

STRATEGIES FOR WRITERS

Grammar, Usage & Mechanics
Student Practice Book

8



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ZB

**Grammar, Usage & Mechanics
Student Practice Book**

8

STRATEGIES FOR
writers

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XXXXXXXXXXXX

XXXXXXXXXXXX

Read and Discover

Complete Subjects and Complete Predicates

Lesson 1

Emperor penguins / live in one of the harshest environments on Earth.

a.

b.

Which part of this sentence (a. or b.) tells whom or what the sentence is about? ____

Which part of this sentence (a. or b.) tells what happens? ____

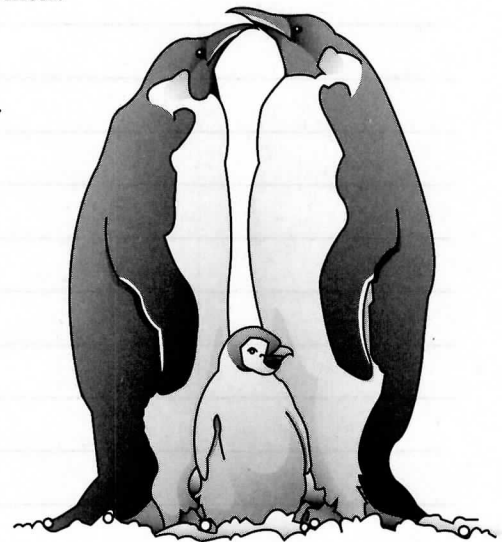
Every sentence contains a subject and a predicate. The **complete subject** in a sentence is made up of a noun or pronoun and words that tell about it. The **complete predicate** in a sentence is made up of a verb and words that tell what the subject is, has, or does.

See Handbook Sections 11, 12

Part 1

Underline the complete subject in each sentence once. Underline each complete predicate twice.

1. This species of penguin survives in the extreme conditions of Antarctica.
2. Antarctica is the coldest and windiest continent on Earth.
3. Colonies of Emperor penguins live along the Antarctic coast.
4. Groups of penguins huddle together on the ice.
5. This action protects the penguins against the cold and wind.
6. The body of an Emperor penguin contains a large amount of fat.
7. This body fat provides insulation against the cold.
8. Emperor penguin chicks are born during the long Antarctic winter.
9. The female penguin lays a single egg in mid-May.
10. She goes on a two-month journey to the sea in search of food.
11. The female leaves the egg with her mate.
12. The male penguin balances the egg on his feet.
13. A fold of skin on the male's abdomen covers the egg.
14. This fold protects the egg from the harsh environment.
15. The male penguin eats nothing during this time.
16. The female returns in mid-July from her journey.
17. The male transfers the egg back to his mate.
18. The egg hatches soon after this transfer.
19. The mother penguin feeds her newly hatched Emperor chick.



Emperor penguins endure the severe weather in Antarctica.

Part 2

Add a subject or a predicate to each phrase to make a sentence. Underline the complete subject in each sentence you write. Circle the complete predicate in each sentence.

- 20. the icy waters off the coast _____

- 21. eat fish and squid _____

- 22. study the penguins' habits _____

- 23. strong Antarctic winds _____

Part 3

Complete subjects and predicates may be very short (*Penguins / swim*) or very long. Short sentences can make a paragraph seem direct and can help focus readers' attention on actions and events. Long sentences in a paragraph can create a smooth flow that carries the reader along from one idea to the next while providing clear descriptions and explanations.

On the lines below write a short paragraph about an unusual animal. Make the subjects and predicates in your sentences short and concise. Then rewrite your paragraph on another sheet of paper, adding words and phrases to make the subjects and predicates longer and more informative. For what purpose might the more concise paragraph be better? For what purpose might the more descriptive paragraph be better?

Name _____

Read and Discover

Simple Subjects and Simple Predicates

Lesson 2

Scientists in New Zealand study the habits of the kiwi, an unusual bird.

The complete subject of the sentence above is in boldfaced type. Draw a box around the most important word in the complete subject. Circle the verb that tells what the subject does.

Do some research on this fascinating creature.

Can you find a subject at the beginning of this sentence? _____

Which word below would fit as the subject of the sentence? Circle it.

you research scientists bird

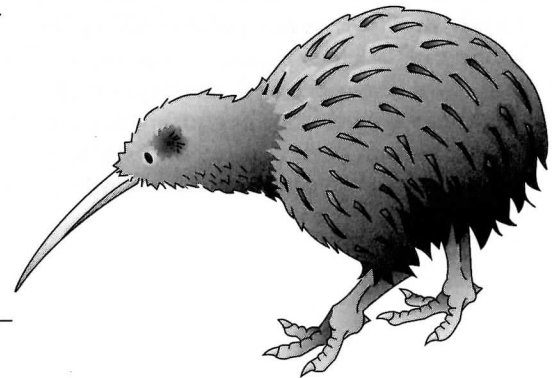
The **simple subject** is the most important word or words in the complete subject. It is a noun or pronoun that tells whom or what the sentence is about. By identifying the simple subject in a sentence, you can determine whether the subject is singular or plural and choose the correct verb form to use with it. The subject of a request or a command (an imperative sentence) usually is not named. The person being spoken to, *you*, is the **understood subject**. The **simple predicate** is the verb that tells about the subject. It may tell what the subject did or what was done to the subject; or, it may link the subject to words that tell about it.

See Handbook Sections 11, 12

Part 1

Draw a box around the simple subject in each sentence. If the subject is the understood *you*, write *you* on the line. Then underline the simple predicate.

1. The tiny kiwi scurries quickly from place to place. _____
2. The wings of this flightless bird are very small. _____
3. The kiwi has nostrils at the end of its long beak. _____
4. The feathers of the kiwi look much like hair. _____
5. Describe the kiwi's physical appearance. _____
6. The oropendola is another interesting type of bird. _____
7. This member of the Icterid family lives in Central and South American rainforests and grasslands. _____
8. The nest of the oropendola resembles a long hanging sack. _____
9. Notice those long nests hanging from tree branches. _____
10. That male bowerbird has built a nest with sticks, leaves, and moss. _____
11. He is decorating the nest with pebbles, berries, and shells. _____
12. The elaborate nest will attract a female bowerbird's attention. _____



The kiwi is a flightless bird native to New Zealand.

Part 2

Write five sentences about birds with unusual characteristics. You may use nouns and verbs from the word bank as simple subjects or simple predicates. Use the understood subject *you* in one of your sentences.

researchers	fly	beak	hunt	habitat	lives
builds	nest	eats	branches	study	rainforest

- 13. _____
- 14. _____
- 15. _____
- 16. _____
- 17. _____

Part 3

See Handbook Sections 35, 36, 37

Use the Internet or an encyclopedia to research another unusual bird. Then write an e-mail to a friend, family member, or key pal describing this bird. Begin with the reason you are e-mailing. Use proper netiquette, such as typing a clear subject line; avoiding special type features, emoticons, or capital letters; and including a detailed salutation (full name and e-mail address). When you have finished your first draft, read your e-mail from beginning to end. Did you achieve your purpose for writing? Proofread for errors in capitalization, punctuation, and spelling. Then write your final draft and print out a hard copy. Circle the simple subject in each sentence. Underline each simple predicate.

Name _____

Read and Discover

Compound Subjects and Compound Predicates

Lesson 3

- ___ Many Australian zoologists and veterinarians study marsupials.
- ___ A marsupial carries and nurses its young in a pouch on its stomach.

Write *S* next to the sentence that contains two or more simple subjects.
Write *P* next to the sentence that contains two or more simple predicates.

A **compound subject** is two or more subjects joined by a coordinating conjunction (*and, but, or*). A **compound predicate** is two or more verbs joined by a coordinating conjunction.

See Handbook Sections 11, 12

Part 1

Each sentence below has either a compound subject or a compound predicate. If a sentence has a compound subject, underline the nouns that are the simple subjects. If a sentence has a compound predicate, circle the verbs that are the simple predicates.

1. Koalas, kangaroos, and wallabies are three kinds of marsupials.
2. Koalas live in trees and sleep up to 20 hours a day.
3. They survive on a diet of eucalyptus leaves and drink very little water.
4. Australia and Papua New Guinea are home to kangaroos and wallabies.
5. These marsupials have powerful hind legs and hop from place to place.
6. Baby koalas, kangaroos, and wallabies are called joeys.
7. A joey crawls into its mother's pouch after birth and receives nourishment from her.
8. Wombats and Tasmanian devils are two other kinds of marsupials.
9. Wombats dig and live in burrows.
10. Native grasses and shrub roots are part of the wombat's diet.
11. Tasmanian devils hunt and eat small mammals and birds.
12. The appearance and sound of the Tasmanian devil frightens some people.
13. Tasmanian devils look fierce and screech while eating.
14. Wombats and Tasmanian devils have backward-facing pouches.
15. The newborn wombat makes its way into its mother's pouch and stays there for up to ten months.
16. The Tasmanian devil joey enters its mother's pouch after birth and remains there for about four months.



The Tasmanian devil looks ferocious and has an eerie cry.

Part 2

Combine each pair of sentences to form one sentence that has either a compound subject or a compound predicate.

17. Opossums are marsupials. Numbats are marsupials, too. _____

18. The opossum grasps branches with its tail. The animal also carries nesting material with its tail.

19. Baby opossums develop inside their mother's pouch. Later they ride on their mother's back.

20. Numbats live in the woodlands of western Australia. They eat termites. _____

21. Dogs prey on the numbat. Foxes prey on this marsupial, too. _____

Part 3

It is possible to have both a compound subject and a compound predicate in the same sentence. (*The boys and girls talked and laughed together.*) However, both parts of the compound subject must be performing both actions of the compound predicate. Avoid sentences like this one: (*The birds and dogs chirped and barked.*) This sentence might make the reader think that the dogs chirped and the birds barked.

On the lines below, rewrite the incorrect sentence as two separate sentences. Write *C* beside the sentence that uses compound subjects and predicates correctly.

22. The campers and counselors swam and splashed in the lake. _____

23. The stars and the wind sparkled brightly and blew softly. _____

Name _____

Read and Discover

Direct Objects and Indirect Objects

Lesson 4

- a. Cheetahs and leopards catch wart hogs and other prey on the African plains.
- b. Zookeepers give visitors information about these predators.

Circle the nouns in sentence a. that tell what cheetahs catch. Circle the noun in sentence b. that tells what zookeepers give visitors. Draw a line under the noun in sentence b. that tells *to whom* they give it.

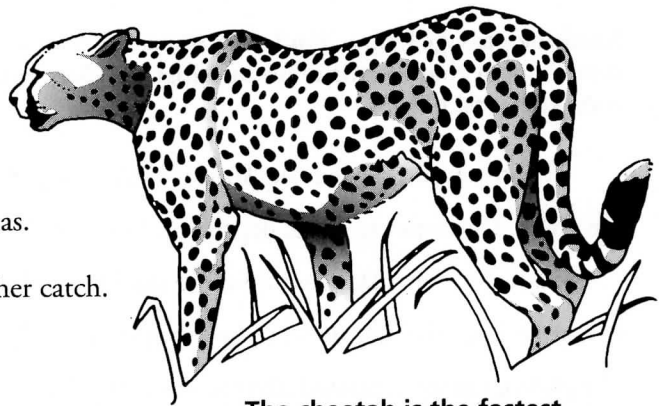
A **direct object** is a noun or pronoun that receives the action of the verb. To find the direct object, say the verb and then ask "What?" or "Whom?" An **indirect object** is a person or thing to whom something is given, told, or taught. The indirect object is a noun or pronoun, and it comes before the direct object. To determine whether a word is an indirect object, move it after the direct object and put the word *to* or *for* in front of it. Example: *Zookeepers give information to visitors.* A sentence may have more than one direct object or indirect object.

See Handbook Section 21

Part 1

Circle each direct object in the sentences below. Underline each indirect object. Be careful. Not all sentences contain indirect objects.

1. The zookeeper gave us a short lecture about cheetahs and leopards.
2. The cheetah hunts its prey during the daytime.
3. This swift predator catches creatures using its strong claws.
4. It holds the doomed animal by the neck.
5. The cheetah must eat its catch quickly.
6. Other predators may steal its food.
7. A cheetah cannot defeat a lion or a pack of hyenas.
8. The mother cheetah brings her cubs meat from her catch.
9. The leopard most often stalks prey at night.
10. This carnivore can kill animals larger than itself.
11. The leopard keeps its catch from other predators in an effective way.
12. It climbs a large, thick-branched tree with its catch in its jaws.
13. The leopard then eats its meal in the branches, safe from lions and hyenas.
14. The zookeeper gave adults and children more details about differences between cheetahs and leopards.
15. Many people asked the zookeeper questions after her speech.



The cheetah is the fastest land animal on Earth.

Part 2

Complete each sentence with a direct object or an indirect object from the word bank. Write *DO* next to each sentence that contains a direct object from the word bank. Write *IO* next to each sentence that contains an indirect object from the word bank.

teacher water class us cubs fur

16. Our teacher gave _____ information about the world's wild cats. _____
17. Wild cats groom their _____. _____
18. Mother cats carry their _____ with their mouths. _____
19. One student asked the _____ a question about wild cats' dislike of water. _____
20. He gave the _____ a surprising answer. _____
21. Tigers, leopards, and jaguars like _____ and are good swimmers. _____

Part 3

See Handbook Section 21

An *object complement* is a noun, pronoun, or adjective that follows a direct object and identifies or describes the direct object. An object complement is often used with verbs that create or nominate, such as *make*, *name*, *elect*, *paint*, *call*, and so on. In the sentence *He painted the fence white*, for example, the adjective *white* is the object complement, since it describes the direct object *fence*. In the sentence *The team elected her captain*, the noun *captain* is an object complement; it identifies what the direct object *her* has been elected.

Read the passage below. Find each direct object and underline it. Then put a box around each object complement that identifies or describes the direct object. Be careful. Not all sentences contain object complements. (22–36)

The setting sun turned the African landscape pink. The wildlife photographer spied a cheetah across the plain. This sighting made her happy. She would get a perfect photo of the graceful animal!

Suddenly, storm clouds turned the sky black. This change in the weather made the photographer unhappy: it spoiled her perfect photo opportunity. The cheetah gave a high-pitched call and sprinted away. The photographer expressed disappointment. That photo could have made her an award winner!

Name _____

Read and Discover

Predicate Nouns and Predicate Adjectives

Lesson 5

Invertebrates are **animals** without backbones.

Most terrestrial invertebrates are **small**.

Find the simple subject and the linking verb in each sentence above. Put a box around the boldfaced noun that tells who or what the subject of its sentence is. Circle the boldfaced adjective that gives descriptive information about the subject of its sentence.

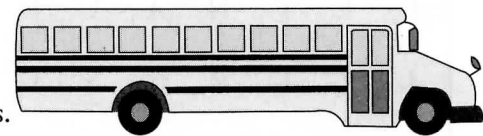
A **predicate noun** follows a linking verb and tells more about who or what the subject is. A **predicate adjective** follows a linking verb and describes the subject.

See Handbook Section 12

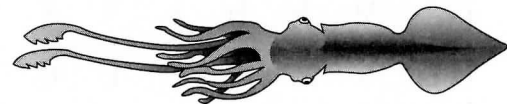
Part 1

Underline the linking verb in each sentence. Put a box around each predicate noun. Circle each predicate adjective.

1. Cephalopods are an ancient group of marine invertebrates.
2. They are also a class of mollusks.
3. Mollusks are animals with soft bodies and, in most cases, shells.
4. Some marine biologists are experts on cephalopods.
5. According to these experts, a cephalopod's brain is relatively large.
6. These creatures are the most intelligent of the invertebrates.
7. Squid and octopuses are one variety of cephalopod.
8. Giant squid and colossal squid are two species of squid.
9. In the past, people were awestruck by tales of giant sea monsters.
10. Marine biologists became curious about the existence of gigantic squid.
11. Antarctica's Ross Sea was the site of a major discovery in January 2007.
12. John Bennett is the captain of a New Zealand fishing boat.
13. He was amazed at the sight of a colossal squid tangled in his fishing lines.
14. The adult male squid was enormous—the largest one ever recovered.
15. The creature's weight was about 1,000 pounds.
16. The squid's length was 33 feet.
17. Bennett's capture of the colossal squid was a major contribution to our knowledge of cephalopods.



school bus
length: 40 feet



colossal squid
maximum estimated
length: 46 feet

Part 2

Write a predicate noun or a predicate adjective to complete each sentence.

18. When I look at the ocean, I feel _____.
19. My favorite sea creature is the _____.
20. Invertebrates are _____.
21. Octopuses are _____.
22. Two species of squid are _____.
23. When the researcher saw the giant squid, he became _____.
24. When marine biologists learned of the discovery of the colossal squid, they felt _____.

Part 3

Ten nouns from the lesson are hidden in the word search puzzle below. Circle them and list them on the lines. Then use some of these words to write two sentences, one with a predicate noun and the other with a predicate adjective. Do this on another sheet of paper.

C	E	P	H	A	L	O	P	O	D	S	D	B
L	Z	K	R	N	S	C	T	J	M	Q	E	I
A	J	Y	H	I	A	T	L	D	A	U	R	O
S	V	T	D	M	B	O	Q	F	H	I	J	L
S	H	E	L	L	S	P	Z	M	L	D	P	O
D	S	M	O	L	L	U	S	K	S	R	C	G
P	V	C	L	S	C	S	M	Y	H	F	L	I
I	N	V	E	R	T	E	B	R	A	T	E	S
A	N	I	M	A	L	S	L	P	X	Q	V	T
Z	A	Y	I	B	A	C	K	B	O	N	E	S

Nouns

25. _____
26. _____
27. _____
28. _____
29. _____
30. _____
31. _____
32. _____
33. _____
34. _____

Name _____

Read and Discover

Prepositional Phrases

Lesson 6

The hummingbirds flew around the garden.

Where did the hummingbirds fly? _____

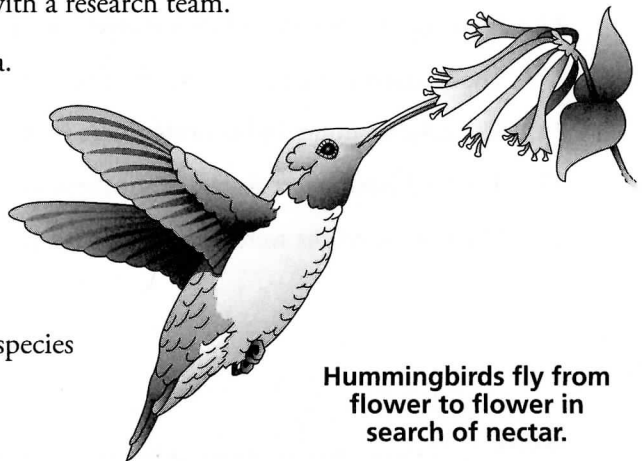
A **prepositional phrase** can tell *how, what kind, when, how much, or where*. A prepositional phrase begins with a **preposition**, such as *about, around, at, by, from, in, into, of, on, over, to, or with*. It ends with a noun or pronoun that is the **object of the preposition**. The words between the preposition and its object are part of the prepositional phrase. A prepositional phrase can appear at the beginning, middle, or end of a sentence.

See Handbook Section 20

Part 1

Underline each prepositional phrase. Circle the preposition that begins each phrase. Put a box around the object of the preposition. There may be more than one prepositional phrase in each sentence.

1. We are learning about different bird species in science class.
2. Last week, a guest speaker from the bird sanctuary visited our class.
3. Our science teacher introduced the guest speaker to us.
4. The speaker gave an interesting talk on his favorite subject—hummingbirds.
5. He is an expert on these tiny, colorful birds.
6. Hummingbirds are the size of a thumb; their wings can beat 80 times per second.
7. The needle-like beak of a hummingbird can reach into long flower blossoms.
8. Hummingbirds can hover in the air and can fly backward.
9. A hummingbird extracts nectar from flowers with its long, thin tongue.
10. This species of bird is found only in North America and South America.
11. The speaker described his recent trip to Ecuador with a research team.
12. Ecuador is located in northwestern South America.
13. This country has 163 species of hummingbird—the largest number in any one country.
14. The speaker gave us information about Ecuador's hummingbird species.
15. The Esmeraldas Woodstar is a rare hummingbird species found in western Ecuador in a fog forest.
16. This tiny bird is dangerously close to extinction.



Hummingbirds fly from flower to flower in search of nectar.

Part 2

Rewrite each sentence. Add at least one prepositional phrase to make the sentence give more information. Use prepositional phrases from the work bank, or think of your own.

above the treetops
during the day

from the United States
toward the researchers

in their natural habitat
near the campground

in Ecuador
by plane

17. The researchers traveled to South America. _____

18. They explored the tropical rainforest. _____

19. The colorful hummingbirds flew. _____

20. The researchers observed the hummingbirds. _____

Part 3

See Handbook Section 20

A prepositional phrase can modify, or tell more about, a noun or pronoun. Prepositional phrases that modify nouns or pronouns are called *adjectival prepositional phrases*. An adjectival prepositional phrase usually comes after the noun or pronoun it modifies. A prepositional phrase can also modify a verb, an adverb, or an adjective. This type of prepositional phrase is called an *adverbial prepositional phrase*. Many adverbial prepositional phrases tell *when*, *where*, *how*, or *how long* something was done.

Circle the prepositional phrase in each sentence. Draw an arrow to the word or words it modifies. Then, on the line next to each sentence, write whether the phrase is an adjectival prepositional phrase or an adverbial prepositional phrase.

21. In 2004, many scientists visited Germany. _____
22. A zoologist from Frankfurt presented his findings. _____
23. The discovery of a possible hummingbird fossil astounded the scientists. _____
24. The delicate bones of hummingbirds rarely fossilize. _____
25. The bird fossils were found in southern Germany. _____
26. The tiny skeletons were unearthed with extreme care. _____

Name _____

Read and Discover

Appositives

Lesson 7

- a. Lonesome George is a Galapagos giant tortoise.
- b. Lonesome George, a Galapagos giant tortoise, lives on an island off the coast of Ecuador.

Draw a box around the phrase in sentence b. that tells who or what Lonesome George is. What punctuation marks separate this phrase from the rest of the sentence? _____

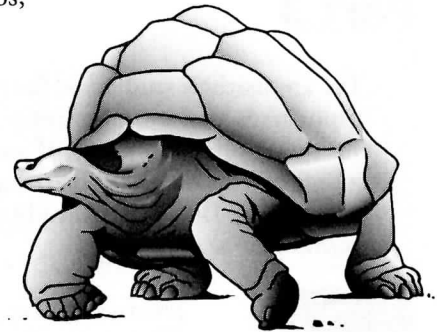
An **appositive** is a phrase that identifies a noun. An appositive follows the noun it identifies and is usually separated from the rest of the sentence by commas.

See Handbook Section 24

Part 1

Underline the appositive in each sentence. Draw a box around the noun it identifies.

1. The Galapagos Archipelago, a group of islands in the Pacific Ocean, is located on the equator.
2. Galapagos, a province of Ecuador, is home to a large variety of plants and animals.
3. *Archipelago* comes from the term *galapago*, the Spanish word for saddle.
4. The shells of some tortoises on the islands resemble a *galapago*, a type of British riding saddle.
5. Giant tortoises, perhaps the most famous animals in the Galapagos, can weigh over 500 pounds and can live for more than 150 years.
6. One male Galapagos giant tortoise, Lonesome George, is from Pinta Island in the Galapagos.
7. Lonesome George, one of the last known survivors of his species, is thought to be between 60 and 90 years old.
8. Giant tortoises are also found in the Seychelles, a group of islands in the western Indian Ocean.
9. The Seychelles are located about 1,000 miles east of Kenya, a country in East Africa.
10. The Aldabra Atoll in the outer Seychelles is home to about 152,000 giant tortoises, the world's largest population of the animal.
11. Adwaitya, a giant Aldabra tortoise, died in March 2006 at the age of 255.
12. The tortoise had been living at the Alipore Zoo in Kolkata, an Indian city formerly known as Calcutta.
13. Subir Chowdhury, director of the Alipore Zoo, said records show that the tortoise was born in 1750.
14. The giant tortoise was given as a gift to Robert Clive, one of the founders of British rule in India, in 1875.
15. The tortoise's name, *Adwaitya*, comes from a Sanskrit word meaning "the only one."



The Galapagos giant tortoise is one of the largest tortoises on Earth.

Part 2

Rewrite each pair of sentences as one sentence. Change the underlined sentence into an appositive.

16. Haller Park is an animal sanctuary in Mombasa, Kenya. Haller Park is home to a giant Aldabra tortoise. _____

17. Dr. Paula Kahumbu is the manager of Haller Park. Dr. Kahumbu described how an orphan baby hippo befriended the tortoise. _____

18. Owen is a baby hippopotamus. Owen lost his mother in the devastating tsunami of December 2004.

19. Owen was brought to Haller Park by Dr. Kahumbu and Stephen Tuei. Stephen Tuei is the sanctuary's chief animal caretaker. _____

20. Owen was released in Haller Park and ran to Mzee. Mzee is the park's 130-year-old giant Aldabra tortoise. _____

Part 3

See Handbook Section 24

The appositives studied so far have been separated from the rest of the sentence by commas. These appositives give more information about the nouns they describe. However, some appositives should *not* be set off by commas. If an appositive is essential to the meaning of a sentence, it should not be set off by commas. Appositives that are essential to the meaning of a sentence are called *restrictive appositives*. Those that simply provide more information about the nouns they describe are called *nonrestrictive appositives*.

Example

Jeremy Aguilar, my cousin, wrote a report on giant tortoises.

(The nonrestrictive appositive *my cousin* is not essential to the sentence; it gives more information about Jeremy Aguilar and should be set off by commas.)

My cousin Jeremy Aguilar saw giant tortoises at the San Diego Zoo.

(The restrictive appositive *Jeremy Aguilar* is necessary to explain which cousin is meant.)

If necessary, add commas around the appositives in the following sentences. If no commas are necessary, write *C* on the line next to the sentence.

21. My sister Tamara is the youngest of all my sisters. _____
22. Tamara my youngest sister plans to visit the Galapagos Islands someday. _____

Name _____

Read and Discover

Verbals: Participles and Participial Phrases

Lesson 8

Walking through the dense Asian forest, the elephants search for food.

Circle the two verbs in the sentence above. Which verb tells what the subject of the sentence does? _____

Which verb begins a descriptive phrase? _____

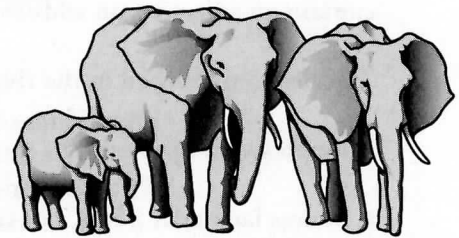
Sometimes a verb does not act as the simple predicate of a sentence. A **verbal** is a word formed from a verb that plays another role in the sentence. One type of verbal is a **participle**. A participle may be a present participle (*covering*) or a past participle (*consumed*). A **participial phrase** is made of a participle and other words that complete its meaning. A participial phrase can act as an adjective. In the sentence above, *Walking through the dense Asian forest* is a participial phrase that describes *elephants*.

See Handbook Sections 18d, 25a

Part 1

Underline each participial phrase. Then circle the participle.

1. Visitors traveling to Africa and certain parts of Asia might see elephants.
2. Identified as the largest living land mammal, the African elephant is found in the wild only in Africa.
3. Weighing about 12,000 pounds, an adult male African elephant stands approximately 11 feet tall at the shoulder.
4. Zoologists researching African elephants have determined that there are two different types: bush elephants and forest elephants.
5. The type of African elephant known as the bush elephant is found in most countries south of the Sahara.
6. Inhabiting the countries of central and western Africa, forest elephants live in forests, grasslands, and mountains.
7. The type of elephant called the Asian elephant is smaller than the African elephant.
8. Standing 9 to 10½ feet tall at the shoulder, an adult male Asian elephant can weigh up to 8,000 pounds.
9. Found in parts of India and Southeast Asia, Asian elephants are light gray and may have pink or white spots.
10. Two humps located just above the Asian elephant's ears give the animal a distinctive appearance.
11. Scientists studying elephants have discovered many amazing things about them.
12. Experts observing wild elephants have documented their highly complex societies.
13. Possessing special receptors on their feet, elephants can pick up underground vibrations.
14. The animals can sense vibrations indicating potential danger.
15. Elephants living in seaside areas ran to safety in advance of the deadly Indian Ocean tsunami of December 2004.



Elephants are highly intelligent and social animals.

Part 2

A participial phrase should be placed near the noun or pronoun it modifies so it does not create confusion for the reader. The participial phrase in each sentence below is misplaced. Rewrite each sentence so that it makes sense.

16. Called one of the most scenic places in Africa, my aunt, uncle, and cousins went on a trip to Kenya. _____

17. Located near the beaches of Kenya's South Coast, they visited an elephant sanctuary. _____

18. Grazing in the tall grass, my cousins Bettina and Kent spied a baby elephant. _____

19. Rolling in the mud, my uncle snapped a picture of a baby elephant. _____

Part 3

See Handbook Section 25b

An absolute phrase consists of a noun or noun phrase followed by a descriptive word or phrase. Like a participial phrase, an absolute phrase may contain a verbal form ending in *-ing* or *-ed*. It may also contain an adjective, an additional noun phrase, or one or more prepositional phrases.

noun phrase + present participle
The elephants bathed in the river, their mother watching.

noun phrase + adjective + prepositional phrase
A hippo swam upstream, its nose visible above the water.

noun phrase + prepositional phrases
A lioness lay under a tree, her cubs in the grass near her.

Each sentence below is formed incorrectly. Cross out the form of *be* in the second clause to turn the clause into an absolute phrase. Then rewrite each sentence.

20. Sue paddled down the river, her brother was sitting quietly beside her.

21. Crocodiles slithered along the bank, their bodies were covered in mud.

22. Juan photographed the giraffe, its neck was almost too long for the shot.

23. The elephants huddled together, the babies were in the center of the group.

Name _____

Read and Discover

- a. Lizards belong to a class of animals called reptiles.
- b. Horned lizards have a unique way to escape from predators.

Look at each boldfaced phrase. In which phrase is the word *to* followed by a verb? _____

In which phrase is the word *to* followed by an article and a noun? _____

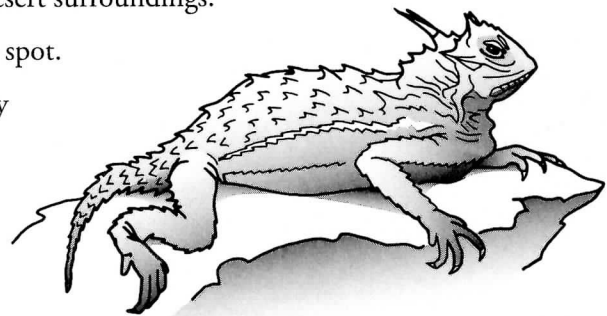
An **infinitive** is a phrase made up of the word *to* followed by the present form of a verb (*to escape*). Infinitives may act as adjectives, adverbs, or nouns. An **infinitive phrase** is made up of an infinitive and any other words that complete its meaning. In sentence b. above, *to escape from predators* is an infinitive phrase.

See Handbook Section 25a

Part 1

Underline the infinitive phrase in each sentence.

1. I went to the local library to do research on lizards.
2. The librarian helped me to learn the distinguishing characteristics of lizards.
3. I used the library computer to look up information about several lizard species.
4. The largest species of lizard, the Komodo dragon, is able to climb trees.
5. The Komodo dragon's keen sense of smell helps it to find food.
6. When a Komodo dragon bites its prey, deadly bacteria in the lizard's mouth are transmitted to the prey, causing it to die of infection.
7. The flexible skull of the lizard allows it to swallow large chunks of food.
8. Komodo dragons are able to withstand the harsh environment of their habitat.
9. I was amazed to discover that a horned lizard can squirt blood from its eyes.
10. This ability enables the horned lizard to protect itself from predators.
11. The lizard's coloring allows it to blend in with its desert surroundings.
12. The horned lizard's camouflage makes it difficult to spot.
13. During the early part of the day, horned lizards may flatten themselves against rocks to bask in the sun.
14. At night, the lizard uses its spines to dig a hole for itself in the sand.
15. The horned lizard uses its long, sticky tongue to catch ants, its main source of food.



The horned lizard heats itself by basking in the sun.

Part 2

Write an infinitive from the word bank to complete each sentence.

to pursue to focus to discover to become to study

16. Someone who wants _____ a herpetologist, a scientist who studies reptiles and amphibians, must take many science classes.
17. Subjects that herpetologists need _____ in college include biology and chemistry.
18. A person who wishes _____ this career needs persistence and determination.
19. Many herpetologists find it exciting _____ new things about reptiles and amphibians.
20. Herpetologists may want _____ their research on just one species of reptile or amphibian.

Part 3

See Handbook Section 25a

A sentence may contain more than one participial phrase (*Caught off guard and flattered by the attention, she thanked us for the surprise party*) or infinitive phrase (*I like to sing and to go fishing*). Using two verbals of the same type to express similar ideas is using *parallel structure*. Using two verbals of different types to express similar ideas—for example, *I like singing and to go fishing*—is considered poor style. In your writing, use parallel structure when expressing two or more similar ideas.

Read the two sentences below. Rewrite the sentence that is not parallel in structure to make it parallel. Write *C* beside the sentence that is parallel in structure.

21. Observing the lizards and taking notes, Graham began the research for his report. _____

22. Iris likes to hike in the woods and riding her bicycle. _____

Name _____

Read and Discover

Subjects and Predicates in Sentences with Verbals

Lesson 10

- a. Yasmin travels to wild areas to photograph large mammals.
- b. She is following tracks made by a grizzly bear.

Which underlined verb in sentence a. tells what the subject does?

_____ What type of verbal phrase in sentence a. is the other verb a part of? _____

Which underlined verb in sentence b. tells what the subject is doing? _____ What type of verbal phrase in sentence b. is the other verb a part of? _____

Every sentence has at least one **subject-verb relationship**. The subject tells what the sentence is about. The verb tells what the subject does or what the subject is doing, or links the subject to more information about it. Some sentences also contain verbs that are not part of a subject-verb relationship. These verbs are called **verbals**. **Participles** and **infinitives** are types of verbals. Participles and infinitives usually are parts of phrases that describe.

See Handbook Sections 11, 12, 25a

Part 1

Draw one line under the simple subject in each sentence. Draw two lines under the simple predicate. Draw a box around each participial phrase. Circle each infinitive phrase.

1. Living mostly in Alaska and western Canada, grizzlies are a type of brown bear.
2. Weighing around 500 pounds, an adult male can be 6 feet in length.
3. A grizzly standing on its hind paws is surveying the surrounding area.
4. Mother bears carefully supervise their cubs to protect them from other predators.
5. These massive creatures hunt small mammals, hoofed animals, and fish, and gather berries, leaves, and roots to eat.
6. Scientists studying grizzly bears have identified more than 100 plants in western North America as parts of these bears' diet.
7. Feeling hunger, a grizzly will use its sensitive ears and nose to locate food.
8. Concerning locations of past food sources, these bears have excellent memory.
9. Observers studying grizzly bears have described them as intelligent and curious.
10. A grizzly uses its long claws to dig up roots.
11. The hump of muscles extending across the grizzly's shoulders provides extra strength for a dig.
12. To accumulate fat for winter, a grizzly eats up to 90 pounds of food each day.
13. Bears living in very cold climates spend the winter inside their dens or caves.
14. Dens are shelters made of branches or dug out of the ground.
15. Grizzlies typically try to avoid contact with humans.
16. A single attack on a human by a grizzly causes many people to regard these bears as ferocious predators.



A mother grizzly bear is very protective of her cubs.

Part 2

Write the correct verbal from the word bank to complete each sentence.

to protect co-existing according respecting to destroy

17. _____ with Native Americans, grizzly bears thrived in North America for thousands of years.
18. _____ grizzly bears, Native Americans admired their intelligence and strength.
19. European settlers killed grizzly bears for their fur and began _____ their habitat in the mid-1800s.
20. _____ to biologists, fewer than 1,000 grizzly bears roam the continental United States today.
21. _____ those few that remain, conservationists added the grizzly bear to the endangered species list in 1975.

Part 3

When a writer uses a verbal phrase instead of a proper subject-verb relationship, the result is a sentence fragment. Identify the sentence fragments below by writing *fragment* on the line. If possible, use a computer's grammar checker to help you do this.

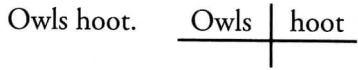
22. Several ways for humans to protect themselves from grizzly bears. _____
23. Campers should store all food in bear-resistant containers to keep bears away. _____
24. Attracting grizzly bears, scented items such as chocolate, candy, or toothpaste. _____
25. To avoid surprising a grizzly bear, hikers should talk or sing songs. _____
26. Never approach or feed a bear crossing your path. _____
27. Being responsible, keeping both humans and bears safe. _____

Name _____

A **sentence diagram** is a picture of a sentence that shows how the parts of the sentence fit together. Diagraming sentences can help you understand how the words in a sentence are related.

Diagraming Subjects and Verbs

A short sentence consisting of a simple subject and a simple predicate is diagramed this way:

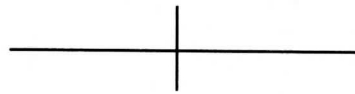


Look at the structure of the diagram. Based on its structure, complete these sentences.

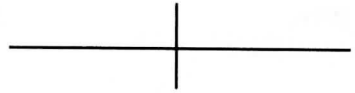
1. The simple subject and simple predicate go on a _____ line.
horizontal/vertical
2. A _____ line separates the subject and predicate. This vertical line intersects
horizontal/vertical
the horizontal line.
3. The subject goes to the _____ of the vertical line, and the predicate goes to the
left/right
_____.
left/right

Use what you have learned to diagram these sentences. Include only the simple subject and the simple predicate. Ignore all the other words in the sentences.

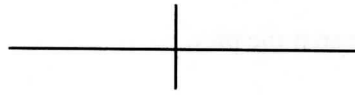
4. The sun disappeared.



5. The owls awoke.

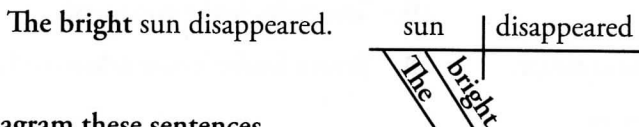


6. Rodents scurried.



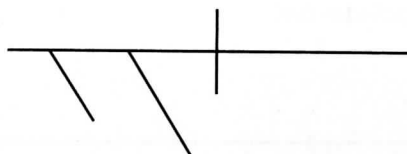
Diagraming Adjectives and Articles

An adjective (describing word) or an article (*a, an, the*) goes on a slanted line below the word it modifies. Look at the way this sentence has been diagramed.

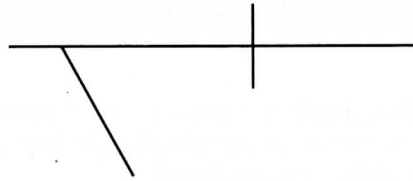


Now diagram these sentences.

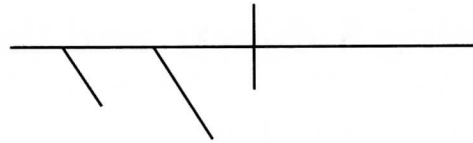
7. The sleepy owls awoke.



8. Hungry rodents scurried.



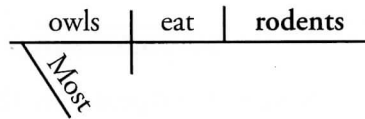
9. A full moon shone.



Diagramming Direct Objects

A direct object (a noun or pronoun that receives the action of the verb) is placed on a horizontal line to the right of the verb. Notice how the diagram changes when a direct object is added.

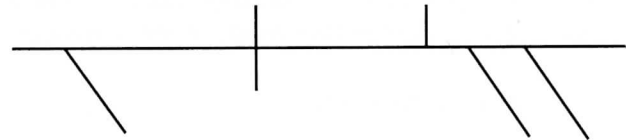
Most owls eat rodents.



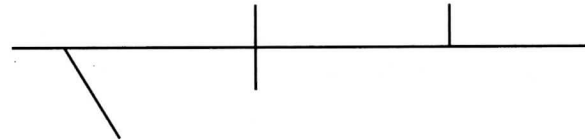
How is the vertical line that separates the direct object and the verb different from the vertical line that separates the subject and predicate?

Use what you have learned to diagram the simple subjects, simple predicates, adjectives, articles, and direct objects in these sentences.

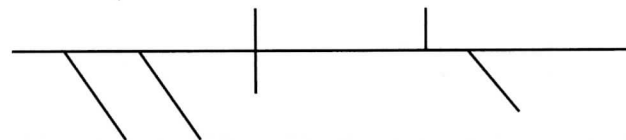
10. The owl hears the busy rodents.



11. Sharp ears locate prey.



12. Two beady eyes watch the prey.



Now diagram these sentences on another sheet of paper.

13. Many owls have special silent wings.

18. Owls eject the bones.

14. Soundless owls surprise their prey.

19. Tree holes make good nests.

15. These stealthy hunters swallow the entire creature.

20. Brown feathers camouflage owls.

16. The owl regurgitates the indigestible matter.

17. Indigestible matter includes fur.

Name _____



Writing Sentences

These sentences need your help. Rewrite each one so it is clearer and makes better sense.

1. Our city's new aquarium offers amazing sights and sounds, more of them than any other attraction in the area. _____

2. Visitors find themselves staring down into a pond filled with twenty huge alligators entering the building. _____

3. In one large gallery visitors can pick up and listen to starfish and the songs of humpback whales. _____

4. A rare opportunity to see nature's marine marvels up close is offered at this wonderful new facility; you should definitely visit it soon. _____

5. In another room they can stand in the middle of a great hollow glass cylinder, and big fish swim around and around. _____

All the sentences in a paragraph relate to a single topic. A paragraph should have a topic sentence, at least two supporting sentences, and a concluding sentence. Notice these kinds of sentences in this model paragraph. Also notice its purpose: it is trying to persuade readers to do something.

topic sentence
(states the main idea you are making)

supporting sentences
(give details to support your main idea)

concluding sentence
(summarizes the paragraph or restates the topic sentence)

No living room is complete without a fish tank full of guppies.
Guppies are energetic, colorful fish that breed easily. Because there are many colors of guppies, you can create an aquarium with a unique look. You can choose blue or red guppies to contrast with your green plants. If you put different colors of guppies together, you will soon have a tank full of multicolored baby guppies. **If you want a truly striking aquarium that catches everyone's eye, you should fill it with guppies.**



Writing a Paragraph

The sentences you repaired on page 31 can be reordered to make a persuasive paragraph. Decide which sentence is the topic sentence, which are the three supporting sentences, and which is the concluding sentence. Reorder the sentences, and write the paragraph on the lines below.

Think of a great place for people to go to see astounding animals. Write a paragraph that would convince people to visit that place. Describe some amazing things they might experience there. Be sure to include an enticing topic sentence, at least two vivid supporting sentences, and an enthusiastic concluding sentence.

Read your paragraph again. Use this checklist to make sure it is complete and correct.

- My paragraph has a topic sentence.
- My paragraph has at least two supporting sentences.
- All my sentences are clear and make sense.
- I have used prepositional phrases correctly.
- My paragraph has a concluding sentence.

Name _____

Proofreading Practice

Read this passage about whales and find the mistakes. Use the proofreading marks to show how the mistakes should be fixed.

Proofreading Marks

Mark	Means	Example
↵	delete	Baleen whales have have no teeth.
^	add	Baleen whales ^{have} no teeth.
≡	make into a capital letter	<u>b</u> aleen whales have no teeth.
/	make into a lowercase letter	Baleen W hales have no teeth.
⊙	add a period	Baleen whales have no teeth ⊙
Ⓢ	fix spelling	Baleen ^{sp} wails have no teeth.

Whales

The whale may look like a giant fish but, it is not a fish at all. It is a mamal, like a mouse or a human being. This means that it has to come up to the ocean's surface to breathe, which it does through a blowhole located at the top of it's head. Some whales can hold their breathe for up to two hours!

Scientists place whales into two major groups: the baleen whales and the toothed whales. Toothed whales, as they're name suggests, have teeth baleen whales do not have teeth. Instead, they have hundreds of tall, thin plates. Hanging from the upper jaw. These plates are made of the same material as human fingernails. The plates, together called the baleen, filter food from water. baleen whales eat mostly plankton, small plant and anamal organisms that float around the ocean. Most toothed whales, on the other hand, eat fish or squid their diet might even include octopuses or crabs.

Both kinds of whales have a layer of fat, or blubber, under there skin. This blubber can be up to 20 inches thick, it helps to keep them warm in cold waters. Because blubber is stored energy, whales are able to go a long time without eating. They do this especially when migrating or breeding.

Proofreading Checklist

You can use the checklist below to help you find and fix mistakes in your own writing. Write the titles of your own stories or reports in the blanks at the top of the chart. Then use the questions to check your work. Make a check mark (✓) in each box after you have checked that item.

	Titles			
Proofreading Checklist for Unit 1				
Does each sentence have a subject and a predicate?				
Have I used appositives correctly?				
Have I used prepositional, participial, and infinitive phrases to make my writing more precise?				
Have I varied the length and type of sentences to add variety to my writing?				
Do all my sentences state complete thoughts?				

Also Remember . . .

Does each sentence begin with a capital letter?				
Does each sentence end with the right end mark?				
Have I spelled each word correctly?				
Have I used commas correctly?				

Your Own List

Use this space to write your own list of things to check in your writing.

Name _____

Review

Subjects and Predicates

Underline the complete subject in each sentence. Circle the simple subject. If the understood subject is *you*, write *you* on the line.

1. Come with us to the marine animal park. _____
2. The star of the show is a bottle-nosed dolphin. _____
3. This type of dolphin also stars in many movies. _____

Underline the complete predicate in each sentence. Circle the simple predicate.

4. These playful, intelligent creatures can be taught tricks.
5. These acrobats of the marine world leap in formation.
6. Dolphins swim in large groups in the wild.
7. These animals inhabit every ocean and even some large rivers.
8. Ranging from 4 to 14 feet in length, adult dolphins weigh from 50 to 500 pounds.

Draw one line under each compound subject in these sentences, and circle each simple subject in the compound subject. Draw two lines under each compound predicate, and draw a box around each simple predicate in the compound predicate.

9. A dolphin breathes and expels water through a blowhole on its head.
10. Herring, sardines, and other fish are favorite dolphin foods.
11. Agile dolphins swim very fast and leap high out of the water.
12. Happy passengers and members of the crew spot dolphins in front of their ship.

Objects, Predicate Nouns, and Predicate Adjectives

Circle the term in parentheses that correctly describes the boldfaced word in each sentence.

13. Many varieties of tuna are **valuable** to fishermen. (direct object/predicate adjective)
14. Dolphins often accompany the **schools** of tuna. (direct object/predicate noun)
15. Fishermen extend **nets** for tuna near the dolphins. (indirect object/direct object)
16. The nets ensnare **dolphins** underwater along with the tuna. (direct object/predicate noun)
17. A dolphin, a marine mammal, must breathe **air** several times an hour. (direct object/predicate noun)
18. New kinds of nets give **dolphins** an escape route. (indirect object/direct object)
19. Many nations now require the **use** of these nets by tuna boat crews. (direct object/indirect object)
20. Some crews are now very **careful**, for economic reasons. (direct object/predicate adjective)
21. Tuna caught in this manner is **legal** for sale in most countries. (predicate adjective/predicate noun)
22. A "dolphin-safe" label on tuna cans gives **consumers** peace of mind. (direct object/indirect object)

Prepositional Phrases

Underline the prepositional phrase or phrases in each sentence. Circle each preposition. Draw a box around its object.

23. Humans have been very fond of dolphins for a long time.
24. Our relationship with dolphins is featured in many stories.
25. In one ancient Greek story, a dolphin saves a drowning boy.
26. Through the centuries, readers dismissed this as simply folklore.
27. After several studies, some scientists now consider such stories believable.

Circle each adjectival prepositional phrase. Underline each adverbial prepositional phrase. Draw a box around the word each phrase modifies.

28. Dolphins communicate without any vocal cords.
29. A dolphin's whistles, squeaks, and clicks apparently transmit information to other dolphins.
30. Dolphins make sounds for another important purpose.
31. Sounds waves from a dolphin's clicks move outward toward objects.

Appositives

Underline the appositive in each sentence.

32. The sound waves bounce off the object and return to the dolphin, a creature sensitive to such waves.
33. From the echoes, the returning sound waves, the dolphin can tell an object's size, shape, and location.
34. Bats, flying mammals, use a similar system.
35. Humans at sea use sonar, a mechanical echolocation system, as a navigation device.

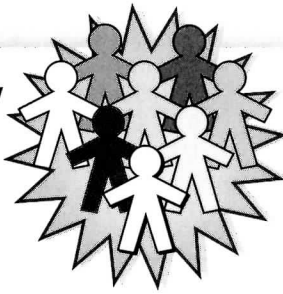
Verbals

Draw one line under the simple subject in each sentence. Draw two lines under the simple predicate. Draw a box around each participial phrase. Circle each infinitive phrase.

36. You can learn to tell alligators and crocodiles apart.
37. To see the main difference between a crocodile and an alligator, you must compare the animals' snouts.
38. Looking at the snouts, you will notice a broader snout on the alligator than on the crocodile.
39. Some alligators dig 40-foot-long holes to occupy during the dry season.
40. Dining mostly on fish, alligators also occasionally eat crustaceans, insects, and small animals.
41. An alligator is able to move fast on its strong, short legs.
42. To swim, the alligator moves its tail back and forth in the water.
43. The name of this huge lizard comes from the Spanish word *el lagarto*, meaning "the lizard."

Name _____

Community Connection



In Unit 1 of *G.U.M.* students learned about **different types of sentences** and **sentence structures** and used what they learned to improve their own writing. The content of these lessons focuses on the theme **Astounding Animals**. As students completed the exercises, they learned about numerous creatures with remarkable attributes. These pages offer a variety of activities that reinforce skills and concepts presented in the unit. They also provide opportunities for students to make connections between the information presented in the lessons and animal-related activities going on today in the community.

A Pal to a Pet

Find out which pet care facilities in your area allow students to volunteer. You may be able to volunteer at a local Humane Society to play with pets and take them for walks. Dogs and cats need regular human attention and can become stressed and unhappy if left alone for too long. You'll have fun as you perform a valuable service.

Watch the Birds

Go on a bird-watching expedition. Wherever you live, you can easily find somewhere to observe birds. In dense urban areas, birds congregate at places they might find food and water, such as parks, outdoor café tables, and public fountains. In the country, you don't need to look far to find birds. Different types of birds live in forests, fields, scrubby brush, and wetlands. You may even have a bird feeder at your own house. Wherever you go bird watching, take a notebook and a pencil with you and write descriptive information about each bird you see.

Internet Creatures

The Internet contains a vast network of information about nearly every possible topic. Conduct a Web search for "unusual animals" and bookmark your most interesting results. Whenever you find amazing animal pictures, copy the pictures to your desktop. Make an online photo album with these photos to share with friends and family. To make the album instructional, look up each animal in an online encyclopedia and write a short caption to go with each picture.

Habitat Helper—Animal Careers

Learn about job opportunities for people who love animals. Such opportunities may include careers in biology and other life sciences, forestry and park management, veterinary medicine, and pet training, grooming, breeding and showing. Organizations that can give you more information about animal careers include your local Humane Society, your State Department of Wildlife (which may also be called the Department of Fish and Game), and your nearest zoo. Choose one occupation that interests you and learn more about it. Try to answer these questions:

- What skills are required to do this job?
- What education and training would I need for this job?
- How can I get this education and training?
- How long does it take to become proficient at this work?
- What is a typical working day like in this profession?

If possible, interview an adult you know who has a job working with animals. Take notes during the interview, and share the results of the interview with your class. Use the planning guide on the next page to help you plan the interview and organize your notes.

Interview Planner

Person I am interviewing:

Name _____

Age _____

Occupation _____

Number of years employed in that field _____

Date of interview: _____

Questions to ask:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Notes:

Name _____

Read and Discover

Kinds of Sentences

Lesson 11

Read these four sentences.

Have you heard about the Tunguska fireball? It was a meteorite from outer space! It hit Russia in 1908 and flattened trees for miles around. Read on for more details about this incredible event.

Write the end mark that follows the sentence that gives a command. _____

Write the end mark that follows the sentence that shows excitement. _____

Write the end mark that follows the sentence that asks a question. _____

Write the end mark that follows the sentence that makes a statement. _____

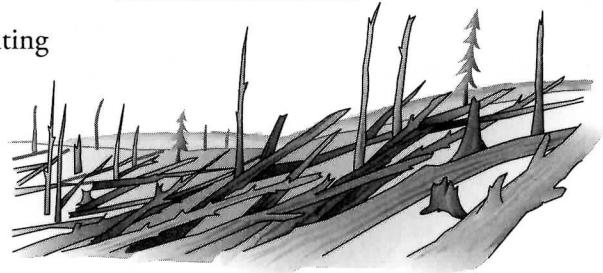
A **declarative sentence** makes a statement and ends with a period. An **interrogative sentence** asks a question and ends with a question mark. An **imperative sentence** gives a command and ends with a period or an exclamation point. An **exclamatory sentence** shows excitement and ends with an exclamation point. Every sentence begins with a capital letter.

See Handbook Section 10

Part 1

Add the correct punctuation mark to each sentence. Then label it *declarative*, *interrogative*, *imperative*, or *exclamatory*. Answers may vary.

1. The Tunguska fireball was a meteorite that exploded before hitting Earth _____
2. Were you aware that this event happened _____
3. Use the Internet to find a map of Russia and locate the Podkamennaya Tunguska River _____
4. The energy of the explosion was a thousand times stronger than an atomic bomb _____
5. What a terrifying occurrence it must have been _____
6. The meteorite was traveling at 30,000 to 60,000 miles per hour _____
7. That's exceedingly fast _____
8. The blast flattened trees and scorched the whole area _____
9. Guess how a Russian scientist located the epicenter of the blast _____
10. He found it by noticing that trees were flattened pointing away from the epicenter _____
11. Wouldn't that be a strange sight _____
12. Conduct research to find pictures of those flattened trees _____
13. There is no impact crater because the meteorite exploded in the air _____
14. Did you know that other meteorites have hit Earth and created craters _____



The Tunguska fireball damaged many trees when it hit Earth.

Part 2

Rewrite each sentence so it is the type of sentence indicated in parentheses.

- 15. You should tell me everything you know about meteorites. (imperative) _____

- 16. You know that most meteorites traveling toward Earth do not hit it. (interrogative) _____

- 17. The impact from a meteorite can be devastating. (exclamatory) _____

- 18. Might a tsunami form if a meteorite hit the ocean? (declarative) _____

- 19. A crater is formed if a meteorite hits land. (interrogative) _____

- 20. Will you look up the Barringer Meteor Crater to learn more about these craters? (imperative) _____

Part 3

See Handbook Sections 36, 37

Use the Internet or an encyclopedia to research the Barringer Meteor Crater. Then write four sentences, according to the type indicated in parentheses, about what you find.

- 21. (interrogative) _____

- 22. (declarative) _____

- 23. (exclamatory) _____

- 24. (imperative) _____

Name _____

- a. Some deserts were once forests **or** lakes.
- b. Some dry lands are becoming deserts, **and** some deserts are spreading.

Cross out the boldfaced conjunction in each sentence. Which sentence could be written as two separate sentences? _____

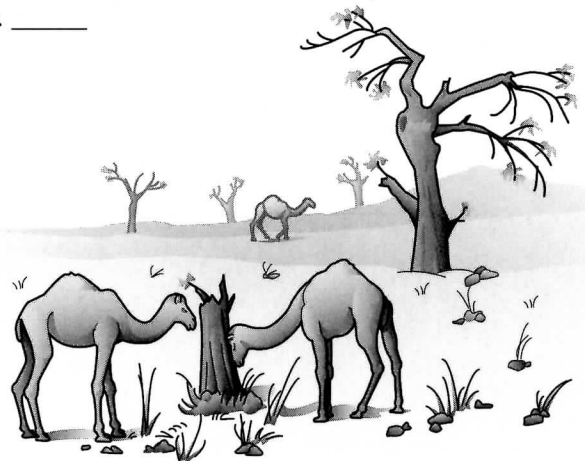
A **simple sentence** is made up of a subject and a predicate and expresses only one complete thought. It is an *independent clause*. A **compound sentence** is made of two closely related independent clauses. The two clauses can be joined by a comma and a coordinating conjunction (*and*, *but*, or *or*) or by a semicolon (;).

See Handbook Sections 8, 13, 22

Part 1

Write *S* next to each simple sentence. Write *CD* next to each compound sentence. Circle the comma and conjunction or the semicolon in each compound sentence.

1. Not all dry regions are deserts, but all dry regions are fragile ecosystems. _____
2. A dry, fragile ecosystem may be threatened by excessive human activities such as cultivation, irrigation, and industry, and it becomes vulnerable to desertification. _____
3. *Desertification* refers to the process of dry areas becoming deserts. _____
4. Water is lost off the land instead of soaking into the soil to provide moisture for plants; this leads to reduced plant and animal life. _____
5. Areas with fewer plants cannot sustain existing animal populations; these populations then begin to disappear. _____
6. The dry heat also affects the delicate ecosystem. _____
7. The hot sun heats the exposed rocks, and the rocks eventually crack and crumble. _____
8. Wind picks up and smashes the rock pieces, and they become sand. _____
9. Desertification exists on every continent except Antarctica, but many people are fighting it. _____
10. Desertification can be fought with new plantings of hardy, native trees and shrubs. _____
11. Water conservation and wise use of resources by humans can stop desertification in some areas. _____



Camels scavenge for vegetation as a result of desertification in Sudan, Africa.

Part 2

Rewrite each pair of simple sentences as one compound sentence.

12. Scientists have studied the formation of deserts. They do not completely understand the process yet.

13. Some deserts form because of human activity. Others form naturally.

14. Forests once covered much of North Africa. Now, the Sahara desert exists in that same area.

15. The lands in Death Valley National Park in California are bone-dry now. In prehistoric times a huge lake existed there.

16. The earth's climate grew warmer over time. The lake dried up.

Part 3

See Handbook Sections 36, 37

Use the Internet or an encyclopedia to research the Dust Bowl period of the 1930s in the United States. Then write three compound sentences about this event.

17. _____

18. _____

19. _____

Name _____

Read and Discover

Dependent Clauses and Independent Clauses

Lesson 13

Although the temperature outside may not feel warm today, average global temperatures are increasing.

Look at the two parts of this sentence, the boldfaced part and the underlined part. Which part makes sense by itself? _____

An **independent clause** is a group of words with a subject and a predicate that makes sense by itself. A **dependent clause** has a subject and a predicate, but it does not express a complete thought by itself. It needs—or is dependent on—an independent clause. Often a dependent clause begins with a subordinating conjunction such as *although*, *because*, *if*, *as*, or *when*. When a dependent clause begins a sentence, it is separated from the independent clause with a comma.

See Handbook Sections 8, 13, 22

Part 1

Draw one line under each independent clause. Draw two lines under each dependent clause. Circle the subordinating conjunction that begins each dependent clause.

1. Because average global temperatures are increasing, scientists say the earth is experiencing global warming, or climate change.
2. Scientists labeled recent temperature increases abnormal after they studied temperature data from the past 1,000 years.
3. Although some temperature fluctuations are normal, human activities almost certainly are accelerating the recent increases.
4. When the temperature rises, changes to the environment can be significant.
5. Glaciers and sea ice melt when temperatures increase.
6. Polar bears could be harmed by this melting since sea ice is a critical habitat for them.
7. These hunters spend much of their time on the sea ice where they stalk seals.
8. Because sea ice now melts sooner in spring and forms later in fall, polar bears have fewer good hunting months.
9. Many polar bears apparently are thinner than normal because the sea ice now melts three weeks earlier.
10. Although Alaska remains a cold region, average temperatures there have risen.
11. Even though an increase of 5.4 degrees sounds small, it can cause big changes.
12. When temperatures in the Arctic increase, permanently frozen ground called permafrost thaws.
13. The ground becomes unstable and uneven as the permafrost layer softens.
14. As the ground shifts, it can twist railroad tracks and damage the foundations of buildings.
15. While scientists document these changes, some people are working on solutions.



A polar bear on pack ice watches for seals that come to the surface to breathe.

Part 2

Draw a line to match each dependent clause with an independent clause. Then write the new sentences you have created on the lines. Be sure to add punctuation.

Dependent Clauses

when scientists studied climate changes

as the planet warms up

if permafrost thaws

if sea ice melts early

because the environment is so delicate

Independent Clauses

polar bears may go hungry

they found that average global temperatures have increased rapidly recently

a small increase in temperature can have big effects

disruptive events are occurring

structures can be damaged

- 16. _____
- 17. _____
- 18. _____
- 19. _____
- 20. _____

Part 3

On the lines below, write three dependent clauses about climate change. (Example: *if the temperatures in Antarctica increase significantly*) Trade papers with a partner. Complete your partner's sentences by writing an independent clause to go with each dependent clause. Trade papers again and read the sentences your partner completed.

- 21. _____
- 22. _____
- 23. _____

Name _____

Read and Discover

Complex Sentences

Lesson 14

- a. When viewing a world map, imagine the continents to be giant puzzle pieces.
- b. According to geologists, all continents once formed a giant land mass called Pangaea; *Pangaea* means “all lands” in Greek.

Cross out the comma in sentence a. and the semicolon in sentence b.

Which sentence begins with a clause that would *not* be a sentence if a period were added to it? _____

Which sentence could become two separate sentences? _____

A dependent clause must be joined with an independent clause to make sense. A sentence made up of an independent clause and a dependent clause is a **complex sentence**. A dependent clause often begins with a subordinating conjunction such as *although*, *because*, *if*, *as*, or *when*.

See Handbook Sections 8, 13, 22

Part 1

Write *CX* next to each complex sentence. Write *CD* next to each compound sentence. Then circle each dependent clause.

1. Pangaea apparently existed about 200 million years ago; it was surrounded by one ocean, Panthalassa. _____
2. After Pangaea had existed for a long time, it split into two separate continents. _____
3. The northern continent was called Laurasia, and it included present-day North America, Europe, and most of present-day Asia. _____
4. The southern continent was called Gondwanaland; it included present-day Africa, Antarctica, Australia, South America, and India. _____
5. Land masses move around the globe because they are situated on slabs of rock called plates. _____
6. When German scientist Alfred Wegener first proposed the idea of drifting continents in 1912, his peers ridiculed it. _____
7. His idea was called the theory of continental drift, and he had evidence for it. _____
8. Because fossils in South America match fossils in Africa and Australia, South America probably was connected to those continents long ago. _____
9. Because dinosaur fossils exist there, Antarctica probably was part of Pangaea. _____
10. After two other scientists modified the theory of continental drift, more found it convincing. _____
11. The two scientists were Harry Hess and Robert Dietz, and they developed a theory about the land beneath the oceans. _____
12. Because plates under the ocean floor move against or away from one another, seafloors spread and continents shift. _____
13. When plates move, they can cause earthquakes or create volcanoes. _____
14. If two plates are drifting away from each other, plates somewhere else are merging. _____

Part 2

Combine each pair of simple sentences to create a complex sentence. Include a subordinating conjunction from the box below, or choose one of your own.

because after since although if

- 15. It may not feel like it. Continents continue to shift today. _____

- 16. You experience an earthquake. You are sensing plate movements. _____

- 17. Many scientists believe Africa and South America must have been interlocked. The geological structures of rock in southwest Africa and southeast Brazil are identical. _____

- 18. The theory that Pangaea existed is now taken seriously. There is much scientific evidence to prove it.

- 19. Some scientists believe that the continents will eventually drift back together. They don't expect it to happen for millions of years. _____

Part 3

See Handbook Sections 8, 13

Sometimes the dependent clause in a complex sentence is placed in the middle of a sentence. When this happens, a comma is required at the beginning and at the end of the dependent clause.

On the lines below, rewrite each sentence so that the dependent clause is in the middle of the sentence.

- 20. Ralph commented that Pangaea looked like an amoeba when the teacher called on him.

- 21. This comment made all the students giggle although it was not terribly funny.

Name _____

Read and Discover

Adjective Clauses

Lesson 15

Scientists are concerned about the destruction of rain forests, which are home to three-quarters of the world's plant and animal varieties.

Underline the dependent clause that tells what kind of rain forests scientists are concerned about. Could this part stand alone as a sentence? _____

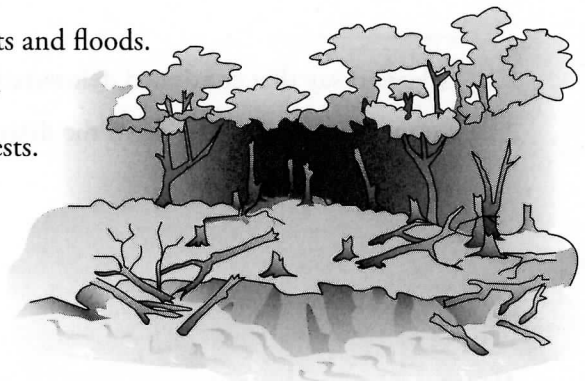
An **adjective clause** is a dependent clause that describes a noun or a pronoun. An adjective clause always follows the word it describes and begins with a relative pronoun such as *who*, *whom*, *whose*, *which*, or *that*.

See Handbook Sections 8, 13, 17g

Part 1

Underline the adjective clause in each sentence. Circle the noun the clause describes. Draw a box around the relative pronoun.

1. Rain forests, which cover about 2 percent of the earth's surface, are being destroyed.
2. Logging and clearing land for farming are two reasons that rain forests are being cut down.
3. Destruction of rain forests means loss of habitat for the creatures that live there.
4. When trees are cut down, the birds that nest in the trees must move to another area.
5. Animals that never come down from trees are especially at risk when forests are cut down.
6. Once its big trees are logged, a forest that was thick and humid becomes thin and dry.
7. Forests that are dry are more vulnerable to fires.
8. *Deforestation*, which means "the removal of forests," also affects the soil.
9. Without trees around, the soil, which can be rich in nourishment, loses its nutrients.
10. Soil that is no longer anchored by trees can be swept away quickly by rain or wind.
11. Deforestation also disrupts the earth's water cycle, which rain forests normally help to control.
12. A water cycle that is disrupted can cause more droughts and floods.
13. Botanists whose research focuses on tropical plants say we do not yet know all the species that live in rain forests.
14. Plants that have been discovered in rain forests have yielded several important anti-cancer drugs.
15. Rain forests that lose many trees are seldom able to recover.



Deforestation causes many changes to the environment and landscape.

Part 2

Rewrite each pair of sentences as one complex sentence. Change the underlined sentence into an adjective clause that begins with *who*, *which*, or *that*.

16. Deforestation can also harm people. People live in the rain forests. _____

17. These people rely on the forest. The forest provides them with food and shelter. _____

18. Sometimes loggers can accidentally damage special places. These places are very important to local people for religious reasons. _____

19. In some cases, though, forest communities want more contact with the modern world. The modern world can offer them jobs, roads, schools, and medicine. _____

Part 3

See Handbook Section 13

When a dependent clause acts like a noun, it is called a noun clause. The noun clause can be the subject or object of a verb. It begins with a relative pronoun such as *who*, *which*, or *that*.

I know that rain forests are in danger.

What do I know? *That rain forests are in danger.* The dependent clause is acting as a noun; it is the direct object of the verb *know*.

Underline each dependent clause in the sentences below. Then write *noun* if the clause is a noun clause, and write *adjective* if the clause is an adjective clause.

20. Scientists have shown that deforestation can cause landslides. _____
21. Without the trees that normally keep a hillside stable, rocks and soil can easily slide down.

22. Scientists say that continued deforestation will cause the extinction of certain species. _____
23. I hope that we can slow down the destruction of the rain forests! _____

Name _____

Read and Discover

Adverb Clauses

Lesson 16

The ozone layer is important because it protects us from the sun's ultraviolet rays.

Underline the dependent clause that tells why the ozone layer is important.

Does this part of the sentence make sense by itself? _____

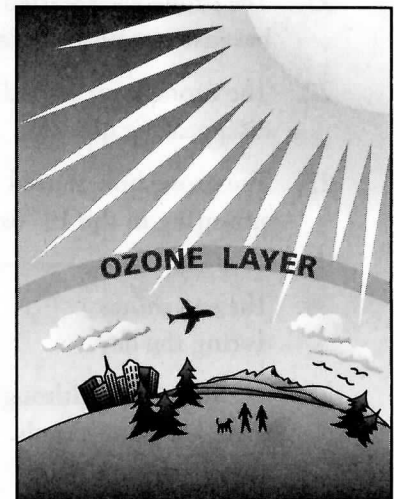
An **adverb clause** is a dependent clause that tells about a verb, an adjective, or an adverb. Adverb clauses tell *where*, *when*, *why*, or *how much*. They often begin with a subordinating conjunction such as *than*, *although*, *because*, *if*, *as*, *as if*, *while*, *when*, or *whenever*.

See Handbook Sections 8, 13, 22

Part 1

Underline the adverb clause in each sentence.

1. Although you cannot see it, the ozone layer exists about 31 miles high in the atmosphere.
2. When the sun is shining, it is sending harmful ultraviolet rays toward Earth.
3. The ozone layer protects us because it absorbs some of these ultraviolet rays.
4. When scientists discovered a thinning of the ozone layer above Antarctica, they called it the ozone hole.
5. The ozone hole occurs every August, when it is spring in the Southern Hemisphere.
6. When there is less ozone in the atmosphere, more ultraviolet rays hit Earth.
7. Ultraviolet rays are a health concern because they can cause skin cancer.
8. Eyes can also be damaged when they are exposed to ultraviolet rays.
9. If ultraviolet rays increase, animals will experience more health problems too.
10. Although it seems that animals in the ocean are safe from the harmful rays, they are not.
11. Crop production can drop when ultraviolet radiation is strong.
12. Humans, plants, and animals are more at risk at high altitudes because less atmosphere exists overhead.
13. When scientists investigated the ozone hole, they concluded that chlorofluorocarbons (CFCs) were destroying the ozone layer.
14. Because these chemicals were widely used in aerosol sprays, large amounts of toxins were swept up by the wind into the atmosphere.
15. When chemicals such as these rise through the atmosphere, they destroy the ozone in the ozone layer.



The ozone layer protects living things from ultraviolet rays.

Part 2

Rewrite each pair of simple sentences as one complex sentence. Use the word in parentheses to change the underlined sentence into an adverb clause.

16. (because) One chlorine atom from CFCs can destroy more than 100,000 ozone molecules. The ozone layer was being destroyed quickly. _____

17. (as) People realized that chemicals were harming the ozone layer. They sought solutions to the problem.

18. (before) They decided to stop making chlorofluorocarbons. It was too late. _____

19. (when) Countries around the world signed a treaty called the Montreal Protocol in 1987. They agreed to limit the manufacture of CFCs. _____

20. (because) Scientists expect the ozone layer to heal itself by around 2050. So many countries have limited the production of CFCs. _____

Part 3

In this activity, you will distinguish among adverbs, adverb phrases, and adverb clauses. Draw a line from each sentence to the correct description of the boldfaced word or words.

- | | |
|---|----------------------------|
| 21. The ozone layer started disappearing because chemicals harmed ozone. | adverb (one word) |
| 22. The ozone layer started disappearing quickly. | adverb phrase (no verb) |
| 23. The ozone hole started appearing in the 1970s. | adverb clause (has a verb) |
| <hr/> | |
| 24. The sun shines during the day. | adverb (one word) |
| 25. The sun shines although there are some clouds. | adverb phrase (no verb) |
| 26. The sun shines brightly. | adverb clause (has a verb) |

Name _____

Read and Discover

Verbals: Gerunds and Gerund Phrases

Lesson 17

- a. Plants and animals can threaten established ecosystems by **becoming invasive**.
- b. **Controlling invasive species** can be a difficult task.

Circle the simple predicate in each sentence. Draw a box around each verb form ending in *-ing*. Is either *-ing* form part of a simple predicate? _____

Is the boldfaced phrase in sentence a. the sentence subject, an indirect object, or the object of a preposition? _____

Is the boldfaced phrase in sentence b. the sentence subject, a predicate noun phrase, or the object of a preposition? _____

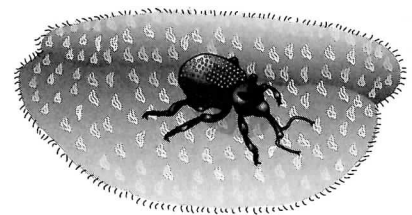
A **gerund** is a verbal that acts as a noun. All gerunds are verb forms that end with *-ing*. A **gerund phrase** is made up of a gerund and the other words that complete its meaning. In the sentences above, *becoming invasive* and *Controlling invasive species* are gerund phrases.

See Handbook Section 25a

Part 1

Underline each gerund phrase. Draw a box around the gerund itself.

1. Non-native species become invasive by taking over resources and by harming native species.
2. Competing with native species for food is one example of how invasive species can unbalance an ecosystem.
3. Non-native tree frogs called *coqui* are skilled at hunting Hawaii's snails, insects, and spiders.
4. These tree frogs may impact native Hawaiian birds by consuming the birds' preferred prey.
5. The frogs may also harm native birds by sustaining large populations of the birds' predators.
6. Introduced predators can reduce populations of native animals by preying on them.
7. The brown tree snake has negatively impacted the ecology of Guam by eating large numbers of lizards and birds.
8. Hanging on power lines is another way brown tree snakes cause damage.
9. Invasive plant species can harm native plants by blocking their sunlight.
10. The salvinia plant presents a threat by covering the surfaces of ponds and lakes.
11. The salvinia kills underwater plants by blocking off all light.
12. Sometimes scientists can find animals that are ideally suited for controlling an invasive species.
13. Scientists have used salvinia weevils to control salvinia by introducing the weevil to heavily infested areas.
14. The weevil larvae kill the salvinia plants by burrowing into their buds and stems.



The salvinia weevil eats only the salvinia plant, so it is safe to introduce as a biological control agent.

Part 2

Imagine that you need to warn a friend about releasing a goldfish into the wild. Plan your argument by completing each sentence with a gerund from the word bank.

adopting releasing endangering contacting competing breeding

- 15. I know you want to give your goldfish a larger home, but _____ it could cause problems.
- 16. By _____ with other fish for survival, your goldfish could harm the ecosystem.
- 17. Your goldfish may even start a new invasive population by _____.
- 18. There are ways to give your fish a better home without _____ the ecosystem.
- 19. Members of local pet clubs may help you out by _____ your fish.
- 20. _____ them would be a much better solution.

Part 3

Using gerund phrases is a good way to add variety to the sentence structures in your writing.

Read the sentences below. Rewrite each pair of sentences as a single sentence containing at least one gerund phrase.

- 21. Zebra mussels can change a lake's ecosystem. They can carpet the bottom of the lake and use up nutrients. _____

- 22. Zebra mussels suffocate native mussel populations. This is just one of the zebra mussel's destructive effects on lake ecosystems. _____

Name _____

Read and Discover

Active Voice and Passive Voice

Lesson 18

Earth's mountains were created by plate tectonics. _____

Plate tectonics created the earth's mountains. _____

Circle the simple subject in each sentence. Write *X* by the sentence in which the subject does something. Write *O* by the sentence in which something is done to the subject.

If the subject performs an action, the verb is said to be in the **active voice**. (*Plate tectonics created.*) If the subject is acted upon by something else, the verb is said to be in the **passive voice**. (*Mountains were created.*) Many sentences in the passive voice have a prepositional phrase that begins with the word *by* and follows the verb.

See Handbook Sections 18g, 20

Part 1

Circle the simple subject in each sentence. Draw a box around the simple predicate. Be sure to include helping verbs. Write *A* if the verb is in the active voice. Write *P* if it is in the passive voice.

1. *Plate tectonics* refers to the movement of chunks of the earth's crust. _____
2. The earth's plates constantly are moving into, away from, or against each other. _____
3. The land is reshaped drastically at the plates' boundaries. _____
4. Many of the earth's mountains were formed by the force of plate movements. _____
5. These movements can push rocks upward. _____
6. A plate also can slide beneath a neighboring plate. _____
7. The top plate can be pushed upward to a great height by the bottom plate. _____
8. Plates also can compress and expand. _____
9. The process of compression and expansion creates breaks, or faults, in the rock layers. _____
10. Mountain ranges can be formed by faults in the middle of plates, far from their colliding edges. _____
11. Parts of the Rocky Mountains were created by compression folds and faults. _____
12. In the southwest United States, the earth's crust has been stretched by the movement of plates. _____
13. Because of this extension, the Basin and Range region is covered by fault-block mountains. _____
14. The stretching crust broke the rocky plates into pieces. _____
15. Downward-sliding chunks formed valleys. _____
16. The steep sides of the remaining rocks stood as mountain ranges. _____
17. The process of extension has been forming these rugged features since the Miocene epoch 25 million years ago. _____

Part 2

Look again at each sentence in Part 1 that has a verb in the passive voice. Rewrite each sentence so the verb is in the active voice.

18. _____

19. _____

20. _____

21. _____

22. _____

23. _____

24. _____

Part 3

The active voice communicates action briefly and powerfully. Some writers believe that the passive voice should be used only when an action is done by an unknown or unimportant agent—for example, *The ridge had eroded.*

Read the passage below. Notice that all of the sentences are in strong active voice. Then underline each verb in the active voice. (25–26)

At transform plate boundaries, plates grind past each other side by side. This type of boundary separates the North American plate from the Pacific plate along the San Andreas fault, a famous transform plate boundary that is responsible for many of California's earthquakes.

Look over a story or a report you have written recently. Find a sentence with a verb in the passive voice. Rewrite it below so the verb is in the active voice.

27. _____

Name _____

Read and Discover

In some places snow accumulates into deep drifts, it begins to compact into ice. When vast sheets of ice form. They sometimes build and build over the years, and start to cover such enormous surfaces of the land that the vast sheets can be more accurately called glaciers.

Circle the dependent clause that is missing an independent clause. Underline the sentence that is written incorrectly because it is made up of two independent clauses without a conjunction. Write *X* at the beginning of the sentence that contains unnecessary words and phrases.

A **fragment** does not tell a complete thought. A **run-on sentence** is a compound sentence that is missing a comma and a conjunction. A **comma splice** is a run-on sentence that has a comma but is missing a conjunction. A **ramble-on** sentence is correct grammatically but contains unnecessary words and phrases or includes too many ideas. Avoid fragments, run-ons, comma splices, and ramble-ons in the final versions of your written work.

See Handbook Sections 8, 14, 22

Part 1

Write *F* after each fragment. Write *RO* after each run-on. Write *CS* after each comma splice. Write *RA* after each ramble-on sentence.

1. There are two different types of glaciers they are not hard to distinguish. _____
2. Alpine and continental glaciers. _____
3. Alpine, or mountain, glaciers occur in high, cold mountain valleys, over time these glaciers slowly slide down the mountains. _____
4. Continental glaciers cover large, flat areas around the earth's poles, it is cold enough for snow to fall throughout the year. _____
5. You may be surprised to learn that, like alpine glaciers, continental glaciers, which cover large areas that are often basically just open ocean, are frozen fresh water because they are made by snow falling from above instead of sea water freezing from below. _____
6. During colder eras, these glaciers expanded they spread over the Antarctic and Arctic regions like pancake batter. _____
7. Alpine glaciers are one of the strongest forces the earth has ever seen; with their might, these powerful glaciers have carved and shaped landforms of all kinds in many parts of our planet. _____
8. There are two national parks called Glacier National Park one is in Canada and the other is in the United States. _____
9. Glaciers once covered the land in both parks even today there are glaciers for visitors to see. _____
10. Carved extraordinary formations out of the land there. _____
11. These big, heavy rivers of ice, like sandpaper and chisels as they move across the land. _____

Part 2

Rewrite the sentences from Part 1 that are listed below. Correct the fragments, run-ons, and comma splices. Shorten the ramble-ons. There is more than one way to correct each sentence. (12–19)

Sentence #3 _____

Sentence #4 _____

Sentence #5 _____

Sentence #6 _____

Sentence #7 _____

Sentence #9 _____

Sentence #10 _____

Sentence #11 _____

Part 3

This monster ramble-on sentence contains more than 60 words. Cross out unnecessary words, phrases, and clauses to make the sentence as short as possible. Write your revised sentence below.

In some cases, where the rocks contain important clues as to the early geological processes of the earth in past eras, glaciers can come through the area and scrape away rocks, shear rocks in half, and expose whole cliff faces with the result that scientists can access these rocks and find important geological information that they would never have been able to access without the glacier.

20. _____

Name _____

Read and Discover

Natural, Inverted, and Interrupted Order

Lesson 20

The humble earthworm, as it moves and eats, loosens the soil. This small creature creates favorable growing conditions for plants. What a helper is this narrow friend!

Underline the sentence in which the natural order of subject followed by verb is reversed. Draw a box around the clause that interrupts a subject-verb-object pattern. Put a check mark over the sentence that has the subject, verb, and object in that order, with no clause interrupting it.

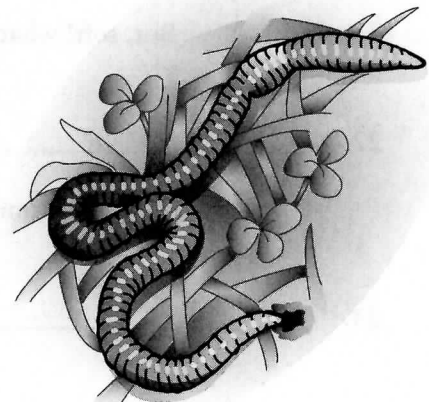
A sentence with **natural order** follows the subject-verb pattern, with any direct object, predicate noun, or predicate adjective coming after the verb. In a sentence with **inverted order**, a verb, direct object, predicate noun, or predicate adjective comes before the subject. A sentence with **interrupted order** breaks up the subject-verb pattern with a dependent clause.

See Handbook Section 13

Part 1

Write *N* after each sentence with natural order. Write *IV* after each sentence with inverted order. Write *IT* after each sentence with interrupted order.

1. Soil, which is necessary for most plant life, is a complex mix of ingredients. _____
2. Thousands of kinds of soils cover the surface of the earth. _____
3. Fortunate are those families with farms on fertile soil! _____
4. All soils contain organic matter, rocks, minerals, air, and water. _____
5. Organic matter, which comes from decaying plants and animals, adds to the soil's fertility. _____
6. Earthworms hasten the decomposition of organic matter. _____
7. How odd it seems that a creature would eat soil! _____
8. Soil earthworms do devour. _____
9. Their castings they leave on the surface. _____
10. Earthworms, as farmers do with plows, turn over soil. _____
11. Earthworms make tunnels and burrows. _____
12. These passageways let air and water into the soil and so improve its ability to sustain plant life. _____
13. Without burrowing creatures, how desolate the earth would be! _____
14. Human activity can also affect soil quality. _____
15. Cutting down plants, which help to sustain life on Earth, can cause soil to blow or wash away. _____



Earthworms enrich the soil by breaking down organic matter, aerating the soil, and acting like tiny plows.

Part 2

Rewrite each sentence below as an inverted sentence. The first one has been done for you.

16. The soil in these hills is dark. Dark is the soil in these hills.

17. The days are long during early summer. _____

18. The first shoots of vegetables are green. _____

19. The rabbits that raid our garden are clever. _____

20. The farmer who buries fencing to keep rabbits out is wise. _____

21. The plants in this fertile soil are so healthy! _____

Part 3

If inverted sentences are overused, they can make a piece of writing sound unnatural. Because inverted sentences are so unusual, though, they can be effective: They draw the reader's attention to the sentences. Many great writers have used inverted sentences to create interesting effects.

Read the two quotes below. They are from works by William Shakespeare. Notice that each of these lines uses an inverted pattern. Rewrite each in natural sentence order. Then decide whether the inverted or the natural sentence order sounds better.

But, soft! what light through yonder window breaks?

- from *Romeo and Juliet*, II, ii

22. _____

Thus sometimes hath the brightest day a cloud;

- from *King Henry VI*, Part II, II, iv

23. _____

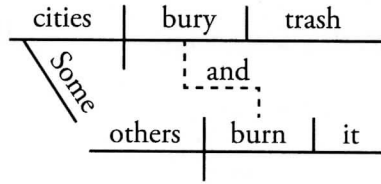
Name _____

Diagramming Compound Sentences

You have learned that a compound sentence is made of two independent clauses joined by a comma and a coordinating conjunction or by a semicolon.

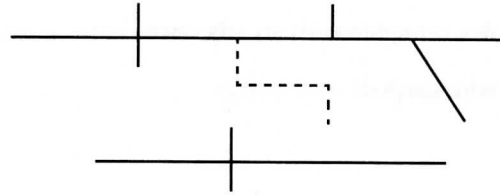
A compound sentence is diagrammed this way:

Some cities bury trash, and others burn it.

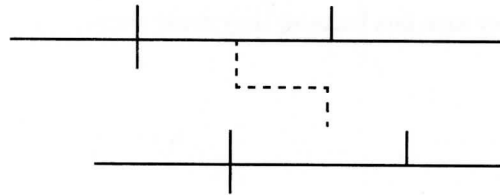


Try diagramming these compound sentences.

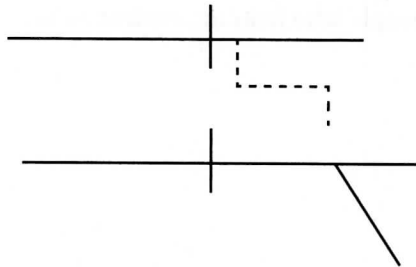
1. I visited the dump, but it had closed.



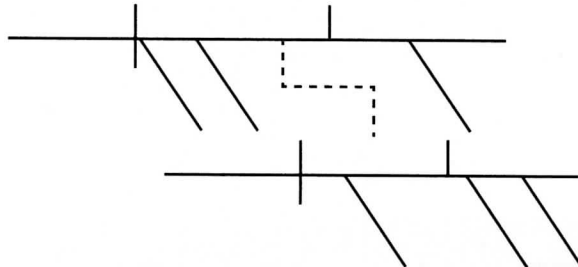
2. Rosa saved newspapers, and Tio recycled them.



3. Recycling helps, but reducing helps more.



4. Rohit once used many napkins daily, but now he uses just a few.

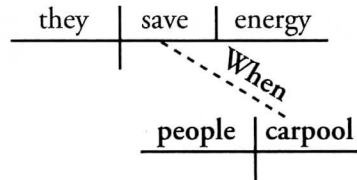


Diagramming Complex Sentences

You have learned that a complex sentence is made up of an independent clause and a dependent clause. The dependent clause may be an adjective clause that begins with a relative pronoun such as *who*, *whom*, *whose*, *which*, or *that*. Or, it may be an adverb clause that begins with a subordinating conjunction such as *although*, *because*, *if*, *as*, or *when*.

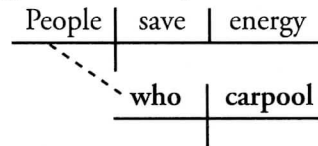
A complex sentence with an adverb clause is diagrammed this way:

When people carpool, they save energy.



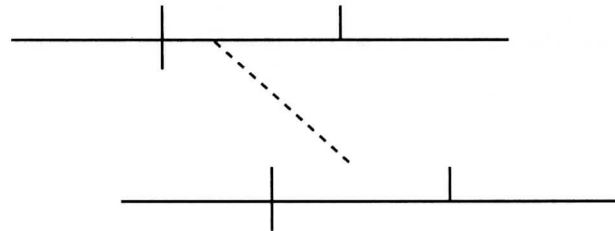
A complex sentence with an adjective clause is diagrammed this way:

People who carpool save energy.

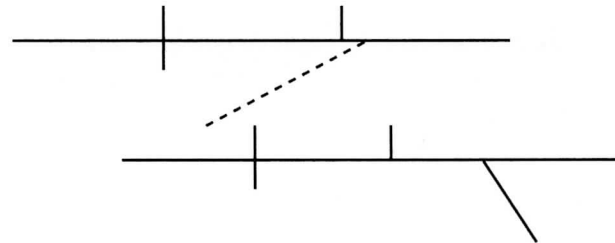


Try diagramming these complex sentences.

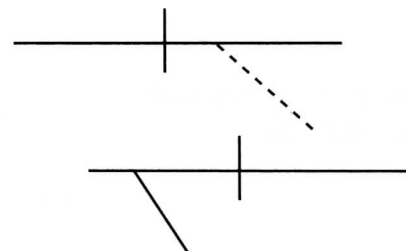
5. They save jars because they reuse them.



6. I respect people who help the environment.



7. As the climate changes, species vanish.



Name _____



Writing Sentences

The writer of these sentences has tried to include too many ideas. Rewrite each sentence as two or three shorter, clearer sentences. Make sure each sentence you write is complete.

1. The Gulf Stream is a strong current of warm water that flows northward along the eastern coast of North America, and, once it reaches North Carolina, heads to the east to form part of a large clockwise circulation of water in the North Atlantic, although one branch of the Gulf Stream continues north and joins another major current known as the North Atlantic Drift.

2. Together, the Gulf Stream and the North Atlantic Drift help warm northern Europe by giving off the heat they carry to the surrounding environment, and today, many scientists are concerned that global warming may change the circulation patterns of these currents, and, consequently, cause temperatures in northern Europe to drop; some even predict a mini Ice Age!

There are four kinds of sentences—a statement, a question, a command, and an exclamation. Any of these sentences may be simple, compound, or complex. Notice the different types of sentences in this model paragraph.

imperative sentence
(gives a command and ends with a period or an exclamation point)

declarative sentence
(makes a statement and ends with a period)

interrogative sentence
(asks a question and ends with a question mark)

exclamatory sentence
(shows excitement and ends with an exclamation point)

Imagine a great river running through the ocean. This “river” carries warm water from the central Pacific Ocean, passes between Australia and the southern tip of Africa, and then proceeds up to the North Atlantic before looping back and retracing its course south and back to the central Pacific. *What is this “river”?* It is an ocean circulation pattern that is so effective at transporting heat energy that it’s sometimes called the Great Ocean Conveyor Belt!



Writing a Paragraph

The sentences you repaired on page 61 can be used to make a paragraph. Decide what order the sentences should be in. Then revise at least two of the sentences so your paragraph has a variety of sentence types. Use the model on page 61 as a reference. Write the paragraph on the lines below.

Think of some event or process that has changed the area in which you live. This might be a flood, a fire, an earthquake, or the encroachment of an invasive species. Write a paragraph describing this event or process and its effects. Be sure to include a topic sentence, supporting sentences, and a concluding sentence. Also include at least two different kinds of sentences.

Read your paragraph again. Use this checklist to make sure it is complete and correct.

- My paragraph has a topic sentence.
- My paragraph has at least two supporting sentences.
- All my sentences are clear and make sense.
- I have used at least two types of sentences and punctuated them correctly.
- My paragraph has a concluding sentence.

Name _____

Proofreading Practice

Read this passage about waste management and find the mistakes. Use the proofreading marks to show how the mistakes should be fixed.

Proofreading Marks

Mark	Means	Example
∩	delete	Landfill is a waste management option g .
^	add	Landfill ^{is} a waste management option.
≡	make into a capital letter	landfill is a waste management option.
/	make into a lowercase letter	Landfill is a W aste management option.
⊙	add a period	Landfill is a waste management option ⊙
Ⓢ	fix spelling	Landfill is a waste management option. [Ⓢ]

Responsible Waste Management

Landfill a method of spreiding and compacting solid waste on land and covering it with soil is not a good long-term waste management solution. Landfill generates the greenhouse gases Methane and Carbon dioxide, leakage from landfill can puloot groundwater. population growth requires more and more wild land to be used as dumping grounds. For all these reasons cities across the country are trying to reduce the amount of material that winds up in landfill.

Many cities now offer curbside recycling of used paper, glass, alumanum, steel, and plastic bottles. Recycling offers numerous benefiits. Recycling paper products saves trees. Which absorb Carbon Dioxide from the air. Manufacturing with recycled materials uses much less energy than manufacturing with raw materials does, and, for example, it takes four to eight times as much energy to extract and process petroleum to make plastic goods as it takes to make plastics from recycled plastic materials.

Many cities also have drop-off centers for the disposal of hazardous waste such as paint and expired medicines. Some communities even provide drop-off centers for old computers and electronics.

Composting of food scraps and yard trimmings offers another solution composting is the process of decomposing organic matter into a rich soil called compost.

By working together to divert recyclible and compostable materials from landfill. Cities and individuals can play an important role in protecting the enviroment.

Proofreading Checklist

You can use the checklist below to help you find and fix mistakes in your own writing. Write the titles of your own stories or reports in the blanks at the top of the chart. Then use the questions to check your work. Make a check mark (✓) in each box after you have checked that item.

	Titles			
Proofreading Checklist for Unit 2				
Have I used the correct punctuation at the end of each kind of sentence?				
Have I used a comma and coordinating conjunction or semicolon to join independent clauses?				
Have I avoided run-on sentences, comma splices, fragments, and ramble-on sentences?				
Is each simple sentence an independent clause, and does each complex sentence have an independent clause and a dependent clause?				

Also Remember . . .

Does each sentence begin with a capital letter?				
Have I spelled each word correctly?				
Have I used commas correctly?				

Your Own List

Use this space to write your own list of things to check in your writing.

Name _____

Review

Subjects and Predicates

Draw three lines (≡) under each letter that should be capitalized. Add correct punctuation. Label each sentence *declarative*, *interrogative*, *imperative*, or *exclamatory*.

1. what are you reading _____
2. i am reading a book about the Vikings _____
3. vikings are fascinating _____
4. lend me that book when you're done _____

Simple Sentences, Compound Sentences, Complex Sentences

Write *S* next to each simple sentence. Write *CD* next to each compound sentence. Write *CX* next to each complex sentence.

5. Vikings settled in Iceland and Greenland between A.D. 800 and 1200. _____
6. These settlers came from northern Europe, but they were also called the Norse. _____
7. They were looking for farmland; Iceland and Greenland resembled home. _____
8. Farms could be established in those places because their climates were considerably warmer then. _____
9. The warmer temperatures melted dangerous sea ice, and this made voyages to and from these islands faster and safer. _____
10. After the Vikings settled in Iceland and Greenland, they raised cattle and crops. _____
11. They also ate berries, seaweed, and fish. _____

Dependent Clauses and Independent Clauses

Draw one line under the independent clause in each sentence. Draw two lines under the dependent clause.

12. After the Vikings had lived in Iceland and Greenland for several centuries, some unwelcome changes occurred.
13. Crops failed frequently because the climate was becoming colder.

Adjective Clauses

Underline the adjective clause in each sentence. Then circle the noun it modifies.

14. The crops that they raised fed their cattle.
15. Their cattle, which were given less and less food, started dying.
16. The colder climate that caused these events was making survival increasingly difficult for the residents of Iceland and Greenland.

Adverb Clauses

Underline the adverb clause in each sentence.

17. Because the climate was colder, dangerous drift ice appeared more frequently in the sea.
18. Although Europe was not far away, the drift ice made voyages there very dangerous.
19. Scientists call this cold period the Little Ice Age because temperatures dropped significantly.

Gerund Phrases

Underline each gerund phrase.

20. The Little Ice Age lasted from about 1400 to 1850; being cold for 450 years was certainly no fun!
21. Shortening the growing season was one effect of the Little Ice Age.
22. Increasing the severity of winters had the effect of causing the expansion of glaciers.

Active and Passive Voice

Write *A* after each sentence with a verb in active voice. Write *P* after each sentence with a verb in passive voice.

23. Entire villages and nearby farms were covered by expanding glaciers. _____
24. The cold temperatures reduced the yields of farms. _____
25. Malnutrition in Europeans and their livestock was caused by a series of poor harvests. _____

Avoiding Fragments, Run-ons, Comma Splices, and Ramble-ons

Identify each item as a fragment, run-on, comma splice, or ramble-on by writing *F*, *RO*, *CS*, or *RA*.

26. Why the Little Ice Age occurred. _____
27. Some scientists say that the sun was not shining as brightly during that period of time as it does in normal periods of time, and so it was not providing as much warmth to Earth as it usually provides. _____
28. The sun put out less heat energy, weather on Earth became colder. _____
29. Some scientists believe ash sent into the atmosphere by erupting volcanoes caused temperatures to drop the ash blocked the sun's rays and kept them from reaching Earth. _____

Natural, Inverted, and Interrupted Order

Write *N* next to each sentence with natural order. Write *IV* next to each inverted sentence. Write *IT* next to each sentence with interrupted order.

30. The "year without a summer" 1816 was called. _____
31. There was frost and snow on the ground in Europe during the summer months. _____
32. Mary Shelley, who stayed warm indoors all summer, wrote her famous novel *Frankenstein* during that season. _____

Name _____

Community Connection

In Unit 2 of *G.U.M.* students learned about **different types of phrases and clauses** and used what they learned to improve their own writing. The content of these lessons focuses on the theme **Changes in the Natural World**. As students completed the exercises, they learned about the forces of change that have altered, and may continue to alter, our planet. These pages offer a variety of activities that reinforce skills and concepts presented in the unit. They also provide opportunities for the student to make connections between the information presented in the lessons and their modern surroundings.

Even Small Changes Count

Continents drift, mountains rise and fall, glaciers carve the land, and rivers change course. How have these forces of nature changed your area over the centuries? To find out, take a trip to your local library and ask a librarian for help researching what your area was like in the distant past. Find or draw a picture to show this. Then find or draw a picture of the same area as it looks today. Finally, write a paragraph in which you compare and contrast the two landscapes.

Water Under the Bridge

Water is necessary for all life. It is one of the most powerful agents of change on Earth. Water is constantly shaping the land through erosion. Too little water can also change the land and affect the plants and animals living there. What do you know about the water that is supplied to your community? To find out more, visit your local water department or utilities commission online or in person. Try to find answers to the following questions:

- Does the water in your home come from far away or nearby?
- Does acid rain fall in your area? What contaminants are in your water?
- Does your area experience droughts often? What have been the results of these dry periods?
- What are some things you can do to conserve water?

Preventing, Controlling, Reversing

Some changes, like meteorite hits, seismic activity, and magnetic field reversals, happen to Earth regardless of human existence. Other changes are directly brought about by humans. Learn how humans affect the earth and what people can do to slow down negative changes such as global warming and habitat loss. Search the Internet for Web sites of organizations that combat global warming, habitat loss, or other negative human impacts on the natural world. Choose one organization that you admire, and prepare a brief speech about how the organization is working toward its goals.

How Do We Know About Changes?

How do scientists find out what the natural world was like long before humans existed on Earth? If possible, interview a science teacher, a science museum curator, or another adult who is knowledgeable in the field of geology, paleontology, or natural history. Before you conduct your interview, collect some questions to ask about how scientists learn about what the earth was like long ago. Use the following list of questions to get started:

- Where can scientists find evidence of how the earth looked long ago?
- Is there anywhere nearby where you can see evidence of geologic changes?
- What kinds of tests can scientists do to learn the age of rocks?
- Does all of our knowledge about extinct species come from fossils?

Use the planning guide below to help you plan the interview. Take notes during the interview, and share the results of the interview with your class.

Interview Planner

Topic of interview: _____

Date of interview: _____

Name: _____

Occupation: _____

Experience in field of interest: _____

Questions to ask:

1. _____

2. _____

3. _____

4. _____

5. _____

Name _____

Many cultures around the world have rich story-telling traditions. Circle the boldfaced noun that names a single person, place, or thing.

A **singular noun** names one person, place, thing, or idea. A **plural noun** names more than one. Most nouns add *s* or *es* to form the plural. The spelling of some nouns changes when *es* is added to form the plural (*sky / skies; wolf / wolves*). A few nouns do not add *s* or *es* to form the plural; instead, they change spelling (*woman / women*). A few other nouns have the same form in the singular and plural (*deer / deer*).

See Handbook Sections 18f, 29

Part 1

Circle each singular noun. Underline each plural noun.

1. For centuries, groups across our planet have told and retold myths and legends.
2. Myths recount the great feats of supernatural beings, ancestors, and heroes.
3. Ancient groups invented myths to explain the world around them, or to explain the relationship between gods and humans.
4. The Greeks were fascinated by the stars, so they named each of the constellations and invented stories about them.
5. Many cultures have myths that offer supernatural explanations of how land, animals, and humans were created.
6. Mythical tales are fantastic and unbelievable.
7. However, they reflect the values of the times in which they were created.
8. Like a myth, a legend is an unverifiable popular story handed down from earlier times.
9. Some legends are based on real individuals or true events.
10. When stories about these folks and events are retold, facts are often embellished and exaggerated.
11. Johnny Appleseed was a real man who became legendary.
12. Paul Bunyan and his ox, Babe, were imaginary figures.
13. Real boys don't grow so quickly that they wear the clothes of their father within five days!
14. Real oxen don't straighten rivers by tugging on them!
15. People are still inventing myths and legends today; only time will tell which ones will be retold a century from now.



The myth of Orion tells how the hunter ended up in the sky.

Part 2

Write the plural form of each singular common noun you identified in Part 1. (Names of people or animals are not common nouns.)

- | | |
|-----------|-----------|
| 16. _____ | 22. _____ |
| 17. _____ | 23. _____ |
| 18. _____ | 24. _____ |
| 19. _____ | 25. _____ |
| 20. _____ | 26. _____ |
| 21. _____ | 27. _____ |

Part 3

See Handbook Section 15

A **collective noun** names a group of people or things that act as a unit. *Class, flock, and team* are collective nouns. Most often, a collective noun is treated as a singular subject:

The track *team* is the strongest one we've had in years.

Sometimes, if a writer wants to emphasize the different members of a group, he or she may treat the noun as a plural subject:

The track *team* are congratulating one another on their fine performances.

Circle the words below that are collective nouns. Then use three of them in sentences.

family	animals	centuries	class	audience
gods	myths	group	team	company

28. _____

29. _____

30. _____

Name _____

Read and Discover

Common and Proper Nouns

Lesson 22

The **quetzal** is a bird with brilliant green **plumage** that lives in the rainforests of Central America.

Circle the boldfaced words that name a particular person, place, thing, or idea.

A **common noun** names any person, place, thing, or idea. A **proper noun** names a particular person, place, thing, or idea. Proper nouns must be capitalized. A proper noun made of several words (*United Nations* or *Martin Luther King High School*) is considered one proper noun.

See Handbook Section 15

Part 1

Circle each common noun in the sentences below. Underline each proper noun.

1. Long ago, the Maya considered the quetzal sacred.
2. They believed that the bird would spread its green wings and use them as a shield to protect their warriors in battle.
3. In the years after the voyage of Christopher Columbus, the Spanish tried to conquer the Maya and seize their gold.
4. Pedro de Alvarado led an attack on Quetzaltenango, a city in the mountains of what is now Guatemala.
5. The Maya fought with spears, clubs, and shields woven out of wicker.
6. The Spaniards fought with swords and guns, and wore thick armor to protect themselves.
7. The chief of the Maya fought against Pedro de Alvarado.
8. As the two men fought, a quetzal darted above them, trying to protect the chief, Tecún Umán.
9. Tecún Umán was ill-equipped to defend himself against the superior arms of his opponent.
10. Pedro de Alvarado wounded Tecún Umán seriously, and the leader of the Maya fell to the ground.
11. It is said that at that moment, the quetzal fell upon Tecún Umán and spread its brilliant green plumes over his chest.
12. The next morning at dawn, the people of Quetzaltenango saw the quetzal rise up from the chief's body.
13. The feathers of the breast of the quetzal were stained with the blood of Tecún Umán.
14. Ever since then, all quetzals have had crimson breasts.
15. Today these exotic birds of Central America are endangered.

The quetzal is the national bird of Guatemala.



Part 2

Proper nouns specify whom and what you are talking about. Rewrite each sentence, and replace each common noun with a proper noun from the word bank. You may also need to change other words in your sentences.

Guatemala Maya Quetzaltenango Spanish *A Guide to Central American Parks*

- 16. I'm planning a trip to that country. _____

- 17. The traditions of that indigenous group really interest me. _____

- 18. Outside that city, there's a rainforest that I would like to visit. _____

- 19. I read all about it in a book. _____

Part 3

See Handbook Sections 1, 3

To correctly capitalize a proper noun made up of two or more words, capitalize the first word, the last word, and each important word in between. (Don't forget to underline or italicize book and movie titles and to put story titles in quotation marks.)

The National Baseball Hall of Fame

Around the World in Eighty Days

Rewrite these sentences by correctly capitalizing proper nouns.

- 20. I read a book called aztec and maya myths. _____

- 21. I saw a model of the pyramid of the sun at the national museum of anthropology. _____

- 22. Students at john f. kennedy middle school put on plays about the history of mexico. _____

Name _____

Read and Discover

Singular Possessive and Plural Possessive Nouns

Lesson 23

According to Norse mythology, natural phenomena were the results of the **gods'** actions. Thunder was caused by the banging of **Thor's** hammer. The sound of that **god's** hammer usually indicated he was fighting evil-doers.

Circle the part of each boldfaced word that shows ownership.

A **possessive noun** shows ownership or close relationship. **Singular** nouns add an apostrophe and *s* to form the possessive (*giant / giant's*). Most **plural** nouns add an apostrophe after the *s* to form the possessive (*giants / giants'*). Plurals that don't end in *s* (*children / geese*) add an apostrophe and *s* (*children's / geese's*) to show possession.

See Handbook Sections 7, 30

Part 1

Underline each singular possessive noun. Circle each plural possessive noun. There may be more than one possessive noun in each sentence.

1. One morning everyone in Asgard was awakened by Thor's mighty shout; someone had stolen the thunder god's hammer!
2. Thor's first thought was that the theft might be one of his friend Loki's mischievous pranks.
3. Loki said he knew nothing about the hammer's disappearance, however.
4. Loki suggested that he himself should borrow the goddess Freyja's magic feather coat and use it to fly to the homeland of the giants, the prime suspects.
5. Loki traveled there and discovered the thief to be Thrym, the frost giants' king.
6. Thrym had taken a fancy to the goddess Freyja and refused to return the hammer without a promise of the goddess's hand in marriage.
7. Loki took the giant's message back to Asgard, but Freyja flatly refused to marry Thrym.
8. Thor and Loki hatched a plan: Thor would wear Freyja's dress and cover his face with a veil.
9. Upon the plotters' arrival to the giants' homeland, a great banquet was prepared.
10. Imagine the king's surprise when his bride-to-be ate a whole ox, eight salmon, and many sweets!
11. The fair damsel's maid told Thrym that her lady had not been able to eat for some time because of her excitement about the wedding.
12. Thrym lifted his beloved's veil to peek at her, but dropped it when he saw her eyes' fiery red color.
13. When the ceremony began, Thor's hammer was fetched so the couple could swear vows upon it.
14. Thor immediately grabbed the weapon's handle and used it to smite his enemy; then he and Loki returned victoriously to Asgard.



Part 2

Rewrite each sentence, shortening the underlined section by using a possessive noun.

- 15. The hammer belonging to the thunder god was made by dwarves. _____

- 16. Loki the troublemaker is the favorite Norse god of many people. _____

- 17. The homeland of the giants was called Jotunheim. _____

- 18. Thor wore the necklace belonging to the goddess. _____

- 19. Loki was the friend of Thor, although he often made Thor angry. _____

Part 3

Circle six nouns hidden in the puzzle. Write each one in the column where it belongs. Then write the possessive form of each noun.

L	E	G	E	N	D	S
R	Q	I	U	E	W	T
H	W	A	C	Q	A	C
O	T	N	Y	J	R	H
U	P	T	V	G	V	O
S	E	W	O	M	E	N
E	O	Z	K	F	S	Y
Z	G	O	D	S	N	T

Singular Nouns	Possessive Forms
20. _____	_____
21. _____	_____
Plural Nouns	Possessive Forms
22. _____	_____
23. _____	_____
24. _____	_____
25. _____	_____

Use one of the possessive forms above in a sentence about Thor or Loki.

- 26. _____

Name _____


Read and Discover

Personal Pronouns

Lesson 24

I enjoy reading Chinese myths.

Circle the word in the sentence above that shows who is speaking.

A **pronoun** can take the place of a noun. **Personal pronouns** can be used to stand for the person speaking, the person spoken to, or the person spoken about. **First person** pronouns refer to the speaker (*I, me*) or include the speaker (*we, us*). **Second person** pronouns refer to the person being spoken to (*you*). **Third person** pronouns refer to the person, place, or thing being spoken about (*he, him, she, her, it, they, them*).  **Remember to use this information when you speak, too.**

See Handbook Section 17a

Part 1

Circle each personal pronoun. Write 1 if it is a first person pronoun, 2 if it is second person, or 3 if it is third person.

1. Have you read any Chinese myths? ____
2. Dad just gave me a book about Chinese gods and goddesses. ____
3. I learned about an important figure in Chinese mythology. ____
4. She was named Nuwa, and she was much loved by ancient people. ____
5. Nuwa was the mother goddess; she could change shape and appear in different forms. ____
6. Myths describe her as half-human and half-dragon. ____
7. Long ago before we humans dwelled upon Earth, Nuwa felt very lonely. ____
8. One day, while walking along the great Yellow River, she scooped up some mud and used it to form shapes of people. ____
9. She breathed life into them, and they danced around her, giving praise. ____
10. After she had made many figures, she took a piece of cane and rolled it in the mud and then shook it out. ____
11. Small drops of mud fell off and they, too, turned into men and women. ____
12. Some myths say that the people she formed by hand became aristocrats, or privileged people. ____
13. They say that the people she made by shaking the mud off the cane became people who were less fortunate in life. ____
14. Dad and I have asked the librarian to find us more books about Chinese myths. ____



In Chinese mythology, dragons were gods who had special powers.

Part 2

Write four sentences about a hero of yours, using the types of personal pronouns indicated.

- 15. first person: _____

- 16. second person: _____

- 17. third person singular: _____

- 18. third person plural: _____

Part 3

The word *he* once was accepted as a universal pronoun that could refer to anyone, male or female, if a generalization about people was being made.

Example: Myths make a person think about his own cultural beliefs.

Now most writers try to avoid the use of universal *he*. Here are two ways the sentence above might be revised.

Solution #1:

Make the noun and the word it refers to plural.

Myths make people think about their own cultural beliefs.

Solution #2:

Replace *his* with *his or her*.

Myths make a person think about his or her own cultural beliefs.

Try both of these solutions for replacing the universal *he* in these sentences.

- 19. Each student chose a myth to write his report about.

- 20. The myths a person enjoys depend on his personal taste.

Name _____

Read and Discover


We shouldn't boast about ourselves.

I myself am a talented singer, but I don't brag about it.

Circle the word in the first sentence that tells whom we shouldn't boast about.

Underline the word in the second sentence that emphasizes the subject.

A **compound personal pronoun** ends in *-self* or *-selves*. It usually shows that the subject of a sentence is doing something to itself. (*I poured myself some milk.*) Sometimes it gives emphasis. (*He made the meal himself. Lin herself grew the flowers.*) A compound personal pronoun refers back to the subject of the sentence. The noun or pronoun that a pronoun refers to is its **antecedent**.

 **Remember to use this information when you speak, too.**

See Handbook Section 17e

Part 1

Circle each compound personal pronoun in the sentences below. Draw a box around the antecedent of each pronoun you circle.

1. If you lived in ancient Greece, you would know better than to think yourself above a god or goddess.
2. A young weaver named Arachne, however, was as foolish as she was talented; she openly declared that the goddess Athena could not weave as well as she herself could.
3. Athena, upon hearing Arachne's words, pulled herself away from important business on Mount Olympus and came to Earth to punish Arachne.
4. Athena offered the girl a chance to prove herself and survive—the two would have a weaving contest.
5. On the fateful day, people came from all over the land to squeeze themselves into the meadow near Arachne's home.
6. Zeus himself did not deign to attend the match, but he undoubtedly watched it from above.
7. Arachne was sitting at her loom in front of her cottage when Athena appeared through the clouds and seated herself high on a nearby hilltop.
8. Arachne was the first to weave her tapestry, and so swiftly and deftly did her fingers move that they themselves seemed to be part of the loom.
9. The crowd made itself heard as it applauded the beauty of Arachne's work.
10. When Athena began weaving, the web in which Arachne had trapped herself became all too clear.
11. Athena's tapestry was breathtaking: the goddess used the sky itself to color her threads.
12. That tapestry foretold how we mortals would destroy ourselves through our pride and willfulness.
13. When Athena finished, the people threw themselves to the ground in a demonstration of respect, and Arachne knew she had lost.
14. Rather than end Arachne's life, Athena turned her into a spider that could spin webs for itself.

Part 2

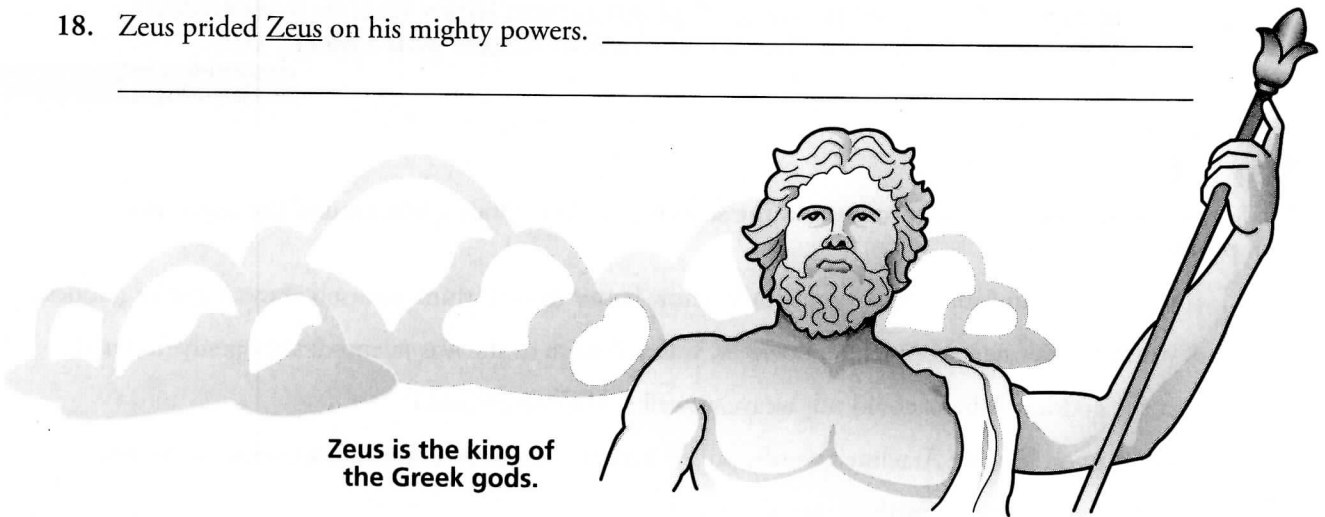
Rewrite each sentence, replacing the underlined word or words with a compound personal pronoun.

- 15. Arachne got Arachne into trouble by boasting about her weaving. _____

- 16. Do you sometimes boast about you? _____

- 17. The gods considered the gods to be superior to mere mortals. _____

- 18. Zeus prided Zeus on his mighty powers. _____



Zeus is the king of the Greek gods.

Part 3

Imagine that you did something to offend Athena. Write a paragraph telling how you got yourself into and out of trouble. Include at least three compound personal pronouns in your paragraph.

Name _____

What is your favorite myth or legend?

Circle the boldfaced word that shows ownership or indicates a relationship.

Possessive pronouns show ownership or close relationship. The possessive pronouns *her, his, its, their, my, our, and your* can replace possessive nouns. (*The queen's dress is blue.—Her dress is blue.*) The possessive pronouns *hers, his, theirs, mine, ours, and yours* can replace both a possessive noun and the noun that is a possession. (*The blue dress is the queen's—The blue dress is hers.*)

See Handbook Section 17d

Part 1

Circle the possessive pronouns. There may be more than one in each sentence.

1. King Midas lived with his young daughter in a palace in Greece; theirs was a peaceful, happy life.
2. One morning King Midas was walking in his garden when he stumbled upon a strange creature—its top half was like that of a man, but its bottom half looked like that of a goat.
3. King Midas thought the creature might be ill, so he sent it to his court physician.
4. Shortly thereafter, the god Dionysus appeared and told King Midas he would grant him one wish for helping his friend, a satyr by the name of Silenus.
5. Midas murmured, “Anything I want can be mine!”
6. The king thought to himself, “After my daughter, the thing I love best is gold,” and it was thus that he wished that all he touched would turn to gold.
7. “Your wish is a bit rash,” Dionysus exclaimed, “but I will honor it all the same.”
8. The king ran to touch several fig trees in his garden, and each one turned to gold!
9. Laughing with glee, the king ordered a great feast to be prepared in celebration, and soon his servants entered the dining hall, their arms laden with huge platters of delicious food.
10. King Midas lifted a fig from a tray, but as soon as he touched it, its skin turned to gold!
11. The king also discovered that water turned to solid gold as it touched his lips.
12. Then his daughter ran inside and, before he could stop her, she hugged him and turned to gold.
13. Weeping inconsolably, Midas cried out that he wished his terrible curse could be washed away.
14. At that moment, Dionysus reappeared and told Midas he would grant his second wish if Midas washed himself in the river Pactolus.
15. Let this story be a lesson to all of us: our loved ones are worth far more than gold!

Part 2

Rewrite each sentence, replacing each group of underlined words with a possessive pronoun.

16. The legend's moral is "Be careful what you wish for." _____

17. King Midas's flaw was that he was too greedy. _____

18. The gods' lessons were sometimes painful ones. _____

19. My book is over here, and the one belonging to you is over there. _____

Part 3

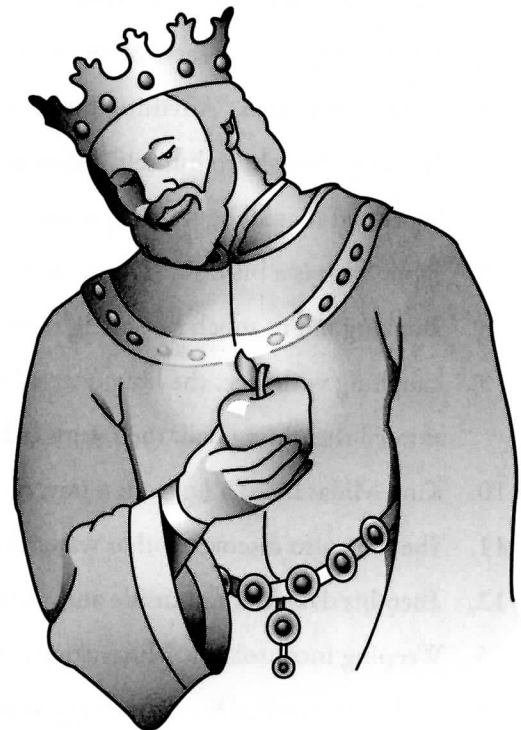
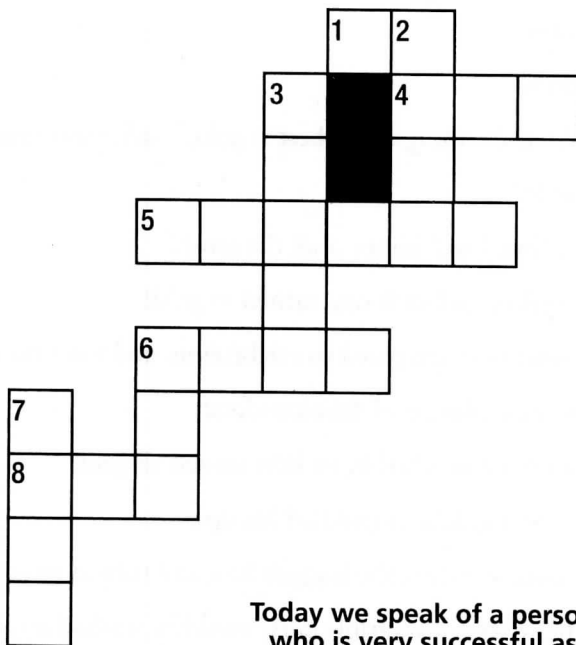
Use what you know about possessive pronouns to complete the puzzle.

Across

1. I wrote ____ own myth!
4. We turned in ____ homework.
5. A peaceful life was ____.
6. The dress is ____.
8. The dog licked ____ paw.

Down

2. Which myth is ____ favorite?
3. They walked in ____ garden.
6. Midas loved ____ young daughter.
7. That gold is ____, not yours!



Today we speak of a person who is very successful as having "the Midas touch."

Name _____

Does anyone know all the facts behind this American legend?

Circle the pronoun that refers to an unspecified person.

Indefinite pronouns refer to persons or things that are not identified. Indefinite pronouns include *all, anybody, both, either, anything, nothing, everyone, few, most, one, no one, several, nobody, someone, and something*.

See Handbook Section 17f

Part 1

Circle the indefinite pronouns in these sentences. There may be more than one in each sentence.

1. Have all of you heard of Johnny Appleseed?
2. Most have heard the name, but few if any know the real story behind the legend.
3. Everybody believes that Johnny Appleseed was a scatterer of seeds, but he was actually a nurseryman.
4. A nurseryman is someone who plants seeds, tends plants, and provides young plants to others.
5. Does anybody know Johnny Appleseed's real name?
6. His name was John Chapman and almost nothing is known about his early life.
7. Practically everything written about him is based on guesswork.
8. Something we do know, however, is that he was born in Leominster, Massachusetts, on September 26, 1774.
9. We also know that John Chapman had two passions—planting apple trees and being a missionary—and he pursued both.
10. Something else we know is that for almost 50 years, John Chapman traveled through Ohio, Indiana, and Pennsylvania preaching and establishing apple orchards.
11. Chapman was not the only nurseryman to plant trees and sell them to settlers, but he is the only one who achieved legendary stature.
12. Someone who always walks barefoot, even in the snow, wears a tin pan as a hat, and makes a sack into a shirt makes a colorful figure for a legend.
13. Some claim that he always slept out in his apple nurseries, confident in the belief that nothing could harm him as long as he lived in harmony with nature.
14. Because there is such limited information on Chapman's life, everyone is free to paint his or her own picture of this colorful American legend.



Johnny Appleseed planted thousands of trees in Ohio, Indiana, and Pennsylvania.

Part 2

Complete each sentence by writing an indefinite pronoun.

15. Can _____ tell me anything about Johnny Appleseed?
16. We know some facts about his adult life, but _____ about his early childhood.
17. Don't believe _____ you hear about him!
18. I'll tell you _____ I learned about him, if you promise not to tell anyone else.
19. It's likely that _____ will ever know the entire truth behind the legend.

Part 3

Circle the indefinite pronoun in each sentence. Then write the pronoun on the lines provided.

20. There are many stories about Johnny Appleseed, but few are true!

1 5

21. According to legend, everyone who met Johnny Appleseed liked him.

 3 2 9

22. Often Johnny Appleseed would give settlers trees without charging anything.

6 4 _____

23. Many say that Johnny Appleseed never hunted animals or ate meat.

 8 7

Use the numbered letters to answer this question:

Where is John Chapman buried?

_____, Indiana
1 2 3 4 5 6 7 8 9

Name _____

Read and Discover

Relative and Interrogative Pronouns

Lesson 28

Who is Rama? He is the hero **who** battles the demon Ravana in the Indian epic, *The Ramayana*.

Draw a box around the boldfaced word that asks a question. Circle the boldfaced word that refers to the noun just before it.

When the pronouns *who*, *whom*, *whose*, *which*, and *that* are used to introduce an adjective clause, they are called **relative pronouns**. A relative pronoun always follows the noun described by the adjective clause it begins. When the pronouns *who*, *whom*, *whose*, *which*, and *what* are used to begin a question, they are called **interrogative pronouns**.

See Handbook Sections 17g, 17h

Part 1

Circle each relative pronoun. Underline the noun the adjective clause is describing. Draw a box around each interrogative pronoun.

1. Who knows the story of *The Ramayana*?
2. Rama is the earthly form that the god Vishnu took in order to slay the demon Ravana.
3. Ravana kidnapped Rama's wife Sita and took her away to his home in Lanka, which was across a vast ocean.
4. Rama sent an army of monkeys, which was led by Hanuman, to go in search of Sita.
5. The army couldn't cross the ocean, but Hanuman, whose father was the wind god Pavana, could fly.
6. When Hanuman found Sita, she gave him a jewel that would assure Rama she was still alive.
7. Ravana's men captured Hanuman and set his tail on fire, but Hanuman had a blessing that protected him.
8. What did that clever monkey do next?
9. He leapt from roof to roof using his tail, which was still aflame, to set fire to the city of Lanka.
10. When Hanuman returned to Rama, Rama demanded to build a bridge that would reach Lanka.
11. The bridge, which was built in five days, allowed Rama and his army to cross into Lanka.
12. Ravana's army was led by his son, Indrajit, who had the power to make himself invisible.
13. Indrajit was about to perform a ceremony that would give him the power to kill Rama.
14. Rama's brother attacked and killed him, an act that brought Ravana to the battlefield.
15. Ravana and Rama fought intensely until Rama hurled a powerful weapon that he'd been given.
16. Ravana was vanquished, and Rama flew with Sita back to Ayodhya, whose people made Rama king.

Part 2

Complete each sentence by writing a relative pronoun or an interrogative pronoun.

- 17. *The Ramayana*, _____ was written over 2,000 years ago, has been read by millions of people all over the world.
- 18. Rama is the character around _____ *The Ramayana* centers.
- 19. _____ is the main conflict in the story?
- 20. The main conflict _____ drives the story is the kidnapping of Rama's wife, Sita.
- 21. Ravana is the villain _____ kidnaps her.
- 22. _____ is Hanuman?
- 23. He is the son of Pavana, the god _____ controls the winds.
- 24. He's also the one _____ ability to fly helps save Sita.



Temples to honor Hanuman have been built in India and Japan.

Part 3

Circle the pronoun that is used incorrectly in each sentence. Then rewrite each sentence with the appropriate relative pronoun.

- 25. My favorite part of *The Ramayana* is the part what tells how Hanuman sets fire to Lanka.

- 26. Rama's battle with Ravana, that happens at the end of the story, is also very exciting.

- 27. People that enjoy *The Ramayana* may also enjoy reading Chinese or Aztec myths.

Name _____

Read and Discover

Adjectives

Lesson 29

Hercules was a noble and mighty warrior.

Circle the two words that tell what kind of a warrior Hercules was. Draw a box around the short word that comes before these words.

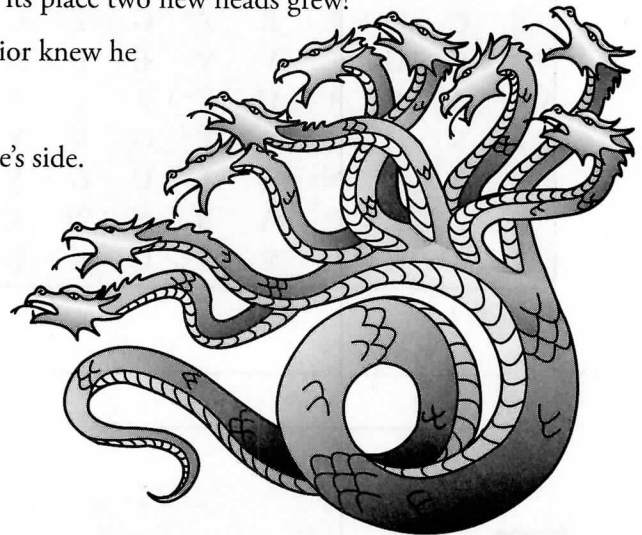
Adjectives describe nouns and pronouns. Some adjectives, like *colorful* and *memorable*, **describe** or tell **what kind**. Others, like *many* and *six*, tell **how many**. The **articles** *a*, *an*, and *the* are also adjectives.

See Handbook Section 16

Part 1

Circle each adjective that tells *what kind*. Underline each adjective that tells *how many*. Draw a box around each article. Finally, draw an arrow from each of these adjectives to the noun or pronoun described.

1. For a time Hercules dwelled in Mycenae and performed many difficult tasks for the king.
2. One day, after killing a fierce lion, Hercules thought it would be a fine joke if he put the skin on as he entered the palace, but the king thought that a savage animal had been let loose in the palace.
3. When he found out it was Hercules beneath the skin, the king became very angry.
4. Soon after, a messenger arrived at the palace and told of a huge snake that was terrorizing the countryside.
5. The snake was called the Lernaean Hydra; it had nine heads, and one head was immortal.
6. The king sent Hercules to search for the snake, so Hercules left with his young nephew, Iolaus.
7. In a dense, overgrown forest Hercules found the dank, dark cave where the Hydra lived.
8. He fired three arrows into the cave, and the evil Hydra emerged, its nine heads hissing and bobbing.
9. Hercules struck off one head with his club, but in its place two new heads grew!
10. Hercules then called to young Iolaus, for the warrior knew he could not kill the Hydra without help.
11. Iolaus set fire to a long branch and ran to his uncle's side.
12. As Hercules knocked off the Hydra's heads with his mighty club, he instructed Iolaus to place the red-hot stick where each head had been.
13. Hercules buried the immortal head under a huge rock, where it could not hurt anyone.
14. Then Hercules and Iolaus returned to Mycenae; the king was surprised and disturbed to see them.



One of the Hydra's nine heads was immortal.

Part 2

Complete these sentences with adjectives from the word bank, or use your own words.

beautiful one courageous	foul-smelling a fierce	tired loathsome an	vile overgrown victorious	young nine immortal
--------------------------------	------------------------------	--------------------------	---------------------------------	---------------------------

15. The Lernaean Hydra was _____ creature with _____ bobbing heads.
16. One of the Hydra's heads was _____.
17. The Hydra lived in a swamp in the heart of _____ forest.
18. Hercules' nephew was a _____ man.
19. He aided Hercules in the _____ battle against the Hydra.
20. Hercules and Iolaus were _____ when they returned to Mycenae.

Part 3

See Handbook Section 15

A noun can also be used to describe another noun.

mountain road

computer class

school principal

Circle four adjectives in the puzzle. Then find four nouns, circle each, and use them as noun modifiers in your own sentences.

V	K	B	N	I	G	D	Z	S	A
I	M	M	O	R	T	A	L	H	P
C	S	D	B	U	J	N	V	E	P
T	C	Q	L	R	Z	G	F	C	L
O	L	U	E	V	V	E	B	N	E
R	A	X	J	U	Y	R	L	S	H
I	S	H	I	S	T	O	R	Y	X
O	S	Y	N	W	I	U	G	Y	W
U	Z	K	P	A	B	S	W	X	K
S	W	A	M	P	E	U	K	E	D

21. _____
- _____
- _____
22. _____
- _____
- _____
23. _____
- _____
- _____

24. _____


Name _____

Read and Discover

This picture shows Popocatepetl and Iztaccíhuatl.

Those are two of the tallest mountains in Mexico.

Circle the word that modifies the noun *picture* and tells *which one*. Underline the word that stands for the noun *mountains*.

This, these, that, and those are **demonstratives**. **Demonstrative adjectives** describe nouns and tell which one. **Demonstrative pronouns** take the place of nouns. *This* and *these* refer to a thing or things close by. *That* and *those* refer to a thing or things farther away.  **Remember to use this information when you speak, too.**

See Handbook Sections 16, 17i

Part 1

Underline each demonstrative pronoun. Circle each demonstrative adjective. Draw an arrow from each demonstrative adjective to the noun or pronoun it modifies.

1. Those two mountains in the picture are both volcanoes.
2. This smaller one nearby is Popocatepetl, and that larger one in the distance is Iztaccíhuatl.
3. A legend explains how both of these were formed.
4. This legend features a great Aztec warrior by the name of Popocatepetl.
5. This young warrior fell in love with an Aztec princess by the name of Iztaccíhuatl, but soon after, he learned he had to leave for battle.
6. That was sad news indeed, but before leaving, our hero received permission to marry the princess upon his return from war.
7. Many men had sought the princess's affections, and one of these was quite jealous of Popocatepetl for winning the right to wed the princess.
8. That cunning suitor approached the princess and told her Popocatepetl had been killed in battle.
9. The princess, saddened by this report, died from grief!
10. When Popocatepetl returned and learned this, he ordered a great tomb be built for her.
11. Legend has it, in those days, it was much easier to move land than it is today, so ten hills were brought together to form one great mountain.
12. No sooner had Popocatepetl laid the dead princess on the top of that mountain, than the mountain took on the shape of a sleeping woman.
13. As this warrior kneeled before his princess, snow began falling and soon covered both of them.
14. Popocatepetl and Iztaccíhuatl were transformed into those two volcanoes that we see today.

Part 2

Rewrite each sentence, replacing the underlined words with a demonstrative pronoun or with a demonstrative adjective and any other words needed. Answers may vary.

- 15. The drawing I'm pointing to shows Popocatépetl. _____

- 16. The mountains shown in the photograph are in Mexico. _____

- 17. The smoke rising from the volcano is called the plume. _____

- 18. The type of volcano shown in the picture is a cone volcano. _____

Part 3

Circle the demonstrative pronoun in each of the following quotations.

I also grew up, thankfully, with a love of language. That may have happened because I was bilingual at an early age.

—Amy Tan, interview with the Academy of Achievement

I am not one of those who in expressing opinions confine themselves to facts.

—Mark Twain, “Wearing White Clothes” speech

Whose woods these are I think I know.

—Robert Frost, “Stopping by Woods on a Snowy Evening”



Now explain what the demonstrative pronoun refers to in each quotation.

- 19. _____

- 20. _____

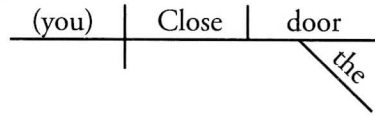
- 21. _____

Name _____

Diagramming Understood You

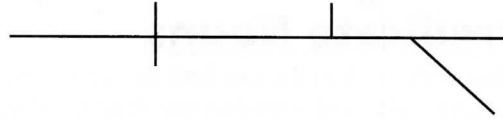
Imperative sentences (commands) usually contain the understood *you* as the subject. When the subject is understood, write (*you*) in the sentence diagram, like this:

Close the door.

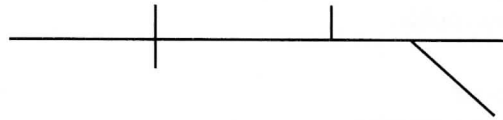


Try diagramming these sentences.

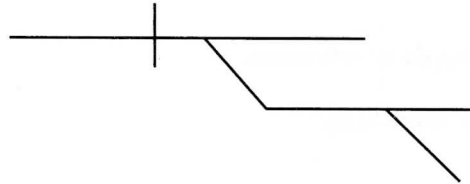
1. Read this book.



2. Do your homework.



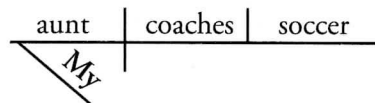
3. Come to the party!



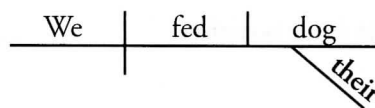
Diagramming Possessive Pronouns

Look at the way the possessive pronouns *my* and *their* are diagrammed in these sentences.

My aunt coaches soccer.

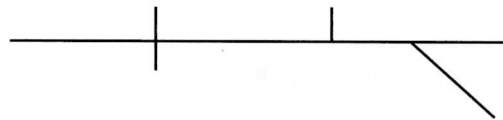


We fed their dog.

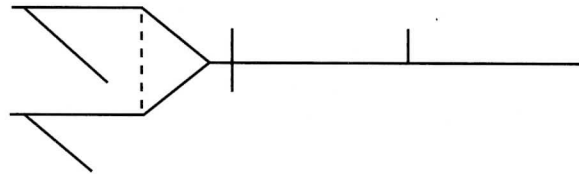


Now diagram these sentences.

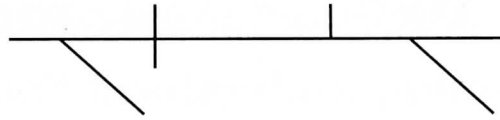
4. They joined my class.



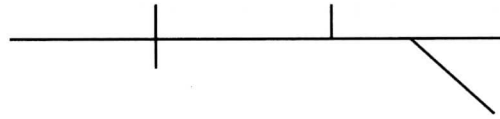
5. His story and her drawings won awards.



6. Our class read a legend.



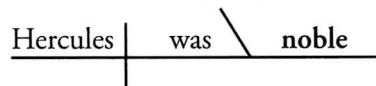
7. I loved your gift.



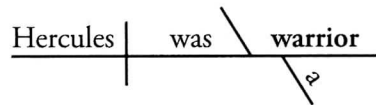
Diagramming Predicate Adjectives and Predicate Nouns

A linking verb, such as *be*, can link the subject of a sentence to an adjective or noun in the predicate. Look at the way *noble* and *a warrior* are diagrammed in these examples:

Predicate adjective:
Hercules was **noble**.

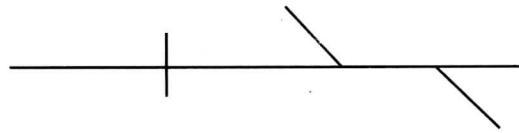


Predicate noun:
Hercules was a **warrior**.

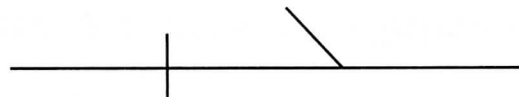


Try diagramming these sentences.

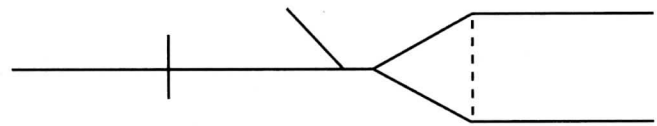
8. Midas was a king.



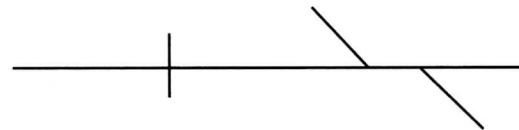
9. Midas was unwise.



10. Arachne was skillful but boastful.



11. Arachne became a spider.



Name _____



Writing Sentences

These sentences need help! Rewrite them so they give more information about Johnny Appleseed. Refer to Lesson 27 if you need to.

1. Everyone loves the legend. _____

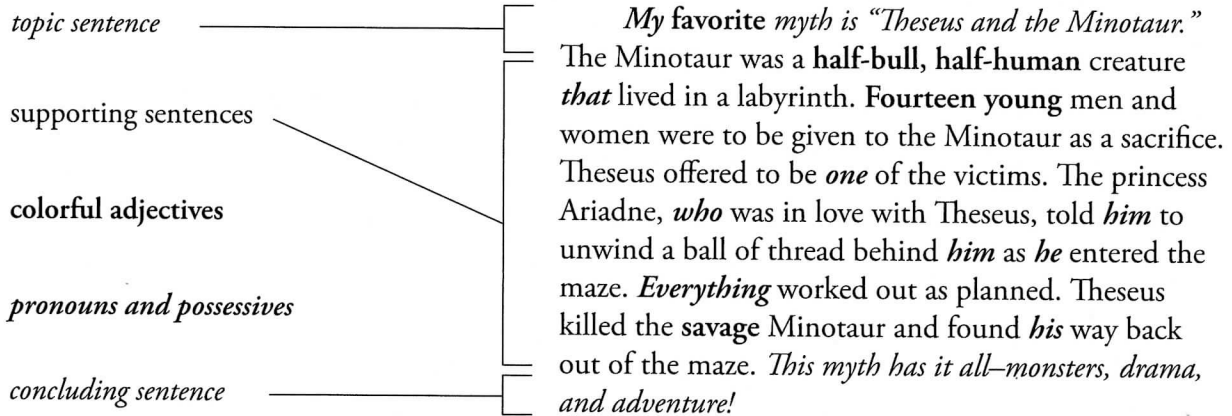
2. John Chapman was a real-life nurseryman. _____

3. He bought up land and planted trees. _____

4. Some stories were quite outlandish. _____

5. Most mention his clothes. _____

When you write a paragraph, always include a topic sentence, two or more supporting sentences that add details about your topic, and a concluding sentence. Your reader will enjoy your paragraph more if you include colorful adjectives and use pronouns and possessives appropriately. Notice how this model paragraph is written.





Writing a Paragraph

The sentences you revised on page 91 can be used to write a paragraph. Decide what order the sentences should be in. Write the paragraph on the lines below. Add other words and a concluding sentence, if necessary.

Write a paragraph about your favorite myth or legend. You might write about one you studied in Unit 3 or about another one you know. Refer to the model paragraph on page 91 if you need help. Be sure to include a variety of interesting adjectives. Use pronouns and possessives when appropriate.

Read your paragraph again. Use this checklist to make sure it is complete and correct.

- | | |
|--|--|
| <input type="checkbox"/> My paragraph has a topic sentence. | <input type="checkbox"/> I have included colorful adjectives. |
| <input type="checkbox"/> My paragraph has at least two supporting sentences. | <input type="checkbox"/> I have used pronouns and possessives correctly. |
| <input type="checkbox"/> All my sentences are clear and make sense. | <input type="checkbox"/> My paragraph has a concluding sentence. |

Name _____

Proofreading Practice

Read this passage about the legendary John Henry and find the mistakes. Use the proofreading marks to show how the mistakes should be fixed.

Proofreading Marks

Mark	Means	Example
Ɔ	delete	John Henry is an old American legend.
^	add	John Henry ^{an} is American legend.
≡	make into a capital letter	John Henry is an <u>A</u> merican legend.
/	make into a lowercase letter	John Henry is an American L egend.
⊙	add a period	John Henry is an American legend ⊙
Ⓢ	fix spelling	John Henry is an American legund. [Ⓢ]

The Mighty John Henry

John henry worked on a Chesapeake and Ohio Railroad crew. The crew was divided into teams of four, and it was each teams job to drive the long iron spikes that connected the rails to the wooden ties. Standing in a circle, the men would take turns swinging there long-handled hammers until each spike was sunk in place.

Once, the crew was working in the Mountains of west virginia. they had to blast dynamite to carve a tunnel through the mountain. The railroad boss, whose thought the work was going too slowly, brought in a speical machine what could drive spikes as it rode along the rails. The men became worried that they would lose their jobs if those machine could do faster work. Than they could.

John Henry picked up hammer and began racing against the machine, people say he swung his hammer so hard that sparks shot out as it hit each iron spike. John Henry won the contest; he laid himself fourteen feet of track and the machine only laid nine. However, John Henry's heart burst from the strain and he died on the spot, hammer in hand. The mens buried him their, and to this day when the trains pass through this tunnel, they blow their whistle's soft and low in solem tribute to the mighty john Henry.

Proofreading Checklist

You can use the checklist below to help you find and fix mistakes in your own writing. Write the titles of your own stories or reports in the blanks at the top of the chart. Then use the questions to check your work. Make a check mark (✓) in each box after you have checked that item.

	Titles			
Proofreading Checklist for Unit 3				
Have I capitalized proper nouns?				
Have I written plural forms of nouns correctly?				
Have I written possessive forms of nouns correctly?				
Have I used correct forms of personal pronouns?				
Have I used possessive pronouns correctly?				
Have I used appropriate relative pronouns?				

Also Remember . . .

Does each sentence begin with a capital letter?				
Have I spelled each word correctly?				
Have I used commas correctly?				

Your Own List

Use this space to write your own list of things to check in your writing.

Name _____

Review

Singular Nouns and Plural Nouns

Circle each singular noun. Underline each plural noun.

1. My aunt just gave me a book of myths and legends.
2. It includes many stories of superhuman men and women.
3. The same author wrote another book about folktales and songs.

Common and Proper Nouns

Circle the common nouns in the sentences below. Underline the proper nouns.

4. The Vikings told stories about a place called Valhalla.
5. According to legend, that's where men who died bravely in battle were taken.
6. Odin was the god who ruled over Valhalla.

Singular Possessive Nouns and Plural Possessive Nouns

Write the correct possessive form for each noun in parentheses.

7. Our class wrote reports on the (world) great myths. _____
8. (Students) reports covered a wide variety of cultures. _____
9. My (paper) focus was on Japanese myths. _____
10. (Japan) oldest recorded myths can be found in a book called *The Kojiki*, or *Record of Ancient Things*.

Personal Pronouns

Circle each personal pronoun. Write 1 if it is a first person pronoun, 2 if it is a second person pronoun, or 3 if it is a third person pronoun.

11. We tell myths about how the places in this town came to be. ____
12. That makes this town seem more interesting than it really is. ____
13. You should try making up a myth or legend! ____

Compound Personal Pronouns

Circle each compound personal pronoun. Draw a box around the antecedent of each pronoun you circle.

14. Adam made himself a costume for the play.
15. He's playing the role of Theseus, while I myself am playing Ariadne.
16. We are beside ourselves with nervous excitement!
17. Some students are worrying themselves silly that they'll forget their lines.

Unit 3 Review

Possessive Pronouns, Indefinite Pronouns, Relative Pronouns, and Interrogative Pronouns

Circle the phrase that tells what kind of pronoun the boldfaced word is.

18. Which report is **yours**?

indefinite pronoun interrogative pronoun possessive pronoun

19. It's the one **that** tells about ancient Greece.

relative pronoun indefinite pronoun interrogative pronoun

20. **What** did Alice write her report about?

possessive pronoun interrogative pronoun indefinite pronoun

21. I think she wrote **hers** about Egyptian myths.

indefinite pronoun interrogative pronoun possessive pronoun

22. Did **anyone** write a report on myths of the Inca?

possessive pronoun indefinite pronoun interrogative pronoun

23. I think Frank is the only student **whose** paper focused on the Inca.

possessive pronoun interrogative pronoun relative pronoun

Adjectives

Circle each adjective that tells *what kind*. Underline each adjective that tells *how many*. Draw a box around each article.

24. Johnny Appleseed is a mysterious character.
25. People tell many outlandish stories about him.
26. It's unclear which stories are fictitious and which are true.
27. The entire truth about him may never be known by anyone.

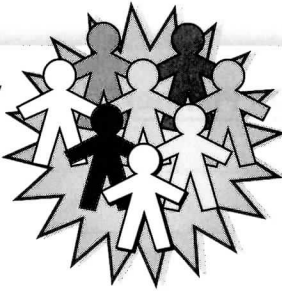
Demonstrative Pronouns and Demonstrative Adjectives

Circle each demonstrative pronoun. Underline each demonstrative adjective.

28. That movie we saw about ancient China was fantastic.
29. It's got these really amazing special effects.
30. Do you want to see it again this week?
31. That sounds like a great plan!

Name _____

Community Connection



In Unit 3 of *G.U.M.* students learned about different kinds of **nouns**, **pronouns**, and **adjectives**, and used what they learned to improve their own writing. The content of these lessons focuses on the theme **Myths and Legends**. As students completed the exercises, they learned about myths and legends from many cultures. These pages offer a variety of activities that reinforce skills and concepts presented in the unit. They also provide opportunities for the student to make connections between the information presented in the lessons and their modern surroundings.

Name That Mythological Character

Greek and Roman myths have been a part of our culture for so long that many words have been derived from mythological characters' names. For example, Arachne's name gave rise to the scientific word for spider: *arachnid*. Collect a list of words and expressions that are derived from Greek and Roman myths; then ask a classmate to guess which mythological character each came from.

Brand New Traditional Tales

Since many myths have no one official version, people are free to reuse plots, themes, and characters, and to retell the myths in new ways. Look for elements of a Greek or Roman myth in modern media. You may consider comic books, movies, television, and recent books and novels. Share your results with the class.

Discovering More Myths and Legends

Choose a region other than Greece or Italy, such as North America, China, India, Peru, West Africa, Mexico, Scandinavia, or the Caribbean. Search for myths and legends from that region. Print out or copy some stories that you particularly like. Arrange to visit a hospital, senior home, or elementary school to read the myths or legends aloud. Alternatively, you can take part in your local library's read-aloud program.

Release Your Inner Mythologist

Try writing a myth or legend in the style of an established mythological tradition. To get yourself started, choose a character from a myth you have read, and imagine a new adventure. To give your myth an interesting plot, you may want to include a problem or moral dilemma that the main character solves at the end. When you have finished your myth, share it with friends and family.

Celebrating Myths and Legends

In this unit, you read summaries and retellings of different myths and legends. Which did you find most interesting? Try to find a published version of that myth or legend. Ask your classmates to find published versions of their favorite myth, as well. Then plan a celebration at which everyone reads aloud his or her favorite myth or legend. Begin by making these decisions:

- When and where will you hold the celebration?
- Which myths and legends, out of those you and your classmates gathered, will be read aloud at the celebration?
- Who will you invite to the celebration, and how will you distribute invitations or announcements?

Use the planning guide on the next page to help you plan your Myth and Legend Celebration.

Myth and Legend Celebration Planner

When the celebration will take place: _____

Where it will take place: _____

List of myths and legends to be retold at the event:

1. _____

2. _____

3. _____

4. _____

5. _____

List of people who will read each aloud:

1. _____

2. _____

3. _____

4. _____

5. _____

List of celebration invitees: _____

List of places to announce the event:

1. _____
2. _____
3. _____
4. _____
5. _____

Name _____

Read and Discover

Action Verbs and Linking Verbs

Lesson 31

Our class studied Mars.

Mars is the fourth planet from the sun.

Underline the verb that shows action. Circle the verb that links the subject of the sentence to words in the predicate that rename and describe it.

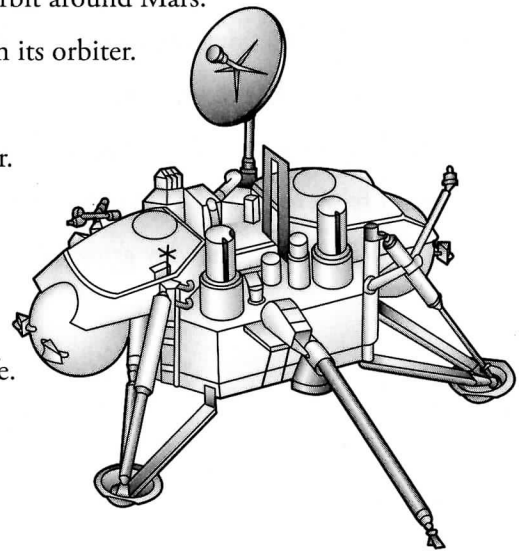
An **action verb** shows action. It usually tells what the subject of a sentence or clause is doing, will do, or did. An action verb may include one or more helping verbs in addition to the main verb. A **linking verb** does not show action. It connects the subject of a sentence to a word(s) that describes or renames the subject. Linking verbs are usually forms of *be*. Some common linking verbs are *am, is, are, was, were, been, and will be*. The verbs *become, seem, appear, and look* can also be used as linking verbs. A linking verb may include one or more helping verbs in addition to the main verb.

See Handbook Sections 18a, 18c

Part 1

Underline each action verb. Circle each linking verb. Be sure to include any helping verbs you find.

1. In 1976, the United States made history when *Viking 1* and *Viking 2* arrived at Mars.
2. NASA launched *Viking 1* on August 20 and *Viking 2* on September 9, 1975.
3. The two parts of each spacecraft were an orbiter and a lander.
4. The spacecraft traveled for nearly a year on their way to an orbit around Mars.
5. Once in orbit around that planet, each lander separated from its orbiter.
6. They descended to the surface of the planet.
7. The "brain" of each lander was a specially designed computer.
8. The computers commanded the lander's actions.
9. During the mission, the two landers took photographs.
10. They also collected scientific data on the planet's surface.
11. They conducted biology experiments in search of signs of life.
12. The experiments provided important information about the chemical composition of the soil.
13. The soil was devoid of living microorganisms.
14. Scientists designed the spacecraft for 90 days of operation.
15. After several years, though, both spacecraft were still active!



The *Viking* lander was about 10 feet across and 7 feet tall.

Part 2

Complete each sentence with a verb or phrase from the box. Underline each action verb you use. Circle each linking verb.

lies is may be explore want offers

16. Mars _____ a cold desert planet.
17. Even so, the planet _____ exciting possibilities for exploration.
18. Because water is the key to finding out whether there is life on Mars, researchers _____ more information about the planet.
19. NASA missions _____ planetary features that might suggest the presence of water.
20. We know that no water _____ on the surface of this planet.
21. However, large amounts of ice _____ underground.

Part 3

Some verbs, such as *appear, look, smell, feel, grow, and taste*, can be either action verbs or linking verbs, depending on how they are used in a sentence. You can test whether a verb is a linking verb by substituting a form of the verb *be* (*am, is, are, was, were, being* or *been*) in its place. If the form of *be* makes sense, the verb probably is a linking verb.

In the sentences below, circle each boldfaced verb that is used as a linking verb. Underline each boldfaced verb that is used as an action verb.

22. Do you **look** at the night sky?
23. Mars sometimes **appears** in the night sky above the United States.
24. Mars **looks** red to viewers on Earth.
25. In photos, this planet **appears** very dry.
26. I felt a replica of a red Mars rock in a museum.
27. Will people someday **grow** food on Mars?

Name _____

Four days into its maiden voyage, the ocean liner *Titanic* **hit** an iceberg. Two hours and forty minutes later, it **sank** to the bottom of the sea.

Which boldfaced verb says an action the subject did by itself? _____

Which boldfaced verb tells about an action the subject did to something else?

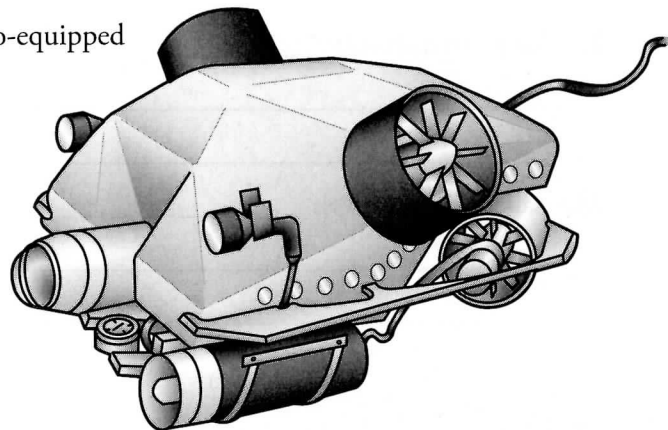
A **transitive verb** is an action verb that transfers its action to a direct object. (*The captain steered the ship.*) An **intransitive verb** does not have a direct object. An intransitive verb shows action that the subject does alone. (*A ship floats.*) Many verbs can be either transitive or intransitive, depending on whether there is a direct object.

See Handbook Section 18b

Part 1

Underline each transitive verb and draw a box around its direct object. Circle each intransitive verb.

1. As a young boy, Robert Ballard read stories about the sinking of *Titanic*.
2. Many years later, he worked as an oceanographer.
3. In 1985, Ballard and a French scientist took ships to the area of *Titanic's* collision.
4. For several weeks, they scanned the ocean floor with high-tech tools.
5. They sent an underwater craft on a picture-taking expedition along the ocean floor.
6. After several days, metal objects and then a ship's boiler appeared on the craft's video screen.
7. The underwater craft had discovered *Titanic*!
8. Ballard explored the site for several days.
9. Then he returned the following year with a different crew.
10. He took *Alvin*, a tiny submarine, down to the ocean floor.
11. From the submarine, Ballard sent a small, video-equipped deep-sea robot to the site of the wreck.
12. Ballard called the robot *Jason Junior*, or *J.J.*
13. The robot's camera peeked into many parts of the ship.
14. Ballard left a plaque in honor of the victims of *Titanic*.
15. He took nothing from that huge underwater museum.



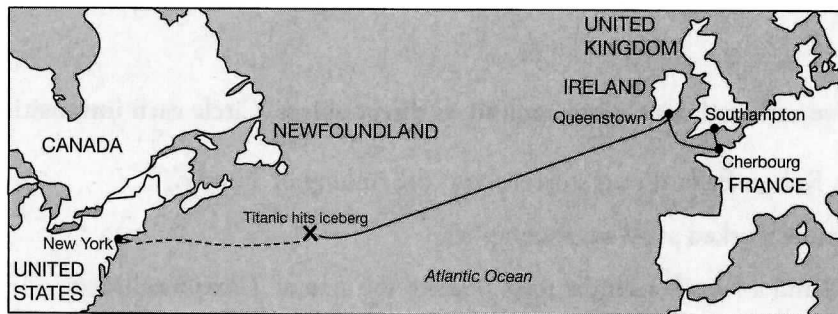
The crew onboard *Alvin* were able to control the robot *J.J.* by means of a long cable.

Part 2

Write a verb from the word bank to complete each sentence. For each transitive verb you use, write *T*. For each intransitive verb you use, write *I*. Circle the direct object of each transitive verb.

swam explored remove stole grew discovered

16. Robert Ballard and Jean-Louis Michel _____ *Titanic* in 1985. ____
17. They _____ the sunken ship with great care. ____
18. Fish _____ among the ruins of the wreck. ____
19. A sea plant _____ on a crystal chandelier. ____
20. The researchers did not _____ anything from the ship. ____
21. Explorers who came in later years _____ many objects from the site. ____



***Titanic* hit an iceberg about 400 miles off the coast of Newfoundland.**

Part 3

Many verbs can be transitive or intransitive, depending on whether they are used with a direct object.

D.O.

- The iceberg *sank* the ship. (transitive)
- Titanic sank* in about three hours. (intransitive)

Use the verb *sailed* in two sentences. In one sentence, use the verb as a transitive verb with a direct object. In the other, use it as an intransitive verb. Circle the direct object of the transitive verb.

22. sailed (transitive): _____

23. sailed (intransitive): _____

Name _____


Read and Discover

The Simple Tenses: Present, Past, and Future

Lesson 33

Between 1804 and 1806, Lewis and Clark traveled from St. Louis to the Pacific Ocean and back. Today, many people visit sites along the Lewis and Clark trail. Next year, my family will follow the trail west.

Circle the verb phrase that tells about something that will happen in the future. Underline the verb that tells about something that happened in the past. Draw a box around the verb that tells about something that happens regularly or is true now.

A **present tense verb** indicates that something happens regularly or is true now. A **past tense verb** tells about something that happened in the past. Regular verbs form the past tense by adding *-ed* (*watch/watched*). The spelling of most irregular verbs changes in the past tense (*know/knew*). A **future tense verb** tells what will happen in the future. Add the helping verb *will* to the present tense form of a verb to form the future tense (*visit/will visit*).  **Remember to use this information when you speak, too.**

See Handbook Sections 18d, 18e

Part 1

Circle the verb in each sentence. (Don't forget to include helping verbs.) Write whether the verb is in the *present*, *past*, or *future* tense.

1. President Jefferson sent Meriwether Lewis and William Clark on an exploratory journey into the new western territory of the United States. _____
2. President Jefferson also asked for meetings with Native American groups from this area. _____
3. Lewis and Clark kept detailed journals of their journey. _____
4. They made notes about the people, plants, and animals along the way. _____
5. The Lewis and Clark National Historic Trail extends through eleven states, from Illinois to the Pacific Ocean. _____
6. Lewis and Clark journeyed roughly 3,700 miles from St. Louis to the Pacific Ocean. _____
7. Thousands of people travel the Lewis and Clark National Historic Trail each year. _____
8. Today, a journey along the entire westward route takes at least two weeks. _____
9. Many lovely parks lie along the route of the trail. _____
10. Next summer, my family and I will camp at Lewis and Clark Trail State Park. _____
11. The park is approximately 25 miles northeast of Walla Walla, Washington, in the southeastern corner of the state. _____
12. Meriwether Lewis and William Clark passed through southeastern Washington in the fall of 1805 and the spring of 1806. _____
13. My family will spend about a week at this historic park outside Walla Walla. _____

Part 2

Write the past, present, or future tense form of a verb from the word bank to complete each sentence. Use a helping verb to form each future tense verb.

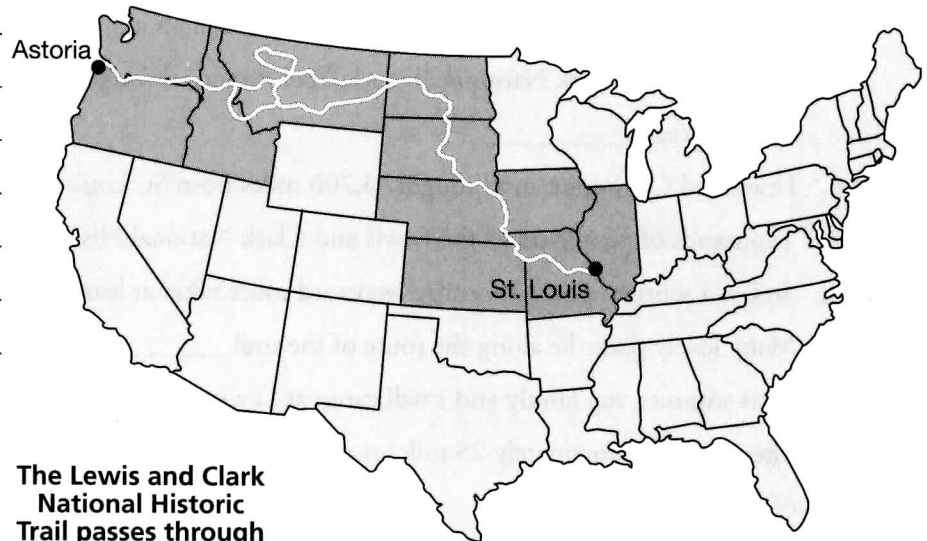
keep take record be learn present

14. Some history Web sites _____ journal entries from the Lewis and Clark expedition.
15. Lewis and Clark _____ extensive notes and drew diagrams and sketches of what they saw.
16. Several sergeants on the expedition also _____ observations in journals.
17. Visitors to these sites _____ about the expedition from primary source materials.
18. It's likely that all expedition journals _____ available online soon.
19. One day I will make a cross-country journey of my own, and I _____ a journal of my adventures.

Part 3

See Handbook Section 37

Write the opening paragraph for a brochure about the Lewis and Clark National Historic Trail. Do research on the Internet to learn about this trail. Use past, present, and future tenses in your entry.



The Lewis and Clark National Historic Trail passes through eleven states.

Name _____


Read and Discover

The Perfect Tenses: Present, Past, and Future

Lesson 34

Before the beginning of the twentieth century, no one **had made** an expedition all the way to the North Pole. Since the first successful journey there, nearly 200 people **have explored** the region. Who knows how many people **will have journeyed** the area by the end of this century?

Circle the boldfaced verb phrase that tells about an action that began in the past and continues today. Draw a box around the boldfaced verb phrase that tells about actions that will be complete before a certain time in the future. Underline the boldfaced verb phrase that tells about an action that was completed by a certain time in the past.

The **present perfect** tense (*have explored*) shows an action that started in the past and was recently completed or is still happening. The **past perfect** tense (*had made*) shows action that was completed by a certain time in the past. The **future perfect** tense (*will have journeyed*) shows action that will be complete by a certain time in the future. To form perfect tenses, use a form of *have* with the past participle of a verb.  **Remember to use this information when you speak, too.**

See Handbook Sections 18d, 18e

Part 1

Circle each verb in the present perfect tense. Underline each verb in the past perfect tense. Draw a box around each verb in the future perfect tense.

1. My history teacher has asked the class for facts about American explorers.
2. Many people have heard of Commander Robert E. Peary's expedition to the North Pole in 1908–1909.
3. Fewer people have read about Matthew Henson, an assistant to Peary on several historic journeys.
4. Henson had met Peary in Washington, D.C. in 1887, during Peary's preparations for an expedition to Nicaragua.
5. Peary had hired Henson as an expedition member.
6. Henson had acquired seafaring experience as a young ship worker.
7. By the beginning of the North Pole expedition in July 1908, Henson had spent more than twenty years with Peary as an explorer.
8. He, Peary, and four Inuits had reached either the North Pole or a place very near it by the end of the day on April 6, 1909.
9. The National Geographic Society has awarded Matthew Henson the Hubbard Medal posthumously.
10. Winners of this award have earned distinction in exploration, discovery, and research.
11. In 1906 President Theodore Roosevelt had presented Robert E. Peary with the same award.
12. Once I finish my notes on Matthew Henson, I will have created data files on about a dozen explorers.
13. How many explorers will my classmates have researched by the end of the year?



Matthew Henson was admired by the Inuit.

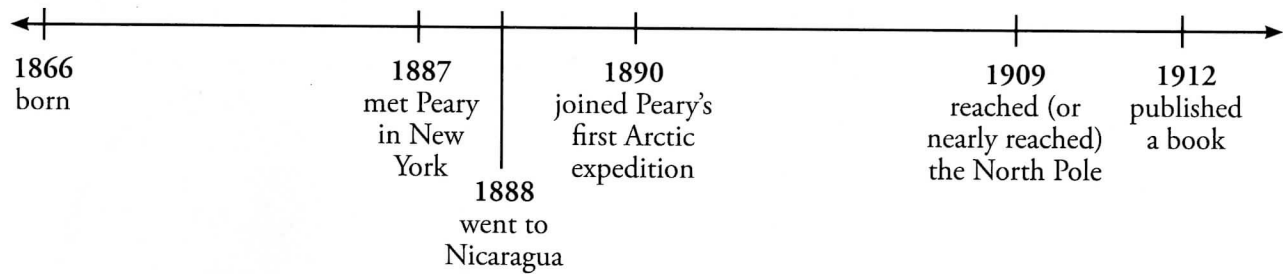
Part 2

Write the present perfect form (*has* or *have* + past participle), the past perfect form (*had* + past participle), or the future perfect form (*will have* + past participle) of the verb in parentheses to complete each sentence correctly.

14. Soon it _____ one hundred years since Henson and Peary made their historic North Pole expedition. (be)
15. Some scholars _____ whether they reached the exact location of the North Pole. (question)
16. Others _____ whether Henson and Peary were the first to make it so far north. (dispute)
17. Perhaps the Inuit _____ the North Pole long before Peary and Henson. (explore)
18. In 1909 Frederick Cook claimed that he _____ the North Pole in April of the previous year. (reach)
19. Most people _____ that Cook's claim was false. (conclude)

Part 3

Look at the timeline of Matthew Henson's life. Then use the information to write three sentences about him. Use a past perfect tense verb in each sentence to make clear that each event happened before another past time or event.



20. _____

21. _____

22. _____

Name _____

Read and Discover


Progressive Verb Forms: Present, Past, and Future

Lesson 35

Right now our class **is reading** a biography of Amelia Earhart. In July of 1937 she **was flying** over the Pacific on a record-setting journey when she suddenly disappeared. Next week I **will be writing** a report on another brave pilot, Joan Merriam Smith.

Circle the boldfaced verb phrase that tells about an action that is going on now. Underline the boldfaced verb phrase that tells about an action that was happening for a while in the past. Draw a box around the verb phrase that tells about an action that will happen in the future.

Progressive forms of verbs show continuing action. To form a **present progressive** verb, add *am, is, or are* to the present participle of a verb (usually the present form + *ing*): *is snoring*. To form a **past progressive** verb, add *was or were* to the present participle: *was playing*. To form a **future progressive** verb, add *will be* to the present participle: *will be ringing*.

 **Remember to use this information when you speak, too.**

See Handbook Sections 18d, 18e

Part 1

Underline each progressive verb form. After the sentence, write whether the verb is a *past progressive*, *present progressive*, or *future progressive* form.

1. The year was 1964, and Joan Smith was planning a solo flight around the world. _____
2. My computer is listing all successful round-the-world fliers as of January 1, 1964. _____
3. No woman's name is showing on the list. _____
4. Joan Smith was retracing Earhart's 1937 round-the-world route. _____
5. On the day of her disappearance, Earhart was flying over the South Pacific on the final one-third of her journey. _____
6. On March 17, 1964, friends were waving to Joan Smith on her takeoff from Oakland, California. _____
7. We are studying a map of Smith's eastward route to Florida. _____
8. Thunderstorms were raging on her flight from Brazil to Africa. _____
9. Smith was traveling with nothing but the hum of the plane engine for company! _____
10. Most likely, people were cheering at the completion of Smith's round-the-world flight on May 12, 1964. _____
11. I will be studying for my pilot's license at this time next year. _____
12. I am practicing on flight simulators now. _____
13. Maybe one day I will be flying over Brazil on a great journey like Smith's. _____

Part 2

Rewrite each sentence. Change the verb to the progressive form specified.

14. I was reading a book about great aviators. (present progressive)

15. I have learned about a remarkable woman named Jerrie Mock. (present progressive)

16. Mock flew around the world at the same time as Joan Smith. (past progressive)

17. She and Smith had taken different routes. (past progressive)

18. Each woman hoped for success on her potentially historic flight. (past progressive)

19. I will finish the chapter on Jerrie Mock tonight. (future progressive)

Part 3

Circle the progressive verb form in each clue. Then write the answers in the puzzle.

Across

- 2. This is the direction that Smith was heading.
- 4. Many people are doing this in the sky right now.
- 5. She was trying to retrace Earhart's flight route.

Down

- 1. When Smith was flying from _____ to Africa, storms were raging.
- 3. She was hoping to fly around the world in 1937.
- 6. This woman was circling the globe at the same time as Smith.

The crossword puzzle grid consists of the following numbered squares:

- 1**: Down, 1 square.
- 2**: Across, 4 squares.
- 3**: Down, 3 squares.
- 4**: Across, 10 squares.
- 5**: Across, 5 squares.
- 6**: Down, 3 squares.

Below the grid is a black and white portrait of a woman with short, wavy hair, smiling. This is Joan Merriam Smith.

Joan Merriam Smith flew 27,000 miles around the world.

Name _____

Read and Discover


Choosing Verb Tenses

Lesson 36

John Muir was **born** in Dunbar, Scotland in 1838. At the age of eleven, he **has moved** with his family to the United States. In 1868, Muir **traveled** to California. After he **had spent** several years in the Yosemite Valley, Muir **married** and **started** a fruit ranch in Martinez, California.

Circle the boldfaced verb phrase that does not tell a correct sense of time.

All words in a paragraph must work together to make the time and sequence of events clear. Make sure each **verb** you write is in the **proper tense** for the time period being discussed. Use **dates, times, and other time expressions** such as *last year, next year, since, before, or ever* to help show time. You may also use **time-order words** such as *first, next, and finally* to show sequence.

 **Remember to use this information when you speak, too.**

See Handbook Section 18e

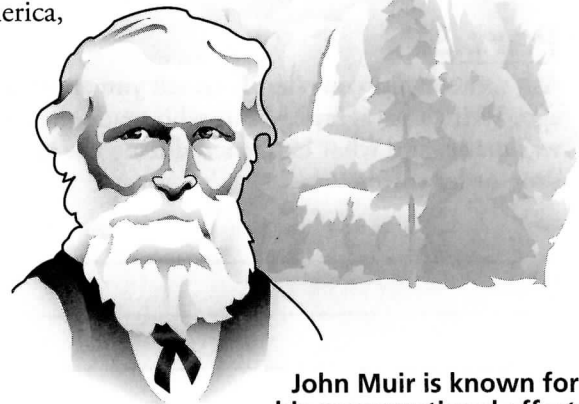
Part 1

Read each paragraph. Pay special attention to the boldfaced time expressions. Then go back and circle the verb or verb phrase that gives the correct sense of time in each sentence. (1–16)

At the age of twenty-nine, John Muir (set out/is setting out) on a journey that was to change his life. He (left/had left) his industrial engineering job in Indianapolis, Indiana, because it did not interest him. His passion (will be/was) the study of the natural world. **First**, he (was walking/walked) 1,000 miles from Indiana to Florida. **Then**, he (had sailed/sailed) to Cuba. He (is planning/had planned) a journey onward to South America, but he changed his mind because he (has read/had read) about the natural wonders of a place in California.

On March 28, 1868, Muir (had arrived/arrived) in San Francisco. **Shortly after that**, he (will travel/traveled) to Yosemite. **Four years earlier**, conservationists (convinced/had convinced) Congress to set Yosemite aside as public land. Even so, with more settlers coming to California, sheep and cattle grazing (will have encroached/were encroaching) further into the forests and meadows surrounding the valley. Muir (has joined/joined) in the fight to save these lands. He published articles, essays, and books about the area. **Eventually** his efforts (helped/will help) lead to the creation of Yosemite National Park on **October 1, 1890**.

Since then, many generations of visitors (are enjoying/have enjoyed) the scenic wonders of Yosemite National Park. The park **now** (receives/received) more than three million visitors **each year**. No doubt this number (was increasing/will increase) **in years to come**.



John Muir is known for his conservational efforts.

Part 2

Rewrite the following sentences so that the verbs are in the proper tense. Use each time expression in parentheses to make the sequence of events clear.

17. Muir co-founds the Sierra Club, an environmental protection organization. (in 1892)

18. The club works to defeat a proposed reduction in the size of Yosemite National Park. (that same year)

19. Muir influences Congress to pass a bill making Yosemite a national park. (two years earlier)

20. Muir serves as president of the Sierra Club. (until his death in 1914)

21. The Sierra Club remained an effective wilderness protection organization. (today)

Part 3

Ask someone in your family to tell you about an important or memorable journey that he or she took long ago. Write a paragraph about who made the journey, when and where he or she traveled, why the journey was made, and what happened during the trip. Be sure to use correct verb tenses and to include helpful time-order words.

Name _____

Sailors carefully chart the course to their destination. Their calculations must be very precise. If not, their boats may not arrive **there**.

Which boldfaced word tells how sailors chart a course? _____

Which boldfaced word tells where boats may not arrive? _____

Which boldfaced word modifies an adjective by telling how much? _____

Adverbs modify verbs, adjectives, or other adverbs. They tell **how, when, where, or to what extent** (*how much*). Many adverbs end in *-ly*. Other common adverbs are *fast, very, often, again, sometimes, soon, only, too, later, first, then, there, far, and now*.

See Handbook Section 19

Part 1

Circle each adverb. There is at least one adverb in each sentence.

1. Since Spanish ships first circled the globe in the sixteenth century, circumnavigation has been a goal of many sailors.
2. In 1982, an American named Marvin Creamer and a small crew boldly embarked on such a journey.
3. What made their voyage so unusual was that Creamer decided to sail without navigational aids.
4. Sailors normally rely on devices such as a compass, a sextant, a watch, a radio, and a GPS (global positioning system).
5. Creamer, a retired geography professor, believed he could successfully circumnavigate the globe without such devices.
6. In December 1982, Creamer's thirty-six-foot cutter, the *Globe Star*, sailed gracefully from National Park, New Jersey.
7. The boat stopped periodically at ports along the way to acquire provisions and conduct routine maintenance.
8. Creamer, a very experienced sailor, relied on ambient cues to gauge the boat's position and keep on course.
9. He regularly noted the position of the stars, the sun, and the planets.
10. He carefully observed cloud formations, the waves, and the color of the water.
11. He also used the horizon line, landmarks, and bird sightings as navigation aids.
12. The boat did carry emergency navigational equipment below deck, but Creamer never used it.
13. In May 1984, Creamer safely returned to National Park after seventeen months at sea.
14. He had demonstrated that early people could have sailed long distances successfully with only sharp eyes and extensive knowledge of the natural world for guidance.



Marvin Creamer taught at the college where he himself had gone to school.

Part 2

Circle the adverb that tells about each underlined word. Then write *how*, *when*, *where*, *how often*, or *to what extent* to tell what the adverb explains.

- 15. It is possible that ancient people regularly sailed great distances without navigational tools.

- 16. Creamer and his crew bravely embarked on such a journey. _____
- 17. First they sailed to South Africa. _____
- 18. They obtained provisions there. _____
- 19. They then sailed to Australia, to New Zealand, and around the tip of South America.

- 20. They sailed around Cape Horn, a very dangerous passage, and returned to home port.

- 21. In 1986, Creamer proudly accepted the Blue Water Medal, sailing's highest honor.

Part 3

Think of an activity that you enjoy, such as reading, playing a sport, singing, or drawing. Then write four sentences about this activity. Include adverbs in your sentences to show *how*, *when*, *where*, *how often*, or *to what extent* you do this activity. Underline the adverbs in each sentence.

- 22. _____

- 23. _____

- 24. _____

- 25. _____

Name _____

Read and Discover

Prepositions and Prepositional Phrases

Lesson 38

During the 1800s, thousands of pioneers traveled to the western territories.

Which boldfaced word begins a phrase that tells *when*? _____

Which begins a phrase that tells about a noun? _____

Which begins a phrase that tells *where*? _____

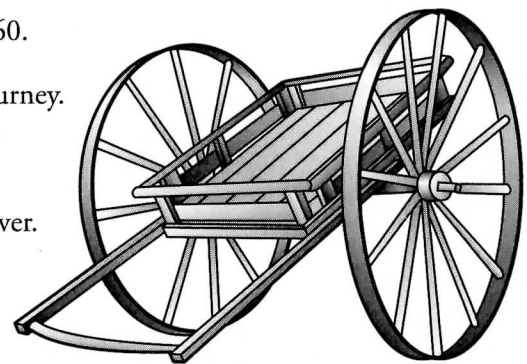
A **preposition** shows a relationship between the noun or pronoun that follows the preposition (the **object of the preposition**) and another word or group of words in the sentence. The preposition, its object, and the word(s) between them make a **prepositional phrase**.

See Handbook Section 20

Part 1

Underline each prepositional phrase. Circle the preposition and draw a box around its object. Then draw an arrow from the prepositional phrase to the word or words that it modifies.

1. In 1847, the earliest Mormon pioneers settled in Salt Lake City.
2. The church encouraged members in other regions to emigrate to Utah.
3. Many emigrants were new members from Europe.
4. They could not afford the wagon and the animals for the overland journey.
5. In 1855, church leaders developed a plan to make the trip less expensive.
6. The new pioneers would travel on foot.
7. They would transport their belongings on wooden handcarts.
8. Five people were assigned to each handcart.
9. Each person could only bring seventeen pounds of clothing and bedding.
10. An ox wagon carried food and provisions for every hundred pioneers.
11. Ten handcart brigades made the trip between 1856 and 1860.
12. Several of the companies faced extreme hardships on the journey.
13. Hundreds of these pioneers died along the way.
14. About 3,000 brigade members arrived safely in Utah, however.
15. Today, communities in Utah stage reenactments to commemorate the bravery of these pioneers.



A crossbar makes it possible to push or pull a handcart.

Part 2

Fill each blank with an appropriate preposition from the word bank, or use one of your own. You may use the same preposition more than once.

of with during from in

16. Mormon settlers sailed _____ Europe to Boston or New York.
17. Then, they traveled by train _____ Iowa City.
18. There they were outfitted _____ handcars and provisions.
19. In 1856, three _____ the handcart companies traveled relatively safely.
20. The next two companies left too late _____ the year.
21. They encountered snowstorms and ran short _____ food.
22. Those two companies lost many members _____ the journey.

Part 3

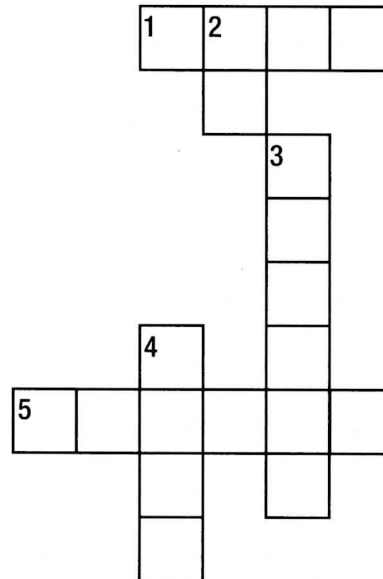
Use the clues to help you complete the crossword puzzle with prepositions. Then circle the object (in the clues) of each preposition you wrote.

Across

1. About 3,000 Mormons made the difficult trip to Salt Lake _____ handcars.
5. _____ 1856, five handcart companies left for Salt Lake City.

Down

2. Settlers acquired handcars _____ Iowa City.
3. Pioneers could push a handcart or pull it _____ them.
4. Many Mormon settlers came _____ Europe.



Name _____

Read and Discover

Coordinating and Subordinating Conjunctions

Lesson 39

In 1953 Edmund Hillary **and** Tenzing Norgay became the first people to reach the summit of Mount Everest. Since then, many others have set out to climb Everest, **but** few have succeeded. Few people can even afford to try **because** an Everest expedition is very costly.

Which boldfaced word links two nouns? _____

Which boldfaced word links two independent clauses? _____

Which boldfaced word begins a dependent clause? _____

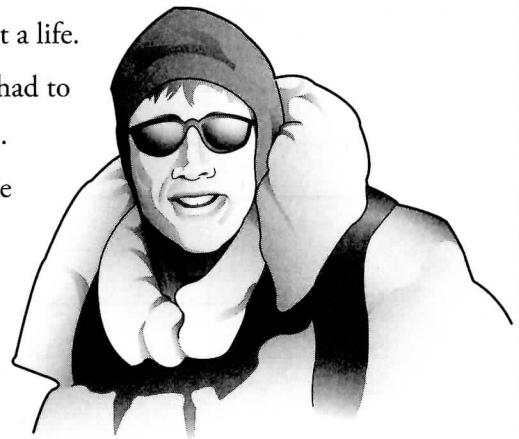
Coordinating conjunctions (*and, but, or*) connect words or groups of words (including independent clauses) that are similar. **Subordinating conjunctions** such as *although, because, since, if, and before* show how one clause is related to another. Subordinating conjunctions are used at the beginning of adverb clauses.

See Handbook Section 22

Part 1

Circle each coordinating conjunction. Draw a box around each subordinating conjunction. Then underline each adverb clause.

1. If you saw Erik Weihenmayer climb a mountain, you would never know he is blind.
2. He has been climbing since he was sixteen years old.
3. In 2001 he climbed Mount Everest, although he could not see the hazards along the route.
4. The summit of Everest stands at 29,035 feet, and it is covered in snow throughout the year.
5. Nearly ninety percent of climbers fail to reach the summit, but Weihenmayer believed he could.
6. He felt confident because he had already climbed four of the world's tallest mountains.
7. Since a climb takes teamwork, he assembled a team of experienced climbers.
8. They would work together, but the climbers ultimately had to look out for themselves.
9. Even a small mistake could cause serious injury, or worse, cost a life.
10. The entire trek took about two months because the climbers had to make back-and-forth trips to move supplies up the mountain.
11. They also had to spend several weeks at the base camp because they needed to acclimate their bodies to the high altitude.
12. Although the team experienced setbacks and weather delays, they successfully reached the summit on May 25, 2001.
13. Because a storm was approaching, Weihenmayer and his team had no time to celebrate.
14. They also knew that the climb wasn't over until they'd made it safely back down the mountain.



Erik Weihenmayer has climbed the Seven Summits, the tallest mountains on each of the seven continents.

Part 2

Complete each sentence with a conjunction from the word bank. Write *C* if you used a coordinating conjunction or *S* if you used a subordinating conjunction.

because but although as and

15. Weihenmayer _____ eighteen other team members summited Everest on May 25, 2001. _____
16. _____ Weihenmayer reached his goal, he got a sudden burst of energy. _____
17. _____ he could not see the view, he says he could hear the flapping of flags planted by earlier expeditions. _____
18. The team spent only a short time on the summit _____ a storm was approaching. _____
19. It seemed that the trip down would be easier, _____ it was just as dangerous. _____

Part 3

Subordinating conjunctions are commonly used in proverbs, aphorisms, and other wise sayings. In many of these, the subordinating conjunction introduces a clause that tells the conditions under which something is true.

Underline the subordinate clause in each saying below; circle each subordinating conjunction.

Three may keep a Secret, if two of them are dead.

If you would be wealthy, think of saving, as well as of getting.

—Benjamin Franklin

Now try your hand at writing a proverb, aphorism, or wise saying of your own that includes a subordinating conjunction.

20. _____

Name _____

Read and Discover

Correlative Conjunctions

Lesson 40

For your history report, you can focus on either the Underground Railroad or the Civil War.

Circle the two words that link the boldfaced phrases.

Correlative conjunctions always appear in pairs. They connect words or groups of words and provide more emphasis than coordinating conjunctions. Some common correlative conjunctions are *both...and*, *either...or*, *neither...nor*, *not only...but (also)*, and *whether...or*.

See Handbook Section 22

Part 1

Circle the correlative conjunctions and coordinating conjunctions in these sentences. If a sentence contains correlative conjunctions, write *COR*. If the sentence does not contain correlative conjunctions, write *X*.

1. The Underground Railroad flourished between 1830 and 1860. _____
2. It was a network of secret routes and safe houses that slaves used to escape to freedom. _____
3. Routes led not only north but also south. _____
4. Many escaped slaves fled to either Canada or Mexico. _____
5. White abolitionists and free African Americans worked together to help the fugitives. _____
6. Abolitionists believed that slavery was wrong, but not all wanted to help fugitive slaves. _____
7. Sometimes it was hard for a fugitive to know whether to trust a person or to avoid him or her. _____
8. A fugitive seeking shelter might check to see whether a lantern outside a safe house was lit or unlit. _____
9. Harriet Tubman not only freed herself from slavery but also liberated scores of other enslaved people. _____
10. Neither Tubman nor any of her underground railroad "passengers" were ever captured. _____
11. It was both Tubman's clever techniques and her determination that helped her lead nearly 300 enslaved people to freedom. _____
12. The Harriet Tubman Home, located in Auburn, New York, preserves Tubman's legacy in the place where she lived and died in freedom. _____



During the Civil War, Harriet Tubman served as a nurse, scout, and spy for the Union Army.

Part 2

Rewrite each sentence pair as one new, shorter sentence using the correlative conjunctions in parentheses.

13. The journey to freedom was long. The journey to freedom was dangerous. (not only/but also)

14. The Fugitive Slave Law meant freed slaves were in danger of capture. The Fugitive Slave Law meant free-born African Americans were in danger of capture. (both/and)

15. Fugitives often fled to Canada. Fugitives fled to Mexico. (either/or)

16. New York was not a slave state. Pennsylvania was not a slave state. (neither/nor)

Part 3

Circle the correlative conjunctions in each clue. Then use the clues, along with information from the lesson, to fill in the blanks.

17. This term includes both whites and free African Americans who fought against slavery.

18. Fugitives went either north or south to seek this.

19. Neither New York nor Pennsylvania supported this.

20. "Conductors" not only hid escaped slaves but also taught them secret codes and phrases to help them find the next safe house along this.

Name _____

Diagramming Adverbs

You have learned how to diagram sentences containing adjectives (page 29). Like adjectives, adverbs are diagrammed on slanted lines. An adverb is connected to the verb, adjective, or adverb it modifies. This model shows how to diagram adverbs.

Some trappers **just barely** survived the very cold temperatures.

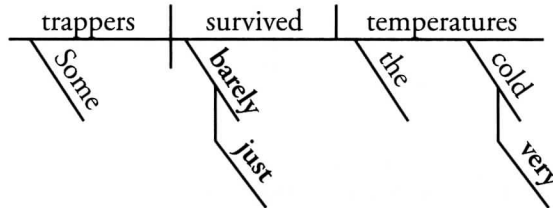
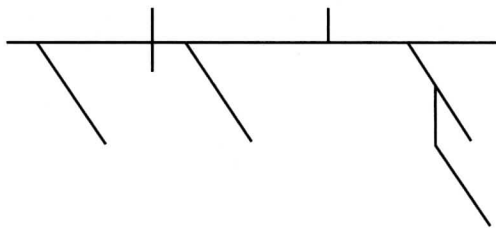
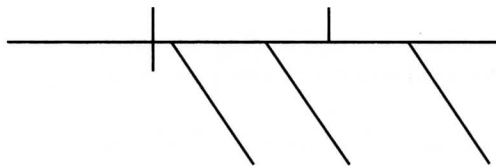


Diagram these sentences to show where the adverbs belong.

1. Beaver pelts brought very high prices then.



2. Trappers always guarded their pelts carefully.



Diagramming Prepositions and Prepositional Phrases

You have learned that many adverbial prepositional phrases tell *how*, *when*, *where*, or *to what extent* about verbs. You have also learned that most adjectival prepositional phrases describe nouns. Note how the two types of prepositional phrases are diagrammed in the example.

Farmers **from the East** journeyed along the Oregon Trail.

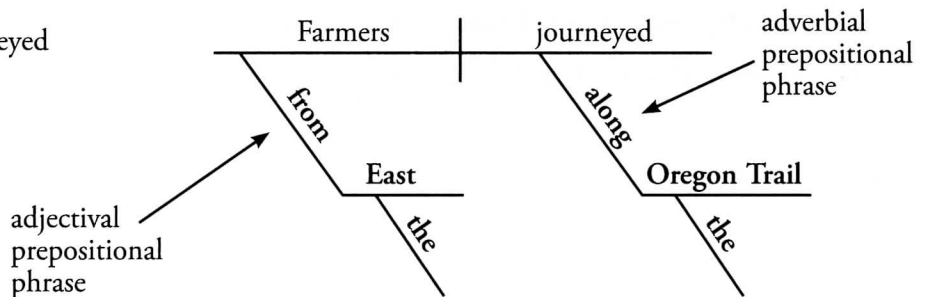
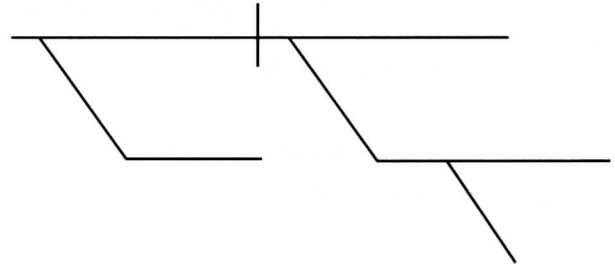
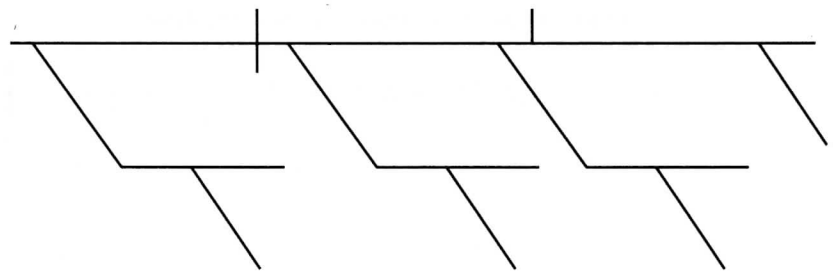


Diagram these sentences. Connect each adverbial prepositional phrase to the verb it tells about. Connect each adjectival prepositional phrase to the noun it tells about.

3. Families with livestock headed for the Willamette Valley.



4. Snow in the mountains blocked some passes from late fall to late spring.



Use what you have learned to diagram these sentences on another piece of paper. Look back at the lesson to recall how to diagram adverbs, prepositional phrases, and correlative conjunctions.

5. A very heavy rainstorm will flood the trail completely.
6. A lack of rain slowly dries the grasses.
7. Clouds of dust billow behind wagons.
8. Riders often cover the lower part of their face with a bandana.
9. A very nervous horse may run away.
10. Then riders must chase it across the plains.
11. You absolutely must boil water from the pond.
12. Water from a pond can harbor many kinds of germs.

Name _____



Writing Sentences

These sentences need help. Rewrite them so the verbs are in the proper tense.

1. I go to Guanajuato, Mexico, last summer because my grandmother lives there. _____

2. After Mom and I have flown to Mexico City, we took a bus to Guanajuato. _____

3. Guanajuato is having a beautiful tree-canopied square in the center of town. _____

4. In the evenings, we are listening to music in the square. _____

5. I am hoping to visit an old silver mine, but we did not have time. _____

6. I have gone to Guanajuato again soon. _____

When you write a paragraph, always include a topic sentence, two or more supporting sentences that add details about your topic, and a concluding sentence. Your reader will enjoy your paragraph more if you use correct verb tenses, colorful adjectives, pronouns, possessives, and conjunctions appropriately. Notice how this model paragraph is written.

topic sentence _____ *Every year my family takes a summer trip. We have been to San Antonio and New York. Last year we visited Washington, D.C. Neither my father nor my mother had been there before, so we got lost a few times. The Smithsonian is huge. It is not one museum but a collection of museums. In my opinion the best museum is the Smithsonian National Air and Space Museum because Charles Lindbergh's plane is there. He flew it across the Atlantic Ocean in 1927. The trip to Washington has been my favorite vacation, and I hope I will visit it again someday. It is a*

time expressions

verb tense

subordinating and coordinating conjunctions

concluding sentence _____ *wonderful place to learn about history.*



Writing a Paragraph

The sentences you revised on page 121 can be used to write a paragraph. Decide whether the order of the sentences makes sense, and if it does not, change it. Write the paragraph on the lines below. Add other words and a concluding sentence, if necessary.

Write a personal narrative about a trip you have taken. You might write about a family vacation, a visit to a relative's, or another trip. Refer to the model paragraph on page 121 if you need help. Be sure to use the proper verb tenses to make the sequence of events clear. Use subordinating and coordinating conjunctions to make connections between ideas clear.

Read your paragraph again. Use this checklist to make sure it is complete and correct.

- | | |
|--|--|
| <input type="checkbox"/> My paragraph has a topic sentence. | <input type="checkbox"/> I have used proper verb tenses. |
| <input type="checkbox"/> My paragraph has at least two supporting sentences. | <input type="checkbox"/> I have used conjunctions correctly. |
| <input type="checkbox"/> All my sentences are clear and make sense. | <input type="checkbox"/> My paragraph has a concluding sentence. |

Name _____

Proofreading Practice

Read this passage about a great explorer. Use the proofreading marks to show how each mistake should be fixed.

Proofreading Marks

Mark	Means	Example
∩	delete	Trappers they sought beavers in mountain streams.
^	add	Trappers sought beavers ^{mountain} in streams.
≡	make into a capital letter	t rappers sought beavers in mountain streams.
Ⓢ	fix spelling	Trappers [Ⓢ] aut beavers in mountain streams.
⊙	add a period	Trappers sought beavers in mountain streams ⊙
/	make into a lowercase letter	Trappers sought beavers in M ountain streams.

Jedediah Smith, Western Trailblazer

Jedediah Smith ranks as one of America's greatest trailblazers. Not only did he help establish parts of the Oregon Trail and routes across the Great Basin, but he was also the first united states citizen to travel overland into California, and the first to cross the lofty Sierra Nevada.

One of Smith's remarkable journeys begins in August 1826. Smith had just attended the annual rendezvous of fur traders in Cache Valley, Utah. Accompanied by seventeen men, he will be heading south and then west. Searching for streams with beavers. Smith's party traveled over dry, sandy plains and rugged hills and then follow twisting creeks, but they found no beaver streams. With supplys exhausted, Smith decided to move his party westward to a California mission and seek provisions

Smith himself rode ahead of his group to Mission San Gabriel; from there he is sending a letter to the governor of California (then a part of mexico) asking permission to spend time in California. The governor orders Smith to San Diego. When Smith arrived, not only did the governor deny Smith's request, but he also accused him of being a spy. After much discussion. The governor agreed not to arrest Smith on condition that he and his party immediate leave California by the root they entered.

Smith returned to the mission, where his men had been treated well, and he did not obey the agreement. Instead, he led his party north to Californias' San Joaquin River valley to follow its course and trap beavers. A biography about Jedediah Smith had told you more about the subsequently adventures of he and his crew.

Proofreading Checklist

You can use the checklist below to help you find and fix mistakes in your own writing. Write the titles of your own stories or reports in the blanks at the top of the chart. Then use the questions to check your work. Make a check mark (✓) in each box after you have checked that item.

	Titles			
Proofreading Checklist for Unit 4				
Have I used colorful action verbs in sentences?				
Have I used the simple tense, the perfect tense, and the progressive tense correctly?				
Have I used adverbs and prepositions effectively?				
Have I used correlative conjunctions correctly?				

Also Remember . . .

Have I written complete sentences?				
Does each sentence begin with a capital letter?				
Have I included correct end punctuation?				
Have I spelled each word correctly?				

Your Own List

Use this space to write your own list of things to check in your writing.

Name _____

Review

Verbs

Circle each linking verb. Underline each action verb. Then label each action verb as *transitive* (with *T*) or *intransitive* (with *I*).

1. A journey is a long trip, often into the unknown. _____
2. People take journeys for many different reasons. _____
3. Some individuals travel in the name of science. _____
4. Many people want adventure. _____
5. Others seek freedom or a new homeland. _____
6. Still others love the personal challenges of a journey. _____
7. Often, journeys are quite dangerous. _____
8. Earth has become very familiar. _____
9. We have explored almost every corner of our planet. _____
10. Many future journeys of exploration will be to distant worlds. _____

Verb Tenses

Circle the word or phrase in parentheses that identifies the tense of each boldfaced verb.

11. We **are reading** about explorers in social studies. (present/present progressive)
12. I always **enjoy** books about Lewis and Clark. (present/present perfect)
13. They **saw** the American West unblemished by cities and freeways. (past/present)
14. By the end of the expedition, the two leaders **had met** many Native Americans. (past perfect/past)
15. The tribes **were living** as they had for thousands of years. (past perfect/past progressive)
16. If I **had lived** in the nineteenth century, I would have journeyed west. (past perfect/past progressive)
17. The country **has changed** greatly over the past two hundred years. (present/present perfect)
18. Next summer, my family **will travel** along part of the Oregon Trail. (future/future perfect)
19. I **will be counting** the days until then. (future/future progressive)

Adverbs and Prepositions

Draw a star above each boldfaced word that is an adverb. Circle each boldfaced word that is a preposition. Underline the prepositional phrase it begins and draw a box around its object.

20. **On** May 25, 2001, Erik Weihenmayer made history.
21. He was the first blind person to stand **atop** Mount Everest.
22. The ascent had been **extremely** dangerous for all members of his team.
23. At one point, they **bravely** leaped over a 1,000-foot-deep crevasse.
24. Weihenmayer used his own strength and willpower, and he **also** had the help of the team.
25. The team **always** wore bells that signaled their location.
26. **At** particularly dangerous points, team members warned Weihenmayer of obstacles.
27. Once the team reached the summit, they **joyfully** congratulated each other.
28. **Often** people wonder what the experience on the summit was like for Weihenmayer.
29. He says people do not climb Everest **for** the view; the real beauty of the experience is what happens on the side of the mountain.

Conjunctions

Circle each coordinating conjunction. Underline each subordinating conjunction. Draw boxes around the two parts of each correlative conjunction.

30. After humans explored most places on Earth, we set our sights on space.
31. Mysteries remain not only in outer space, but also in the deepest oceans.
32. Because oceans are so deep, many unexplored regions lie beneath their depths.
33. *Titanic* lay untouched for many years because it was hard to find.
34. Parts of the ocean are as deep as Mount Everest or K2 is high.
35. Ocean canyons are not only extremely deep but also totally dark.
36. Since ocean temperatures are changing, sea life may change in years to come.
37. We should support responsible sea exploration and use what we learn to protect the oceans.

Name _____

Community Connection

In Unit 4 of *G.U.M.* students learned about **forms and tenses of verbs and about adverbs, prepositions, and conjunctions**, and they used what they learned to improve their own writing. The content of these lessons focuses on the theme **American Journeys**. As students completed the exercises, they learned about Americans' journeys through and beyond our lands. These pages offer a variety of activities that reinforce skills and concepts presented in the unit. They also provide opportunities for students to make connections between the materials in the lessons and the community at large.

Plan a Sightseeing Trip

Work with a group to identify five interesting places in the United States that you would all like to visit.

- Use a road map of the United States to plan an auto trip from your community to each of these places and then back home. Try to pick the shortest route possible. Make a map of your planned route.
- Next, use an Internet map site to get specific driving instructions for each leg of your journey. These should give mileage and time estimates. Add up the mileage and the estimated number of days needed to make the trip. (Remember to allow time for sleeping, eating, and enjoying each destination!)
- Write a paragraph telling about where you will go on your trip, what you hope to see, how far you will travel on each part, and how much time each segment of the trip will take. Use future tense verbs and future progressive verb forms.

Create a Postcard

Look online or in old magazines for a picture of someone traveling in an unusual way—for instance, by camel, by kayak, in a hot air balloon, on snowshoes, or in a submarine. Print out or cut out this image. Next, do some research on what it is like to travel in this way. Then imagine that you are the person in the picture; write four or five sentences about the journey you were on when the picture was taken. Use past forms of verbs in your sentences.

The Trade of Travel

Learn about job opportunities associated with journeys and travel, such as tour guide, travel agent, rafting guide, travel writer, hotel manager, helicopter pilot, cartographer (map maker), and flight attendant. Choose one occupation that interests you and learn more about it. Try to answer these questions:

- What skills are required to do this job?
- What preparation and training would I need for this job?
- Where is the training available?
- How long does it take to become proficient at this work?
- What is a typical working day like in this profession?

If possible, interview an adult who has a travel-related job you might be interested in. Take notes during the interview, and share the results of the interview with the class. Use the planning guide on the next page to help you plan the interview and organize your notes.

Interview Planner

Person I am interviewing:

Name _____

Age _____

Occupation _____

Number of years employed in that field _____

Date of interview: _____

Questions to ask:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Notes:

Name _____

Read and Discover

Your and You're; Their, They're, and There

Lesson 41

"Is that **your** cell phone ringing, Gabrielle?" asked Gabrielle's mother.

"**You're** right, it is." Gabrielle responded. "I forgot to turn it off."

"Please do that. **There** is no reason that your friends should be making **their** calls to you at dinnertime. **They're** in need of etiquette lessons," Gabrielle's mom continued.

Circle the boldfaced words that are contractions. Underline the boldfaced words that show ownership. Draw a box around the boldfaced word that is an introductory word.

Your is a possessive pronoun and shows ownership. **You're** is a contraction made from the words *you* and *are*. **Their** is a possessive pronoun that means "belonging to them." **They're** is a contraction that means "they are." **There** is an adverb and usually means "in that place." *There* may also be used as an introductory word.

See Handbook Section 33

Part 1

Read the conversation below. Circle the word in parentheses that completes each sentence correctly. (1–15)

"(Your/You're) going to be happy to hear that we talked about cell phone etiquette today at school," Gabrielle said, switching off her cell phone.

"Well, I am glad. Did you also discuss how important it is to make sure that (your/you're) polite in (your/you're) e-mails?" her mother asked.

"Yes, our teacher said to begin each e-mail with an appropriate greeting and to proofread and spell check e-mails before (their/they're/there) sent," said Gabrielle. "She told us to avoid typing words in all capital letters, because (their/they're/there) like shouts. She also said, 'Including a subject line in (your/you're) e-mail is important.'"

"If you follow those rules," her mother said, "I'm sure (your/you're) e-mails will be received more favorably."

"(Their/They're/There) definitely going to be more polite from now on!" said Gabrielle. "My teacher also recommended that we avoid sarcastic remarks. She said that (their/they're/there) often misinterpreted in e-mail."

"(Your/You're) absolutely correct, Gabrielle," her mother said. "(Their/They're/There) have been many misunderstandings because of jokes sent via e-mail."

"Are Jesse and Dad getting home from (their/they're/there) trip tomorrow?" asked Gabrielle.

"(Their/They're/There) e-mails should follow netiquette rules. Jesse is never polite in his e-mails to me!"

"Now that (your/you're) becoming an expert on netiquette, you can share what you know with your brother," said her mom. "(Their/They're/There) is no need for rudeness."



Part 2

Rewrite each sentence, replacing the boldfaced words with *your*, *you're*, *their*, *they're*, or *there*. You may need to change the order of the words when you do this.

- 16. You may have to change **the** e-mail address **you have been using**. _____
- 17. **The** e-mail provider **you are signed up with** is displaying more and more ads. _____
- 18. **Those ads** are so annoying! _____
- 19. Check out these providers; **the rates of these providers** are lower than what **you are** currently paying. _____
- 20. If you change e-mail providers, **you are** going to have to change your e-mail address. _____
- 21. You'll have to notify people not to write you **at that address** anymore. _____



Part 3

Words like *your* and *you're* and *their*, *they're*, and *there* that sound alike but have different spellings and meanings are called *homophones*. Each sentence below uses one or more homophones incorrectly. Circle the misused word(s) in each one. Then write the correct words on the line.

- 22. Check out our competitors' rates and features. We'll match what their offering. _____
- 23. Get you're e-mail—anytime, anywhere! _____
- 24. Download games to you're PC in seconds. _____
- 25. Compare Instanot to other Internet service providers. Find out what there doing to protect you're privacy. _____
- 26. Look for special offers in you're local area. _____
- 27. Our support technicians take pride in they're work. _____
- 28. Their aren't many ISP companies that are as reliable as Instanot. _____

Name _____

Read and Discover

Its and It's; Who's and Whose

Lesson 42

"I'm a person **whose** phone must be ready for anything," said Ethan.

"**It's** silly to watch a movie on such a tiny screen," Gina said.

"I like my phone because **its** battery lasts a long time," Corliss commented.

"**Who's** been using my phone to text message?" wailed Scott.

Underline the boldfaced words that are contractions. Circle the boldfaced words that show ownership.

Its is a possessive pronoun; it means "belonging to it." **It's** is a contraction that means "it is" or "it has." **Whose** shows ownership or possession. **Who's** is a contraction of "who is" or "who has."

See Handbook Section 33

Part 1

Underline the correct word in parentheses. (1–15)

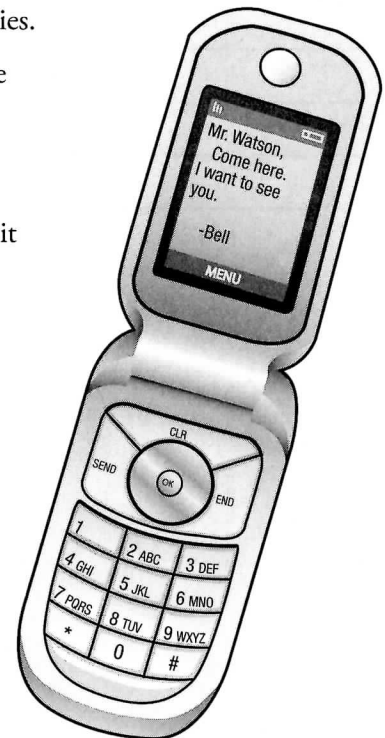
The cell phone has become more than just a phone, thanks to (its/it's) tiny but powerful computer hardware and advanced software. (Its/It's) capabilities include taking photos and making short films. If you're a person (who's/whose) interests are technology-related, you'll want a phone with these features.

But if you're someone (who's/whose) a frequent traveler, you may think (its/it's) really convenient to have a phone that can calculate the dollar value of prices in foreign currencies. Before you buy a phone for traveling, though, find out if (its/it's) usable in the countries you'll be visiting.

My sister is someone (who's/whose) easily bored. She says she bought her new phone because (its/it's) like an entertainment center. When she has to wait in line, she takes out her phone and watches video clips on (its/it's) screen.

Nowadays (its/it's) also common to see people listening to music on their cell phones. (Who's/Whose) your favorite group? Would you enjoy listening to (its/it's) greatest hits on your phone? Or would you be too busy using your phone's text messaging feature?

If you're someone (who's/whose) text messaging constantly, your cell phone could hurt you. (Its/It's) common for cell phone texters to have hand and wrist pain. Those (who's/whose) hands are already hurting should try a different use for their cell phone—use it to call people instead of texting them!



The first text message was sent on December 3, 1992.

Part 2

Write *its*, *it's*, *who's*, or *whose* to complete each sentence correctly. Remember to capitalize a word that begins a sentence.

- 16. My brother got a new cell phone yesterday. _____ a bright blue clamshell phone.
- 17. With _____ camera, he took a picture of a dog.
- 18. I don't know _____ dog it is.
- 19. However, his phone displays that picture every time _____ opened.
- 20. I wonder _____ the owner of the phone making that horrible sound.
- 21. _____ my brother's phone; its ring tone is obnoxious.
- 22. When _____ ringing, the phone sounds like a howler monkey.
- 23. I've heard howler monkeys _____ cries are much more pleasant than that!

Part 3

Write an ad for a cell phone that has many amazing features. Use *its*, *it's*, *who's*, and *whose* in your ad. Then draw a picture of your phone.

Name _____



Two friends traveled **to** Louisiana for a visit with family. They visited Texas, **too**.

Which boldfaced word means “in the direction of”? _____ Which names a number? _____ Which means “also”? _____

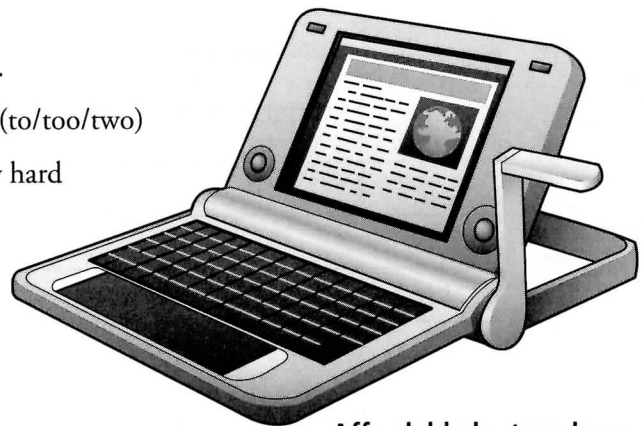
To can be a preposition that means “in the direction of.” **To** can also be used with a verb to form an *infinitive*, as in the sentence *We like to play computer games*. **Too** is an adverb and means “also” or “excessively.” **Two** means the number 2.

See Handbook Section 33

Part 1

Circle the word in parentheses that correctly completes each sentence.

1. For many people around the world, owning a computer has been (to/too/two) expensive.
2. Researchers have developed an affordable laptop so these people can access the Internet, (to/too/two).
3. This laptop’s (to/too/two) components, the hardware and software, feature the bare essentials.
4. Encased in hard plastic, these laptops are designed (to/too/two) be sturdy and durable.
5. They can handle high temperatures, (to/too/two), unlike most computers marketed today.
6. Because these laptops use far less energy than the average laptop, they are more useful (to/too/two) people in areas where power is scarce or expensive.
7. In addition to a plug-in power cord, some of these laptops have (to/too/two) other energy sources: batteries and a wind-up crank.
8. The laptops allow students access (to/too/two) digital textbooks.
9. The laptops can do (to/too/two) other important things for students: they can function as word processors and provide access to the Internet.
10. Some villages in developing countries have purchased one or (to/too/two) laptops for sharing.
11. The gap between how easily some people are able (to/too/two) access technology in developed countries and how hard it is for others to do so in developing countries is called the “digital divide.”
12. However, a digital divide exists in developed nations, (to/too/two).
13. Perhaps affordable laptops can narrow the digital divide in prosperous nations, (to/too/two).



Affordable laptops have the potential to improve education worldwide.

Part 2

Write *to*, *too*, or *two* to complete each sentence correctly.

14. "What are you going _____ do for the rest of the afternoon, Sumit?" asked Angie.
15. "I have to figure out how _____ get rid of my old computer," answered Sumit.
16. "I must finish my homework, _____," Sumit continued. "What about you?"
17. "I'm going to visit my _____ cousins," Angie said. "What are you thinking of doing with your computer?"
18. "I don't have any idea! My sister used it for three years, and I've used it for _____.
19. "What about donating it? I'm sure someone would be thrilled _____ own it," Angie suggested.
20. "That's a great idea. That way I can get rid of it and help someone, _____!" Sumit exclaimed.
21. "Exactly," Angie said. "New computers are _____ pricey for a lot of people."
22. "This afternoon I'll do research online _____ find an organization that accepts old computers," Sumit said.
23. "Let me know what you find out. I, _____, have an old computer at home," said Angie.

Part 3

To, *too*, and *two* are *homophones*: they sound the same but are spelled differently. These riddles are based on other homophones.

Question: Why was she sore after the race?
 Answer: The feat was hard on her feet.

Question: What do you call a sweet doe?
 Answer: You call it a dear deer.

Choose three of the following sets of homophones to create your own riddles. Write them on the lines below. Use a dictionary to check the meaning of any word you don't know.

to/too/two
 bolder/boulder

nose/knows
 peace/piece

vain/vein
 pair/pear

whale/wail
 heal/heel

bored/board
 see/sea

24. _____

25. _____

26. _____

Name _____



Do you want **less** irrelevant information when you conduct an online search? The following tips should help you have **fewer** links to sort through.

Circle the boldfaced word that is followed by a plural noun.

The words **less** and **fewer** have similar meanings but are used differently. *Less* can be used to refer to a **smaller amount** that is not a sum of items: *less gasoline; less anger*. *Fewer* is used to refer to a **smaller number** of items: *fewer cars; fewer arguments*.

The word **over** and the phrase **more than** also have similar meanings but are used differently. *Over* can be used to refer to a **larger amount** that is not a sum of items: *over 30 miles; over 200 pounds*. *More than* is used to describe a **larger number** of items: *more than 20 cars; more than 10 packages*.

See Handbook Section 32

Part 1

Circle the word or phrase in parentheses that correctly completes each sentence.

1. Have you ever conducted an online search only to end up with (over/more than) the number of results you could handle?
2. Using quotation marks around search terms will help you get (less/fewer) fluff in your results.
3. You can also separate your search terms with *and* or *or* for (less/fewer) and better-targeted results.
4. If you are researching a topic (over/more than) a specific period of time, use that time period to limit your search.
5. It may also help to use (over/more than) one online database or search engine.
6. However, to obtain (less/fewer) useless information, you need to understand how a particular search engine ranks results.
7. Some rank results by how many times each listing has been viewed by users; the first listing is the result that has been viewed (over/more than) any other.
8. Other search engines figure out how many of your search terms exist in each result; the results with (less/fewer) terms appear toward the bottom of the list.
9. If you want to find (over/more than) your search turned up, try using a wildcard character.
10. Wildcard characters allow you to “catch” (over/more than) you would usually catch.
11. The symbols ? and * are wildcard characters, but (over/more than) these exist.
12. For example, if you want your search to be (less/fewer) rigid and more productive, you can key in “swim*” for results that include *swimming*, *swimmers*, *swimsuit* and even *swim team*.

Part 2

Write *less*, *fewer*, *over*, or *more than* to complete each sentence correctly.

13. This music Web site lists _____ 400,000 CDs.
14. The site says that _____ 40% of the CDs are on sale.
15. It says that items will be shipped in _____
than a week.
16. I have _____ than 50 CDs.
17. It costs _____ money to download songs
from an online store than it does to buy CDs.
18. My personal music player weighs _____
than ten ounces.
19. It has an extra output so that _____ one person
can listen at a time.
20. I biked _____ ten miles to a retail store.
21. The store had _____ than ten players to choose from.
22. But a trustworthy online store I visited had _____
50 players available!

**Part 3**

See Handbook Section 35

Write an e-mail to a friend about an activity that you would like to do more often. In the body of your e-mail, use *less*, *fewer*, *over*, and *more than* correctly. Also, be sure to begin with the reason you are e-mailing. Use proper netiquette, such as typing a clear subject line; avoiding special type features, emoticons, or capital letters; and including a detailed salutation (full name and e-mail address). When you have finished your first draft, read your e-mail from beginning to end. Did you achieve your purpose for writing? Proofread for errors in capitalization, punctuation, and spelling. Then write your final draft and print out a hard copy.

Name _____

- a. I haven't never gotten lost before.
- b. I don't ever want to get lost, so I won't leave my house without a map.

Which sentence uses too many negative words? ____

Which uses negatives correctly? ____

A **negative** is a word that means "no" or "not." The words *no*, *not*, *nothing*, *none*, *never*, *nowhere*, and *nobody* are negatives. The negative word *not* is found in contractions such as *don't* and *wasn't*. Use only one negative in a sentence to express a negative idea. Use the contraction **doesn't** with singular subjects, including *he*, *she*, and *it*. Use the contraction **don't** with plural subjects, including *we* and *they*. Use *don't* with *I* and *you*, too. Avoid the use of *ain't*.

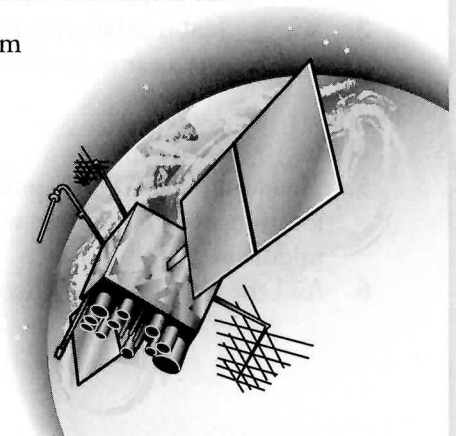
Remember to use this information when you speak, too.

See Handbook Section 26

Part 1

Circle the correct expression in parentheses to complete each sentence.

1. Throughout the ages, there hasn't been (anything/nothing) more dependable for determining location than the position of the moon and stars.
2. However, the technology called Global Positioning System, or GPS, (isn't/ain't) dependent on visible objects; it uses satellites and software to give locations.
3. Although the system was developed by the U.S. Department of Defense and is maintained by the U.S. Air Force, users today (doesn't/don't) have to be in the military.
4. In fact, it's hard to think of (an/no) industry that doesn't benefit from GPS technology.
5. Although GPS devices are easy to use, GPS technology (isn't/ain't) easy to understand.
6. Almost nothing (never/ever) stops the GPS from working.
7. There are 24 satellites orbiting Earth, none of which (never/ever) switch themselves off.
8. A GPS device on Earth measures the time for its signal to travel from four of the satellites and calculates the distance to each satellite; nothing but a computer (can/can't) process data that fast.
9. It (don't/doesn't) take long for a GPS device to determine a user's location, even if the satellites aren't nearby.
10. While the GPS device (ain't/isn't) always perfectly accurate, it's seldom off by more than 33 feet.
11. You can use a GPS device night or day, in any weather, in almost any place and not worry (none/at all) about getting lost.



GPS technology relies on satellites to determine a user's location.

Part 2

Rewrite each sentence so that it uses negatives correctly. Each sentence may be rewritten several ways.

12. Nobody never said that GPS technology was just for travelers. _____

13. "Geocaching" is a new game in which players hide prizes in places that ain't easy to locate.

14. The coordinates of the prize's location aren't no secret; they are posted on the Internet.

15. Players don't waste no time trying to locate the prize with their GPS devices. _____

16. The prize is inside a container called a cache; players don't never remove the cache itself.

17. If they did, there wouldn't be nothing for the next player to find. _____

18. Players take prizes from caches, but they don't leave no one disappointed. _____

19. They replace the prize inside the cache with one they have brought; ain't that a cool idea?

Part 3

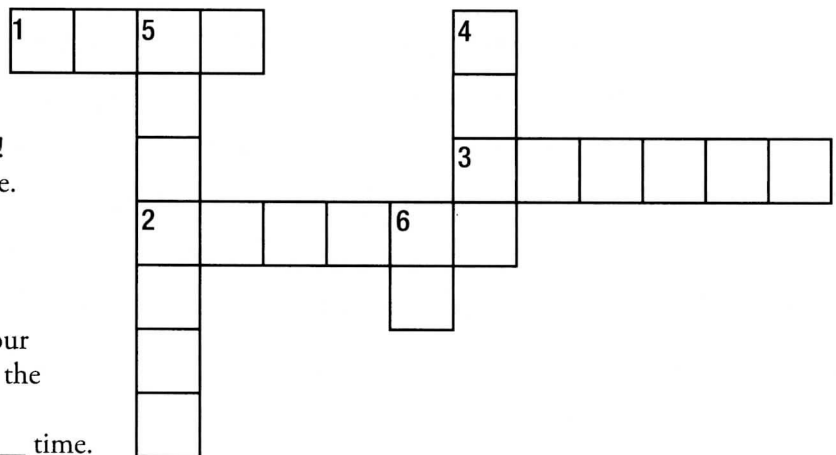
Fill in the crossword puzzle with negatives. Use the clues to help you.

Across

1. I ___ believe our car broke down!
2. We ___ had trouble with it before.
3. ___ expects a car to break down.

Down

4. It ___ an old car.
5. Thankfully the GPS pinpointed our location, even though we were in the middle of ___.
6. And the tow truck was there in ___ time.



Name _____

Blogs aren't new, but they're still way cool. Things like blogs have changed the way people communicate.

Look at the boldfaced words. Circle each contraction. Underline the expression that is too informal for academic writing. Draw a box around the word that is vague or unspecific.

In academic writing, avoid **contractions**; **shortened forms** of words (*gonna, gotta, wanna*); **slang** or **informal language** (*stuff, cool, guy, way or totally for very, lots of, okay*); and **vague words** (*thing, nice, good, bad*).

See Handbook Section 32

Part 1

Underline each expression that should not be used in academic writing. These include contractions, shortened forms, slang, and vague words.

1. Can you imagine what the Internet was like before bloggers started doing their thing?
2. Jorn Barger was among the first dudes to write a blog.
3. He used the word *weblog* to describe the stuff he wrote; later the term was shortened to *blog*.
4. People write blogs about lots of topics.
5. Tons of people use blogs in the way that people have used personal journals in the past.
6. I've kept a handwritten journal, and that's okay, but keeping a blog is way better.
7. Other people use blogs to share opinions on things commonly discussed in letters to the editor of a newspaper.
8. More people seem totally comfortable writing blogs, though, perhaps because they don't feel so much pressure to be grammatically correct.
9. Blogs offer writers a nice way to connect with others interested in the same issues.
10. Blogs have lotsa different looks; some look totally amateurish, and others are quite sophisticated.
11. Bloggers post all kinds of awesome graphics.
12. The thing I like most about blogs is how varied they are.
13. All sorts of people from different backgrounds enjoy blogging.
14. You gotta view blogs with a critical eye, though, or you'll end up with false info.
15. One blogger spilled the beans: "I get my facts from others; if any facts in this blog are wrong, blame them."
16. According to one Internet tracking source, there are more than 100 million blogs. That's a bunch of blogs!

Part 2

Rewrite each sentence to eliminate contractions and informal or vague expressions. Each sentence may be rewritten several ways.

- 17. People write blogs about lots of topics. _____

- 18. I've kept a handwritten journal, and that's okay, but keeping a blog is way better. _____

- 19. Other people use blogs to share opinions on things commonly discussed in letters to the editor of a newspaper. _____

- 20. Bloggers post all kinds of awesome graphics. _____

Part 3

See Handbook Section 33

Writers sometimes think that by using expressions such as *there is*, *there are*, and *it is* they can make their sentences sound formal and academic. In fact, using such expressions sometimes weakens sentences. Read the following examples and look at how the writer strengthened each sentence by using strong, active words.

Wordy sentences:

There are two reasons why I enjoy blogs.

It is unwise for students to reveal personal information in a blog.

Stronger sentences:

I enjoy blogs for two reasons.

Students should not reveal personal information in a blog.

Rewrite each sentence to eliminate the weak expression *there is*, *there are*, or *it is*. Each sentence may be rewritten several ways.

- 21. It is helpful to readers that each blog posting is dated. _____

- 22. There are many ways in which people can use blogs. _____

- 23. It is necessary for bloggers to keep up with developments in blogging software. _____

- 24. There is a strong possibility that people will continue to invent ways to express themselves on the Internet. _____

Name _____



I will **sit** on that chair. You can **set** the computer on the floor. I will **raise** it later. I **laid** the instructions on my desk. You look tired; you should **lie** down. I will tell you when it's time to **rise**.

Which boldfaced word means "to move your body into a chair"? _____
Which means "to recline"? _____ Which boldfaced words mean "to place or put something somewhere"? _____
Which boldfaced word means "to lift something"? _____ Which boldfaced word means "to move upward"? _____

Lie and **lay** are different verbs. *Lay* takes a direct object and *lie* does not. *Lie* means "to recline." *Lay* means "to put something down somewhere." **Set** and **sit** are different verbs. *Set* takes a direct object and *sit* does not. If you're about to use *set*, ask yourself, "Set what?" If you can't answer that question, use *sit*. Also, remember that you can't *sit* anything down—you must *set* it down. **Rise** and **raise** are different verbs. *Raise* takes a direct object and *rise* does not. *Rise* means "to move upward." *Raise* means "to lift something." **Remember to use this information when you speak, too.**

See Handbook Section 32

Part 1

Underline the word in parentheses that correctly completes each sentence.

1. (Rise/Raise) your hand if you know what e-waste is.
2. *E-waste*, which stands for "electronic waste," has probably (laid/lain) in your garage for years.
3. Many people have (sat/set) old computers in their home, not knowing how to dispose of them.
4. After you (sit/set) down, I'll tell you about the impact of the improper disposal of e-waste.
5. Because a computer contains hazardous materials, it should not be (sat/set) in unmarked trash cans.
6. Components with heavy metals were (laid/lain) in place when the computer was assembled.
7. Once e-waste has (sat/set) in a landfill, those metals are likely to leak into the ground, contaminating soil and groundwater.
8. If e-waste is improperly incinerated, the fumes that (rise/raise) are likely to be hazardous.
9. The proper way to (lay/lie) your e-waste to rest is to have it recycled safely.
10. Plants have been (sat/set) up in other nations where the e-waste recycling process is less expensive.
11. Some recycling facilities have not (raised/risen) their safety standards high enough.
12. As standards (raise/rise), the health of workers should improve.
13. Recycling facilities need to make sure chemicals do not seep into the soil or (rise/raise) into the air.
14. So don't just (lay/lie) there on the couch.
15. (Rise/Raise) up, gather your e-waste together, and take it to a recycling facility!

Part 2

Rewrite each sentence by replacing the underlined word(s) with a form of *lie*, *lay*, *set*, *sit*, *rise*, or *raise*.

16. Jessica had stayed in bed all morning instead of figuring out what to do with her old computer.

17. Finally, she lifted the blinds to let the sun stream in.

18. She noticed a brochure her mother had placed on her desk.

19. She wondered how long it had rested there.

20. Jessica took a seat at her new computer to research disposal options.

21. After locating a nearby recycling facility, she got up to ask her mother to take her there.

Part 3

See Handbook Section 33

Raze and *raise* sound the same but have different meanings. *Raze* means “to destroy.” The past tense form of *raze* is *razed*, and the past participle form is also *razed*.

Write two sentences about buildings. Use a form of *raise* in one sentence and a form of *raze* in the other.

22.

23.

Name _____

Who builded that robot? How is it held together?

Cross out the boldfaced word that is an incorrect verb form.

Many verbs are **irregular**; they do not add *-ed* in the past tense. Here are some of those verbs:

Present	Past	With <i>has, have, or had</i>
go	went	gone
hold	held	held
build	built	built
make	made	made
find	found	found

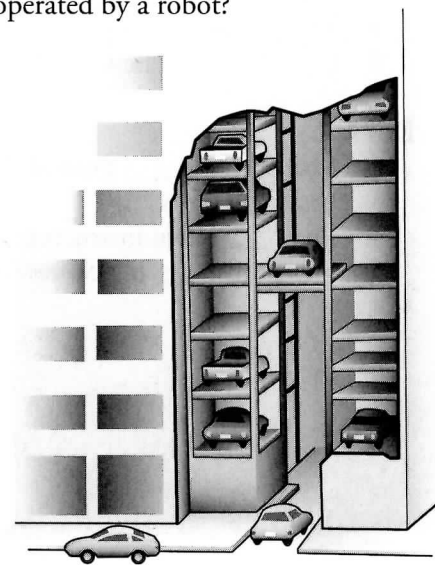
Remember to use this information when you speak, too.

See Handbook Sections 18d, 18e

Part 1

Circle the correct verb form in parentheses in each sentence.

1. You have (heard/heard) of robots vacuuming, but what about robots parking cars or weeding gardens?
2. Robots have been (builded/built) for many different tasks.
3. A weeding robot pulled out weeds that had (taken/took) over our garden.
4. Our mowing robot (cut/cutted) our grass before we rose this morning.
5. A monitoring robot had (brought/bringed) polluted air to people's attention, but it was unable to smell the difference between mint and a banana.
6. Has anyone in your family (left/leaved) a car in a parking garage operated by a robot?
7. Robotic garages have (became/become) more common because they can fit in more cars.
8. One parking area that had (holded/held) only 24 cars was made into a robotic garage.
9. Thanks to a computer-controlled device that slides cars into vacant parking spots, the area's capacity has (rised/risen) to 67.
10. To park our car, the robot (gone/went) sideways.
11. Before our car was returned to us, it had been (spun/spinned) around on a turntable so that it faced the exit.
12. I wonder if the Robot Hall of Fame in Pittsburgh has (showed/shown) a parking robot in a display.



A robotic parking garage can hold more cars than an ordinary parking garage.

Part 2

Fill in the blank with a past tense form of the verb in parentheses.

13. My family and I _____ to see an exhibit about robots. (go)
14. Not only have scientists built robots, but artists and others have _____ them, too. (build)
15. Some robots have been _____ of discarded electronic pieces. (make)
16. We _____ loud noises coming from a nearby room. (hear)
17. When we looked in, we _____ two robots in the middle of a battle. (see)
18. Competitors had _____ dozens of robots to this exhibit. (bring)
19. The sound of metal robots crashing into one another _____ our ears. (hurt)
20. At the show, I learned that Leonardo da Vinci had _____ plans for an armored humanoid machine in 1495. (draw)
21. The first humanoid robot, called Elektro, was _____ in 1939. (show)
22. The robot exhibit _____ me the idea to build my own robot. (give)
23. I have already _____ my research. (begin)

Part 3

Use forms of the verbs in the word bank to complete the clues and solve the crossword puzzle.

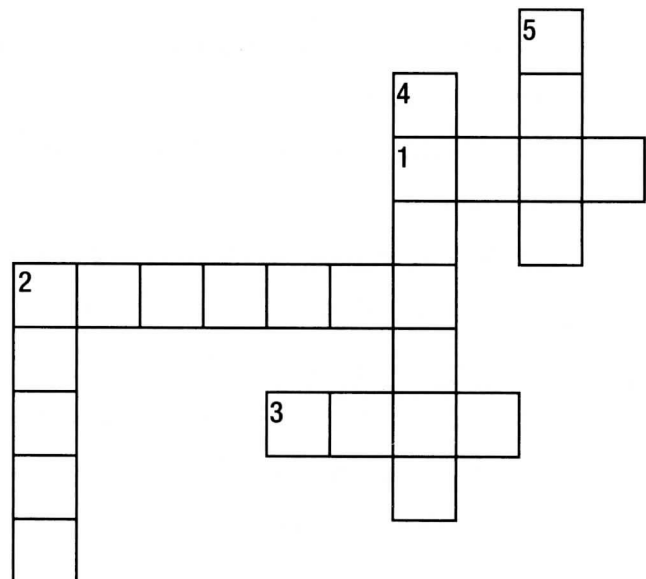
know bring do write build ring

Across

1. My dream robot had _____ the doorbell to be let inside.
2. He _____ me my slippers.
3. I _____ he would be helpful!

Down

2. My robot was _____ from old car and computer parts.
4. I had _____ down instructions for him.
5. He has just _____ my chores for me!



Name _____

In the book I'm reading, the main character becomes lost in a barren desert. She immediately begins dreaming of having ice cream for **dessert**.

Which boldfaced word means "a sweet treat"? _____

Which boldfaced word means "an extremely dry place"? _____

People often confuse similar-sounding words. For example, they confuse **than** and **then**, which sound similar but are different words with different spellings and meanings. *Than* is a subordinating conjunction used to make comparisons, as in the sentence *Kendra is taller than Roger*. *Then* can be an adverb that tells about time. It can also mean "therefore." If you think you might be confusing one word with another, look up both words in a dictionary.

See Handbook Section 33

Part 1

Circle the correct word in parentheses to complete each sentence.

1. A great library once existed in Alexandria, Egypt; it had many (aisles/isles) containing hundreds of thousands of documents.
2. That library was (razed/raised) one day, probably by fire, and the world lost all its documents.
3. Now a book's words can be (preserved/persevered) even if the book itself is destroyed.
4. With (currant/current) scanning technology, we can convert the text of books to digital files.
5. These files can then be (dispersed/disbursed) to secure computers.
6. Scanning every book in the world would be quite a (feat/feet)!
7. Preservation is only one reason to create digital books from (physical/fiscal) books.
8. Some people prefer to have (excess/access) to books in a digital format.
9. Reading books on a digital (device/devise) helps save paper.
10. Those who follow technology trends say we are not just going through a (phase/faze).
11. They believe that reading books online is the (weigh/way) of the future.
12. Still, many people (prefer/proffer) printed books.
13. Internet (sites/cites) are also being preserved digitally.
14. The CyberCemetery at the University of North Texas archives (officious/official) government Web sites and makes them permanently available to the public.
15. Another digital archive (perpetuates/perpetrates) patriotic images.
16. This (faculty/facility) stores and displays U.S. posters from the First and Second World Wars.



Book scanners help to preserve text and save paper.

Part 2

Fill each blank with an appropriate word from the word bank. (17–26)

compliments	stationary	bazaar	fare	capitol	then
complements	stationery	bizarre	fair	capital	than

While she was away with her family, Amber used her favorite _____ to write a letter to her best friend:

“Today we explored the _____ city. We took a boat ride along the river; the _____ was reasonable. We also visited an Internet cafe. Later we went into a _____ to do some shopping. A beautiful bedspread caught my eye. I purchased it because it _____ the rug my sister and I have in our bedroom. The shopkeeper gave me a _____ price.”

“_____ our family went to dinner, and the meal was so tasty that we gave _____ to the chef. As we walked back to our hotel we noticed something _____. A person painted silver was completely _____. Then we saw a hat filled with coins and realized he was a street performer.”

Part 3

Write a paragraph about something you think should be preserved in a digital archive. Use at least three easily confused words from this lesson correctly.

Name _____



I go, "We're learning about nanotechnology in science class."

Miguel is like, "What is that?"

So Tim goes, "It's technology on a tiny scale."

Has this conversation been written in formal language or informal language?
_____ Cross out the words that indicate that someone is speaking.
Write *said* above the words you crossed out.

Go and **went** mean "move(d)." **Is like** means "resembles something." **All** means "the total of something." In your written work and in polite conversation, avoid using *goes*, *is all*, or *is like* to mean "said." Also be careful not to insert the word *like* where it doesn't belong, as in the sentence *This is, like, the fastest computer I have ever seen.* **Remember to use this information when you speak, too.**

See Handbook Section 32

Part 1

Circle *go*, *went*, *all*, and *like* if these words are used incorrectly. (If the word *was* is part of the incorrect expression, circle it also.) (1–12)

Miguel went, "Sounds interesting. I like doing experiments. What have you learned?"

Tim was all, "Listen to this: An American physicist named Richard Feynman came up with the outrageous idea in 1959 that scientists would eventually be able to manipulate atoms and molecules. That's, like, happening today!"

"Wow! How tiny are these particles?" asked Miguel.

I go, "*Nano* means 'dwarf' in Greek. A nanometer is one billionth of one meter, which is like comparing the size of one marble to the size of Earth."

"And one strand of hair would be like a huge river," Tim added.

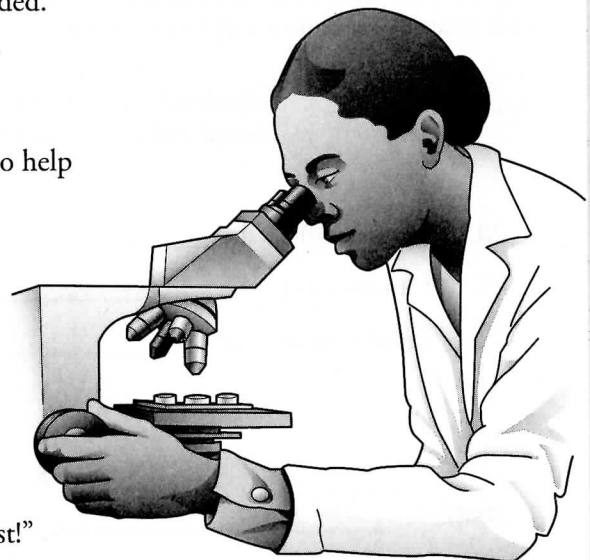
So then I went, "We're learning about how nanotechnology will soon be, like, everywhere."

And then Tim goes, "Scientists have used nanotechnology to help your clothes resist stains and spills."

I was like, "Nanotechnology may help us, like, cure cancer by sending tiny nano-missiles into the body to kill the cancerous cells while leaving the healthy ones untouched."

Tim was all, "Nanotechnology may help scientists create artificial human tissues."

Miguel went, "This is, like, making me want to be a scientist!"



Part 2

Rewrite each sentence to eliminate the incorrect expression. Each sentence may be rewritten several ways.

13. My little sister wants to be, like, a scientist.

14. Yesterday she goes, "Stay away! I'm conducting an experiment!"

15. I was all, "What are you doing?"

16. She was like, "I can't tell you, because it's top secret."

17. I went, "Now I know what to get you for your birthday!"

18. Intrigued, she went, "What are you going to get me?"

19. "I can't tell you. It's, like, top secret," I replied.

Part 3

Many verbs, including *asked, answered, replied, added, exclaimed, remarked, suggested, began, continued, cried, whispered, grumbled, and yelled*, may be used to tell how a character is speaking. Using a variety of verbs for this purpose not only makes writing more interesting but also has a dramatic effect on the mood of direct quotations.

Choose verbs from the word bank to complete the sentence frame in six different ways. Notice how each verb gives the sentence a different mood.

muttered	chuckled	blurted	hissed	sighed	mumbled
sneered	thundered	grumbled	whispered	giggled	shrieked

20. "I understand," she _____.

23. "I understand," she _____.

21. "I understand," she _____.

24. "I understand," she _____.

22. "I understand," she _____.

25. "I understand," she _____.

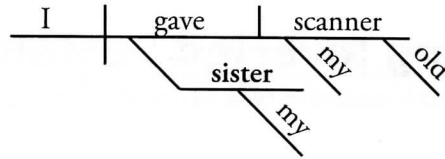
Name _____



Diagramming Indirect Objects

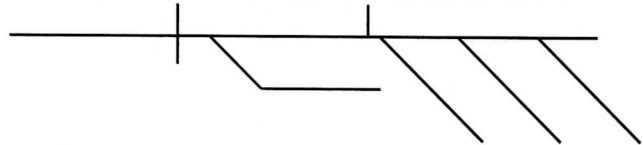
You have learned where to place a direct object in a sentence diagram. Here's how to diagram an indirect object. (The indirect object is in boldfaced type in this example.)

I gave my **sister** my old scanner.

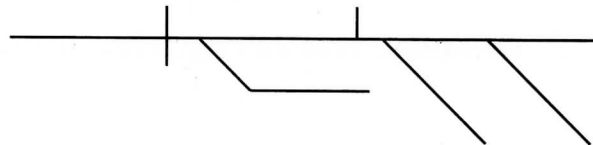


Try diagramming these sentences.

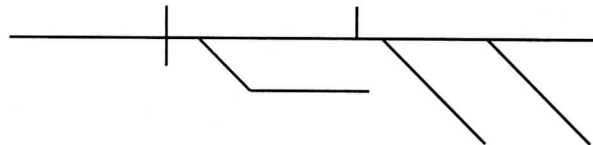
1. Uncle Leo bought me a new graphics program.



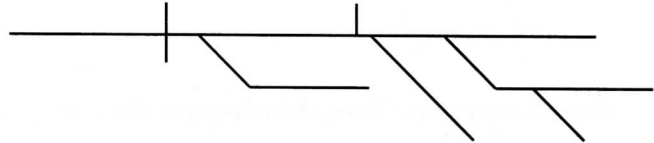
2. I lent Mom my new laptop.



3. She bought us a faster modem.



4. Viv gave Dixie the name of a consultant.



Diagramming Sentences with *There*

When the word *there* is used to begin a sentence, place it on a separate line above the subject.

There are blank disks in the drawer.

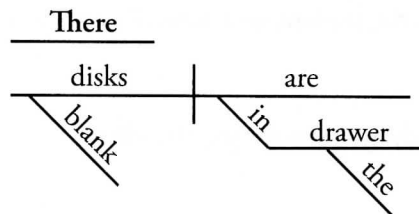
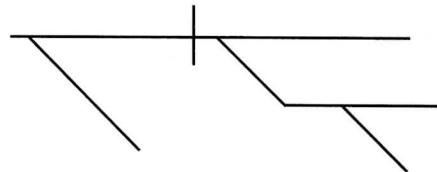
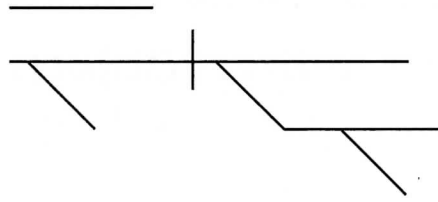


Diagram these sentences.

5. There is enough paper in the printer.



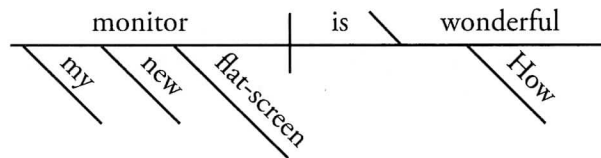
6. There is an ant on your mouse!



Diagramming Inverted Sentences

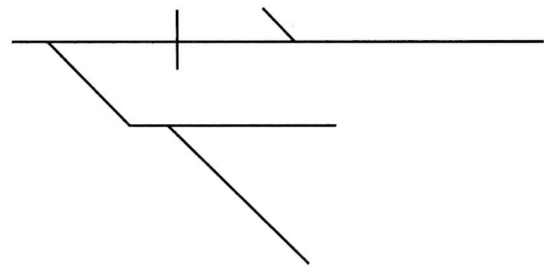
You learned about sentences with inverted word order in Unit 2. This model shows how to diagram an inverted sentence.

How wonderful my new flat-screen monitor is!

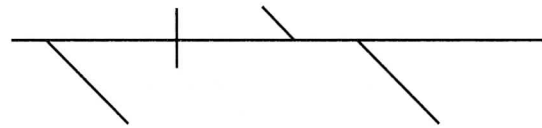


Try diagramming these sentences.

7. Fortunate are those with high-speed connections!



8. How confusing this manual is!



Use what you have learned to diagram these sentences on another sheet of paper.

9. How efficient I have been on my homework!

10. Happy is the student with error-free homework!

11. There is always time for proofreading.

12. My teacher will give me a high grade on this paper.

Name _____



Writing Sentences

These sentences need your help. Rewrite each one so that homophones, problem words, and irregular verbs are used correctly.

1. Its important to evaluate the reliability of the information you find on the Internet. _____

2. First, you should think about whose written the Web cite and what they're motives and qualifications are.

3. Try to find out if the sight has been updated in the passed year. _____

4. Notice the domain name of the Web cite your exploring; .gov or .edu cites are usually more reliable than .com cites. _____

5. Look for footnotes and, like, links to other cites. _____

6. If possible, find out whether an author has wrote other articles on the same topic. _____

An informative paragraph's purpose is to inform readers. It should contain several important facts about a particular topic. The paragraph begins with an introductory sentence and ends with a concluding sentence. In between are sentences providing more information about the topic. Read this informative paragraph.

introductory sentence	—	[Computers have revolutionized the way students write reports. Students now do much of their research online. They read articles, locate primary sources, view videos, and access library databases all on the Internet. Drafting and publishing a report is much easier using a word processing program. Students have many options for formatting their reports. Most programs include automatic footnote and end note features. Computers aid students in many ways; still, a successful report requires original thinking and clear writing on the part of the student.
sentences that give more information about the topic	—		
concluding sentence	—		



Writing a Paragraph

The sentences you repaired on page 151 can be used to make an informative paragraph. Write the paragraph below. You will need to add your own concluding sentence.

Write an informative paragraph about how using a computer has helped you or someone you know accomplish a specific task. Use the paragraph at the bottom of page 151 as a model.

Reread your paragraph. Use this checklist to make sure it is complete and correct.

- My paragraph contains an introductory sentence and a concluding sentence.
- My paragraph provides several interesting facts about a topic.
- I have used homophones and problem words correctly.
- I have used irregular verbs correctly.
- I have used negatives correctly.

Name _____

Proofreading Practice

Read this passage about how technology is helping to tackle environmental challenges, and find the mistakes. Use the proofreading marks below to show how each mistake should be fixed.

Proofreading Marks

Mark	Means	Example
∅	delete	Saving the planet is everyone's responsibility.
^	add	Saving the planet ^{is} everyone's responsibility.
≡	make into a capital letter	[≡] saving the planet is everyone's responsibility.
/	make into a lowercase letter	Saving the P planet is everyone's responsibility.
⊙	add a period	Saving the planet is everyone's responsibility ⊙
∨	add an apostrophe	Saving the planet is everyone's responsibility.
Ⓢ	fix spelling	Saving the planet is everyone's responsability. [Ⓢ]

Technology as Environmental Problem-Solver

Have you ever thought about how your computer could help tackle environmental challenges the world is now facing? Although computers and other technological equipment can pollute soil and water when their not disposed of properly, these machines give us the means to solve difficult environmental problems

For example, thanks too technology, sum people are now able to skip there commute to the office and work from home. Its called telecommuting, or teleworking, and it saves gassaline and cuts emissions. Many people who work from home are, like, more productive because of lesser distractions. Telephones, fax machines, and computers all help make working from a remote location simpel. Some who work at home use less paper then they would if they were working in an office. So, telecommuting can save trees, to.

Improvements on old tecnologies have also enabled americans to use fewer energy. Engineers have made standard car engines more efficient and have also developed the Hybrid engine, which gets better mileage. Over 100 people in our community now drive Hybrids, which means we're saving tons of gasoline. Its just a matter of time before researchers find even more ways to protect the environment.

Proofreading Checklist

You can use the list below to help you find and fix mistakes in your own writing. Write the titles of your own stories or reports in the blanks at the top of the chart. Then use the questions to check your work. Make a check mark (✓) in each box after you have checked that item.

	Titles			
Have I used <i>your</i> and <i>you're</i> correctly?				
Have I used <i>their</i> , <i>they're</i> , and <i>there</i> correctly?				
Have I used <i>its</i> and <i>it's</i> correctly?				
Have I used <i>who's</i> and <i>whose</i> correctly?				
Have I used <i>to</i> , <i>too</i> , and <i>two</i> correctly?				
Have I used other easily confused words correctly?				
Have I used correct forms of irregular verbs?				
Have I used appropriate academic language?				
Have I used negatives correctly?				

Also Remember . . .

Does each sentence begin with a capital letter?				
Have I spelled each word correctly?				
Have I used commas correctly?				

Your Own List

Use this space to write your own list of things to check in your writing.

Name _____

Review

Your and You're; Their, They're, and There; Its and It's; Who's and Whose; To, Too, and Two

Circle the word in parentheses that correctly completes each sentence.

1. How many electronic devices are in (your/you're) home?
2. Many homes have one or (to/too/two) computers.
3. Do you know anyone (who's/whose) still without a cell phone?
4. Many people today depend greatly on (there/their/they're) high-tech gadgets.
5. If (there/their/they're) in an area without cell phone reception, they become uneasy.
6. If (there/their/they're) Internet connection is down, they feel out-of-touch.
7. They cannot jog or ride the bus without listening (to/too/two) an MP3 player.
8. Are people (to/too/two) dependent on these high-tech devices?
9. It's true that technology has (its/it's) negative effects.
10. A person (who's/whose) at a computer all day may develop wrist pain.
11. A company (who's/whose) computer files are not properly backed up may lose data.
12. People using (there/their/they're) cell phones in public places may annoy others.
13. For all the disadvantages of technology, (its/it's) also brought many benefits.
14. Think of all the ways that technology has made (your/you're) life more convenient.
15. Can you imagine having (to/too/two) type a report on a typewriter?
16. If you're someone (who's/whose) often late, a cell phone is invaluable.

Writing About Quantity; Negatives

Circle the correct word or words to complete each sentence.

17. Not (everybody/nobody) in our class has an MP3 player.
18. However, (over/more than) fifteen students have them.
19. There are (less/fewer) students with CD players than with MP3 players.
20. I have purchased (less/fewer) music than my friend has.

Expressions to Avoid in Academic Writing

Circle the correct expression to complete each sentence.

- 21. Technology has provided students with (stuff/tools) they didn't have in earlier years.
- 22. Technology is (cool/motivating) for students because it allows them to learn independently.
- 23. They can (perform tasks/do things) and acquire information at their own pace.
- 24. The technical skills they learn are (going to/gonna) prepare them for joining the workforce.

Lie and Lay; Set and Sit; Rise and Raise; More Irregular Verbs; Easily Confused Words

Circle the correct word to complete each sentence.

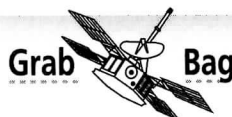
- 25. There's glare on my screen because someone (rised/raised) the blinds.
- 26. (Then/Than) why don't you lower them?
- 27. If you need more room, you can (sit/set) your laptop here.
- 28. (Wear/Where) did I put the power cord?
- 29. Has someone (taken/took) it?
- 30. Oh, I think you're (sitting/setting) on it!
- 31. I need (current/currant) information on several topics.
- 32. Completing my research by Friday will be quite a (feet/feat).
- 33. How can I gain (access/excess) to this Web site?
- 34. Isn't the computer a marvelous (devise/device)?

Frequently Misused Words

Cross out each incorrect use of *go*, *went*, *like*, and *all*. (If the word *was* is part of the incorrect expression, cross that out also.) Write a correct word to replace the incorrect expression, if a replacement is needed. Try not to use the same word as a replacement more than once.

- 35. John was all, "Let's check out the new computer store." _____
- 36. I went, "We don't even know if it's open on Sunday." _____
- 37. John said, "It is, like, sure to be open on Sunday." _____
- 38. Then I was like, "Why don't you check store hours online?" _____

Name _____



Community Connection

In Unit 5 of *G.U.M.* students learned how to use **easily confused words**, **quantity words**, **negatives**, and **irregular verbs** correctly. They also learned to avoid using **inappropriate expressions in academic writing**. The content of these lessons focuses on the theme **High-Tech Highlights**. As students completed the exercises, they learned about different types of technology, such as GPS devices and robots, and how new technologies have affected daily life. These pages offer a variety of activities that reinforce skills and concepts presented in the unit. They also provide opportunities for students to make connections between the material in the lessons and their community at large.

Your Town Online

Most communities have a presence in the virtual world of the Internet. Find out what your community's online profile is like by looking it up on the Internet. Type the name of your city and state into a browser's search engine and see what comes up. You may find that your town has its own Web site and that several other Web sites link to it.

Bird's Eye View

Have you ever wondered what your community looks like from the air? Type your city and state name into a search engine that links to satellite maps or street maps. Use the arrow buttons to zoom in on ten important places in the community, such as schools, shopping districts, parks, and hospitals. If possible, print out the map and label the places you located.

Tech Fair

Think about what you might include in a school technology fair, and make a plan for holding one. Answer these questions to help you plan the event.

- Where and when will you hold the tech fair?
- What kinds of devices and technologies do you want to include?
- Which tech companies would you invite to participate? What specific devices would you ask each company to bring?
- Will your tech fair include demonstrations? If so, what kinds of equipment and seating arrangements will you need?
- What kinds of furnishing will you need, such as tables, shelves, and movable walls for displays?
- How would you advertise the fair? Be specific.
- How much would you charge fair-goers in order to cover the cost of putting on the fair?

When you have finished working out your plan, develop a flier to advertise the event.

The Planning Stage

The planners of a school fair must make sure they follow school rules about holding events on school property. Talk with your teacher or principal about the rules you would need to comply with in order to hold a tech fair at your school. Use the Tech Fair Planner on the next page to help you organize what you learn.

Read and Discover

Subject Pronouns and Object Pronouns


Lesson 51

- Mr. Young taught our class about rivers.
- He taught us about them.

Which boldfaced word replaces the word *rivers*? _____

Which boldfaced word replaces the phrase *Mr. Young*? _____

Which boldfaced word replaces the phrase *our class*? _____

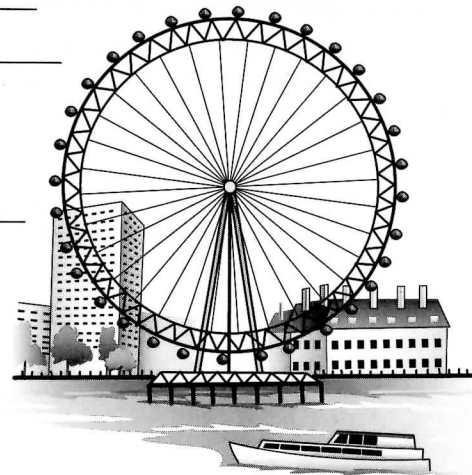
Subject pronouns include *I, he, she, we,* and *they*. Subject pronouns can be the subject of a clause or sentence. **Object pronouns** can be used after an action verb or a preposition. Object pronouns include *me, him, her, us,* and *them*. The pronouns *it* and *you* can be either subjects or objects.  **Remember to use this information when you speak, too.**

See Handbook Section 17b

Part 1

Circle the correct pronoun in parentheses. Write *S* if you circled a subject pronoun. Write *O* if you circled an object pronoun.

- (I/me) am reading about great rivers of the world in social studies. _____
- Our teacher explained to (we/us) that many civilizations developed along rivers. _____
- The cities of London, Paris, Moscow, and Tokyo all have rivers running through (they/them). _____
- Our teacher wants (we/us) to create a guide for a major city on a river. _____
- In the guide (we/us) must explain how the river has affected the city's development. _____
- I'm writing about the Thames River because (us/we) visited London last year. _____
- My friend Araceli is working with (I/me); she has been there, too. _____
- (Her/She) and her family took a boat ride down the Thames. _____
- Araceli has brought (I/me) maps and brochures about London. _____
- London has a multitude of famous structures, and many of (they/them) are along the Thames. _____
- On both sides of the Thames (we/us) saw historic buildings. _____
- Our parents wanted us to see Shakespeare's Globe Theatre, so (they/them) took us across the river to visit it. _____
- Then they treated (we/us) to a ride on the London Eye. _____
- From atop the Eye, (we/us) could see the Thames snaking its way to the sea. _____



The London Eye is a giant, slow-moving Ferris wheel on the bank of the Thames River.

Part 2

Rewrite each sentence. Replace each boldfaced phrase with a pronoun. Circle each subject pronoun you write. Draw a box around each object pronoun.

- 15. The **Thames River** flows through London on its way to the English Channel. _____

- 16. My friend **Araceli** took a boat ride on the Thames. _____

- 17. I wish I could have gone with **Araceli and her family**. _____

- 18. My **classmates and I** have read about London's struggle to keep its river clean. _____

- 19. Heavy rainfall causes sewers to overflow into **the river**. _____

- 20. **London officials** monitor levels of contamination and keep the public informed. _____

Part 3

Forms of personal pronouns in English have changed over the years. Until the sixteenth century the word *thou* was used as a subject pronoun to indicate the person being spoken to, and the word *thee* was used as the object form. Either *thy* or *thine* was used to show possession. Since that time, people have used the word *you* as both a subject and an object pronoun to indicate the person being spoken to; *your* has been used to show possession. Yet many writers continued to use *thou* and *thee* well into the nineteenth century.

Read the following quotations. Circle each pronoun that is no longer commonly used. Then write the modern English pronoun that would be used instead of each of these archaic pronouns.


- | | |
|--|-----------|
| This above all: to thine own self be true, | 21. _____ |
| And it must follow, as the night the day, | 22. _____ |
| Thou canst not then be false to any man. | 23. _____ |
| — William Shakespeare | |

How do I love thee? Let me count the ways.
— Elizabeth Barrett Browning

Name _____

- a. Paul and I like to swim in the Columbia River.
- b. My father took Paul and I swimming last month.

If you delete “Paul and” from each sentence, which sentence sounds correct? _____

Use a **subject pronoun** in a compound subject. Use an **object pronoun** in a compound direct object, a compound indirect object, or a compound object of a preposition. If you are unsure which pronoun form to use, say the sentence with only the pronoun part of the compound: For example, *He told Carmen and I about his vacation.* becomes *He told I about his vacation.* You can hear that *I* should be replaced with *me*.  **Remember to use this information when you speak, too.**

See Handbook Section 17b

Part 1

Circle the correct pronoun in each pair. Write *S* if you chose a subject pronoun and *O* if you chose an object pronoun.

1. My parents took Paul, Rosa, and (I/me) on a ride along the Columbia River Gorge. _____
2. Paul and (I/me) love hiking in the woods along the Gorge. _____
3. Rosa came along because (her/she), Paul, and I are writing reports on the Columbia River salmon run. _____
4. Mr. Tanaka had told Paul and (she/her) that salmon born in the Columbia River Basin migrate all the way to the Pacific Ocean. _____
5. (He/Him) and his aide showed a DVD of salmon swimming upstream to their birthplace. _____
6. When Paul asked why the salmon migrate, Mr. Tanaka told Rosa and (he/him) that the adult fish swim upstream to spawn, or lay eggs. _____
7. Mr. Tanaka told (she/her) and Paul that dams on the Columbia disturb this migration. _____
8. Dad said that (he/him) and mom had seen the river churning with salmon. _____
9. My parents, my friends, and (I/me) visited Bonneville Dam, on the Columbia River. _____
10. Engineers there told Paul, Rosa, and (I/me) what they are doing to protect salmon. _____
11. Then (we/us) and my parents traveled to Multnomah Falls. _____
12. Paul, Dad, and (I/me) climbed to the top of the falls. _____
13. Rosa is afraid of heights, so (her/she) and Mom stayed below. _____
14. Dad took a photograph of Paul and (I/me) at the top of the falls. _____
15. I told (he/him) and Paul that the falls are 620 feet high. _____
16. Paul and (he/him) asked how I knew that, and I pointed to a sign. _____

Part 2

Rewrite these sentences. Substitute a pronoun for each boldfaced noun or phrase. Circle each subject pronoun you write. Draw a box around each object pronoun.

17. Rosa is working on her report, and she has asked **Paul and Mom** for help. _____

18. Years ago, **Mom and Dad** saw waters churning with salmon. _____

19. Mr. Tanaka had told **Paul and other students** that many dams had been built along the Columbia for hydroelectric power. _____

20. **Ms. Vu and Mr. Tanaka** have studied how dams disrupt the migratory patterns of salmon. _____

21. According to **Ms. Vu and Mr. Tanaka**, salmon are better adapted to cold, fast-moving water than to lakes and reservoirs. _____

22. **Mr. Johnson and other engineers** are seeking ways to save endangered salmon. _____

23. A **fish slide and other devices** help juvenile fish slide over the dam spillway. _____

24. **Mr. Johnson and the other engineers** explained that underwater screens guide fish away from the dam's dangerous turbines. _____

Part 3


When *I* or *me* is used in a pair with a noun or another pronoun, the pronoun *I* or *me* should come last (*Paul and me*, NOT *me and Paul*).

Circle the choice that completes each sentence correctly.

25. (I and Rosa/Rosa and I) presented what we knew about salmon migration to the class.
26. The class had many questions for (Rosa and me/me and Rosa).
27. The questions gave (Rosa and me/me and Rosa) a great idea.
28. (Paul, I, and Rosa/Paul, Rosa, and I) will plan a field trip to a salmon hatchery.

Name _____

The Nile is a river in Africa. It flows north through much of the continent. Circle the proper noun that the boldfaced pronoun replaces. Draw an arrow from the pronoun to that name.

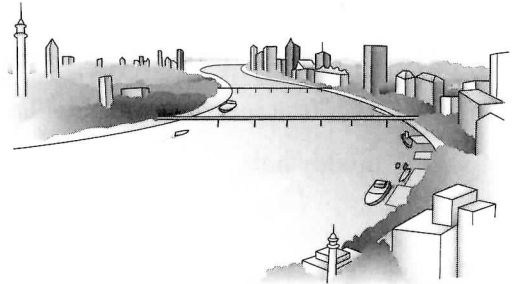
An **antecedent** is the word or words a pronoun refers to. When you write a pronoun, be sure its antecedent is clear. A pronoun must also **agree** with its antecedent. An antecedent and pronoun agree when they have the same number (singular or plural) and gender (male or female).  **Remember to use this information when you speak, too.**

See Handbook Section 17c

Part 1

Circle the antecedent of each boldfaced pronoun.

1. The Nile River flows over 4,100 miles through Africa. Near Alexandria, Egypt, it empties into the Mediterranean Sea.
2. The Nile River system is complex. **It** has many tributaries.
3. To find the source of a river, mapmakers search for the source of the longest tributary that feeds into **it**.
4. There are two major tributaries of the Nile. **They** are the White Nile and the Blue Nile.
5. The waters of the Blue Nile originate high in the mountains of Ethiopia. **They** are replenished each year by seasonal rains.
6. The White Nile flows from Lake Victoria and beyond. **It** supplies most of the Nile's water.
7. The two rivers flow together in Sudan. **They** meet near the capital city of Khartoum.
8. Later they are joined by a third major tributary. **It** is the Atbara River, which also flows out of Ethiopia.
9. For centuries, explorers searched for the source of the Nile. Many of **them** met with frustration.
10. A priest named Pedro Páez may have been the first European to reach the source of the Blue Nile. **He** traveled there in the early seventeenth century.
11. In 1858, John Hanning Speke saw a great lake. **It** fed the White Nile at Jinja, Uganda.
12. Speke named the lake after Queen Victoria. **She** ruled England at that time.
13. In 2004, members of the White Nile Expedition navigated the length of the Nile. The journey took **them** through remote parts of Africa.
14. Natalie McComb was part of that team. **She** was a tour guide based in Kampala, Uganda.
15. In recent years, other teams have navigated the Nile. **They** have braved many dangers to trace the course of this river.



The Nile River runs through the city of Cairo, Egypt.

Part 2

Write a pronoun that relates to each boldfaced antecedent. Capitalize each word that begins a sentence.

16. Many **people** have explored the Nile. Mostly likely, _____ have been motivated by adventure as much as a search for knowledge.
17. In 2004, two **men** traveled the Blue Nile. No one before _____ had paddled its entire length.
18. Their **trip** was long and grueling. _____ took them 148 days.
19. Today, explorers still disagree over the true **source** of the White Nile. Some claim _____ lies in Burundi, and others claim _____ is in Rwanda.
20. In 2006, **Neil McGrigor** took a team with _____ to what he claimed was its true source.
21. McGrigor wanted to prove to **geographers** that the Nile was longer than _____ had believed.
22. Burundi is farther from Egypt than Rwanda is. However, the **tributary** in Rwanda twists back and forth, which makes _____ longer than the tributary in Burundi.
23. To measure the length precisely, the **explorers** took a GPS and a laptop computer with _____.
24. The “true **source** of the Nile” lay deep in the Nyungwe Forest. _____ was little more than a muddy hole.

Part 3

The word part *ante* in *antecedent* means “before.” A pronoun’s antecedent should come before the pronoun so that the reader knows which word the pronoun replaces. Rewrite the paragraph below so that every pronoun has a clear antecedent. You will need to replace some pronouns with nouns, and some nouns with pronouns.

It lies on the west bank of the Nile. A necropolis is where pharaohs were buried. Around 1470 B.C. she erected a huge temple there. Queen Hatshepsut also erected four obelisks. On the wall of her temple there is a painting of how they were transported down the Nile on barges. Two obelisks were placed end to end on a barge. Each barge was towed by many boats rowed by them. It may have taken as many as 1,000 oarsmen to do the job.

Name _____


Read and Discover

Using *Who* or *Whom*

Lesson 54

Are you the one **who** wrote this report? _____
The people **whom** you described are quite colorful. _____

Underline the clause in each sentence that includes *who* or *whom*. Which boldfaced word is the *subject* in its clause? _____ Which boldfaced word is an *object* in its clause? _____ After each sentence, write whether the boldfaced word is a subject or an object.

Use **who** as the **subject** of a sentence or a clause. Use **whom** as the **object** of a verb or of a preposition.  **Remember to use this information when you speak, too.**

See Handbook Sections 17b, 17h

Part 1

Underline the clause in each sentence that includes the words in parentheses. Decide whether the word in parentheses will be a subject or an object. Circle *who* or *whom* to complete each sentence correctly.

1. (Who/Whom) can point out the St. Lawrence River on the class map?
2. The first known European to travel up the St. Lawrence was Jacques Cartier, (who/whom) claimed the river's shores for the French crown in the early 1500s.
3. (Who/Whom) can point out Lake Ontario, where the St. Lawrence River originates?
4. The area from Lake Ontario to the sea was inhabited by Native Americans (who/whom) were members of the Iroquois nation.
5. The Mohawk, Seneca, and Oneida were Iroquois groups (who/whom) lived in North America then.
6. In 1608 Samuel de Champlain, (who/whom) wanted to establish French rights to the fur trade, founded Quebec City on the St. Lawrence.
7. Eventually control of the St. Lawrence passed to the British, (who/whom) defeated the French in 1763 in the French and Indian War.
8. The Canadians, (who/whom) wanted to open the Great Lakes to sea traffic, began building canals.
9. The U.S. Congress, (who/whom) formed a partnership with the Canadians, agreed to help construct the St. Lawrence Seaway.
10. In 1959 Queen Elizabeth II of Great Britain dedicated the seaway, along with Dwight Eisenhower, (who/whom) was president of the United States then.
11. The U.S. and Canada, (who/whom) oversee the waterway jointly, regulate traffic through it.
12. The two nations, for (who/whom) construction was costly, set tolls to help pay for the project.
13. A Canadian (who/whom) I spoke with said that sea traffic along the St. Lawrence amounts to about 50 million tons a year.

Part 2

Write a question to go with each statement. Be sure to end each sentence with a question mark.

- 14. I read a book about Jacques Cartier. _____
- 15. I wrote a report about fur traders on the St. Lawrence. _____
- 16. Samuel de Champlain wanted to establish France's claims to the St. Lawrence.

- 17. The English took control of New France in 1763. _____
- 18. Canada worked with the United States to construct the St. Lawrence Seaway.

- 19. President Eisenhower dedicated the seaway with Queen Elizabeth II.

- 20. The U.S. government formed a partnership with the Canadians to run the seaway.

Part 3

Read the descriptions below. Think of someone you know for whom each description is true. Write the person's name on the line.

Think of someone...

- whom you admire _____
- who is a great athlete _____
- who lives near you _____
- with whom you spend Saturdays _____
- who has musical talent _____


Now, use your list to write five complete sentences using *who* or *whom*. (Example: *My grandmother is a person whom I admire.*)

- 21. _____
- 22. _____
- 23. _____
- 24. _____
- 25. _____

Name _____

- a. Many **people** enjoy white-water rafting.
- b. The **sport** becomes more popular every year.

Underline the verb in each sentence. Then look at each boldfaced subject. Which verb goes with a singular subject? _____
Which verb goes with a plural subject? _____

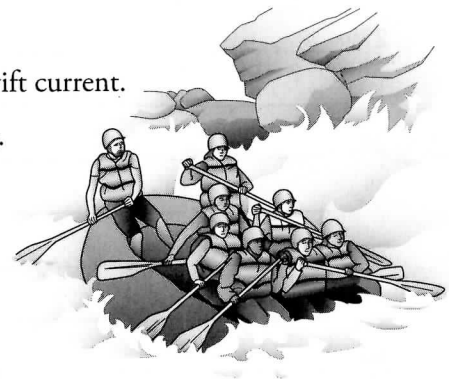
The **subject** and its **verb must agree**. Add *s* or *es* to a verb in the present tense when the subject is a singular noun or *he*, *she*, or *it*. Do not add *s* or *es* to a verb in the present tense when the subject is a plural noun or *I*, *you*, *we*, or *they*. Singular forms of the verb *be* are *is*, *am*, and *was*. Plural forms are *are* and *were*. Be sure the verb agrees with its subject and not with an object of a preposition that comes before the verb.  **Remember to use this information when you speak, too.**

See Handbook Section 18f

Part 1

Circle the correct expression in parentheses to complete each sentence.

1. White-water rafting trips (offer/offers) people an opportunity to enjoy wild areas in an exciting way.
2. With interest in extreme sports on the rise, individuals in the U.S. (want/wants) new challenges.
3. The International Scale of River Difficulty (rank/ranks) rivers by how difficult they are to paddle.
4. Six levels of difficulty (comprise/comprises) this scale.
5. Rivers with a Class I rating (is/are) the easiest to navigate.
6. Such a river (has/have) few obstructions, though it may have a swift current.
7. Rapids on a Class III river (require/requires) careful maneuvering.
8. Steep rapids, powerful and irregular waves, dangerous rocks, and whirlpools (is/are) features of Class IV and V rivers.
9. For Class IV through VI rivers, inspections of hazards from the riverbank (is/are) mandatory the first time the river is run.
10. Class VI rivers, the most difficult kind, (is/are) unrunnable, or runnable only by experts.
11. A run on any of these rivers (require/requires) taking extreme precautions.
12. A team of rafters never (run/runs) a Class VI river if water level or weather is unfavorable.
13. Rafting companies often (send/sends) experienced rafters to scout new rivers for rafting trips.
14. Scouts on a new river (note/notes) the types of hazards and the number of portages required.
15. Rafters on a portage (carry/carries) their raft or boat over land to a safer spot downriver.
16. If the number of hazards (is/are) too high, a company will not send rafters there.



The Gauley River in West Virginia is one of the most advanced white-water runs in the U.S.

Part 2

Circle the simple subject in each sentence. Then write the correct form of the verb in parentheses to complete the sentence.

17. Our team of expert rafters _____ new rivers for commercial rafting. (scout)
18. The rafters in our company _____ a river before recommending it to others. (paddle)
19. A group of experts _____ on a classification for a river. (decide)
20. Many aspects of a river _____ its relative safety. (affect)
21. The number of rapids, whirlpools, eddies, and boulders _____ a river's rating. (increase)
22. Members of a classification team also _____ the location of the river. (consider)
23. Any classification system that makes use of opinions _____ imperfect. (be)
24. Sometimes people with similar qualifications _____ different opinions about a river's difficulty. (have)
25. Risk factors such as the amount of water flow _____ not constant. (be)

Part 3

Imagine that you are watching a group of river rafters trying to run some difficult rapids. Write five sentences about what you see. Use present tense verbs in your sentences, and check subject-verb agreement.

26. _____

27. _____

28. _____

29. _____

30. _____

Name _____

Read and Discover

Agreement with Compound Subjects

Lesson 56

- Vince and Reba live in Florida.
- Neither Vince nor Reba visits the Everglades often.

Circle the compound subject in each sentence. Underline the verb in each sentence. Which sentence has a verb that goes with a singular subject? _____

A **compound subject** and its verb must agree. If a compound subject includes the conjunction *and*, the subject is plural and needs a plural verb. If a compound subject includes *or* or *nor*, the verb must agree with the last item in the subject.

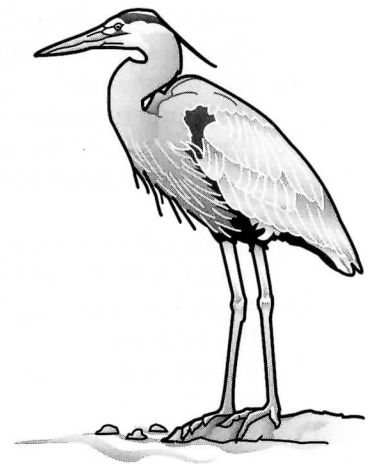
📣 **Remember to use this information when you speak, too.**

See Handbook Sections 11, 18f

Part 1

Look at the compound subject in each sentence. Draw a box around its conjunction. Then underline the correct verb in parentheses.

- Each year Mr. White and Ms. Brooks (take/takes) their classes to Everglades National Park.
- Either January or February (is/are) a good time to visit the park because many tours and programs are offered then.
- The seventh grade class and the eighth grade class (learn/learns) about this distinctive wetland.
- A ranger or a park administrator (explain/explains) that during the wet season, the Everglades is a wide, shallow, slow-moving river.
- Sanje, Petra, and Anya (jot/jots) notes for a class report.
- The Kissimmee River and smaller tributaries (feed/feeds) into Lake Okeechobee.
- Rainwater and groundwater from Lake Okeechobee (supply/supplies) the water to the Everglades.
- Ms. Brooks and the ranger (tell/tells) students how the “river of grass” drains into Florida Bay and the Gulf of Mexico.
- Shallow water and sawgrass (cover/covers) much of the northern part of the Everglades.
- Saltwater marshes and mangrove swamps (form/forms) the southern border of the Everglades.
- A red mangrove or a white mangrove (thrive/thrives) in tidal water.
- Live oak, mastic, and royal palm (grows/grow) on mounds of earth called tree islands.
- Shark Valley, the Anhinga Trail, or Eco Pond (is/are) a good place for viewing alligators.
- Look over there! A heron or an egret (is wading/are wading) in the water!



The blue heron is commonly found wading in the Everglades.

Part 2

Write the correct present tense form of the verb in parentheses to complete each sentence.

15. Sanje, Petra, and Anya carefully _____ their report on the Everglades. (research)
16. Plants and animals in this region _____ interconnected in a fragile ecosystem. (be)
17. A young shrimp or bonefish _____ the shelter offered by a mangrove swamp. (need)
18. Wading birds and alligators _____ on fish and smaller animals. (snack)
19. Small animals and deer _____ prey to Florida panthers. (be)
20. Agricultural runoff and other pollutants _____ the water and threaten wildlife. (contaminate)
21. Neither the alligator nor the Florida panther _____ in the Everglades as in the past. (thrive)
22. Disruption of water flow and invasion of non-native plant species _____ the ecosystem in the Everglades. (damage)
23. Canals and levels _____ water from the Everglades for agricultural and urban use. (divert)
24. Neither the Brazilian pepper tree nor the paperbark tree _____ native to the Everglades; both have displaced native species there. (be)

Part 3

Use the information in this lesson to fill in the puzzle. Some answers will be part of a compound subject. Then circle the correct verb in parentheses to complete each clue.

Across

2. Residents and visitors alike (enjoy/enjoys) the ____ Everglades.
4. Neither extreme cold nor sudden temperature change (characterize/characterizes) the climate of the ____.
6. Salt marshes and ____ forests (lie/lies) on the southern border of the Everglades.
7. The ____ River and other tributaries (feed/feeds) into Lake Okeechobee.

Down

1. Either a deer or a smaller animal (make/makes) a meal for a Florida ____.
3. Birds, fish, and ____ (thrive/thrives) in the wetlands.
5. Herons and ____ (is/are) wading birds.

Name _____

Read and Discover

Making Subject and Verb Agree: Special Cases

Lesson 57

Everybody in my family enjoys stories by Mark Twain. *Life on the Mississippi* is my favorite book. My family comes from Hannibal, Missouri, where Twain grew up.

Look at the boldfaced subjects of these sentences. Circle the noun that refers to more than one person but is considered singular. Underline the book title. Draw a box around the indefinite pronoun. Are the verbs that follow these subjects used with singular subjects or with plural subjects? _____

The **subject** and its **verb must agree**. There are special rules for certain kinds of subjects. Titles of books, movies, stories, or songs are considered singular even if they end in -s. (*The Borrowers is my little brother's favorite book.*) A **collective noun**, such as *collection, group, team, country, kingdom, family, flock, or herd*, names more than one person or object acting together as one group. These nouns are almost always considered singular. (*Katie's team wins every game.*) Most **indefinite pronouns**, including *everyone, nobody, nothing, something, and anything*, are considered singular. (*Everybody likes pizza.*) A few indefinite pronouns, such as *many* and *several*, are considered plural. (*Many like spaghetti.*)

📣 **Remember to use this information when you speak, too.**

See Handbook Sections 15, 17f, 18f

Part 1

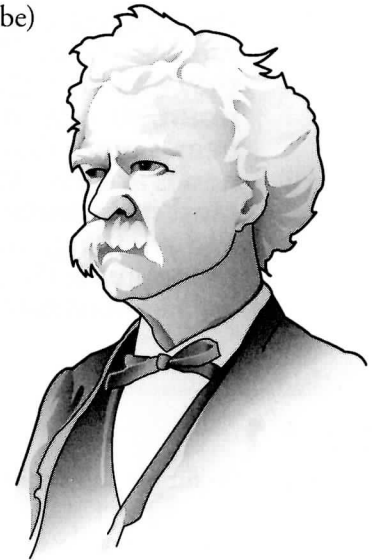
Underline the simple subject in each sentence. Circle the correct form of the verb in parentheses.

1. Everyone in my class (is/are) reading *The Adventures of Tom Sawyer*.
2. Many (is/are) aware that Samuel Clemens used the name *Mark Twain* as a pseudonym, or pen name.
3. Nobody in my class (know/knows) what that name means.
4. The phrase *mark twain* (refer/refers) to the second mark on a stick used by riverboat crews to measure the depth of the Mississippi River.
5. A shout of "mark twain" (mean/means) the river is deep enough for a steamboat to pass.
6. My favorite collection of Mark Twain's writings (is/are) the book *Life on the Mississippi*.
7. *Life on the Mississippi* (describe/describes) Twain's experiences learning to pilot a steamboat.
8. My family (has/have) copies of several of Twain's works.
9. Not everybody in my family (enjoy/enjoys) Twain's memoirs as much as I do.
10. Many of us (love/loves) his humorous stories, though.
11. "The Celebrated Jumping Frog of Calaveras County" (is/are) one of our favorites.
12. Right now my mother's book group (is/are) reading Twain's book about King Arthur.
13. *A Connecticut Yankee in King Arthur's Court* (tell/tells) the story of a young American who finds himself transported back to medieval England.
14. *The Prince and the Pauper* (is/are) a fun movie to watch.

Part 2

Write the correct present tense form of the verb in parentheses to complete each sentence.

- 15. That Mark Twain collection _____ many entertaining stories. (contain)
- 16. My family _____ it very much. (enjoy)
- 17. *The Prince and the Pauper* _____ my brother's favorite Mark Twain novel. (be)
- 18. My class at school _____ *The Adventures of Tom Sawyer*. (like)
- 19. *The Adventures of Tom Sawyer* _____ about a boy growing up on the Mississippi. (tell)
- 20. Joe Harper and Huckleberry Finn _____ Tom's friends. (be)
- 21. Tom, Joe, and Huck _____ pretending to be pirates. (enjoy)
- 22. Tom and his friends often _____ into mischief. (get)
- 23. Nobody in my class _____ how the story will end. (know)
- 24. Everyone _____ if Tom will get out of trouble. (wonder)



Mark Twain published more than thirty books throughout his career.

Part 3

Flock and *herd* are not the only collective names that can refer to a group of animals. Groups of certain kinds of animals can be named by special collective nouns. Some of these nouns may be familiar to you, but others are used very rarely.

Match the collective nouns below with the animal groups they refer to. Write the correct letter in the blank.

- | | | | |
|---------------|-------------|-----------|----------|
| a. oxen | d. owls | g. bats | i. crows |
| b. crocodiles | e. gorillas | h. whales | j. lions |
| c. monkeys | f. wolves | | |

- | | | | |
|------------------|------------------|----------------------|-----------------|
| 25. colony _____ | 28. team _____ | 31. parliament _____ | 33. troop _____ |
| 26. band _____ | 29. pod _____ | 32. bask _____ | 34. pack _____ |
| 27. pride _____ | 30. murder _____ | | |

Now use one of these collective nouns in a sentence. Remember that a collective noun is almost always singular even when it is followed by a prepositional phrase (*Example: A pride of lions is sleeping near that tree.*)

35. _____

Name _____

- Rafting down the Colorado River, Amanda saw many gorgeous sights.
- Forgetting to use sunscreen, her nose got sunburned.
- Filled with equipment, Amanda learned to pilot the raft.

Who went rafting down the Colorado River in sentence a.? _____

Does sentence b. tell who was forgetting to use sunscreen? _____

Who or what does sentence c. seem to say was filled with equipment?

Verbal phrases must always refer to, or modify, a nearby noun or a pronoun in the main part of a sentence. **Dangling modifiers** are phrases that do not clearly refer to any particular word in a sentence. **Misplaced modifiers** are phrases that seem to refer to the wrong noun or pronoun in a sentence. When you begin a sentence with a verbal phrase such as "Traveling down the Colorado River," make sure that the question "Who is traveling?" is answered clearly in the first part of the rest of the sentence.

See Handbook Sections 25a, 25b, 31

Part 1

Underline the verbal phrase that begins each sentence. Circle the simple subject or subjects of the clause it introduces. If the underlined phrase modifies the subject(s) you circled, write *C* on the line. If the phrase is a dangling modifier or a misplaced modifier, write *X* on the line.

- Visiting Arizona last year, I rafted down part of the Colorado River. _____
- Originating in the Rockies, the Colorado River flows 1,450 miles to the Gulf of California. _____
- Winding through rock and sandstone, deep canyons have been cut by the Colorado River. _____
- Stretching 277 miles, the Grand Canyon is the largest and most impressive of these. _____
- Encompassing more than 1,200,000 acres, Grand Canyon National Park lies on the Colorado Plateau in northwestern Arizona. _____
- Considered an example of arid-land erosion, the guide told us about the geology of the area. _____
- Averaging 4,000 feet deep, the widest point is fifteen miles across. _____
- Known for its geologic importance, we read why the Grand Canyon has been designated a World Heritage Site. _____
- Blocked by dams, the guide said that the water flow of the Colorado has been reduced. _____
- Needing water from the river, ranchers, farmers, and city-dwellers compete for water allocations. _____
- Stopping the raft to point out petroglyphs, we learned about ancient cultures from our guide. _____
- Wanting to capture their beauty, I took several photographs. _____
- Leaning down to feel the cool water, my camera fell into the river. _____
- Trying to grab the camera, my sister almost fell overboard! _____

Part 2

Each of these sentences from Part 1 has a dangling or misplaced modifier. Rewrite each so that the error is corrected. There is more than one way to rewrite each sentence.

- 15. Winding through rock and sandstone, deep canyons have been cut by the Colorado River. _____

- 16. Considered an example of arid-land erosion, the guide told us about the geology of the area.

- 17. Averaging 4,000 feet deep, the widest point is fifteen miles across. _____

- 18. Known for its geologic importance, we read why the Grand Canyon has been designated a World Heritage Site. _____

- 19. Blocked by dams, the guide said that the water flow of the Colorado has been reduced.

- 20. Stopping the raft to point out petroglyphs, we learned about ancient cultures from our guide.

- 21. Leaning down to feel the cool water, my camera fell into the river. _____

Part 3


Use your imagination to think of an independent clause to complete each sentence below. Write the clause on the line. Make sure the noun or pronoun that the verbal phrase modifies is near the introductory phrase.

- 22. Planning a trip to the river, _____.
- 23. Swimming in the river, _____.
- 24. Rafting down the river, _____.
- 25. Leaving the river, _____.

Name _____

The Amazon River is **more powerful** than the Missouri River. The Amazon is the **most powerful** river in the world.

Circle the boldfaced words that compare the Amazon River with the Missouri River. Underline the boldfaced words that compare the Amazon River with more than one other river.

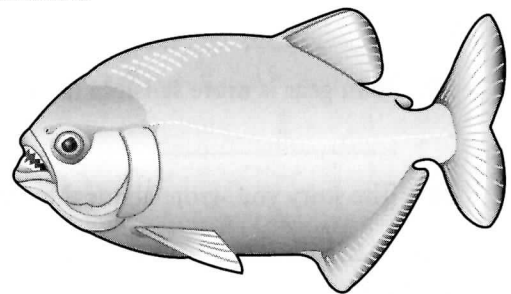
The **comparative form** of an **adjective** or **adverb** compares two people, places, things, or actions. Add *-er* to short adjectives and adverbs to create the comparative form. Use the word *more* before long adjectives and adverbs to create the comparative form (*more powerful*). The **superlative form** compares three or more people, places, things, or actions. Add *-est* to create the superlative form of short adjectives and adverbs. Use the word *most* before long adjectives and adverbs to create the superlative form (*most powerful*). Use *better* and *less* to compare two things. Use *best* and *least* to compare three or more things.  **Remember to use this information when you speak, too.**

See Handbook Section 27

Part 1

Think about how many things are being compared in each sentence. Then underline the correct form of the adjective or adverb in parentheses.

1. For many years, geographers agreed that the Nile River was the (longer/longest) river in the world.
2. In 2007, some Brazilian scientists claimed that the Amazon River stretched slightly (farther/farthest).
3. Geographers have yet to agree on the Amazon's precise length, but they have proven that it carries (more water/most water) than any other river.
4. In fact, the volume of water flowing through the Amazon is (greater/greatest) than the volume of water in the Nile, the Mississippi, and the Yangtze rivers combined.
5. The Amazon begins in the Andes Mountains of Peru, at a site (higher/highest) than 17,000 feet in elevation.
6. As the Amazon wends its way toward the Atlantic Ocean, more than 200 (smaller/smallest) rivers flow into it.
7. Many unusual fish live in the Amazon; piranha are among the (fiercer/fiercest) fish on the planet.
8. One of the (larger/largest) freshwater fish of South America, the pirarucú, lives in the Amazon.
9. The rainforest that covers the Amazon River Basin is the world's (larger/largest) tropical rainforest.
10. Some of its birds are the (more colorful/most colorful) species ever seen.
11. Today, many scientists have called for the Amazon basin's resources to be guarded (more carefully/most carefully) than they have been in the past.



About 20 species of piranha live in the Amazon.

Part 2

Write the correct form of the adjective or adverb in parentheses.

12. The Amazon may not be the _____ river in the world, but it is longer than the Mississippi. (long)
13. The volume of water flowing through the mouth of the Amazon is _____ than the volume that flows through the mouth of the Nile. (great)
14. The Amazon looks brown at times, but it's not the world's _____ river; that is probably the Yellow River in China. (muddy)
15. Plant and animal life in the Amazon basin is _____ than in any other area. (diverse)
16. What do you think is the _____ feature of the Amazon? (impressive)
17. Would you boat down the Amazon _____ than you would down the Nile? (eagerly)

Part 3

Some adjectives are *absolute*: either they describe a thing or they do not. They cannot properly be put into the comparative form. For example, a plant is either dead or alive; it does not make sense to say "That plant is the *deadest* of all."

Read each of the sentences below. Think about each boldfaced adjective. Decide whether putting that adjective in the comparative or superlative form makes sense. If it does not, rewrite the sentence with an adjective or an adverb that does make sense in a comparative expression.

18. The Amazon River would be **more impossible** to swim than the Nile.

19. Rain gear is **more sensible** to take on an Amazon journey than on a Nile expedition.

20. The story you wrote about the Amazon was the **most unique** I have ever read.

21. I think the **most perfect** vacation would be to canoe down the Amazon.

Name _____

Read and Discover

Auxiliary Verbs

Lesson 60

I **have** read quite a bit about the Ganges River in India.
It **might** be the river I most want to visit.

Circle the main boldfaced verb in each sentence. Underline the boldfaced auxiliary verb that works with each main verb.

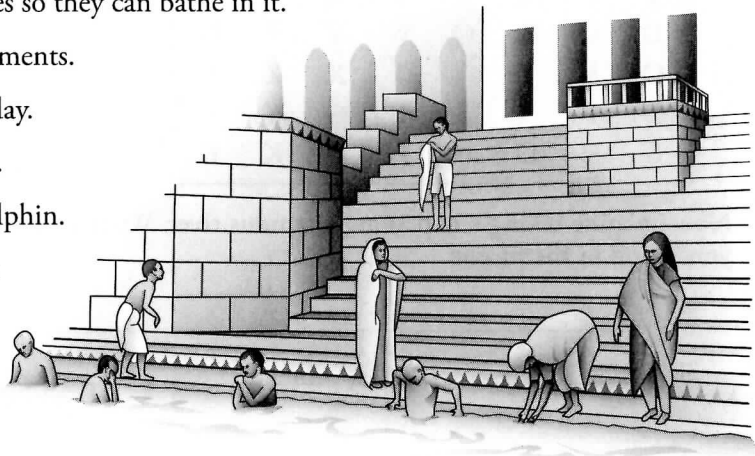
An **auxiliary verb**, or **helping verb**, works with a main verb. Auxiliary verbs have different purposes. Some auxiliary verbs, such as *do*, *are*, *have*, and *will*, help indicate the tense of the main verb. They can also be used to form negatives and questions. Other auxiliary verbs carry special meanings. *Could*, *should*, *would*, *might*, and *may* are used to refer to a possible action, or to tell how likely it is that something will happen. *May* is also used to express permission. *Can* expresses ability.

See Handbook Sections 18c, 18e

Part 1

Circle the main verb or verbs in each sentence. Then underline each auxiliary verb. Not every main verb will have an auxiliary.

1. We **are** writing reports about India in my social studies class.
2. I **will** write a report about the Ganges River.
3. Do you know that the Ganges **is** considered the greatest river in India?
4. I **can** tell you why.
5. The Ganges **has** created a fertile river valley where many crops are grown.
6. Some of India's largest cities **have** been built along the banks of the Ganges.
7. The Ganges **has** been sacred to Hindus for thousands of years.
8. Every year pilgrims **travel** great distances so they can bathe in it.
9. Many **believe** that the river can cure ailments.
10. I **will** visit the Ganges as a tourist one day.
11. I **may** visit ancient sites along its banks.
12. I **might** even see a rare Ganges river dolphin.
13. My classmates **did** not know that some types of dolphins live in fresh water.
14. Today the Ganges river dolphin population **may** number only 2,000.
15. If conservation measures are taken soon, the species **might** be saved.



Many people travel to the city of Varanasi to bathe in the Ganges.

Part 2

Complete each sentence with an auxiliary verb. Some sentences have more than one correct answer.

16. I wish that I _____ visit the Ganges River.
17. I _____ imagine how exciting that would be!
18. I _____ trace its course from high in the Himalayas all the way to the Bay of Bengal.
19. My family _____ go to India next year to visit our relatives.
20. We _____ not seen them in nearly five years.
21. We _____ stay with my aunt and uncle in Kolkata, one of the biggest cities in the world.
22. You _____ not know that Kolkata used to be known as Calcutta.
23. In that city, my sister and I _____ visit the Indian Botanic Garden.
24. My family _____ also visit Varanasi, the holiest Hindu city along the Ganges.
25. I _____ not know how many people bathe in the Ganges at Varanasi.
26. It _____ be more than 50,000 every day.
27. I _____ research more sights along the Ganges.
28. Then I _____ persuade my parents to take us there.

Part 3

Find eight helping verbs in the puzzle and circle them.

O	M	R	I	C	A	N	Q
Z	I	B	S	R	D	L	X
W	G	U	K	F	H	C	M
I	H	A	V	E	P	U	G
K	T	I	H	M	O	X	I
J	N	M	V	U	Q	S	L
D	C	A	Q	W	V	E	D
O	V	Y	A	I	X	Z	V
E	P	X	S	L	G	Y	Y
S	H	O	U	L	D	K	K

Now imagine taking a trip along a famous river. Write two sentences about your trip, using helping verbs you found in the puzzle.

29. _____

30. _____

Name _____

Diagramming Participial Phrases

You have learned that participial phrases function as adjectives. They are diagrammed as shown below.

The kayak floating by the dock is yours.

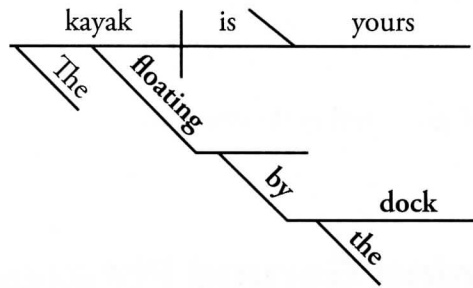
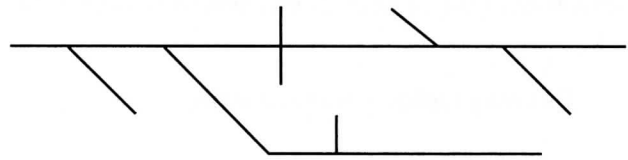
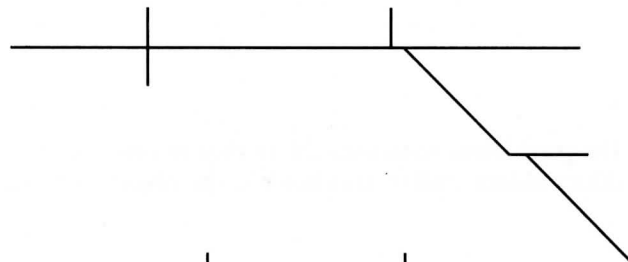


Diagram these sentences. Refer to the model if you need help.

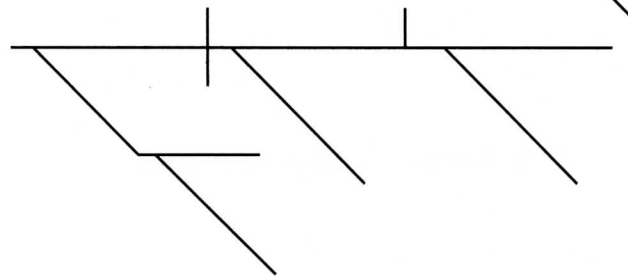
1. The woman carrying paddles is our instructor.



2. We must avoid people behaving foolishly.



3. Rafters paddling together control their boat effectively.



Diagramming Infinitive Phrases

An infinitive phrase can function as a noun. The infinitive phrase in the sentence below functions as the direct object of the verb *wants*. Study how this type of phrase is diagrammed.

Kirk wants to go faster.

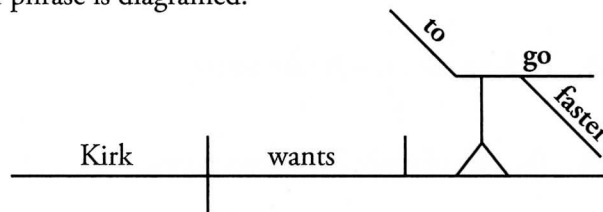
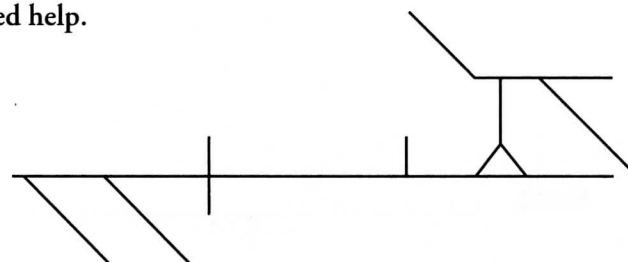


Diagram these sentences. Refer to the model if you need help.

4. The other rafters prefer to go slower.





Writing Sentences

These sentences need your help. Rewrite each one so that the subject and verb agree.

1. The Nile and the Ganges has supported great civilizations for thousands of years. _____

2. Likewise, the Ganges and its many tributaries carries nutrient-laden soil from high in the Himalayas to the delta far below. _____

3. Each of the two rivers supply fertile soil in which to grow crops. _____

4. Floods along the Nile replenishes the soil with rich silt carried from high in the mountains.

5. Both the Ganges and the Nile is central to the cultural heritage of the surrounding regions.

6. The two rivers has long been important means of transportation through their respective continents.

7. The tombs of many Egyptian pharaohs is located near the Nile, and thousands of Hindus take their dead to the Ganges because they view the river as sacred. _____

A piece of writing that compares the characteristics of two people, places, or things may be divided into two paragraphs. The first paragraph may describe how the two things being compared are alike or how they are different. The second paragraph should describe the opposite. Each paragraph should have a topic sentence stating its main idea. Notice the structure of this model.

At first glance, the Colorado River and the Columbia River seem to be very different. The lower Columbia River flows through the lush green hills, fern-lined gorges, and evergreen forests of the Pacific Northwest on its way to the sea. The Colorado River winds through the desert valleys and immense rock and sandstone canyons of the Southwest. Each river supports distinct ecosystems.

A closer look reveals several important similarities between the two rivers. Each river has supported Native American populations for thousands of years. Both rivers serve as partial natural borders between states. The Columbia provides much of the border between Washington and Oregon. The Colorado River divides Arizona from the southeast corner of California. A number of dams have been constructed along both rivers to provide water and hydroelectric power to surrounding communities. Today, many people use these rivers for recreational activities, including rafting, fishing, and swimming.



Writing a Paragraph

The sentences you repaired on page 181 can be reordered to make one paragraph describing similarities between the Nile and the Ganges rivers. Write a topic sentence to introduce the paragraph. Then reorder the supporting sentences, and write the paragraph on the lines below.

Write two paragraphs of your own in which you compare and contrast two rivers you have learned about or have visited. Be sure to use a topic sentence and supporting examples in each paragraph. Use the model paragraph on page 181 as a guide. Continue writing on a separate sheet of paper if you need more room.

Reread your composition. Use this checklist to make sure it is complete and correct.

- My composition has a clear main idea.
- Each paragraph contains a topic sentence and supporting details.
- I have described both similarities and differences.
- The subject and verb in each sentence agree.
- I have included comparative adjectives and other words used to compare, such as *alike*, *different*, *both*, and *neither*.

Name _____

Proofreading Practice

Read this passage about the Mackenzie River in Canada and find the mistakes. Use the proofreading marks below to show how each mistake should be fixed.

Proofreading Marks

Mark	Means	Example
∅	delete	The Mackenzie River flow s through Alberta.
^	add	The Mackenzie ^{River} flows through Alberta.
≡	make into a capital letter	The Mackenzie <u>river</u> flows through Alberta.
/	make into a lowercase letter	The Mac K enzie River flows through Alberta.
⊙	add a period	The Mackenzie River flows through Alberta.⊙
Ⓢ	fix spelling	The Mackenzie River flows thru [Ⓢ] Alberta.

The Mackenzie River

Can you identify the most long river in Canada? Its the Mackenzie River, and it's 1,025 miles long. The river originates at Great Slave Lake, which are located in the Northwestern Territories of Canada, and flow north to the Arctic Ocean

Because it runs through some of the most remote parts of the country. The Mackenzie is known as canada's last truly wild river. Even so, the Mackenzie was been important to indigenous peoples, European explorers, fur traders, and miners. Alexander Mackenzie, the man after who the river was named, traveled to the river in 1789 as he is attempting to reach the Pacific Ocaen. Before Mackenzie arrived, native people refered to the river as *Deh Cho*, that means "big river."

In the summer, the river delta of the Mackenzie provids habitat for migrating snow geese and tundra swans. The estuary, or place wear the Mackenzie meets the ocean, are a calving area for Beluga whales. The river is only navigable for about five months of the year. The waters of the Mackenzie freezes over in October most years and remains frozen until May. During the winter, sections of the river is used as ice roads. Ice bridges are also constructed too carry truck traffic. In both summer and winter, the river serves as an important means of transportasion.

Proofreading Checklist

You can use the list below to help you find and fix mistakes in your own writing. Write the titles of your own stories or reports in the blanks at the top of the chart. Then use the questions to check your work. Make a check mark (✓) in each box after you have checked that item.

	<i>Titles</i>			
Have I used the correct subject and object pronouns?				
Have I made sure that all pronouns agree with their antecedents in number and gender?				
Does every verb agree with its subject?				
Have I avoided dangling and misplaced modifiers?				

Also Remember . . .

Does each sentence begin with a capital letter?				
Have I spelled each word correctly?				
Have I used commas correctly?				

Your Own List

Use this space to write your own list of things to check in your writing.

Name _____

Review

Subject and Object Pronouns

Circle each boldfaced word that is a subject pronoun. Underline each boldfaced word that is an object pronoun.

1. I am doing a report on the Amazon River Basin.
2. Peter is working with **me** to research and write **it**.
3. We are going to describe the plants and animals in the basin.

Pronouns in Pairs

Circle the correct pronoun or pronouns in parentheses.

4. Peter and (I/me) are going to split the research.
5. Our teacher told (me and him/him and me) to include a map of the river.
6. I really hope that Peter and (I/me) are happy with our finished report.

Antecedents

Circle the antecedent of each boldfaced pronoun.

7. The source of the Amazon is high in the Andes, which makes **it** hard to reach.
8. The Amazon has many tributaries; **they** join the river at different points.
9. People who have traveled the river have much respect for **it**.
10. Last year my uncle visited Brazil, and **he** took a boat ride on the Amazon.

Who and Whom

Write *who* or *whom* to complete each sentence correctly.

11. Many European explorers _____ sighted natural features gave them new names.
12. John Hanning Speke was the man _____ named Lake Victoria.
13. The person after _____ the lake was named was Queen Victoria.

Verbs

Circle the correct form of each verb in parentheses.

14. Neither the Amazon nor the Nile (is/are) easy to navigate.
15. The film *Mystery of the Nile* (tell/tells) of two men's trip down the Blue Nile.
16. The story about their adventures (is/are) very exciting.
17. Challenges of the worst kind (face/faces) the explorers on their journey down the river.
18. The men (negotiate/negotiates) Class V and Class VI rapids on the upper Blue Nile.
19. They (have/must) withstand extreme temperatures and violent sandstorms.
20. A crocodile attack and exposure to malaria (is/are) two other challenges.

Unit 6 Review

21. Military police (arrest/arrests) the explorers in Ethiopia.
22. Everybody who has seen the movie really (like/likes) it.
23. I (have/would) travel down the Nile or the Amazon if I had the chance.
24. Nobody (love/loves) adventure more than I do.

Dangling and Misplaced Modifiers

Underline the verbal phrase that begins each sentence. If the phrase is a dangling or misplaced modifier, write *X* on the line. If the phrase is used correctly, circle the word it modifies and write *C* on the line.

25. Researching the Amazon, I learned many facts I did not know before. ____
26. Flowing more than 4,000 miles, many explorers have traveled that great river. ____
27. Winding through dense rainforest, countless species inhabit the Amazon. ____

Adjectives and Adverbs

Circle the correct form of the adjective or adverb in parentheses.

28. Some scientists are trying to prove that the Amazon is the (longer/longest) river on Earth.
29. They claim that the Nile is (shorter/shortest) than the Amazon.
30. Without a doubt, the Amazon carries the (more/most) water of any river.

Revising Sentences

Rewrite each sentence so that it is correct.

31. My story about Amazon adventures are called "A Week with Crocodiles." _____

32. In the story, a doctor, an extreme athlete, and a spy travels down the river. _____

33. The group are being chased by villains. _____

34. Neither the doctor nor the extreme athlete know about the pursuers. _____

35. The spy is carrying a priceless mineral that the leader of the villains want. _____

36. When the heroes disturb a band of monkeys, the band attack them, but they escape. _____

37. Chasing the heroes in a boat, crocodiles eat the villains. _____

Name _____

Community Connection

In Unit 6 of *G.U.M.* students learned more about **grammar**, and they used what they learned to improve their own writing. The content of these lessons focuses on the theme **Rivers of the World**. As students completed the exercises, they learned about several of the world's major rivers. They also read about the importance of rivers for transportation, economic development, and recreation. These pages offer a variety of activities that reinforce skills and concepts presented in the unit. They also provide opportunities for students to make connections between the content of the lessons and the community at large.

Water Works

Invite an official from a local water agency to come to class. Have him or her speak about how that agency goes about providing water for residents, businesses, and farms in the area. Prior to the official's visit, prepare a list of questions to ask him or her. After the visit, write a summary of what you learned.

A River Profile

Choose a river that is important to people in your region. Do research in a library or on the Internet to find out as much as you can about the river. Try to answer these questions: Where is the river's source? How long is the river? How did it get its name? What cities and towns have been built along its course? How do people use its water? What dams have been built on it? How clean is its water? What types of wildlife depend on it? Create and present a display about this river. Use an electronic presentation program if possible. Be sure to include a map; also include photos and other graphics.

River Trivia

Work with a group to prepare 50 questions about rivers. Use facts from the lessons as well as facts from original research. Write each question and its answer on an index card or slip of paper. Rate each question as *easy*, *average*, or *difficult*. Then decide on rules for a trivia game. You can play just among the group; or you can play against other groups, mixing your questions with theirs.

River Sport Speech

Choose one of these river sports to learn more about:

- rowing
- windsurfing
- water skiing
- wakeboarding
- fishing
- kayaking
- canoeing
- rafting

Find out about this sport by conducting an Internet search, looking at books and magazines about this activity, or interviewing at least one local person involved with this activity. Then write a speech describing the activity and explaining what type of person would be likely to enjoy it. Use the speech planner on the following page to help you organize your ideas.

River Sport Speech Planner

Sport to be profiled: _____

What the sport involves: _____

What equipment is required: _____

What skills must be learned: _____

What safety rules must be followed: _____

Where this activity can be done: _____

Why this activity is fun: _____

Why this activity can be healthful and educational: _____

What kind of person should choose this activity (for example, nature lover, adventurer, athlete, thrill seeker): _____

Name _____

Read and Discover

Capitalization

Lesson 61

My mother volunteers with a **French** organization called **Doctors Without Borders**. She will spend two weeks in **Niger**, a **country** in western Africa.

Circle the boldfaced word that does not refer to a specific nation. Draw one line under the boldfaced word that names one specific nation. Draw two lines under the boldfaced phrase that names one specific organization. Draw a box around the boldfaced word that is an adjective.

A **proper noun** names a specific person, place, thing, or idea. The important words in proper nouns are **capitalized**. **Proper adjectives** are descriptive words formed from proper nouns. They must be capitalized. A **title of respect**, such as *Mr.* or *Judge*, is used before a person's name. This title is also capitalized. The names of the months, the names of the days of the week, and the first word of every sentence are always capitalized.

See Handbook Sections 1, 15

Part 1

Draw three lines (≡) under each lowercase letter that should be capitalized. (1–34) Then circle each proper noun and draw a box around each proper adjective.

Doctors without borders is an international humanitarian organization. Started in France in december of 1971, the organization now has offices in the united states, japan, canada, sweden, and many other countries. this organization's doctors are working to fight malnutrition in children under five years of age in Africa and Southeast asia. As dr. christophe fournier points out, young children who do not receive the right vitamins and nutrients are more susceptible to disease.

Fortunately a new food product called Plumpy'nut is helping in the fight against malnutrition. It was invented by french scientist dr. andré Briend. he got the idea from a european nut spread named Nutella. plumpy'nut, which is a combination of the words *plump* and *peanut*, is a mixture of peanut butter, powdered milk, and powdered sugar that is fortified with vitamins and minerals.

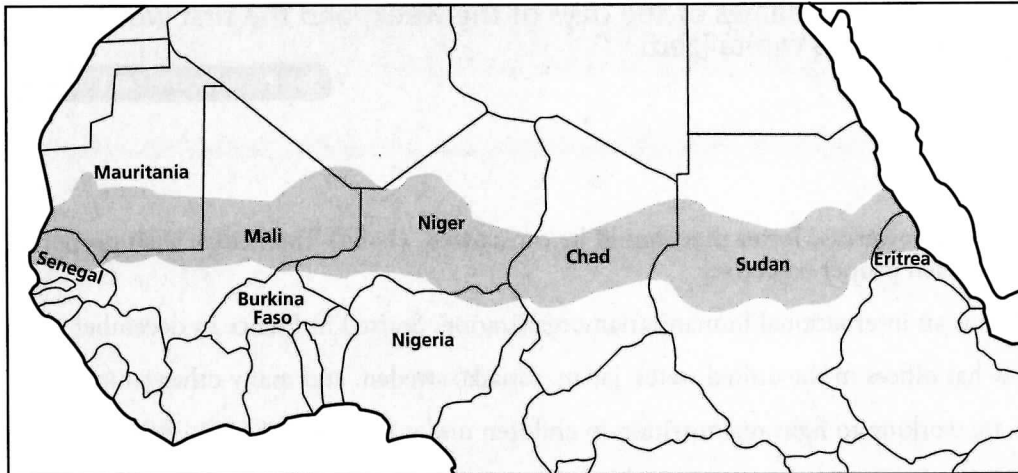
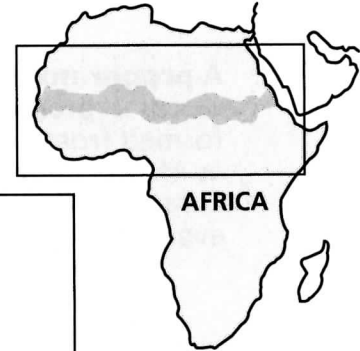
Foods such as plumpy'nut, which do not require refrigeration, are very useful in war-torn places such as Somalia and Sudan. Plumpy'nut costs less than milk formula, does not need to be mixed with anything, and has a shelf life of two years.

In october 2007 doctors without borders urged the united nations and the United States to contribute more money for the purchase of ready-to-use food. Currently one company, nutriset, is manufacturing Plumpy'nut. companies in malawi and in niamey, the capital of Niger, are making versions of the product as well. Chief nutritionist dr. Milton Tectonidis says that if the United states and the european union would spend more food aid on fortified foods, more companies would want to produce them.

Part 2

Draw three lines (≡) under each lowercase letter that should be capitalized. Draw a line (/) through each capital letter that should be lowercase. (35–52)

On wednesday ms. lopez's social studies class learned about world hunger relief. Students created a map showing the three Regions where acute malnutrition is most prevalent: the Sahel, the Horn of africa, and southeast asia. The sahel is a vast dry region in Africa. It borders the atlantic ocean and extends east to the other side of the continent. Among the nations in this Region are senegal, mauritania, mali, Niger, Chad, and Sudan. The Horn of Africa refers to the large Peninsula of east africa that juts into the Arabian Sea. Countries in the Horn of Africa include ethiopia, eritrea, and Somalia.



Part 3

See Handbook Section 35

Today it is common for friends to exchange e-mails that do not include proper capitalization. Read this passage from a friendly e-mail. Then rewrite it with correct capitalization and punctuation. Afterward, discuss with a partner which version you prefer and why.

do you want to see the movie this saturday?? sam saw it and really liked it maybe we could catch the two o'clock show...i have to finish my report about africa first, but i should finish by noon let me know what you think...

Name _____

“The Sinking of the Reuben James” is a song by Woody Guthrie. I saw a documentary film about Guthrie called *American Masters: Woody Guthrie*.

Circle the film title. Draw a box around the title of the song. How are they written differently? _____

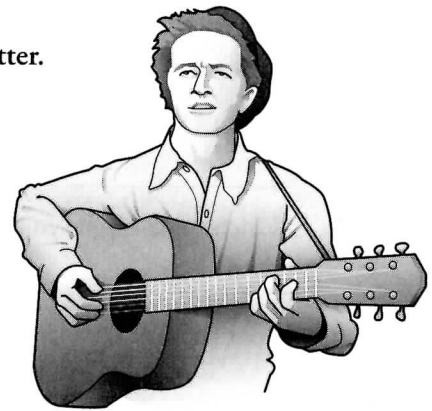
Underline the **titles** of **books, magazines, newspapers, movies, CDs, and DVDs**. These are written in italics in printed text. Use quotation marks around the titles of **songs, stories, and poems**. **Capitalize** the first word and the last word in titles. Capitalize all other words except articles, short prepositions, and coordinating conjunctions. Remember to capitalize short verbs, such as *is* and *are*.

See Handbook Section 3

Part 1

Draw three lines (≡) under each lowercase letter that should be a capital letter. Underline or add quotation marks to titles.

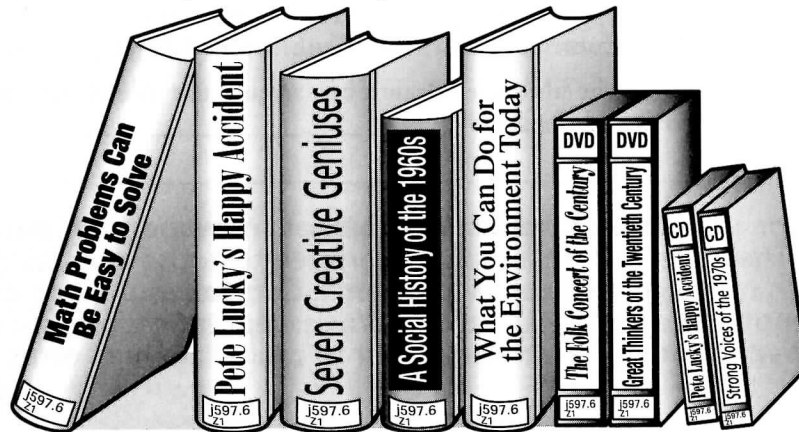
1. I'm writing an essay called voices for social repairs, which focuses on writers and musicians who have used their compositions to highlight social injustice.
2. For example, Upton Sinclair's book the jungle exposed sanitation problems in the American meatpacking industry.
3. Woody Guthrie's song this land is your land was a reminder that America's wonders belong to all its people.
4. I read a biography about him called This land was made for you and me.
5. There is also a CD called bound for glory: songs and stories of woody guthrie.
6. Have you seen the movie the grapes of wrath? It was based on John Steinbeck's novel about refugees who came west from Oklahoma during the Great Depression.
7. to kill a mockingbird is a book that tells about injustice toward African Americans in the South during the 1930s.
8. Langston Hughes's poem mother to son encourages readers not to let life's burdens wear them down.
9. Many songs written in the 1960s protested the poor treatment of individuals and groups. A time magazine article from 1963 describes this phenomenon.
10. A TV show called bob dylan: live in newport 1963–1965 highlights several of his protest songs, which call for an end to prejudice, injustice, and aggression.
11. In 1972, Helen Reddy's song i am woman became an anthem of the women's movement to achieve equality.



Woody Guthrie wrote and sang songs that covered political topics and traditional themes.

Part 2

Read the titles of the works on the library shelf. Look back at the titles of works mentioned in Part 1. Then answer each question. Use correct capitalization and punctuation in each title.



12. Which book is probably a fiction book? _____
13. Which DVD probably shows live music performances? _____
14. Which DVD might contain information about Albert Einstein? _____

15. Which book might you use to research a report on creative people? _____

16. Write the title of one song you might hear on *Strong Voices of the 1970s*. _____

17. Which CD presents a recorded version of a book? _____
18. Which book might outline sources of air pollution? _____

19. Which book would likely be a good source for help with algebra problems? _____

20. Which book might have information about the American civil rights movement? _____

Part 3

A Hollywood film studio is interested in turning your book about a famous artist, musician, dancer, or athlete into a major motion picture. On another sheet of paper, write a paragraph to convince the company to do so. Include the title of the book, and create an exciting movie title. Use correct capitalization and punctuation.

Name _____

Read and Discover

Initials, Abbreviations, and Acronyms

Lesson 63

Thurs., Oct. 10

9:00 — Report on Franklin D. Roosevelt due.

3:30 — Checkup at Dr. Turner's office, 220 Houston Blvd.

Underline a short way to write *Doctor*. Draw a square around a short way to write *Boulevard*. Circle short ways to write *Thursday* and *October*. Draw a star above a letter that stands for a name.

An **abbreviation** is a shortened form of a word. **Titles of respect** are usually abbreviated. So are words in **addresses**, such as *Street (St.)*, *Avenue (Ave.)*, and *Boulevard (Blvd.)*. The names of **days**, the names of some **months**, and certain words in the names of **businesses** are often abbreviated in informal notes. These abbreviations begin with a capital letter and end with a period. An **initial** can replace a person's or a place's name. It is written as a capital letter followed by a period.

See Handbook Section 2

Part 1

Draw three lines (≡) under each lowercase letter that should be a capital letter. Draw a line (/) through each capital letter that should be a lowercase letter. Add periods where they are needed. (1–29)

World War II began in Sept 1939, but it wasn't until the Japanese attack on Pearl Harbor on Dec 7, 1941, that the US finally joined the Allies in battle.

Two years later, on Dec 24, 1943, Pres Franklin D Roosevelt named Gen Dwight D Eisenhower as Supreme Commander of the Allied Expeditionary Force in Europe. The Allies' plan was to cross the English Channel and take control of France from the Germans. Gen Eisenhower's job was to see to it that the armies and navies of the US, Great Britain, and the other Allies worked together as one force. Toward this end, he worked closely with Leaders such as British Prime Minister mr Winston Churchill, Admiral Bertram H Ramsay in charge of Allied naval forces, and Sir Trafford Leigh-Mallory in charge of air forces.

On the eve of the invasion, gen. Eisenhower faced a tough decision. Bad weather had already postponed the operation one day. To pursue the Assault in bad weather would put thousands of Troops in jeopardy, but delaying the landing could mean losing the element of surprise. Fortunately the weather cleared somewhat, and gen Eisenhower gave the go-ahead. Early the morning of Tues, June 6, 1944, the D-day invasion began. Some 130,000 troops stormed five beaches from about 3,500 landing craft, including ships designed for carrying tanks (LCTs) and those designed for carrying infantry (lcis). They were supported by some 11,000 planes.

The Germans fought fiercely, but by the time night fell, the Allies had a strong hold along sixty miles of Normandy coastline. D-day provided the foothold in France that the Allies needed. On Aug 25, Gen George S Patton Jr led the US Third Army into Paris to reclaim the city. In less than a year, Germany was forced to surrender to the Allies.

Part 2

Rewrite each item below, using abbreviations and initials for the underlined words.

- 30. President Franklin Delano Roosevelt
- 31. 1600 Pennsylvania Avenue
- 32. Mistress Mamie Geneva Eisenhower
- 33. Kaiser Shipbuilding Company
- 34. Tuesday, June 6, 1944
- 35. Sergeant Edward Allen Carter Junior
- 36. General George Catlett Marshall
- 37. 10 Downing Street
- 38. August 25, 1945
- 39. Army Navy Drive and Fern Street
- 40. September 2, 1945
- 41. GenCorp Incorporated
- 42. Winston Leonard Churchill
- 43. Doctor Hattie Alexander
- 44. December 7, 1941
- 45. General Motors Corporation

Part 3

See Handbook Section 2

An acronym is formed from the first letters of a pair or group of words. Some acronyms, such as *NASA* (National Aeronautics and Space Administration), are written in all capitals. Others, such as *scuba* (self-contained underwater breathing apparatus), are written as regular, lowercase words.

Read each phrase below and use its first letters to write a shortened form. Check a dictionary to make sure each acronym you write is correct.

- 46. light amplification by stimulated emission of radiation
- 47. frequently asked questions
- 48. radio detecting and ranging
- 49. North Atlantic Treaty Organization
- 50. digital video disk

Name _____

Read and Discover

Apostrophes in Possessives and Contractions

Lesson 64

Are these bracelets from the 1920s made of ivory? No, **they're** made from Bakelite. Today Bakelite bracelets are **collectors'** items.

Which boldfaced word shows possession or ownership? _____

Which boldfaced word is a combination of two words? _____

To form the **possessive** of a singular noun, add an **apostrophe** and **s** (*girl's shoe*). For plural nouns that end in *s*, add an apostrophe (*birds' nests*) to form the possessive. For plural nouns that do not end in *s*, add an apostrophe and *s* (*children's boots*). **Apostrophes** are also used in **contractions**, two words that have been shortened and combined.

See Handbook Sections 7, 26, 28, 30

Part 1

Circle the correct word in parentheses. If the answer is a possessive, write *possessive*. If the answer is a contraction, write the two words from which the contraction was made.

1. Some natural (resin's/resins') properties are similar to those of plastics. _____
2. One (material's/materials') properties made it ideal for items such as brush handles. _____
3. That material was called lac; (lac's/lacs') purified form was called shellac. _____
4. Unfortunately, natural materials that could be molded (werent'/weren't) easy to find. _____
5. Some (product's/products') compositions made them turn brittle over time. _____
6. Many (researcher's/researchers') efforts focused on altering natural materials. _____
7. One (man's/mans') efforts to create a more useful material produced a substance later called celluloid. _____
8. The (substance's/substances) uses included products such as dentures and photographic films. _____
9. (Celluloid's/Celluloids') advantages were that it was hard and it could be easily molded when hot. _____
10. Unfortunately, it (wasn't/wasnt') stable around heat. _____
11. One (chemist's/chemists') goal was to make a useful synthetic shellac. _____
12. Leo Baekeland mixed two chemical compounds, but he (didn't/did'nt) come up with what he was after. _____
13. Instead, he created the first pure plastic; this (product's/products') name became *Bakelite*. _____
14. Soon many household items—from telephones to cooking (utensil's/utensils') handles—were made of Bakelite. _____
15. (Baekeland's/Baekelands') discovery gave rise to the plastics industry. _____

Part 2

Rewrite these sentences. Replace boldfaced words with possessives or contractions.

16. Leo Baekeland **could not** have realized just how widespread plastics would become. _____

17. The **homes of most people** are filled with plastic goods. _____

18. The **adaptability of plastic** allows it to be shaped into almost any form. _____

19. The **toughness or softness of a plastic product** can vary, depending on its chemical composition.

20. Unfortunately, plastics **do not** decompose quickly. _____

21. One of the **biggest environmental problems of today** is how to dispose of used plastic. _____

Part 3

Writers sometimes use contractions to reflect the way that words are pronounced in informal speech. These contractions sometimes look like possessives. Read the following examples. The first sentence contains a possessive noun. The second sentence contains a contraction.

1. My friend's bicycle has a flat.

The bicycle of my friend has a flat.

2. My friend's coming over.

My friend is coming over.

Read each sentence below. Then rewrite the sentence by replacing the possessive noun or contraction with an expression having the same meaning.

22. "This book's plot is quite gripping," said Ralph. _____

23. "The heroine's trying to find a secret formula," he continued. _____

24. "The mad scientist's a dangerous character," he added. _____

25. Ralph concluded by saying, "The heroine's quick thinking saves her from the mad scientist's evil plan."

Name _____

- May dad says that eBay, the Internet auction site, represents a historic advance in commerce.
- My uncle has sold items on eBay, and my cousin bought a lamp there.
- I would like to buy and sell comic books, posters, and baseball cards.

In which sentence do commas separate three items in a series? _____

In which sentence do commas set off words that rename a noun? _____

In which sentence does a comma help separate the clauses in a compound sentence? _____

A **comma** has many uses. It is used to **separate items in a series** of three or more words, phrases, or clauses. The last comma in a series goes before the conjunction (*and, or*). A comma is also used to separate **pairs of similar adjectives** (*small, humble house*). A comma may be used to set off **appositives, participial phrases, and nonrestrictive adjective clauses**. A comma is also used before a conjunction when joining **independent clauses** in a compound sentence.

See Handbook Sections 8, 16, 24, 25a

Part 1

Add the missing comma to each sentence.

- Pierre Omidyar loves solving problems and he enjoys solving them in new ways.
- In 1995 the young energetic computer scientist had a plan.
- He wanted to use the Internet to help common ordinary individuals do business.
- He didn't want business on the Internet to be dominated by large powerful companies.
- He envisioned a Web site for buying and selling items and he believed users would treat each other fairly.
- He held another job but he spent weekends creating his auction Web site.
- The new site, which was an immediate success grew very rapidly.
- Omidyar knew he had created a thriving business so he quit his other job.
- People use ebay to buy and sell antiques clothes, electronics, and much more.
- After completing a transaction the buyer and the seller can post information about each other, which helps ensure honesty.
- Omidyar who has made billions from his idea, is looking for worthwhile ways to spend his money.
- Knowing that he has considerably more than he needs he wants to help others.
- He has donated \$100 million for microfinance the making of small loans to poor entrepreneurs.



Pierre Omidyar created the Web site that became the world's largest electronic marketplace.

Part 2

Rewrite each group of sentences as a single sentence. Add, delete, or change words as necessary. Add commas where needed.

- 14. An auctioneer puts a product up for bid. He or she tracks the bids. He or she awards the item to the highest bidder. _____

- 15. I watched an alert auctioneer at work last Saturday. The auctioneer was also quick-witted. _____

- 16. In some ways eBay is like a live auction. In other ways it is different. _____

- 17. You can buy antiques on eBay. You can buy collectibles on eBay, too. You can also buy other secondhand items there. _____

- 18. Users can browse merchandise by categories. They can search by keyword. They can look up items of a particular seller. _____

Part 3

Think of an imaginary item you would like to sell. Write a description of this item that includes the following:

- an appositive that renames the item
- a pair of similar adjectives that describe the object
- three or more phrases in a series that tell what the item does

Be sure to use commas correctly.

Name _____

- a. Marilyn Hamilton is an amazing woman, she turned a tragedy into an opportunity.
- b. Some people have that gift: they find a way to make the most of a bad situation.
- c. They learn from their own misfortune; they use what they learn to benefit others.

In which sentence are two independent clauses separated incorrectly with only a comma and no conjunction? _____

What punctuation marks are used to separate the independent clauses in the other two sentences? _____

A **semicolon (;)** can be used instead of a comma and conjunction to separate the independent clauses in a **compound sentence**. A **colon (:)** can be used to separate two independent clauses when the second explains the first. It can also be used to introduce a list at the end of a sentence, to separate parts of references in a bibliography, and to separate hours and minutes in an expression of time.

See Handbook Sections 8, 13

Part 1

Write a colon or a semicolon to separate the clauses in each sentence.

1. Marilyn Hamilton was a very active young woman she enjoyed tennis and hang-gliding.
2. In 1978 an accident changed her life she crashed her glider into a mountain.
3. Hamilton became paraplegic she lost the use of her legs.
4. She confronted another problem her wheelchair was too bulky.
5. A standard wheelchair weighed about fifty pounds she wanted a lighter one.
6. She sought the aid of two friends both were weekend inventors.
7. The two men designed gliders Hamilton asked them to build a wheelchair out of hang-gliding material.
8. The new wheelchair was a vast improvement it weighed only twenty-six pounds.
9. It looked sleek and sporty it had a compact frame and an angled back.
10. Hamilton could return to sports she began competing in tournaments.
11. She became a national tennis champion she also joined the U.S. Disabled Ski Team.
12. Hamilton and her two friends went into business they began making wheelchairs.
13. Her partners focused on design and manufacturing Hamilton focused on marketing.
14. In response to customers' requests, she made another innovation she offered wheelchairs in bright colors.
15. Soon the sporty-looking chairs were not just for sports they were for everyday use.



Hamilton used a sports wheelchair to win the 1983 U.S. Women's Open Wheelchair Tennis Championships.

Part 2

Draw a line from each item on the left to an item on the right to make a simple or compound sentence. Then rewrite each pair as one sentence. Use a semicolon or a colon to separate independent clauses. Use a colon to introduce a list.

The Paralympic Games are held every two years

she won a silver medal in skiing

Marilyn Hamilton competed in the 1984 Winter Paralympic Games

cycling, judo, swimming, and wheelchair basketball

The Summer Paralympic Games include the following sports

they take place in the same city as the Olympic Games

- 16. _____
- 17. _____
- 18. _____

Part 3

The colon has many uses in writing. Think about how the colon is used in these examples. Then draw a line from each example to the rule it matches. (19–23)

BEN: What sports do you play?
 GISELLE: Baseball and soccer.

Use a colon to separate hours and minutes in an expression of time.

The judo competition will begin at 3:30 P.M.

Use a colon after the speaker's name in a play.

Many cultures follow this basic rule:
 "Treat others the way you want them to treat you."

Use a colon to separate the place of publication and the name of publisher in a book reference in a bibliography.

Bailey, Steve. *Athlete First: A History of the Paralympic Movement*. West Sussex, Eng.: John Wiley & Sons, 2008.

Use a colon to introduce a list or series at the end of a sentence.

I enjoy four sports: football, soccer, basketball, and baseball.

Use a colon to introduce a quotation.

On another sheet of paper, write an example of your own to match each rule.

Name _____

Read and Discover

Hyphens, Parentheses, and Dashes

Lesson 67

- a. The first successful moon landing (the culmination of the *Apollo 11* mission) took place in 1969.
- b. *Apollo 12*, the follow-up mission, was also a success.

In which sentence are parentheses () used to enclose information that explains an idea? _____

In which sentence is a hyphen used to join a word pair that precedes a noun? _____

Hyphens and **parentheses** are used to make writing clearer. Use a **hyphen** to

- separate the syllables in a word when you must break a word at the end of a line of text
- link the parts of some compound words, such as *behind-the-scenes*
- link some word pairs or groups of words that precede a noun and act as an adjective, such as *best-selling novel*
- link the parts of numbers (written as words) between twenty-one and ninety-nine.

Use **parentheses** to set off an explanation or example.

See Handbook Section 9

Part 1

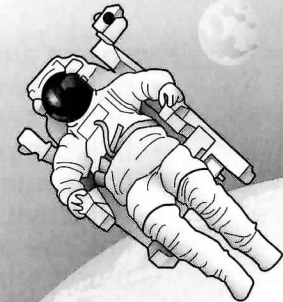
Write *C* beside each sentence in which hyphens and parentheses are used correctly. Cross out hyphens and parentheses that are used incorrectly. If you are not sure whether a hyphen should be used to link parts of a compound word or adjective phrase, check a dictionary.

1. (On April 15, 1970) Ed Smylie was at home watching television when he learned of an explosion on board *Apollo 13*. _____
2. Smylie knew he was needed (at the Houston Space Center) as soon as possible. _____
3. He oversaw a top-notch team of engineers in NASA's crew systems division. _____
4. He soon discovered that (the spacecraft) was losing oxygen, electricity, light, and water. _____
5. There was also a problem with the square lithium hydroxide canisters (the canisters, which were used to cleanse carbon dioxide from the air, had square openings). _____
6. Smylie and his staff had to find a way to make the square canisters compatible with the openings in the command module (which were round). _____
7. Also, they had to use only materials available on board the spacecraft to repair the problems (if they did not succeed, the crew would perish within a day or two). _____
8. The engineers devised a rough-and-ready contraption out of plastic bags, cardboard, and duct tape. _____
9. After testing their invention, they guided (the astronauts) to find the same materials on board-the-spacecraft. _____
10. Their around-the-clock efforts paid off: the astronauts made it home safely. _____

Part 2

Add hyphens or parentheses where they belong.

- 11. Duct tape is not what comes to mind when you think of space age repair tools.
- 12. Still, duct tape has helped other astronauts besides those on board *Apollo 13* in one instance, astronauts used it to do quick and dirty repairs to their air filtering system.
- 13. In 2006 the shuttle *Discovery* was on a 13 day mission to the International Space Station.
- 14. The latches on the jet-propelled backpack belonging to an astronaut Piers Sellers somehow came loose.
- 15. The backpack used only in emergency situations allows an astronaut to move backward or forward.
- 16. Mission Control guided the astronauts to make a quick fix repair that allowed Sellers to take the planned spacewalk.



Part 3

See Handbook Section 9

A dash is a punctuation mark used to signal a pause. A dash is longer than a hyphen. Think about how dashes are used in the sentences in the left-hand column. Then draw a line from each sentence to the rule it matches.

This was the moment I had been waiting for—the spacewalk.

I looked at the distant blue orb—Earth was 220 miles away—and wished my friends could see me.

Then I recalled the incident at Mission Control. If only—

Use dashes to set off a phrase or an independent clause that interrupts an otherwise complete sentence.

Use a dash to mark an interrupted or unfinished sentence.

Use a dash to stress one or more words at the end of a sentence.

On the lines below, write your own example for each rule about the use of dashes.

- 17. _____
- 18. _____
- 19. _____

Name _____

- a. "Would you like to start your own Web-based organization?" asked Sid.
- b. "Sure, but I don't know what type of organization I would start," answered Lyn.

Circle the marks that begin and end each quotation. Draw a box around the introductory word in the quotation in sentence b. Write the punctuation mark that follows that introductory word. _____ Write the punctuation mark that comes before the last quotation mark in sentence b. _____

A **direct quotation** is a speaker's exact words. Use **quotation marks** at the beginning and end of a direct quotation. Use a comma to separate the speaker's exact words from the rest of the sentence. Begin a direct quotation with a capital letter. Add end punctuation (period, question mark, exclamation point, or comma in place of a period) before the last quotation mark. Use a comma to set off an introductory word such as *Yes* or *Well*, or a noun of direct address from the rest of a sentence.

See Handbook Sections 4, 8

Part 1

Add quotation marks and commas to these sentences to make them correct.

1. Terry I heard about this great microfinance organization said Senko.
2. Is microfinance when you give a small loan to a person to start or improve a business? asked Terry.
3. Yes that's more or less what it means Senko agreed.
4. Well what is this organization you heard about? asked Terry.
5. It's called *Kiva*, which means "agreement" or "unity" in Swahili Senko explained.
6. Then Terry asked What impresses you about this organization?
7. It takes a slightly different approach to solving the problem of poverty answered Senko.
8. Aren't there other microfinance organizations? Terry asked skeptically.
9. Sure but Kiva arranges and manages its loans through a Web site said Senko.
10. Tell me more said Terry, who was now curious.
11. Kiva operates a person-to-person model Senko pointed out.
12. Local microfinance institutions post received loan applications on the Internet he continued.
13. Okay then what happens? asked Terry.
14. On the Kiva Web site, people read descriptions of the loan requests said Senko.
15. He added Then they decide which loan or loans to fund.
16. Are lenders able to ask questions of the borrowers? Terry wondered aloud.
17. Yes they are replied Senko and borrowers send updates on how their businesses are progressing.
18. That sounds like a great system! exclaimed Terry, impressed.

Part 2

Rewrite the sentences, adding correct punctuation to the dialogue. Be sure to use commas correctly.

19. Fiona do you want to help finance a small business loan? asked Bobby. _____

20. Yes that sounds like a great idea Fiona replied. _____

21. We could ask friends in the neighborhood if they want to join us Bobby added. _____

22. Hey we could give a presentation to our parents and grandparents suggested Fiona. _____

23. Let's browse the microloan Web site and find a business to support said Bobby. _____

24. Why don't you come over after school so we can do online research together? Fiona suggested.

Part 3

See Handbook Section 23

An *interjection* is a word used to express strong or sudden feeling. Interjections are sometimes used as introductory words. If an interjection is said with force or strong feeling, it is followed by an exclamation mark; if a sentence follows this type of interjection, the first word of the sentence begins with a capital letter. If an interjection is not said with force or strong feeling, it is followed by a comma, and the word after the comma is not capitalized.

Choose an interjection from the word bank to complete each item. Add appropriate punctuation. Draw three lines (≡) under the first letter of any word that should be capitalized.

ugh shh bravo alas yikes eureka

25. _____ that was an amazing performance!
26. _____ I've found just what I was looking for.
27. _____ my new puppy is sleeping.
28. _____ we didn't make the championships.
29. _____ that's a snake!
30. _____ we've got tons of chores to do.

Name _____

700 Franklin Drive
St. Louis, MO 63101
February 25, 2012

Dear Brenda,

Since we talked on the phone, I've been thinking about the trouble you're having making free throws. Here's my advice: Take a deep breath, bend your knees, and then straighten up and release the ball in one smooth motion.

As for your wanting to improve your defense, I think a coach will be able to give you the advice you need. Good luck!

Your friend,
Heather

There are five different parts of this letter. Two have already been circled. Circle the other three.

A **friendly letter** has five parts. The **heading**, the **greeting**, the **body**, the **closing**, and the **signature**. A friendly letter may include informal language. A **business letter** is a formal letter written to an employer or a business. It has the same parts as a friendly letter, but it also includes the address of the person to whom the letter will be sent. Use a colon after the greeting in a business letter. Omit paragraph indentations and align all letter parts along the left-hand margin. Like a letter, an **e-mail** contains a greeting, a body, a closing, and your name. An e-mail header contains your **e-mail address**, the e-mail address of the person you are writing to, the date, and a **subject line**.

See Handbook Sections 2, 8, 34, 35

Part 1

Use the appropriate boldfaced words in the rule box above to label the five parts of this friendly letter.

1. _____
253 Third Street
Kansas City, KS 66101
March 3, 2012

Dear Heather, _____ 2.

I really appreciated your advice on how to perfect my free-throw style. It's helping! Also, I've asked the basketball coach at the community center to give me defensive pointers. He says that he can help me after practice on Tuesday.

How is your gymnastic routine coming along?

3. _____
4. _____ Your friend,
5. _____ Brenda

Read and Discover

Bibliographies

Lesson 70

Dubowski, Cathy East. Clara Barton: I Want to Help! New York: Bearport, 2006.

Weinstein, Mike. "Clara Barton." Cobblestone Oct. 1997: 26.

Circle the book or magazine title in each bibliography entry above. Draw a box around the article title. Look at the author's name in each entry. How is it written?

A **bibliography** is an alphabetical list of all the sources you used to get information for a report or an essay. Use this guide when citing sources.

Book

Author's last name, author's first name. Book Title. City of publication: Publisher, year of publication.

Steffoff, Rebecca. The Civil War and Reconstruction: 1863–1877. New York: Benchmark Books, 2002.

Encyclopedia Article or Dictionary Entry

"Article Title." Encyclopedia or Dictionary Title. Edition (if available). Year of publication.

"Clara Barton." The Columbia Encyclopedia. 6th ed. 2007.

"Red Cross." The American Heritage College Dictionary. 4th ed. 2007.

Magazine or Newspaper Article

Author's last name, author's first name (if known). "Article Title." Name of Magazine Date of publication: page number(s).

Updike, William A. "Angel of the Battlefield." National Parks Jul.-Aug. 2000: 40.

See Handbook Sections 36, 37, 38

Part 1

Write the following entries in the correct format.

1. A book by Stephen B. Oates titled A Woman of Valor: Clara Barton and the Civil War published in 1994 by The Free Press in New York. _____

2. A newspaper article by Peter Cliffe titled Barton's Lifetime of Compassion published on September 18, 2004 on page D5 of The Washington Times. _____

3. An article titled Civil War published in 2007 in the World Book Encyclopedia. _____

Part 2

Use the information below to create a bibliography. List the entries in alphabetical order. If an article does not have an author, alphabetize it by its title. Be sure to check your capitalization and punctuation.

Clara Barton: Founder of the American Red Cross by Barbara A. Somervill. Published in 2007 by Compass Point Books in Minneapolis.

Old Records Reveal Clara Barton's Role as a Sleuth, *The New York Times*, page A22 of the December 2, 1997 issue.

The Civil War: Day by Day by Philip Katcher. Published in 2007 by Zenith Press in St. Paul.

Clara Barton by Abby Conklin. Published in *Appleseeds* magazine, April 2003, page 33.

4. _____

5. _____

6. _____

7. _____

Part 3

The Internet has made searching for information quick and easy. You may want to include information that you've found online when you write a bibliography. But be careful: the Web pages, articles, and images you view might be protected by copyright. Use this model when citing online sources.

Author's last name, author's first name (if known). "Article Title." Title of Web Site. Date of publication or last update (if available). Name of any organization affiliated with the site. Date you accessed the document <Internet address>.

Sahlman, Rachel. "Clara Barton." Spectrum Home & School Magazine. 2007. Spectrum Home & School Network. 15 Feb. 2008 <<http://www.incwell.com/Biographies/Barton.html>>.

Read the terms in the word bank. Use the terms to label the parts of the online entry below.

date accessed article title organization Internet address last update

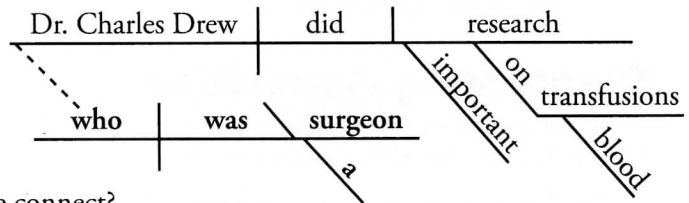
"Clara Barton—Angel of the Battlefield." 7 Dec. 2001. National Park Service. 18 Feb. 2008 <<http://www.nps.gov/archive/anti/clara.htm>>.

Name _____

Diagramming Adjective Clauses

You have learned that an adjective clause is a dependent clause that describes a noun or pronoun and begins with a relative pronoun such as *who*, *that*, or *which*. Notice the way an adjective clause is diagrammed. In this sentence, the relative pronoun *who* is the subject of the adjective clause.

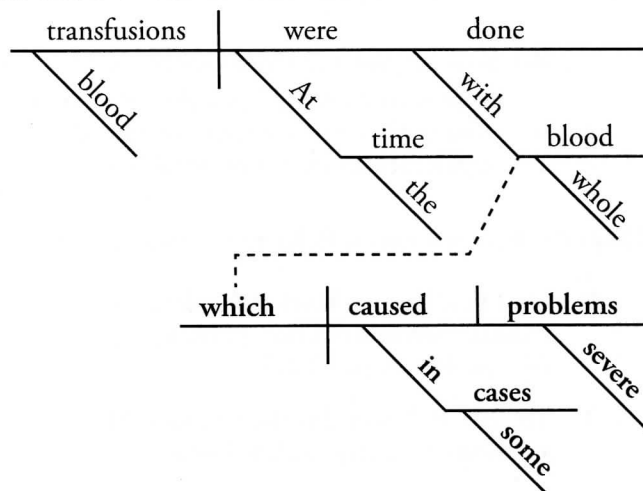
Dr. Charles Drew, **who was a surgeon**, did important research on blood transfusions.



1. Which sentence elements does the dashed line connect? ____
 - a. two nouns in the sentence
 - b. the direct object and the relative pronoun *who*
 - c. the relative pronoun *who* and the noun to which it refers

In the example to the right, the relative pronoun *which* refers to *blood*, the object of the preposition in the independent clause.

At the time, blood transfusions were done with whole blood, **which caused severe problems in some cases**.



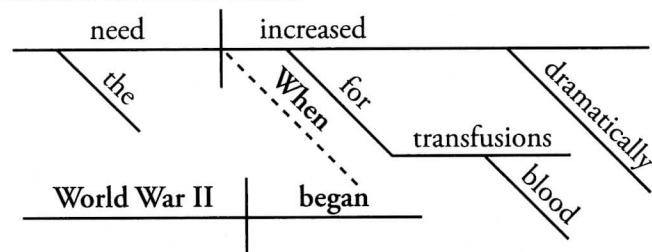
Try diagramming these sentences.

2. Dr. Drew, who served on an important committee, argued for the use of blood plasma.
3. Fewer problems occurred with transfusions that used blood plasma.

Diagramming Adverb Clauses

You have learned that an adverb clause is a dependent clause that tells about a verb, an adjective, or an adverb, and that an adverb clause often begins with a subordinating conjunction such as *although*, *because*, *when*, or *where*. Here's how to diagram a sentence that contains an adverb clause.

When World War II began, the need for blood transfusions increased dramatically.



4. Where is the subordinating conjunction *When* placed in this diagram? ____
 - a. on a slanted line below the simple subject
 - b. on a dotted line connecting the verb in the clause to the word the clause modifies
 - c. on a dotted line connecting two subjects

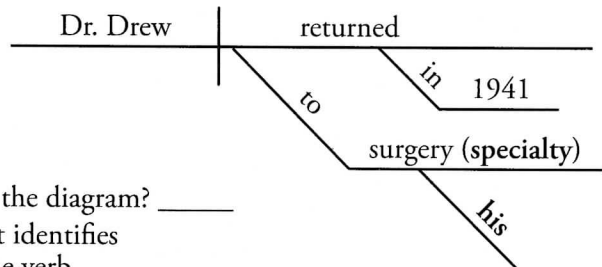
Diagram these sentences. Refer to the model on the previous page.

5. When a wounded soldier required a transfusion, fresh plasma was needed by the doctor.
6. After Dr. Drew instituted a system for the sanitary collection of blood, spoilage decreased significantly.

Diagramming Appositives

You have learned that an appositive is a phrase that identifies a noun. Here is how an appositive is diagrammed:

Dr. Drew returned to surgery, his specialty, in 1941.



7. Where is the noun in the appositive placed in the diagram? _____
 - a. on its own diagonal line below the noun it identifies
 - b. in parentheses on a horizontal line after the verb
 - c. in parentheses on a horizontal line after the noun it identifies

Diagram these sentences. Refer to the model above.

8. Dr. Drew became head of his department at Howard Medical School, a historically African American school.
9. The NAACP awarded the Spingarn Medal, a prestigious award, to Dr. Drew.

Name _____



Writing Sentences

Rewrite each sentence so that it makes sense. Make each one easier to understand by using correct punctuation and capitalization.

1. I've decided to title my paper Carved in stone. _____

2. I'm focusing on the reasons civic group's choose to erect statues. _____

3. I'm sorry to take so long to write, but I've been working on a report for mr wongs class.

4. I'll leave you with two words before I sign off write soon! _____

5. When I told my dad the title, he said you're a regular chip off the old block! _____

6. The report is about civic art. Works of art installed in public spaces in cities and towns.

A friendly letter has a heading, greeting, body, closing, and signature. A well-written letter has a friendly tone, includes specific information, uses description to create pictures in the mind of its reader, and asks the reader questions to give him or her ideas for writing a letter in return. As you read the model letter below, notice the use of details and questions to the reader.

120 Fern Creek Avenue
Vancouver, WA 98660
March 7, 2012

Dear Wendy,

Your report sounds like it's going to be very interesting. I just saw the Sacagawea statue at Washington Park in Portland, Oregon, last weekend. As you know, Sacagawea was the Shoshone woman who accompanied her husband, Toussaint Charbonneau, on the Lewis and Clark Expedition. Along the way she acted as an interpreter, found plants to eat, and served as a symbol of peace—other tribes saw her and did not view the expedition as hostile.

Here's a fun fact for you: supposedly there are more statues of Sacagawea in the United States than of any other woman. Perhaps you can include information about her in your report.

Your friend,
Mimi



Writing a Paragraph

The sentences you revised on page 211 can be used as the body of a friendly letter. Decide in what order the sentences should be. Write them on the lines below. Then add a heading, greeting, closing, and signature.

Think of an individual who has been commemorated in your community. Write a letter to a friend, telling him or her about this individual. Include facts and descriptions to make your letter interesting. Use the model on page 211 as your guide.

Reread your letter. Use this checklist to make sure it is complete and follows the friendly letter form.

- | | |
|--|--|
| <input type="checkbox"/> Does my letter have all five parts? | <input type="checkbox"/> Have I capitalized proper nouns? |
| <input type="checkbox"/> Have I punctuated the greeting and closing correctly? | <input type="checkbox"/> Have I asked questions my reader will want to answer in a return letter? |
| <input type="checkbox"/> Have I included specific information? | <input type="checkbox"/> Have I used commas, semicolons, hyphens, parentheses, and dashes correctly? |
| <input type="checkbox"/> Have I used abbreviations correctly? | |

Name _____

Proofreading Practice

Read this passage about Florence Nightingale and find the mistakes. Use the proofreading marks to show how the mistakes should be fixed.

Proofreading Marks

Mark	Means	Example
∩	delete	Florence Nightingale z was an English nurse.
^	add	Florence Nightingale was ^{an} English nurse.
≡	make into a capital letter	Florence Nightingale was an <u>english</u> nurse.
/	make into a lowercase letter	Florence Nightingale was an English N urse.
⊙	add a period	Florence Nightingale was an English nurse [⊙] .
Ⓢ	fix spelling	Florence Nightingale was an [Ⓢ] Inglish nurse.

Florence Nightingale, Originator of Modern Nursing

Florence Nightingale was born into a well to do english family in 1820. She was educated mostly by her father, William e. Nightingale. He taught her history philosophy and mathematics. He also taught her several world langauges Greek, Latin, french, German, and italian.

Young florence Nightingale developed an interest in nursing but there were no nursing programs in England at that time. In 1850, she entered a nursing program in germany. When she returned to London in 1853, she was employed by the Institution For The Care Of Sick Gentlewomen. As superintendent at the institution, she made many posative changes. Still, she wanted to do more.

In 1854, war broke out on the Crimean peninsula—an area on the northern coast of the Black sea—between russia and Great Britain and it's allies. Nightingale was asked to take charge of the military hospitals in turkey. When she and a large party of nurses arrived there on nov 5, 1854, she was appalled by the poor conditions at the hospital great numbers of sick and wounded soldiers lay on filthy straw mattresses there was insufficient clean water and the place was infested with rats and fleas. Nightingale imediatly set people to work cleaning the place. She created a nursing schedule, and she wrote numnerous letters demanding supplies. She worked long hours and made nightly rounds in the wards thus earning the nickname “The Lady with the Lamp”).

At the wars end two years later, Nightingale she returned to england, where she continued to work on behalf of the helth and welfare of british soldiers. In 1860, she established the Nightingale school for nurses at St thomas's Hospital, the first quality nursing program in the world.

Proofreading Checklist

You can use the list below to help you find and fix mistakes in your own writing. Write the titles of your own stories or reports in the blanks at the top of the chart. Then use the questions to check your work. Make a check mark (✓) in each box after you have checked that item.

	Titles			
Proofreading Checklist for Unit 7				
Have I capitalized proper nouns and proper adjectives?				
Have I capitalized and punctuated titles of works correctly?				
Have I used commas correctly?				
Have I used apostrophes correctly in possessives and contractions?				
Have I used colons and semicolons correctly?				
Have I used hyphens, dashes, and parentheses correctly?				
Have I punctuated direct and indirect quotations correctly?				

Also Remember . . .

Does each sentence begin with a capital letter?				
Have I spelled each word correctly?				
Have I used the right end marks at the end of sentences?				

Your Own List

Use this space to write your own list of things to check in your writing.

Name _____

Review

Capitalization

Draw three lines (≡) under each letter that should be capitalized.

1. people at the united nations are working to end world hunger.
2. The sahel and the Horn of africa are two regions of malnutrition.
3. On friday we read about one of somalia's two dry seasons.
4. The average temperature in the city of berbera is 100° F from june to september.

Titles, Initials, Abbreviations, and Acronyms

Draw three lines (≡) under each letter that should be capitalized. Add underlines, quotation marks, and periods where they are needed.

5. A book called Children of the Depression has photos from the 1930s.
6. It includes photos by ms. dorothea lange and mr. walker evans.
7. President Franklin d. Roosevelt wanted to provide jobs during the Great Depression.
8. The wpa (Works progress Administration) offered a solution.

Apostrophes in Possessives and Contractions

Underline the correct word in each pair. Write *C* if the word is a contraction or *P* if the word is a possessive.

9. I (had'nt/hadn't) heard of the WPA before. _____
10. The (agency's/agencies') projects included bridges, parks, and airports. _____
11. Jobs (weren't/were'nt) limited to construction, however. _____
12. Even (actors'/actor's) talents were put to use in public performances. _____

Commas, Semicolons, and Colons

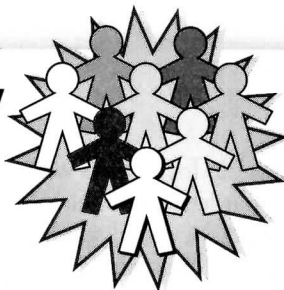
Add commas, semicolons, and colons where they are needed. (Only one item requires a colon.)

13. WPA-sponsored artists created murals sculptures and paintings.
14. Writers compiled oral histories they also wrote books.
15. Today the histories offer fascinating candid glimpses of life at that time.
16. These are two famous WPA writers John Steinbeck and Studs Terkel.

Hyphens, Parentheses, and Dashes

Add hyphens, parentheses, and dashes where they are needed.

17. The National Youth Administration NYA sought to employ young people.
18. The NYA combined economic relief with on the job training.



In Unit 7 of *G.U.M.* students learned about **capitalization, punctuation, and other aspects of writing mechanics**, and used what they learned to improve their writing. The content of these lessons focuses on the theme **Problem Solvers**. As students completed the exercises, they learned about individuals and groups of people who have solved problems to make life easier and more rewarding for others. These pages offer a variety of activities that reinforce skills and concepts presented in the unit. They also provide opportunities for the student to make connections between the materials in the lessons and the community at large.

Problems in the News

Read a print or online newspaper that serves your area. Find one article about a community problem that needs to be solved and one article about a problem that has already been solved. Discuss these articles with family members or classmates. Identify the people involved with the problem that has been solved, and decide whether they qualify as unforgettable folks. Then come up with a list of possible solutions for the unsolved problem.

Help the Problem Solvers

Choose one organization in your community that helps people with problems of a particular kind. This might be a group that helps people with disabilities, a group that provides free tutoring help to students, or a group that identifies and tries to solve environmental problems. Visit, call, or read about the group to find out more about the work it does. If possible, spend time volunteering for the organization. Then write an advertisement to convince others to become donors or volunteers for the organization.

Seekers of Solutions

It usually takes careful scientific research to find solutions to serious medical problems. Find out where in your area doctors and scientists do research to find vaccines, treatments, and cures for diseases. Browse that facility's Web site and read about one of the types of research it is doing. Write a letter or an e-mail to a friend, summarizing what you learn.

Family Report

Brainstorm with a relative about a problem affecting your family. Then work together to devise a solution to the problem. Answer each of these questions to help you formulate a plan of action.

- What is the problem?
- Which family member(s) are affected by it? Are there other relatives who could help solve the problem?
- What are some possible solutions? Could the problem be solved by developing a new process, such as planting a garden to save money; by creating an invention, such as a time-saving device; or by working to increase family communication?
- What are the advantages and disadvantages of each possible solution?

Choose the solution that you feel will work best, and write the details of your plan in a "family report." Then distribute the report to each family member.

Jobs for Problem Solvers

List some of the job opportunities available for people who want to solve problems in your community. Find out about employment in at least two fields such as product development, scientific research, medicine, environmental science, or social services. Then do research to learn more about careers in the field that interests you most. Find out what education and skills are needed in this field and what types of jobs you might someday qualify for. Use the planner that follows to help organize the information you find.

I. First Field Researched: _____

A. Types of Jobs Available:

1. _____

2. _____

3. _____

B. Most Interesting Type: _____

C. Kinds of Problems to Be Solved: _____

D. Education and Skills Required: _____

II. Second Field Researched: _____

A. Types of Jobs Available:

1. _____

2. _____

3. _____

B. Most Interesting Type: _____

C. Kinds of Problems to Be Solved: _____

D. Education and Skills Required: _____

Name _____

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Unit 1 Assessment

Standardized Test
Format



TEST TIP: Be sure to read all four answer choices carefully before choosing and marking the answer you think is correct.

Read each item carefully. Select the best answer and fill in the circle on the answer sheet below.

1. Read this sentence.

A casual observer might mistake a red fox for a small, furry dog.

Which of the following is the complete predicate of the sentence?

- A casual observer might mistake
- B mistake a red fox
- C might mistake a red fox for a small, furry dog
- D mistake a red fox for a small, furry dog

2. Read this sentence.

These members of the dog family can live in a variety of environments.

What are the simple subject and the simple predicate of the sentence?

- A family; can
- B family; can live
- C members; can live
- D family can; live

3. Read this sentence.

The Arctic fox and the fennec of the desert live and thrive in extreme environments.

Which of the following is a correct statement about the sentence?

- A It has a compound subject and a simple predicate.
- B It has a simple subject and a compound predicate.
- C It has a simple subject and a simple predicate.
- D It has a compound subject and a compound predicate.

4. Read this sentence.

A red fox can hear the peep of a chick from a distance of 90 feet.

Which word in the sentence is a direct object?

- A hear
- B peep
- C chick
- D distance

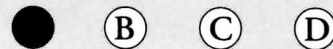
5. Read this sentence.

Unlike other canines, gray foxes are climbers of trees.

Which of the following is a predicate noun in the sentence?

- A canines
- B foxes
- C climbers
- D trees

Example:



Answer Sheet

- | | | | | |
|----|-----|-----|-----|-----|
| 1. | (A) | (B) | (C) | (D) |
| 2. | (A) | (B) | (C) | (D) |
| 3. | (A) | (B) | (C) | (D) |
| 4. | (A) | (B) | (C) | (D) |
| 5. | (A) | (B) | (C) | (D) |

Unit 1 Assessment (continued)

Read each item carefully. Select the best answer and fill in the circle on the answer sheet below.

6. Read this sentence.

A mated pair of foxes often hunt together and always protect each other.

Which of the following is a prepositional phrase in the sentence?

- A of foxes
- B often
- C always
- D each

7. Read this sentence.

Wolves, coyotes, and foxes are all canines, members of the dog family, and have many similar characteristics.

Which group of words from the sentence is an appositive?

- A coyotes, and foxes
- B all canines
- C members of the dog family
- D many similar characteristics

8. Read this sentence.

Foxes raising pups live in family groups and stay in large dens.

Which group of words from the sentence is a participial phrase?

- A foxes raising pups
- B raising pups
- C live in family groups
- D stay in large dens

9. Read this sentence.

Quick reactions and incredibly sharp senses enable foxes to hunt effectively.

Which of the following is an infinitive phrase in the sentence?

- A quick reactions
- B incredibly sharp senses
- C enable foxes
- D to hunt effectively

10. Read this sentence.

A bat-eared fox running at top speed can change course suddenly.

What is the simple predicate of the sentence?

- A running
- B top speed
- C can change
- D change

Answer Sheet

- | | | | | |
|-----|-----|-----|-----|-----|
| 6. | (A) | (B) | (C) | (D) |
| 7. | (A) | (B) | (C) | (D) |
| 8. | (A) | (B) | (C) | (D) |
| 9. | (A) | (B) | (C) | (D) |
| 10. | (A) | (B) | (C) | (D) |

Read each item carefully. Select the best answer and fill in the circle on the answer sheet below.

11. Read this sentence.

Serious birdwatchers study the only creatures on Earth with feathers.

Which of the following is the complete predicate of the sentence?

- A serious birdwatchers
- B study the only creatures
- C study the only creatures on Earth with feathers
- D the only creatures on Earth

12. Read this sentence.

Nearly all birds outside Antarctica construct nests of twigs or mud.

What are the simple subject and the simple predicate of the sentence?

- A birds; nests
- B birds; construct
- C Antarctica; construct
- D construct; nests

13. Read this sentence.

The ostrich and the cassowary have wings but cannot fly.

Which of the following is a correct statement about the sentence?

- A It has a compound subject and a simple predicate.
- B It has a simple subject and a compound predicate.
- C It has a simple subject and a simple predicate.
- D It has a compound subject and a compound predicate.

14. Read this sentence.

Some birds waterproof their feathers with oil from a special gland.

Which word in the sentence is a direct object?

- A waterproof
- B feathers
- C oil
- D gland

15. Read this sentence.

An ancestor of modern chickens became an important domestic animal about 5,500 years ago.

Which of the following is a predicate noun in the sentence?

- A chickens
- B domestic
- C animal
- D years

Answer Sheet

- | | | | | |
|-----|-----|-----|-----|-----|
| 11. | (A) | (B) | (C) | (D) |
| 12. | (A) | (B) | (C) | (D) |
| 13. | (A) | (B) | (C) | (D) |
| 14. | (A) | (B) | (C) | (D) |
| 15. | (A) | (B) | (C) | (D) |

Unit 1 Assessment (continued)

Read each item carefully. Select the best answer and fill in the circle on the answer sheet below.

16. Read this sentence.

All birds' offspring grow and develop inside hard-shelled eggs.

Which group of words from the sentence is a prepositional phrase?

- A all birds' offspring
- B grow and develop
- C and develop
- D inside hard-shelled eggs

17. Read this sentence.

Ornithologists, scientists who study birds, are interested in understanding more about how birds navigate.

Which group of words from the sentence is an appositive?

- A scientists who study birds
- B are interested
- C understanding more
- D birds navigate

18. Read this sentence.

Guided by the sun, stars, wind, and an internal compass, migratory birds can travel long distances to the same destination year after year.

Which group of words from the sentence is a participial phrase?

- A guided by the sun, stars, wind, and an internal compass
- B an internal compass
- C travel long distances
- D to the same destination year after year

19. Read this sentence.

A variety of birds, from colorful parrots to gray and white mockingbirds, have learned to imitate other birdcalls and noises.

Which of the following is an infinitive phrase in the sentence?

- A a variety of birds
- B to gray and white mockingbirds
- C have learned to imitate
- D to imitate other birdcalls and noises

20. Read this sentence.

Wearing a down coat, you are warmed by duck or goose feathers.

What is the simple predicate of the sentence?

- A wearing
- B warmed
- C are warmed
- D warmed by

Answer Sheet

- | | | | | |
|-----|-----|-----|-----|-----|
| 16. | (A) | (B) | (C) | (D) |
| 17. | (A) | (B) | (C) | (D) |
| 18. | (A) | (B) | (C) | (D) |
| 19. | (A) | (B) | (C) | (D) |
| 20. | (A) | (B) | (C) | (D) |



TEST TIP: Don't spend too much time on one test item.

Read each item carefully. Select the best answer and fill in the circle on the answer sheet below.

1. Read this sentence.

Think of three ways in which natural processes change Earth's surface.

What type of sentence is it?

- A declarative
- B interrogative
- C imperative
- D exclamatory

2. Which of the following sentences is a compound sentence?

- A Some processes build up Earth's surface, and others break it down.
- B Volcanism, or volcanic eruptions, builds up the surface of our planet.
- C Earth's surface is also built up when crustal movements cause warping or buckling.
- D If you place your hands flat on the edges of a sheet of paper and gently move them toward the middle, you will see a simple form of buckling.

3. Read this sentence.

After a volcano erupts, lava, ash, and cinders add to Earth's surface.

What types of clauses are in the sentence?

- A The first is an independent clause; the second is dependent.
- B The first is a dependent clause; the second is independent.
- C Both are dependent clauses.
- D Both are independent clauses.

4. Which of the following is a complex sentence?

- A Some volcanic eruptions are explosive, but others are not.
- B Dome-shaped volcanoes typically have explosive eruptions.
- C Mount Vesuvius, which is in Italy, erupted explosively in A.D. 79.
- D The eruption covered the surrounding lands with many feet of lava, ash, and cinders.

5. Which sentence has an adjective clause underlined?

- A Gravity is one process that breaks down surface features.
- B Gravity constantly pulls on a rock overhang.
- C At some point, the force of gravity will cause the rock overhang to fall.
- D Loose materials on mountainsides also move downward, particularly after they are disturbed by wind or rain or animal movements.

Example:

A B C D

Answer Sheet

- | | | | | |
|----|-------------------------|-------------------------|-------------------------|-------------------------|
| 1. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 2. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 3. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 4. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 5. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |

Unit 2 Assessment (continued)

Read each item carefully. Select the best answer and fill in the circle on the answer sheet below.

6. Which sentence has an adverb clause underlined?
- A Water is a very important cause of change on Earth's surface.
 - B A hard rain can break bits of rock off cliff sides.
 - C After rainfall hits Earth, it carries grains of rock with it.
 - D These tiny bits of rock eventually are carried all the way to the sea.
7. Which sentence has a gerund phrase underlined?
- A Plant roots grow downward into cracks in rocks.
 - B As plants grow, roots expand and push against rocks.
 - C People are also contributing to the breakdown of surface materials.
 - D Hiking up a mountain breaks down rock on the trail.
8. Which of these sentences is in the passive voice?
- A Boulders can be broken apart by frost action.
 - B First, water enters and fills a crack in a boulder.
 - C The water in the crack freezes and expands.
 - D The powerful force of that expansion can crack a huge boulder in two.
9. Which of the following sentences is written correctly?
- A The study of processes that change Earth's surface.
 - B I want to learn more about forces that change our Earth's surface, I'm really interested in Earth processes.
 - C I would study physical geography I might also study geology.
 - D Physical geography is the study of the lands and waters of Earth; geology involves the study of Earth's structure and surface.
10. Read this sentence.
Powerful are the physical forces of change.
In what order are the words in the sentence?
- A natural order
 - B inverted order
 - C interrupted order
 - D None of the above

Answer Sheet

- | | | | | |
|-----|-----|-----|-----|-----|
| 6. | (A) | (B) | (C) | (D) |
| 7. | (A) | (B) | (C) | (D) |
| 8. | (A) | (B) | (C) | (D) |
| 9. | (A) | (B) | (C) | (D) |
| 10. | (A) | (B) | (C) | (D) |

Read each item carefully. Select the best answer and fill in the circle on the answer sheet below.

11. Read this sentence.

What an important role decomposers play in the food chain!

What type of sentence is it?

- A declarative
- B interrogative
- C imperative
- D exclamatory

12. Which of the following sentences is a compound sentence?

- A Decomposers are living things that break down dead plants or animals for food.
- B These organisms also break down waste produced by plants and animals.
- C An earthworm is a decomposer, and so is a banana slug.
- D Which are decomposers, algae or fungi?

13. Read this sentence.

Mushrooms are a type of fungi; many kinds of mushrooms grow on dead trees.

What types of clauses are in the sentence?

- A The first is an independent clause; the second is dependent.
- B The first is a dependent clause; the second is independent.
- C Both are dependent clauses.
- D Both are independent clauses.

14. Which of the following is a complex sentence?

- A Mushrooms get nourishment from dead trees, and they break it down into bits of organic material.
- B If fungi did not break down dead plant material, forest soil would likely be less fertile.
- C Worms also make soil fertile, but most do their work underground.
- D Most people do not appreciate the important work done by decomposers.

15. Which sentence has an adjective clause underlined?

- A The planet that we live on spins like a top.
- B Because Earth spins around once every 24 hours, that is the length of a day.
- C This spinning motion is called rotation; Earth rotates on its axis.
- D Earth's axis is an imaginary line running from the North Pole to the South Pole.

Answer Sheet

- | | | | | |
|-----|-----|-----|-----|-----|
| 11. | (A) | (B) | (C) | (D) |
| 12. | (A) | (B) | (C) | (D) |
| 13. | (A) | (B) | (C) | (D) |
| 14. | (A) | (B) | (C) | (D) |
| 15. | (A) | (B) | (C) | (D) |

Unit 2 Assessment (continued)

Read each item carefully. Select the best answer and fill in the circle on the answer sheet below.

16. Which sentence has an adverb clause underlined?
- A Our planet moves in another way, too: it moves in a circle around the sun.
 - B Planet Earth makes one complete circle every 365¼ days.
 - C People define a year as 365 days, although this is not quite accurate.
 - D To make up for this inaccuracy, we add one day to each fourth year.
17. Which sentence has a gerund phrase underlined?
- A The sun appears to move across the sky each day.
 - B The apparent movement of the sun across the sky is the result of Earth's rotation.
 - C Seeing long shadows tells you that the sun is low in the sky.
 - D The sun is low in the sky after dawn and before sunset.
18. Which of these sentences is in the passive voice?
- A Most units of time relate to Earth's movements.
 - B Seconds, minutes, and hours represent divisions of the length of one rotation.
 - C Some cultures use the moon's movements to measure units of time.
 - D A lunar calendar is used by several Asian cultures.
19. Which of the following sentences is written correctly?
- A The change of seasons, probably the most easily recognizable cycle in nature.
 - B Spring always follows winter, and spring always brings longer, warmer days.
 - C When spring arrives seeds sprout, leaves begin to grow, many plants produce blossoms.
 - D These changes happen every year at about the same time, how difficult life would be if we could not depend on the seasons!
20. Read this sentence.
In the early days of spring, the hills turn green.
In what order are the words in the sentence?
- A natural order
 - B inverted order
 - C interrupted order
 - D None of the above

Answer Sheet

- | | | | | |
|-----|-----|-----|-----|-----|
| 16. | (A) | (B) | (C) | (D) |
| 17. | (A) | (B) | (C) | (D) |
| 18. | (A) | (B) | (C) | (D) |
| 19. | (A) | (B) | (C) | (D) |
| 20. | (A) | (B) | (C) | (D) |

Unit 3 Assessment



TEST TIP: Eliminate answer choices that you know are incorrect.

Read each item carefully. Select the best answer and fill in the circle on the answer sheet below.

1. Read this sentence.

Many storytellers specialize in telling tales from a particular culture.

Which of these words is a singular noun in the sentence?

- A many
- B storytellers
- C tales
- D culture

2. Read this sentence.

Irina moved from Kiev to Oklahoma City; she tells tales from Ukraine.

Which of these words is a common noun in the sentence?

- A Irina
- B Kiev
- C tales
- D Ukraine

3. Read this sentence.

People of all ages love to listen to _____ tales.

Which of these words would correctly complete the sentence?

- A Irinas
- B Irina's
- C Irinas'
- D Irinases'

4. Read this sentence.

She is teaching us how to be better storytellers.

What kind of personal pronoun is underlined?

- A first person
- B second person
- C third person singular
- D third person plural

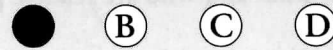
5. Read this sentence.

I myself practice telling tales in front of a mirror, to make my expressions and gestures more effective.

Which word from the sentence is a compound personal pronoun?

- A I
- B myself
- C to
- D my

Example:



Answer Sheet

- | | | | | |
|----|-----|-----|-----|-----|
| 1. | (A) | (B) | (C) | (D) |
| 2. | (A) | (B) | (C) | (D) |
| 3. | (A) | (B) | (C) | (D) |
| 4. | (A) | (B) | (C) | (D) |
| 5. | (A) | (B) | (C) | (D) |

Read each item carefully. Select the best answer and fill in the circle on the answer sheet below.

6. Read this sentence.

After I tell you my tale, you should tell me _____.

Which of these is the correct pronoun form to use to complete the sentence?

- A your
- B you're
- C yours
- D your's

7. Read this sentence.

In my opinion, anyone who practices reading tales expressively can become an effective storyteller.

Which word from the sentence is an indefinite pronoun?

- A my
- B anyone
- C who
- D become

8. Read this sentence.

What is the other skill necessary for a person who wants to become a storyteller?

What types of pronouns are *what* and *who* in the sentence?

- A *What*—interrogative pronoun; *who*—relative pronoun.
- B *What*—relative pronoun; *who*—interrogative pronoun.
- C Both *what* and *who* are interrogative pronouns.
- D Both *what* and *who* are relative pronouns.

9. Read this sentence. Look at the underlined word in it.

Most good storytellers can memorize tales quickly and accurately.

What kind of adjective is the underlined word?

- A an adjective that tells what kind
- B an adjective that tells how many
- C an article
- D None of the above

10. Read this sentence.

I have memorized the two tales in this book, but I haven't memorized any of _____ in that book.

Which of these words would correctly complete the sentence?

- A this
- B that
- C these
- D those

Answer Sheet

- | | | | | |
|-----|-----|-----|-----|-----|
| 6. | (A) | (B) | (C) | (D) |
| 7. | (A) | (B) | (C) | (D) |
| 8. | (A) | (B) | (C) | (D) |
| 9. | (A) | (B) | (C) | (D) |
| 10. | (A) | (B) | (C) | (D) |

Read each item carefully. Select the best answer and fill in the circle on the answer sheet below.

11. Read this sentence.

Theater troupes in many parts of the world present plays based on timeless tales.

Which of these words is a singular noun in the sentence?

- A troupes
- B parts
- C world
- D plays

12. Read this sentence.

Mario Lamo, who came from Colombia to California, writes delightful stories.

Which of these choices is a common noun in the sentence?

- A Mario Lamo
- B who
- C Colombia
- D stories

13. Read this sentence.

Some theater troupes read many _____ published tales to find new material.

Which of these words would correctly complete the sentence?

- A storytellers
- B storyteller's
- C storytellers'
- D storytellerses'

14. Read this sentence.

A member of a theater troupe read one of Mario's stories, loved it, and contacted him.

What kind of personal pronoun is underlined?

- A first person
- B second person
- C third person singular
- D third person plural

15. Read this sentence.

Mario gave permission to have his story made into a play, and he made himself available for consultation.

Which word from the sentence is a compound personal pronoun?

- A Mario
- B his
- C he
- D himself

Answer Sheet

- | | | | | |
|-----|-----|-----|-----|-----|
| 11. | (A) | (B) | (C) | (D) |
| 12. | (A) | (B) | (C) | (D) |
| 13. | (A) | (B) | (C) | (D) |
| 14. | (A) | (B) | (C) | (D) |
| 15. | (A) | (B) | (C) | (D) |

Unit 3 Assessment (continued)

Read each item carefully. Select the best answer and fill in the circle on the answer sheet below.

16. Read this sentence.

Mario was excited about the troupe's plan to present _____ story as a puppet play.

Which of these is the correct pronoun form to use to complete the sentence?

- A him
- B his
- C his's
- D he's

17. Read this sentence.

Not everyone who writes a story wants it performed by puppets.

Which word from the sentence is an indefinite pronoun?

- A everyone
- B who
- C story
- D it

18. Read this sentence.

Who among you has seen puppets that are ten feet tall?

What types of pronouns are *who* and *that* in the sentence?

- A **Who**—interrogative pronoun; **that**—relative pronoun.
- B **Who**—relative pronoun; **that**—interrogative pronoun.
- C Both **who** and **that** are interrogative pronouns.
- D Both **who** and **that** are relative pronouns.

19. Read this sentence. Look at the underlined word in it.

The puppet performance of Mario's story was a huge success: audiences and reviewers loved it.

What kind of adjective is the underlined word?

- A an adjective that tells what kind
- B an adjective that tells how many
- C an article
- D None of the above

20. Read this sentence.

_____ puppets here are easy to move; those over there are more difficult.

Which of these words would correctly complete the sentence?

- A This
- B That
- C These
- D Those

Answer Sheet

- | | | | | |
|-----|-----|-----|-----|-----|
| 16. | (A) | (B) | (C) | (D) |
| 17. | (A) | (B) | (C) | (D) |
| 18. | (A) | (B) | (C) | (D) |
| 19. | (A) | (B) | (C) | (D) |
| 20. | (A) | (B) | (C) | (D) |

Unit 4 Assessment

Standardized Test
Format



TEST TIP: Read every choice before deciding on an answer.

Read each item carefully. Select the best answer and fill in the circle on the answer sheet below.

1. Read these sentences.

In 1916 the federal government passed the Federal Aid Road Act. Thanks to this law, money for new highways became available to states.

What kinds of verbs are in the sentences?

- A first sentence—action verb; second sentence—linking verb
- B first sentence—linking verb; second sentence—action verb
- C both sentences—action verbs
- D both sentences—linking verbs

2. Read each sentence. Which sentence has an intransitive verb?

- A In that era the use of automobiles grew rapidly.
- B Drivers throughout America wanted better roads.
- C Local and state officials chose routes for new roads.
- D Then, with federal money, the states built the new roads.

3. Read this sentence.

A new form of transportation changes patterns of life.

In what tense is the underlined verb?

- A past
- B present
- C future
- D None of the above

4. Read this sentence.

Before the advent of the automobile, most farmers had lived isolated lives.

In what tense is the underlined verb?

- A past perfect
- B present perfect
- C future perfect
- D None of the above

5. Read this sentence.

By the 1920s some Americans were commuting from outlying communities to cities each day for work.

In what form is the underlined verb?

- A past progressive
- B present progressive
- C future progressive
- D None of the above

Example:

B C D

Answer Sheet

- | | | | | |
|----|-------------------------|-------------------------|-------------------------|-------------------------|
| 1. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 2. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 3. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 4. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 5. | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |

Unit 4 Assessment (continued)

Read each item carefully. Select the best answer and fill in the circle on the answer sheet below.

6. Read the sentence.

In 1920 less than 2% of America's highways _____ well-paved surfaces.

Which of these words would correctly complete the sentence?

- A have
- B had
- C have had
- D will have had

7. Read this sentence.

Congress significantly modified the federal road law in 1921.

Which of these words is an adverb in the sentence?

- A significantly
- B modified
- C federal
- D 1921

8. Read this sentence.

A system of well-constructed, interconnected highways was needed, and the new law required states to build it.

Which of the following is a prepositional phrase in the sentence?

- A of well-constructed, interconnected highways
- B and the law
- C now required states
- D to build it

9. Read this sentence.

Although the law required construction of highways connecting states, it did not specify routes.

Which of these words is a subordinating conjunction in the sentence?

- A although
- B required
- C connecting
- D not

10. Read each sentence. Which sentence has a pair of correlative conjunctions?

- A Cy Avery of Tulsa, Oklahoma, emerged as a highway specialist.
- B Avery was not only a successful business owner, he was also a strong supporter of highway improvement.
- C Avery was given the task of mapping out what would become the United States Highway System.
- D He planned a highway route that would connect Chicago with Los Angeles.

Answer Sheet

- | | | | | |
|-----|-----|-----|-----|-----|
| 6. | (A) | (B) | (C) | (D) |
| 7. | (A) | (B) | (C) | (D) |
| 8. | (A) | (B) | (C) | (D) |
| 9. | (A) | (B) | (C) | (D) |
| 10. | (A) | (B) | (C) | (D) |

Read each item carefully. Select the best answer and fill in the circle on the answer sheet below.

11. Read these sentences.

The first part of Avery's new route ran south from Chicago to St. Louis. That stretch of the route utilized part of an existing highway.

What kinds of verbs are in the sentences?

- A first sentence—action verb; second sentence—linking verb
- B first sentence—linking verb; second sentence—action verb
- C both sentences—action verbs
- D both sentences—linking verbs

12. Read each sentence. Which sentence has an intransitive verb?

- A The route then ran in a southwestward direction to Oklahoma City.
- B Avery ran this stretch of the road right past his own service station near Tulsa, Oklahoma.
- C The next stretch crossed the Texas Panhandle.
- D It then ascended the mountains of New Mexico and Arizona.

13. Read this sentence.

The final stretch of the route traversed desert lands in southern California.

In what tense is the underlined verb?

- A past
- B present
- C future
- D None of the above

14. Read this sentence.

Some readers will have guessed the identity of this great American road by now.

In what tense is the underlined verb?

- A past perfect
- B present perfect
- C future perfect
- D None of the above

15. Read this sentence.

This narrative is telling about Route 66.

In what form is the underlined verb?

- A past progressive
- B present progressive
- C future progressive
- D None of the above

Answer Sheet

- | | | | | |
|-----|-----|-----|-----|-----|
| 11. | (A) | (B) | (C) | (D) |
| 12. | (A) | (B) | (C) | (D) |
| 13. | (A) | (B) | (C) | (D) |
| 14. | (A) | (B) | (C) | (D) |
| 15. | (A) | (B) | (C) | (D) |

Unit 4 Assessment (continued)

Read each item carefully. Select the best answer and fill in the circle on the answer sheet below.

16. Read this sentence.

On November 11, 1926, a committee of local and national highway officials _____ Avery's plan for Route 66.

Which of these choices would correctly complete the sentence?

- A had approved
- B has approved
- C approved
- D will approve

17. Read this sentence.

About 800 miles of the 2,500-mile route were already paved.

Which of these words is an adverb in the sentence?

- A about
- B miles
- C already
- D paved

18. Read this sentence.

Cy Avery recommended *The Main Street of America* for the new road's nickname, and the Route 66 state representatives approved it.

Which of the following is a prepositional phrase in the sentence?

- A Cy Avery recommended
- B for the new road's nickname
- C the Route 66 state representatives
- D approved it

19. Read this sentence.

As workers paved more stretches, representatives from the Route 66 states told the rest of America about the wonderful new highway.

Which of these words is a subordinating conjunction in the sentence?

- A as
- B more
- C from
- D about

20. Read each sentence. Which sentence has a pair of correlative conjunctions?

- A Traffic on the new national highway increased rapidly.
- B Both business travelers and sightseers used Route 66.
- C Singer Nat "King" Cole had a number one hit with a song about Route 66.
- D For about 50 years "The Main Street of America" moved motorists back and forth across the West.

Answer Sheet

- | | | | | |
|-----|-----|-----|-----|-----|
| 16. | (A) | (B) | (C) | (D) |
| 17. | (A) | (B) | (C) | (D) |
| 18. | (A) | (B) | (C) | (D) |
| 19. | (A) | (B) | (C) | (D) |
| 20. | (A) | (B) | (C) | (D) |

Unit 5 Assessment

Standardized Test
Format



TEST TIP: Mark your answers neatly. If you erase, erase completely and clearly without smudging.

Read each item carefully. Select the best answer and fill in the circle on the answer sheet below.

- Which of the following sentences has *your* or *you're* used *incorrectly*?
 - Your new mobile phone is an amazing device!
 - I'm surprised at the quality of *you're* photos.
 - You're really good at typing messages on its little keyboard.
 - When you're browsing the Internet with your phone, how hard is it to read the pages?
- Which of the following sentences has *its* or *it's* used *incorrectly*?
 - It's likely that future cell phones will have additional capabilities.
 - I want a phone with GPS as one of its capabilities.
 - It's possible that a future phone will have temperature sensors.
 - Then it's screen could display the temperature as well as the time.
- Read each sentence. Look at the underlined word in it. Which sentence is written *incorrectly*?
 - Jelani thinks that fancy cell phones are to expensive.
 - He places calls to family members and friends with his plain old cell phone.
 - He says that phone screens are too small to display Web pages.
 - He says he doesn't need his cell phone to be an MP3 player because his family already has two of those.
- Read this sentence.

When I was young, our family would usually take ___ 25 pictures during a vacation.

Which of these choices would correctly complete the sentence?
 - less
 - fewer
 - less than
 - fewer than
- Read each sentence. Which sentence is written *incorrectly*?
 - Nowadays it's not unusual for our family to take 1000 photos during a vacation.
 - It's not difficult to delete the ones that aren't good.
 - We don't never upload photos to an Internet photo storage site until we have deleted the bad ones.
 - We haven't ever ordered more than 25 prints of any vacation.

Example:



Answer Sheet

- | | | | | |
|----|-----|-----|-----|-----|
| 1. | (A) | (B) | (C) | (D) |
| 2. | (A) | (B) | (C) | (D) |
| 3. | (A) | (B) | (C) | (D) |
| 4. | (A) | (B) | (C) | (D) |
| 5. | (A) | (B) | (C) | (D) |

Unit 5 Assessment (continued)

Read each item carefully. Select the best answer and fill in the circle on the answer sheet below.

6. Read this sentence.

In my report on technological gadgets, which I wrote for science class, I discussed several things.

Which word or words in the sentence do not belong in academic writing?

- A technological gadgets
- B science class
- C several
- D things

7. Read each sentence. Look at the underlined word in it. Which sentence is written *incorrectly*?

- A Our new big-screen TV sets on a strong table.
- B It took two of us to raise it from the floor.
- C We set it carefully on the table.
- D When I sit in the big blue chair, I can see the picture clearly.

8. Read each sentence. Look at the underlined word in it. Which sentence is written *incorrectly*?

- A My grandfather built the table we are using for the big-screen TV.
- B The table has always held heavy things well, because it's so sturdy.
- C Grandfather maked a cabinet for the cable box, too.
- D We have found that low-tech skills like his make living with high-tech equipment more pleasant.

9. Read each sentence. Look at the underlined word in it. Which sentence is written *incorrectly*?

- A If you want to get a good job in a high-tech company, you should persevere in your math studies.
- B Most people who devise high-tech methods use math in the process.
- C Many high-tech jobs involve fiscal management; companies have to be careful with their money!
- D Accounts payable departments disperse money only for invoices with purchase order numbers.

10. Read each sentence. Look at the underlined word in it. Which sentence is written *incorrectly*?

- A Meg and Heather went to a high-tech job fair.
- B Meg was all, "I'm not leaving until I get a job offer!"
- C Heather replied, "If I don't find a job that I think I will like, I'm not signing anything."
- D "How do you know what a job will be like until you start it?" asked Meg.

Answer Sheet

- | | | | | |
|-----|-----|-----|-----|-----|
| 6. | (A) | (B) | (C) | (D) |
| 7. | (A) | (B) | (C) | (D) |
| 8. | (A) | (B) | (C) | (D) |
| 9. | (A) | (B) | (C) | (D) |
| 10. | (A) | (B) | (C) | (D) |

Read each item carefully. Select the best answer and fill in the circle on the answer sheet below.

11. Which of the following sentences has *your* or *you're* used *incorrectly*?
- A Your a big music fan, aren't you?
 - B Would you like to play the solos your favorite guitarist plays?
 - C If so, you're someone who might enjoy learning to play a real guitar.
 - D You're also a prospective customer for a certain type of video game.
12. Which of the following sentences has *its* or *it's* used *incorrectly*?
- A It's amazingly easy to play great guitar solos using that video game.
 - B That certainly explains its popularity.
 - C Its not easy to train your brain and fingers to play a real guitar well.
 - D If guitar games continue to improve, it's possible that fewer people will take time to learn to play the real instrument.
13. Read each sentence. Look at the underlined word in it. Which sentence is written *incorrectly*?
- A I am talking to my friend Miriam in Kenya.
 - B She lives in a village that is two hundred miles from Nairobi.
 - C You might think such a village would be too remote for the use of cell phones.
 - D Many remote villages are linked too the rest of the world by cell phones.

14. Read this sentence.
- According to the electronic scale, the weight of my suitcases is _____ the limit.

Which of these choices would correctly complete the sentence?

- A over
- B more
- C more than
- D None of the above

15. Read each sentence. Which sentence is written *incorrectly*?

- A Cell phone use is not allowed during an airline flight.
- B My friend wasn't paying attention when the announcement about cell phones was made.
- C Although he didn't hear the announcement, I did.
- D I told him to turn off his phone, because I didn't want it to cause no problems.

Answer Sheet

- | | | | | |
|-----|-----|-----|-----|-----|
| 11. | (A) | (B) | (C) | (D) |
| 12. | (A) | (B) | (C) | (D) |
| 13. | (A) | (B) | (C) | (D) |
| 14. | (A) | (B) | (C) | (D) |
| 15. | (A) | (B) | (C) | (D) |

Unit 5 Assessment (continued)

Read each item carefully. Select the best answer and fill in the circle on the answer sheet below.

16. Read this sentence.

Modern automobiles have stuff that makes them safer and more efficient to drive.

Which word or words in the sentence do not belong in academic writing?

- A modern
- B stuff
- C safer
- D more efficient

17. Read each sentence. Look at the underlined word in it. Which sentence is written *incorrectly*?

- A Computers rise the efficiency of automobile engines.
- B You can set a desired speed, and cruise control will maintain the speed automatically.
- C When you sit in a front seat, a computer senses your presence and warns you to buckle up via an alarm.
- D If you fasten your seat belt or rise from the seat, the alarm stops.

18. Read each sentence. Look at the underlined word in it. Which sentence is written *incorrectly*?

- A My parents took me with them to a new car dealership.
- B We seen a car with a rear-view camera.
- C It showed on a small screen what was behind the car.
- D Will this device cut the number of accidents that occur when drivers reverse?

19. Read each sentence. Look at the underlined word in it. Which sentence is written *incorrectly*?

- A Shopping on the Internet is like visiting a great bazaar.
- B You can find pillows that compliment the color of your couch.
- C You can design your own stationery and have it printed and sent to you very quickly.
- D You can find items cheaper on the Internet than at local stores.

20. Read each sentence. Look at the underlined word in it. Which sentence is written *incorrectly*?

- A Lily went, "The Internet is a great homework helper."
- B "My assignments are all posted on our school's Web site," she continued.
- C Estrella said that she goes to the library as often as she goes online for information.
- D "I like doing research in the library more than on the Internet," she added.

Answer Sheet

- | | | | | |
|-----|-----|-----|-----|-----|
| 16. | (A) | (B) | (C) | (D) |
| 17. | (A) | (B) | (C) | (D) |
| 18. | (A) | (B) | (C) | (D) |
| 19. | (A) | (B) | (C) | (D) |
| 20. | (A) | (B) | (C) | (D) |

Unit 6 Assessment



TEST TIP: Change an answer only if you are sure that your first choice is wrong.

Read each item carefully. Select the best answer and fill in the circle on the answer sheet below.

1. Read this sentence.

Those of us who love fishing have learned to analyze rivers.

Which word in the sentence is an object pronoun?

- A those
- B us
- C who
- D None of the above

2. Read each sentence. Which sentence is written *incorrectly*?

- A My sister and me have learned to read rivers.
- B The ripples on a river's surface tell her and me about the location of the main channel.
- C When she and I are in a canoe on a river, we know where to steer.
- D We and our parents go fishing every year.

3. Read this sentence.

Last year my dad caught a salmon and had to work hard to reel it into the boat.

Which is the antecedent for the underlined pronoun?

- A year
- B dad
- C salmon
- D boat

4. Read each sentence. Look at the underlined word. Which sentence is *not* correct?

- A Who has observed a waterfall?
- B I met a photographer who has photographed more than 100 waterfalls.
- C To who is she sending that photo?
- D My aunt is the person with whom I traveled to Niagara Falls.

5. Read each sentence. Look at the underlined verb. Which sentence is *not* correct?

- A A river in the mountains runs swiftly.
- B The slope of its bed is generally fairly steep.
- C When a river flowing through mountains reach a cliff, a waterfall results.
- D A waterfall on the plains is a relatively rare sight.

Example:



Answer Sheet

- | | | | | |
|----|-----|-----|-----|-----|
| 1. | (A) | (B) | (C) | (D) |
| 2. | (A) | (B) | (C) | (D) |
| 3. | (A) | (B) | (C) | (D) |
| 4. | (A) | (B) | (C) | (D) |
| 5. | (A) | (B) | (C) | (D) |

Unit 6 Assessment (continued)

Read each item carefully. Select the best answer and fill in the circle on the answer sheet below.

6. Read each sentence. Look at the underlined verb. Which sentence is *not* correct?
- A Neither Kansas nor Nebraska have many waterfalls.
 - B Washington and the other Pacific states have many dramatic waterfalls.
 - C At the bottom of a waterfall, binoculars or a camera lens becomes wet from the mist.
 - D Spray or bubbles are fascinating to watch.
7. Read each sentence. Look at the underlined verb. Which sentence is *not* correct?
- A Everyone in these canyons fear floods.
 - B All of us know how high the river can get.
 - C Anyone whose cabin has been flooded prepares for flood season.
 - D "Tips for Avoiding Flood Damage" is a helpful pamphlet.
8. Read each sentence. Which sentence is *not* correct because of a dangling or misplaced modifier?
- A Fearing damage from spring floods, we remove items from our cabin in the fall.
 - B Checking weather reports regularly, we know when floods are likely to occur.
 - C Hearing a prediction of heavy rains last week, we drove to our cabin.
 - D Loading up the car with furniture, the flood did little damage to our cabin.

9. Read this sentence.

What is the _____ river you have ever swum in?

Which choice would complete the sentence correctly?

- A colder
- B more cold
- C coldest
- D most cold

10. Read this sentence.

I actually have never swum in a really cold river.

Which word in the sentence is an auxiliary verb?

- A actually
- B have
- C never
- D swum

Answer Sheet

- | | | | | |
|-----|-----|-----|-----|-----|
| 6. | (A) | (B) | (C) | (D) |
| 7. | (A) | (B) | (C) | (D) |
| 8. | (A) | (B) | (C) | (D) |
| 9. | (A) | (B) | (C) | (D) |
| 10. | (A) | (B) | (C) | (D) |

Read each item carefully. Select the best answer and fill in the circle on the answer sheet below.

11. Read this sentence.

My friend Lesley quizzed me about rivers, and I answered most questions correctly.

Which word in the sentence is an object pronoun?

- A my
- B me
- C I
- D most

12. Read each sentence. Which sentence is written *incorrectly*?

- A Then she and I switched roles, and I asked her questions.
- B She also did well, so her and me felt well prepared for the geography test.
- C Billy and she answered all the test questions correctly.
- D They were trailed closely by Njoki and me; we each missed only one question.

13. Read these sentences.

What is the largest river in Africa that empties into the Atlantic Ocean? It is the Congo River, which drains the Congo Basin.

Which is the antecedent for the underlined pronoun?

- A river
- B Africa
- C Atlantic Ocean
- D Congo Basin

14. Read each sentence. Look at the underlined word. Which sentence is *not* correct?

- A Who can name a song about the Mississippi River?
- B To whom are you listening on your MP3 player?
- C I am listening to Johnny Cash; he's the singer from who I learned "Big River."
- D Was Jimmie Rodgers the musician who wrote "Miss the Mississippi and You"?

15. Read each sentence. Look at the underlined verb. Which sentence is *not* correct?

- A Rivers in the Midwest are the subjects of many songs.
- B This song from pioneer days has the Ohio River as its setting.
- C Several songs by songwriters from Texas mentions rivers in the Lone Star State.
- D A song by Stephen Foster, one of America's best-loved songwriters, celebrates the Suwannee River, which flows through Georgia and Florida.

Answer Sheet

- | | | | | |
|-----|-----|-----|-----|-----|
| 11. | (A) | (B) | (C) | (D) |
| 12. | (A) | (B) | (C) | (D) |
| 13. | (A) | (B) | (C) | (D) |
| 14. | (A) | (B) | (C) | (D) |
| 15. | (A) | (B) | (C) | (D) |

Unit 6 Assessment (continued)

Read each item carefully. Select the best answer and fill in the circle on the answer sheet below.

16. Read each sentence. Look at the underlined verb. Which sentence is *not* correct?
- A Neither the Colorado River nor the Rio Grande is as long as the Yukon River.
 - B Canada's Yukon Territory and the state of Alaska are crossed by the mighty Yukon.
 - C The Missouri River and the Mississippi River are each longer than the Yukon.
 - D The Hudson River or the Delaware River are where my aunt will go to kayak this year.

17. Read each sentence. Look at the underlined verb. Which sentence is *not* correct?
- A Almost everyone in the United Kingdom knows the location of the Thames River.
 - B Anyone who has visited the west coast of Ireland has an idea of where the river Shannon is.
 - C *Great Rivers of the British Isles* have information about these and other major rivers.
 - D Several of us are planning a summer trip to the U.K.

18. Read each sentence. Which sentence is *not* correct because of a dangling or misplaced modifier?
- A Seeking shade from the desert sun, we were hiking in a dry desert canyon.
 - B Hearing thunder in the distance, we quickly climbed up to high ground.
 - C Sitting in a safe place, a torrent of water flooded the canyon.
 - D Watching the flash flood, we were very thankful that we had heeded the thunder's warning.

19. Read this sentence.

The great rivers in Siberia are _____ than those in almost any other region.

Which choice would complete the sentence correctly?

- A longer
- B more long
- C longest
- D most long

20. Read this sentence.

Have you ever heard of the Ob, the Yenisey, or the Lena?

Which word in the sentence is an auxiliary verb?

- A have
- B you
- C ever
- D heard

Answer Sheet

- | | | | | |
|-----|-----|-----|-----|-----|
| 16. | (A) | (B) | (C) | (D) |
| 17. | (A) | (B) | (C) | (D) |
| 18. | (A) | (B) | (C) | (D) |
| 19. | (A) | (B) | (C) | (D) |
| 20. | (A) | (B) | (C) | (D) |

Unit 7 Assessment

Standardized Test
Format



TEST TIP: Review your work. If you finish the test before time is up, go back and check your work.

Read each item carefully. Select the best answer and fill in the circle on the answer sheet below.

1. Read this sentence.

Tom Cuthbertson, a writer who lived in Santa Cruz, California, helped people become Problem Solvers.

Which term should *not* be capitalized?

- A Tom Cuthbertson
- B Santa Cruz
- C California
- D Problem Solvers

2. Read each sentence. Which sentence has the title in it written correctly?

- A Tom wrote "Anybody's Bike Book," a book on how to repair bicycles.
- B His book My Lawnmower Hates Me explains how to fix lawnmowers.
- C Tom wrote a biography of a famous gardener; its appendix, entitled Gardening Procedures, has excellent tips for gardeners.
- D Tom's short article entitled "Bicycles have come a long way" describes problems that early bicycle designers had to solve.

3. Read each sentence. Which sentence is written *incorrectly*?

- A We went for a bike ride on Dec. 31, 2007.
- B My bike chain came off when we were riding on Seabright Ave.
- C I borrowed some tools from Mr Paul Sanchez.
- D I repaired my bike, and then we rode to Dwight D. Eisenhower Memorial Park.

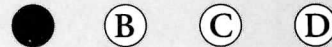
4. Read each sentence. Look at the underlined word. Which sentence is written *incorrectly*?

- A I save money by solving my bike's problems myself.
- B I use Tom Cuthbertson's book as a guide.
- C The book's section on adjusting brakes is easy to understand.
- D I have repaired several friend's bikes, too.

5. Read each sentence. Look at the commas. Which sentence is written *incorrectly*?

- A Most oceanographers, scientists who study the ocean, believe that global warming is affecting Earth's oceans.
- B These scientists need more data to draw conclusions, and they are working hard to gather and share information.
- C They began sending streaming video of the ocean floor in 2005, and the videos were very interesting!
- D In addition to pictures, oceanographers can receive current physical, geological, and, biological data from an area via the Internet.

Example:



Answer Sheet

- | | | | | |
|----|-----|-----|-----|-----|
| 1. | (A) | (B) | (C) | (D) |
| 2. | (A) | (B) | (C) | (D) |
| 3. | (A) | (B) | (C) | (D) |
| 4. | (A) | (B) | (C) | (D) |
| 5. | (A) | (B) | (C) | (D) |

Unit 7 Assessment (continued)

Read each item carefully. Select the best answer and fill in the circle on the answer sheet below.

6. Read this sentence.

The transmission of data from the ocean floor is part of a large ocean research effort the name of the project is the Ocean Observatories Initiative.

Where should a semicolon be placed in this sentence?

- A after data
- B after floor
- C after effort
- D after project

7. Read each sentence. Which sentence is *not* punctuated correctly?

- A The home of the Ocean Observatories Initiative (OOI) project is the University of California, San Diego.
- B The data generated will be available (to anyone with an Internet connection).
- C This amazing real-time data will be provided at no cost!
- D Science classes all across America—perhaps including yours—will soon be able to study the same data that top oceanographers study.

8. Read each sentence. Which sentence is *not* punctuated correctly?

- A “I’m excited about being able to study the sea floor,” said Sharon.
- B Beth said that “Amazing creatures live deep in the ocean.”
- C “I would rather study Mars,” said Pete.
- D “You can do that on the Internet for free, too,” said Sharon.

9. Read this business letter.

2550 Clark Avenue
Nampa, ID 83653
August 22, 2012

Dear Professor Sowers:

I saw an odd creature swim briefly into the ocean sector shown on your streaming video yesterday at 3:56 P.M. Could you tell me what that creature was?

Thank you.

Sincerely,

Laura Herbst

Which part of the letter is missing?

- A inside address
- B heading
- C greeting
- D closing

10. Read each bibliography entry. Which entry is written *incorrectly*?

- A Shaw, Ellen, *The 22nd Century Ocean* (Baltimore: Waterworld Press, 2006), 107
- B Victorino, L.D. Minerals in the Arctic Ocean. Seattle: Informative Books, 2007.
- C Wilson, Maxine. How to Study the Sea Floor. New York: Young Scientists Press, 1999.
- D Zavala, Pablo. My Journey to the Bottom of the Sea. Chicago: All Sciences Press, 2005.

Answer Sheet

- | | | | | |
|-----|-----|-----|-----|-----|
| 6. | (A) | (B) | (C) | (D) |
| 7. | (A) | (B) | (C) | (D) |
| 8. | (A) | (B) | (C) | (D) |
| 9. | (A) | (B) | (C) | (D) |
| 10. | (A) | (B) | (C) | (D) |

Read each item carefully. Select the best answer and fill in the circle on the answer sheet below.

11. Read this sentence.

Dr. Helen Taussig and Dr. Alfred Blalock saved the lives of many Children at Johns Hopkins Hospital in Baltimore, Maryland.

Which term should *not* be capitalized?

- A Dr. Helen Taussig
- B Children
- C Johns Hopkins Hospital
- D Baltimore, Maryland

12. Read each sentence. Which sentence has the title in it written correctly?

- A You can read about the heart procedure these doctors invented in the book "The Miracle Finders."
- B Another excellent book about great problem solvers is Black Pioneers of Science and Invention.
- C Have you read the poem On the Completion of the Pacific Telegraph, by Jones Very?
- D It appears in the book The Treasury of American Poetry.

13. Read this sentence. Which sentence is written *incorrectly*?

- A Can a U.S. president be a problem solver?
- B The residents of 1600 Pennsylvania Ave have always had to face serious problems.
- C Lyndon B. Johnson tried to solve the problem of civil rights abuses in America.
- D Richard M. Nixon worked to improve relations with China.

14. Read each sentence. Look at the underlined word. Which sentence is written *incorrectly*?

- A One of the world's most serious ongoing problems is conflict in the Middle East.
- B America's thirty-ninth President, Jimmy Carter, worked hard to bring peace to that region.
- C He brought together two Middle East nation's leaders, Anwar Sadat of Egypt and Menachem Begin of Israel.
- D The two signed an agreement that brought peace to the region's peoples for a while.

15. Read each sentence. Look at the commas. Which sentence is written *incorrectly*?

- A Granville T. Woods, a noted inventor, was born in 1856.
- B He worked on ships and trains in his youth and, he became trained in engineering.
- C Woods opened a factory that made telegraph, telephone, and other electrical equipment.
- D Soon he began creating innovative, effective communications equipment.

Answer Sheet

- | | | | | |
|-----|-----|-----|-----|-----|
| 11. | (A) | (B) | (C) | (D) |
| 12. | (A) | (B) | (C) | (D) |
| 13. | (A) | (B) | (C) | (D) |
| 14. | (A) | (B) | (C) | (D) |
| 15. | (A) | (B) | (C) | (D) |

Unit 7 Assessment (continued)

Read each item carefully. Select the best answer and fill in the circle on the answer sheet below.

16. Read this sentence.

Woods received a patent for a device that “sent speech” over telegraph lines the American Bell Telephone Company purchased the rights to this invention.

Where should a semicolon be placed in this sentence?

- A after patent
- B after speech
- C after lines
- D after Company

17. Read each sentence. Which sentence is *not* punctuated correctly?

- A A wireless method of communication—railway telegraphy—was invented by Woods in 1887.
- B With this invention—moving trains could send messages to railway stations and other trains, and receive messages from them as well.
- C Woods’s device sent telegraph messages (via static electricity) from the train to the telegraph lines that paralleled most tracks.
- D Workers at railway stations could use this invention to warn the engineers of life-threatening situations, such as tornadoes and washed-out bridges.

18. Read each sentence. Which sentence is *not* punctuated correctly?

- A “I thought wireless communication was a recent development,” said Tonya.
- B Martin said that he was surprised that static electricity could be useful.
- C Mr. Bell said you should both read more about the history of technological progress.
- D “You’ll be surprised by almost every article,” he continued.

19. Read this business letter.

795 Crown Court
Corpus Christi, TX 78469
May 11, 2012

Dr. Celia Lopez
Intensive Engineering Corporation
1000 Technology Boulevard
Houston, TX 77052

Dear Dr. Lopez:

I have read about the communications devices that your company has invented. Do you allow students to tour your facilities? I would like to make arrangements for a visit.

Alvin Finch

Which part of the letter is missing?

- A inside address
- B heading
- C greeting
- D closing

20. Read each bibliography entry. Which entry is written *incorrectly*?

- A Beaumont, Reesa. Electrical Engineering Starter Course. Dallas: Young Genius Press, 2008.
- B Bernbach, Camilla. “The History of Talking Over Distances.” Sacramento, CA: Prune Press, 2003.
- C Mah, Richard. “Tech for Tweens.” Inventalot June 2008: 24.
- D Smith, A.R. Problems Yet to Be Solved. Atlanta: Science Books, 2001.

Answer Sheet

- | | | | | |
|-----|-----|-----|-----|-----|
| 16. | (A) | (B) | (C) | (D) |
| 17. | (A) | (B) | (C) | (D) |
| 18. | (A) | (B) | (C) | (D) |
| 19. | (A) | (B) | (C) | (D) |
| 20. | (A) | (B) | (C) | (D) |

Lesson 1 Circle the complete subject in each sentence. Underline the complete predicate.

1. I am taking swimming classes.
2. Classes are held every Friday after school.
3. This class will make me a stronger swimmer.
4. My blue swimsuit has big, white polka dots on it.
5. The temperature of the pool is usually very warm.
6. My goggles provide protection from the chemicals in the pool water.
7. My swimming teacher demonstrated the backstroke for the first time last Friday.
8. Most of that class time was spent on the mechanics of the stroke.
9. A new stroke can be challenging.
10. I noticed my improvement after each lap.
11. The other students in the class are developing their swimming skills, too.
12. A group of us call ourselves "the sharks."
13. My teacher often uses a stopwatch to time us.
14. My muscles feel sore sometimes after a long class.
15. Hard work is making me a better swimmer.

Lesson 2 Circle the simple subject in each sentence. If the subject is understood *you*, write *you* on the line. Underline the simple predicate.

1. A visit to the library is always an adventure. _____
2. The library is a great destination for after school. _____
3. Be quiet! _____
4. Tall shelves full of so many books can intimidate a visitor. _____
5. A patron can find mystery, science fiction, and nonfiction books. _____
6. Some libraries have DVDs and comic books, too. _____
7. A special section for teens exists at some libraries. _____
8. Ask a librarian for a book recommendation. _____
9. Tell the librarian about your favorite book. _____
10. Some of the most popular books might be temporarily unavailable. _____
11. Other patrons may have borrowed them. _____
12. Search the shelves for other interesting books. _____
13. Reference librarians can help with any research project. _____
14. A library card is a passport to the world of knowledge. _____
15. Enjoy your books! _____

Lesson 3 Each sentence has a compound subject or a compound predicate. Circle the two or three simple subjects that make up each compound subject. Underline the two verbs that make up each compound predicate.

1. Brittany, Kevin, and I went ice-skating on Saturday.
2. The Polar Bears and the Walruses were finishing their hockey game.
3. We watched the end of the game and huddled together for warmth.
4. Then we laced our skates and stepped onto the ice.
5. I slipped on the ice and fell.
6. The ice was cold and soaked my clothes.
7. Kevin and Brittany helped me back onto my feet.
8. I gripped the ice rink wall and steadied myself.
9. My friends and I skated in large circles around the ice rink.
10. Kevin skated backward and impressed us with other fancy moves.
11. Brittany and Kevin suggested some hot chocolate as a treat.
12. I carefully hopped off the ice and followed my friends to the cafeteria.
13. The ice sweeper drove onto the ice and smoothed its surface.
14. Loud music blared from speakers and beckoned us back onto the ice.
15. We were tired but skated until closing time.

Lesson 4 Circle each direct object in each sentence. If the sentence contains an indirect object, underline it.

1. Hank wags his tail impatiently.
2. Roger walks him every day after school.
3. Today Roger is taking Hank to a park several blocks away.
4. Well-behaved Hank puts his leash in his mouth.
5. Scents along the way distract Hank.
6. He sniffs every shrub, tree, and rock enthusiastically.
7. A mother with a stroller approaches Hank and Roger cautiously.
8. Hank's large size intimidates most people and even other dogs.
9. Nobody has any reason for fear, in Roger's opinion.
10. Roger tells the mother stories about sweet Hank.
11. She finally allows her child out of his stroller.
12. The happy child pets Hank lovingly.
13. Hank thoroughly enjoys this attention from the child.
14. Roger has taught Hank some tricks.
15. Roger gives Hank a treat and a pat on the head after each trick.

Lesson 5 Underline each predicate noun and predicate adjective in the sentences below. Write *PN* after each sentence with a predicate noun. Write *PA* after each sentence with a predicate adjective. Circle the linking verb in each sentence.

1. Paul is late for a movie date on his birthday. _____
2. Paul's friends are worried about his late arrival. _____
3. Movie previews are a well-known interest of Paul's. _____
4. His friends are generous with praise for the previews. _____
5. He feels sad about his tardiness. _____
6. The audience for the evening's feature film is mostly teenagers. _____
7. A comic book superhero is the subject of the movie. _____
8. Suddenly the theater speakers become fountains of noise. _____
9. An enormous beetle becomes the center of attention on the screen. _____
10. The beetle becomes a black-caped superhero in the blink of an eye. _____
11. The superhero is beloved throughout the city. _____
12. The ending of the movie is a shock. _____
13. Paul and his friends are hungry for birthday cake after the movie. _____
14. The beetle-shaped chocolate cake is the best after-movie treat ever. _____
15. The birthday present from his friends is a superhero poster! _____

Lesson 6 Underline each prepositional phrase. Circle the preposition that begins each phrase. Draw a box around the object of the preposition. There may be more than one prepositional phrase in a sentence.

1. I ride my bike through a forest to my grandmother's house.
2. My grandmother lives in a small cottage with her dog.
3. The trees in the forest are very thick above my head.
4. The sun does not show through their branches.
5. Moss grows on the trees and hangs from the branches.
6. At the river, I must bike across a narrow bridge.
7. The fish in the river glide through the water.
8. The road runs along the river bank for almost a mile.
9. At the forest edge, I turn left on another road.
10. This new road takes me through an apple orchard and up a small hill.
11. After my bike ride, I will run with my grandmother's dog.
12. Finally my grandmother's house comes into view.
13. I pedal faster toward the gate and don't skid to a stop until the last second.
14. I lean against the heavy gate and then step into the garden.
15. My grandmother opens the front door and greets me with a big hug.

Name _____

Lesson 7 Underline the appositive phrase in each sentence.

1. Mike, a student who had a report due the next day, was panicking.
2. His computer, a usually dependable machine, had suddenly locked up.
3. Scary buzzing sounds, ones that made him fear a crash, were coming from the computer.
4. After Mike restarted it, the computer made reassuring noises, normal warm-up sounds.
5. However, Mike's report, which was close to being finished, had disappeared.
6. The research report, a ten-page paper on the pyramids of Egypt, had taken him all week to write.
7. What was Mike, a worrywart by nature, going to do now?
8. Ms. Spiker, his teacher, never accepted late homework.
9. Then the doorbell rang, and Mike saw Melissa, his neighbor, on the front stoop.
10. She had already finished her homework, a report on the Colosseum in Rome.
11. Mike told Melissa, a computer whiz, about his lost pyramid report.
12. She went to the computer table, a place messy beyond belief, and looked at the computer.
13. She spotted an earlier draft of the paper, a copy decorated with scribbled edits.
14. Mike, a hopelessly slow typist, was still frantic.
15. Melissa, a quick thinker, decided that the task would go faster if she read aloud while Mike typed.

Lesson 8 Underline the participial phrase in each sentence. Circle the participle.

1. Running through the house, Lucy grabbed her lunch and her backpack.
2. The front door slammed behind her, making a noise like a small explosion.
3. She glanced at her watch, knowing she would only see bad news.
4. Discovering she was disastrously late, Lucy picked up the pace.
5. Rounding the corner, she saw the taillights of her bus.
6. She ran with all her might, powered by fear of tardiness.
7. Called "Dasher" by her track coach, Lucy was a champion sprinter.
8. Seeing a green light change to yellow, Lucy slowed her pace.
9. Watching the same light, the bus driver accelerated.
10. The bus sailed through the intersection, leaving Lucy behind.
11. Frustrated by the experience, she nervously checked her watch again.
12. She waited impatiently for the next bus, breathing fast from her run.
13. Standing on her tiptoes, Lucy saw another bus on its way toward her.
14. Stepping off the bus in front of school, Lucy heard the clang of the warning bell.
15. Thrilled with her on-time arrival, Lucy gave herself a pat on the backpack.

Lesson 9 Underline the infinitive phrase in each sentence.

1. A gardener has just gone to the nursery to select new plants for her garden.
2. She puts on gardening gloves to protect her hands from thorns.
3. She has many thorny bushes to rip out.
4. The bushes were just thick enough to be home to small critters.
5. Some insects poke their heads out to see what is going on.
6. Certain insects are necessary to keep a garden healthy.
7. The gardener clears the garden of weeds to make room for her new plants.
8. She mixes fertilizer into the soil to add nutrients.
9. The gardener prepares to plant a small apple tree.
10. She uses a shovel to dig a hole.
11. To stabilize the tree in the hole, she puts earth back around the base.
12. The gardener brings the hose closer to water the newly planted tree.
13. Sunshine and water are needed to make the tree grow.
14. Someday the tree will provide shade to protect garden visitors from the sun.
15. In future years, the gardener will pick the tree's apples to make jams and pies.

Lesson 10 Draw one line under the simple subject in each sentence. Draw two lines under the simple predicate. Circle each participial phrase. Draw a box around each infinitive phrase.

1. My sisters traveled to the desert to see the stars.
2. Gazing at the night sky, they became silent.
3. Countless points of light twinkled, creating an unforgettable sight.
4. To get the best view, the girls had hiked to the highest point around.
5. In the city, we see far fewer stars twinkling above.
6. To stargaze properly, you must go to a place far from city lights.
7. The bright desert stars seemed to be out just for my sisters.
8. The temperature dropped dramatically, chilling the girls thoroughly.
9. Setting up camp earlier, they had been assaulted by the hot sun.
10. Desert nights tend to be quite cold.
11. The girls were happy to wrap themselves in more blankets.
12. The girls began to invent new constellations.
13. Soon they became too sleepy to continue the game.
14. Packed together for warmth inside the tent, all three girls soon were asleep.
15. Yipping mournfully, a coyote bid them good night.

Lesson 11 Add the correct punctuation mark to each sentence. Then label each sentence *declarative*, *interrogative*, *imperative*, or *exclamatory*.

1. Would you like to see a movie with me _____
2. Yes, that would be fun _____
3. Let's see what is playing _____
4. What kinds of movies do you like _____
5. I like animated movies the best _____
6. Animated movies are so childish _____
7. Could we see a comedy instead _____
8. Sure, I like comedies, too _____
9. Let me use your computer to look up movie times _____
10. Here's a good comedy that starts in 30 minutes _____
11. Do you think we can make it _____
12. We can if we leave right now _____
13. Slow down or we'll be in an accident _____
14. Wow, what a long line _____
15. It has to be a good movie if so many people are waiting to see it _____

Lesson 12 Write *S* next to each simple sentence and *CD* next to each compound sentence. Circle the comma and conjunction or the semicolon in each compound sentence.

1. Emily is enjoying a summer day at the beach. _____
2. Hearing waves crash onto the shore is soothing, and watching them is mesmerizing. _____
3. The sand is warm from the sun, and Emily feels warm, too. _____
4. She takes out her sandwich; she has also packed a book. _____
5. What a perfect lazy day it is! _____
6. A toddler waddles toward Emily, and she smiles at him. _____
7. He looks like he will fall, but he catches himself. _____
8. He seems keenly interested in Emily. _____
9. She smiles and says hello. _____
10. The wobbly toddler is startled, and he runs toward his parents. _____
11. Emily waves good-bye, and then she turns back to watch the waves. _____
12. The beach is not always this sunny and pleasant. _____
13. Clouds block the sun, and a cold wind blows on many days. _____
14. The wind can kick up the sand, and a visitor can be freezing cold even with a parka on. _____
15. Emily finishes her sandwich and opens her book. _____

Lesson 13 Draw one line under each independent clause and two lines under each dependent clause. Circle the subordinating conjunction that begins each dependent clause.

1. After I pulled on my rain boots, I stepped outside.
2. I take long walks when it rains.
3. Although most people avoid the rain, I think it's wonderful.
4. Though I like the rain, I do not like water inside my shoes.
5. When that happens, my socks get wet and chill my feet.
6. I wear my rain boots because they prevent that.
7. The sky becomes dark before a rainstorm begins.
8. My town looks very different when rain pours down.
9. It looks different because not many people come out.
10. They stay indoors until the rain stops.
11. While I walk, my imagination takes me to a new town.
12. I explore it as I listen to the rain.
13. When I return home, I notice a slug on the front step.
14. Although some animals avoid the rain, others move about in it.
15. When I remove my boots, I find two warm and dry feet.

Lesson 14 Write *CX* next to each complex sentence and *CD* next to each compound sentence.

1. When her parents announced a plan for a family camping trip, Gloria groaned. _____
2. Her parents and her younger brother were excited, but Gloria did not feel that way at all. _____
3. This year the family would camp for a whole week; they usually went for just a few days. _____
4. When they had camped in the hills last year, a bee had stung Gloria. _____
5. The sting had been painful, and the site had swelled up to the size of a walnut. _____
6. It had been on her cheek, and it had itched and throbbled. _____
7. When she thought about camping, Gloria could only think of that sting. _____
8. Her parents were sympathetic, but they wanted her with the family. _____
9. When they expressed their feelings to Gloria, she began to think of all the fun she had last year. _____
10. She had played cards by candlelight while stars twinkled above. _____
11. She had ridden bikes with her brother, and they had explored all around the lake. _____
12. She had made s'mores with her favorite kind of chocolate, and she had swum in the creek. _____
13. Cooking outside had been fun, and she had enjoyed bird songs in the mornings. _____
14. As she thought about these events, Gloria had a change of heart. _____
15. If there were candlelight card games and s'mores ahead, Gloria was ready to camp. _____

Name _____

Lesson 15 Underline the adjective clause in each sentence. Circle the noun it describes. Draw a box around the relative pronoun that begins the clause.

1. Larry, who is a strong, quick player, passed the ball to Mike.
2. Mike caught the pass that was zipping toward him.
3. The two were practicing for the championship tournament, which their school had never reached before.
4. The team, whose colors are green and white, was having a great season.
5. Mike fired a shot that touched nothing but net.
6. The few students who were still sitting in the bleachers cheered loudly.
7. Larry and Mike had stayed after practice, which had ended at 5 P.M.
8. Their coach, whom both boys respected, had given them permission.
9. They had until 6 P.M., which was minutes away.
10. Mike lofted a jump shot, which swished through the net.
11. Suddenly the gym, which had been brightly lit, was plunged into darkness.
12. Larry, whose sense of humor was well known, complimented Mike on his “lights-out” shooting.
13. The students who were still in the stands groaned.
14. Suddenly the darkness was split by a flashlight beam, which was cheered by the crowd.
15. The coach, who had been working in his office, walked the students out to the bus stop.

Lesson 16 Underline the adverb clause in each sentence. Draw a box around the subordinating conjunction that begins the clause.

1. Because Clarissa hopes to become an elite gymnast, she works hard in her gymnastic classes.
2. She goes to class three times a week after she finishes school.
3. When the final bell rings, she always feels a surge of energy.
4. Clarissa stretches before she practices any of her moves.
5. Her favorite event is the balance beam, while her least favorite is the horse.
6. Before the gymnasts begin the rings, the coach describes the workout for the day.
7. The rings are hard for many gymnasts because they require much strength.
8. Although the rings are still difficult for her, Clarissa feels stronger as a result of so much practice.
9. After everyone has had a turn on the rings, the gymnasts move to the uneven bars.
10. As Clarissa twirls around the high bar, she mentally prepares for the dismount.
11. Now Clarissa is excited because it is time for the balance beam.
12. When it is her turn, she executes two perfect somersaults on the balance beam.
13. Something terrible happens when Clarissa begins her work on the horse.
14. When she runs and leaps, she overshoots the horse and falls onto the mat.
15. Although she is a bit sore and embarrassed, she quickly lines up for another try.

Lesson 17 Underline each gerund phrase. Draw a box around the gerund.

1. Building a gingerbread house is a lot of work.
2. Mixing all the ingredients of the gingerbread batter is the first step.
3. Next comes pouring the batter into large, flat pans.
4. Baking the gingerbread is the easiest part of the process.
5. Smelling the delicious scent of the spices is a treat.
6. While the gingerbread cools, sneaking a piece is not allowed!
7. The walls and roof of the house are made by cutting the hard, flat bread into rectangles.
8. A special icing is used for gluing the walls and candy pieces together.
9. Spreading icing along the edges of the walls and roof is the next step.
10. The job of putting the house together requires skill and patience.
11. Collecting all the candy pieces is the best part.
12. Attaching the candy pieces onto the gingerbread house is also a lot of fun.
13. The hardest part is making all the candy pieces stick.
14. Standing back for a better view of the finished house is a satisfying experience.
15. Creating something from scratch can be very rewarding.

Lesson 18 Write *A* if the verb in the sentence is in the active voice. Write *P* if the verb in the sentence is in the passive voice.

1. Alex was being followed. _____
2. He sensed it. _____
3. He swiftly turned around. _____
4. A dog stopped in its tracks. _____
5. The dog was surprised by Alex's sudden movement. _____
6. Alex and the dog stared at each other. _____
7. Neither of them moved. _____
8. Then the dog cocked its head in a quizzical gesture. _____
9. Why was Alex being followed by this dog? _____
10. A friendly little whine was produced by the dog. _____
11. Alex interpreted the sound as a plea for food. _____
12. The next day a dog treat was packed in Alex's backpack by his mother. _____
13. The treat would be given to the dog by Alex. _____
14. On his walk home from school, Alex saw the dog up ahead. _____
15. This time the dog was being followed by Alex. _____

Name _____

Lesson 19 Label each item *F* (fragment), *RO* (run-on), *CS* (comma splice), or *RA* (ramble-on).

1. It was a beautiful day, Damian was going to take advantage of it. _____
2. Damian decided it was perfect for a bike rally he invited some friends to the park. _____
3. His three friends, Marcus, Jennifer, and Martin, thought a bike rally was a great idea when Damian told them about it over the phone, and they talked for a long time about what clothing they would wear and what snacks they would bring, as well as when they would all gather at the park. _____
4. The neighborhood park not far from Damian's house. _____
5. Martin wore his new baseball cap he bought some raisins on his way to the park. _____
6. Jennifer baked brownies, she wrapped them carefully in foil. _____
7. Marcus wearing his lime green biking shirt. _____
8. Damian planned the route, it was going to be challenging! _____
9. The four friends met up at one o'clock in a sunny area by the large rock near the playground in between the maple grove and the tennis courts. _____
10. A quick snack before hitting the road. _____
11. Some curious squirrels and pigeons approached they were looking for leftovers. _____
12. Jennifer threw some sunflower seeds to a pigeon soon there were pigeons everywhere. _____
13. Marcus led the way on the first part of the rally, it was an easy ride along shady streets. _____
14. Jennifer the leader on the steep ride up to the lookout point. _____
15. The group then followed Marcus and his bright shirt along the bike path to the creek, they rode back to the park along quiet streets with Martin in the lead. _____

Lesson 20 Write *N* after each sentence with natural order. Write *IV* after each sentence with inverted order. Write *IT* after each sentence with interrupted order.

1. Dorothy, Vikash, and Patrick had a decision to make. _____
2. The friends, who had planned a pizza party, could not agree on toppings. _____
3. Empty were their stomachs! _____
4. Sharp were their arguments! _____
5. Patrick, who hated olives, wanted pepperoni and mushrooms. _____
6. Vikash liked pepperoni but despised mushrooms. _____
7. How ill Dorothy became at the suggestion of anchovies! _____
8. On and on went the debate, with rejection after rejection. _____
9. Suddenly Dorothy snapped her fingers and suggested pineapple and ham. _____
10. This combination, which was called "Hawaiian pizza" on the menu, won unanimous approval. _____
11. That pizza the friends ordered. _____
12. Patrick felt relieved that everyone seemed happy. _____
13. The pizza, which looked absolutely delicious, was cut into six pieces. _____
14. Tangy was the sauce! _____
15. Tasty was the topping! _____

Lesson 21 Write each noun in parentheses in its correct plural form.

1. Two (week) ago my (parent), my sister, and I went camping. _____
2. Our little car was stuffed with our tent, sleeping (bag), and (box) of food. _____
3. We took our two (dog) along, which turned out to be a bit of a mistake. _____
4. They kept jumping around and wagging their (tail) in our (face). _____
5. Dusty chased the (bird) away and Red scared the (deer) with his barking. _____
6. We had a lot of fun, though, especially with some (child) at the next campsite. _____
7. At night, we all played (game) and sang (song) by the fire. _____
8. We found (stick) and used them to roast (marshmallow) over the coals. _____
9. We were not bothered by (fly) or (mouse) on the trip. _____
10. Mom taught us the (name) of many of the (tree) and (plant) in the area. _____
11. We walked through (valley) and (canyon) and listened for (echo). _____
12. Dad taught us to use (compass), but we still got lost a couple of (time). _____
13. I've got lots of (photograph) that we took during the trip. _____
14. My family will be telling (story) about this trip and enjoying (memory) of it for years.

Lesson 22 Underline each proper noun. Circle each common noun.

1. William H. Johnson was born in Florence, South Carolina.
2. Johnson received a lot of encouragement from teachers in high school.
3. When he was still a teenager, he moved to New York City to study art.
4. He studied at the National Academy of Design, and his works received many awards.
5. Johnson then went to France, where he studied the works of great artists such as Cezanne and Gauguin.
6. He visited museums all over Europe.
7. Johnson was considered an expressionist.
8. Over the years, Johnson deliberately chose to paint in a style known as "primitive."
9. He painted objects and people in a colorful, two-dimensional way.
10. His subjects were often African Americans.
11. One of his most famous paintings is titled "Going to Church."
12. During the Great Depression and World War II, Johnson worked for the Works Progress Administration.
13. That was a program that gave many artists and writers employment.
14. Johnson sold few of his paintings, but he exhibited his works often and received much critical acclaim.
15. Johnson donated his works to the National Museum of Art, which is a part of the Smithsonian Museum in Washington, D.C.

Name _____

Lesson 23 Write the possessive form of each noun in parentheses. Circle each plural possessive noun you write.

1. Airplanes are one of (humankind) greatest inventions. _____
2. I enjoy sailing through the clouds thousands of miles above (Earth) surface. _____
3. I really like looking out through the (cabin) windows. _____
4. Houses and cars look like little toys, and fields resemble a patchwork (quilt) squares. _____
5. I love to see a (city) outline from the air. _____
6. Most (travelers) minds wander as they look out the window. _____
7. The hum of the (aircraft) engines is oddly soothing. _____
8. Sometimes (people) conversations can make it hard to sleep, though. _____
9. (Airlines) food offerings are limited, so it's wise to carry snacks onboard. _____
10. I've noticed that (passengers) responses to rough weather are very different. _____
11. Once we flew through a storm, and the (wings) vibrations made me a little nervous. _____
12. Another time, the (brakes) squeals made me slightly uneasy. _____
13. Fortunately, the (attendants) calm words helped reassure me. _____
14. At the (journey) end, I'm usually a little tired, but excited to be in a new place. _____
15. Hopefully, next (year) vacation will involve flying someplace. _____

Lesson 24 Circle each personal pronoun. Write 1 if it is a first person pronoun, 2 if it is a second person pronoun, and 3 if it is a third person pronoun.

1. Marty and I played chess on Saturday. _____
2. He is a pretty good player. _____
3. Do you agree? _____
4. You are better, though. _____
5. Mai beat him last month. _____
6. She is an incredible player. _____
7. Did Marty challenge her? _____
8. Yes, they played after school. _____
9. She won in fewer than 30 minutes. _____
10. Am I as good as Mai? _____
11. You are good, but Mai seems unbeatable. _____
12. We should watch more of Mai's matches. _____
13. Maybe I could learn something. _____
14. Marty told me that Mai is playing Tony soon. _____
15. Do you want to watch that match? _____

Lesson 25 Circle each compound personal pronoun.

1. Tina and I made ourselves waffles for breakfast.
2. Few kids get up at 8 A.M. on a Saturday to make themselves waffles!
3. Tina put herself in charge of mixing the batter.
4. I myself was in charge of cleaning and cutting strawberries.
5. Lots of people content themselves with waffle mix out of a box.
6. We prefer making the batter ourselves from scratch.
7. In fact, my whole family prides itself on its good cooking.
8. When the waffles were done, Tina and I agreed that we had outdone ourselves.
9. Really, you couldn't buy yourself better waffles in a restaurant.
10. When our parents came down, they made themselves waffles with the remaining batter.
11. Mom said that she herself could not have done a better job.
12. Dad said he could have done better himself, but then he laughed.
13. You should try making yourself waffles from scratch sometime.
14. A friend of mine never thought of himself as a cook.
15. He and his sister made themselves waffles using our recipe, and they said it was surprisingly easy.

Lesson 26 Circle each possessive pronoun.

1. Ray's bike is newer than mine.
2. His is red and black.
3. I don't like it as well as yours.
4. Tammy's bike is blue, and its handlebars are flecked with gold.
5. I wish my bike had thicker tires.
6. Ray's bike has twenty speeds, but mine has only ten.
7. Your bike is just fine!
8. Its brakes are squeaking a bit.
9. Have you checked their pads?
10. If you fix your brakes, do you want to join us on Saturday?
11. What's your plan?
12. Sam and Ngoc want to train for their race, so we're all biking a 20K.
13. Should I meet you at your house or at theirs?
14. Why don't you come over to my place?
15. Then we'll head over to their house together.

Lesson 27 Circle each indefinite pronoun.

1. Everyone in my family loves chili.
2. Nobody uses the same recipe as anyone else uses.
3. My uncle thinks his chili is the best that anyone has ever tasted.
4. Most of us prefer my aunt Ruth's chili.
5. I am glad to be served either.
6. Both are very delicious.
7. Everyone in my family enjoys spicy food.
8. Few can eat chili as hot as my dad makes it, though.
9. All of us are afraid to ask him to make it milder.
10. None of us wants to hurt Dad's feelings.
11. I wish someone had the courage to tell him, though.
12. Now, everybody just takes a gulp of water after every spoonful.
13. There's nothing else we can do.
14. Maybe somebody should hide the peppers next time Dad cooks.
15. That way everyone can enjoy his or her chili.

Lesson 28 Circle each relative pronoun and underline the noun it refers to. Draw a box around each interrogative pronoun.

1. What is a hybrid?
2. It is a type of car that runs on two kinds of power.
3. The hybrid has an engine that uses fuel such as gasoline.
4. It also has a motor that uses electricity.
5. Each hybrid has a generator that powers the motor.
6. Who has ridden in a hybrid?
7. One thing that you will notice is the silence.
8. What is the reason for this?
9. The energy that is produced in the generator is stored in a battery.
10. The gasoline engine, which is the noisiest part of the car, shuts off at lower speeds.
11. The only thing propelling the car at these speeds is the quiet electric motor, which draws power stored in the battery.
12. People who drive hybrids should watch carefully for pedestrians.
13. Visually impaired people, who rely on noise to know when a car is near, may not hear a hybrid approaching.
14. Which of the hybrids get good gas mileage?
15. Hybrids emit less pollution than do most other cars, which makes hybrids easier on the environment.

Lesson 29 Circle each adjective that *describes* or tells *what kind*. Underline each adjective that tells *how many*. Draw a box around each article (*a, an, the*).

1. The annual fundraiser at our school was a huge success.
2. Three hundred students and their families came to the event.
3. The auditorium was decorated with blue and white balloons and streamers.
4. There were a dozen booths set up where people could play games and enjoy tasty snacks and refreshing drinks.
5. Many students helped to make the festival successful.
6. I awarded free balloons to every good helper.
7. Sarah had a responsible position; she sold tickets for the big raffle.
8. I would have been nervous if I had had to keep track of money.
9. The best thing about the fair was the musical chair competition.
10. A lucky friend of Sarah's and mine ran it.
11. Imagine getting to play the music until just the right moment!
12. Then you watch the frantic people scramble for the empty chairs.
13. I did not take home a prize, though, so the job was not perfect.
14. Maybe if I am kind to Mrs. Liu, she will let me run the musical chair competition someday.

Lesson 30 Circle each demonstrative adjective. Underline each demonstrative pronoun.

1. This is a photo album I made in my art class.
2. I decorated it with these shells I found on the beach.
3. I wish I had some shells like those!
4. Where did you find this one?
5. I found that one at Stinson Beach.
6. These others my sister gave to me.
7. How did you get those shells to stick to your album cover?
8. They sell this special glue at the craft store.
9. I'm really impressed with all the work you've put into this album.
10. Will you show me those pictures?
11. Who is that?
12. This is my Aunt Lupe.
13. These are my cousins.
14. That looks like a fun game they're playing.
15. I'll teach you how to play after I show you these pictures.

Lesson 31 Underline each action verb. Circle each linking verb.

1. *Pathfinder* was a Mars mission.
2. It launched in 1996.
3. The craft had a lander and a rover.
4. The lander communicated information to NASA.
5. The name of the rover was *Sojourner*.
6. The six-wheeled rover looked like a toy.
7. It was about the size of a microwave oven.
8. The machine was able to move over small boulders.
9. After landing, *Pathfinder* had modem trouble.
10. Scientists at NASA corrected the problem.
11. *Pathfinder* sent many images back to NASA.
12. Possibly, Mars was once a wet planet.
13. At some point, it became a cold, dry desert.
14. The *Pathfinder* mission was very successful.
15. Like *Viking 1* and *Viking 2*, *Pathfinder* outlasted its design life.

Lesson 32 Underline each transitive verb and draw a box around its direct object. Draw a circle around each intransitive verb.

1. I love the ocean.
2. In the summer, my family often goes to the beach.
3. Mom naps under an umbrella.
4. My little sister and I wade in the water.
5. Then we gather seashells.
6. Last summer, I found a sea star.
7. It lay near a piece of driftwood.
8. I keep the sea star on my dresser at home.
9. Sometimes we stay at the beach until dark.
10. Once we built a bonfire.
11. On rare occasions, a pod of whales swims by.
12. One day, I will take a long voyage.
13. I will go diving far beneath the waves.
14. I may see strange fish and amazing plants.
15. Perhaps I will discover a wrecked ship!

Lesson 33 Circle each present tense verb. Underline each past tense verb. Draw a box around each future tense verb.

1. Last month my community center group took a trip to Maine.
2. I almost stayed home.
3. Many bears wander around the woods there.
4. My best friend laughed at my fears.
5. That journey was my first camping trip.
6. The Maine wilderness is very beautiful.
7. We hiked through meadows and forests.
8. Fortunately, I had no encounters with bears.
9. We saw many of them, but from a safe distance.
10. The community center group will go again next year.
11. Next time, I will take a camera.
12. I forgot it this time.
13. The gift shops sell a lot of postcards.
14. I bought some as souvenirs.
15. I want my own pictures for my blog, though.

Lesson 34 Circle the boldfaced verbs in present perfect tense. Underline the boldfaced verbs in past perfect tense. Draw a box around the boldfaced verbs in future perfect tense.

1. Recently, I **have started** a scrapbook of great journeys.
2. I never **had enjoyed** scrapbooks before.
3. Back in sixth grade I **had made** a scrapbook of a trip I took.
4. The project **had bored** me thoroughly.
5. Something about the journeys topic **has made** me think differently.
6. The scrapbook **has grown** quite thick since I started it.
7. After I add details about Lewis and Clark, I **will have included** more than twenty journeys.
8. I **have found** a really great map of their expedition.
9. I **have added** many pages to my scrapbook, but I need to add more.
10. Soon I **will have used** all the available space.
11. By the time I finish this project, I **will have learned** a great deal about different journeys.
12. I **have enjoyed** all the research I've done about explorers' lives.
13. I **had heard** of only a few of the explorers before I began my report.
14. My teacher **has asked** to see the scrapbook.
15. None of her students **has created** a scrapbook like mine before.

Lesson 35 Circle each boldfaced verb that is a progressive form. Cross out each boldfaced verb that is not a progressive form.

1. I **am writing** a science-fiction story.
2. This **is** a summary of the story so far.
3. Vin **was flying** over the equator when suddenly he had engine trouble.
4. He **saw** a stretch of deserted beach.
5. Vin **was attempting** an emergency landing there when his radio died.
6. Just before that, Vin **had heard** shouts and strange crackling sounds.
7. What Vin did not know was that Martians **were attacking** Earth.
8. The second chapter of the story **is giving** me some problems.
9. I am not sure what **will happen** next.
10. My writing group **will be discussing** the story tomorrow.
11. The story **is taking** me a long time to write.
12. I **have made** many revisions to it already.
13. I **am looking** forward to the group's feedback.
14. They **have given** me sound advice in the past.
15. They gave me a good deal of support while I **was writing** my last story.

Lesson 36 Circle each verb or verb phrase that gives a correct sense of time. Cross out each verb or verb phrase that does not give a correct sense of time.

1. At the age of seven, I plant a tree in the backyard.
2. My parents had bought the sapling from the nursery the day before.
3. They still enjoy gardening today.
4. A person at the nursery has given us instructions.
5. The rest we learned on our own.
6. First, we choose a good spot for the tree.
7. Next, we dug a big hole.
8. Then, we planted the sapling, and we gave it some water.
9. After three years, the tree had grown about three feet.
10. It is growing slower now.
11. According to my tree book, it will grow a little taller each year.
12. By this time next year, it will have grown another half foot.
13. I still had watered the tree often.
14. Someday I will be sitting in the shade of my tree.
15. I enjoyed that on hot days.

Lesson 37 Circle each adverb. Then tell whether the adverb explains *how*, *when*, *where*, or *to what extent*.

1. I sometimes go to a climbing gym. _____
2. There, people climb walls that simulate mountainsides. _____
3. I was very nervous during my first climb. _____
4. I climbed the beginners' wall, but it was quite difficult. _____
5. At the halfway point, my arms began to shake violently. _____
6. The staff at the gym kindly helped me. _____
7. They assured me that beginners often have trouble on their first climb. _____
8. I went again the following week. _____
9. I nearly made it to the top. _____
10. One of the handholds was too hard for me to reach. _____
11. Sadly, I rappelled to the ground. _____
12. I did pull-ups at school frequently, to develop stronger arms. _____
13. On my latest visit to the gym, I surprised myself by climbing the wall quickly. _____
14. The staff at the gym cheered loudly when I touched the top. _____
15. Now I'm ready for the intermediate wall. _____

Lesson 38 Underline each prepositional phrase. Circle the preposition and draw a box around its object. There may be more than one prepositional phrase in a sentence.

1. The crossing of the prairies was difficult for most pioneers.
2. A covered wagon bounced terribly over the rocky ground.
3. There were no paved highways in those days.
4. Pioneers passed through some beautiful land.
5. Did most pioneers sleep in their wagons?
6. Did some sleep beneath the stars?
7. Maybe they told stories around a campfire.
8. They must have shared dreams about their future homes.
9. Some probably joked about possible dangers.
10. If I had lived in the 1800s, would I have been a pioneer?
11. I can work from sunup until sundown.
12. A hike in a blizzard would have been an adventure.
13. I am happiest in wide-open spaces.
14. I would not have traveled to Oregon.
15. I would have settled in beautiful Colorado.

Name _____

Lesson 39 Underline each coordinating conjunction. Circle each subordinating conjunction.

1. I auditioned for the school play, and I was shocked to get a part.
2. Although I was trying for a small role, I got the lead.
3. Everyone told me I would be great, but I was absolutely terrified.
4. The director gave us scripts on Friday, and I read the entire play.
5. That put me into a panic because my character had more than fifty lines!
6. When my father saw how nervous I was, he read through the play with me.
7. He coached me all weekend, although I said he didn't have to.
8. He cued me when I had trouble remembering a line.
9. That helped me, and I began to feel more confident.
10. After we had our first practice, I discovered that my hard work had been worthwhile.
11. Because I had read the play so many times, I knew other actors' lines, too.
12. I could whisper a line to them if they forgot it in rehearsal.
13. We will perform the play on Saturday, after we have a dress rehearsal.
14. I'm still nervous, but in a good way.
15. If I don't trip on stage, I'll do just fine!

Lesson 40 Circle each conjunction. If a sentence contains correlative conjunctions, write *CC* on the line.

1. I don't know whether to write my essay about my summer trip or about my winter trip. _____
2. My summer trip was to the Maryland shore, and my winter trip was to Atlanta. _____
3. Either the Maryland shore or Atlanta would be interesting to write about. _____
4. We stayed with Grandma in Maryland, and we stayed in a motel in Atlanta. _____
5. Both staying with Grandma and visiting a big city were fun. _____
6. Because the motel in Atlanta had a heated pool, we swam a lot. _____
7. We drove through North Carolina and South Carolina on our way to Atlanta. _____
8. At the Maryland shore, we hiked on the beach or went shopping each day. _____
9. We not only hiked but also played miniature golf. _____
10. Neither I nor my sister made a hole-in-one. _____
11. I took only a few pictures at the beach, but they turned out great! _____
12. Both Nina and Wing have asked me about my trips. _____
13. Neither Nina nor Wing has been to Maryland or Georgia. _____
14. I like to learn and have fun on a vacation. _____
15. After I write my essay, I will print a copy with digital photographs. _____

Lesson 41 Circle the correct word in parentheses.

1. Where are you and (your/you're) family going this weekend?
2. Will you visit (your/you're) grandparents?
3. I'm sure (there/their/they're) going to be delighted to see you.
4. (There/Their/They're) eyes will surely light up.
5. (Your/You're) going to take the train, aren't you?
6. I hope you enjoy the trip (there/their/they're).
7. Be sure to take (your/you're) camera.
8. I'm sure (your/you're) going to get some great shots.
9. (There/Their/They're) may be snow along the way.
10. The trees will have lost (there/their/they're) leaves in that area.
11. Do (your/you're) grandparents have many animals on their farm?
12. (There/Their/They're) really lucky to live in such a great place.
13. Could we visit (there/their/they're) place someday?
14. I will ask them for (there/their/they're) permission.
15. Maybe I can go with you and (your/you're) parents next time you visit.

Lesson 42 Circle the correct word in parentheses.

1. (Who's/Whose) bike is parked outside?
2. It looks like (its/it's) front tire is flat.
3. Oh, you're the one (who's/whose) got the flat?
4. If you want to borrow my pump, (its/it's) in the garage.
5. (Its/It's) a good idea to carry extra tire patches around with you.
6. A tire can lose (its/it's) tread quickly on these rough roads.
7. I think (its/it's) helpful to learn basic bike repair.
8. (Who's/Whose) going to fix your bike for you out in the middle of nowhere?
9. (Its/It's) not that hard to fix a flat tire.
10. If the chain falls off (its/it's) track, that's an easy repair, too.
11. If you're someone (who's/whose) bike often has flats, you should learn to fix them.
12. A person (who's/whose) prepared to make minor repairs can feel more secure.
13. (Its/It's) a shame that basic bike repair isn't taught at our school.
14. Your tire looks like (its/it's) fixed for the time being.
15. (Its/It's) inner tube doesn't appear to be leaking.

Lesson 43 Circle the word in parentheses that correctly completes each sentence.

1. Do you like (to/too/two) do research on the Internet?
2. I think articles are (to/too/two) difficult to read online.
3. I know several tricks (to/too/two) use to make Internet research more efficient.
4. Can you tell me how (to/too/two) use a search engine?
5. Use at least (to/too/two) keywords together to narrow your search.
6. Do you use quotation marks (to/too/two) narrow your search even further?
7. That helps, (to/too/two).
8. I never know how (to/too/two) recognize the most reliable information.
9. There are (to/too/two) kinds of sites that are particularly reliable.
10. What are the (to/too/two) you recommend?
11. Government sites are very useful, and educational sites can be, (to/too/two).
12. Are sites ending in .com good ones (to/too/two) use for research?
13. They may be unreliable, or they may be (to/too/two) biased.
14. Wow, there's a lot (to/too/two) know about using the Internet!
15. Yes, sometimes I think there's (to/too/two) much to learn.

Lesson 44 Circle the word or phrase in parentheses that correctly completes each sentence.

1. (Over/More than) a dozen kids in our class are collecting state coins.
2. That's (over/more than) 40% of the entire class.
3. (Less/Fewer) students are collecting stamps.
4. You have (over/more than) 30 United States quarters in your collection.
5. That's well (over/more than) the number that Ted Brown has.
6. I have (less/fewer) quarters than either of you.
7. It will probably take me (over/more than) a year to complete my collection.
8. I am still hunting for (over/more than) 20 state quarters.
9. I have spent (less/fewer) time collecting coins than you have.
10. You have been gathering coins for (over/more than) a year now.
11. Did you know that there were (over/more than) six billion quarters minted in 2000?
12. That's two billion (over/more than) the number our nation minted in 1999.
13. (Less/Fewer) state quarters were minted in subsequent years.
14. The U.S. Mint produces (less/fewer) coinage for some states than for others.
15. For example, Delaware has (less/fewer) state quarters in circulation than Connecticut has.

Lesson 45 Circle the correct expression in parentheses to complete each sentence.

1. Our basketball team has not lost (any/no) games this year.
2. We haven't (ever/never) had such a good year before.
3. Last year, our team did not play well (anywhere/nowhere) except at home.
4. This year, the team has not lost (any/no) confidence while on the road.
5. Our team (ain't/isn't) afraid of any other team.
6. I've never seen (anyone/nobody) better than our center, Jerome Lee.
7. He never shoots (no/any) air balls.
8. No opposing player has been able to block (any/none) of his shots.
9. There isn't (anyone/no one) else on our team who shoots as well as Jerome.
10. He isn't a bad rebounder, (either/neither).
11. None of our players lets (no one/anyone) on the other team have an easy shot.
12. Last Saturday, the other team didn't score (any/no) points in the second quarter.
13. I didn't see (anybody/nobody) on the other team who was thrilled about it.
14. No one wants to miss (none/any) of the action in Saturday's play-off game.
15. There's not going to be (anywhere/nowhere) to sit if we don't get there early.

Lesson 46 Circle the expression in parentheses that is appropriate to use in academic writing.

1. This report explains why computers are such (awesome/valuable) inventions.
2. Before we had computers, we (could not/couldn't) do many of the activities we do today.
3. Today (we're/we are) able to communicate with friends through the use of computers.
4. Most (folks/people) I know use e-mail to stay in touch with friends and family.
5. People can buy various (stuff/items) for their computers over the Internet.
6. The Internet makes it (quite/way) easy to find information.
7. Some sites provide (abundant/tons of) information.
8. You can (check out/look up) when the next bus is coming.
9. You can (gripe about/critique) movies and restaurants.
10. I like to (read/check out) the statistics about my favorite sports teams.
11. More and more books are (gonna/going to) be available online in the next ten years.
12. My friends and I listen to some very (cool/innovative) music on the Internet.
13. The Internet has (a whole lot of/800 million) users.
14. Can you imagine how your life (would have/would've) been without the Internet?
15. I wonder what new (things/features) the Internet will offer in the next ten years.

Lesson 47 Circle the word in parentheses that correctly completes each sentence.

1. Where did I (sit/set) my yoga mat?
2. Oh, I (lied/laid) it over there near the door.
3. Are you going to (lie/lay) there, or are you going to do yoga with me?
4. All right, (sit/set) your mat next to mine.
5. You can (rise/raise) the blinds if it seems too dark in here.
6. Stand up and (rise/raise) your arms above your head.
7. When you (rise/raise) from this forward lunge, your leg muscles might be tired.
8. Now let's (sit/set) quietly and take deep breaths.
9. Slowly (rise/raise) your left leg and then your right.
10. You may want to (lie/lay) a pillow under your neck for this next pose.
11. My favorite pose is the one where we (lie/lay) still and close our eyes.
12. Once I (lie/lay) down and fell asleep!
13. The person (sitting/setting) next to me woke me when I started snoring.
14. Even if I'm tired before stretching, I always (rise/raise) afterward feeling refreshed.
15. Some enthusiasts do stretches as soon as they (rise/raise) in the morning.

Lesson 48 Write the correct form of the verb in parentheses to complete each sentence.

1. Everyone _____ the school musical was a huge success. (say)
2. The Art Club had _____ amazing sets. (build)
3. The music director had _____ plenty of rehearsals. (hold)
4. This year, all of the performers _____ to practice on time. (come)
5. Everyone _____ their scripts along with them. (bring)
6. As a result, no one _____ his or her lines. (forget)
7. The rehearsals all _____ very smoothly. (go)
8. That _____ everyone confidence. (give)
9. We all _____ our stage fright. (overcome)
10. My mother had never _____ such a strong lead singer. (hear)
11. The band had _____ pains to learn each song. (take)
12. No one _____ during the intermission. (left)
13. Everyone _____ that the musical was the best in years. (think)
14. At the closing curtain, the audience _____ us a standing ovation. (give)
15. The local music critic _____ a glowing review of the musical. (write)

Lesson 49 Circle the word in parentheses that correctly completes each sentence.

1. This (past/passed) summer I began helping out at my parents' grocery store.
2. It's at the end of the colorful downtown (bizarre/bazaar).
3. Like my parents, I (wear/ware) a smock when I'm at work.
4. I help my parents keep the (isles/aisles) stocked with groceries.
5. It's quite a (feet/feat) to maintain the proper inventory.
6. My parents don't want the store shelves to be (bear/bare).
7. They arrange merchandise so that customers can (access/assess) it easily.
8. My parents pride themselves on the freshness of their (wears/wares).
9. Sometimes my parents let me (wring/ring) up groceries.
10. Working the cash register is harder (then/than) it seems.
11. You have to quickly count the change people (pour/poor) into your hand.
12. You need to (way/weigh) all of the produce and punch in the right prices.
13. I bagged a senior's groceries and (then/than) helped her to her car.
14. She gave me (compliments/complements) on my good work.
15. The next day she wrote a thank-you note on her personal (stationary/stationery).

Lesson 50 Cross out each incorrect usage of *go*, *went*, *all*, and *like*. (If the word *was* is part of the incorrect expression, cross that out also.) Write correct words to replace the crossed out words if a replacement is needed.

1. Lily was all, "How can we raise money for new softball uniforms?" _____
2. Ty went, "I don't have a single good idea." _____
3. "We could have a raffle," Miriam went. _____
4. I was all, "Then we've got to offer really good prizes." _____
5. Ty went, "Selling raffle tickets is no fun!" _____
6. Then Miriam was like, "Why don't we have a car wash?" _____
7. I went, "That's an excellent idea!" _____
8. Lily was, like, skeptical at first, but she finally agreed. _____
9. Then Ty went, "Where will we have it?" _____
10. Miriam was all, "At the school, of course!" _____
11. Then I said I was, like, willing to make the signs. _____
12. At first Ty thought supplies would be, like, too expensive. _____
13. Then Miriam said she could, like, borrow buckets from her parents' nursery. _____
14. I was like, "We can all bring a few rags and sponges from home." _____
15. Finally, Lily was like, "This is going to be fun!" _____

Lesson 51 Circle each boldfaced word that is a subject pronoun. Underline each boldfaced word that is an object pronoun.

1. What did **you** do last weekend?
2. I took my little brother to see a movie.
3. I told **him** to keep quiet.
4. **He** often talks to **me** during the most suspenseful part of the movie.
5. People shush **us** if **we** make too much noise.
6. That embarrasses **me**, so **I** try to be as quiet as possible.
7. Do **you** eat popcorn when **you** see a movie?
8. If I see people with popcorn, **I** try not to sit by **them**.
9. The crunching drives **me** crazy.
10. To **me**, crunching is worse than my little brother's whispers.
11. I will give **you** a piece of advice.
12. If **you** eat candy in a movie, take **it** out of the wrapper before the movie starts.
13. My mom says **she** finds the rustling of candy wrappers distracting.
14. A family sat behind **me** once, and all of **them** were eating.
15. **They** crunched, rustled, and slurped their way through the whole film.

Lesson 52 Circle the correct pronoun in each pair. Write *S* if you chose a subject pronoun and *O* if you chose an object pronoun.

1. Rob and (I/me) wanted to go hiking last Saturday. _____
2. (He/Him) and I asked Mom if we could go. _____
3. (She/Her) and my dad were cleaning the garage. _____
4. Dad said that (he/him) and Mom were almost finished. _____
5. Mom asked Rob and (I/me) if she could hike with us. _____
6. (Rob and I/Me and Rob) told her she could. _____
7. Dad told (Mom and me/Mom and I) that we should phone Uncle Tim and my cousin. _____
8. Cousin Mara said that (her/she) and her dad would love to come. _____
9. So they joined Mom, Rob, and (I/me) at Pine Ridge Park. _____
10. Uncle Tim and Mara hadn't eaten, so we gave (him/he) and her lunch. _____
11. Then Mom and (I/me) led everyone on our favorite trail. _____
12. Uncle Tim said that (he and Mara/Mara and him) had never gone that way. _____
13. Rob, Mara, and (me/I) raced to the top of a hill. _____
14. Rob said that (him and Mara/Mara and he) had tied for first. _____
15. Mara said that (her/she) had beaten him by a nose. _____

Lesson 53 Circle the antecedent or antecedents of each boldfaced pronoun.

1. Kay and her friend Liam got lost as **they** were going to the mall.
2. They missed their bus stop although the driver called **it** out.
3. Liam was talking on his cell phone, so **he** didn't hear the driver.
4. Kay was daydreaming, so **she** didn't hear the driver either.
5. Once the two friends realized their error, **they** asked the driver what to do.
6. He gave them directions, but they forgot **them** as soon as they got off the bus.
7. They boarded another bus, but **it** had a different number.
8. The bus took a different route; **it** was longer than the way they had come.
9. Finally Kay spotted River Park Mall; the bus dropped them off in front of **it**.
10. As soon as Kay and Liam got off the bus, **they** hurried inside the mall.
11. Kay wanted to buy her father a present because **he** had a birthday coming.
12. Kay was drawing a blank, so **she** asked Liam to help her.
13. Liam led her into a department store; **it** was having a sale.
14. Liam fell behind a crowd of shoppers, and Kay worried that she had lost **him**.
15. Kay found a fishing hat on sale; she decided **it** was just what her dad needed.

Lesson 54 Circle the pronoun in parentheses to complete each sentence correctly.

1. (Who/Whom) is that sitting over there on the grass?
2. To (who/whom) are you pointing?
3. I am pointing to the man (who/whom) is talking to Mr. Chen.
4. Do you mean the one (who/whom) is wearing the blue baseball cap?
5. Yes, that is the person to (who/whom) I'm referring.
6. Isn't he the guy (who/whom) plays his saxophone here on weekends?
7. No, I think the man (who/whom) plays sax is taller and has darker hair.
8. That person looks familiar, though; to (who/whom) is he talking now?
9. He is talking to a woman (who/whom) comes to the park often.
10. Yes, she's someone (who/whom) I've seen here many times before.
11. She's the one (who/whom) sits at the other end of the park.
12. Is she the one (who/whom) paints portraits for twenty dollars?
13. Yes! Maybe the man to (who/whom) I was pointing wants his portrait painted.
14. We are the ones (who/whom) should have our portrait painted.
15. Then we could give it to Mom, (who/whom) has always wanted to have a portrait of us.

Lesson 55 Circle the simple subject in each sentence. Then underline the correct form of each verb in parentheses.

1. This can of clams (smell/smells) fishy!
2. Clams (is/are) supposed to smell fishy.
3. Fresh clams from New England (taste/tastes) great in chowder.
4. When fresh clams aren't available, chowder made with canned clams (is/are) just fine.
5. The students in my cooking class (make/makes) chowder with fresh fish.
6. Clam juice from bottles (enhance/enhances) the chowder's flavor.
7. Too much liquid in chowder (make/makes) the broth watery.
8. Chunks of potato (help/helps) to thicken the broth.
9. The broth in these bowls (seem/seems) too thin.
10. But thick and lumpy soup (do/does) not appeal to me either.
11. The pot full of vegetables (is/are) bubbling vigorously.
12. Cooks with experience (stir/stirs) chowder to keep solid ingredients from sticking.
13. Chowder without salt and pepper (taste/tastes) bland.
14. A package of oyster crackers (is/are) served with each bowl of chowder.
15. The ingredients in this soup (was/were) the freshest the cook could find.

Lesson 56 Look at the compound subject in each sentence. Circle the conjunction(s). Then underline the correct verb.

1. Ben and his sister Veronica (is/are) very active on weekends.
2. A bike ride, a swim, or a hike (is/are) likely to be their choice this weekend.
3. Sometimes Rene and Jaime (go/goes) biking or swimming with them.
4. Neither Rene nor Jaime (enjoy/enjoys) hiking, though.
5. Veronica, Ben, Jaime, and Rene often (bike/bikes) to the neighborhood park.
6. Bike lanes and paths (make/makes) their rides at the park safe and pleasant.
7. On occasion, either Ben or Jaime (bring/brings) along a soccer ball.
8. Veronica and her brother also (like/likes) rainy days.
9. On those days, either Veronica or Ben (bake/bakes) cookies.
10. Peanut butter or oatmeal (is/are) the kind Veronica usually makes.
11. Shortbread or ginger snaps (is/are) more to Ben's liking.
12. Sometimes Veronica, Ben, and their little brother Freddy (watch/watches) TV.
13. Ben or Freddy usually (pick/picks) the show.
14. Veronica and her two brothers (prefer/prefers) classic cartoons to new ones.
15. Now and then, Freddy or Ben (choose/chooses) a nature show.

Lesson 57 Circle the simple subject in each clause. Then underline the correct form of each verb in parentheses.

1. "The Lincoln Pool Rays" (is/are) the name of our water polo team.
2. Our team (is/are) the best one that Lincoln High School has had in years.
3. Almost no one ever (defeat/defeats) us.
4. Nothing (stop/stops) us once we start scoring.
5. All of the players (follow/follows) the rules in a book our coach recommended.
6. *Water Polo for Winners* (describe/describes) how to raise the level of your game.
7. Everything about offensive and defensive plays (is/are) clearly explained.
8. Many of our competitors (use/uses) this book, too.
9. Few of them (succeed/succeeds) the way we do, though.
10. At the dinner table, our family (talk/talks) about our matches.
11. The whole group (travel/travels) to tournaments to cheer for our team.
12. Sometimes the school's band (play/plays) at our matches.
13. Not all of the members (come/comes), though.
14. The group (perform/performs) between periods.
15. The horn section (play/plays) loudly to encourage us.

Lesson 58 Underline the verbal phrase that begins each sentence. If the phrase is a dangling or misplaced modifier, write *X* on the line. If the phrase is used correctly, circle the word it modifies and write *C* on the line.

1. Having forgotten to set his alarm, Ed overslept. _____
2. Worried about being late for school, Ed sprang out of bed. _____
3. Getting dressed quickly, his socks were mismatched. _____
4. Tying his shoes, Ed's shoelaces broke. _____
5. Forgetting the bread in the toaster, the toast was burned. _____
6. Dropping his cereal bowl, Ed splashed milk and cereal everywhere. _____
7. Darting under his feet, Ed tripped over the new puppy. _____
8. Hurrying out the door, the sack lunch was left on the counter by Ed. _____
9. Running for the bus, Ed's hat fell off his head. _____
10. Bending to pick it up, Ed dropped all of his books. _____
11. Stopping to retrieve everything, the bus left without Ed. _____
12. Determined to get Ed to school on time, a short cut was taken by Ed's mother. _____
13. Sitting in heavy traffic, Ed and his mother felt anxious. _____
14. Pulling into the parking lot, Ed thanked his mother and leaped from the car. _____
15. Beating the final bell, class started with Ed in his seat. _____

Lesson 59 Think about how many things are being compared in each sentence. Then underline the correct form of the adjective or adverb in parentheses.

1. Thuy is a (better/best) pitcher than Leah is.
2. Leah's pitches are a bit (slower/slowest) than Thuy's.
3. I am a (worse/worst) pitcher than either of them.
4. Both of them pitch (more accurately/most accurately) than I do.
5. I'm not a great pitcher, but I am the (better/best) catcher on the team.
6. I can keep the (faster/fastest) runners from stealing bases.
7. Marina has a (stronger/strongest) arm than Fia has.
8. Paula steals bases (more often/most often) than Thuy does.
9. Anne is the (more powerful/most powerful) hitter in our league.
10. She is a (better/best) bunter than anyone else, too.
11. There is no player who is (more committed/most committed) to winning than Rhea.
12. She is also the (more conscientious/most conscientious) about showing up for practice.
13. Tanya is the (more relaxed/most relaxed) player on the team.
14. Even in the (trickier/trickiest) situations, she never loses her cool.
15. We are definitely (better/best) prepared than we were last year!

Lesson 60 Underline the correct auxiliary verb in each sentence.

1. (Have/Could) you tried the new Thai restaurant on Grove Street?
2. If you enjoy Thai food, you (have/might) be interested in trying it.
3. I don't think I (have/might) ever tasted better Thai food.
4. You (would/have) enjoy it, too, I'm sure.
5. Your family (had/should) take you there some time.
6. The reviews of the restaurant (might/have) all been exceptionally good.
7. We (can/must) have ordered six dishes!
8. All of the dishes (have/were) made with the freshest ingredients.
9. The Thai noodles (may/should) be the best I have ever eaten.
10. My mother (could/had) never tasted such delicious coconut soup.
11. If you go there on a Saturday, you (have/might) need a reservation.
12. I (can/do) not know whether it is open on Sundays.
13. There (should/might) have been people eating there last Sunday.
14. My mom has said that I (do/may) invite a friend next time we go.
15. (Would/Can) you enjoy joining us for dinner there on Saturday?

Lesson 61 Draw three lines (≡) under each lowercase letter that should be capitalized. Draw a line (/) through each capital letter that should be lowercase.

1. I would like to visit several Countries in africa one day.
2. One country I would visit is the Republic of senegal.
3. Senegal lies on the coast of the atlantic ocean.
4. Some of its neighboring countries are Guinea-Bissau, guinea, mauritania, and mali.
5. The senegal river runs along the northern Border of senegal.
6. Like many other countries in africa, Senegal is a former french colony.
7. Its people celebrate Independence Day on april 4.
8. President abdoulaye wade took office on April 1, 2000 and was reelected in march 2007.
9. the capital city of dakar lies on the Cape Verde Peninsula.
10. Senegal is slightly smaller than the State of south dakota.
11. This tropical land experiences a rainy season from may through november.
12. The dry season lasts from december through april.
13. The official language of Senegal is french, but several other languages are spoken, including wolof.
14. About 350 miles off the Coast of the country lie the Cape verde Islands.
15. People in this island Nation speak cape Verde Creole and portuguese.

Lesson 62 Draw three lines (≡) under the letters that should be capitalized. Underline or add quotation marks where they are needed in titles.

1. My little brother just read the book The Great Broccoli Mystery by Edna Gernert.
2. Another great book by Edna Gernert is Streets Paved with Chocolate.
3. The movie version was called Fantastic Chocolate March.
4. Better Brush Your Teeth was a popular song from the movie.
5. I wrote a funny story titled Orville and the Organic Farm.
6. If it's ever made into a movie, the theme song will be the veggie Guy.
7. The song at the end will be Lettuce all be friends.
8. Someday I will publish all my writing in a book titled Selected works of Matt Thompson.
9. My mother, who's a chef, wrote the cookbook artichoke artistry.
10. She was inspired to write it by the Pablo Neruda poem Ode to an Artichoke.
11. My mother says I eat wholesome foods because she read the methods of healthful cooking to me as a baby.
12. Dad says it's because he read me the poem It Mighta Been a Vitamin.
13. Maybe it's because I watched reruns of Julia Child and Company with my grandma.
14. My grandpa was fond of the movie Sylvester Graham and His Amazing Crackers.
15. I think that the next movie I watch will be attack of the brutal zucchini.

Name _____

Lesson 63 Rewrite each item below. Use initials and abbreviations where you can.

1. Doctor Judith Anne Green _____
2. Mister Tristan Scott Reese _____
3. Lindbergh Drive _____
4. Mount Whitney _____
5. Courtland Street _____
6. Mistress Melissa Eve Choy _____
7. Rotund Rock Corporation _____
8. General Lloyd Henry MacIntyre _____
9. Oak Glen Boulevard _____
10. Mister Alberto Jose Lopez _____
11. Green Meadow Road _____
12. Doctor Elija Bergman _____
13. Spiffy Sports Shoes Incorporated _____
14. Sixteenth Avenue _____
15. Parent Teacher Association _____

Lesson 64 Underline the correct word in parentheses. If the word is a possessive, write *P*. If the word is a contraction, write the two words it was made from.

1. My (brother's/brothers') teacher wants him to enter the science fair. _____
2. The (fair's/fairs') application deadline is next Tuesday. _____
3. Wade (didn't/did'nt) know what to create. _____
4. We had looked in books but (hadn't/had'nt) come up with a project idea. _____
5. My (dad's/dads') suggestion was to make a robot. _____
6. I told him that (wasn't/was'nt) a very realistic suggestion. _____
7. My mother said that Wade could simulate a (volcano's/volcanos') eruption. _____
8. That idea, while achievable, certainly (isn't/is'nt) an original one. _____
9. (There's/Theres') always at least one erupting volcano at every science fair. _____
10. Then I had the idea of using the (Internet's/Internets') resources. _____
11. Wade and I went online, and within one (hours'/hour's) time, we had a great idea. _____
12. Wade will determine which is cleaner, (dog's/dogs') mouths or the mouths of people. _____
13. First, he will get cotton swab samples of several (people's/peoples') mouths. _____
14. Then, he'll swab our dog (Red's/Reds') mouth. _____
15. Finally, he will examine each (sample's/samples') bacteria under a microscope. _____

Lesson 65 Add commas where they belong. Remember that a comma is needed to separate pairs of similar adjectives.

1. I went to the flea market with my mom and we found some great stuff.
2. She bought a used blender a stew pot, and a set of cups.
3. I found some tools, a pair of in-line skates and an old camera.
4. It was fun to walk around and look at all the old low-priced goods.
5. There was such a huge colorful array of kitchen items.
6. Despite the gray weather there were many buyers and sellers.
7. We saw antiques used clothing cookware, and a lot more.
8. I looked at vintage posters, old photographs postcards and sheet music.
9. The colorful treasure-laden stalls were packed with goods.
10. Food vendors were there as well so we sampled their wares.
11. We ate hot pretzels, corn on the cob and hot dogs.
12. A few raindrops fell in the afternoon but not enough to slow things down.
13. My sweet soft-spoken mother is quite a shrewd bargainer.
14. Thanks to her skills we got everything for less than the asking price.
15. There was a lively energetic feel to the place.

Lesson 66 Add a colon or a semicolon to punctuate each sentence correctly.

1. Joe helped his parents paint the living room it really needed it.
2. First, they moved out the furniture they stored it in the garage.
3. Next, they removed the light fixtures they also took the covers off the light switches.
4. They bought supplies paint, drop cloths, brushes, rollers, and so on.
5. Joe's parents had trouble deciding on the paint color his father wanted white, and his mother wanted color.
6. Joe considered the options he chose a soft blue.
7. The prep-work was tedious the family members had to mask all the windows with tape.
8. They washed the walls then they sanded them.
9. They did what's called "cutting in" that is the process of carefully painting the places where walls meet.
10. Joe liked the roller work it went more quickly than the brush work.
11. At the end of the day, they surveyed their work the room needed a second coat.
12. On day two, Joe had to paint the window frames and trim he didn't enjoy that.
13. His spirits lifted when his parents ordered the best pizza ever mushroom and pepperoni.
14. The family members were finished painting by 630, just in time to watch the football game.
15. Joe looked at the windows he'd painted he was proud of his handiwork.

Lesson 67 Cross out hyphens, parentheses, and dashes that are used incorrectly. Add hyphens, parentheses, and dashes where they belong.

1. The word *astronaut* is derived from the Greek words *astron* (“star” and *nautes* “sailor”).
2. Becoming an astronaut a dream for many young people is not easy to do.
3. Astronauts need to be physically fit much stamina is required for space travel).
4. Astronauts also need to be highly qualified, multi talented individuals.
5. A background in the sciences (either biological or physical is highly desirable.
6. Math (and engineering) are two other valuable fields of study.
7. Candidates must exhibit a “can do” attitude.
8. Space exploration is a multinational endeavor astronauts from several nations often fly together so it’s desirable for astronauts to be bilingual.
9. Finalists undergo a week long interview and orientation process.
10. Those selected for the program report to the Lyndon B. Johnson Space Center NASA headquarters.
11. They embark on a two year training and evaluation program.
12. Astronauts accumulate a number of flight hours in high performance jet aircraft.
13. To experience the zero gravity sensation of outer space, astronauts ride in a special four engine jet.
14. A series of steep climbs and dives forces passengers to float in mid air for up to 30 seconds at a time!
15. Do you think you have what it takes (to be) an astronaut?

Lesson 68 Add the missing quotation marks or commas to each sentence.

1. Have you seen that new kung fu movie Juan? Lee asked.
2. Do you mean the one that takes place at the space station? asked Juan.
3. Yes I’ve heard that the special effects are amazing, Lee replied.
4. No I haven’t seen it, but I read good reviews of it, Juan answered.
5. Slow motion takes on new meaning in outer space, Lee said, grinning.
6. Juan answered with a laugh I guess there’s faster action inside the station.
7. Let’s see the movie this weekend, Lee suggested.
8. Our social studies reports are due Monday, Juan reminded him.
9. Ugh! You’re right! groaned Lee, slumping in his chair.
10. Have you started writing yours yet? Juan inquired.
11. I’ve only done the outline, answered Lee, a worried frown on his face.
12. Let’s work together on Saturday Juan suggested.
13. If we finish, he continued, maybe we can see the movie Sunday.
14. That’s a great idea! exclaimed Lee, looking relieved.
15. The thought of seeing the movie will motivate us to work efficiently, said Juan.

Decide which choice is the simple subject of each sentence. Fill in the circle that matches your answer.

- Imagine swimming 100 miles against a swift current.
 (a) imagine (b) understood *you* (c) swimming (d) current
- Salmon make this journey for the purpose of reproduction.
 (a) understood *you* (b) salmon (c) make (d) purpose
- Salmon in the Atlantic Ocean are different from their relatives in the Pacific Ocean.
 (a) salmon (b) Atlantic Ocean (c) relatives (d) Pacific Ocean

Fill in the circle next to the choice that correctly describes the underlined part of each sentence.

- Females of both types swim far upstream and then lay eggs.
 (a) complete subject (b) complete predicate
- A female salmon lays hundreds of eggs at one time.
 (a) simple subject (b) simple predicate
- The fish digs crevices into the river floor as protection for the eggs.
 (a) complete subject (b) complete predicate
- The baby salmon remain in the river for up to two years after birth.
 (a) simple subject (b) simple predicate
- A downriver journey to the ocean comes next in a salmon's life.
 (a) complete subject (b) complete predicate
- The Chinook salmon is the largest of the varieties and can weigh up to 100 pounds.
 (a) compound subject (b) compound predicate
- Small shrimp and young crabs comprise a salmon's diet while at sea.
 (a) compound subject (b) compound predicate
- Overfishing and dams have caused a sharp decline in salmon populations.
 (a) compound subject (b) compound predicate
- After about two years at sea, a salmon is ready for an upriver swim.
 (a) predicate adjective (b) predicate noun
- The freshwater environment offers the salmon very little nourishment.
 (a) predicate noun (b) indirect object
- Because of the change from salt water to fresh water, a salmon loses its appetite.
 (a) direct object (b) indirect object
- Swimming upstream is hard work!
 (a) direct object (b) predicate noun

Fill in the circle next to the choice that correctly describes each sentence.

1. Do you know what acid rain is?
 (a) declarative (b) interrogative (c) imperative (d) exclamatory
2. Highly acidic rain can damage trees, lakes, and buildings.
 (a) declarative (b) interrogative (c) imperative (d) exclamatory
3. That's horrible!
 (a) declarative (b) interrogative (c) imperative (d) exclamatory
4. Keep reading for more details.
 (a) declarative (b) interrogative (c) imperative (d) exclamatory
5. Highly acidic substances such as vinegar break down other substances.
 (a) simple sentence (b) compound sentence (c) complex sentence
6. Natural processes such as volcano eruptions and plant decay can cause acid rain; human pollution also creates acid rain.
 (a) simple sentence (b) compound sentence (c) complex sentence
7. Many power plants burn coal to produce electricity, and this process produces sulfur dioxide and nitrogen oxides.
 (a) simple sentence (b) compound sentence (c) complex sentence
8. Sulfur dioxide and nitrogen oxide gases are released into the atmosphere by the power plants.
 (a) simple sentence (b) compound sentence (c) complex sentence
9. When the two gases combine with water and oxygen in the atmosphere, they form acid rain.
 (a) simple sentence (b) compound sentence (c) complex sentence
10. If you have ever smelled rotten eggs, you know the smell of sulfur dioxide.
 (a) simple sentence (b) compound sentence (c) complex sentence

Decide which choice correctly describes the underlined portion of the sentence. Fill in the circle next to your answer.

11. When acid rain falls on trees, it can damage them.
 (a) independent clause (b) dependent clause
12. Tree leaves and needles can turn brown and fall off if rain is too acidic.
 (a) independent clause (b) adverb clause
13. Trees in forests that are watered by acid rain might grow slowly.
 (a) adverb clause (b) adjective clause
14. Nutrients in the soil can be dissolved as acid rain seeps down.
 (a) adverb clause (b) adjective clause
15. Few organisms are capable of living in highly acidic bodies of water.
 (a) independent clause (b) gerund phrase

Unit 2 Test

16. Fish, frogs, and other organisms that live in lakes are affected by the water's acidity.
(a) adjective clause (b) adverb clause
17. Even if a frog survives, its main sources of food might disappear.
(a) adverb clause (b) adjective clause
18. Experiencing a reduction in the fly population is a joy for humans, but a tragedy for frogs.
(a) adjective clause (b) gerund phrase
19. After acid rain has fallen, aluminum sometimes seeps out of the soil.
(a) independent clause (b) dependent clause
20. According to scientists, aluminum is toxic to many plants and animals.
(a) independent clause (b) dependent clause

Look at the boldfaced verb. Decide which choice correctly describes the sentence. Fill in the circle next to your answer.

21. Some types of stone and marble **are eroded** by acid rain.
(a) active voice (b) passive voice
22. The Lincoln Memorial in Washington, DC, **was damaged** by this substance.
(a) active voice (b) passive voice
23. The Colosseum in Rome **shows** similar damage.
(a) active voice (b) passive voice

Decide which choice correctly describes the sentence. Fill in the circle next to your answer.

24. Because wind carries pollutants across boundaries.
(a) fragment (b) run-on (c) comma splice (d) ramble-on
25. The problem of acid rain being created by pollution from sulfur dioxide and nitrogen oxides is an international problem because, as you probably know, pollution can travel anywhere in the world when it rides on the wind.
(a) fragment (b) run-on (c) comma splice (d) ramble-on
26. Many countries have reduced sulfur dioxide emissions, more could be done by other countries to reduce the harm caused by acid rain.
(a) fragment (b) run-on (c) comma splice (d) ramble-on
27. Some countries have laws to limit pollution therefore pollution has decreased.
(a) fragment (b) run-on (c) comma splice (d) ramble-on
28. Down pours the rain.
(a) natural order (b) inverted order (c) interrupted order
29. Acid rain, which includes fog and snow, can also be dry.
(a) natural order (b) inverted order (c) interrupted order
30. Dry acid rain exists as dust or smoke.
(a) natural order (b) inverted order (c) interrupted order

Fill in the circle next to the plural form that will complete each sentence correctly.

1. Myths reflect the _____ of the times during which they were told.
 (a) valus (b) values
2. These _____ often teach us lessons.
 (a) stories (b) storys
3. Many have _____ that still have value today.
 (a) morals (b) morals'

Choose the answer that correctly identifies the underlined item in each sentence. Fill in the circle next to your answer.

4. *The Ramayana* is a classic legend from India.
 (a) common noun (b) proper noun
5. In the story, loyalty and friendship are two important virtues.
 (a) common noun (b) proper noun
6. Rama is the hero of the story.
 (a) common noun (b) proper noun
7. He is a manifestation of the god Vishnu.
 (a) common noun (b) proper noun
8. The hero's wife, Sita, is kidnapped by Ravana.
 (a) singular possessive noun (b) plural possessive noun
9. His wife's disappearance sends Rama on a quest to find her.
 (a) singular possessive noun (b) plural possessive noun
10. He enlists the aid of a monkey army.
 (a) personal pronoun: first person (b) personal pronoun: second person
 (c) personal pronoun: third person
11. The monkeys' loyalty and devotion to Rama help him succeed.
 (a) singular possessive noun (b) plural possessive noun
12. Hanuman is a character who shows exceptional loyalty to Rama.
 (a) relative pronoun (b) interrogative pronoun (c) indefinite pronoun
13. He proves himself to be a great friend by traveling to Ravana's palace in search of Sita.
 (a) compound personal pronoun (b) possessive pronoun (c) indefinite pronoun
14. Would you do that much to help a friend?
 (a) personal pronoun: first person (b) personal pronoun: second person
 (c) personal pronoun: third person

Unit 3 Test

15. Later Hanuman proves his loyalty in another way.
(a) compound personal pronoun (b) possessive pronoun (c) indefinite pronoun
16. What does he do?
(a) relative pronoun (b) interrogative pronoun (c) indefinite pronoun
17. When Rama's brother is wounded in battle, nothing can save him but a special herb.
(a) compound personal pronoun (b) possessive pronoun (c) indefinite pronoun
18. Hanuman goes to collect the medicinal herb that he needs.
(a) relative pronoun (b) interrogative pronoun (c) indefinite pronoun
19. Because Hanuman can't tell which plant is the right one, he brings the entire mountain back.
(a) relative pronoun (b) interrogative pronoun (c) indefinite pronoun
20. These are just a few of the things that Hanuman does to show his loyalty to Rama.
(a) relative pronoun (b) interrogative pronoun (c) indefinite pronoun
21. What does the myth of Arachne teach?
(a) relative pronoun (b) interrogative pronoun (c) indefinite pronoun
22. It warns everyone of the dangers of arrogance.
(a) relative pronoun (b) interrogative pronoun (c) indefinite pronoun
23. Arachne gets herself into trouble when she boasts about her weaving.
(a) compound personal pronoun (b) possessive pronoun (c) indefinite pronoun
24. She is very unwise to insult Athena.
(a) adjective telling *what kind* (b) adjective telling *how many* (c) article
25. She should have known better than to insult a goddess.
(a) adjective telling *what kind* (b) adjective telling *how many* (c) article
26. Athena gives Arachne one chance to prove herself the better weaver.
(a) adjective telling *what kind* (b) adjective telling *how many* (c) article
27. The two compete before an awestruck crowd.
(a) adjective telling *what kind* (b) adjective telling *how many* (c) article
28. Of course, Arachne loses this contest.
(a) demonstrative adjective (b) demonstrative pronoun
29. That is why Athena turns her into a spider.
(a) demonstrative adjective (b) demonstrative pronoun
30. This tragic tale offers a message to all of us.
(a) demonstrative adjective (b) demonstrative pronoun

Identify the verb in each sentence. Fill in the circle that matches your answer.

1. Journeys **are** **trips** to **distant** places. a b c
a b c
2. **People** **often** **journey** to unfamiliar regions. a b c
a b c
3. They typically **plan** **their** **journey** **very** carefully. a b c
a b c
4. Sometimes, events **force** a **change** of **plans**. a b c
a b c

Decide which word describes the boldfaced verb. Fill in the circle next to your answer.

5. Many journeys **are** sources of inspiration.
 a action b linking
6. Brave men and women **have** **faced** great challenges.
 a action b linking
7. Some challenges **seem** impossible to overcome.
 a action b linking
8. Sometimes, people **need** the help of others for success.
 a action b linking
9. Some Mormon pioneers **journeyed** west on foot with their belongings in handcars.
 a transitive b intransitive
10. Snowstorms **hit**, and some parties were stranded.
 a transitive b intransitive
11. Rescuers **guided** them to safety.
 a transitive b intransitive
12. Today, many people **celebrate** their trek.
 a transitive b intransitive

Choose the correct verb or verb phrase to complete each sentence. Fill in the circle next to your answer.

13. Tomorrow I ___ on a journey to Bhutan.
 a have left b was leaving c left d will be leaving
14. I ___ to Asia three times previously.
 a have traveled b am traveling c will travel d travel
15. On my last trip, I ___ Cambodia.
 a visit b have visited c visited d will be visiting
16. I ___ hot weather, but the temperatures were mild.
 a expect b was expecting c have expected d am expecting
17. I ___ only lightweight clothing on that trip, so I was occasionally cold.
 a have brought b had brought c was bringing d bring

Unit 4 Test

18. Americans ___ greatly from John Muir's travels and efforts.
 (a) were benefiting (b) had benefited (c) have benefited (d) will have benefited
19. Today we ___ many wilderness areas to enjoy, in part because of him.
 (a) have (b) are having (c) have had (d) will have
20. By the time Yosemite National Park turns 200 years old, more than 100 million people ___ it.
 (a) visit (b) will have visited (c) will be visiting (d) are visiting
21. We ___ our natural splendors for many years to come, if we protect them.
 (a) will enjoy (b) enjoy (c) have enjoyed (d) are enjoying

Decide which boldfaced word is an adverb. Fill in the circle that matches your answer.

22. A **personal** journey **sometimes** can change the lives of others. (a) (b) (c)
 a b c
23. Muir's private **journey** benefited **millions** eventually. (a) (b) (c)
 a b c
24. Harriet Tubman saved **herself**, and **then** guided others **to** freedom. (a) (b) (c)
 a b c

Decide which boldfaced word is a preposition. Fill in the circle that matches your answer.

25. Eric Weihenmayer **inspires** others **with** his **brave** ascents. (a) (b) (c)
 a b c
26. We can **all** learn **from** him, even if we **do** not climb mountains. (a) (b) (c)
 a b c
27. Problems **in** everyday **life** seem **small** in comparison to the challenges he faced. (a) (b) (c)
 a b c

Decide which boldfaced word is a conjunction. Fill in the circle that matches your answer.

28. Few today know **of** Joan Smith, **but** she is a hero. (a) (b) (c)
 a b c
29. She **fulfilled** Amelia Earhart's **dream** **and** her own. (a) (b) (c)
 a b c
30. **Although** Jerrie Mock **flew faster**, Smith flew 4,000 more miles. (a) (b) (c)
 a b c

Decide whether each boldfaced word or phrase is a coordinating conjunction, a subordinating conjunction, or a correlative conjunction. Fill in the circle next to your answer.

31. Matthew Henson's North Pole trek was **not only** a personal triumph **but also** a triumph for African Americans.
 (a) coordinating conjunction (b) subordinating conjunction (c) correlative conjunction
32. **Although** African Americans generally lacked opportunities in the early twentieth century, Henson accomplished many things.
 (a) coordinating conjunction (b) subordinating conjunction (c) correlative conjunction
33. He published a book about his travels in 1912, **and** it is still read today.
 (a) coordinating conjunction (b) subordinating conjunction (c) correlative conjunction
34. **If** the local library has it, I will read it.
 (a) coordinating conjunction (b) subordinating conjunction (c) correlative conjunction

Unit 5 Test

17. Our teacher does not let ___ use a phone in class.
(a) anybody (b) nobody
18. She will not let us turn on our ringers under ___ circumstances.
(a) any (b) no
19. My sister bought ___ laptop for college.
(a) an awesome (b) a powerful
20. I ___ buy a laptop when I get older.
(a) wanna (b) want to
21. By then, I am sure laptops will have ___ new features.
(a) tons of (b) many
22. ___ probably be much smaller, too.
(a) They'll (b) They will

Decide which word completes each sentence correctly. Fill in the circle next to your answer.

23. Where did I ___ that DVD? (a) lie (b) lay
24. If I find it, ___ we can watch it. (a) then (b) than
25. Did you see ___ I put it? (a) wear (b) where
26. Perhaps I ___ it on the table. (a) sat (b) set
27. Ava ___ her laptop to her art class.
(a) brang (b) brought (c) brung
28. She ___ a picture of the flowers on the table.
(a) draw (b) drawn (c) drew
29. Then she ___ her picture to have it framed.
(a) taken (b) take (c) took
30. A frame will help ___ the picture.
(a) persevere (b) preserve
31. The framer will trim off the ___ paper.
(a) access (b) excess
32. Someone said that the framer has ___ her prices.
(a) raised (b) razed

Decide whether each sentence uses *go*, *like*, *went*, or *all* correctly. Fill in the circle next to your answer.

33. Kay was all, "Something's wrong with my digital camera."
(a) correct (b) incorrect
34. I was like, "Is it turned on?"
(a) correct (b) incorrect

Choose the correct pronoun to replace each boldfaced word or phrase. Fill in the circle next to your answer.

- Thelma entertained her granddaughter and **grandson** with stories about the Nile.
 (a) she (b) him (c) them (d) he
- Rose and Gabe asked their **grandmother** many questions.
 (a) she (b) him (c) her (d) them
- Thelma told **Gabe and Rose** how important the Nile was to the ancient Egyptians.
 (a) her (b) they (c) them (d) him
- The **Egyptian civilization** grew mighty, in part, because of the gifts of the Nile.
 (a) It (b) He (c) They (d) We
- Thelma told her grandchildren how the pharaohs had constructed **many great pyramids** along the Nile.
 (a) it (b) they (c) them (d) you
- Thelma told Rose and **Gabe** about a great temple constructed by Queen Hatshepsut.
 (a) she (b) him (c) he (d) they

Choose the antecedent of each boldfaced word. Fill in the circle next to your answer.

- Rose imagined a great temple along the Nile, and she began to design it on her computer.
 (a) Rose (b) temple (c) Nile (d) computer
- After Thelma told Gabe about the Nile, **he** vowed to visit the great waterway someday.
 (a) Thelma (b) Gabe (c) Nile (d) waterway
- Gabe is not always a fearless adventurer; one year **he** was terrified by a clown with a monkey.
 (a) Gabe (b) adventurer (c) clown (d) monkey

Choose the word or phrase that completes each sentence correctly. Fill in the circle next to your answer.

- The two major tributaries of the Nile ___ the Blue Nile and the White Nile.
 (a) is (b) are
- Explorers with modern equipment ___ the ability to measure the length of a river precisely.
 (a) has (b) have
- The person ___ named Lake Victoria thought it was the source of the White Nile.
 (a) who (b) whom
- The queen after ___ Lake Victoria was named was the ruler of England at the time.
 (a) who (b) whom
- A team of explorers ___ to gain fame by identifying the true source of the Nile.
 (a) stand (b) stands
- Native people living in the vicinity ___ have traced the source of the Nile long ago.
 (a) did (b) may

Grammar, Usage, and Mechanics Handbook

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Mechanics

Section 1 Capitalization

- Capitalize the first word in a sentence.
The kangaroo rat is an amazing animal.
- Capitalize all *proper nouns*, including people's names and the names of particular places.
Gregory Gordon Washington Monument
- Capitalize titles of respect.
Mr. Alvarez Dr. Chin Ms. Murphy
- Capitalize family titles used just before people's names and titles of respect that are part of names.
Uncle Frank Aunt Mary Governor Adamson
- Capitalize initials of names.
Thomas Paul Gerard (T.P. Gerard)
- Capitalize place names.
France Utah China Baltimore
- Capitalize *proper adjectives*, adjectives that are made from proper nouns.
Chinese Icelandic French Latin American
- Capitalize the months of the year and the days of the week.
February April Monday Tuesday
- Capitalize important words in the names of organizations.
American Lung Association Veterans of Foreign Wars
- Capitalize important words in the names of holidays.
Veterans Day Fourth of July
- Capitalize the first word in the greeting or closing of a letter.
Dear Edmundo, Yours truly,
- Capitalize the word *I*.
Frances and I watched the movie together.
- Capitalize the first, last, and most important words in a title. Be sure to capitalize all verbs, including *is* and *was*.
Island of the Blue Dolphins *Away Is a Strange Place to Be*
- Capitalize the first word in a direct quotation.
Aunt Rose said, "Please pass the clam dip."

Section 2 Abbreviations and Initials

Abbreviations are shortened forms of words. Many abbreviations begin with a capital letter and end with a period.

- You can abbreviate words used in addresses when you write.
Street (St.) Avenue (Ave.) Route (Rte.) Boulevard (Blvd.) Road (Rd.) Drive (Dr.)
 - You can abbreviate the names of states when you address envelopes.
Note: State names are abbreviated as two capital letters, with no periods.
- | | | | |
|---------------------------|--------------------|---------------------|---------------------|
| Alabama (AL) | Idaho (ID) | Missouri (MO) | Pennsylvania (PA) |
| Alaska (AK) | Illinois (IL) | Montana (MT) | Rhode Island (RI) |
| Arizona (AZ) | Indiana (IN) | Nebraska (NE) | South Carolina (SC) |
| Arkansas (AR) | Iowa (IA) | Nevada (NV) | South Dakota (SD) |
| California (CA) | Kansas (KS) | New Hampshire (NH) | Tennessee (TN) |
| Colorado (CO) | Kentucky (KY) | New Jersey (NJ) | Texas (TX) |
| Connecticut (CT) | Louisiana (LA) | New Mexico (NM) | Utah (UT) |
| Delaware (DE) | Maine (ME) | New York (NY) | Vermont (VT) |
| District of Columbia (DC) | Maryland (MD) | North Carolina (NC) | Virginia (VA) |
| Florida (FL) | Massachusetts (MA) | North Dakota (ND) | Washington (WA) |
| Georgia (GA) | Michigan (MI) | Ohio (OH) | West Virginia (WV) |
| Hawaii (HI) | Minnesota (MN) | Oklahoma (OK) | Wisconsin (WI) |
| | Mississippi (MS) | Oregon (OR) | Wyoming (WY) |

- **You can abbreviate titles of address and titles of respect when you write.**
 Mister (Mr. Brian Davis) Mistress (Miss or Mrs. Maria Rosario) General (Gen. Robert E. Lee)
 Doctor (Dr. Emily Chu) Junior (Everett Castle, Jr.) Saint (St. Andrew)
 Note: *Ms.* is a title of address used for women. It is not an abbreviation, but it requires a period (Ms. Anita Brown).
- **You can abbreviate certain words in the names of businesses when you write.**
 Pet Helpers, Incorporated (Pet Helpers, Inc.) Zykar Corporation (Zykar Corp.)
- **You can abbreviate days of the week when you take notes.**
 Sunday (Sun.) Wednesday (Wed.) Friday (Fri.)
 Monday (Mon.) Thursday (Thurs.) Saturday (Sat.)
 Tuesday (Tues.)
- **You can abbreviate months of the year when you take notes.**
 January (Jan.) April (Apr.) October (Oct.)
 February (Feb.) August (Aug.) November (Nov.)
 March (Mar.) September (Sept.) December (Dec.)
 (May, June, and July do not have abbreviated forms.)
- **You can abbreviate directions when you take notes.**
 North (N) East (E) South (S) West (W)

An *initial* is the first letter of a name. An initial is written as a capital letter and a period. Sometimes initials are used in the names of countries or other places.

Michael Paul Sanders (M.P. Sanders) United States of America (U.S.A.)
 Washington, District of Columbia (Washington, D.C.)

An *acronym* is a special type of abbreviation that is formed from the first letters of a group of words. Some acronyms, such as *NASA* (National Aeronautics and Space Administration), are written in all capitals. Others, such as *scuba* (self-contained underwater breathing apparatus), are written as regular, lowercased words.

Section 3 Titles

- **Underline titles of books, newspapers, TV series, movies, and magazines.**
Island of the Blue Dolphins Miami Herald I Love Lucy
 Note: These titles are written in italics in printed text.
- **Use quotation marks around articles in magazines, short stories, chapters in books, songs, and poems.**
 “This Land Is Your Land” “The Gift” “Eletelephony”
- **Capitalize the first, last, and most important words in titles. Articles, short prepositions, and conjunctions are usually not capitalized. Be sure to capitalize all verbs, including forms of the verb *be* (*am, is, are, was, were, been*).**
A Knight in the Attic *My Brother Sam Is Dead*

Section 4 Quotation Marks

- **Put quotation marks (“ ”) around the titles of articles, short stories, book chapters, songs, and poems.**
 My favorite short story is “Revenge of the Reptiles.”
- **Put quotation marks around a *direct quotation*, or a speaker’s exact words.**
 “Did you see that alligator?” Max asked.
- **Do not put quotation marks around an *indirect quotation*, a person’s words retold by another speaker. An indirect quotation is often signalled by *whether* or *that*.**
 Max asked Rory whether he had seen an alligator.

Writing a Conversation

- Put quotation marks around the speaker's words. Begin a direct quotation with a capital letter. Use a comma to separate the quotation from the rest of the sentence.
Rory said, "There are no alligators in this area."
- When a direct quotation comes at the end of a sentence, put the end mark inside the last quotation mark.
Max cried, "Look out!"
- When writing a conversation, begin a new paragraph with each change of speaker.
Max panted, "I swear I saw a huge, scaly tail and a flat snout in the water!"
"Relax," Rory said. "I told you there are no alligators around here."

Section 5 Spelling

Use these tips if you are not sure how to spell a word you want to write:

- Say the word aloud and break it into syllables. Try spelling each syllable. Put the syllables together to spell the whole word.
- Write the word. Make sure there is a vowel in every syllable. If the word looks wrong to you, try spelling it other ways.
- Think of a related word. Parts of related words are often spelled the same.
Decide is related to *decision*.

Correct spelling helps readers understand what you write. Use a dictionary when you need help.

When you use the word processing function of a computer to write something, you can use the spell check feature. It will identify possible spelling errors in your writing. A spell checker will not catch errors with homophones, though. For example, if you type *break* instead of *brake*, the spell checker will not catch the mistake, because the word is spelled correctly.

Section 6 End Marks

Every sentence must end with a period, an exclamation point, or a question mark.

- Use a *period* at the end of a statement (declarative sentence) or a command (imperative sentence).
Dad and I look alike. (*declarative*) Step back very slowly. (*imperative*)
- Use an *exclamation point* at the end of a firm command (imperative sentence) or at the end of a sentence that shows great feeling or excitement (exclamatory sentence).
Get away from the cliff! (*imperative*) What an incredible sight! (*exclamatory*)
- Use a *question mark* at the end of an asking sentence (interrogative sentence).
How many miles is it to Tucson? (*interrogative*)

Section 7 Apostrophes

An apostrophe (') is used to form the possessive of a noun or to join words in a contraction.

- Possessives show ownership. To make a singular noun possessive, add 's.
The bike belongs to Carmen. It is Carmen's bike.
- To form a possessive from a plural noun that ends in s, add only an apostrophe.
Those books belong to my sisters. They are my sisters' books.
- Some plural nouns do not end in s. To form possessives with these nouns, add 's.
The children left their boots here. The children's boots are wet.
- Use an apostrophe to replace the dropped letters in a contraction. it's (it is) hasn't (has not)

Section 8 Commas, Semicolons, and Colons

Commas in Sentences

- Use a comma after an introductory word in a sentence.
Yes, I'd love to go to the movies. Actually, we had a great time.
- Use a comma to separate items in a series. A series is a list of three or more items. Put the last comma before *and* or *or*. A comma is not needed to separate two items.
Shall we eat cheese, bread, or fruit? Let's eat cheese and fruit.
- Use a comma to separate a noun of direct address from the rest of a sentence.
Akila, will you please stand up? We would like you to sing, Akila.
- Use a comma to separate a direct quotation from the rest of a sentence.
Joe asked, "How long must I sit here?" "You must sit there for one hour," Vic said.
- Use a comma with the conjunction *and*, *or*, or *but* when combining independent clauses in a compound sentence.
Lisa liked the reptiles best, but Lyle preferred the amphibians.
- Use a comma to separate a dependent clause at the beginning of a sentence from the rest of the sentence.
Because Lisa likes reptiles, she is considering a career as a herpetologist.
- Use a comma to separate a pair of adjectives that are of a similar kind. To decide whether to put a comma between adjectives, try reading the sentence with the word *and* inserted between the adjectives. If the word *and* sounds natural there, you should use a comma.
Reptiles have dry, scaly skin. (*needs a comma*)
Look at that big green lizard! (*does not need a comma*)
- Use commas to set off a nonrestrictive adjective clause. A nonrestrictive clause is one that adds information about the word it modifies but is not essential to the meaning of the sentence.
Walt Jackson, who sold me a turtle last year, has a new pet gecko. (*The adjective clause just tells more about the noun it modifies. Because the information in the clause is not essential, the clause is nonrestrictive. Commas are needed.*)
The woman who runs the pet store offered me a job. (*The adjective clause tells which woman is being talked about. Because the information in the clause is essential, no commas are used.*)

Semicolons and Colons in Sentences

- You may use a semicolon in place of a comma and a conjunction when combining independent clauses.
Lisa likes reptiles; Lyle prefers amphibians.
- A colon can be used when the second clause states a direct result of the first or explains the first.
Lisa owns reptiles; she has two pet snakes.
- Use a colon to introduce a list or series.
I like three kinds of cheese; cheddar, Swiss, and colby.
- Use a colon to introduce a quotation.
Cory always follows this motto; "A penny saved is a penny earned."
- Use a colon after the speaker's name in a play.
LOGAN: Where were you on the night of October 5th, when the gold bullion was stolen?
BLAKE: I was attending the opening night of *Carmen* at the opera house.
- Use a colon to separate hours and minutes in an expression of time.
8:15 P.M. 11:45 A.M.
- Use a colon between the city of publication and the publisher in a bibliographic entry.
O'Dell, Scott. *The Cruise of the Arctic Star*. Boston; Houghton Mifflin, 1973.

Commas with Dates and Place Names

- Use a comma to separate the day from the date and the date from the year.
We clinched the division championship on Saturday, September 20, 2012.
- Use a comma to separate the name of a city or town from the name of a state.
I visited Memphis, Tennessee.

Commas and Colons in Letters

- Use a comma after the greeting and the closing of a friendly letter.
Dear Reginald,₂ Your friend,₂ Deke
- Use a colon after the greeting of a business letter. Use a comma after the closing.
Dear Ms. Brocklehurst:₂ Sincerely,₂

Section 9 Hyphens, Parentheses, and Dashes

Hyphens in Sentences

- When you break a word at the end of a line, use a hyphen to separate the syllables.
There is no single “perfect food.” Milk, for example, contains most of the nutri-
ents needed by the human body, but it lacks enough iron.
- Use hyphens to link the parts of some compound words.
son-in-law city-state
- Use hyphens to link some pairs or groups of words that precede a noun and act as an adjective.
a family-style meal a horse-drawn carriage an up-to-date schedule
- Use hyphens to link the parts of numbers between twenty-one and ninety-nine.
eighty-two fifty-seven seventy-six thirty-five

Parentheses in Sentences

- Use parentheses to set off an explanation.
I interviewed my uncle (he raises goats for a living) for my report on animal husbandry.
Rolf and Dana’s farm is 100 miles (160 km) outside of Chicago.
- Use parentheses to set off an example.
Many types of cheese (chèvre, for example) are made with goats’ milk.

Dashes in Sentences

- Use a dash to signal a pause. A dash is longer than a hyphen.
- Use a dash to mark an interrupted or unfinished sentence.
“There is nothing to worry about,” said Tim. “I’m sure that—”
- Use dashes to set off a phrase or an independent clause that interrupts an otherwise complete sentence.
I stayed in the shade—my skin burns easily—and enjoyed the band’s music.
- Use a dash to stress one or more words at the end of a sentence.
There is one plant a hiker absolutely must learn to recognize—poison oak.

Sentence Structure and Parts of Speech

Section 10 The Sentence

A *sentence* is a group of words that tells a complete thought. A sentence has two parts: a *subject* and a *predicate*.

- The subject tells *whom* or *what* the sentence is about. The swimmers race.
- The predicate tells what the subject *is* or *does*. The judges watch carefully.

There are four kinds of sentences: *declarative*, *interrogative*, *imperative*, and *exclamatory*.

- A *declarative sentence* makes a statement and ends with a period.
Jake swam faster than anyone.
- An *interrogative sentence* asks a question and ends with a question mark.
Did Sammy qualify for the finals?
- An *imperative sentence* gives a command and usually ends with a period; a firm command can end with an exclamation point.
Keep your eyes on the finish line. Watch out for that bee!
- An *exclamatory sentence* ends with an exclamation point. Jake has won the race!

Section 11 Subjects

The *subject* of a sentence tells whom or what the sentence is about.

- A sentence can have one subject. Mary wrote a book.
- A sentence can have a *compound subject*, two or more subjects that are joined by a conjunction (*and*, *or*) and that share the same predicate.
Alex and Mark have already read the book.
- Imperative sentences have an unnamed *understood subject*, the person being spoken to. This subject is referred to as “understood *you*.” Give me the book, please.

The *complete subject* includes all the words that name and tell about the subject.

Many students have borrowed the book.

The *simple subject* is the most important noun or pronoun in the complete subject.

Many students have borrowed the book. They discussed the book yesterday.

Note: Sometimes the simple subject and the complete subject are the same. Ricardo is writing a book.

Section 12 Predicates

The *predicate* of a sentence tells what happened. The *complete predicate* includes a verb and all the words that tell what happened or tell more about the subject.

- A complete predicate can include an action verb to tell what the subject of the sentence did.
Mary won an award.
- A complete predicate can include a linking verb to tell more about the subject.
Mary is a talented writer.

The *simple predicate* is the verb that goes with the subject. It generally tells what the subject did, does, or will do.

Celia won an award for her performance.
She will receive a trophy next week.

A *compound predicate* is two or more predicates that share the same subject. Compound predicates are often joined by the conjunction *and* or *or*.

Ramon sang and danced in the play.
Mary wrote the play and directed it.

A *predicate noun* follows a linking verb and renames the subject.

Mary is a writer. Ramon is a singer.

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

Mary is talented. Ramon is clever.

Section 13 Simple, Compound, and Complex Sentences

A *simple sentence* tells one complete thought.

Arthur has a rock collection.

A *compound sentence* is made up of two simple sentences (or *independent clauses*) whose ideas are related. The clauses can be joined by a comma and a conjunction (*and, or, but*).

Arthur has a rock collection, and Mary collects shells.

The two independent clauses in a compound sentence can also be joined by a semicolon.

Arthur collects rocks; Mary collects shells.

Two clauses in a compound sentence can be separated by a colon when the second clause is a direct result of the first clause.

Arthur enjoys visiting new places; he can hunt for rocks to add to his collection.

A *complex sentence* is made up of one independent clause and at least one dependent clause. A *dependent clause* is a group of words that has a subject and a predicate, but it cannot stand on its own.

Dependent Clause: when Arthur visited Arizona

Independent Clause: He learned a lot about desert plants.

Complex Sentence: When Arthur visited Arizona, he learned a lot about desert plants.

A *compound-complex sentence* includes two or more independent clauses and at least one dependent clause.

Independent Clauses: Arizona is proud of its saguaro cactus.
The saguaro cactus can grow up to sixty feet tall.

Dependent Clause: which is also called the giant cactus

Compound-complex Sentence: Arizona is proud of its saguaro cactus; the saguaro, which is also called the giant cactus, can grow up to sixty feet tall.

An *adjective clause* is a dependent clause that describes a noun or pronoun. An adjective clause always follows the word it describes and begins with a relative pronoun such as *who, whom, whose, which, or that*.

My cousin Arthur, who has a rock collection, visited the Arizona desert. (*describes* Arthur)

He studied the interesting rock formations that rise above the desert floor. (*describes* formations)

An *adverb clause* is a dependent clause that tells more about a verb, an adjective, or an adverb. Adverb clauses tell *where, when, why, or how much*. They often begin with a subordinating conjunction such as *after, since, where, than, although, because, if, as, as if, while, when, or whenever*.

Whenever Arthur came across an unfamiliar rock, he took a photograph of it.

(*tells when Arthur took a photograph*)

Arthur didn't take any rocks away because the desert environment is fragile.

(*tells why Arthur didn't take rocks away*)

A *noun clause* is a dependent clause that functions as the subject of a sentence or the object of a verb.

A noun clause begins with a relative pronoun.

She said that the floor was slippery. (*The noun clause that the floor was slippery is the direct object of the verb said.*)

Most simple sentences and independent clauses follow what is called the *natural order* of sentence elements: first the subject; then the verb; then the direct object, predicate noun, or predicate adjective.

S V DO S V DO

I will take the turkey with me; I will leave the yams behind.

S LV PA

The leaves are green.

In some simple sentences and independent clauses, a verb, direct object, predicate noun, or predicate adjective comes before the subject. A sentence with this order of elements is said to have *inverted order*.

DO S V DO S V

The turkey I will take with me; the yams I will leave behind.

PA LV S

Green are the leaves.

A sentence in which a dependent clause appears between the subject and the verb is said to have *interrupted order*.

S DC IV

Thanksgiving, which came early this year, is my favorite holiday.

Section 14 Fragments, Run-ons, Comma Splices, and Ramble-ons

A *fragment* is an incomplete sentence that does not tell a complete thought.

Sumi and Ali. (*missing a predicate that tells what happened*)

Went hiking in the woods. (*missing a subject that tells who went hiking*)

A *run-on sentence* is two complete sentences that are run together. To fix a run-on sentence, use a comma and a conjunction (*and, or, but*) to join the two sentences. (You may also join the sentences with a semicolon.)

Incorrect: Sumi went hiking Ali went swimming.

Correct: Sumi went hiking, but Ali went swimming.

A *comma splice* is two complete sentences that have a comma between them but are missing a conjunction (*and, or, but*). To fix a comma splice, add *and, or, or but* after the comma.

Incorrect: Sumi went hiking yesterday, Ali went swimming.

Correct: Sumi went hiking yesterday, and Ali went swimming.

A *ramble-on sentence* is grammatically correct but contains extra words that don't add to its meaning.

Incorrect: Hiking through the wilderness to enjoy nature is my favorite outdoor sports activity, probably because it is so enjoyable and such good exercise, and because I enjoy observing wild animals in the wilderness in their natural environment.

Correct: Hiking through the wilderness to enjoy nature is my favorite outdoor sports activity. I enjoy observing wild animals in their natural environment.

Try not to string too many short sentences together when you write. Instead, combine sentences and take out unnecessary information.

Incorrect: I stared at him and he stared at me and I told him to go away and he wouldn't so then I called my big sister.

Correct: We stared at each other. I told him to go away, but he wouldn't. Then I called my big sister.

Section 15 Nouns

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

Ira visited an auto museum with his friends. Ira has always had an interest in cars.
He likes that blue convertible.

A *proper noun* names a certain person, place, thing, or idea. Proper nouns begin with a capital letter.

A proper noun that is made up of two or more words is considered one noun.

Ira wants to visit the Sonoran Desert in Mexico in April 2012.

He is reading a guidebook about the region entitled The Undiscovered Desert.

A *collective noun* names a group of people or things that act as one unit.

jury family committee audience crowd

- Most often, a collective noun is treated as a singular subject.
The track team is the strongest one we've had in years.
- Sometimes, if a writer wants to emphasize the different members of a group, he or she may treat the noun as a plural subject.
The track team are congratulating one another on their fine performances.
- A noun can also be used to describe another noun.
freeway exit
eye chart
ocean current

Section 16 Adjectives

An *adjective* is a word that tells more about a noun or a pronoun.

- Some adjectives tell what kind.
Jim observed the huge elephant. The enormous beast towered above him.
- Some adjectives tell how many.
The elephant was twelve feet tall. It weighed several tons.
- A *predicate adjective* follows a linking verb and describes the subject.
Jim was careful not to anger the elephant. He was happy when the trainer led it away.
- *A, an, and the* are special kinds of adjectives called *articles*. Use *a* and *an* to refer to any person, place, thing, or idea. Use *the* to refer to a specific person, place, thing, or idea. Use *a* before a singular noun that begins with a consonant sound. Use *an* before a singular noun that begins with a vowel sound.
An elephant is heavier than a rhino. The elephant in this picture is six weeks old.
- A *demonstrative adjective* tells which one. *This, that, these, and those* can be used as demonstrative adjectives. Use *this* and *these* to talk about things that are nearby. Use *that* and *those* to talk about things that are farther away.
This book is about rhinos. These rhinos just came to the zoo.
That rhino is enormous! Those funny-looking creatures are wildebeests.
Note: Never use *here* or *there* after the adjectives *this, that, these, and those*.
- A *proper adjective* is made from a proper noun. Capitalize proper adjectives.
Italian cooking Democratic convention Apache legend

Section 17 Pronouns

A *pronoun* can replace a noun.

17a Personal Pronouns

Personal pronouns include *I, me, you, we, us, he, she, it, they, and them*. Personal pronouns can be used to stand for the person speaking, the person spoken to, or the person spoken about.

- *First person pronouns* refer to the speaker (*I, me*) or include the speaker (*we, us*).
Let me know when I am next at bat. It took us hours, but we managed to get to the stadium.
- *Second person pronouns* refer to the person or people being spoken to (*you*).
Are you going to the game? I asked Marisa to give the bases to you.
- *Third person pronouns* refer to the person, people, or thing(s) being spoken about (*he, him, she, her, it, they, them*).
They played well. Pass the ball to him. Kick it to her.
- The third person pronoun *he* (with *him* and *his*) was once accepted as a universal pronoun that could refer to anyone, male or female, if a generalization about people was being made. Now most writers try to avoid the use of universal *he*.

One solution to this pronoun problem is to make the pronoun and the word it refers to plural. When a chef cooks, he displays creativity. becomes: When chefs cook, they display creativity. Each player should bring his own racket. becomes: Players should bring their own rackets.

Another solution is to replace *he* with *he or she*, or replace *his* with *his or her*.

Each player should bring his or her own racket. becomes: Each player should bring his or her own racket.

17b Subject and Object Pronouns

A *subject pronoun* takes the place of the subject of a sentence. Subject pronouns are said to be in the *nominative case*. Subject pronouns include *I, you, he, she, it, we, and they*.

Rita is an excellent soccer player. She never lets the other team score.

Note: Do not use both the pronoun and the noun it replaces together.

Incorrect: Rita she made the team.

Correct: Rita made the team. OR She made the team.

An *object pronoun* replaces a noun that is the object of a verb or a preposition. Object pronouns are said to be in the *objective case*. Object pronouns include *me, him, her, us, and them*.

Rita's team played the Bobcats. Rita's team beat them.

The pronouns *it* and *you* can be either subjects or objects.

It was a close game. (*subject pronoun*) The Bobcats almost won it. (*object pronoun*)

- Use a subject pronoun as part of a compound subject. Use an object pronoun as part of a compound object. To test whether a pronoun is correct, say the sentence without the other part of a compound subject or object.

Incorrect: Rita told Ellen and I it was a close game. (Rita told I it was a close game.)

Correct: Rita told Ellen and me it was a close game. (Rita told me it was a close game.)

- When the pronouns *I* and *me* are used in a compound with a noun or another pronoun, *I* or *me* always comes second in a pair or last in a series of three or more.

Incorrect: The coach gave the Most Improved Players awards to me and Carlos.

Correct: The coach gave the Most Improved Players awards to Carlos and me.

17c Pronoun Antecedents

An *antecedent* is the word or words a pronoun refers to. The antecedent is almost always a noun.

The Bobcats are excellent players. They won every game last season.

- A pronoun must agree with its antecedent. An antecedent and a pronoun agree when they have the same *number* (singular or plural) and *gender* (male or female).

Nick's mother cheered. She was very excited.

17d Possessive Pronouns

Possessive pronouns show ownership.

- The possessive pronouns *my, your, his, her, its, their, and our* replace possessive nouns.

Those skates belong to my brother Jorge.

Those are his kneepads, too. (*the pronoun his replaces the possessive noun Jorge's*)

- The possessive pronouns *mine, ours, yours, hers, his, its, and theirs* replace both a possessive noun and the noun that is possessed.

Alisha's kneepads are blue. Mine are red and hers are blue.

(*The possessive pronoun hers replaces both the possessive noun Alisha's and the noun kneepads.*)

- *Whose* is the possessive form of the relative pronoun *who*. It is also used as the possessive form of the relative pronoun *which*.

The skaters whose parents cannot pick them up at 6 P.M. must wait inside the office.

(*Whose indicates that the parents belong to the skaters.*)

17e Compound Personal Pronouns

A *compound personal pronoun* contains the word *self* or *selves*. Compound personal pronouns include *myself, herself, himself, itself, yourself, ourselves, and themselves*.

- They often show that the action of a sentence is reflecting back to the subject.

My brother bought himself a new puck.

We cheered for ourselves.

- Compound personal pronouns can also be used to show emphasis.

She made the winning goal herself.

I myself thought it was a terrific game.

17f Indefinite Pronouns

Indefinite pronouns refer to persons or things that are not identified as individuals. These pronouns include *all, anybody, both, anything, few, most, no one, either, nothing, everyone, one, several, none, everybody, nobody, someone, everything, something, anyone, and somebody*.

Somebody lost the ball.

We can't play anything until we find it.

17g Relative Pronouns

When the pronouns *who, whom, whose, which, and that* are used to introduce an adjective clause, they are called *relative pronouns*. A relative pronoun always follows the noun it refers to.

The player who brought the volleyball can serve first.

I joined the team that chose me.

This net, which I found in my closet, will be perfect for our volleyball game.

Note: For more information on using *who, whom, which, and that*, see Section 32, Problem Words.

17h Interrogative Pronouns

When the pronouns *who*, *whom*, *which*, and *what* are used to begin a question, they are called *interrogative pronouns*.

Who has brought the volleyball?
Which is the net for volleyball?

What is a wicket used for?
To whom did you hit the ball?

17i Demonstrative Pronouns

This, *that*, *these*, and *those* can be used as *demonstrative pronouns*.

- Use *this* and *these* to talk about one or more things that are nearby.
This is a soft rug. These are sweeter than those over there.
- Use *that* and *those* to talk about one or more things that are far away.
That is where I sat yesterday. Those are new chairs.

Section 18 Verbs

18a Action and Linking Verbs

An *action verb* shows action.

Scientists study the natural world.

They learn how the laws of nature work.

A *linking verb* does not show action. It connects the subject of a sentence to a word or words in the predicate that tell about the subject. Linking verbs include *am*, *is*, *are*, *was*, *been*, and *were*. *Seem*, *appear*, and *become* can be used as linking verbs, too.

Explorers are brave.

That route seems long and dangerous.

Some verbs, such as *appear*, *look*, *smell*, *feel*, *grow*, *sound*, and *taste*, can be either action verbs or linking verbs, depending on how they are used. You can test whether a verb is a linking verb by substituting a form of the verb *be* (*am*, *is*, *are*, *was*, or *were*) in its place. If the form of *be* makes sense, the verb probably is a linking verb.

I looked at the bear. (*"I was at the bear" does not make sense: looked is an action verb.*)

The bear looked hungry. (*"The bear was hungry" makes sense: looked is a linking verb.*)

18b Transitive and Intransitive Verbs

A *transitive verb* is an action verb that transfers its action to a direct object.

The polar bear watched a seal's air hole in the ice. The polar bear caught the seal.

An *intransitive verb* does not have a direct object. An intransitive verb shows action that the subject does alone.

The bear waited patiently.

Suddenly the bear struck.

Many verbs can be either transitive or intransitive, depending on whether or not there is a direct object.

The bear ate the seal. (*Seal* is the direct object: *ate* is a transitive verb.)

The bear ate hungrily. (*Hungrily* is an adverb, and there is no direct object: *ate* is an intransitive verb.)

18c Main Verbs and Auxiliary Verbs

A *main verb* is the most important verb in a sentence. An *auxiliary verb*, or helping verb, comes before the main verb to help it show action. Auxiliary verbs such as *had*, *are*, and *will* indicate the tense of the main verb. Others, such as *could*, *might*, and *may*, show how likely it is that something will happen.

Scientists are studying glaciers.

The studies may help us learn more about Earth.

18d The Principal Parts of a Verb

Each verb has three *principal parts*: its *present form*, its *past form*, and its *past participle form*.

- Most verbs add *-ed* to the present form to create both the past form and the past participle form. These verbs are called *regular verbs*.

- *Irregular verbs* form their past and past participle forms in other ways. The chart below shows the principal parts of several common irregular verbs.

Present	Past	Past Participle
arise	arose	arisen
(be) is	was	been
blow	blew	blown
bring	brought	brought
build	built	built
cut	cut	cut
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
fly	flew	flown
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hold	held	held
know	knew	known
lay	laid	laid
leave	left	left
lie	lay	lain
light	lit	lit
make	made	made
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
shake	shook	shaken
sing	sang	sung
swim	swam	swum
take	took	taken
tell	told	told
think	thought	thought
throw	threw	thrown
wear	wore	worn
write	wrote	written

- Almost all verbs add *-ing* to the present form to create the *present participle* form: *sing/singing; talk/talking*.

18e Verb Tense

Verb tense places an action in time.

- The *present tense* is used to show that something happens regularly or is true now. Squirrels **bury** nuts each fall.

Add *s* to most verbs to show present tense when the subject is *he, she, it,* or a singular noun. Add *es* to verbs ending in *s, ch, sh, x,* or *z*. Do not add *s* or *es* if the subject is a plural noun or *I, you, we,* or *they*.

add s	add es	change y to i
spea <u>k</u> /spea <u>k</u> s	reac <u>h</u> /reac <u>h</u> es	carri <u>y</u> /carri <u>e</u> s

- The *past tense* shows past action. Add *-ed* to most verbs to form the past tense. Verbs that do not add *-ed* are called *irregular verbs*. reach/reached (regular) speak/spoke (irregular)
Note: You can find the past and past participle forms of an irregular verb in a dictionary.
- The *future tense* shows future action. Use the verb *will* to form the future tense. Mom will visit Antarctica next year. She will photograph penguins.
- The *present perfect tense* shows action that began in the past and may still be happening. To form the present perfect tense, add the helping verb *has* or *have* to the past participle of a verb. Mom has studied Antarctica for years. Her articles have appeared in science journals.

- The *past perfect tense* shows action that was completed by a certain time in the past. To form the past perfect tense, add the helping verb *had* to the past participle of a verb.
Before she visited Antarctica, Mom had imagined it as a wasteland.
- The *future perfect tense* shows action that will be complete by a certain time in the future. To form the future perfect tense, add the helping verbs *will have* to the past participle form of a verb.
By the end of next year, Mom will have published a book on Antarctic wildlife.
- *Progressive forms* of verbs show continuing action. To form a *present progressive* verb, add *am*, *is*, or *are* to the *present participle* of a verb (usually the present form + *-ing*). To form the *past progressive* verb, add *was* or *were* to the present participle. To form a *future progressive* verb, add *will be* to the present participle.
Scientists are learning new facts about Antarctica every day. (*present progressive*)
When Mom was traveling in Antarctica, she saw its beauty. (*past progressive*)
Someday soon I will be visiting Antarctica with Mom. (*future progressive*)

18f Subject and Verb Agreement

The subject and its verb must agree in number. Be sure that the verb agrees with its subject and not with the object of a preposition that comes before the verb.

An Antarctic explorer needs special equipment.

(*singular subject: An Antarctic explorer; singular verb [verb + s or es]: needs*)

Explorers in Antarctica carry climbing tools and survival gear.

(*plural subject: Explorers; plural verb [verb without s or es]: carry*)

A *compound subject* and its verb must agree.

- Compound subjects joined by *and* are plural. Snow and ice make exploration difficult.
- If a compound subject is joined by *or* or *nor*, the verb must agree with the last item in the subject.
Either the helpers or the leader checks the weather report.

There are special rules for agreement with certain kinds of subjects.

- Titles of books, movies, magazines, newspapers, stories, and songs are always considered singular, even if they end in *s*.
The Secret Life of Penguins is the title of Mom's book.
"Ice and Darkness" is the name of a poem I wrote.
- Collective nouns, such as *collection*, *group*, *team*, *country*, *kingdom*, *family*, *flock*, and *herd*, name more than one person or object acting as a group. These nouns are usually considered singular.
My family lives in southern Australia. A flock of seagulls is flying overhead.
- Most indefinite pronouns, including *everyone*, *nobody*, *nothing*, *everything*, *something*, and *anything*, are considered singular.
Somebody has left the tent flap open. Is anything missing? Everything is fine.
- Some indefinite pronouns that clearly refer to more than one, such as *many*, *most*, *few*, and *both*, are considered plural.
Many are interested in Antarctica, but few are able to make the journey there.

18g Active and Passive Voice

A verb is in *active voice* if its subject performs an action. A verb is in *passive voice* if its subject is acted upon by something else. Many sentences in the passive voice have a prepositional phrase that begins with the word *by* and follows the verb.

Explorers plan trips months in advance. (*active voice*)

Trips are planned by explorers months in advance. (*passive voice*)

The active voice can communicate action briefly and powerfully. In most cases, the active voice is stronger and clearer than the passive voice. Try to write most of your sentences in the active voice.

Strong active voice: The penguin snapped up the fish.

Weak passive voice: The fish was snapped up by the penguin.

Some writers believe that the passive voice should be used only when an action is done by an unknown or unimportant agent.

The tent flap was left open. (*The agent who left the tent flap open is unknown.*)

Section 19 Adverbs

An *adverb* describes a verb, an adjective, or another adverb. Adverbs tell how, when, where, or to what extent.

- Many adverbs end in *-ly*. Some adverbs do not end in *-ly*. These include *now, then, very, too, often, always, again, sometimes, soon, later, first, far, now, and fast*.
Andrew approached the snake cage slowly. He knew that snakes can move fast.
- Some adverbs tell *how*.
She spoke confidently. He eagerly bit into the sandwich.
- Some adverbs tell *when*.
Then the bell rang. School ended yesterday. I eat pizza only on Friday.
- Some adverbs tell *where*.
We went inside. They built a house there. Come here.
- Some adverbs tell *to what extent*.
It is very quiet. I am almost finished.

Section 20 Prepositions

A *preposition* shows a relationship between a word in a sentence and a noun or pronoun that follows the preposition. Prepositions tell when, where, what kind, how, or how much.

- Prepositions include the words *after, in front of, without, above, down, among, with, of, from, for, about, such as, throughout, into, onto, inside, in, at, under, over, on, through, to, across, around, by, beside, during, off, and before*.
Jeff left the milk on the table. He knew it belonged in the refrigerator.
- A *prepositional phrase* is a group of words that begins with a preposition and ends with its object. The object of a preposition is a noun or a pronoun. A prepositional phrase can be at the beginning, middle, or end of a sentence.
Jeff's mom would be home in five minutes. Within three minutes he had put it away.
- Prepositional phrases that modify (or tell more about) nouns or pronouns are called *adjectival prepositional phrases*. An adjectival prepositional phrase usually comes after the noun or pronoun it modifies. Adjectival prepositional phrases often tell *which*.
The milk in the refrigerator is spoiled. (*modifies the noun milk and tells which milk*)
I can't stand the odor of spoiled milk! (*modifies the noun odor and tells which odor*)
- *Adverbial prepositional phrases* modify a verb, an adverb, or an adjective. Many adverbial prepositional phrases tell *when, where, how, or how long* something was done.
Jeff usually drinks orange juice before breakfast. (*modifies the verb drinks and tells when*)
He says his mom's fresh-squeezed orange juice is the best in the world. (*modifies the adjective best and tells where*)
Late in the evening I heard a knock at my door. (*modifies the adverb late and tells when*)

Section 21 Direct Objects and Indirect Objects

A *direct object* is the noun or pronoun that receives the action of the verb. Direct objects follow action verbs. To find the direct object, say the verb and then "Whom?" or "What?"

Jacques painted a picture. (Painted whom or what? Picture. *Picture* is the direct object.)

- A *compound direct object* occurs when more than one noun receives the action of the verb.
He used a brush and oil paints. (*Brush and paints* comprise the compound direct object.)

A sentence with a direct object may also have an *indirect object*. An indirect object is a noun or pronoun and usually tells to whom something is given, told, or taught.

Jacques gave his mom the painting.

- A direct object may be modified by an *object complement*. An object complement is a noun, pronoun, or adjective that follows a direct object and identifies or describes it. Object complements are often used with verbs such as *make, name, elect, paint, and call*.

The new grass turned the hills green. (*Green* describes what color the hills turned.)

The officer called Javier a hero. (*Hero* identifies what Javier was called.)

Section 22 Conjunctions

The words *and*, *or*, and *but* are *coordinating conjunctions*.

- Coordinating conjunctions may be used to join words within a sentence.
My favorite reptiles are snakes and lizards. Najim doesn't like snakes or lizards.
- A comma and a coordinating conjunction can be used to join two or more simple sentences. (The conjunction *and* does not need a comma if both sentences are short.)
I like snakes, but he says they're creepy. We can get a snake, or we can get a lizard.

A *subordinating conjunction* relates one clause to another. Dependent clauses begin with a subordinating conjunction. Subordinating conjunctions include *because*, *if*, *although*, *when*, *where*, *as*, *while*, *though*, *than*, *as if*, *whenever*, *since*, *wherever*, *after*, *often*, *over*, and *before*.

Before his mom left, Bo cleaned his room. Because he had a favor to ask, he vacuumed, too.

Correlative conjunctions always appear in pairs. They connect words or groups of words and provide more emphasis than coordinating conjunctions. Some common correlative conjunctions are *both—and*, *either—or*, *neither—nor*, *not only—but* (*also*), and *whether—or*.

She is not only a good singer but also an excellent athlete.

Neither Raj nor Chris came to the concert.

Section 23 Interjections

An *interjection* expresses emotion and is not part of any independent or dependent clause.

Wow! This bread is delicious. Mmmm, this bread tastes good!

Section 24 Appositives

An *appositive* is a phrase that identifies a noun.

My favorite snack, cornbread with honey, is easy to make.

- Most appositives are separated from the rest of a sentence by commas. These appositives, called *nonrestrictive appositives*, just give more information about the nouns they describe.
Tara, my friend who figure-skates, is traveling to Dallas for a competition.
- Some appositives should not be set off by commas. A *restrictive appositive* is an appositive that is vital to the meaning of a sentence; therefore, it should not be set off by commas.
His book The Basics of Automobile Maintenance tells how to take care of a car.
My sister Katie likes to read on the porch.

Section 25 Verbals and Absolutes

25a Verbals

Sometimes a verb does not act as a predicate. *Verbals* are forms of verbs that play other roles in sentences.

- One type of verbal, a *participle*, acts as an adjective. A participle may be the present participle or the past participle form of a verb. (See Handbook Section 18d.)
George heard the bell ringing. (*acts as an adjective describing the noun bell*)
A shivering child stood at the door. (*acts as an adjective describing the noun child*)
A *participial phrase* is made up of a participle and other words that complete its meaning.
Filled with pride, Angela accepted her medal. (*acts as an adjective modifying the noun Angela*)
Matt noticed a skunk waddling through the bushes. (*acts as an adjective modifying the noun skunk*)
- An *infinitive* is a phrase made up of the word *to* followed by the present form of a verb (*to defend*). Infinitives may act as adjectives, adverbs, or nouns. An *infinitive phrase* is made up of an infinitive and other words that complete its meaning.
I like to walk in the woods. (*acts as a noun; the direct object of the verb like*)
This is a good way to appreciate nature. (*acts as an adjective modifying the noun way*)
I listen carefully to hear the sounds of woodland creatures. (*acts as an adverb modifying the verb listen*)
- A *gerund* is a verbal that acts as a noun. All gerunds are present participles. (See Handbook Section 18d.)
My brother enjoys swimming. (*acts as a noun; the direct object of the verb enjoys*)

A *gerund phrase* is made up of a gerund and the other words that complete its meaning.
Riding the waves on a surfboard is his great ambition. (*acts as the subject of the sentence*)

- A sentence may contain more than one participial or infinitive phrase. Using two verbals of the same type to express similar ideas is using *parallel structure*.
Warmed by the sun and cooled by sea breezes, Smith Beach is the perfect place for a vacation. (two participial phrases)
Mac wants to paddle a kayak, but Ruthann wants to swim. (two infinitive phrases)

25b Absolutes

An *absolute phrase* consists of a noun or noun phrase followed by a descriptive word or phrase.

- An absolute phrase may contain a present or past participle.
Her face glowing, Sue looked as happy as she felt. (*noun phrase plus a present participle*)
The general, his army defeated, prepared to surrender. (*noun phrase plus a past participle*)
- An absolute phrase may also contain an adjective, a noun, or a prepositional phrase.
Teri woke from a deep sleep, her mind and body alert. (*noun phrase plus an adjective*)
Melissa, good grades her prime objective, never went out on a school night. (*noun phrase plus a noun phrase*)
Teri rode home, her guitar across her back. (*noun phrase plus a prepositional phrase*)

Usage

Section 26 Negatives

A *negative word* means “no” or “not.”

- The words *no, not, nothing, none, never, nowhere, and nobody* are negatives.
The notebook was nowhere to be found. Nobody wanted to miss the party.
- Often negatives are in the form of contractions.
Do not enter that room. Don't even go near the door.
- In most sentences it is not correct to use two negatives.
Incorrect Correct
We can't see nothing. We can't see anything.
We haven't got no solution. We haven't got a solution.
- Some sentences express ideas that require the use of two negative words.
No one will work for you for nothing. (*In other words, anyone who works will expect to be paid.*)
I couldn't not say hello to her. (*In other words, the speaker had to say hello, even if the speaker might not have wanted to.*)
- Do not use the word *ain't*.

Section 27 Comparisons

- The *comparative form* of an adjective or an adverb compares two people, places, or things. The comparative form is often followed by “than.” To compare two people, places, or things, add *-er* to short adjectives and adverbs.
An elephant is tall. A giraffe is taller than an elephant. (*Giraffe is compared with elephant.*)
A lion runs fast. A cheetah runs faster than any other animal. (*Cheetah is compared with any other animal.*)
- The *superlative form* of an adjective or an adverb compares three or more people, places, or things. The article *the* usually comes before the superlative form. To compare three or more items, add *-est* to short adjectives and adverbs.
The giraffe is the tallest land animal. The cheetah runs the fastest of any animal on land.
- When comparing two or more persons, places, or things using the ending *-er* or *-est*, never use the word *more*.
Incorrect Correct
She is more faster than he is. She is faster than he is.
- The word *more* is used with longer adjectives to compare two persons, places, or things. Use the word *most* to compare three or more persons, places, or things.
Mario is excited about the field trip.
Duane is more excited than Mario.
Kiki is the most excited student of all.
- Sometimes the words *good* and *bad* are used to compare. These words change forms in comparisons.
Mario is a good athlete. The basketball court is in bad shape.
Kiki is a better athlete. The tennis court is in worse shape than the basketball court.
Bill is the best athlete of all. The ice rink is in the worst shape of all.
Note: Use *better* or *worse* to compare two things. Use *best* or *worst* to compare three or more things.

Section 28 Contractions

When two or more words are combined to form one word, one or more letters are dropped and replaced by an apostrophe. These words are called *contractions*. For example, when *he will* becomes the contraction *he'll*, the apostrophe replaces *wi*.

- Here are some other common contractions.

can't (cannot)	haven't (have not)	she'd (she would)
couldn't (could not)	I'll (I will)	they've (they have)
doesn't (does not)	it's (it is, it has)	we're (we are)

Section 29 Plural Nouns

- A *singular noun* names one person, place, thing, or idea.
girl pond arrow freedom
- A *plural noun* names more than one person, place, thing, or idea. To make most singular nouns plural, add *s*.
girls ponds arrows freedoms
- For nouns ending in *sh*, *ch*, *x*, or *z*, add *es* to make the word plural.
bush/bushes box/boxes
lunch/lunches quiz/quizes
- For nouns ending in a consonant and *y*, change the *y* to *i* and add *es*.
penny/pennies army/armies
- For some nouns that end in *f* or *fe*, replace *f* or *fe* with *ves* to make the noun plural.
shelf/shelves wife/wives (Exceptions: cliff/cliffs; reef/reefs; cafe/cafes)
- Some words change spelling when the plural is formed.
man/men woman/women mouse/mice goose/geese
- Some words have the same singular and plural form.
deer sheep offspring scissors

Section 30 Possessive Nouns

A *possessive* shows ownership.

- To make a singular noun possessive, add an apostrophe and *s*.
John's bat the girl's bike
- When a singular noun ends in *s*, add an apostrophe and *s*.
Ross's project James's glasses
- To make a plural noun that ends in *s* possessive, add an apostrophe.
the soldiers' songs the girls' bikes
- When a plural noun does not end in *s*, add an apostrophe and *s* to show possession.
the men's ideas the children's shoes

Section 31 Dangling and Misplaced Modifiers

A verbal phrase acting as an adjective must modify, or refer to, a specific word in the main part of a sentence. A *dangling modifier* is a phrase that does not refer to any particular word in the sentence. A *misplaced modifier* is a phrase that seems to refer to the wrong word in a sentence.

Incorrect: Walking down the street, deep thoughts come to mind.

(Are deep thoughts walking down the street? No. This verbal phrase does not refer to any particular word in the main part of the sentence: it is a *dangling modifier*.)

Dangling and misplaced modifiers make your writing unclear, so avoid them. When you begin a sentence with a verbal phrase such as "Walking down the street," make sure that the question "Who is walking down the street?" is answered clearly in the first part of the rest of the sentence.

Correct: Walking down the street, I often think deep thoughts.

(Who is walking down the street? I am. This verbal phrase clearly relates to the pronoun I.)

Section 32 Problem Words

These words are often misused. Be sure to use them correctly when you speak and when you write.

sit	<i>Sit</i> means “rest or stay in one place.” <u>Sit</u> down and relax for a while.
sat	<i>Sat</i> is the past tense of <i>sit</i> . I <u>sat</u> in that chair yesterday.
set	<i>Set</i> is a verb meaning “put.” <u>Set</u> the chair here.

lay	<i>Lay</i> means “to put something down somewhere.” It takes a direct object. The past tense form of <i>lay</i> is <i>laid</i> , and the past participle form of <i>lay</i> is also <i>laid</i> . Each day I <u>lay</u> a tablecloth on the table. Yesterday I <u>laid</u> the yellow tablecloth. I had never <u>laid</u> that one on the table before.
lie	<i>Lie</i> means “to recline.” It does not take a direct object. The past tense form of <i>lie</i> is <i>lay</i> , and the past participle form of <i>lie</i> is <i>lain</i> . Most mornings I <u>lie</u> half awake just before the alarm rings. Early this morning I <u>lay</u> with my eyes open, waiting for the alarm. I had <u>lain</u> there for a few minutes before I realized that it was Saturday.

may	<i>May</i> is used to ask permission or to express a possibility. <u>May</u> I have another hot dog? I <u>may</u> borrow that book someday.
can	<i>Can</i> shows that someone is able to do something. I <u>can</u> easily eat three hot dogs.

learn	<i>Learn</i> means “to get knowledge.” Who will help you <u>learn</u> Spanish?
teach	<i>Teach</i> means “to give knowledge.” Never use <i>learn</i> in place of <i>teach</i> . Incorrect: My sister will <u>learn</u> me to speak Spanish. Correct: My sister will <u>teach</u> me to speak Spanish.

is	Use <i>is</i> to tell about one person, place, or thing. Alabama <u>is</u> warm during the summer.
are	Use <i>are</i> to tell about more than one person, place, or thing. Also use <i>are</i> with the word <i>you</i> . Seattle and San Francisco <u>are</u> cool during the summer. You <u>are</u> welcome to visit me anytime.

doesn't	The contraction <i>doesn't</i> is used with the singular pronouns <i>he</i> , <i>she</i> , and <i>it</i> . He <u>doesn't</u> like sauerkraut. It <u>doesn't</u> agree with him.
don't	The contraction <i>don't</i> is used with the plural pronouns <i>we</i> and <i>they</i> . <i>Don't</i> is also used with <i>I</i> and <i>you</i> . They <u>don't</u> like Swiss cheese. I <u>don't</u> care for it, either.

I	Use the pronoun <i>I</i> as the subject of a sentence. When using <i>I</i> or <i>me</i> with another noun or pronoun, always name yourself last. I am going to basketball camp. Renée and <u>I</u> will ride together.
me	Use the pronoun <i>me</i> after action verbs. Renée will call <u>me</u> this evening. Also use <i>me</i> after a preposition, such as <i>to</i> , <i>at</i> , and <i>with</i> . Pass the ball to <u>me</u> . Come to the game with Renée and <u>me</u> .

good	<i>Good</i> is an adjective.
well	<i>Well</i> is an adverb. These words are often used incorrectly. Incorrect: Renée plays <u>good</u> . Correct: Renée is a <u>good</u> basketball player. She plays <u>well</u> .

raise	<i>Raise</i> must be followed by a direct object. I <u>raise</u> the flag every morning.
rise	<i>Rise</i> is not used with a direct object. I <u>rise</u> at dawn every morning.
like	<i>Like</i> means “similar to” or “have a fondness for.” Do not use <i>like</i> to indicate a pause or to mean “says.” Incorrect: I enjoy, <u>like</u> , all kinds of water sports. He was <u>like</u> , “Swimming is fun.” Correct: I <u>like</u> swimming and water polo. He said, “I <u>like</u> the water.”
go	<i>Go</i> means “move from place to place.” Don’t use <i>go</i> or <i>went</i> to mean “says” or “said.” Incorrect: She <u>went</u> , “The swim meet was yesterday.” Correct: She said, “I <u>went</u> to the swim meet.”
all	<i>All</i> means “the total of something.” Avoid using <i>was all</i> to mean “said.” Incorrect: He <u>was all</u> , “Everyone likes swimming.” Correct: He said, “Everyone likes swimming.”
you know	Use the phrase <i>you know</i> only when it helps a sentence make sense. Try not to use it in places where it does not belong. Incorrect: We can, <u>you know</u> , go canoeing. Correct: Did <u>you know</u> that my family has a canoe?
let	<i>Let</i> is a verb that means “allow.” Please <u>let</u> me go to the mall with you.
leave	<i>Leave</i> is a verb that means “go away from” or “let stay.” We will <u>leave</u> at noon. <u>Leave</u> your sweater here.
was	<i>Was</i> is a past tense form of <i>be</i> . Use <i>was</i> to tell about one person or thing. Hana <u>was</u> sad yesterday.
were	<i>Were</i> is also a past tense form of <i>be</i> . Use <i>were</i> to tell about more than one person or thing. Also use the word <i>were</i> with <i>you</i> . Hana and her friend <u>were</u> both unhappy. <u>Were</u> you home yesterday?
has	Use <i>has</i> to tell about one person or thing. Rory <u>has</u> a stamp collection.
have	Use <i>have</i> to tell about more than one. Also use <i>have</i> with the pronoun <i>I</i> . David and Lin <u>have</u> a rock collection. I <u>have</u> a bottle cap collection.
who	<i>Who</i> is in the nominative case and should be used as the subject of a clause. Use <i>who</i> to refer to people. The man <u>who</u> picked me up is my father.
whom	<i>Whom</i> is in the objective case and should be used as a direct or indirect object or as the object of a preposition. Use <i>whom</i> to refer to people. To <u>whom</u> am I speaking?
which	Use <i>which</i> to refer to things. His rear tire, <u>which</u> was flat, had to be repaired.
that	<i>That</i> can refer to people or things. Use <i>that</i> instead of <i>which</i> to begin a clause that is necessary to the meaning of the sentence. The picture <u>that</u> Stephen drew won first prize.
very	<i>Very</i> is an adverb. It means “extremely.” I was <u>very</u> tired after the hike.
real	<i>Real</i> is an adjective. It means “actual.” Never use <i>real</i> in place of <i>very</i> . Incorrect: The hike was <u>real</u> long. Correct: I used a <u>real</u> compass to find my way.

less	<i>Less</i> can be used to refer to a <i>smaller amount</i> that is not a sum of items. If you want to use <u>less</u> gasoline, buy a hybrid.
fewer	<i>Fewer</i> is used to refer to a <i>smaller number</i> of items. Be aware that there will be <u>fewer</u> cars from which to choose.
over	<i>Over</i> can be used to refer to a <i>larger amount</i> that is not a sum of items. We drove <u>over</u> 30 miles, then biked the rest of the way.
more than	<i>More than</i> is used to describe a <i>larger number</i> of items. <u>More than</u> 20 cars remained on the lot.

In academic writing, avoid *contractions*; *shortened forms* of words (*gonna, gotta, wanna*); *slang* or *informal language* (*stuff, cool, guy, way* or *totally* for *very, lots of, okay*); and *vague words* (*thing, nice, good, bad*).

Section 33 Homophones

Homophones sound alike but have different spellings and meanings.

are	<i>Are</i> is a form of the verb <i>be</i> .	We <u>are</u> best friends.
our	<i>Our</i> is a possessive pronoun.	<u>Our</u> favorite color is green.
hour	An <i>hour</i> is sixty minutes.	Meet me in an <u>hour</u> .
its	<i>Its</i> is a possessive pronoun.	The horse shook <u>its</u> shaggy head.
it's	<i>It's</i> is a contraction of the words <i>it is</i> or <i>it has</i> .	<u>It's</u> a beautiful day for a ride.
there	<i>There</i> is an adverb that usually means "in that place." It can also be used in the expressions "there is" and "there are." Please put the books <u>there</u> . <u>There</u> is an aquarium nearby. Note: Using the expressions <i>there is</i> , <i>there are</i> , and <i>it is</i> sometimes weakens sentences; try to avoid these expressions in academic writing.	<u>There</u> are three books on the table.
their	<i>Their</i> is a possessive pronoun. It shows something belongs to more than one person or thing. <u>Their</u> tickets are in my pocket.	
they're	<i>They're</i> is a contraction made from the words <i>they are</i> . <u>They're</u> waiting for me inside.	
two	<i>Two</i> is a number.	Apples and pears are <u>two</u> fruits I like.
to	<i>To</i> can be a preposition meaning "toward." <i>To</i> can also be used with a verb to form an infinitive. I brought the pot <u>to</u> the stove. (<i>preposition</i>)	I like <u>to</u> cook. (<i>infinitive</i>)
too	<i>Too</i> means "also." <i>Too</i> can mean "more than enough."	I'd like some lunch, <u>too</u> . That's <u>too</u> much pepper!
your	<i>Your</i> is a possessive pronoun. Where are <u>your</u> socks?	
you're	<i>You're</i> is a contraction made from the words <i>you are</i> . <u>You're</u> coming with us, aren't you?	
whose	<i>Whose</i> is a possessive pronoun. It can refer to people or things. <u>Whose</u> raincoat is this?	The raincoat <u>whose</u> buttons are blue is mine.
who's	<i>Who's</i> is a contraction made from the words <i>who</i> and <i>is</i> or <i>who</i> and <i>has</i> . <u>Who's</u> at the front door?	<u>Who's</u> taken my book?

than	<i>Than</i> is a subordinating conjunction used to make comparisons. We waited for more <u>than</u> an hour. She is taller <u>than</u> you.
then	<i>Then</i> can be an adverb that tells about time. It can also mean "therefore." <u>Then</u> I went home. If you like mangoes, <u>then</u> you should try this mango ice cream.
principal	A <i>principal</i> is a person with authority. The <u>principal</u> made the rule.
principle	A <i>principle</i> is a general rule or code of behavior. He lived with a strong <u>principle</u> of honesty.
waist	The <i>waist</i> is the middle part of the body. She wore a belt around her <u>waist</u> .
waste	To <i>waste</i> something is to use it in a careless way. She would never <u>waste</u> something she could recycle.
aloud	<i>Aloud</i> means out loud or able to be heard. He read the poem <u>aloud</u> .
allowed	<i>Allowed</i> is a form of the verb <i>allow</i> . We were not <u>allowed</u> to swim after dark.
raise	<i>Raise</i> is a verb that means "lift up." We <u>raise</u> the American flag each morning.
raze	<i>Raze</i> is a verb that means "destroy." Bulldozers <u>raze</u> old buildings so that new ones can be built.

Letters and E-mails

Section 34 Letters

A *friendly letter* is an informal letter written to a friend or a family member.

In a friendly letter, you might send a message, invite someone to a party, or thank someone for a gift.

A friendly letter has five parts.

- The *heading* gives your address and the date.
- The *greeting* includes the name of the person you are writing to. It begins with a capital letter and ends with a comma.
- The *body* of the letter gives your message.
- The *closing* is a friendly or polite way to say good-bye. It ends with a comma.
- The *signature* is your name.

35 Rand Street
Chicago, IL 60606
July 15, 2012

Dear Kim,

Hi from the big city. I'm spending the summer learning to skateboard. My brother Raj is teaching me. He's a pro.

I have one skateboard and hope to buy another one soon. If I can do that, we can practice together when you come to visit.

Your friend,

Art

A *business letter* is a formal letter.

You would write a business letter to a company, an employer, a newspaper, or any person you do not know well. A business letter looks a lot like a friendly letter, but a business letter substitutes a colon for a comma after the greeting, omits paragraph indentations, and aligns all of the letter parts along the left-hand margin.

35 Rand Street
Chicago, IL 60606
July 15, 2012

Swenson Skateboard Company
10026 Portage Road
Lansing, MI 48091

Dear Sir or Madam:

Please send me your latest skateboard catalog. I am particularly interested in your newest models, the K-7 series.

Thank you.

Sincerely yours,
Arthur Quinn
Arthur Quinn

The envelope below shows how to address a letter. A friendly letter and a business letter are addressed the same way.

ARTHUR QUINN
35 RAND ST
CHICAGO IL 60606

KIM LEE
1555 MONTAGUE BLVD
MEMPHIS TN 38106

Section 35 E-mails

An *e-mail* is a note sent from one person to another person, a group, or a company through a computer network. Today, many people use e-mail to stay in touch with friends and family. An e-mail should contain five parts, like a letter does.

- An e-mail contains a *greeting*, a *body*, a *closing*, and your *name*.
- An e-mail *header* contains your e-mail address, the e-mail address of the person you are writing to, the date, and a subject line.

Send	Save as a Draft	Cancel
From:	arthur_quinn@communicago.net	
To:	info@swenskate.com	
Date:	July 15, 2012	
Subject:	Skateboard catalog	
Attach Files		
<p>Dear Sir or Madam:</p> <p>Please send me your latest skateboard catalog. I am particularly interested in your newest models, the K-7 series.</p> <p>My address is 35 Rand Street, Chicago, IL 60606. Thank you.</p> <p>Sincerely, Arthur Quinn</p>		

Research

Section 36 Library Research

You can find information for a report or a project in a library.

- Many libraries have an information desk. The person at the desk can help you look for information.
- Libraries have many reference books, including dictionaries, thesauruses, and encyclopedias. You can use these to find information about words and basic information about topics.
- Libraries have nonfiction books about all kinds of subjects. You can find books on a particular subject by entering that subject into a computer connected to the library's database. This database lists all the publications in the library. The computer will usually list several books on the subject you entered. Each listing will have a code that tells where in the library that book can be found.

Section 37 Internet Research

You can use online dictionaries, thesauruses, and encyclopedias to find basic information about words and topics. You can also find information for a report or a project by using an Internet *search engine*.

- Think of **key words** that describe what you are looking for. For example, if you need information on animals that live in the rainforest, you might use the key words **rainforest animals**. Type these words into the search engine's text box.
- The search engine will provide you with links to **Web sites**. You can click on a link to visit a Web site.
- When you get to the Web site, you need to judge whether it will be a good source of information.
 - Notice the last three letters of the Web site's Internet address. Sites with **.gov** and **.edu** are usually more reliable than sites with **.com**.
 - Think about who has written the information. Is the writer an expert on the topic? Is the writer giving facts, or just expressing opinions?
 - Check to see if the information is up-to-date. The site should tell you when it was last updated.

Internet Safety

Be sure to follow safety rules whenever you use the Internet. These rules will help you keep personal information private.

- When you log on to a school computer, you may type your own name as a username. However, when you go on the Internet, you use a screen name. That should never be your real name or nickname. You will also use a password, a secret word or symbol that identifies who you are. Keep your password safe. Do not share it with anyone. Never use your address, birthday, phone number, or pet's name as a password. Those are too easy for someone else to figure out.
- Have you ever received e-mail with an attachment? Usually you must click this attachment to load it into your computer. Never download attachments from strangers. These may harm your computer.

Section 38 Bibliographies

A *bibliography* is an alphabetical list of all sources used when gathering information for a report or an essay. The models below demonstrate how to create bibliographic entries.

- **Encyclopedia Article or Dictionary Entry**
"Asteroid." The Columbia Encyclopedia. 6th ed. 2007.
- **Magazine or Newspaper Article**
Bridges, Andrew. "Deadly Space Threats Get More Attention." The Columbus Dispatch. 13 May 2001: C4.
- **Web Site**
Britt, Robert Roy. "Asteroid Discoveries May Outpace Ability to Assess Threat to Earth." Space.com. 19 Oct. 2001. Imaginova Corp. 1 Apr. 2008 <<http://space.com/scienceastronomy/solarsystem/asteroid.html>>.
- **Book**
Miller, Ron. Asteroids, Comets, and Meteors. Twenty-First Century: Minneapolis, 2006.

Guidelines for Listening and Speaking

Section 39 Listening

These steps will help you be a good listener:

- Listen carefully when others are speaking.
- Keep in mind your reason for listening. Are you listening to learn about a topic? To be entertained? To get directions? Decide what you should get out of the listening experience.
- Look directly at the speaker. Doing this will help you concentrate on what he or she is saying.
- Do not interrupt the speaker or talk to others while the speaker is talking.
- Ask questions when the speaker is finished talking if there is anything you do not understand.

Section 40 Speaking

Being a good speaker takes practice. These guidelines can help you become an effective speaker:

Giving Oral Reports

- Be prepared. Know exactly what it is that you are going to talk about and how long you will speak. Have your notes in front of you.
- Speak slowly and clearly. Speak loudly enough so everyone can hear you.
- Look at your audience.

Taking Part in Discussions

- Listen to what others have to say.
- Disagree politely. Let others in the group know you respect their point of view.
- Try not to interrupt others. Everyone should have a chance to speak.

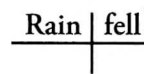
(you) | Diagram | sentences

Section 41 Diagramming Sentences

A sentence diagram is a map of a sentence. It shows how the parts of a sentence fit together and how the individual words in a sentence are related. Sentence diagrams can represent every part of speech and every type of sentence. The models below demonstrate how to create sentence diagrams, beginning with the simplest kinds of sentences.

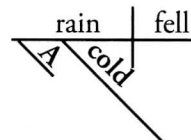
- In a sentence consisting of a subject and an action verb, the subject and the verb are separated by a vertical line that bisects the horizontal line.

Rain fell.



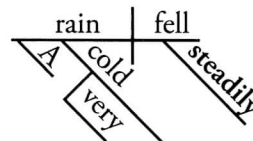
- An adjective (or article) that modifies a noun or pronoun belongs on a slanted line below the word it modifies.

A cold rain fell.



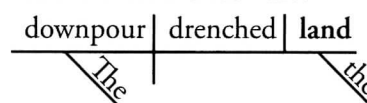
- An adverb that modifies a verb belongs on a slanted line below the verb it modifies.

A very cold rain fell steadily.



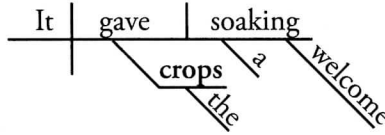
- A direct object is placed on a horizontal line to the right of the verb. It is separated from the verb by a short vertical line that does not bisect the horizontal line.

The downpour drenched the land.



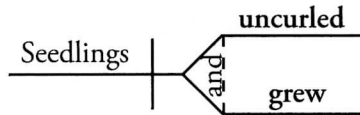
- An indirect object goes below the verb to show *who* or *what* receives something.

It gave the crops a welcome soaking.



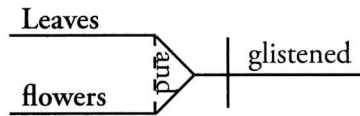
- Two separate horizontal lines show a compound predicate. The conjunction joins the verbs.

Seedlings uncurled and grew.



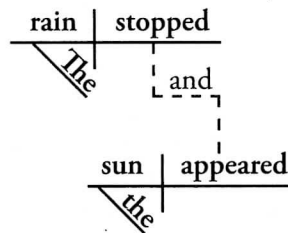
- A compound subject is placed on two horizontal lines with a conjunction joining the subjects.

Leaves and flowers glistened.



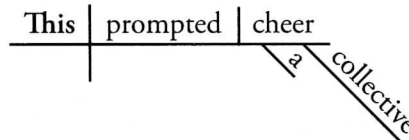
- A compound sentence is diagramed as two sentences with a conjunction joining them.

The rain stopped and the sun appeared.



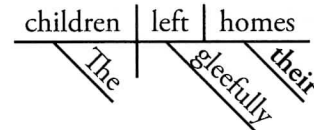
- A demonstrative pronoun takes the place of a noun. It belongs wherever the noun it replaces would go in the diagram.

This prompted a collective cheer.



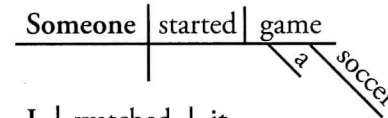
- A possessive pronoun belongs on a slanted line under the noun that is the possession.

The children left their homes gleefully.

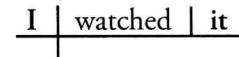


- An indefinite pronoun, a subject pronoun, or an object pronoun also belongs wherever the noun it replaces would go.

Someone started a soccer game.

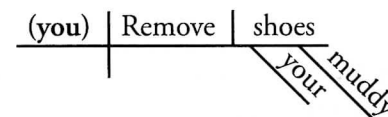


I watched it.



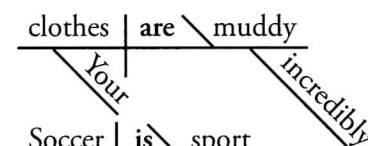
- The understood *you* belongs where the subject of the sentence would go. It is written in parentheses.

Remove your muddy shoes.

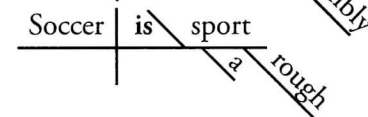


- A linking verb has the same position in a diagram that an action verb has, but the linking verb is separated from the predicate adjective or predicate noun by a diagonal line instead of by a vertical line.

Your clothes are incredibly muddy.

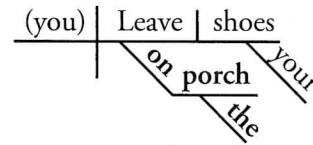


Soccer is a rough sport.



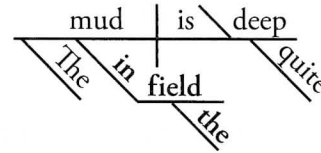
- An adverbial prepositional phrase that modifies a verb is connected to that verb.

Leave your shoes on the porch.



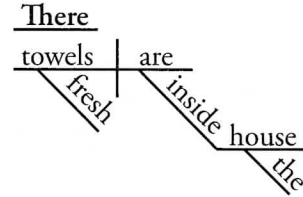
- An adjectival prepositional phrase that modifies a noun is connected to that noun.

The mud in the field is quite deep.



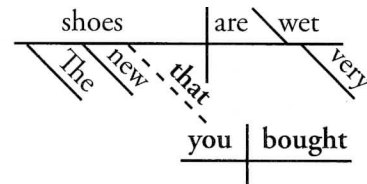
- When *there* begins a sentence, it is placed on a separate line above the rest of the diagram.

There are fresh towels inside the house.



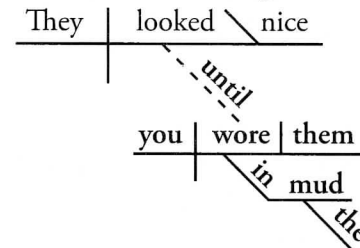
- To diagram a sentence containing an adjective clause, first identify the independent clause and diagram it. Then place the dependent clause below the first diagram. Connect it to the first diagram with a slanted, dashed line that joins the clause to the noun it modifies. Write the subordinating conjunction on the dashed line.

The new shoes that you bought are very wet.



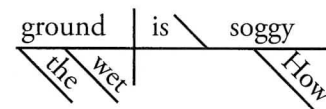
- Diagram a sentence containing an adverb clause in a similar way, but connect the dependent clause to the independent clause with a slanted, dashed line connecting to the verb.

They looked nice until you wore them in the mud.



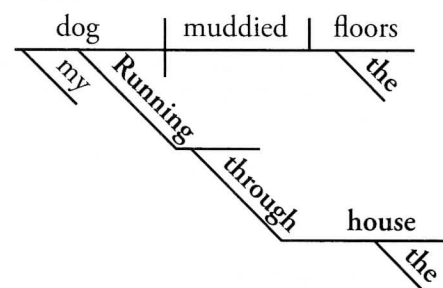
- An inverted sentence is diagramed by converting the sentence to natural word order and then by placing the adverb (such as *how* or *what*) below the word it modifies.

How soggy the wet ground is!



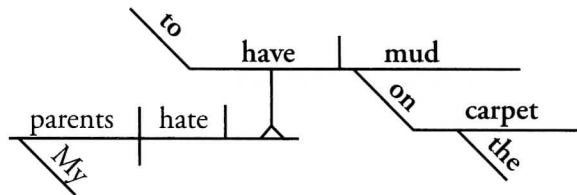
- A participial phrase is placed below the noun it modifies.

Running through the house, my dog muddied the floors.



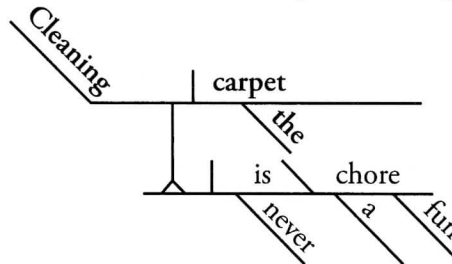
- An infinitive phrase can function as a noun. It belongs wherever a noun would go in the diagram, but it sits above the line instead of on it.

My parents hate to have mud on the carpet.



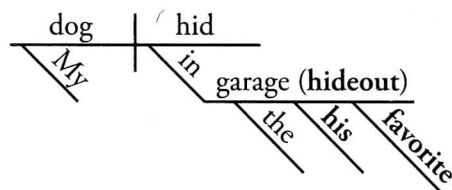
- A gerund phrase functions as a noun. It belongs wherever a noun would go in the diagram, but it sits above the line instead of on it.

Cleaning the carpet is never a fun chore.



- An appositive is a phrase that identifies a noun. The noun in an appositive is placed in parentheses next to the noun that the appositive identifies.

My dog hid in the garage,
his favorite hideout.



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