The verb phrases in the following sentences contain the auxiliary be plus the *ing* form of the verb. Notice that only the auxiliary be changes form to show tense.

- 1. I am building a fence.
- 2. Carl and Fred are building a fence.
- 3. He was building a fence.
- 4. They were building a fence.

A. Complete each sentence below by using the present tense form of the auxiliary be with the ing form of the verb in parentheses.

1.	(study) Pierre	the English language.
2.	(dance) Greta and	Sally in the talent show.
3.	(cook) I	a casserole for dinner.
4.	(crawl) The baby	away from his mother.
5.	(sell) The Jensens	their house.
6.	(bend) The wind	the willow trees.
7.	(wait) The relay tea	mms for the starting signal.
	iliary	Complete each sentence below by using the past tense form of the aux- be with the ing form of the verb in parentheses.
1.	(ride) Mr. Garrett	the horse around the ranch.
2.	(learn) They	new card tricks.
3.	(sit) The stray kitte	n on my front porch.
4.	(dig) Your dog	a hole in our garden.
5.	(dive) The scientist	for ocean samples.
6.	(relax) We	on the beach.
7.	(rise) The river	after the heavy rains.
	Name	53



#### Verb Phrases with Have and Be

The verb phrases in the following sentences contain two auxiliaries, have and be, plus the ing form of the verb. Notice that only the auxiliary have changes form to show tense.

- 1. I have been waiting an hour.
- 2. Lou has been waiting an hour.
- 3. George had been waiting an hour.
- 4. They had been waiting an hour.

A. Complete each sentence below by adding the two auxiliaries have and be to the ing form of the verb in parentheses. Make your sentences in the present tense.

	1	
1.	(mow) Howard	lawns.
2.	(learn) Our puppy	tricks.
3.	(jog) Lynn and Kay	today.
4.	(camp) We	all summer.
5.	(patrol) They	ski slopes.
	<b>B.</b> Complete each sentence below by adding be to the <i>ing</i> form of the verb in parentheses. past tense.	the two auxiliaries <i>have</i> and Make your sentences in the
1.	(count) Al and Pedro	the votes.
2.	(slice) I	bread for sandwiches.
3.	(feed) Kenny	his pet hamsters.
4.	(sell) We	refreshments.
<b>5</b> .	(teach) Mr. Sanders	an art class.

#### Writing Direct Quotations

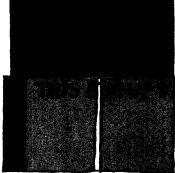
Sentences that tell a speaker's exact words contain direct quotations. The sentences below illustrate three different ways of writing direct quotations.

- 1. Lucy said, "This bakery sells molasses cookies."
- 2. "This bakery sells molasses cookies," said Lucy.
- 3. "This bakery," said Lucy, "sells molasses cookies."

**A.** The following sentences contain direct quotations. Insert quotation marks and other punctuation marks where they are needed.

- 1. The grocer said I don't have any apricots
- 2. When is the girls' club picnic asked Melanie
- 3. Let's take a bus to the zoo said Ruth It's too far to walk
- 4. Matt asked Where is the first-aid kit
- 5. The forest warned the ranger is very dry
- 6. The tourist said I live in California
- 7. The mystery show I saw last night said Holly scared me
- 8. Wash that dish carefully warned Mother It's old and valuable
- 9. This box is too heavy for me to carry moaned Rodney





using quotation marks, capital letters, and punctuation marks where they are needed. 1. Is the new library on Hampton Street asked Max 2. Maria said this is a great masquerade party 3. Our baseball game said Rusty was cancelled 4. Who made this pumpkin pie asked Meg it's delicious -----5. Mr. Cole yelled don't walk in my vegetable garden 6. There are only two more days groaned Shawn before our science test 7. Is it raining now asked Elizabeth -----8. The captain announced the ship will dock in New York tomorrow

Name\_\_\_\_

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B. Each sentence below contains a direct quotation. Rewrite the sentence,

## Writing Dialogue



Mother asked, "What are you doing under your bed?"

"I'm looking for my pet mouse," I explained. "It got away while I was cleaning its cage."

As she left my room, Mother suggested, "Maybe you'll find it when you go to bed."

Read the dialogue above and notice how it is written. How many paragraphs does the dialogue contain? Does a new paragraph begin each time there is a new speaker?

The story below would be livelier and more interesting if it contained dialogue. Rewrite it on your own paper. Use as many direct quotations as you can.

### A Horrible Experience

When Mrs. Baxter got home, her sons, Howie and Jim, met her at the door. She asked what they had done while she was shopping. Howie complained that they'd had a horrible experience. Mrs. Baxter wondered what was so horrible. Jim explained that Howie had almost fallen off the roof. Mrs. Baxter asked Howie what he was doing on the roof, and Howie replied that he was putting out a fire. Noticeably upset, Mrs. Baxter asked what had started a fire on the roof. Jim thought lightning had struck it. Mrs. Baxter said she hadn't noticed any lightning. In fact, the sun was shining all day. Then Howie admitted that there really hadn't been a fire. But they thought if she knew all' the bad things that *could* have happened while she was gone, she would be relieved to know the one small thing that really did happen. Jim added that they had only spilled chocolate ice cream on her new rug. Mrs. Baxter sank wearily into the nearest chair.

## **English Spelling**

Speakers of English have borrowed many words from other languages without changing their spelling to fit native English spelling patterns.

**A.** The words listed below came from French and Greek. The letters underlined in each word stand for a sound that has a more common spelling in English. After each word, write another word that contains a more common spelling of the same sound. Use your dictionary if necessary.

	French		Greek	
1.	bou <b>qu</b> et		<b>6. ph</b> ysical	
2.	croch <u>et</u>		7. <u>ch</u> aracter	
3.	<b><u>ch</u></b> iffon		<b>8.</b> <u><b>rh</b></u> apsody	
4.	matin <b>ee</b>		9. <u>pn</u> eumonia	
5.	plat <b>eau</b>		<b>10.</b> <u>ps</u> alm	
		words without changing to no longer stand for sounds  B. The words in italics	heir spelling. These  in the sentences beloatterns. Write the w	pronunciations of many native words now contain letters that ow are misspelled to follow more words as they are actually spelled.
l.	I need a <i>nife</i>	e to slice this tomato.		
2.	Who will res	ele in the first match?		
3.	The trail was	rocky and ruff.		
4.	The puppy b	egan to <i>naw</i> on a bone.		
5.	The little boy	wanted to <i>clime</i> the tree.		
6.	Did you nit	that scarf?		
7.	We saw a ne	wborn caff on the farm.		
	58	Name		

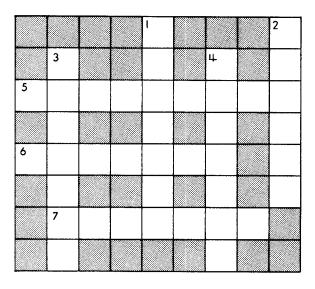
#### Bases, Prefixes, and Suffixes

Study the chart below, and notice how the words in color were formed. Complete the chart by writing the word **Prefix**, **Suffix**, or **Base** over each column without a heading.

						Word
re-	+	print			<b>→</b>	reprint
mis-	+	print			$\rightarrow$	misprint
		print	+	-ing	$\rightarrow$	printing
		print	+	-er	$\rightarrow$	printer
re-	+	print	+	-ed	$\rightarrow$	reprinted

**A.** Add a prefix or a suffix to each base below to make a word that has the meaning given after it. Then place the word you make in the puzzle.

- 1. equal: not evenly matched
- 2. own: not accept as one's own
- 3. care: cautious
- **4.** host: woman who seats you in a restaurant
- 5. danger: unsafe, harmful
- 6. count: count another time
- 7. use: no longer of use



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**B.** Add both a prefix and a suffix to each base below to make a word that will complete the sentence. Write the word in the space provided.

- 1. break: The plastic dishes were ......
- 2. agree: Ben had a ..... with the referee.
- 3. expect: We had an \_\_\_\_\_ visitor last week.
- 4. view: Last night I ..... the history unit.

## Free Bases and Bound Bases

60

A free base, like *cover* in the word *recovery*, can be used as a word by itself. A bound base, like *ject* in the word *eject*, cannot be used alone as a word.

**A.** Find the base in each word below. In column *a*, tell whether the word contains a **free base** or a **bound base**. In column *b*, write another word with the same base.

	· <b>a</b>	ь
1.	realism	
2.	payment	
3.	spectator	
4.	reduce	
<b>5</b> .	enjoy	
	1	sentences with a word that contains the mbine the base with one of the prefixed disable -or -ion
1.	(dict) Does the weather report	rain?
2.	(scribe) I to this	car magazine.
3.	(mot) The mechanic fixed the	·································
4.	(port) Is that a	radio?
5.	(mit) Mother will not	me to buy a new dress.
6.	(vis) The eye doctor checked my	
7.	(scribe) Can you	the watch you lost?
8.	(miss) The teacher will	us at three o'clock.

## Combining Sentences with Conjunctions

The examples below illustrate how two sentences may be combined with a conjunction to form a single sentence. Do the different conjunctions in color create different meanings?

She will buy a cake, I will bake a pie. She will buy a cake, and I will bake a pie.

She will buy a cake.  $\Rightarrow$  She will buy a cake, or I will bake a pie.

Notice that a comma is used before each conjunction in these sentences.

A. Combine each pair of sentences with one of the conjunctions: and, or, but, or so. Be sure to use commas where they are needed.

1. Dan is a good swimmer. He is too young to enter the race.	
2. The spacecraft landed. The astronauts stepped out.	
3. Tina was hungry. We rode our bikes to the hot-dog stand.	
4. Sirens screamed. Two fire engines raced past us.	
5. Carry that bag of groceries carefully. The eggs will break.	
6. We hurried to the gymnasium. The volleyball game was over.	

**B.** Combine each pair of sentences below with a conjunction. Then combine the same pair with a different conjunction that creates a different meaning. Use commas where they are needed.

Varren drove us to the movie. We were late.
ncle Roy bought tickets. We went to the circus.
nck will play his bagpipes. Greta will do her juggling act.

## Combining Sentences with Subordinators

The examples below illustrate how two sentences may be combined with	ı a
subordinator to form a single sentence. Do the different subordinators in co	lor
create different meanings?	

We crossed the desert. The sandstorm ended. \Bigs\implies \text{We crossed the desert before the sandstorm ended.} \Bigs\implies \text{We crossed the desert after the sandstorm ended.} \Bigs\implies \text{We crossed the desert after the sandstorm ended.}

A. Combine each pair of sentences with a subordinator from the lists below.

although	unless	because
when	before	since
after	until	if

1.	Mother scolded us. We tracked mud into the house.
2.	The gorilla shook his cage. Mark walked toward him.
3.	Timothy ate the banana ice cream. His favorite is pecan.
4.	Koko climbed the hill. She wanted to see the view.
5.	I will meet you at the lake. You will bring the diving gear.
6.	The robins won't use this birdbath. Dad will fix it.



**B.** Combine each pair of sentences with a subordinator from the lists below. Then combine the same pair with a different subordinator that creates a different meaning.

although	unless	because
when	before	since
after	until	if

We left the cookout. We heard thunder in the distance.
1.
2
Joe will clean the garage. I will pay him only a dollar.
3
4
We will meet on Elm Street. Oak Street is closed for repairs.
5
6

## **Using Commas**

- 0			
Although commas in writing are often related to pauses in specific commas do not signal pauses. The only reliable guide to comma us or rules. The following sentences illustrate some of the comma related to pauses in specific comma command com			
Introductory Expression			
Interruptei			
Nouns in Direct Address			
Items in a Serie	_		
Date			
CITIES AND STATE	•		
<b>A.</b> Rewrite the following	sentences. Use commas where they are needed.		
1. My family goes fishing in Hayward Wisconsin	n.		
2. I hurried home got my catcher's mitt and	ran to the park.		
3. The show I think starts at six o'clock.			
4. Are you taking baton twirling lessons Rita?	,		
5. I had my first airplane ride May 12 1970.			
3. The flower shop was filled with lilacs ionguile	and tuling		
ra i die deuwer siden was illee Willi illaes lenkinds	N ALIGN THEREIN		

7.	Yes Bill did ask me to make a poster.
8.	The bus stopped in Lincoln Nebraska to pick up passengers.
1.	<b>B.</b> Write a sentence of your own for each of the following descriptions. Use commas where they are needed.  Sentence with items in a series
	Sentence with a noun in direct address
3.	Sentence with a date
4.	Sentence with an introductory expression
5.	Sentence with a city and state
6.	Sentence with an interrupter

## More about Using Commas

Study the following sentences to determine when to use a comma before a conjunction. Should you use a comma when the conjunction combines two sentence parts? Should you use a comma when the conjunction combines two sentences?

I found paper and made a sign.

I found paper, and we made a sign.

	<b>A.</b> Read each of the following sentences, and decide whether a comma is needed before the conjunction in italics. Write <b>yes</b> or <b>no</b> in the space provided.
1.	The mechanic repaired our car but didn't stop the rattle.
2.	Sue swam in the ocean and Vivian collected seashells.
3.	Leo brought his guitar but no one wanted to sing.
4.	We bought ice cream and made chocolate sodas.
5.	The sheep dog came closer and the cat fled up a tree.
	Study the sentences below to determine when to use a comma with a subordinator. Should you use a comma when the subordinator comes in the middle of the sentence? Should you use a comma when the subordinator begins the sentence?
	Let's play tennis if it's warm.
	If it's warm, let's play tennis.
	<b>B.</b> Rearrange each sentence below so that it begins with a subordinator. Use commas where they are needed.
1.	I will teach you how to build a fire before we go camping.
2.	Martha studied Spanish while I worked on my science project.
3.	The cat will scratch you if you pull its tail.

every sentence needs a comma.) 1. Although I signaled the taxi driver drove past me. **2.** Friday is my day off but I have to work Saturday. 3. I raked the leaves and piled them into large bags. **4.** Whenever I go to the beach I get a sunburn. **5.** Before the tornado struck everyone ran for shelter. **6.** Our track team competed in the city meet and won a trophy. 7. Jill watered the flowers and I weeded the garden. 8. When the car stalled Jim and Ken pushed it to a garage.

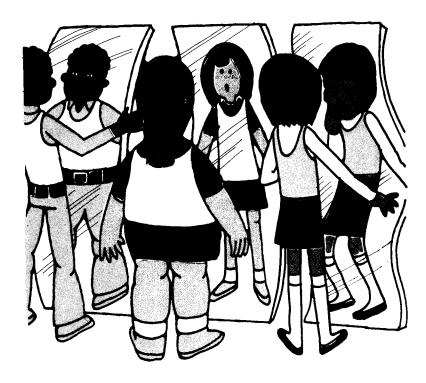
Name

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C. Write the following sentences. Use commas where they are needed. (Not

## Spelling Reform in the United States

The famous dictionary writer Noah Webster succeeded in changing the spelling of some English words. Can you find two words in the sentence under the picture that appear as they were spelled before Webster's time? How are these words spelled in America today?



The magick mirrour at the circus startled us.

Each sentence below contains a word that appears as it was spelled before Webster's time. Find the word, and write it as it is spelled in America today. Use a dictionary to check your spelling if necessary.

1. Our	neighbors have an old trunk in their attick.	
<b>2.</b> The	criminal was put in the county gaol.	
<b>3.</b> Who	is the authour of this science-fiction novel?	
<b>4.</b> Our	telephone connexion was bad.	
<b>5.</b> The	policeman directed traffick at the intersection.	
<b>6.</b> Jerry	will develope the pictures I took in San Diego.	
7. We v	watched the fishing boats leave the harbour.	
<b>8.</b> I gav	e the clerk a cheque for five dollars.	
<b>9.</b> The	tailour altered the suit so that it would fit me.	
<b>10.</b> Diane	e's new hair style was the centre of attention.	

2

# Noun-forming Suffixes

70

Many nouns are formed by adding noun-forming suffixes to other words. Notice how the nouns in color in column 2 have been formed from the words in color in column 1.

	1			2
	Every car should be	safe to drive	•	Check the <b>safety</b> of your car.
	Do not <b>disturb</b> me w	hile I'm work	ing.	A disturbance will annoy me.
	He will act promptly	to help us.		We expect immediate action.
	<b>A.</b> Complete each so parentheses.	entence belov	v with a nou	nn formed from the word in
1.	(elect) Which candidate won the			?
2.	(differ) What is the		between	these plants?
3.	(report) A newspaper		intervi	ewed the mayor.
4.	(happy) Sonja's		made everyo	ne else happy.
5.	(complete) Our new house is near			··
6.	(clever) We admired Jan's		in	sewing.
7.	(assign) Our		was to write	a tall tale.
	<b>B.</b> To each of the figiven below. Use the i			of the noun-forming suffixes nce.
		-age	-ion	-ness
1.	prevent			
2.	pack			
3.	sad			

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# Verb-forming Suffixes

Many verbs are formed by adding verb-forming suffixes to other words. Notice how the verbs in color in column 2 have been formed from the words in color in column 1.

1

	This board is weak.		More weight will weaken the board
	Give a summary of the	he movie.	Can you summarize the movie?
	Are the directions sin	mple?	Simplify the directions.
	<b>A.</b> Complete each se parentheses.	entence below w	vith a verb formed from the word in
1.	(short) Mother had to		my new dress.
2.	(public) When will they		the election results?
3.	(strength) Exercise may		your muscles.
4.	(item) Dana will	O	ur expenses for this tour.
<b>5</b> .	(critic) We didn't		Craig's art project.
6.	(soft) These pears will		when they're ripe.
7.	(solid) Water will		at 32 degrees Fahrenheit.
8.	(special) Does this store		in appliances?
	<b>B.</b> To each of the folbelow. Use the verb you		dd one of the verb-forming suffixes given tence.
		-en -i	ize —ify
1.	civil		·
2.	sweet		
3.	class		

#### Combining Sentences with Relative Clauses

72

The examples below illustrate ho	ow two sentences	can be	combined	to form
one sentence with a relative clause.	In each example,	a noun	phrase is	changed
to the relative pronoun who.	•			

That girl is selling tickets.

That girl is my cousin.

The waitress took our order.

The waitress was friendly.

The waitress was friendly.

The waitress who took our order was friendly.

Combine each pair of sentences below. Make the first one a relative clause inside the second one. Begin your relative clause with who.

1.	The children went to the circus. The children received free balloons.
2.	The guard was on duty last night. The guard chased away a prowler.
3.	A salesman came to our house. A salesman sold us a vacuum cleaner.
4.	My friend lives in Arkansas. My friend crocheted a sweater for me.
5.	The workmen repaired the street. The workmen put up a detour sign.
6.	Several students are in a drama class. Several students wrote a one-act play.

#### Relative Clauses Beginning with Who and Which

The following examples show the difference between the two relative pronouns who and which. What relative pronoun replaces the noun phrase that names a person? What relative pronoun replaces the noun phrase that names a thing?

A critic saw the play.

A critic praised the actors.

A critic who saw the play praised the actors.

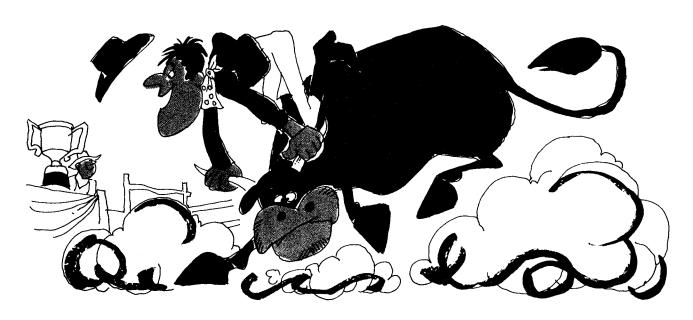
The vase was on the table.

The vase crashed to the floor.

The vase which was on the table crashed to the floor.

**A.** The sentences below contain relative clauses. Complete each sentence by writing the relative pronoun *who* or *which* in the blank.

- 1. The boy delivers our paper is always late.
- 2. A nurse worked in the clinic comforted the patient.
- 3. The milk truck stalled on the expressway was towed away.
- 4. That senator \_\_\_\_\_ spoke at our rally was reelected.
- 5. The sign \_\_\_\_\_ is in the store window advertises a movie.
- 6. Those pencils are on the desk need to be sharpened.
- 7. The apple \_\_\_\_\_ fell off that tree isn't ripe yet.
- 8. The cowboy \_\_\_\_\_ rode the bull longest won a prize.



first sentence a relative clause inside the second sentence. 1. The fence surrounded the farm. The fence was newly painted. 2. The stewardess checked the tickets. The stewardess directed me to a seat. 3. That car was parked off the road. That car had a flat tire. **4.** The doughnuts were on the table. The doughnuts have disappeared. 5. The lady stood at the corner. The lady was a school crossing guard. 6. The fog settled over the city. The fog delayed all traffic. 7. The man owns that boat. The man is a deep-sea fisherman. ----8. The plants are near the garage. The plants are sunflowers.

Name.....

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**B.** Combine each pair of sentences below with who or which. Make the

#### Relative Clauses Beginning with That

Study the two different ways of combining each pair of sentences below. Can the relative pronoun *that* replace a noun phrase that names a person? Can the relative pronoun *that* replace a noun phrase that names a thing?

	The man who groomed the horses
The man groomed the horses.	was their trainer.
The man was their trainer.	The man that groomed the horses
	was their trainer.
	The clock which is in the
The clock is in the kitchen.	kitchen doesn't work.
The clock doesn't work.	The clock that is in the
	kitchen doesn't work.

- **A.** The sentences below contain relative clauses. Complete each sentence in two different ways, using the relative pronouns who, which, and that.
- The driver won the safety award never had an accident.

  The driver won the safety award never had an accident.
- 2. A baseball hit our window cracked the glass.
  - A baseball ..... hit our window cracked the glass.
- 3. The tractor was pulling that wagon belongs to my uncle.

  The tractor was pulling that wagon belongs to my uncle.
- 4. The girls were riding on the float were cheerleaders.
  - The girls were riding on the float were cheerleaders.



1. The road — was flooded. 2. The lady — wrote a cookbook. 3. The noise — was only a squeaky shutter. **4.** Anyone — can enter the contest. **5.** The clown — wore baggy pants. **6.** People — were amazed. 7. The rabbit — is tame. 

B. Rewrite each sentence below, filling the blank with a relative clause be-

ginning with that.

#### Using Apostrophes in Contractions

Notice how the words below have been combined to form contractions. Where does the apostrophe belong in a contraction?

A. Write the contraction you can make from each pair of words below.

1.	I would	 8.	did not	
2.	she is	 9.	was not	
3.	who would	10.	were not	
4.	we had	 11.	can not	
5.	they have	 12.	have not	
6.	we are	 13.	do not	
7.	they will	 14.	are not	

**B.** The two words in italics in each pair of sentences below have the same sounds, but only one is a contraction. Rewrite the one sentence in each pair that contains a contraction. Add an apostrophe where it is needed.

1.	Whose	radio	is pla	aying?	Whos	s singing?
2.	Its a m	ieadow	lark.	The bi	rd left	t <i>its</i> nest.

- 3. Youre a good musician. Don't forget your guitar.
- 4. Do you know their address? Theyre moving next month.

#### Using Apostrophes in Possessive Nouns

The words in color in the following sentences show how to spell possessive nouns. Notice how the apostrophe is used in spelling the possessive form of each kind of noun.

SINGULAR NOUN: The boy's jacket is blue. PLURAL NOUN THAT ENDS IN -8: The boys' jackets are blue. PLURAL NOUN THAT DOESN'T END IN -S: The men's jackets are red. A. Rewrite each group of words below, placing an apostrophe in the possessive noun. 1. my aunts scarf 2. the books title 3. some babies bonnets **4.** the childrens voices 5. the kittens tails **6.** the firemens boots 7. the nations flag B. Each of the following sentences expresses an idea of ownership. Write a noun phrase containing a possessive noun that expresses the same idea. Be sure to follow the rules for spelling possessive nouns. 1. The boy has a bicycle. 2. Fred has a chess set. **3.** Brides have bouquets. **4.** The women have wigs. **5.** The mayor has an office. **6.** Restaurants have menus.

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7. Mailmen have bags.

# Writing Contractions and Possessive Nouns

Rewrite each sentence below. Add an apostrophe to each contraction and to each possessive noun.

1.	Bobs raincoat isnt in his closet.
2.	Do you know whats wrong with that mans motorcycle?
3.	Didnt you watch the policemens safety demonstration?
4.	If youre too tired, Ill mow Mr. Johnsons lawn.
<b>5.</b>	The ladies club hasnt held its meeting this month.
6.	You shouldnt annoy your brother when hes busy.
7.	The managers desk was behind the secretaries desks.
8.	Theres a new puppet on that childrens show.

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#### Capitalization and Punctuation

Writing was invented hundreds of years before the practices of word division, capitalization, and punctuation were introduced to improve the writing system.

Some early Greek writing went from left to right and then from right to left, much like the following paragraph. Rewrite the paragraph to follow modern writing practices. Use capital letters and punctuation marks wherever necessary.

FARMINGWASAMAJOROCCUPATIONINANCIENTGREECETHEGREEKSGREW EHTSLAMINADESIAROSLAYEHTNIARGDNASGIFSELPPASEPARGSEVILO OLIVESGRAPESANDGRAINWEREIMPORTANTTRADEPRODUCTSWITHOTHER SKEERGEHTOTTNATROPMIYLLAICEPSEOSLAEREWSEVILOSEIRTNUOC BECAUSETHEYUSEDMUCHOLIVEOILFORBOTHCOOKINGANDCLEANING

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δU	Name

# Adjective-forming Suffixes

Many adjectives are formed by adding adjective-forming suffixes to other words. Notice how the adjectives in color in column 2 have been formed from the words in color in column 1.

	l	2
	Dirt covered the old jar.	The old jar was dirty.
	Sid drove with care.	Sid was a careful driver.
	Did you enjoy your vacation?	Did you have an enjoyable vacation?
	<b>A.</b> Complete each sentence with a theses.	n adjective made from the word in paren-
	1. (power) The racing car had a	engine.
	2. (wind) We flew the kite on a	day.
	3. (fool) I made a	error on my test.
	4. (fame) My brother is a	football player.
	5. (agree) Cloyce is	
	<b>6.</b> (sleep) The	boy yawned and closed his eyes.
	7. (effect) The new voting law become	nes in July.
	below. Use the adjective you make	s, add one of the adjective-forming suffixes in a sentence.
	,	
<b>1.</b> play		
2. cloud		
3. glamor		
		01

#### **Adverb-forming Suffixes**

Many adverbs are formed by adding adverb-forming suffixes to other words. Notice how the adverbs in color in column 2 have been formed from the words in color in column 1.

1

We were **eager** for spring to come.

Phil glanced down.

Turn the way the **clock** hands turn.

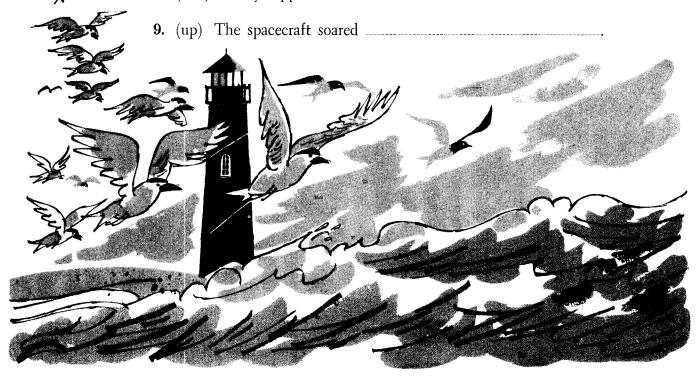
2

We waited **eagerly** for spring. Phil glanced **downward**.

Turn clockwise.

Complete each sentence with an adverb formed from the word in parentheses.

- 1. (neat) Pack your suitcase \_\_\_\_\_
- 2. (elegant) The king dressed .....
- 3. (like) When I clap my hands, you do ......
- 4. (careful) Heidi ..... measured the window.
- 5. (frequent) We ...... go to the beach.
- 6. (sea) The flock of birds flew ......
- 7. (bright) The neon light shone \_\_\_\_\_.
- 8. (soft) Cindy tapped \_\_\_\_\_ on the door.



Name

#### Adjectives in the Noun Phrase

Name

The example below shows how two sentences can be combined to form a third sentence containing an adjective that is part of a noun phrase.

The kitten pulled at the yarn. The kitten was **playful**.  $\Rightarrow \frac{\text{The playful kitten}}{\text{pulled at the yarn.}}$ 

Combine each pair of sentences below. Your new sentence should contain an adjective that is part of a noun phrase.

1.	The village nestled in the valley. The village was peaceful.
2.	The clothes smelled musty. The clothes were old.
3.	The soup steamed in the kettle. The soup was spicy.
4.	The crowd jumped to their feet. The crowd was angry.
	The house frightens me. The house is vacant.
	The beach discouraged swimmers. The beach was rocky.
- 7.	The child hid behind the door. The child was timid.

.\_\_\_\_ 83

## Verbs in the Noun Phrase

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	The example	below shows	how two	sentences	can be	combined	to	form	a
-	third sentence of	containing a v	erb that	is part of	a noun	phrase.			

The fans surrounded the actor. The fans were **cheering.**  $\Rightarrow \frac{\text{The cheering fans}}{\text{surrounded the actor.}}$ 

Combine each pair of sentences below. Your new sentence should contain a verb that is part of a noun phrase.

1.	The pond will thaw in April. The pond is frozen.
2.	The child stood before the fire. The child was trembling.
3.	This toast doesn't taste good. This toast is burned.
4.	His hand ached. His hand was swollen.
5.	The river threatened to flood the town. The river was rising.
6.	The safe contains secret papers. The safe is hidden.
7.	The violets lined the fence. The violets were blooming.

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#### Adverbs in the Noun Phrase

The example below shows how two sentences can be combined to form a third sentence containing an adverb that is part of a noun phrase.

The sign warned about the curve. The sign was **nearby**.  $\Rightarrow \begin{array}{l} \text{The sign nearby} \\ \text{warned about the curve.} \end{array}$ 

Combine each pair of sentences below. Your new sentence should contain a one-word adverb that is part of a noun phrase.

1.	The	signatu	nres mal	the d	ocument	t legal. T	The si	gnatures	are unde	erneath.	 <del>-</del>
2.	The	apartm	nent ren	nained e	mpty. T	The apart	tment	was ups	tairs.		 
3.	The	dogs g	rowled :	at the st	rangers.	The dog	gs wer	e inside.			
4.	The	shelf l	neld a c	ookie ja	r. The s	shelf was	abovo	e.			
5.	The		sells mo		lanes. T	The shop		owntown.			

## Prepositional Phrases in the Noun Phrase

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	The policeman gave a traffic report.  The policeman was in a helicopter.  The policeman in a helicopter gave a traffic report.
	Combine each pair of sentences below. Your new sentence should contain a prepositional phrase that is part of a noun phrase.
1. The path led	to a deserted cabin. The path was through the forest.
2. A frog croaked	d all morning. A frog was near the pond.
3. The counselor	s taught us crafts. The counselors were at camp.
4. The smoke ro	se above the trees. The smoke was from the campfire.
5. The plant is a	geranium. The plant is in the window.
6. A moat separa	ted the knight from his enemies. A moat was around the eastle.
· · · · · · · · · · · · · · · · · · ·	

The example below shows how two sentences can be combined to form a third sentence containing a prepositional phrase that is part of a noun phrase.

#### Expanding the Noun Phrase

The sentences below show the kinds of words that may become part of a noun phrase.

Adjective: The friendly dog wagged its tail.

Verb: The barking dog wagged its tail.

Adverb: The dog outside wagged its tail.

PREPOSITIONAL PHRASE: The dog in the car wagged its tail.

**A.** Each pair of sentences below could be combined to form a new sentence. Write the letter of the kind of word that would become part of a noun phrase in the new sentence.

- a. adjective
- **b.** verb

- **c.** adverb
- d. prepositional phrase

- 1. A wolf scared the campers away.
  A wolf was howling.
  - **2.** Redwoods grow in Oregon. Redwoods are gigantic.
- 3. A light guided the lost fishermen.
  A light was flashing.
- **4.** The lake attracts wild ducks. The lake is nearby.
- 5. Lions stalk other animals.
  Lions are in the jungle.
- 6. The dogs paraded past the judges.
  The dogs were trained.

- 7. The stream overflows every year.
  The stream is behind the barn.
- **8.** The television has no picture. The television is downstairs.
- 9. A coin dropped from his hand.
  A coin was shiny.
- 10. The lock broke easily.

  The lock was rusty.
- The window overlooks the city. The window is in my room.
- 12. The fox escaped from the hounds.
  The fox was crafty.



verb, or a prepositional phrase part of a noun phrase. 1. A faucet kept me awake all night. A faucet was dripping. 2. The man is fixing our antenna. The man is on the roof. **3.** The theater is having a silent film festival. The theater is here. **4.** A mouse scurried behind the chair. A mouse was frightened. 5. The pioneers crossed the fiery desert. The pioneers were brave. **6.** The stairway led to the castle tower. The stairway was steep. 7. A tremor shook the buildings. A tremor was under the earth. 8. The boys are collecting bottles. The boys are outside.

Name.....

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B. Combine each pair of sentences by making an adjective, a verb, an ad-

## Using Capital Letters in Proper Nouns

Study the sentences below. Why does a capital letter begin the word *mountain* in sentence 1 but not in sentence 2?

- 1. We camped in Rocky Mountain National Park.
- 2. We camped at the base of a mountain.



A. Write proper nouns that name the following.

1. an aunt
2. a lake
3. a mayor
4. a college
5. a state capital
6. a bridge
7. a club
8. a cat
9. a building
10. a famous person

	B. Rewrite the following sentences. Use capital letters wherever necessary
1.	We live near coit tower in san francisco.
2.	My uncle is a lieutenant in the united states navy.
3.	I toured the university of texas one sunday last winter.
4.	I read a book about queen victoria and other queens of england.
5.	She shops at bergholzer and company on third avenue.
	I saw judge holman in the cook county courthouse.
7.	The boy scouts of america have many camps.
8.	Our club met with professor walsh and another professor of spanish.

#### Rules for Adding Suffixes

Study the following rules for adding suffixes to words ending in y.

If a vowel letter comes before the final y, keep the y when adding a suffix:  $joy + -ful \rightarrow joyful$ 

If a consonant letter comes before the final y, change the y to i when adding a suffix: busy  $+ -ly \rightarrow busily$ 

A. Join each word and suffix below to make another word.

Study the following rules for adding suffixes to words ending in an e that doesn't stand for a sound.

Keep the final e when adding a suffix that begins with a consonant letter: hope + -ful  $\rightarrow$  hopeful

Drop the final e when adding a suffix that begins with a vowel letter: hope + -ing  $\rightarrow$  hoping

B. Join each word and suffix below to make another word.

#### More about Adding Suffixes

Study the following rule for adding suffixes that begin with a vowel letter to one-syllable words ending in a single consonant letter.

Double the final consection last is emby if it is preceded by one wowel letter.

fat, + -eo - fator - de to + -en - deafen :

A. Join each word and suffix below to make another word.

1.	sob	+	-ed	
		•		

**6.** bag 
$$+$$
 -age

Study the following rule for adding suffixes that begin with a vowel letter to two-syllable words ending in a single consonant letter.

Double the final consonant letter preceded by a single vowel letter only if the final syllable is stressed:

prefer + -ed -> preferred tavot + -ed -> favored

B. Join each word and suffix below to make another word.

## Making Language Choices

The English language often gives choices, different ways of expressing the same ideas. One choice may be whether or not to combine sentences by joining sentence parts with a conjunction.

	<b>A.</b> Each pair of sentences belowin a different way. For each pair, that could be combined with a could be combined with	w could be combined to express the same idea write the letter of the kind of sentence parts conjunction.
	a. noun phrases	c. adjectives
	<b>b.</b> verb phrases	d. prepositional phrases
	1. Her hair was long. Her hair was shiny.	
	2. The wind howled. The wind made us shive	эт.
	3. The lake reflected the tall pines. The lake	reflected our cottage.
	4. Monty bought a plane ticket. Monty flew	to Atlanta.
	5. A rabbit scampered under the fence. A rabb	pit scampered into the woods.
	6. Ice-cream bars are in the freezer. Cream I	pies are in the freezer.
	<b>B.</b> Write sentences using a conparentheses.	junction to join the sentence parts named in
1.	(prepositional phrases) I ran through the yard.	I ran into the garden.
2.	(adjectives) The meat was delicious. The meat v	vas salty.
3.	(noun phrases) Cleo mopped the floor. Her mot	ther mopped the floor.
4.	(verb phrases) I wanted to ride the horse. I could	ldn't find a saddle.



	C. Write sentences using a conjunction to combine sentence parts in each example.
1.	They rowed up the river. They rowed around a bend. They rowed out of sight.
<b>2.</b>	The old pump was rusty. The old pump was broken.
3.	My skates are on the porch. My skates are in the basement.
4.	We planted corn. We planted peas. We planted peppers.
5.	She loved to dance. She was too tired.
6.	Barb pounded a nail into the wall. Barb hung the poster.

#### Some More Language Choices

Notice the language choices in the following sentences. Do the different connecting words create different meanings?

The whistle blew.

The workers went home.

The whistle blew, and the workers went home.

Because the whistle blew, the workers went home.

Whenever the whistle blew, the workers went home.

After the whistle blew, the workers went home.

	<b>A.</b> Rewrite each sentence below. Use a different connecting word to express a different meaning.
1.	If the acrobat practices, he performs well.
2.	The fog lifted, and the airport reopened.
3.	When the phone rang, I raced downstairs.
4.	Whenever her brother stayed home, Sue could visit her friend.
5.	Because the car was old, it had many rattles.
6.	I received a message, so I left the meeting.

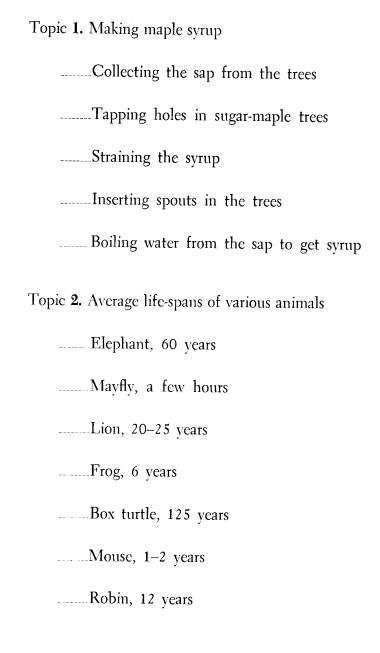
**B.** Make two different sentences by combining each pair of sentences with two different connecting words.

The baseball player appeared. The crow	wd roared.
1	
2	
Pam watched a mystery movie. She loc	eked all the doors.
The water was icy cold. We went swin	nming.
6	
	A A SOLUTIONS WAS TO SELECT TO SELEC

#### Planning Before Writing

Plan your writing before you begin to write. Select one clear topic for each paragraph, and choose details to support that topic. Arrange the details in a logical order. Then write the paragraph.

**A.** Study the topics for paragraphs given below. Decide how to arrange the details for each topic. Then number them in a logical order, **1–5** for Topic 1 and **1–7** for Topic 2.



**B.** On your own paper, write a paragraph using one of the topics in Part A. Follow the plan you made above.

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#### Paragraphs in a Story

If a story contains dialogue, a new paragraph begins whenever there is a different speaker. A new paragraph should also begin whenever there is some kind of turning point or change in the story.

Read the following story. Place a slant line (/) before each sentence where you would begin a new paragraph. The sentences should make five or six paragraphs.

#### The Important Mail

I closed the door to our apartment on the second floor and walked slowly down the hall. My thoughts were on the science test that I would be desperately trying to pass in two hours and twenty-five minutes. As I approached the stairs, Mrs. Taylor emerged from her apartment carrying a small brown bag. "Oh, Margie," she exclaimed, "would you put this bag of garbage in the trash can in front of the building? It's right by the curb." "Sure, Mrs. Taylor," I replied. I took the bag in my free hand and continued down the stairs, wishing I could remember Chapter Nine. On the first floor I met Dr. Jacobs, who held out a large manila envelope. "Hello, Margie," he said. "Since you pass right by the mailbox on your way to school, will you mail this for me? It's a very important report for Dr. Swenson in Shreveport. It must go out today, so please don't forget. I'll buy you a soda after school." "All right, Dr. Jacobs," I agreed. Still concentrating on Chapter Nine, I left the building, stopped at the trash can by the curb, and continued to the corner mailbox. As I waited for the light to change at Fifth and Monroe, my whole body suddenly felt cold and weak. My mind flashed back to the trash can and then to the mailbox. I had just thrown Dr. Jacob's important report into the trash can and mailed Mrs. Taylor's garbage!

#### Linking Sentences in Paragraphs

Certain words and word groups in a paragraph help to link the sentence ideas to each other and to the whole paragraph.

**A.** The words in the lists below suggest time order. Link the sentences in the following paragraph by filling each blank with a word or word group from these lists. Try to use a different word or word group for each blank.

next	then
finally	when it's dry
after sorting	first
later	at this time

The wool on a sheep goes through a special process before it can be used to make your new winter coat.

the wool, or fleece, is sheared from the sheep with hand clippers or larger machines.

the fleece is rolled and prepared for shipping to a mill. At the mill, all undesirable wool is sorted from the fleece.

workers scour the good wool in several vats of soap and water and dry it carefully.

this clean wool may be dyed.

it is put through a carding process. This process straightens the fibers and shapes the wool into cord which is spun into yarn.

these yarns of wool are woven into the cloth which may be used in making your new coat.

**B.** The words in the lists below suggest space order. Link the sentences in the following paragraph by filling each blank with a word or word group from these lists. Try to use a different word or word group for each blank.

on my left	on my right	far away	near the pond
overhead	outside	around me	in a clearing
nearby	before me	ahead of me	above

I climbed over the broken fence. An untraveled dirt road disappeared into
the forest
the road and into the dense woods.
huge trees locked branches and hid the hot sun. I could hear rippling water
middle of a magic world.
thick carpet of green grass and fragrant wild flowers. I took off my shoes
and ran barefoot. I discovered a
mountain stream rushing over rocks and slopes into a cool, clear pond. Tiny
fish jumped and splashed in the water, and a bullfrog croaked from a rock
Butterflies fluttered gracefully
, and birds blended their songs in
merry tunes. rabbits, chipmunks, and
squirrels stared for a moment and then continued their carefree play. I
felt warm and happier than I had ever felt before. But a low buzzing sound
made me shiver and close my eyes.
I opened them only to stare into the face of the ugly alarm clock that had
awakened me. screeching tires
and clacking train wheels brought me back to city life once again.

#### Using Specific Verbs

Notice that each of the verbs in color in the following sentences has the same general meaning as the verb *throw* but suggests a more specific kind of throwing.

Hal pitched the ball to me.

I tossed my books into a chair.

The fisherman cast his line into the water.

**A.** Complete each sentence below with one of these specific verbs with the same general meaning as the verb *look: glanced, stared, peeked, glared, searched.* 

	searcnea.	
1.	Jill	everywhere for the missing letter.
2.	The teacher	quickly around the room.
3.	We	through a hole in the fence.
4.	Bobby	out the window for several minutes.
5.	Mrs. Bixsby	angrily at the noisy children.
	<b>B.</b> Complete specific.	each sentence below with the verb in parentheses that is more
1.	(toppled, fell) The giant tree	to the ground.
2.	(broke, cracked) I	the antique vase.
3.	(written, scribbled) Mel had	a note to Don.
4.	(bruised, hurt) The baseball	Chad's arm.
5.	(tugged, pulled) The boy	his sister's hand.
6.	(gossiping, talking) Edna is	about her friends.
7.	(ate, nibbled) Our pet mouse	the cheese.
8.	(shouted, cheered) We	as the team came out.
	Name	

#### Using Specific Adjectives

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Notice that the specific adjectives in color in the following sentences have the same general meaning as the adjective *large* but create more vivid word pictures.

Towering apartment buildings lined the street.

We held our convention in the spacious meeting room.

Jessie received a bulky package in the mail.

**A.** Complete each sentence below with a specific adjective from the lists that has the same general meaning as the word in parentheses.

		sunny	defective	spongy	sparkling
		violent	miniature	ancient	gloomy
1.	. (nice) We rode our b	icycles one		day	last week.
2.	. (soft) My heels sank i	nto the		ground.	
3.	. (small) This shop sell	s		kitchenware f	or children.
4.	(poor)		wiring caused	the fire.	
5.	(bright) The	<del></del>	floor w	as recently scrub	bbed.
6.	(old) We photographe	ed the ruins of			cities.
7.	(dark) I shivered as I	entered the		cab	in.
8.	(strong) A		wind rip	ped the tree out	of the ground.
	<b>B.</b> C with the narrow.	omplete each s ne same genera	sentence below il meaning as	with one of the the verb thin:	hese specific adjectives sheer, slender, scrawny,
l.	Leave a		margin on the	e left side of you	r paper.
2.	A	youi	ng girl modeled	the summer dre	sses.
3.	We could see outside the	arough the	·	curta	ins.
1.	Mrs. Cox complained t	o the butcher al	bout the		chickens.

2

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# Using Specific Nouns

i	Read	the	e follov	ving se	ntences.	Notice	that	the	specific	nouns	in	col	or in
i	column	2	create	elearei	word	pictures	thai	n th	e gener	al nou	ns	in	color
	in colu	mn	1.			•			J				

1

	We saw a bird in the pet shop.  We saw a parrot in the pet shop.
	How far is the road to Albany?  How far is the expressway to Albany?
	<b>A.</b> Complete each sentence below with the noun in parentheses that is more specific.
1.	(container, crate) Put these apples in a
2.	(cottage, house) We rented a on Lake Winnebago.
3.	(colt, horse) The frightened backed away.
4.	(foot, paw) We taught our beagle to raise its
5.	(star, mark) Put a in front of the right answer.
6.	(colonel, officer) The reported for duty.
7.	(doctor, surgeon) The hurried to the hospital.
8.	(fabric, wool) Angie bought to sew a skirt.
	<b>B.</b> Complete each sentence below by changing the general noun in parentheses to a specific noun.
1.	(book) The on the desk was open.
2.	(insect) A large landed on my arm.
3.	(hat) Mr. Minden bought a
4.	(flowers) A mass of bordered the sidewalk.
5.	(vehicle) A blocked our driveway.
6.	(building) I took an elevator to the top of the
7.	(entertainer) The received thunderous applause.
8.	(dish) Find a for the meat loaf.

# Using Specific Words

A. Complete	each	sentence	below	with	the	word	in	parentheses	that	is	more
specific.								•			

1.	(wooden, pine) We sat outside on the	bench.
2.	(laughed, giggled) The girls	during the movie.
3.	(thorny, sharp) The	oranches ripped my coat.
4.	(flapped, blew) A flag on the tent	in the wind
5.	(soap, detergent) I added	to the washer.
6.	(dozed, rested) Grandpa	in the hammock.
7.	(rang, chimed) The doorbell	·
8.	(brittle, weak) The old binding on the book is	

**B.** Complete each of the following sentences by changing the word in parentheses to a more specific word from the lists below.

crash warm
devoured perched
wheat charcoal
furious slice

	Titllotts
1.	(grain) Mr. Hatcher planted in this field.
2.	(fuel) We needed more for the fire.
3.	(sat) $\Lambda$ crow on the fence post.
4.	(mild) We had a afternoon for our picnic.
<b>5</b> .	(cut) Will you the meat for dinner?
6.	(angry) Denise was with her sister.
7.	(ate) The hungry dog the leftovers.
8.	(sound) $\Lambda$ in the kitchen startled me.
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#### **Proofreading for Capital Letters**

The following examples will help you to proofread your own writing for capital letters.

Proper Nouns: Omaha Meyers and Company

Oak Street Yellow River

TITLES OF RESPECT: Sergeant Jones Aunt Fran

Rev. Miles Is Mother home?

FIRST WORD IN A SENTENCE OR QUOTATION: Ice and snow covered the lake.

Sue asked, "When can we leave?"

Names of Days and Months: one Thursday last fall

the month of July

Insert capital letters wherever they are needed in the sentences below. Put a line through each letter which should be capitalized, and write the capital letter above it.

- 1. Last year uncle peter worked in sioux falls, south dakota.
- 2. Benjy eried, "let's have a halloween party."
- 3. We listened to the counselor from oregon state university.
- 4. Yesterday father bought a new suit in mercer brothers.
- 5. does admiral eash live on skyline drive or waverly boulevard?
- 6. Graduation will be held sunday, june 10, in the auditorium of caldwell school.
- 7. Diane found the book on holidays in the oakton public library.
- 8. did grandına wells see the eiffel tower on her tour?
- 9. The pilot announced, "we will land in mexico city in two hours."
- 10. We walked along lake michigan one day last spring.

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#### **Proofreading for Apostrophes**

The following examples will help you to proofread your own writing for apostrophes.

> I'll Contractions: he's

> > thev've weren't

Possessive Forms of Singular Nouns: a boy's cap

a child's cap

Possessive Forms of Plural Nouns:

the boys' caps

the children's caps

Insert apostrophes wherever they are needed in the sentences below.

- 1. Im borrowing my sisters coat and Marys shoes.
- 2. Whos knocking on your front door?
- 3. Shell pack the mens lunches tomorrow morning.
- 4. Their voices echoed down the buildings empty hall.
- 5. The thiefs tracks arent clear enough to follow.
- **6.** Its time for Mr. Bronsons interview with Carl.
- 7. The poodle velped when its owner didnt come home.
- 8. We havent heard the policemens new sirens vet.
- 9. You shouldn't pull the puppies ears.
- 10. Sam wont help you if youre not going to pay him.
- 11. Jan has found robius nests in four different trees.
- 12. Theore watching the firemens drill at the hospital.
- 13. The elephants trunk piels up food.
- **14.** All our neighbors vards have flowers and shrubs.
- **15.** Allen isnt ready to take his drivers test.

#### **Proofreading for Quotation Marks**

The following examples will help you to proofread your own writing for quotation marks.

Mindy said, "Our parrot doesn't say much."

"Our parrot doesn't say much," said Mindy.

"Our parrot," said Mindy, "doesn't say much."

Insert quotation marks wherever they are needed in the following sentences.

- 1. There's a ladybug, cried Lonnie.
- 2. Those ants, moaned Betty, will spoil our picnic.
- 3. I suggested, Let's go wading in the creek.
- 4. Don't park too close to a fire hydrant, warned the instructor.
- 5. Did you hear the burglar alarm? asked the officer.
- 6. The field is too muddy, said Jake, to play football.
- 7. Mrs. Carlyle announced, Leon Jefferson is a winner in our contest.
- 8. I'll have a hot-fudge sundae, said Amy, with lots of nuts.
- 9. Mother declared, No one leaves before the dishes are washed.
- 10. One of the passengers asked, Where is the next station?
- 11. Look at that hippopotamus! exclaimed Martha.
- 12. How much weight, asked Mr. Leeds, will this elevator hold?
- 13. Someone shouted, There's smoke coming from that barn!
- 14. Let's pitch the tent, suggested Ralph, before it gets dark.
- 15. Oh, no, I forgot to fill the gas tank, groaned Father.

Name				
13/11/15				

#### **Proofreading for Commas**

The following examples will help you to proofread your own writing for commas.

Introductory Expressions: No, I can't go to the movie.

Interrupters: Bob will, of course, compete.

Nouns in Direct Address: Do you have a pen, Frank?

ITEMS IN A SERIES: I ate ham, potatoes, and corn.

DATES: I left June 9, 1970, for Ohio.

CITIES AND STATES: I live in Eugene, Oregon, now.

Two Sentences Joined by a Conjunction: I talked, and she listened.

SENTENCES BEGINNING WITH SUBORDINATORS: If you leave, call me later.

Insert commas wherever they are needed in the sentences below.

1. The tournament in St. Louis Missouri was postponed.

2. The lions cheetahs and leopards are in this section of the zoo.

- 3. The Hales I believe have a ladder we could use.
- 4. Hank will you help me move this sofa?
- **5.** Before the ship sank everyone swam to safety.
- 6. Well let's start painting before we change our minds.
- 7. I had an interview in January but I didn't get a job until March 2 1970.
- 8. Because my watch stopped working I was late for school.
- 9. Dave gulped down his breakfast grabbed his books and raced out the door.
- 10. Don't forget to call me tomorrow Nina.
- 11. The Camerons moved from Rockford Illinois to Butte Montana.
- 12. On September 25 1971 we had a family reunion.
- 13. The twins went to the same school took the same courses and dressed alike.
- 14. The answer I know is in this textbook.
- 15. I ordered six towels but the store sent only five.

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#### **Proofreading Your First Copy**

The examples below show how to proofread the first copy of your writing.

To correct spelling: a stripped bug on the plants' stem

To insert a word: caught, ball

To capitalize a word: Golden Gate park

To correct punctuation: We ate, Then we danced.

To insert punctuation: Cal said, Let's go."

**A.** Proofread the following sentences. Make any necessary corrections in spelling, punctuation, and capitalization. Insert any words that have been left out.

- 1. A snake scarred the campers away.
- 2. Were going to swim across the lake to island.
- 3. Celeste bought fresh strawberries in connies country kitchen.
- 4. Myrna screamed, Theres a spider on my wall.
- 5. Do you what states border the Mississippi river?
- 6. When youre ready to trim the hedge I'll help you.
- 7. When is our next dance, asked Leonard.
- 8. Tinas class toured the curtiss candy company.

**B.** Proofread the following first copy of a story.

#### A Real Treat

Every summer around the middle of June, I develop a taste for boysenberry mint ice cream, One hot day last june, I began my annual search by running to drugstore. Mr. Hall once ordered boysenberry mint just for me.

"I'm sorry Andy," apologized Mr. Hall. "Since I didnt see you all winter I was afraid to stock that flavor. No one else ever orders it.

I ran home, hoped on my bike, and headed across town to the 55 Flavors ice cream Shop. Surely, one of their flavors would be boysenberry mint.

I just scooped the last bit out of the carton," replied the clerk.

My last hope was back across town at the K & M Market where mom shops.

A lady bought the last gallon earlier today," said the grocer.

I was disappointed exhausted, and extremely hungry from all the runing back and forth across town. Before leaving market, I purchased a large bag of chocolate mint cookies and ate all of them on my way home.

By dinner I had a queasy stomach and asked to leave the table early.

"Not before dessert" cried Mom. "I have a real treat for you."

I tried to look excited, but my stomach wasnt interested at all. Mom hurryed into the kitchen and returned with a dish heaped high with boysenberry mint ice cream and a plate of chocolate mint cookies.

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# Using Subject Pronouns

She danced in the variety show.

| She and I danced in the variety show.

| She and I danced in the variety show.

	A. Complete each sentence with a subject pronoun from the list below.
	I he she they we
1.	Are you and coming to my party Saturday night?
2.	Ellie and
3.	and our friends bicycled to Lexington yesterday afternoon.
4.	Have and Ned been waiting long?
<b>5</b> .	and the Redmonds live on the same street.
6.	Ted and carefully crossed the stream.
7.	Were he and sitting in the stadium yesterday?
8.	He and have identical watches.
1.	B. Rewrite the sentences below. Change the words in italies to subject pronouns.  The Swensons and Madge toured London and Paris last year.
2.	Joan and Rosalie decorated the gym for the dance.
3.	Mr. Steiger and I coached the freshman baseball team.
4.	Are you and Mrs. Chan sisters?

# Using Object Pronouns after Verbs

A bear chased him.

	A bear chased me.
	A. Complete each sentence with an object pronoun from the list below.
	him her me them us
1.	Mr. Clark greeted Betty and at the front door.
2.	Did the noise of my drill bother you and ?
3.	I telephoned the Bramsons and last night.
4.	I told and the rest of the class a joke.
5.	Give Pam and money for five theater tickets.
6.	Our loud quarrel annoyed them and
7.	The workman cautioned and other passersby about the deep trench.
	The rain drenched Paul and during their walk home.
1.	B. Rewrite the sentences below. Change the words in italies to object pronouns.  A mouse startled Claudia and Phyllis.
-	en e
2,	We hosted the scouts and their friends.
	Did you invite Kerry and Hal to the birthday party?
	en e
	The rising river endangered our neighbors and my family.
	en de la companya de La companya de la co
	en e

# Using Object Pronouns after Prepositions

Glen walked with him.

	Glen w	alked with me.	$\bigg\}\Rightarrow G$	en walked <b>v</b>	vith him and	me.	
	Α.	Complete each s	entence with	an object	pronoun from	n the list be	low.
		him	her	me	them	us	
1. ′	The puppy scampered	d behind Father	and				
2.	Will you go canocing	g with them and	1	?			
<b>3.</b> ]	Between the Jackson	s and	is a b	cautiful cit	y park.		
4.	I made a chocolate o	eake for you and	1				
5.	The message from Jo	e and	reache	d Maria at	the airport.		
6.	Give the hammer an	d nails to Carlo	s and				
7.	When is the surprise	party for Lisa a	and	?			
8.	Without my sisters a	and .	the songf	est won't s	succeed.		
	B. prone	Rewrite the se	ntences belo	ow. Chang	e the words	in italics	to object
1.	The disagreement is	between Larry a	and <i>Julie.</i>				
		e en					
2.	We discussed school	problems with	those teache	ers and a fo	ew parents.		
3.	In front of Sheila a	nd Bonita stood	a bashful l	ittle girl.			
		·					
4.	My brother sold ma	gazines to us and	d the Darby	s.			

# Choosing Between We and Us Before Nouns

114

<b>We</b>	$oldsymbol{U}oldsymbol{s}$
We marched.	The news surprised us.
We girls marched.	The news surprised us boys.
A. Complete each sentence be	elow with either we or us.
I. singers will appear on television tonight	t.
2. When do boys get our hockey equipm	nent?
3. Beth read her letter to friends.	
4. Give students free passes to the footbal	l game.
5. Between sisters there are never any series	ous arguments.
6. voters need to know the candidates and	l their goals.
7. The audience praised dancers for an out	standing performance.
8. workers have three breaks during the da	ay.
9. The magazine's popularity depends upon	writers.
10. Miss Lang told girls to sit quietly when	she left the room.
11. Are skiers participating in the winter carr	nival?
12. At seven o'clock guides will lead the par-	ents through our school.
B. Write a sentence of your o	wn for each word group below.
1. we spectators	
2. us teammates	

# Using Himself, Ourselves, and Themselves

# Dan made himself a sandwich. The boys made themselves sandwiches. We made ourselves sandwiches.

A. Complete each sentence below with himself, themselves, or ourselves.

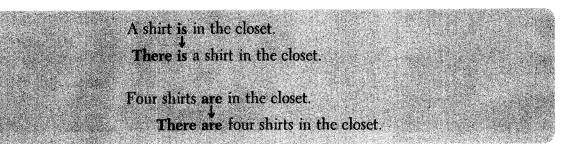
		,
1.	The athletes trained	for the next tournament.
2.	Mr. Tate	showed us how to operate the lathe.
3.	The men can lift the piano by	
4.	Ricky and I tried to make	a boat last year.
5.	Will Stan stay by	when his parents go away?
6.	We cooked	some hamburgers for lunch.
7.	Phil and his father searched the house	
8.	When will the astronauts prepare	for landing?
9.	Robert finally convinced	to climb the cliff.
10.	We can teach	how to use the adding machine.
	selves, or ourselves. Write the The pilot —.	e below. Make each sentence contain <i>himself, them</i> ne whole sentence.
	The carpenters —.	
3.	We girls —.	
	Name	115

# My answer is here on this paper Here is my answer on this paper. My answers are here on this paper. Here are my answers on this paper.

A. Rewrite each sentence below so that it begins with here is or here are. 1. Your keys are here on the desk. 2. The map you've been looking for is here. **3.** The repairmen are here to fix your furnace. **B.** Complete each sentence below with here is or here are. 1. an onion for the stew. 2. the lemons you ordered from the market. 3. \_\_\_\_\_ some baby chicks from Grandpa's farm. 4. \_\_\_\_\_ a stamp for your letter. 5. the women who will prepare the food. 6. twenty wallpaper samples from our store. 7. \_\_\_\_\_ a special marking pen on this counter. 8. the basketball players from Stone High School.

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# Choosing Between There is and There are



1. A	A. Rewrite each sentence below so that it begins with there is or there are. sombrero is under the bed.
	veral elephants are parading down the street.
3. A	cashier is by the door of the restaurant.
	<b>B.</b> Complete each sentence below with <i>there is</i> or <i>there are</i> .
1.	a green bug crawling up the wall.
2.	many talented boys in my gymnastics class.
3.	a casserole in the oven for dinner.
4.	several red bicycles in front of the school.
5.	two yellow lines down the center of the road.
6.	one candle on Jimmy's birthday cake.
7.	a building which has an apartment for rent.
8.	three racing horses left in the stable.

# Choosing Between Don't and Doesn't



**A.** Write an answer for each question below, using the contraction don't or doesn't.

1.	Does that door lead t	to the basement?
2.	Do the cheerleaders pr	ractice after school today?
3.	Do we have a book a	bout Africa?
	Does this umbrella be	
	<b>B.</b> (	Complete each sentence below with the contraction don't or doesn't.
1.	These socks	match.
2.		these pans have lids?
3.		this street intersect Austin Boulevard soon?
<b>4</b> .	Carolyn and Jody	like rhubarb pie with ice cream.
<b>5</b> .	Aunt Eloise	arrive until six o'clock tonight.
6.		the plumbers know how to fix the drain?
7.	Our pet snake	have a name yet.
	118 Nom	

# Choosing Between Sit and Set

Sit

Sit on the bench.	Set the box here.
He sat on the bench.	He set the box here before.
We have sat on the bench often	. I have set the box here.
A Commister and combine	a halam with sit on set
A. Complete each sentenc	e below with sit of set.
1. Will you with	me at the soccer game tomorrow?
<b>2.</b> Let's on the g	grass in front of the fire.
3. Marcia, don't	that plate of fudge brownies by me.
<b>4.</b> If we on top of	of that hill, we can see the village lights.
5 your luggage i	n the front hall.
6. We should al	l these plants in the window.
7 quietly during	the pianist's recital.
8. Don't your bo	oks on that chair with the broken leg.
B. Complete each sentend	ee below with sat or set.
1. Mr. Nara and	l talked about his travels around the world.
2. We our lunch	nes on the shelf before school started.
3. The dog near	by gnawing on a bone.
<b>4.</b> We have on t	hese bleachers for nearly two hours.
<b>5.</b> Mother hadn	ny old mitt on top of the trash pile.
6. When did you	this deck of cards here?
7. The guests o	n the floor when we ran out of chairs.
8. Sharon has at	the same desk in her office for three years.
Name	119

Raise

Raise the window shade.

# Choosing Between Rise and Raise

120

Rise

When did the sun rise?

The sun	rose an hour ago.	e raised the window shade.
The sun	had risen already. 1 h	nad raised the window shade.
<b>A.</b> (	Complete each sentence below	with rise or raise.
1. Did	the bread dough	overnight?
<b>2.</b> He	will the	e piano stool for you.
<b>3.</b> I ca	nnthe v	vindow if you need more air.
<b>4.</b> Plea	ase and	recite your poem for the class.
5.	that can of	paint off the ladder.
В. С	Complete each sentence below	with rose or raised
I. The	crowd	when the color guard approached.
<b>2.</b> We	watched the spacecraft as it	off the ground.
<b>3.</b> My	landlord	my rout last month
		my rent last month.
<b>4.</b> Amo	os his	hand to ask Mrs. Huber a question.
	os his okc from	hand to ask Mrs. Huber a question.
<b>5.</b> Smo		hand to ask Mrs. Huber a question.  m the chimney.
<b>5.</b> Smc	Oke from from from from from from from from	hand to ask Mrs. Huber a question. m the chimney.
<ol> <li>Smo</li> <li>C. C</li> <li>The</li> </ol>	oke from	hand to ask Mrs. Huber a question.  m the chimney.  with risen or raised.
<ol> <li>Smo</li> <li>C. C</li> <li>The</li> <li>The</li> </ol>	Complete each sentence below plane had scouts have	hand to ask Mrs. Huber a question.  In the chimney.  with risen or raised.  off the runway before I arrived.
<ol> <li>Smo</li> <li>C. C</li> <li>The</li> <li>Brer</li> </ol>	Complete each sentence below plane had scouts have	hand to ask Mrs. Huber a question.  m the chimney.  with risen or raised.  off the runway before I arrived.  the flag over their campsite.  carly on her twelfth birthday.
<ol> <li>Smo</li> <li>C. C</li> <li>The</li> <li>Brer</li> <li>Have</li> </ol>	Complete each sentence below plane had scouts have	hand to ask Mrs. Huber a question.  m the chimney.  with risen or raised.  off the runway before I arrived.  the flag over their campsite.  carly on her twelfth birthday.  the garage door yet?

#### Choosing Between Let and Leave

#### Let Leave Let me watch the movie tonight. When did he leave the party? Dad let me watch a movie last night. He left the party early. Dad had let me watch a movie before. He had left the party already. **A.** Complete each sentence below with *let* or *leave*. me help vou change that tire? 1. Will you her sister at a nursery school. 2. Marie will the groceries on the kitchen table. 3. Fido out of the kennel. 4. Please ·that paper here when you're finished reading it. 5. for Toronto? **6.** When should we your younger brother visit school? 7. When will you when it's full. 8. Our bus will **B.** Complete each sentence below with *let* or *left*. me read her science report. 1. Freda me get a summer job. 2. Mother has 3. Bud has his lunch at home again today. for Kansas before dawn last Thursday. **4.** We Kevin fly your new kite? **5.** Have you . . . their canary with us last summer. **6.** Our neighbors the coast covered with debris. **7.** The hurricane a guide show us around the strange city. **8.** We

# Choosing Between Lie and Lay

122

	Lie	Lay	
	Lie in the sun awhile.	Don't lay those tools here.	
	Phil is lying on the beach.	He is laying our new carpe	t.
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	<b>A.</b> Complete each sentence be	low with <i>lie</i> or <i>lay</i> .	
1	. Put up the hammock so that	Joe can	in the shade.
2	. Did you	your sweater on this chair?	
3	that pac	kage on the table.	
4	. Tell your dog to	quietly while I'm l	here.
5	. When did my baby brother fin	allydo	wn for his nap?
6	your clo	thes carefully in this suitcase.	
7	down th	at hoe and rest awhile.	
8	. That broken glass may	on the street al	ll week.
	B. Complete each sentence bel	ow with lying or laying.	
1	. The mischievous kitten is	near the fis	shbowl.
2.	. Did they finish	the bricks for the new	v building?
3.	. Broken eggs were	all over the floor.	
4.	. Mr. Gardiner is	logs by his fireplace.	
5.	. The little girl was	her toys around the	room.
6.	on the o	desk was the letter I'd forgott	ten to mail.
7.	. Her lost earrings were	in the bottom	of a drawer.
8.	Are you finished	out our camping g	gear?

#### Using Negative Words



Rewrite each sentence below, expressing the negative meaning in a different 1. I have no time to shop today. 2. The cast has never rehearsed this play before. **3.** There is no cloud in sight. 4. I want no noise while I'm studying my French lesson. 5. There's no food in the refrigerator now. **6.** Cheryl and Gloria have never seen a panda. 7. I have no more empty bottles for you.

Name.....

# Using Some Adjectives in Comparisons

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**A.** Most one-syllable adjectives use -er and -est in comparisons. Complete each sentence below by adding -er or -est to the adjective in parentheses.

	·	
1.	(young) My brother is	than I.
2.	(weak) Dino is	than Pat.
3.	(sharp) It's the	knife I own.
4.	(fast) An ostrich is	than a cat.
5.	(steep) Is this the	slope in Colorado?
6.	(bold) Billy is much	than Steve.
7.	(slow) Which is	, a turtle or a snail?
8.	(coarse) Sell me the	rope you have.
	<b>B.</b> Most adjectives of more than two syllable sons. Complete each sentence below by using a parentheses.	
	1	,
1.	(attractive) Sue is the	
	•	girl here.
2.	(attractive) Sue is the	girl here. road in France?
2. 3.	(attractive) Sue is the	girl here. road in France? than mine.
<ol> <li>3.</li> <li>4.</li> </ol>	(attractive) Sue is the (dangerous) Where's the (obedient) Your dog is	girl here. road in France? than mine. boy in class.
<ol> <li>3.</li> <li>4.</li> <li>5.</li> </ol>	(attractive) Sue is the (dangerous) Where's the (obedient) Your dog is (agreeable) Ron is the	girl here.  road in France?  than mine.  boy in class.  , your joke or his?
<ol> <li>3.</li> <li>4.</li> <li>6.</li> </ol>	(attractive) Sue is the (dangerous) Where's the (obedient) Your dog is (agreeable) Ron is the (humorous) Which is	girl here.  road in France?  than mine.  boy in class.  , your joke or his?  part of the plot.

#### Using Two-syllable Adjectives in Comparisons

The second secon	No. The Contract of the Contra	PROPERTY AND ADMINISTRATION OF THE PROPERTY OF
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**A.** Some two-syllable adjectives use -er and -est in comparisons. Complete each sentence below by adding -er or -est to the adjective in parentheses.

1.		
	(gentle) My horse is	than his.
2.	(heavy) Bring me the	crate in the pile.
3.	(sticky) This is the	candy I've ever eaten.
4.	(simple) Is it	to play soccer than football?
<b>5</b> .	(funny) Is this story	than that one?
6.	(pretty) We bought the	picture in the gallery.
7.	(fussy) She's	about clothes than you are.
8.	(noisy) This is the	puppy in the pet store.
		use <i>more</i> and <i>most</i> in comparisons. Complete or <i>most</i> with the adjective in parentheses.
1.		e or most with the adjective in parentheses.
	each sentence below by using more	or most with the adjective in parentheses.  than Lance.
2.	each sentence below by using more (careful) Fred seems	than Lance.  view in the park.
<ol> <li>3.</li> </ol>	each sentence below by using more (careful) Fred seems	than Lance.  view in the park.  than steak?
<ol> <li>3.</li> <li>4.</li> </ol>	each sentence below by using more  (careful) Fred seems  (scenic) This is the  (tender) Is ham	than Lance.  view in the park.  than steak?  Dickens or Twain?
<ol> <li>3.</li> <li>4.</li> <li>5.</li> </ol>	each sentence below by using more  (careful) Fred seems  (scenic) This is the  (tender) Is ham  (famous) Who is	than Lance.  view in the park.  than steak?  Dickens or Twain?  than those.
<ol> <li>3.</li> <li>4.</li> <li>6.</li> </ol>	each sentence below by using more  (careful) Fred seems  (scenic) This is the  (tender) Is ham  (famous) Who is  (rigid) These rules are	than Lance.  than steak?  Dickens or Twain?  than those.  here than across town.

8. (rapid) Is this the \_\_\_\_\_ train of its kind?

Name\_\_\_\_\_

# Comparing with Good and Bad

	Good	Bad
	Good Book	That is a bad book.  This book is worse.
	ne best book I've read.	Here is the worst book I've read.
	A. Complete each sentence be	low with hetter or hest
,	•	
		tennis player in the state.
2	2. I like chicken	than fish.
3	<b>3.</b> Who is the	secretary, Gail or Patsy?
4	1. The doctor recommended the	medicine available.
Ē	6. Did you like the novel	than the biography?
$\epsilon$	3. I tried to pick the	apple on the tree.
7	. I need a	pen than the one I'm using.
8	3. Who is the	baseball player on the team?
	B. Complete each sentence be	low with worse or worst.
1	. That was the	storm we've had in years.
2	2. Your last test was	than ours.
3	. Is there a prize for the	singer in school?
4	. Which is	, my sandwich or yours?
5	. I know we saw the	movie ever made last night.
6	. What is the	meal you've ever eaten?
7	. Today was	for swimming than yesterday.
8	. I had a	sunburn than Melissa.
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# Using Well as an Adjective and as an Adverb

# Adjective

#### Adverb

He feels well today.

Lisa sews well.

I don't feel well today.

Do you sew well?

	<b>A.</b> Write an answer to each of these questions. Use <i>well</i> in each answer.
1.	Is your grandmother in good health?
2.	Does Bert know how to ride the horse?
3.	Can Wally speak Japanese?
4.	How does your baby sister feel today?
5.	How did the children behave last night?
	<b>B.</b> Write two sentences of your own. Use <i>well</i> as an adjective in the first sentence and as an adverb in the second.
	Adjective:

#### The trainer was brave.

# The trainer walked bravely into the lion's cage.

A. Compl	ete each	sentence	below	with	cither	the	adjective	or	the	adverb	in
parentheses.											

1. (soft, softly) $\Lambda$ kitten's fur looks
2. (rude, rudely) The angry man spoke to his partner.
3. (heavy, heavily) The package fell to the floor.
4. (harsh, harshly) His voice frightened me.
5. (gentle, gently) The flowers swayed in the wind.
6. (firm, firmly) Our boat was anchored to the pier.
7. (faint, faintly) We could hear a tap on the window.
<b>B.</b> Add <i>-ly</i> to each adjective in italies below. Use the adverb you make in a sentence of your own.
1. Laura was cautious when crossing the busy street.
2. A violent storm swept through the city.
3. The skillful carpenter remodeled the old house.
<b>1.</b> The streets were <i>quiet</i> on that hot summer day.
128 Name

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