

Grammar



Unit 1: Subjects, Predicates, and Sentences

Lesson 1

Kinds of Sentences: Declarative and Interrogative

A **sentence** is a group of words that expresses a complete thought. Different kinds of sentences have different purposes. A **declarative sentence** makes a statement. It begins with a capital letter and ends with a period. An **interrogative sentence** asks a question. It begins with a capital letter and ends with a question mark.

My hobby is reading mystery books. (declarative)

Have you read the latest Nancy Drew book? (interrogative)

► **Exercise 1** Write in the blank **dec.** before each declarative sentence and **int.** before each interrogative sentence.

- int. Have you ever played a mandolin?
- _____ 1. Sleet and ice kept us housebound last weekend.
- _____ 2. Do you know how to word process?
- _____ 3. How much do these sweaters cost?
- _____ 4. Those shelves smell like lemon oil.
- _____ 5. Do you think my hair is too long?
- _____ 6. Tamara worked long hours to finish her painting.
- _____ 7. Are you going to Richard's party?
- _____ 8. Was the English test difficult?
- _____ 9. Da-chun and his dad won the sack race.
- _____ 10. I think blue is my favorite color.
- _____ 11. The rusty hinges creaked as Grant opened the old door.
- _____ 12. Were you born in Montana, or did you move here?
- _____ 13. Could you help me with my homework tonight?
- _____ 14. Jane wiped her hand across her forehead.
- _____ 15. Clear expression is an art.

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- _____ 16. Grandma is the computer games champion in our family.
- _____ 17. Have you ever seen purple cotton candy?
- _____ 18. This year's starting quarterback is a math genius.
- _____ 19. Who's going to bring the noisemakers?
- _____ 20. Did the squirrels eat all the tulip bulbs?

► **Exercise 2** Write *dec.* before each declarative sentence and *int.* before each interrogative sentence. Add correct punctuation and capitalization where needed.

- dec.** the library has several good books on the subject.
_____ 1. Have you met Nadine
_____ 2. will you help me with my home economics project?
_____ 3. Polly perched briefly on Aunt Kara's shoulder
_____ 4. all the leaves had fallen from the tree within a day or two
_____ 5. Can you name that tune
_____ 6. Zahara is visiting with her aunt this week
_____ 7. Ricardo makes dinner on Tuesdays while his mom studies
_____ 8. have you looked it up in the encyclopedia
_____ 9. we can't leave until I finish my chores
_____ 10. Mirna lives in the apartment above Mrs. Ting
_____ 11. Have you taken any classes at the art museum
_____ 12. Will you make a copy of that photograph for me?
_____ 13. how did Katherine tear the cartilage in her knee
_____ 14. Kenny walked across the floor on his hands
_____ 15. Have you heard Amelia sing her solo
_____ 16. Did you see that boy in the plumed hat?
_____ 17. would you like to go to the park with us
_____ 18. the refrigerator is almost empty
_____ 19. this spider web wasn't here yesterday
_____ 20. A strand of ivy was painted around Marcia's room.

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

The purpose of an **exclamatory sentence** is to express strong feeling. It begins with a capital letter and ends with an exclamation point.

I aced the test! (exclamation)

An **imperative sentence** gives a command or makes a request. Its subject is not stated directly, but is understood to be *you*. Imperative sentences also begin with a capital letter and usually end with a period. A strong command may end with an exclamation point.

(You) Put your essay on my desk when you are finished. (imperative)

(You) Give me a break! (strong imperative)

► **Exercise 1** Write in the blank *exc.* before each exclamatory sentence and *imp.* before each imperative sentence. If a sentence is neither exclamatory nor imperative, write *neither*.

exc. or imp.

Let's get out of here!

- _____ 1. Choose one and then pass the rest along.
- _____ 2. It's a touchdown!
- _____ 3. Please keep this to yourself.
- _____ 4. I can do it myself!
- _____ 5. Run away from trouble.
- _____ 6. Leave the dance before midnight.
- _____ 7. Have you ever ridden in a hot-air balloon?
- _____ 8. Call 911 in an emergency.
- _____ 9. This really makes me angry!
- _____ 10. Be particularly careful with this antique clock.
- _____ 11. We won!
- _____ 12. Be careful!
- _____ 13. Rhoda just set a record for the broad jump!

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- _____ **14.** The dense grass felt like smooth carpet.
- _____ **15.** Let me try!
- _____ **16.** Listen to me!
- _____ **17.** Wear protective clothing.
- _____ **18.** Kiss the Blarney Stone before you leave Ireland.
- _____ **19.** That's a great idea!
- _____ **20.** Remember to stand when Dr. Chou enters the room.
- _____ **21.** I can't believe it!
- _____ **22.** Please pass the honey.
- _____ **23.** Joachim dressed as a chocolate bar for the costume party.
- _____ **24.** Are you interested in going to a movie?
- _____ **25.** Move the picnic table to the shade.
- _____ **26.** Apricot jam is a good glaze for baked ham.
- _____ **27.** How clever of you!
- _____ **28.** Be alert to rapidly changing weather conditions.
- _____ **29.** Give me a chance!
- _____ **30.** I don't believe it!
- _____ **31.** Be careful.
- _____ **32.** Never disturb nesting birds.
- _____ **33.** Tuck your pants inside your socks when hiking.
- _____ **34.** Our new neighbors moved in yesterday.
- _____ **35.** Define the word *monsoon*.
- _____ **36.** Did you notice the price of that saddle?
- _____ **37.** There is a Thai restaurant around the corner from us.
- _____ **38.** Hold that pose while I adjust the camera lens.
- _____ **39.** What a mess your room is!
- _____ **40.** Raise the flag at sunrise.

Lesson 3**Subjects and Predicates**

Every sentence has a subject and a predicate, which together express a complete thought. The **subject** of a sentence tells whom or what the sentence is about. The **predicate** of the sentence tells what the subject does or has. It can also tell what the subject is or is like.

SUBJECT PREDICATE

Sunlight shone through the cracks in the old shed.

The **simple subject**, usually a noun or a pronoun, is the main word or group of words in the complete subject. The **complete subject** is the simple subject with all of its modifiers. The **simple predicate**, which is always a verb, is the main word or group of words in the complete predicate. The **complete predicate** is the simple predicate with all of its modifiers.

| | SUBJECT | PREDICATE |
|-----------------|---------------------------------|-----------------------------|
| SIMPLE | The noise of the thunder | scared the children. |
| COMPLETE | The noise of the thunder | scared the children. |

► **Exercise 1** Draw a line between the complete subject and the complete predicate. Underline each simple subject once and each simple predicate twice.

Irelandis known as the Emerald Isle.

1. The rolling, green landscape glows against its blue backdrop.
2. Mild temperatures keep the lush vegetation deep green.
3. Regular rainfall keeps the soil dark and moist.
4. Trees once added greatly to the greenness.
5. Little woodland remains in Ireland today, however.
6. Farmlands cover most of central Ireland.
7. Many mountain ranges rise near the coasts.
8. Ireland's highest peak is in the Mountains of Kerry.
9. Kerry is one of Ireland's twenty-six counties.
10. Kerry is a beautiful area of lakes and mountains.
11. Ireland's beautiful landscape inspired her many writers and artists.

12. Dramatists from the Emerald Isle include Padraic Colum, Sean O’Casey, and John Synge.
13. These playwrights’ works appear at the Abbey Theater in Dublin.
14. William Butler Yeats started this theater.
15. Yeats was a memorable Irish poet and dramatist.
16. He lived during the time known as the Irish Literary Revival.
17. Other writers of this age were James Joyce, George Augustus Moore, and George Russell.
18. Joyce is the most famous of the three.
19. He often wrote about Dublin and about the Irish people.
20. The influence of Irish writers extended beyond their native country.
21. George Bernard Shaw was popular in English and American theaters.
22. Shaw’s works include *Arms and the Man*, *Man and Superman*, and *Pygmalion*.
23. Oscar Wilde also found fame in England and the United States.
24. Wilde is the author of *A Woman of No Importance* and *The Importance of Being Earnest* as well as the novel *The Picture of Dorian Gray*.
25. Several Irish painters perfected their craft with the help of the Royal Hibernian Academy.
26. Two Irish artists are Maurice MacGonigal and Estella Solomon.
27. Artists from Ireland produced great treasures over the years.
28. Each captured the beauty of the Emerald Isle.

Lesson 4

Compound Subjects and Predicates

A sentence may have more than one simple subject or simple predicate. Two or more simple subjects that have the same predicate form a **compound subject**. The subjects are joined by *and*, *or*, or *but*.

Keisha or Alex can fix that bike for you.

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

Wasps **drink** nectar and **eat** other insects.

► **Exercise 1** Draw one line under each part of a compound subject. Draw two lines under each part of a compound predicate.

Furniture and knickknacks were available at the craft show.

1. Sally and Mike will lead the parade.
2. Spaghetti and manicotti were the restaurant's specialties.
3. The people in the village first resisted but then accepted the new factory.
4. New carpet or wallpaper would brighten this old kitchen.
5. Before the show, Simon and Ashley practiced their dialogue.
6. The lucky quarter rolled and bounced down the steps.
7. Pink or peach will be the color of the bridesmaids' gowns.
8. A clown with shoes the size of clipper ships sang and danced at Carley's birthday party.
9. Lindsay and Neil filled food baskets for the homeless in their community.
10. The speaker hesitated but soon began his presentation.
11. Sleet or rain is predicted for the tri-state area tonight.
12. Jake baked brownies and cooked pasta for the surprise party.
13. Mr. Lawson wrote, directed, and produced this musical.
14. The old car's engine sputtered but eventually roared to life.

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15. The crowd called and waved to the three astronauts.
16. Leave your jacket on the coat rack or hang it in the closet.
17. In the program, Claire and Sue were listed before Scott.
18. Crocuses or daylilies would grow well there.
19. Basil, olive oil, and spinach are used in that recipe.
20. The tailback slashed, spun, and pounded his way through the opposing team's defense.
21. The Spanish Club and field hockey are Dora's favorite extracurricular activities.
22. Our soccer team played hard but lost the game in the last minute.
23. Joan, Tom, or Wing will head the decorations committee.
24. On election day, the levy will pass or fail.
25. Cake and ice cream were served to all the guests.
26. Alligators or sea lions will be the topic of her report.
27. Books, clothes, and other items had been collected and sold at the fundraiser.
28. Sven hurried but missed his plane.
29. Dr. Tarini writes or phones every participant in the study once a week.
30. Cards and letters on behalf of the popular television program poured into the network's corporate offices.
31. The pinch hitter swung at every pitch but missed the ball each time.
32. Pizza or cherry pie is Arthur's favorite snack.
33. The Thomases and the Jordans are planning a trip to Costa Rica.
34. Suits and ties are worn daily at that all-boys school.
35. The rings of Saturn and the moons of Jupiter have been seen through this telescope.

Lesson 5**Sentence Fragments**

A sentence must have a subject and a predicate and must express a complete thought. A group of words that does not have both a subject and a predicate is an incomplete sentence, or **sentence fragment**.

The truck, an old red one. (lacks a predicate)

Slowly climbed the steep hill. (lacks a subject)

On the country road outside of town. (lacks a subject and a predicate)

► **Exercise 1** Write **sent.** in the blank if the group of words is a sentence and write **frag.** if it is a fragment.

frag. Learned about bees.

- _____ 1. Geneticist Warwick Kerr studied honeybees.
- _____ 2. At the University of São Paulo in Brazil.
- _____ 3. In 1956 he imported some African queen bees.
- _____ 4. These bees had a savage reputation.
- _____ 5. Attacked animals and people without warning.
- _____ 6. However, African bees sting only to defend their nest.
- _____ 7. Most stinging incidents occur during the swarming season.
- _____ 8. The hot summer months.
- _____ 9. Stinging incidents by large numbers of bees are uncommon.
- _____ 10. Dr. Kerr carefully kept the bees in enclosures.
- _____ 11. Not another beekeeper.
- _____ 12. Allowed twenty-six queens and their swarms to escape.
- _____ 13. The African bees readily nested in the wilds of Brazil.
- _____ 14. Reproducing quickly and swarming frequently.
- _____ 15. The African honeybees began to spread.
- _____ 16. In all directions.

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► **Exercise 2** Write **S** in the blank if the fragment lacks a subject and **P** if it lacks a predicate. If the sentence is complete, write **sent**.

- P** Honey bees, digger wasps, and red ants.
- _____ 1. Live together in colonies.
_____ 2. Did you know that a colony may contain thousands of insects?
_____ 3. One queen.
_____ 4. Produce all the eggs.
_____ 5. A special room or cell for the queen.
_____ 6. Bees, wasps, and ants undergo a complete metamorphosis.
_____ 7. The four stages of these insects.
_____ 8. The egg, the larva, the pupa, and the adult.
_____ 9. The female workers.
_____ 10. Workers have many jobs.
_____ 11. Collect food and take care of the nest, the queen, and her offspring.
_____ 12. Some workers protect the nest from enemies.
_____ 13. Search for food to bring back to the colony.
_____ 14. Insects' various ways of communication.

► **Writing Link** Write four complete sentences containing both a subject and a predicate.

Lesson 6**Simple and Compound Sentences**

A **simple sentence** has one subject and one predicate. However, a simple sentence may have a compound subject, a compound predicate, or both.

Saturn and **Jupiter** are the two largest planets in our solar system. (compound subject)

Queen bees **survive** the winter and **lay** eggs in the spring. (compound predicate)

Juan and **Luis** **throw** and **catch** the softball. (compound subject and compound predicate)

A **compound sentence** contains two or more simple sentences joined by a comma and a coordinating conjunction or by a semicolon. (*and, but, or, nor or for*)

Priscilla enjoys reading about technology, **but** she doesn't care for science fiction.

Paramecium are very small; a microscope is needed to examine them.

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

To correct a run-on sentence, divide it into separate sentences or add the necessary words or punctuation to form one complete sentence.

Run-on: The movie was long I got restless.

Corrected: The movie was long. I got restless.

Corrected: The movie was long, and I got restless.

► **Exercise 1** Write **S** in the blank before each simple sentence, **C** before each compound sentence, and **R** before each run-on sentence.

S The directions are simple and straight-forward.

- _____ 1. Florida and Georgia are the only southern states I've visited, but I've been in every state in New England.
- _____ 2. Skating and skiing are Aaron's favorite cold weather sports.
- _____ 3. Turn right at the stop sign go left at the next corner.
- _____ 4. Six inches of snow are predicted, I'd better find my boots.
- _____ 5. Both Kuma and Angie enjoy hiking and backpacking.
- _____ 6. Try it, you'll like it.
- _____ 7. Liam had a solo in last year's concert; he hopes to have one this year, too.

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- _____ **8.** Niabi plays both the oboe and the piano and plays them very well.
- _____ **9.** George and Helene can't agree on a country for their report, but they want to choose one in Eastern Europe.
- _____ **10.** Lately, all of my clothes seem too small.
- _____ **11.** The meal ended with carrot cake and tea.
- _____ **12.** Why do I have to clean my room and the bathroom?
- _____ **13.** I have too many clothes, my closet is stuffed.
- _____ **14.** We went to the reptile house, and later we saw the pachyderms.
- _____ **15.** I always agree with Marta, and Marta always agrees with me.
- _____ **16.** The shelves are filled with books, but I can't find one I want.
- _____ **17.** Tia can't come she has to baby-sit.
- _____ **18.** Conserve resources, use them wisely.
- _____ **19.** Please be kind to Amy; she needs a friend right now.
- _____ **20.** Should I take the bus to school, or should I walk?
- _____ **21.** Rain forced cancellation of the game, it is rescheduled for next week.
- _____ **22.** Beth and Ricardo need a ride to the pep rally tomorrow.
- _____ **23.** The storm blew down a tree on our street, but there was no other damage.
- _____ **24.** We have a new system for recycling at home.
- _____ **25.** Don't use a stapler, use paper clips.
- _____ **26.** Look for Jeff and Dominic in the crowd.
- _____ **27.** Yoko's aunt lives in California, and her uncle lives in Arizona.
- _____ **28.** A canoe is not as stable as a rowboat, be careful not to tip it.
- _____ **29.** Terry has just moved here, and she doesn't know very many people.
- _____ **30.** The accident ruined the car, fortunately no one was seriously injured.



Unit 1 Review

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

imp. Button your sweater.

- _____ 1. How much memory does that computer have?
- _____ 2. Tricia, your hair's on fire!
- _____ 3. The Lopez family enjoys watching old movies together.
- _____ 4. How can I get this project done on time?
- _____ 5. Georgia knows that author.
- _____ 6. Try to have supper ready at six o'clock.
- _____ 7. You look elegant!
- _____ 8. That combination of colors is quite striking.
- _____ 9. Put out the trash on Wednesday morning.
- _____ 10. Both soccer and tennis have great teams this year.
- _____ 11. Get the fire extinguisher!
- _____ 12. Will you turn out the lights before you go to bed?
- _____ 13. Turn out the lights before you go to bed.
- _____ 14. Pull the thorn out before your finger blisters.

► **Exercise 2** Draw one line under the complete subject and two lines under the complete predicate.

1. Marla's pet monkey chatters all day long.
2. Enrico's mom has photos of her trip to South America.
3. The population of the United States is increasing.
4. Do you know how to make snickerdoodles?
5. I am so excited!
6. Larry hid Easter eggs in his neighbor's backyard.

Cumulative Review: Unit 1

► **Exercise 1** Write **S** next to each simple sentence, **C** next to each compound sentence, **frag.** next to each sentence fragment, and **R** next to each run-on sentence. Draw one line under each simple subject and two lines under each simple predicate in the simple and complex sentences.

- frag.** Too sweet to be forgotten.
- _____ 1. Lucy practices jai alai four hours a day.
- _____ 2. Mount Fuji, one of the most famous volcanoes in Japan.
- _____ 3. I played the marimba, and George played guitar.
- _____ 4. The musty cave housed ancient Mayan carvings.
- _____ 5. The judge banged the gavel, and a hush fell instantly over the courtroom.
- _____ 6. The candle cast a dim glow upon the curtain, the scene looked eerie.
- _____ 7. The success of the demonstration.
- _____ 8. Max rode Lightning through the stream and up the hill.
- _____ 9. Shot a few hoops with Jim yesterday.
- _____ 10. Shovel the walks, please.
- _____ 11. Díaz and Benny coach a little league team.
- _____ 12. Josh washed and polished the car.
- _____ 13. Enlisted in the Coast Guard at eighteen.
- _____ 14. The sleepy lion with the orange mane.
- _____ 15. Rain fell for hours the basement flooded.
- _____ 16. Ivan the Great was the first czar of Russia; however, Ivan the Terrible was more powerful.
- _____ 17. Sergei's family is from Moscow.
- _____ 18. The wolf huffed and puffed.
- _____ 19. Moved round the cove and next to the cliffs.
- _____ 20. The job was easy, but the pay was low.

Unit 2: Nouns

Lesson 7

Nouns: Proper and Common

A **noun** names a person, place, thing, or idea. A **singular noun** names one person, place, thing, or idea. A **plural noun** names more than one. Plural nouns are usually formed by adding -s or -es to the singular noun.

| | | | | |
|-----------|----------|---------|--------|--------|
| SINGULAR: | student | bench | hotel | truth |
| PLURAL: | students | benches | hotels | truths |

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

| | | | | |
|---------|----------------|---------|-------------|----------------|
| PROPER: | Thomas Alvarez | Canada | Sears Tower | the Bronze Age |
| COMMON: | man | country | building | age |

► **Exercise 1** Write *sing.* in the blank if the italicized word is a singular noun. Write *pl.* if it is plural.

pl.

Juanita suggested that my *boys* visit the circus.

- _____ 1. Circus Royale was the name of the circus that came to *town* last week.
- _____ 2. The opening *parade* was a great introduction to the event.
- _____ 3. The nine *elephants* were trained by a man named Zingarelli.
- _____ 4. One of the best acts was a family of *acrobats* from Paris.
- _____ 5. A *juggler* managed to juggle eight saucers at once.
- _____ 6. A band played *marches* by Sousa and rags by Joplin.
- _____ 7. The ringmaster's voice was loud enough to be heard without a *microphone*.
- _____ 8. When the wildcat *act* appeared, the audience applauded with glee.
- _____ 9. Besides lions and *tigers*, a cheetah and a panther were in the act.
- _____ 10. After the wildcat act, fourteen *clowns* emerged from a tiny car.
- _____ 11. Do you have any idea how all of them could fit into that tiny *car*?
- _____ 12. Although they used a *net*, the Flying Greiners were thrilling on the trapeze.
- _____ 13. My little *sister*, Nina, wants to learn to perform on the high wire.

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_____ 14. However, my favorite act was the *magician*.

_____ 15. I would go to *circuses* every week if I had the chance.

► **Exercise 2** Draw one line under each common noun and two lines under each proper noun.

P.T. Barnum has a name that reminds many people of the circus.

1. He was born in Bethel, Connecticut, as Phineas Taylor Barnum.
2. In 1841, Barnum began to work in New York City, managing the American Museum.
3. Charles Dickens and Edward VII were among those who came to the museum.
4. Charles S. Stratton probably brought in the most money.
5. Only 25 inches tall, Stratton called himself “General Tom Thumb.”
6. In 1871, William Cameron Coup joined Barnum to take the circus on the road.
7. They called it “The Greatest Show on Earth.”
8. The two showmen amazed many government leaders, including Abraham Lincoln and Queen Victoria.
9. During the run of the circus, Barnum served a term as mayor of Bridgeport, Connecticut.
10. After some time in politics, Barnum visited the London Zoo.
11. There, he acquired a large African elephant.
12. The elephant, named Jumbo, weighed over six tons!
13. James A. Bailey, a later partner of Barnum, helped to improve the circus.
14. Before his death in 1891, Barnum hosted many famous people, including Mark Twain.
15. In 1907, after Bailey died, the Ringling Brothers bought the show.

► **Writing Link** Write two or three sentences about what job you would like to have in a circus. Include both common and proper nouns.

Lesson 8**Nouns: Concrete, Abstract, and Collective**

Concrete nouns name things that you can recognize with your senses.

Abstract nouns name ideas, qualities, or feelings.

A **collective noun** gives a single name to a group of individuals. When referring to a group as a unit, the noun is singular. When referring to the individual members of the group, the noun is plural.

The **mob** was waiting at the door for the store to open. (a unit, singular)

The **panel** are discussing the issues with each other. (individual members, plural)

| CONCRETE: | ABSTRACT: | COLLECTIVE: |
|-----------|-----------|-------------|
| inventor | idea | crowd |
| city | progress | committee |
| calendar | time | family |
| jazz | culture | team |

► **Exercise 1** Write in the blank **concrete** or **abstract** to identify the type of noun in italics.

abstract

The boys had great *sympathy* for Juan's situation.

- _____ 1. Why did Sharon begin playing the *tuba*?
- _____ 2. The entire house was decorated with excellent *taste*.
- _____ 3. Barry's adoration for his grandmother brought her much *joy*.
- _____ 4. The hissing of the *radiator* distracted him.
- _____ 5. The barbershop quartet rehearsed in the *cafeteria*.
- _____ 6. The spectators saw the entire production on a huge *monitor*.
- _____ 7. *Cleanliness* is important to my mother.
- _____ 8. If anyone has a better *idea*, I'll support it.
- _____ 9. Dad enjoyed listening to *music* on his new car CD player.
- _____ 10. My friend brought some *oranges* back from Florida.
- _____ 11. The *success* of the recycling program depended on everyone's cooperation.

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- _____ 12. Margit's new *bedspread* is very colorful.
- _____ 13. It took *courage* to sing the solo in front of so many people.
- _____ 14. Aside from one *baby*, the audience was extremely quiet.
- _____ 15. Bella showed great *ability* for solving logic problems.

► **Exercise 2** Draw two lines under the verb that agrees with the collective noun subject.

The band (*is, are*) polishing their instruments before the competition.

1. A new committee (*has been, have been*) formed to plan the field trip.
2. The team (*selects, select*) their officers by secret ballot.
3. The Audubon Society (*promote, promotes*) the conservation of wild birds.
4. The audience (*is, are*) aware that they were lucky to get tickets.
5. Because it is fed only once daily, the flock (*eats, eat*) very fast.
6. The trio (*performs, perform*) at many local festivities.
7. My family (*begin, begins*) the holiday at six o'clock.
8. The jury (*is, are*) all members of the community.
9. The team (*has, have*) an awards banquet at the end of the regular season.
10. A panel of judges (*presides, preside*) over the Supreme Court.
11. Although it is small, our orchestra (*is, are*) well rehearsed.
12. The school club (*provides, provide*) assistance to local charities.
13. The committee (*disagrees, disagree*) with each other about proper procedure.
14. Outside my bedroom window, the swarm of bees (*buzzes, buzz*) loudly.
15. The matinee audience (*is, are*) usually smaller than the evening crowd.

► **Writing Link** Write a short paragraph about selecting officers for a club to which you belong. Use examples of concrete, abstract, and collective nouns.

Lesson 9**Nouns: Compound and Possessive**

Compound nouns are nouns that are made up of two or more words. To form a plural of a compound noun written as one word, add *-s* or *-es*. Add *-es* to words ending in *ch*, *sh*, *s*, *x*, and *z*. When the compound noun is hyphenated or written as more than one word, make the most important part of the noun plural.

doorknobs mailboxes great-grandmothers dining rooms sisters-in-law

A **possessive** noun names who or what owns or has something. To form the possessive for all singular nouns and for plural nouns not ending in *-s*, add an apostrophe and an *-s*. To form the possessive of all plural nouns already ending in *-s*, add only an apostrophe.

a girl's coat Hans's job children's voices boys' shoes bakeries' cakes

► **Exercise 1** Write in the blank the correct plural form of the compound noun in parentheses.

grandmothers During the holidays, we visit both of my (grandmother).

1. The (teardrop) fell from her cheek as she sobbed.
2. (Moonbeam) cut through the trees of the forest.
3. After school, we hurled (snowball) at our friends.
4. (Earthworm) improve the soil in our garden.
5. At the end of the contest, the (runner-up) collected their awards.
6. This Olympics is filled with (record holder).
7. My Aunt Minya collects (nutcracker).
8. Before bedtime, Carla's father reads her two (nursery rhyme).
9. Our family tradition calls for all (mother-in-law) to bake a pie at Thanksgiving.
10. Just before sunrise, the (morning star) twinkle beautifully.
11. (Lighthouse) protect the coastline of Maine.
12. The (lifeguard) at the amusement park do a noble job.

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13. The city is repairing several (overpass).
14. Old houses have (keyhole) that you can look through.
15. My little sister has a whole collection of (music box).

► **Exercise 2** Write in the blank the possessive form of the noun in italics.

Ann's

Ann calculator was missing from her bookbag.

1. George Washington troops crossed the Delaware River.
2. Sonja was surprised by her son interests.
3. Charles new bike sparkled in the sun.
4. The class projects exceeded the teacher's expectations.
5. My part-time job fits most students needs.
6. Her science project name was "Food Production Without Soil."
7. For the poster, we clipped words and pictures from my mother magazines.
8. Fresh vegetables flavor often exceeds that of canned ones.
9. Many countries goals include less crime.
10. The animals habitats are quickly being destroyed.
11. A crop yield can supply hundreds with food.
12. Marta Evans hobbies include skiing and dancing.
13. Some believe that the atmosphere ozone layer is disappearing.
14. The two teachers classes all followed the same theme.
15. The football team hopes were dashed in the playoffs.

► **Writing Link** Write a short paragraph about a favorite leisure activity. Be sure to include compound and possessive nouns (both singular and plural).

Lesson 10**Nouns: Distinguishing Plurals, Possessives, and Contractions**

Some plural nouns and possessive nouns sound alike, but their spellings and meanings differ.

The **farmers** harvested the corn. (plural noun)

The **farmers'** harvests were plentiful. (plural possessive noun)

The **farmer's** harvest is finished. (singular possessive noun)

A **contraction** is a word made by combining two words into one by leaving out one or more letters and adding an apostrophe.

Katarina's homework is perfect. (possessive)

Katarina's preparing for the test. (contraction of *Katarina is*)

► **Exercise 1** Write **possessive**, **contraction**, or **plural** to identify the type of noun in italics.

possessive

The Old *West's* method of delivering mail was the Pony Express.

- _____ 1. The *Pony Express's* name comes from the mail carriers riding ponies.
- _____ 2. The *service's* route stretched between St. Joseph, Missouri, and Sacramento, California.
- _____ 3. The *Pony Express* was around in the early *1860s*.
- _____ 4. *Senator William H. Russell's* freighting firm funded the *Pony Express*.
- _____ 5. *Russell's* better known than Senator Willam Gwin, the man who helped him.
- _____ 6. The *mail prices* once cost five dollars for a one-half-ounce letter.
- _____ 7. However, the *costs* soon dropped to only one dollar.
- _____ 8. The *rider's* equipment included a special mailbag and sometimes a weapon.
- _____ 9. Some famous *Pony Express riders* included historical figures like "Buffalo Bill" Cody.
- _____ 10. Another of the *Express's* famous riders was "Pony Bob" Haslam.
- _____ 11. It was amazing the way the *riders* could change horses so quickly.

- _____ 12. As a result, the *Pony Express's* average speed was two hundred miles per day.
- _____ 13. Although they faced many *troubles*, few riders were seriously hurt.
- _____ 14. After the transcontinental telegraph opened, the *Pony Express* shut down in two *days*.
- _____ 15. The *Pony Express*—*that's* the basis for the modern American postal system.

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

(Telephones, telephone's) have changed greatly over the past few years.

1. Speaker (phones, phone's) are already commonplace in some American homes.
2. The cellular (phones, phone's) mobility is very convenient.
3. Many (satellites, satellite's) have replaced familiar phone lines.
4. Satellite communication eliminates many (delays, delay's).
5. New (horizons, horizon's) are upon us as we enter the twenty-first century.
6. Telephones that include video (images, image's) are already being perfected.
7. These (videophones, videophone's) may soon become standard communication.
8. Many (computers, computer's) regulate the phone lines.
9. Business (executives, executives') travels are simplified with this technology.
10. Can you imagine the (problems, problem's) people used to have with the old phones?
11. Now salespeople can show their (products, products') on television.
12. Then, (payments, payment's) can be completed over the phone.
13. A regular telephone (visits, visit's) a good cure for loneliness.
14. Taking place over phone lines, online data (services, service's) connect people across the world.
15. Soon, most people will have access to all (types, type's) of communication.
16. A (persons, person's) going to be amazed at all the new possibilities.

Lesson 11**Appositives**

An **appositive** is a noun placed next to another noun to identify it or add information about it.

My brother, **Jean**, will accompany me to the boat.

An **appositive phrase** is a group of words that includes an appositive and other words that describe the appositive. Many appositives are set off by commas.

Raji Pabijan, **a distinguished geologist**, will speak at the Science Club meeting.

► Exercise 1 Underline each appositive or appositive phrase.

Connie, my neighbor, waters her yard every day.

1. Trucks, large and small cargo carriers, come in all colors.
2. A toy poodle, the smallest house dog, makes an excellent pet.
3. Jerry, my uncle from Wisconsin, took me to the Packers' game.
4. Macy's, a large department store, is centered in New York.
5. In that movie I had a job as an extra, an actor in a group scene.
6. The bald eagle, our national bird, soared above the trees.
7. Flying a Spitfire, a plane used in World War II, was once my grandfather's job.
8. Benito Grasselli, a friend of mine, is a professional artist.
9. Ken and Joyce, Ken's wife, are business partners.
10. Min, the leader of our club, had the final decision.
11. I finished the hole with a birdie, only two strokes.
12. Michelle, the more experienced of the two, was promoted over Janil.
13. I would love a bright red Porsche, a sports car.
14. The car, a battered green sedan, was parked in the driveway.
15. I invited Dale, my friend from Washington, to have breakfast.
16. Camelot was defended by King Arthur's court, the knights of the Round Table.
17. The pyramid of Khufu, the Great Pyramid, loomed over the explorers.

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18. Carla and Ramón, the writers of the school play, came on stage to take a bow.
19. The Special Olympics, an international program, supports physical fitness for mentally or physically challenged athletes.
20. An excellent librarian, my grandma worked in a library all her life.

► **Exercise 2 Underline each appositive or appositive phrase. Add commas.**

Kayley, my dog, is a mixture of German shepherd and collie.

1. Alice visited Dave her second cousin.
2. That car the green Ford belongs to my grandmother.
3. The oak a slow-growing tree is highly prized for lumber.
4. The nylon tent a new model sleeps six.
5. She drives a foreign car a Japanese model.
6. He saw Jack Miller the well-known painter before he came home.
7. Mrs. Hernandez our principal is new to our school.
8. Jogging a vigorous exercise is good for one's circulation.
9. Carl's son, Tomás, is nine years old.
10. Penicillin an antibiotic is used to treat bacterial infections.
11. Annette the tallest girl in school plays center on the basketball team.
12. The chainsaw an old one broke.
13. Have you met Mrs. Fernandez our substitute teacher?
14. Kareem the new boy at school sings very well.
15. We always look forward to Thanksgiving dinner a wonderful meal.
16. The house a log cabin had a green door.
17. Vegetables the leafy kind make excellent contributions to the diet.
18. Trigger a palomino was Roy Rogers' horse.
19. Bill Peschak my trumpet teacher plays with the symphony.
20. A talented man my father was often asked to play the piano at parties.



Unit 2 Review

► **Exercise 1** Write in the blank **plural, possessive, contraction, or appositive** to identify the word in italics.

appositive

Herve, the *server*, deserved a large tip.

1. The children laughed at the *monkeys* in the cage.
2. The *Newmans'* vacation was last month.
3. *Sheila's* on her way to the skating rink.
4. Molly, my *friend*, wants to borrow my bicycle.
5. After the dance, *Helmut's* leaving for Rome.
6. Do you know if the *cat's* come back?
7. *Conestogas* were the famous wagons of the western trails.
8. Give it to Jake, the *butler*.
9. All the *mechanic's* tools were missing.
10. John lost his baseball, a *souvenir*.
11. Rosita married my cousin *Harry*.
12. *Jimmy's* not home.
13. The scene was crowded with *ambulances* and workers.
14. *Rover's* not the smartest dog who ever lived.
15. The bright *lights* of the midway attracted every child in town.
16. Is there a *beginner's* position available?
17. His *father's* name is Amahl.
18. Marta, a petite *woman*, could wear her daughter's clothes.
19. The waves from the large *boats* disturbed the swimmers.
20. Can you see this from a *teacher's* point of view?

Cumulative Review: Units 1–2

► **Exercise 1** Draw a vertical line between the complete subject and the complete predicate. Underline the nouns in the complete subject and circle the nouns in the complete predicate.

Jason and his friend ran to the theater.

1. Kim liked John’s picture of the Vietnam Veterans Memorial.
2. The class toured the new factory.
3. The kitchen, filled with pots and pans, sparkled.
4. At the campground, the counselors split the children into four groups.
5. The computer in my father’s office can do some amazing tricks.
6. My boss asked the employees to work extra hours.
7. The writer of the play is a complete genius.
8. The uncomfortable family waited patiently in the lobby.
9. Who is going to the theater with us?
10. Andy removed the magazine from the office.
11. The Lin family enjoyed a holiday at the Grand Canyon.
12. The history test is on Thursday.
13. Grandma was shocked to be in the Queen’s ceremony.
14. Honda has plants all over the world.
15. Uncle Miller’s prize pig won the contest at the fair.
16. The store is on the corner of Pearl Street and Maple Lane.
17. *Air Force One* is reserved for the president.
18. Those radishes are as large as turnips!
19. The actors argued with the director over the scene.
20. Luis bought a new set of paintbrushes from the hobby shop.

Unit 3: Verbs

Lesson 12

Action Verbs

An **action verb** is a word that names an action and tells what a subject does. It may contain more than one word. Action verbs can express physical actions or mental actions.

She **kicks** the ball. (physical action) She **likes** piano lessons. (mental action)

Have, has, and had are often used before verbs. They can also be used by themselves as action verbs when they name what the subject owns or holds.

| | |
|---|---|
| The sports arena has 20,000 seats. | Our coaches had a new playbook. |
| The opponents have blue uniforms. | We have played this team before. |

► **Exercise 1** Draw two lines under each action verb. Write *physical* or *mental* in the blank to indicate whether the verb expresses physical action or mental action.

physical Many athletes successfully represented the United States in the modern Olympics.

- _____ 1. African American Jesse Owens broke world records in track and field events.
- _____ 2. Owens attended The Ohio State University.
- _____ 3. At a 1935 event in Ann Arbor, Michigan, Owens broke three world records.
- _____ 4. Many people consider Owens the greatest track-and-field athlete ever.
- _____ 5. Owens won four gold medals at the 1936 Summer Olympics in Berlin, Germany.
- _____ 6. Owens's strong performance angered Adolf Hitler.
- _____ 7. Owens wore the victor's oak leaf crown during the presentation ceremony.
- _____ 8. Owens later gave many speeches about values and moral principles.
- _____ 9. Another African American athlete captured the world's attention in the 1960 Italy games.

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- _____ 10. Cassius Clay boxed his way to the light heavyweight gold medal.
- _____ 11. Clay later changed his name to Muhammad Ali.
- _____ 12. Ali gained the title of heavyweight champion of the world four years later.
- _____ 13. Other Americans in the 1960 Olympics challenged their opponents, too.
- _____ 14. Wilma Rudolph dazzled the crowds in the track-and-field competition.
- _____ 15. Rudolph ran for gold medals in the 100- and 200-meter track events.
- _____ 16. Al Oerter, an American discus thrower, dominated his event from 1956 to 1968.
- _____ 17. Oerter claimed four gold medals for his accomplishments.
- _____ 18. During practice in 1964, Oerter ripped the cartilage from his rib cage.
- _____ 19. In bandages and ice packs, he competed despite his injury.
- _____ 20. He threw for another Olympic record and his third straight gold medal.
- _____ 21. That same year, American swimmer Dawn Fraser clocked an Olympic record in the 100-meter event.
- _____ 22. Eight years later, American swimmer Mark Spitz achieved additional recognition for the United States.
- _____ 23. In Mexico City four years earlier, Spitz had promised himself six gold medals.
- _____ 24. However, he won only two medals.
- _____ 25. For the next four years, Spitz pushed himself to the limit.
- _____ 26. In Munich in 1972, Spitz competed again.
- _____ 27. This time he promised nothing.
- _____ 28. He remembered the disappointment of the Mexico City games.
- _____ 29. In Munich, he beat all previous times in four individual events.
- _____ 30. Spitz also teamed with three other Americans in three relay races.
- _____ 31. They all earned gold medals.
- _____ 32. In total, Spitz won seven gold medals in a single Olympics.

Lesson 13**Verbs: Transitive and Intransitive**

Depending on its use in a particular sentence, an action verb can be either transitive or intransitive. A **transitive verb** is followed by a word or words called the **direct object** that answers the question *what?* or *whom?* An **intransitive verb** is an action verb that does not have a direct object.

TRANSITIVE: Shawn **painted** landscapes and portraits. (*Landscapes* and *portraits* make up the compound direct object that answers the question *what?* Shawn painted.)

INTRANSITIVE: Shawn **painted** beautifully. (There is no direct object answering the question *what?* or *whom?* Shawn painted.)

► **Exercise 1** Draw two lines under each action verb. Draw one line under each direct object. In the blank, write **T** if the verb is transitive or **I** if the verb is intransitive.

T

Aaron painted his house white.

- _____ 1. Hiroko plays softball and tennis every summer.
- _____ 2. The pigeon drank water from the muddy puddle.
- _____ 3. The eagle soared higher and higher in the sky.
- _____ 4. The stern judge gave a harsh sentence to the defendant.
- _____ 5. The happy baby wore a toothless grin.
- _____ 6. New Zealand lies about 1,000 miles (1,600 kilometers) southeast of Australia.
- _____ 7. City council meets once a week.
- _____ 8. Maria prepares dinner for the family.
- _____ 9. The artist paints colorful, geometric designs.
- _____ 10. The news reporter lifted her eyebrows in disbelief.
- _____ 11. The news of war shocked the nation and the world.
- _____ 12. The timid man muttered under his breath.
- _____ 13. Most dinosaurs resembled birds in their leg and foot structure.
- _____ 14. The assistant coach made a suggestion.
- _____ 15. The buffalo herd stamped across the prairie.

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- _____ **16.** Mr. Armstrong bragged about his five children.
- _____ **17.** The magician pulled a bird out of his sleeve.
- _____ **18.** The proud peacock displayed its feathers.
- _____ **19.** The dental technician cleaned teeth with expertise.
- _____ **20.** The sad clown wiped his eyes with an oversized handkerchief.
- _____ **21.** The small airplane landed safely in the snowstorm.
- _____ **22.** Alma poured syrup over her waffle.
- _____ **23.** Bette Davis won two Academy Awards for best actress in the 1930s.
- _____ **24.** Most diamond crystals have eight sides.
- _____ **25.** The giant octopus lives in the Pacific Ocean.
- _____ **26.** Candy Lightner founded Mothers Against Drunk Driving (MADD) in 1980.
- _____ **27.** The skillful waitress carried four plates of food to the table.
- _____ **28.** Latoya lit a candle after the power outage.
- _____ **29.** The ball dropped in Times Square on New Year's Eve.
- _____ **30.** The rugged trail wound over hills and through a thick forest.
- _____ **31.** The comedian amused everyone in the audience.
- _____ **32.** The elevator stopped on the tenth floor.
- _____ **33.** The friendly dog barked happily.
- _____ **34.** The chess champion challenged her rival to another match.
- _____ **35.** The choir sang holiday songs.
- _____ **36.** In 1980, Mount St. Helens erupted in a huge blast.
- _____ **37.** The drummer played a drum solo.
- _____ **38.** Fred studied science and history in study hall.
- _____ **39.** Water flooded the basement after the downpour.
- _____ **40.** The boy grumbled about his responsibility to take out the garbage.
- _____ **41.** To Neal's dismay, the teacher assigned homework over the weekend.
- _____ **42.** The canoe floated peacefully in the large pond.

Lesson 14**Verbs with Indirect Objects**

In addition to a direct object, an indirect object may follow an action verb. An **indirect object** answers the question *to whom?* or *for whom?* an action is done.

The doctor gives the **patient** some medicine. (*To whom* did the doctor give medicine?)

Mario reserved **us** a seat. (*For whom* did Mario reserve a seat?)

The indirect object always comes between the verb and the direct object. To determine if a word is an indirect object, put the preposition *to* or *for* in front of it, and change its position in the sentence. If it is an indirect object, the sentence will still make sense.

I gave **Jo** a game. (*Jo* is the indirect object before the direct object, *game*.)

I gave a game **to Jo**. (To determine whether it is an indirect object, *Jo* can be placed behind the preposition *to* and the sentence still makes sense.)

► **Exercise 1** Write in the blank whether the word in italics is a **DO** (direct object) or an **IO** (indirect object).

10 Mrs. Cruz made her *children* lunch.

- _____ 1. The electrician installed the light *fixture*.
- _____ 2. The eager student showed the *teacher* her latest poem.
- _____ 3. The game show host asked the contestants difficult *questions*.
- _____ 4. Alice explained the movie *plot* to Troy.
- _____ 5. The young girl could not describe her *feelings*.
- _____ 6. Fluffy white clouds covered the *sky*.
- _____ 7. Alex sent his *teacher* a get-well card.
- _____ 8. The roller coaster gave *me* an upset stomach.
- _____ 9. The voters elected a *newcomer* to office.
- _____ 10. The seamstress carefully stitched the *hem* of the dress.
- _____ 11. The coach brought the *team* a healthful snack.
- _____ 12. The assistant gave his *boss* some phone messages.

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- _____ 13. Jason bought his *grandmother* stationery for her birthday.
- _____ 14. Albert Schweitzer won the *Nobel Peace Prize* in 1952.
- _____ 15. We fed our *cat* leftover turkey.
- _____ 16. The junior high teacher graded *papers* at night.
- _____ 17. The gourmet chef tasted her new *entree*.
- _____ 18. Mitsuyo's father saved *us* seats at the baseball game.
- _____ 19. Eric took his brother's *advice*.
- _____ 20. The slugger hit the *ball* out of the park.

► **Exercise 2** Draw two lines under each action verb and one line under each indirect object.

Jason brought his mother his report card.

1. The catcher threw the pitcher a new ball.
2. The football punter kicked the ball to the other team.
3. The Book Club president brewed coffee for the members.
4. The company sent its employees holiday bonuses.
5. The curious toddler pulled the puppy's ears.
6. The clerk sold the customers three computers.
7. The noisy dog disturbed the quiet neighborhood.
8. The conductor praised the violin players.
9. The firefighters showed the students the procedure for putting out a fire.
10. Jamaal showed his friends his baseball card collection.
11. The school board president presented Superintendent Stover a plaque at his retirement banquet.
12. The pediatrician gave the boy a flu shot.
13. Raul's mother made him a chocolate milkshake.
14. The earthquake shook our house.
15. Jeff threw his dog the Frisbee.
16. Jessica's friends gave her a bridal shower before her wedding.

Lesson 15**Linking Verbs and Predicate Words**

A **linking verb** connects the subject of a sentence with a word in the predicate that identifies or describes the subject. *To be* in all its forms is the most common linking verb.

George Washington **was** a general. (The linking verb *was* links *general* to the subject, *George Washington*.)

The computer **will be** useful. (The linking verb *will be* links *useful* to the subject, *computer*.)

COMMON LINKING VERBS

| | | | | | |
|--------|------|--------|-------|-------|-------|
| appear | feel | look | seem | sound | taste |
| become | grow | remain | smell | stay | turn |

► **Exercise 1** Draw two lines under each verb. Place a check (✓) in the blank next to each sentence that contains a linking verb.

- _____ ✓ Niagara Falls looks breathtaking.
- _____ 1. Niagara Falls is a most spectacular natural wonder!
- _____ 2. The water plunges over a cliff in two separate waterfalls.
- _____ 3. The American Falls lies within the United States.
- _____ 4. Its home state is New York.
- _____ 5. The Horseshoe Falls lies within Canada.
- _____ 6. Ontario is its home province.
- _____ 7. The Niagara River is the source of both of these waterfalls.
- _____ 8. This river becomes part of the border between the United States and Canada.
- _____ 9. It carries the overflow from four of the Great Lakes.
- _____ 10. Niagara Falls is about halfway between Lake Erie and Lake Ontario.
- _____ 11. Goat Island separates the Horseshoe Falls and the American Falls.
- _____ 12. A huge amount of water roars over the cliffs every second.
- _____ 13. Eighty-five percent of the water flows over the Horseshoe Falls.
- _____ 14. The water supply seems unending.

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- _____ **15.** Niagara Falls is a great source of power.
- _____ **16.** The water moves through hydroelectric power plants downstream.
- _____ **17.** The Robert Moses power plant is a facility on the American side of the river.
- _____ **18.** Two Sir Adam Beck power plants are Canadian.
- _____ **19.** The falls provides electricity for many nearby industries.
- _____ **20.** The name *Niagara* is an old Iroquois word.
- _____ **21.** The actual word was *onguaahra*, “the strait.”
- _____ **22.** The waterfalls formed about twelve thousand years ago.
- _____ **23.** Lake Erie overflowed with water from a great ice sheet.
- _____ **24.** This overflow became the Niagara River.
- _____ **25.** The river flowed over a high cliff.
- _____ **26.** The water gouged a deep gorge at the bottom of the cliffs.
- _____ **27.** The gorge remains deep.
- _____ **28.** The gorge grows larger and larger over time.
- _____ **29.** In fact, it reaches about seven miles beyond Niagara Falls.
- _____ **30.** Nearly three miles below Niagara Falls, the Whirlpool Rapids begin.
- _____ **31.** The rushing water erodes the underlying rock layers.
- _____ **32.** Over time, the violent current carved a round basin out of the rock.
- _____ **33.** The Cave of the Winds exists behind the American Falls.
- _____ **34.** It formed under a shelf of hard limestone.
- _____ **35.** The formation of such a cave seems very interesting.
- _____ **36.** Hard, thick limestone layers cover softer layers of limestone, sandstone, and shale.
- _____ **37.** Water erodes the softer under layers first.
- _____ **38.** Because of this, the hard top layers soon extend beyond the other layers in certain places.

A linking verb connects the subject of a sentence with a noun or an adjective in the predicate. A **predicate noun** follows a linking verb and tells what the subject is. A **predicate adjective** follows a linking verb and describes what the subject is like. Predicate nouns or predicate adjectives may be compound.

Lance is my **brother** and my best **friend**. (compound predicate noun)

He is **loyal** and **trustworthy**. (compound predicate adjective)

► **Exercise 2** Draw two lines under each verb. Write **PN** above each predicate noun and **PA** above each predicate adjective. Not all sentences contain a PN or PA.

PN

A trip to Niagara Falls is a treat.

1. The air grows misty near the waterfalls.
2. You feel the mist on your face.
3. A thunderous noise greets visitors upon their arrival.
4. The never-ending din is horrific.
5. Tourists seem awestruck by the environment.
6. At night, wide beams of colorful lights look beautiful on the cascades of water.
7. Each year about ten million people visit Niagara Falls.
8. Recreational parks remain areas of enjoyment near the falls.
9. Visitors seldom grow weary of the beautiful sights of the area.
10. Many hotels and gift shops look successful.
11. Tourism is big business at Niagara Falls.
12. Many industries also operate close by.
13. Some people feel angry about the nearby businesses and industries.
14. To them, businesses ruin the area's scenic beauty.
15. Steamers are the transportation for the tourists.

16. The steamers, all called *The Maid of the Mist*, stay close to the base of the falls.
17. Some people on the steamers get wet from the falls' foam and mist.
18. The water smells extremely musty.
19. Also, the thunderous water sounds especially loud.
20. However, the view from the steamers is spectacular.
21. Some people are afraid of the fierce water.
22. Such sites as Prospect Point, Table Rock, and Terrapin Point seem safer.
23. From these areas, rainbows are arches of beauty in the mist.
24. Rainbow Bridge spans the gorge below Niagara Falls.

► **Writing Link** Write a paragraph using linking verbs, predicate nouns, and predicate adjectives to describe a tour you might lead as a guide for a travel agency.

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

The **tense** of a verb tells when an action takes place.

The **present tense** of a verb names an action that is happening now or happens regularly. It can also express a general truth.

In the present tense of a verb, the base form of the verb is used with all subjects except singular nouns and *he*, *she*, or *it*. When the subject is a singular noun or *he*, *she*, or *it*, -*s* or -*es* is added to the verb.

Lou hears the airplane overhead. (happening now)

I speak to my uncle once a week. (happens regularly)

The president serves a four-year term. (expresses a general truth)

The **past tense** of a verb names an action that already happened. The past tense of many verbs is formed by adding -*ed* to the base form of the verb.

The teacher graded papers yesterday.

The **future tense** of a verb names an action that will take place in the future. In the future tense the word *will* is used before the verb. Sometimes *shall* is used when the pronoun *I* or *we* is the subject.

They will see the play tomorrow night. **We shall be** late.

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

present

Winter officially starts in December.

- _____ 1. John Steinbeck earned the 1962 Nobel Prize in literature.
- _____ 2. Squirrels gather nuts every autumn in preparation for winter.
- _____ 3. Carlos will play second base in tomorrow's game.
- _____ 4. Wilma fielded the ball very well in yesterday's game.
- _____ 5. Polar bears often wander into populated areas in Canada.
- _____ 6. Great brown bears weigh up to 1,540 pounds (700 kilograms).
- _____ 7. Canada contains one third of the world's supply of fresh water.
- _____ 8. Mai visited her relatives in Vietnam two years ago.
- _____ 9. Na and his uncle will travel to the United States next year.

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- _____ 10. During the holidays, people enjoy family traditions.
- _____ 11. Jared carved the turkey last Thanksgiving.
- _____ 12. Sally lists her resolutions every New Year's Day.
- _____ 13. The choir will visit the retirement home next week.
- _____ 14. The plant-eating stegosaurus lived many years ago.
- _____ 15. Mrs. Johnson will test her students tomorrow.
- _____ 16. The pilot carefully landed the airplane during the storm last night.
- _____ 17. The craters on the moon look like dark spots.
- _____ 18. The running back scored four touchdowns in our last game.
- _____ 19. Aunt Rosa will walk at least one mile a day.
- _____ 20. The bus stops at Lincoln and Reed once every hour.
- _____ 21. Lawanda plays with her baby brother every night before bedtime.
- _____ 22. The stock market crashed in October of 1929.
- _____ 23. The puppy followed its master everywhere.
- _____ 24. Our country will elect a new leader.
- _____ 25. My grandparents remember the old radio dramas.
- _____ 26. Laura's great-grandmother lived in Europe during World War II.
- _____ 27. Alkas often talks about her after-school job.
- _____ 28. President Nixon resigned in August of 1974.
- _____ 29. Last night our dog destroyed the throw pillows on our couch.
- _____ 30. Americans vote for a president every four years.

► **Exercise 2** Write in the blank the tense of the verb as indicated in parentheses.

Kurt will absorb himself in each new project. (*absorb*, future)

1. The student council _____ communication between teachers and students. (*help*, present)
2. Who _____ in your home in ten years? (*live*, future)
3. The president _____ to Europe in one month. (*travel*, future)

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4. The continent of Europe _____ Asia. (*border*, present)
5. Mrs. Samuels _____ a Book Club meeting every Tuesday. (*attend*, present)
6. Bruno _____ his brother with his homework. (*help*, future)
7. The frisky puppy _____ the ball when I threw it. (*chase*, past)
8. The sick baby _____ a lot at night. (*cough*, present)
9. The school newspaper always _____ the students on the honor roll. (*list*, present)
10. When she was a child, Mrs. Nguyen _____ to go to college. (*want*, past)
11. The letter _____ fond memories of last summer. (*trigger*, past)
12. The garden _____ in Grandpa's capable hands. (*flourish*, future)
13. Every day after school, Lindsay _____ down a glass of milk. (*gulp*, present)
14. Barney _____ sticks only for his master. (*fetch*, present)
15. We _____ the lock, but it still would not work. (*jiggle*, past)
16. The leaves _____ busily in the fall breeze. (*swirl*, present)
17. Bryce _____ various politicians in the variety show. (*imitate*, future)
18. The old cloth quickly _____ the child's spilled milk. (*absorb*, past)
19. They _____ the door open with this piece of wood. (*wedge*, present)
20. The tiny spring _____ merrily. (*trickle*, present)
21. The crowd _____ in surprise. (*gasp*, past)
22. On Sunday they _____ the new organ. (*dedicate*, future)
23. The committee _____ the evening's music. (*vary*, future)
24. Anna _____ most of her work in the morning. (*accomplish*, present)
25. The young pianist _____ as he began his performance. (*tremble*, past)
26. The couple _____ through the mall each evening. (*stroll*, present)
27. Storms often _____ one's travel plans. (*delay*, present)
28. The strong clap of thunder _____ the campers awake. (*jolt*, past)

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29. The kindergartener _____ his coat by himself. (*fasten*, past)
30. The two sides _____ to accomplish the task. (*unite*, future)
31. Kelly _____ to the senior citizen center every Monday after school. (*go*, present)
32. The Broadway singer _____ her first solo. (*remember*, past)
33. Tomorrow we _____ the solar eclipse. (*watch*, future)
34. Bears _____ in the winter. (*hibernate*, present)
35. Our cat Taboo _____ a mourning dove in our backyard. (*stalk*, past)
36. The computer _____ repair. (*need*, past)
37. We _____ around the block every evening after dinner. (*walk*, present)
38. Margo _____ the test when she returns to school. (*take*, future)
39. Emilio _____ the dishes whenever his parents work late. (*do*, present)
40. I _____ to knit from my grandmother. (*learn*, past)

► **Writing Link** Write a paragraph sharing something about your past, your present, and your hopes for the future. Use the past, present, and future tenses of verbs.

Lesson 17**Main Verbs and Helping Verbs**

Verbs have four principal parts that are used to form all tenses.

PRINCIPAL PARTS OF THE VERB *CALL*

| Base Form | Present Participle | Past Form | Past Participle |
|-------------|--------------------|---------------|-----------------|
| <i>call</i> | <i>calling</i> | <i>called</i> | <i>called</i> |

A **helping verb** helps the **main verb** tell about an action or make a statement. A **verb phrase** consists of one or more helping verbs followed by a main verb.

The girl is **calling** her parents. (*Is* is the helping verb, and the present participle *calling* is the main verb. Together they form a verb phrase.)

The most common helping verbs are *be*, *have*, and *do*. Forms of the helping verb *be* include *am*, *is*, and *are* in the present and *was* and *were* in the past. They combine with the present participle of the main verb. Forms of the helping verb *have* include *have* and *has* in the present and *had* in the past. They combine with the past participle form of a verb.

We have **explored** this cave. (*Have* is the helping verb, and the past participle *explored* is the main verb. Together they form a verb phrase.)

► **Exercise 1** Draw two lines under each participle. Write in the blank whether it is a **pres. part.** (present participle) or a **past part.** (past participle).

pres. part.

The sailor is anchoring the sailboat.

- _____ 1. Every year my aunts have shopped together on the day after Thanksgiving.
- _____ 2. Wars have claimed countless lives throughout history.
- _____ 3. Advancements in telecommunication technology are enhancing our daily lives.
- _____ 4. Has your father called the bank about your savings account?
- _____ 5. Usually by April, the winter's snow has melted.
- _____ 6. On the far side of the lake, the two are fishing at their favorite spot.
- _____ 7. The set of instructions with the kit was confusing to everyone.
- _____ 8. The sculptor has molded the clay into a bud vase.

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- _____ 9. The special weather report had advised viewers against unnecessary travel.
- _____ 10. As a special project for school, I am interviewing our state representative.
- _____ 11. The carpenters were altering our house plans unnecessarily.
- _____ 12. The Quick Lunch Deli is catering the dinner next Saturday.
- _____ 13. Fran had apologized for her tardiness.
- _____ 14. The car's fan belt has squealed several times before.
- _____ 15. The special invitation was requesting our presence at the gala affair.
- _____ 16. Because of bad weather, the program has been postponed indefinitely.
- _____ 17. Our close family friends are inviting us to their lakeside cabin.
- _____ 18. In the final scene of the film, the horse and rider were fading into the sunset.
- _____ 19. While in Florida, we had plucked grapefruit right from the tree.
- _____ 20. I am currently residing in an apartment in New York City.
- _____ 21. Feng Ying was preparing the food for the banquet.
- _____ 22. We have looked everywhere for the missing pen.
- _____ 23. They had already discovered the rust spot on the car.
- _____ 24. I am looking forward to my grandma's visit.
- _____ 25. The fish were becoming ill from the dirty water.

► **Exercise 2** Draw two lines under the correct form of the helping verb in parentheses.

The children (was, were) playing on the swingset.

1. The school (had, have) changed very little over the years.
2. Sue (was, were) looking at the beautiful rainbow.
3. The bird (is, are) soaring over the purple mountains.
4. The determined team (was, had) practicing for two hours each night.
5. Environmentalists (were, have) urged people to recycle.
6. The owl (were, was) looking for a place to nest in the abandoned barn.

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7. The cat (was, had) spied a plump mouse scurrying across the floor.
8. The home owner (was, were) thinking about tearing down the old garage.
9. The cattle (had, were) grazing contentedly in the field.
10. The excited children (were, had) watched their favorite movie.
11. The snow (is, has) stopped coming down.
12. The colorful fruit salad (were, was) chilling in the refrigerator.
13. The whole school (has, is) depending on us.
14. The heat wave (had, was) making people miserable.
15. The funny clown (is, were) performing with the touring circus.
16. Last year Hilda (is, had) wished for a new gerbil.
17. The crab (was, have) crawling across the hot sand.
18. The starfish (is, had) washed up on the seashore.
19. The lifeguard (was, has) shielding her eyes from the sun.
20. The children (had, were) picked up seashells in the morning.
21. My dad (was, had) finishing the spaghetti when Mom asked for more.
22. The city council member (was, had) advocated new lights for our streets.
23. The Drama Club (was, had) meeting in the auditorium.
24. We (are, have) waiting for the pep rally to begin.
25. Our best soccer player (was, has) wounded his knee.

► Exercise 3 Draw two lines under the correct form of the helping verb in parentheses and two lines under each participle to complete each verb phrase. Write in the blank whether the participle is a *pres. part.* (present participle) or a *past part.* (past participle).

pres. part.

The soft music (was, had) relaxing to me.

1. Surfers (are, was) riding the waves with abandon.
2. Vincent (was, has) putting on his new shoes for the first time.
3. The train (have, had) derailed late last night.
4. The helicopter (were, is) hovering over the accident.
5. The movie (were, has) played for eight weeks.

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- _____ 6. The car (has, was) moving very slowly up the hill.
- _____ 7. The grasshopper (has, is) hopping energetically through the field.
- _____ 8. After lunch, the chef (was, are) preparing for dinner.
- _____ 9. The actress (has, is) learned all her lines for the play.
- _____ 10. The nervous speaker (are, was) stumbling over his words.
- _____ 11. The lion (has, is) pacing back and forth in his cage.
- _____ 12. The truck's headlights (were, had) scared the deer.
- _____ 13. The elevator (are, has) stopped at the tenth floor.
- _____ 14. Industrial pollution (has, is) caused acid rain in some areas.
- _____ 15. Oil spills (have, are) happened all around the world.
- _____ 16. Scientists (are, have) studied dinosaurs for more than 160 years.
- _____ 17. My dad (had, was) disguised himself well.
- _____ 18. The early American settlers (were, had) struggled to survive.
- _____ 19. The Vikings (is, had) landed on American shores hundreds of years before other Europeans.
- _____ 20. During the basketball game, some parents (were, have) selling popcorn.

► **Writing Link** Write a paragraph about going to a music store with a friend. Use main verbs and helping verbs with both present and past participles.

Lesson 18**Progressive Forms: Present and Past**

The **present progressive form** of a verb names an action or condition that is continuing in the present. The present progressive form of a verb consists of the present form of the helping verb *be* and the present participle of the main verb.

PRESENT PROGRESSIVE FORM**SINGULAR****I am watching.****You are watching.****He, she, or it is watching.****PLURAL****We are watching.****You are watching.****They are watching.**

The **past progressive form** of a verb names an action or condition that was continuing for some time in the past. The past progressive form of a verb consists of the past form of the helping verb *be* and the present participle of the main verb.

PAST PROGRESSIVE FORM**SINGULAR****I was hoping.****You were hoping.****He, she, or it was hoping.****PLURAL****We were hoping.****You were hoping.****They were hoping.**

► **Exercise 1** Write the present progressive (pres. prog.) form or past progressive (past prog.) form of the verb given in parentheses.

Historians _____ more about the exploration of the New World.

(*discover*, pres. prog.)

1. Native Americans _____ in the Americas for many years before Christopher Columbus arrived. (*live*, past prog.)
2. They _____ in well-established civilizations. (*dwell*, past prog.)
3. Native Americans _____ from Asia. (*migrate*, past prog.)
4. Many Native Americans _____ from diseases brought from Europe. (*die*, past prog.)
5. Columbus _____ on behalf of the Spanish rulers. (*sail*, past prog.)
6. He _____ to chart a new course to Asia. (*hope*, past prog.)
7. Researchers _____ Columbus's early voyages. (*study*, pres. prog.)

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8. Other countries _____ voyages to the New World. (*make*, past prog.)
9. The English _____ to the mid-Atlantic coast. (*travel*, past prog.)
10. The French _____ in the Northeast. (*settle*, past prog.)
11. In the late 1400s, rulers and merchants _____ more and more traveling expeditions. (*finance*, past prog.)
12. They _____ for increased trade and riches. (*hope*, past prog.)
13. The spice trade in Asia _____ profitable. (*become*, past prog.)
14. Columbus's ships _____ gold, spices, birds, and plants. (*carry*, past prog.)
15. These early explorers _____ some attention. (*receive*, present prog.)

► **Exercise 2** If the verb in parentheses is in the present tense, write its present progressive form in the blank. If the verb is in the past tense, write its past progressive form.

were claiming

Spanish explorers (claimed) lands in North, Central, and South America in the early 1500s.

1. Amerigo Vespucci (claimed) he arrived in mainland America before Columbus.
2. A German mapmaker (decided) to name America after this Italian explorer.
3. Most historians (dismiss) Amerigo Vespucci's claim.
4. Juan Ponce de León, a Spaniard, also (explored) the New World.
5. In 1493, he (sailed) on Christopher Columbus's second voyage.
6. Ponce de León (founded) a Spanish settlement in Puerto Rico in 1508.
7. He (governed) the island for three years.
8. He (learned) about the legendary Fountain of Youth from the Native Americans.
9. The explorer, with an expedition, (searched) for it.
10. He (discovered) other lands, including present-day Florida, during his search.

Lesson 19**Perfect Tenses: Present and Past**

The **present perfect tense** of a verb names an action that happened some time in the past. It also names an action that happened in the past and is still happening now. The present perfect tense consists of the helping verb *have* or *has* and the past participle of the main verb.

PRESENT PERFECT TENSE**SINGULAR****I have traveled.****You have traveled.****He, she or it has traveled.****PLURAL****We have traveled.****You have traveled.****They have traveled.**

The **past perfect tense** of a verb names an action that happened before another event or action in the past. The past perfect tense of a verb consists of the helping verb *had* and the past participle of the main verb.

I had traveled.**You had traveled.****They had traveled.****► Exercise 1 Write in the blank the present perfect tense of the verb in parentheses.**

Some students have missed school because of the weather. (miss)

1. The townspeople _____ for the cold winter. (prepare)
2. Thousands _____ new snow shovels. (purchase)
3. E & Z Salting _____ all of its salt trucks. (check)
4. Many families _____ their storm windows. (install)
5. Some car owners _____ chains for their tires. (acquire)
6. Parents _____ boxes of warm winter clothing from storage. (retrieve)
7. Children _____ for new snow sleds. (ask)
8. The weather reporter _____ people about frostbite. (warn)
9. Many people _____ for a mild winter. (wish)
10. Even the squirrels _____ for winter. (prepare)
11. They _____ an assortment of nuts. (gather)
12. Many animals' coats _____ in preparation for a cold winter. (thicken)
13. Many of the birds _____ south already. (travel)

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14. Some, such as cardinals, _____ for the winter. (remain)
15. My dog _____ to stay inside more than usual. (like)
16. My brother always _____ the cold weather. (enjoy)
17. He _____ big forts out of snow. (construct)
18. He _____ snow into big balls to make snowmen. (roll)
19. My parents _____ an old hat for the snowman. (provide)
20. My father _____ wood for my grandmother's fireplace. (collect)

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

My baby sister had experienced her first winter. (experience)

1. Everyone _____ for an early spring. (hope)
2. The frigid winter _____ people to stay indoors. (cause)
3. The snowstorms _____ the bus service for a few days. (stop)
4. Driving in so much snow _____ in many accidents. (result)
5. Only a small amount of the ice below the snow _____. (melt)
6. The snowplows _____ only the main streets. (reach)
7. By the time we shoveled our walk, six inches of new snow _____.
(arrive)
8. Authorities _____ school for two days in a row. (cancel)
9. Ice and extremely cold temperatures _____ power lines to snap. (cause)
10. At one point, the mayor _____ an emergency town meeting. (call)
11. Some families _____ in with relatives. (move)
12. I _____ very few people exercising outside. (notice)
13. People were worried because the snow _____ for three days.
(continue)
14. Truck drivers _____ their routes because they could not travel
through the snow-filled city streets. (alter)
15. People _____ that they needed to stock up on supplies. (realize)

Lesson 20**Irregular Verbs I**

The irregular verbs below are grouped according to the way their past form and past participle are formed.

IRREGULAR VERBS

| PATTERN | BASE FORM | PAST FORM | PAST PARTICIPLE |
|---|---|--|--|
| One vowel changes to form the past and the past participle. | begin sing spring swim | began sang sprang or sprung swam | begun sung sprung swum |
| The past form and the past participle are the same. | bring catch feel get keep lead leave lose make pay say seek sit think win | brought caught felt got kept led left lost made paid said sought sat thought won | brought caught felt got or gotten kept led left lost made paid said sought sat thought won |

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

Several recent presidents have made a lasting impression on the American public. (make)

1. Before his presidency, John F. Kennedy had involved in World War II as an officer in the United States Navy. (get)
2. He recognition for saving a disabled sailor after their PT boat was destroyed. (win)
3. Despite an injured back, he safely to shore towing the crewman. (swim)

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4. As president, Kennedy _____ to put the first man on the moon. (seek)
5. He _____ that it was important to accomplish this before the Soviet Union did. (feel)
6. Kennedy _____ that the goal was to reach the moon before the end of the 1960s. (say)
7. The United States _____ Kennedy to an assassin's bullet in 1963. (lose)
8. The Soviet Union _____ ahead of the United States space program. (keep)
9. However, the Americans finally _____ up with the Soviet Union in the "space race." (catch)
10. In 1969, the United States astronauts _____ it to the moon. (make)
11. Neil Armstrong was the first person who _____ his footprints on the moon. (leave)
12. Many Americans have _____ praises of Kennedy for inspiring this event. (sing)
13. After Kennedy's death, Lyndon Johnson _____ the country. (lead)
14. Johnson _____ the 1964 election with 61 percent of the popular vote. (win)
15. President Johnson _____ a "War on Poverty." (begin)
16. He _____ increased U.S. involvement in Vietnam. (seek)
17. Some Americans have _____ that Johnson was wrong to send so many troops. (think)
18. Many think we _____ a dear price in Vietnam. (pay)
19. The war also _____ unhappiness and unrest at home. (bring)
20. Partially provoked by the Vietnam war, public demonstrations _____ up during the 1960s. (spring)
21. Johnson _____ office in 1968. (leave)
22. After Johnson, Richard M. Nixon _____ in the Oval Office. (sit)
23. Nixon _____ his campaign focused on traditional values. (keep)
24. He _____ to make diplomatic trips to China. (seek)

Lesson 21**Irregular Verbs II**

The following irregular verbs are grouped according to the way their past form and past participle are formed.

IRREGULAR VERBS

| PATTERN | BASE FORM | PAST FORM | PAST PARTICIPLE |
|---|---|---|---|
| The base form and the past participle are the same. | become come run | became came ran | become come run |
| The past form ends in <i>-ew</i> and the past participle ends in <i>-wn</i> . | blow draw fly grow know throw | blew drew flew grew knew threw | blown drawn flown grown known thrown |
| The past participle ends in <i>-en</i> . | bite break choose drive eat fall give ride rise see speak steal take write | bit broke chose drove ate fell gave rode rose saw spoke stole took wrote | biten or bit broken chosen driven eaten fallen given ridden risen seen spoken stolen taken written |
| The past form and the past participle do not follow any pattern. | am, are, is do go tear wear | was, were did went tore wore | been done gone torn worn |
| The base form, past form, and past participle are all the same. | cut let | cut let | cut let |

► Exercise 1 Write in the blank the past tense or the past participle of the verb in parentheses.Have you worn your new skirt yet? (wear)

1. I have _____ the same movie seven times. (see)
2. Yoko has _____ in several cross-country races. (run)
3. Steven _____ three inches in only one year! (grow)
4. The Adams have _____ to the state park four times this summer. (drive)
5. The little girl _____ the black licorice. (choose)
6. Chris has _____ his red remote-controlled car to his best friend. (give)
7. The gold and red leaves have _____ from the tree. (fall)
8. The autumn wind _____ the newspaper across the lawn. (blow)
9. The foul ball _____ the window of a nearby car. (break)
10. The woman had never _____ such happiness. (know)
11. The pitcher has _____ too many slow pitches. (throw)
12. The geese _____ in an orderly V-shaped formation. (fly)
13. The spider has _____ into the corner. (go)
14. Then she _____ home plate. (steal)
15. Ms. Mazurik _____ upset during her phone call. (become)
16. My goldfish has _____ the plastic plant in its bowl. (bite)
17. Have you _____? (eat)
18. I have _____ happy with my grades these last few weeks. (am)
19. What has she _____ to earn that award? (do)
20. The experienced pilot has _____ many different kinds of planes. (fly)
21. The catcher _____ the ball to second base. (throw)
22. I already _____ lunch. (eat)
23. The neighbor's dog _____ the tail of a stray cat. (bite)
24. The presidential candidate has _____ a running mate. (choose)

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25. Diana's parents have _____ to the principal. (speak)
26. Omar _____ in second in the spelling bee. (come)
27. The sun _____ slowly above the horizon. (rise)
28. Have you _____ on the biggest roller coaster in the park? (ride)
29. The puppy _____ the toddlers pet him. (let)
30. This is the second pair of jeans I have _____ in a month. (tear)
31. Our class has _____ to members of Congress. (write)
32. Leonardo Da Vinci has _____ many scientific illustrations. (draw)
33. I _____ through the green and white frosting of the birthday cake. (cut)
34. President Harry S. Truman _____ up in Independence, Missouri.
(grow)
35. Esteban _____ gloves when he shoveled the sidewalk. (wear)
36. Helen's family _____ to Washington, D.C. (go)
37. The baserunner had already _____ third base. (steal)
38. I have not _____ that new comedy. (see)
39. Michael has _____ five books out of the library. (take)
40. I _____ the constellation Orion in last night's sky. (see)

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

I (falled, fell) from my bicycle yesterday.

1. My English teacher has (spoked, spoken) to me about revising my paper.
2. I have (did, done) that puzzle before!
3. I have never (saw, seen) such lovely flowers!
4. Has your shoelace (tore, torn)?
5. Tina's mom (drove, drived) her to tennis practice.
6. The Bexley Lions have (were, been) on a winning streak.
7. Judy (come, came) to the conclusion that she needed a part-time job.
8. The robins have (flew, flown) south for the winter.

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9. My dad (cut, cutted) the apple pie into eight pieces.
10. My brother has (grew, grown) two inches in the last year.
11. Rosita (rose, risen) this morning at 7:00 A.M.
12. The squirrels have (ate, eaten) the birds' food.
13. Carlos and Dimitri have (went, gone) to the museum every weekend this month.
14. My thoughtful aunt has (brung, brought) us the sports page.
15. Isaiah (threw, throwed) the dirty towel into the hamper.
16. Dave (breaked, broke) his tooth when he fell off his bike.
17. My mother has (chose, chosen) a new career.
18. Kirsten and I (blowed, blew) up balloons.
19. Why has she (let, letted) him borrow so many CDs?
20. The coach (gave, given) her players a pep talk at halftime.

► **Writing Link** Write a paragraph about what you did after school one day this week. Use at least four past forms and four past participles from the list on page 97.



Unit 3 Review

► **Exercise 1** Draw two lines under each verb. In the blank, write *transitive*, *intransitive*, or *linking* to identify the kind of verb. Write *PN* above each predicate noun and *PA* above each predicate adjective.

linking PA
The principal appeared calm.

- _____ 1. Several mice lived behind the wall.
- _____ 2. All of the jackets were brown.
- _____ 3. I discovered a box of macaroni and cheese in the pantry.
- _____ 4. The largest dog gave the others the food.
- _____ 5. The people seemed very grateful for the help.
- _____ 6. My cat chased some mice away.
- _____ 7. The painting was an orange and white watercolor.
- _____ 8. The goose hissed loudly.
- _____ 9. The skater lost her skates.
- _____ 10. The singer gave the guitar to her manager.

► **Exercise 2** Draw two lines under each verb or verb phrase. In the blank, write the tense or form of the verb: *present*, *past*, *future*, *present perfect*, *past perfect*, *present progressive*, or *past progressive*.

past My father gave me my allowance.

- _____ 1. We will attend the city council meeting tonight.
- _____ 2. Congress is suggesting a new tax.
- _____ 3. We played volleyball in gym class.
- _____ 4. Students were complaining about the football team's defeat.
- _____ 5. The teacher had asked for more work.
- _____ 6. This has become the best event of the summer.

Cumulative Review: Units 1–3

► **Exercise 1** Draw one line under each complete subject and two lines under each complete predicate. Above each noun, write *prop.* for proper or *com.* for common.

com. *prop.*
My family has toured Europe.

1. Dr. Drew, famous for his work during World War II, organized blood banks for the Red Cross.
2. My uncle was a soldier in Vietnam.
3. Her collection of baseball cards is in the closet.
4. We attended a band concert at Roosevelt Junior High.
5. Riverview Hospital employs students as aides.
6. Vivian and I listen to the radio every Sunday.
7. Hiroshi and his family visited Mount Rushmore, near Rapid City, South Dakota.
8. Mario drove with his dad in their old Toyota to the Kenwood Mall.
9. Our class, with the help of Mrs. Bluth, an outside specialist, studied Shakespeare and put on skits.

► **Exercise 2** Draw two lines under each verb or verb phrase. In the blank, write the tense or form of the verb: *present, past, future, present perfect, past perfect, present progressive, or past progressive.*

present perfect

Who has given food items to the needy?

1. We are celebrating the last day of school.
2. Scientists use highly technical equipment.
3. I will read more about world history.
4. I was waiting for a spot on the team.
5. Dale had given the teacher his homework assignment.
6. Ahmik played tennis in a summer league.

Unit 4: Pronouns

Lesson 22

Pronouns: Personal

A **pronoun** is a word that takes the place of a noun or a group of nouns.

A **personal pronoun** replaces the subject or object in a sentence. It refers to a specific person or thing and can be singular or plural. A **subject pronoun** is used as the subject of a sentence. An **object pronoun** is used as the object of a verb or of a preposition.

He enjoys the movie. **They** enjoy the movie. (used as the subject)

Tara opened the book and read **it**. (used as the object of a verb)

David gave the tickets to **us**. (used as the object of a preposition)

| SINGULAR SUBJECT | PLURAL SUBJECT | SINGULAR OBJECT | PLURAL OBJECT |
|------------------|----------------|-----------------|---------------|
| I | we | me | us |
| you | you | you | you |
| he, she, it | they | him, her, it | them |

► **Exercise 1** Write in the blank the personal pronoun that replaces the word or phrase in parentheses.

He _____ (Walt Disney) was one of the most famous motion picture producers in history.

_____ 1. (Walt Disney) may be best known for creating Mickey Mouse.

_____ 2. However, (Disney) had many other achievements during his lifetime.

_____ 3. Some of (the achievements) include creating the first cartoon with sound.

_____ 4. (Cartoon characters) made Disney famous around the world.

_____ 5. Along with his partner, (Disney) brought to life characters such as Donald Duck, Goofy, and Pluto.

_____ 6. (The Disney studio) also makes feature-length animated movies.

_____ 7. (Disney) is credited with the first feature-length animated movie.

_____ 8. (That animated film) was called *Snow White and the Seven Dwarfs*.

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- _____ 9. Many other successful movies followed (that one).
- _____ 10. (Some of the successful films) were *Dumbo*, *Pinocchio*, *Fantasia*, and *Bambi*.
- _____ 11. In the 1950s, (Disney and his partners) began to make films with live actors, too.
- _____ 12. *Treasure Island* and *20,000 Leagues Under the Sea* were some of (the films).
- _____ 13. (Audiences) loved the musical *Mary Poppins* in 1964.
- _____ 14. (Mary Poppins) was a nanny who could fly.
- _____ 15. All children seem to love (Mary Poppins).
- _____ 16. However, (Disney's work) was not limited to films.
- _____ 17. (Disney) also developed programs for television.
- _____ 18. (*The Mickey Mouse Club*) entertained many children who watched it on television.
- _____ 19. *The Mickey Mouse Club* was also a success for (Disney).
- _____ 20. (Two large amusement parks) also bear Disney's name.

► **Exercise 2** Write in the blank the personal pronoun that replaces the italicized word or phrase. Also, write *subj.* (subject) or *obj.* (object) to identify its usage.

They, subj. *Filmmakers* found that animals were easier to draw than people.

- _____ 1. *The dictionary* defines animation as “to bring to life.”
- _____ 2. *Animators* give the illusion of life and movement to drawings, cartoons, and other objects.
- _____ 3. Hand-drawn pictures are only a small part of *animating*.
- _____ 4. Most of *today's animated movies* include sound and many special effects.
- _____ 5. Computers help animators give life to *cartoons and other objects*.
- _____ 6. Animated characters' movements should look smooth to *the people watching*.
- _____ 7. To achieve smoothness, *animators* create one drawing for each frame of film.
- _____ 8. A single word said by *a little girl in a cartoon* may take as many as eight drawings.

Lesson 23**Pronouns and Antecedents**

The noun or group of words to which a pronoun refers is called its **antecedent**. A pronoun must agree in number and gender with its antecedent.

Sue went to the store. **She** bought some fruits and vegetables. (**Sue** is the antecedent of *she*.)

The antecedent must be clear.

Todd looks like his father. He is an optometrist. (unclear)

Todd looks like his father. His father is an optometrist. (clear)

They sell many used cars at the dealership. (unclear)

The dealership sells many used cars. (clear)

► **Exercise 1** Write the correct pronoun in each blank. Then, draw an arrow to its antecedent. Be sure the pronoun agrees in number and gender with the antecedent.

Jane and Carla went to the store. They left soon after I did.

1. Kim looked as though she had seen a ghost. _____ must have been very scared.
2. We ran into Tim at the mall. _____ was in a hurry.
3. I saw the car accident. _____ seemed to happen in slow motion.
4. Our tour guide showed us his favorite sights. _____ took us to many great places.
5. The potholes in the road made our trip a bumpy ride. _____ made the car shake.
6. Olivia gave the book to Steve. _____ gave _____ to _____ as a present.
7. The wrestlers are on a winning streak. Fans love to watch _____.
8. The mud was thick everywhere. _____ made football practice hazardous.
9. Sumi, Richard, and I reached the top quickly. _____ were out of breath.
10. We read Aesop's fable "The Lion and the Mouse." _____ was amusing.

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11. My little brother left when he saw the spiders. _____ is afraid of _____.
12. Antonio ran for class treasurer. _____ won easily.
13. We walked carefully to avoid the broken glass. Pieces of _____ were everywhere.
14. I looked everywhere for Sarah. _____ was nowhere to be found.
15. Frank and I rode our bikes after school. _____ were home before dark.
16. Jerod knocked over the paint cans. Then _____ picked _____ up.
17. We had lima beans for dinner. I didn't eat any because I don't like _____.
18. Ahmed mowed lawns last summer. _____ earned enough money to buy a bike.
19. Pat and Mariko walked to the movie. _____ were tired when they got home.
20. Dad spoke to James and me about the mess. He told _____ to clean it up.
21. The choir recital lasted more than three hours. _____ had two intermissions.
22. Kangaroos are interesting. _____ nourish their young in pouches.
23. Ben and Scott joined Benito and me for a set of tennis. _____ beat _____ by two games.
24. Melanie was injured in a bicycle accident. _____ broke her wrist.
25. Our campground was hidden behind many trees. _____ was difficult to find.
26. Alberto and I joined the science club. _____ go every Friday after school.
27. The noises outside bothered Jill. _____ made sleep difficult for _____.
28. Graham moved here from New Zealand. _____ and his family adjusted well.
29. Claire plays the piano and the trumpet. _____ plays _____ equally well.
30. Yvonne is interested in medicine. _____ wants to be a doctor someday.

Lesson 24**Using Pronouns Correctly**

Subject pronouns (*I, you, he, she, it, we, you, they*) are used in compound subjects.

She and Larry planned to sing a duet.

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

The owner of that jacket is **she**.

Object pronouns (*me, you, him, her, it, us, you, them*) are used in compound objects.

Mother told Carmen and **me** to wear our jackets.

An object pronoun should also be used as the object of a preposition.

Eric asked someone to ride with **him**.

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

He and (I, me) played checkers.

1. Inali lent his skateboard to (I, me).
2. Should Erica and (I, me) meet you and (her, she)?
3. Stacy and (her, she) are making the scenery for the play.
4. The teacher told Nancy and (I, me) to work together.
5. I used to baby-sit for Jane and (he, him).
6. Brad and (I, me) packed our suitcases for vacation.
7. I met Joel and (he, him) in the library.
8. Uncle Jack brought gifts for Katrina and (I, me).
9. The winner of the poetry contest was (her, she).
10. Daniel's pen pal sent a letter to (he, him).
11. Would you like a photograph of (her, she)?
12. We spoke to (he, him) after class.
13. After we became peer counselors, anyone with a problem came to (we, us).

- 14.** Jordan lent his bike helmets to Marty and (I, me).
- 15.** Chad and (I, me) were not invited to the party.
- 16.** Let's keep this just between you and (I, me).
- 17.** The little boy is named after (he, him).
- 18.** Phil and (me, I) tried to climb over the fence.
- 19.** My cuts felt better after my dad put bandages on (them, they).
- 20.** Math interests (us, we) more than science.

► **Exercise 2** Underline the pronoun in parentheses that best completes each sentence. In the blank, write **O** for object or **S** for subject to identify the correct form.

0

The magician performed for the sixth graders and (us, we).

1. Max and (he, him) shared a chocolate malt.
2. Mr. Baird showed Kari and (her, she) how to do the experiment.
3. The music was too loud for Erin and (I, me).
4. Meagan and (I, me) usually rode the bus.
5. The team complained that the opponents didn't shake hands with (they, them).
6. (Us, We) and Hiroko did a report on the Civil War.
7. My brother helped Joe and (I, me) with our homework.
8. Jessie was grateful for the help I gave (her, she).
9. I trust my brother Tim, and I often confide in (he, him).
10. The biggest roller coaster in the park was the favorite one for (us, we).
11. Both he and (I, me) are eligible for the prize.
12. The day was too rainy for (us, we) to go outside.
13. Dad told David and (I, me) that he would take us fishing Saturday.
14. (He, him) and Tom went to the swim meet together.
15. The computer class is easy for Andy and (her, she).
16. (Them, They) and Yoko roasted marshmallows over the fire.

Lesson 25**Pronouns: Possessive and Indefinite**

A **possessive pronoun** shows who or what has something. Possessive pronouns replace possessive nouns. They may come before a noun or may be used alone.

| | USED BEFORE NOUNS | USED ALONE |
|-----------|-------------------------|-----------------------------|
| Singular: | my, your, his, her, its | mine, yours, his, hers, its |
| Plural: | our, your, their | ours, yours, theirs |

Tara's teacher was Mrs. Rodriguez. **Her** teacher was Mrs. Rodriguez.
The book was Sara's. The book was **hers**.

► **Exercise 1** Underline each possessive pronoun.

- Tell them not to wear their hats inside.
1. Her diary was ruined when she dropped it in the mud.
 2. Chad wants a video game like hers.
 3. Are these our baseballs or theirs?
 4. My drawing won an award in the contest.
 5. The keys on the table are yours.
 6. Our favorite place to drive is in the country.
 7. The dog wagged its tail at dinnertime.
 8. Here is your hockey stick.
 9. My brother lost his wallet at the football game.
 10. Our goal was to help the children learn to ice skate.
 11. Your sweater looks just like mine.
 12. Because their match was in another city, the soccer players took a bus.
 13. The orthodontist put braces on my teeth.
 14. Did you bring your radio along?
 15. Miguel has been my friend since his family moved here three years ago.

An **indefinite pronoun** does not refer to a particular person, place, or thing. Some indefinite pronouns are singular, some are plural, and some can be either singular or plural. The indefinite pronouns *all*, *any*, *most*, *none*, and *some* can be singular or plural, depending on the sentence.

Is **anyone** coming to the party? A **few** of the boys are coming.

All of the sheet music is here. **All** are attending the show.

| | SINGULAR | | PLURAL |
|----------|------------|-----------|---------|
| another | everybody | no one | both |
| anybody | everyone | nothing | few |
| anyone | everything | one | many |
| anything | much | somebody | others |
| each | neither | someone | several |
| either | nobody | something | |

► **Exercise 2** Draw one line under the indefinite pronoun in each sentence. Draw two lines under the correct verb in parentheses.

All of the computers in the lab (are, is) working.

1. Some of the students (make, makes) no effort to pay attention.
2. Everyone (run, runs) when the coach blows her whistle.
3. Both (worry, worries) that the levy won't pass.
4. Most of the students (pass, passes) the tests easily.
5. Nothing (change, changes) their minds.
6. One (get, gets) goose bumps thinking about that scary movie.
7. Someone (turn, turns) off the television at bedtime.
8. All of the archaeologist's discoveries (are, is) fascinating.
9. Many (know, knows) about the ride of Paul Revere.
10. Each of the picture frames (were, was) cracked.
11. Both of the girls (talk, talks) about careers in pharmacy.
12. If others (were, was) as helpful as Pedro, there would be no problem.
13. Everybody (agree, agrees) that Margo did the right thing.
14. No one (are, is) as dedicated as Sandra.
15. Several of the teachers (are, is) planning a field trip.

Lesson 26**Pronouns: Reflexive and Intensive**

A **reflexive pronoun** refers to a noun or another pronoun and indicates that the same person or thing is involved. A reflexive pronoun is formed by adding *-self* or *-selves* to certain personal and possessive pronouns.

REFLEXIVE PRONOUNS

Singular: myself yourself himself herself itself
 Plural: ourselves yourselves themselves

George bought **himself** a birthday present.

An **intensive pronoun** adds emphasis to a noun or pronoun that has already been named.

You **yourself** can understand how I feel.

► **Exercise 1** Underline the reflexive or intensive pronoun in each sentence. Draw an arrow to the noun or pronoun it refers to.

Deep-sea divers dive to observe sea life, which itself can be fascinating.

1. Deep-sea divers must take measures to protect themselves under water.
2. Divers wear wet suits to protect themselves from the cold of the deep water.
3. If you were a diver, you would buy yourself a JIM suit or a helmet.
4. The JIM suit itself contains a breathing apparatus to help divers breathe.
5. This type of suit allows divers to lower themselves to a depth of 2,000 feet.
6. Helmets are needed for extra weight when divers themselves do not need to move around much.
7. If swimming in strong ocean currents, you would need weight to keep yourself down.
8. You would also need help to keep yourself breathing.
9. Divers use external air supplies to enable themselves to breathe under water.

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10. A diver must supply himself or herself with a mixture of oxygen and different gases.
11. Divers must also protect themselves against decompression sickness, or “the bends.”
12. This illness manifests itself with joint pain, and it can be fatal.
13. The bends occurs when divers raise themselves to the top too quickly.
14. Divers must time themselves to be sure they rise at the right speed.

► **Exercise 2** Fill in the blank with the correct intensive or reflexive pronoun.

One book that Rachel Carson herself wrote was called *Silent Spring*.

1. One person who made _____ a career based on the sea was Rachel Carson.
2. Carson didn’t see the ocean for _____ until after college.
3. However, the sea _____ fascinated Carson at a young age.
4. She earned a degree for _____ in marine zoology from Johns Hopkins University in 1932.
5. In that era, there were few jobs for scientists _____ and even fewer for women scientists.
6. Carson found work for _____ as a writer for a radio show about the sea.
7. Later she became an aquatic biologist with the U.S. Bureau of Fisheries, no small feat in _____.
8. A conflict between science and writing resolved _____ when she realized she could do both.
9. Her first book, *Under the Sea-Wind*, described struggles sea creatures find _____ facing.
10. In 1949 Carson _____ was finally able to visit the deep.
11. Carson put on a diver’s helmet and explored the reefs of the Florida Keys for _____.
12. Her later life was marked with conservation efforts that we _____ can learn from.

Lesson 27**Pronouns: Interrogative**

An **interrogative pronoun** is used to introduce an interrogative sentence.

Who and *whom* refer to people. *Which* and *what* refer to things.

Whose shows possession.

Who will bring Andreas to the dance? To **whom** should the check be made payable?

Which of the poems is your favorite? **What** is the best way to study for the test?
Whose is that?

(Do not confuse *whose* with *who's*, the contraction for *who is*.)

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

(Which, What) of these medicines is the best remedy for a cold?

1. (Who, Whom) is the girl in the blue dress?
2. (Whose, Who's) is this?
3. (What, Which) is the name of the team in red?
4. (Who, Whom) likes to play pinball at the arcade?
5. For (who, whom) does Sheila make those cookies?
6. (Which, Who) is the story about the future of the planet?
7. With (who, whom) does your brother work?
8. To (who, whom) does Marcus send letters?
9. (What, Which) of the names did you choose for the puppy?
10. (What, Which) does your mom like to play on the guitar?
11. (Who, Whom) has completed the assignment?
12. (Which, What) of the cars is in the driveway?
13. (Who's, Whom) can you see on the stage?
14. (Who, Whom) is the highest ranking official in the United States?
15. To (who, whom) did Jay lend his video game?

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16. (Which, What) are you doing after school today?**17.** (What, Who) is the answer to his question?**18.** (Who, Whom) do you trust?**19.** (Which, What) of the recipes did your mom use?**20.** (What, Which) did you think of his speech?**► Exercise 2** Fill in the blank with the correct interrogative pronoun.**Who** is your favorite musical performer?**1.** _____ should we do about the broken vase?**2.** To _____ were you talking when I saw you in the hall?**3.** _____ of those instruments is yours?**4.** _____ is playing football after school?**5.** _____ can I help you do?**6.** _____ do you call when you need advice?**7.** _____ are his chances of winning the race?**8.** _____ of those snakes is poisonous?**9.** _____ is the language that the people of Borneo speak?**10.** _____ of your new shirts will you wear to the recital?**11.** _____ wrote the novel *Little Women*?**12.** _____ did you decide to do for the science project?**13.** _____ is going to make the brownies for the bake sale?**14.** _____ does an archaeologist do?**15.** To _____ did you deliver the messages?**16.** _____ of the computers did you use in the lab?**17.** _____ remembered to pick up the pizza?**18.** _____ did Winona photograph for the school paper?**19.** _____ is the most difficult subject for you?**20.** From _____ did you get that bracelet?



Unit 4 Review

► **Exercise 1** Underline the pronoun in each sentence. Write *poss.* (possessive), *per.* (personal), *ref.* (reflexive), *int.* (intensive), *ind.* (indefinite), or *inter.* (interrogative) to indicate the type of pronoun.

inter.

Whom did Cristina ask to the dance?

- _____ 1. She and Jason finished the race at the same time.
- _____ 2. Jerry was proud of himself for achieving the goal.
- _____ 3. To whom is the letter addressed?
- _____ 4. Ellen fastened her seat belt before Gordon left.
- _____ 5. Anyone interested in the stars can be in the Astronomy Club.
- _____ 6. The speech was interesting to Ahmed and me.
- _____ 7. The members of the rescue team did not consider themselves heroes after finding the lost girl.
- _____ 8. Which is the song Beth chose to sing?
- _____ 9. Only Congress itself can declare war.
- _____ 10. The doctor told Aunt Carol to take better care of herself.
- _____ 11. Each of the students has done a report on the book.
- _____ 12. Jeanette often does errands for her grandmother.
- _____ 13. Whose is that CD?
- _____ 14. Wendy and I played in the soccer tournament.
- _____ 15. Most of the students rode in the parade.
- _____ 16. Who found the stray dog?
- _____ 17. Everyone knows the story “Little Red Riding Hood.”
- _____ 18. The argument was between Kevin and him.
- _____ 19. Your part in the play is a large role.
- _____ 20. Akia bought himself the book to celebrate.

Cumulative Review: Units 1–4

► **Exercise 1** Draw a vertical line between the subject and predicate in each sentence. In the blank, write whether the verb is in the present, past, future, present perfect, or past perfect.

present perfect

William|has written many letters to me.

- _____ 1. Kim will go to the bus stop in a few minutes.
- _____ 2. The dogs barked loudly at the stranger.
- _____ 3. The young girl in the front booth ate cole slaw and two hamburgers.
- _____ 4. I have seen that movie several times.
- _____ 5. Ray presents the awards at the banquet.
- _____ 6. I had waited for Ty for two hours.
- _____ 7. Zach will join the Debate Club when he is old enough.
- _____ 8. The pencils and notebooks are in my backpack.
- _____ 9. Fred and Joan had been good friends in fifth grade.
- _____ 10. They have gone away for the weekend.

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

(Saturdays, Saturday's) game was his best ever.

1. (Keats, Keats's) poetry inspired him.
2. The army is engaged in the (nations, nation's) battle.
3. The (childrens, children's) favorite sport was soccer.
4. The portrait looked nothing like Dan and (he, him).
5. I made dinner for Jake and (them, they).
6. The (choirs, choir's) performance got a standing ovation.
7. (Who's, Whose) going to play this video game?
8. (Us, We) and Aunt Lydia will stay for the entire show.

Unit 5: Adjectives and Adverbs

Lesson 28

Adjectives

An **adjective** is a word that provides information about the size, shape, color, texture, feeling, sound, smell, number, or condition of a noun or a pronoun. Most adjectives come before the words they modify.

Bright sunlight bathed the **sandy** beach.

A **predicate adjective** always follows a linking verb. It modifies the subject of the sentence.

Movies are **popular** throughout Europe and America.

The present participle and past participle forms of verbs are often used as adjectives and predicate adjectives. A **present participle** is formed by adding *-ing* to a verb. A **past participle** is usually formed by adding *-ed* to a verb.

The sound of a thunderstorm is **frightening**. (present participle)

The **varied** shapes of pasta do not alter its taste. (past participle)

► **Exercise 1** Underline each adjective.

The beautiful city of St. Petersburg was founded in 1703.

1. St. Petersburg is famous for its architecture.
2. Architects were brought from the West to design elegant palaces.
3. Peter the Great wanted a magnificent city.
4. Impressive St. Petersburg has lush parks and lovely streets.
5. Several leaders after Peter added more features to the city.
6. Elizabeth, the daughter of Peter, built two palaces.
7. Catherine, wife of Peter III, obtained many outstanding pieces of art for the palaces.
8. After the death of Vladimir Lenin in 1924, this fascinating city was renamed Leningrad, but in 1991 the name was changed back to St. Petersburg.
9. Today, it still contains two major museums.

10. Ornate details of the original city grace every corner.
11. Gilded statues decorate the bridges and spacious squares.
12. In the center of square stands a bronze statue of Peter the Great.
13. Now a museum, St. Isaac's Cathedral has one of the largest domes in the world.
14. The dome is covered with a hundred kilograms of pure gold.
15. It is one of the many sights that make St. Petersburg a glorious city.

► **Exercise 2** Write **PA** above each predicate adjective and **part.** above each participle.

part.

The first Russian ballet school was opened in thriving St. Petersburg in 1738.

1. Nearly 150 years later, a talented ballet dancer appeared in the same city.
2. Anna Pavlova's family was poor.
3. Nevertheless, she joined into the famed Imperial School of Ballet in St. Petersburg.
4. Anna's teachers were famous themselves.
5. In 1899 Anna Pavlova became a respected member of the Imperial Ballet.
6. She seemed eager to improve in her art.
7. She was successful in the lead role in *Giselle*.
8. After several years Pavlova received the desired title of prima ballerina.
9. Her dancing style was classical.
10. While others tried new approaches, she remained faithful to the traditional methods.
11. Pavlova achieved great success in several celebrated tours.
12. Her controlled yet artful movements won her many fans.
13. Her performances were magical to those who had never seen ballet before.
14. A few of Pavlova's breathtaking performances are still available.
15. You can see them in the enchanting film *The Immortal Swan*.

Lesson 29**Articles and Proper Adjectives**

The words *a*, *an*, and *the* make up a special group of adjectives called **articles**. *A* and *an* are called **indefinite articles** because they refer to one of a general group of people, places, things, or ideas. *A* is used before words beginning with a consonant sound. *An* is used before words beginning with a vowel sound.

a fountain a carnival a union an orchard an envelope

The is called a **definite article** because it identifies specific people, places, things, or ideas.

The pot of gold was discovered at the end of the rainbow.

Proper adjectives are formed from proper nouns. A proper adjective always begins with a capital letter.

Maria practiced **Irish** step dancing on Mondays and **Italian** cooking on Thursdays.

Some proper adjectives are the same as the related proper nouns. Most proper adjectives are formed from proper nouns by adding an ending such as *-an* (German, Moroccan, American, African), *-ian* (Belgian, Indian, Egyptian, Russian), *-ese* (Japanese, Portuguese, Sudanese, Chinese), or *-ish* (Scottish, British, Swedish, English). Some are irregular and should be checked in a dictionary.

► **Exercise 1** Write the correct indefinite article for each word or group of words.

a pair of gloves

- | | |
|-----------------------------------|-----------------------------|
| _____ 1. Native American folktale | _____ 11. signature |
| _____ 2. organ | _____ 12. newspaper |
| _____ 3. wind tunnel | _____ 13. umbrella |
| _____ 4. suitcase | _____ 14. factory |
| _____ 5. ostrich | _____ 15. icicle |
| _____ 6. electric car | _____ 16. railroad |
| _____ 7. surfboard | _____ 17. duchess |
| _____ 8. butterfly | _____ 18. airport |
| _____ 9. encyclopedia | _____ 19. university |
| _____ 10. schedule | _____ 20. African spiritual |

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► **Exercise 2** Rewrite the phrase, changing the italicized words to a proper adjective.
Consult a dictionary if necessary.

the economist *from Germany* **the German economist**

1. a rock group *from Britain* _____
2. the painting *from America* _____
3. a program *from Sweden* _____
4. a novel *from England* _____
5. a radio *from Japan* _____
6. the language *from Portugal* _____
7. the song *from Ireland* _____
8. ivory statue *from Egypt* _____
9. the leather *from Morocco* _____
10. the coat *from Russia* _____
11. dance *from South America* _____
12. a gourd whistle *from the Sudan* _____
13. the flower *from China* _____
14. the wood *from Africa* _____
15. the inventor *from Belgium* _____
16. the fabric *from India* _____
17. the dessert *from Greece* _____
18. the horn *from East Africa* _____
19. the skater *from Norway* _____
20. the suit *from Italy* _____

► **Writing Link** Write three sentences about your favorite kind of food. Underline each article. Use at least one proper adjective.

Lesson 30**Comparative and Superlative Adjectives**

Adjectives can compare two or more nouns or pronouns. The **comparative form** of an adjective compares two things or people. The **superlative form** of an adjective compares more than two things or people. For most one-syllable and some two-syllable adjectives, -er and -est are added to form the comparative and superlative.

The blue car is **larger** than the red one. (comparative)

The green truck is the **largest** vehicle in the parking lot. (superlative)

Some adjectives form irregular comparatives and superlatives.

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

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

Mount Everest is the world's highest mountain peak. (high)

1. The parrots were _____ this morning than yesterday. (loud)
2. That is the _____ monkey I've ever seen. (small)
3. The tree in my front yard is the _____ in the neighborhood. (tall)
4. The new well has to be _____ than the old one. (deep)
5. The _____ bell of that kind is in New York City. (large)
6. I think my packages are _____ than yours. (heavy)
7. Twyla is taking lessons so that she can be an even _____ actress. (good)
8. That is the _____ book in the library. (strange)
9. Don't open the door any _____. (wide)
10. This ceiling is the _____ in the entire building. (low)
11. My brother grew six inches last year so now he looks even _____. (thin)
12. We'll just have to get a much _____ ladder. (long)

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13. Jillian is the _____ writer in the class. (good)
14. The _____ person in our family is Great-Aunt Tillie. (old)
15. Mrs. Bourke said this puzzle is _____ than the last one. (easy)
16. Look for the _____ fruit you can find. (fresh)
17. The team's record is _____ this year than last. (bad)
18. Krista's ring cost _____ than Carol's bracelet. (little)
19. Julia is three years _____ than I am. (young)
20. Try to sand this wood so it is a little bit _____. (smooth)
21. Haven't we had the _____ weather recently? (odd)
22. Your card expresses _____ sympathy than the others. (much)
23. I've grown much _____ in the last few years. (wise)
24. Last week I had the _____ fun ever. (much)
25. Get the _____ water you can. (cold)
26. Next time we will buy _____ supplies. (few)
27. This basement is _____ than I'd like it to be. (damp)
28. I have many baseball cards, but Jake has _____. (many)
29. Have you seen Amanda's _____ haircut of all? (new)
30. Make the lights _____ than this, please. (dim)
31. Don't you think it is _____ this summer than last? (hot)
32. Rámon has the _____ eyes I've ever seen. (brown)
33. Bring me the _____ pencil you have. (sharp)
34. Tonight will be even _____ than last night. (foggy)
35. The very _____ people accomplish the most. (busy)
36. Leonard was _____ than ever after he read the letter. (angry)
37. Ellie's new dress is the _____ blue I've ever seen. (pale)
38. The sidewalk is _____ than when you arrived. (icy)
39. Jim has the _____ sense of humor of anyone I know. (keen)
40. That was the _____ dream I've ever had. (bad)

Lesson 31**More Comparative and Superlative Adjectives**

The comparative and superlative forms of most one-syllable and some two-syllable adjectives are formed by adding *-er* and *-est* to the adjective. However, for most adjectives with two or more syllables the comparative and superlative are formed by adding *more* and *most* before the adjective.

Tennis is **more popular** at my school than field hockey. (comparative)

Computer games are the **most popular** form of entertainment. (superlative)

An adjective of three or more syllables uses *less* and *least* to form the negative comparative and superlative.

Do you have any styles that are **less traditional?** (negative comparative)

Eileen is the **least traditional** member of the family. (negative superlative)

Do not use *more*, *most*, *less*, or *least* before adjectives that already end with *-er* or *-est*. This is called a double comparison and is incorrect.

The **smaller** instruments have **higher** pitches. (not *more smaller* or *more higher*)

► **Exercise 1** Write the indicated form of each adjective.

beautiful *comparative* more beautiful

1. *likable* *comparative* _____
2. *careful* *superlative* _____
3. *numerous* *superlative* _____
4. *familiar* *negative comparative* _____
5. *wonderful* *comparative* _____
6. *modern* *superlative* _____
7. *dramatic* *negative superlative* _____
8. *surprised* *comparative* _____
9. *profitable* *negative superlative* _____
10. *efficient* *superlative* _____
11. *reluctant* *negative comparative* _____
12. *helpful* *comparative* _____

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13. gracious *comparative* _____
14. elaborate *superlative* _____
15. difficult *negative superlative* _____

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

Zookeeping sounds like the most enjoyable job a person could have.
(enjoyable)

1. I want to be the _____ zookeeper at the city zoo. (dedicated)
2. What could be _____ than taking care of animals? (rewarding)
3. Of course, I will need _____ experience with animals than I have had in the past. (reliable)
4. So far, my _____ accomplishment has been to hold my dog Pepper long enough to give him a bath. (impressive)
5. I can gain _____ experience than I get with Pepper by caring for my neighbors' pets. (useful)
6. When I am older, I hope to become the _____ assistant Pepper's veterinarian has ever had. (hard-working)
7. Then I will go to college and become even _____. (knowledgeable)
8. Aunt Sara is the _____ zookeeper I know. (respected)
9. She says some animals are _____ than others. (cooperative)
10. Some are _____ than others, too. (playful)
11. Her pets at home seem _____ than the zoo animals. (friendly)
12. They appear to be _____ with humans than zoo animals ever can be. (comfortable)
13. My aunt thinks I am _____ with animals than most students my age. (skilled)
14. She is giving only the _____ students a tour of the zoo. (promising)
15. I don't know which of us is _____ than the other. (excited)

Lesson 32

Demonstratives

The words *this*, *that*, *these*, and *those* are called **demonstratives**. They demonstrate, or point out, people, places, or things. *This* and *these* point out people or things close by, and *that* and *those* point out people or things at a distance. *This* and *that* are singular; *these* and *those* are plural.

When *this*, *that*, *these*, and *those* describe nouns, they are **demonstrative adjectives**. Demonstrative adjectives point out something and describe nouns by answering the questions *which one?* or *which ones?* When *this*, *that*, *these*, and *those* point out something and take the place of nouns, they are **demonstrative pronouns**.

DEMONSTRATIVE ADJECTIVES

That piano is too heavy to move.
Consider buying **this** bicycle.
Those mountains are enormous.
Who can play **these** games?

DEMONSTRATIVE PRONOUNS

That is a beautiful piano.
This is the world's best bicycle.
Those are the Alps.
Who can play **these**?

The words *here* and *there* should not be used with demonstrative adjectives. The words *this*, *these*, *that*, and *those* already point out the locations *here* and *there*. The object pronoun *them* should not be used in place of the demonstrative adjective *those*.

This ancient rattle is called a sistrum. (not *This here ancient rattle*)
Those finger cymbals are the smallest cymbals. (not *Them finger cymbals*)

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

(This, These) packages need to be delivered today.

1. (Them, Those) shells from Fiji certainly make an interesting collection.
2. Tools like the ones in (this, these) exhibit have been used by people for thousands of years.
3. (Those, These) coins in my hand are Spanish money.
4. (These, These here) speakers provide a clearer sound than the others.
5. (This, That) dessert Akili has in the back of the room is baklava.
6. (Them, Those) seeds will produce lettuce and carrots.
7. Statues like (this here, this) one are made from brass or bronze.

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8. (That, This) large gong at the back of the stage makes a deep, rich sound.
9. Flowers like (that, that there) grow in tropical climates.
10. Celebrations like the one in (this, that) picture I am framing are held in Indonesia.
11. (Those, Those there) are bamboo sticks used to make baskets.
12. (That, Those) discovery Ben Franklin made was electricity.
13. (This, These) stores sell sporting goods.
14. (That, Those) instruments will be used in the science experiment.
15. (That, That there) tape contains my favorite music.

► **Exercise 2** Write *adj.* in the blank if the demonstrative is an adjective and *pro.* if the demonstrative is a pronoun.

- pro. These belong to the girl who lives next door.
- _____ 1. This appears to be the best seat available.
- _____ 2. Please send me those in the mail.
- _____ 3. Does anyone know how to bake this cake?
- _____ 4. You can check that book out of the library tomorrow.
- _____ 5. That singer is quite talented.
- _____ 6. Those do not heat as well as some.
- _____ 7. Take these to the room down the hall.
- _____ 8. This aisle contains what Susan wants.
- _____ 9. These tickets are for the concert Tuesday night.
- _____ 10. Dave hopes that will help us.
- _____ 11. George and Ivan painted those posters for the athletic banquet.
- _____ 12. This will surely amuse Hannah's guest.
- _____ 13. Those tangerines taste delicious after a spicy meal.
- _____ 14. Give these to the gentleman in the gray suit.
- _____ 15. That ship has been docked for three days now.

Lesson 33

Adverbs

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

Jennifer smiled **broadly** at the audience. (modifies verb)

The first-place medal went to a **very** worthy contestant. (modifies adjective)

The conversation ended **rather** abruptly. (modifies adverb)

When modifying a verb, an adverb may describe *how*, *when*, or *where* the action is done.

Erin approached Mrs. Binder **cautiously**. (describes *how*)

Try to get to school **early**. (describes *when*)

Ron and I have looked **there**. (describes *where*)

Many adverbs are formed by adding *-ly* to adjectives. However, not all words that end in *-ly* are adverbs. The words *friendly*, *lively*, *kindly*, and *lonely* are usually adjectives. Similarly, not all adverbs end in *-ly*. The following words are all adverbs that do not end in *-ly*: *afterward*, *sometimes*, *later*, *often*, *soon*, *here*, *there*, *everywhere*, *not*, *fast*, *hard*, *long*, and *straight*.

► Exercise 1 Underline each adverb.

I went to bed too late last night so now I'm tired.

1. Pedro enthusiastically supported Zach's bid for student council president.
2. Spend your money wisely.
3. Marissa waited quietly for the play to begin.
4. Lightly underline the words you want to emphasize.
5. Now I want everyone to turn to page 36.
6. After surgery Lu Chan stretched his muscles slowly and painfully.
7. Ada whispered softly so she would not disturb the other people.
8. Will you sit close to me?
9. I am terribly confused about the schedule.
10. This project is finally and completely finished.

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11. The sun shone brightly through the thin haze.
12. Look around and see what is different.
13. Sarah was extremely disappointed when she realized she could not go.
14. My horse Buttercup trotted gingerly along the bridle path.
15. It often seems like hard work, but I guess it's worth it.

► **Exercise 2** Draw an arrow from each adverb to the word it modifies.

Do you think we will be received graciously?

1. Mac looked everywhere for his jacket but could not find it.
2. Tom threw the ball fast and hard.
3. Soon it will be time to go to sleep.
4. Dorothy asked her questions firmly but politely.
5. Mimi was extremely exhausted after the mile run on a hot day.
6. The goalie defended forcefully but gracefully.
7. Matt's parents briefly spoke to his teacher.
8. Though the path was marked for beginning backpackers, it seemed rather steep to us.
9. Rosemarie is very conscientious about everything she does.
10. Who is on the phone now?
11. Stacey was somewhat hesitant at first, but now she is enthusiastic.
12. The president's press conference seemed unusually short.
13. What did you do next?
14. The volunteer coordinator at the library greeted us cheerfully.
15. Please carry the tray carefully.

Lesson 34

Intensifiers

When modifying a verb, an adverb may give information about *when*, *where*, or *how* the action of a sentence takes place. When describing an adjective or another adverb, an adverb often emphasizes or intensifies the word it modifies. An adverb that emphasizes or intensifies an adjective or adverb is called an **intensifier**.

This information is **rather** new so it won't be in the encyclopedia.
Jeff finished **just** slightly behind Audrey in the two-mile race.

Common intensifiers used to describe adjectives and other adverbs include *almost*, *extremely*, *just*, *nearly*, *practically*, *quite*, *rather*, *really*, *so*, *somewhat*, *such*, *too*, and *very*.

► Exercise 1 Draw an arrow from each intensifier to the word it modifies.

Barry and Pat were **extremely** anxious to get the results.

1. I am **somewhat** unclear about the details.
2. Jorge's score on that test was **nearly** perfect.
3. Although I was **quite** nervous, I appeared calm and collected.
4. The dinner was **really** delicious.
5. Chico **almost** always comes to school with Mr. Fernandez.
6. Mrs. Phillips is a **very** dedicated teacher.
7. That serving is **just** enough for me.
8. Grandma was **rather** annoyed with Jason.
9. This crossword puzzle seems **too** easy.
10. These flowers are **so** beautiful.
11. Anita is an **extremely** sound sleeper.

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12. Both my parents have to work quite late tonight so I have to watch Tommy.
13. This model airplane takes too much time to put together.
14. I am so proud of you!
15. Those watches are practically indestructible.
16. These directions are very confusing.
17. I think this sweatshirt is too large so I would like to exchange it.
18. My mom is rather tense about her speech, though she has practiced it several times.
19. Can you hear me over such loud noise?
20. Andy grew nearly four inches over the summer.

► **Exercise 2** Underline the word that the italicized intensifier modifies. In the blank, identify the underlined word as an *adj.* (adjective) or *adv.* (adverb).

- adv. I would prefer to proceed *rather* slowly.
- _____ 1. Manuel is an *extremely* careful worker.
- _____ 2. Katherine's room is always *somewhat* messy.
- _____ 3. Grandpa is *such* a good swimmer.
- _____ 4. Perhaps you are being *just* too cautious.
- _____ 5. Guitar music can be *very* soothing.
- _____ 6. Waverly is a *quite* accomplished chess player.
- _____ 7. The disease spread *very* rapidly throughout the school.
- _____ 8. The reunion took place *rather* recently.
- _____ 9. Mrs. Leal *quite* proudly introduced her family.
- _____ 10. Denise *practically* always finishes her homework before dinner.
- _____ 11. That's *just* enough salt; do not add any more.
- _____ 12. Pam got a *really* different haircut last week.
- _____ 13. Nick and Steve both play tennis *rather* effortlessly.
- _____ 14. Hula hoops were *enormously* popular in the 1950s.

Lesson 35**Adverbs: Comparative and Superlative**

The **comparative form** of an adverb compares two actions. The **superlative form** of an adverb compares more than two actions. Short adverbs use *-er* as the comparative ending and *-est* as the superlative ending. Long adverbs require the use of *more* or *most*.

The bus is running **later** than usual this morning.

This is the **latest** I have ever arrived at school.

I will try to wait **more patiently**, but it won't be easy.

Abram attends the club meetings **most frequently**.

Some adverbs form comparatives and superlatives in an irregular manner.

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

The words *less* and *least* are used before both short and long adverbs to form the negative comparative and superlative.

Which one is used **less frequently**?

The back room is in use the **least often**.

Do not use *more*, *most*, *less*, or *least* before adverbs that already end in *-er* or *-est*.

► **Exercise 1** Rewrite the sentence or phrase using the indicated form of the italicized adverb.

- | | | |
|---|--|--|
| Work <i>swiftly</i> . 1. Approach <i>slowly</i> . 2. Get <i>well</i> . 3. <i>far</i> from my mind 4. <i>finely</i> carved 5. Come <i>quickly</i> . 6. <i>favorably</i> received 7. ran <i>fast</i> | comparative comparative comparative superlative superlative comparative comparative superlative | Work more swiftly. <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
|---|--|--|

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- | | | |
|-----------------------------------|------------------|-------|
| 8. <i>far away</i> | comparative | _____ |
| 9. <i>came soon</i> | comparative | _____ |
| 10. <i>went smoothly</i> | superlative | _____ |
| 11. <i>worked industriously</i> | neg. comparative | _____ |
| 12. <i>reacted affectionately</i> | neg. superlative | _____ |
| 13. <i>answered intelligently</i> | neg. superlative | _____ |
| 14. <i>settled comfortably</i> | neg. comparative | _____ |
| 15. <i>listened calmly</i> | comparative | _____ |

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

Of the three students, Sondra always arrives _____. (late)

1. Jacob traveled _____ than Rachel to attend the reunion. (far)
2. Pasqual reacted _____ than Scott. (eagerly)
3. Samantha accepted the criticism _____ than Jack. (graciously)
4. Our principal reacted _____ of all. (favorably)
5. Which of the employees progressed _____ towards her goal? (far)
6. Jenny performed _____ today than yesterday. (well)
7. Of Miami, Orlando, and Tallahassee, Miami is the _____ south. (far)
8. Mr. Aravjo follows the stock market _____ than my dad does. (closely)
9. Jonathan finished his homework _____ than usual yesterday. (early)
10. Which of these four low-priced cars performed _____ in the tests? (badly)

► **Writing Link** Write a paragraph comparing two sports. Use comparative adverbs.

Lesson 36**Using Adverbs and Adjectives**

Adverbs and adjectives are often confused, especially when they are used after verbs. Use a **predicate adjective** after a linking verb (such as *be*, *seem*, *appear*, or *become*) to describe the subject of the sentence. Use an **adverb** to describe an action verb.

The winner seemed **breathless** as she crossed the finish line. (predicate adjective)
She collapsed **breathlessly** when the race was over. (adverb)

Good, *bad*, *well*, and *badly* are often used incorrectly. *Good* and *bad* are adjectives; use them after linking verbs. *Well* and *badly* are adverbs; use them to describe action verbs. *Well* may also be used as an adjective when describing someone's health.

Sean and Lila should be **good** after so much practice. (predicate adjective)
The weather was **bad** when we left. (predicate adjective)
Katie sang **well** today even though she has a cold. (adverb)
The number of absentees **badly** affected the band's performance. (adverb)

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

Philo Taylor Farnsworth was an (unusual, unusually) high school student.

1. He worked (careful, carefully) on an idea for a new invention.
2. He thought pictures could be sent (easy, easily) through the air like sound.
3. Philo was (eager, eagerly) to learn more so he attended the University of Utah.
4. However, after his father died, he dropped out of school and searched (quick, quickly) for a job.
5. One of his interviewers, George Everson, seemed (great, greatly) impressed with his invention.
6. Everson and a partner were (possible, possibly) able to help.
7. In fact, they were (happy, happily) to provide the money for Philo to develop a working model of his system.
8. This system, known as television, was developed (slow, slowly) in a rented house in Los Angeles.

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9. Neighbors were (suspicious, suspiciously) and called the police.
10. The police toured the house but remained (complete, completely) confused about what Philo was trying to make.
11. A new investor, W.W. Crocker, insisted (sudden, suddenly) that Philo move his laboratory to San Francisco.
12. (Simple, Simply) pictures painted on a piece of glass were the first images to appear on television.
13. Philo's efforts to improve his invention went (bad, badly), but he persisted.
14. In 1930 Philo's invention was (good, well) enough to receive patents.
15. Then Philo was (glad, gladly) to share his ideas with the companies that were interested in it.

► **Exercise 2** Write **adv.** (adverb) or **PA** (predicate adjective) in the blank to identify the word in **italics**.

- PA** Many television programs are *entertaining*.
1. From the early days of television, entertainment was *frequently* found on the small screen.
 2. Singers, actors, and comedians performed *well* on the new medium.
 3. Programs varied *slightly* in length, with many as short as fifteen minutes.
 4. Famous radio personalities were *soon* familiar faces on television.
 5. New stars were born *swiftly* as well.
 6. Before long, evenings in front of the television became *common*.
 7. Everyone was *fascinated* by the live images broadcast into each home.
 8. News could *immediately* show important world events.
 9. Sports fans seemed *pleased* that they could watch many games in their living rooms.
 10. As the years went by, more and more uses were *certainly* discovered for television.

Lesson 37**Avoiding Double Negatives**

Negative words express the idea of “no.” The negative word *not* often appears in shortened form as part of a contraction.

is + not = isn’t

can + not = can’t

will + not = won’t

Other words besides *not* may be used to express the negative. Each negative word has several opposites. These are **affirmative words**, or words that show the idea of “yes.”

NEGATIVE

never
nobody
none
no one
nothing
nowhere
scarcely, hardly

AFFIRMATIVE

ever, always
anybody, somebody
one, all
everyone, someone
something, anything
somewhere, anywhere
some, any

Two negative words used together in the same sentence create an error called a **double negative**. Avoid using double negatives. Only one negative word is necessary to convey a negative meaning. Correct a sentence that has a double negative by removing one of the negative words or by replacing one of the negative words with an affirmative word.

► **Exercise 1** Underline the word or words in parentheses that best complete each sentence.

Doesn’t (nobody, anybody) understand the question?

1. They didn’t do (anything, nothing) to solve the problem.
2. No one (ever, never) succeeds all the time.
3. Don’t use (no, any) sugar in that recipe.
4. Sometimes it seems I can’t (never, ever) win, but then I do.
5. No one (can, can’t) play basketball in this weather.
6. The car didn’t go (anywhere, nowhere); it just went in circles.
7. She looked inside the box, but there (was, wasn’t) anything in it.
8. He hardly (ever, never) makes a mistake.

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9. They hoped for some help, but they didn't get (none, any).
10. Nobody did (nothing, anything) wrong, but they still got into trouble.
11. No one (wouldn't, would) forget to study for the test.
12. They had brought (nothing, anything) with them.
13. Nobody (can, can't) swim better than Melissa.
14. The homework is lost; I can't find it (anywhere, nowhere).
15. No one (should, shouldn't) break traffic laws.
16. (Anybody, Nobody) in the back of the stadium could scarcely see the game.
17. Nothing bad (ever, never) happens to me.
18. You won't (never, ever) succeed in school unless you study.
19. We (shouldn't, should) ever turn in arithmetic work without checking it.
20. Lek tried to find an easy way to learn math, but he couldn't find (none, any).

► **Exercise 2** Write in the blank the contraction for the word in italics.

hadn'tIsra *had not* ever seen snow until today.

1. We can start now because Jacob *is not* coming today.
2. *Were not* Jane and Abay scheduled to perform?
3. You *will not* believe what just happened to me!
4. I *do not* think I have met you before.
5. Tony *did not* get to the bus stop on time this morning.
6. Mom just *would not* change her mind.
7. Brad *was not* planning on joining the choir, but he changed his mind.
8. Alison and Karen still *cannot* agree on a topic.
9. You *should not* tell secrets when other people are around.
10. Jamie wanted to play softball, but she *could not*.



Unit 5 Review

► **Exercise 1** Draw an arrow from the word in italics to the word it modifies. Write **adj.** in the blank if the word in italics is an adjective and **adv.** if it is an adverb.

adj.

Ivan's accomplishment is the *best* news I have heard this week.

- _____ 1. After missing the rebound the first time, Marion jumped *again*.
- _____ 2. All *the* trees in the orchard were filled with ripe fruit.
- _____ 3. We could tell from the beginning that the play was about something *very* silly.
- _____ 4. Chris and Ahmed are taking their boat out on a *fairly* large river.
- _____ 5. The politician *somewhat* reluctantly answered the reporter's question.
- _____ 6. Betsy Ross designed the first *American* flag in 1776.
- _____ 7. Uncle Giovanni has a unique walk and a great *bellowing* voice.
- _____ 8. The story I am about to tell you is absolutely *true*.
- _____ 9. The diplomat handled the *delicate* situation quite well.
- _____ 10. The Toshio family *rarely* play tennis for more than three hours at a time.
- _____ 11. *Those* members gave away the location of our secret clubhouse.
- _____ 12. Everything seems to come *fully* alive in the spring.
- _____ 13. Holly brought an *overdue* book back to the library.
- _____ 14. Please take *this* film to the shop on the corner.
- _____ 15. The soccer team worked *swiftly* to score another goal.
- _____ 16. Lila was fascinated by the *stone* statue in the center of the courtyard.
- _____ 17. *These* muffins are the best I have ever tasted.
- _____ 18. The advertisement states that other games are *available*.

Cumulative Review: Units 1–5

► **Exercise 1** Write the part of speech above each word in italics: **N** (noun), **V** (verb), **pro.** (pronoun), **adj.** (adjective), or **adv.** (adverb).

N **adj.**

Ben gave a *short* speech after dinner.

1. *The* Watsons *are going* fishing in Montana.
2. *She* will plan the meeting with the committee *members*.
3. Chef Ramirez *often* makes *us* delicious meals.
4. The *pretty* quilt had a design of *red* and blue rings.
5. A porch swing *gently* *moved* back and forth in the breeze.
6. A *bright* moon glowed against the midnight *sky*.
7. We will meet *them* near the *sparkling* fountain.
8. *That* began a friendship which continues to *this* day.
9. Miranda *is hosting* a birthday *party* Friday night.
10. Samdi *himself* *taught* Rick how to ski.
11. Laura was a junior *bridesmaid* in her cousin Tina's wedding.
12. A *small* bird fluttered *quietly* from one tree to another.
13. They could *hear* some musicians rehearsing in the next room.
14. The grandfather clock *chimed* the *new* hour.
15. I have never tried *this* sport *before*.
16. Tanya *helps* her father in the *greenhouse* each day after school.
17. The *whimpering* dog *slowly* curled up in a corner of the kitchen.
18. *It* rolled across the highway until *someone* picked it up.
19. Janice and Saul *will enter* the pie-eating contest.
20. *Wildflowers* grow in the *green* meadow next to the pond.

► **Exercise 2** Draw two lines under each verb or verb phrase. Write in the blank whether the verb is **T** (transitive), **I** (intransitive), or a **LV** (linking verb).

T

Lena brought two friends to the picnic.

- _____ 1. Many boxes were piled up inside the house.
- _____ 2. Through the telescope, Michelle could see several constellations.
- _____ 3. Our class took a field trip to the Art Institute of Chicago.
- _____ 4. Samantha became treasurer of the garden association.
- _____ 5. Tim made the shirt himself.
- _____ 6. The night air seemed chilly to the guests at the outdoor reception.
- _____ 7. Julian climbed up the mountain to the abandoned cottage.
- _____ 8. A glistening sailboat was docked next to a small yacht.
- _____ 9. Aunt Nadine sent Missy a beautiful necklace with her birthstone in it.
- _____ 10. Kendra studies geography each day after lunch.
- _____ 11. The bread in the oven smells wonderful.
- _____ 12. Mrs. Callahan is the chairperson of the social committee.
- _____ 13. Dad and I are building new shelves for the basement.
- _____ 14. We explored the new shop on the corner Sunday afternoon.
- _____ 15. Bill experimented with his new computer the entire evening.
- _____ 16. Bridget plays the piano quite well for a beginner.
- _____ 17. The sky appeared gray and cloudy in spite of the sunny forecast.
- _____ 18. Jason paints incredibly accurate portraits.
- _____ 19. The song on the radio is one of my favorites.
- _____ 20. They walked through the Park of Roses.
- _____ 21. The bird's song was truly melodic.
- _____ 22. Jasmine sent me a postcard from Greece.

► **Exercise 3** Write in the blank the correct form (comparative or superlative) of the adjective or adverb in parentheses.

My uncle makes the best burritos imaginable. (good)

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1. The book I am reading for this book report is _____ than the book I read for the last one. (long)
2. Barbara must be the _____ sprinter on the team. (fast)
3. Diane's speech was _____ delivered than Catherine's. (calmly)
4. Jeremy's house is the _____ from the ballpark, so he may be a little late. (far)
5. The campaign produced results _____ than we expected. (soon)
6. That movie has been _____ awaited than the other one. (eagerly)
7. The person with the _____ slogan wins the contest. (creative)
8. Juan chose the _____ apple and the largest dessert. (small)
9. Of everyone in the play, Yolanda learned her lines _____. (quickly)
10. The temperature today is _____ than it was yesterday. (cold)
11. Raymond seems _____ now that his family has moved to their new home. (happy)
12. The _____ thing happened to Christy on her way to school. (strange)
13. Denny's brother is four years _____ than he is. (young)
14. We crossed the river at its _____ point. (wide)
15. This cereal costs much _____ than that one. (little)
16. Though she couldn't arrive by the time the concert started, Keisha promised to come _____. (late)
17. Mom said the homemade vase was the _____ gift she could have received. (great)
18. Ms. Hadley welcomed the guests _____ than Ms. Tilford did. (graciously)
19. This week's football game was much _____ than last week's game. (short)
20. That is the _____ shade of purple I've ever seen! (beautiful)

Unit 6: Prepositions, Conjunctions, and Interjections

Lesson 38

Prepositions and Prepositional Phrases

A **preposition** is a word that connects a noun or a pronoun to another word in a sentence. A **compound preposition** consists of more than one word.

I can meet you **at** the library. Eat vegetables **instead of** junk food.

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

We walked **along** the beach. They stood **beside** us.

COMMONLY USED PREPOSITIONS

| | | | | |
|---------|---------|--------|------------|---------|
| about | before | during | off | to |
| above | behind | for | on | toward |
| across | below | from | onto | under |
| after | beneath | in | out | until |
| against | beside | inside | outside | up |
| along | between | into | over | upon |
| among | beyond | like | since | with |
| around | by | near | through | within |
| at | down | of | throughout | without |

COMMONLY USED COMPOUND PREPOSITIONS

| | | | |
|--------------|------------|-------------|---------------|
| according to | aside from | in front of | instead of |
| across from | because of | in place of | on account of |
| along with | far from | in spite of | on top of |

► **Exercise 1** Underline each prepositional phrase. Draw a second line under the preposition or compound preposition and circle the object of the preposition.

Food contains nutrients that we need for good health.

1. There are six groups of nutrients: carbohydrates, fats, proteins, water, minerals, and vitamins.
2. We could not live without carbohydrates.

3. Energy stored in carbohydrates is released quickly.
4. Among the carbohydrates are sugars, starch, and fiber.
5. Some foods with sugar have few nutrients.
6. Sugar, however, is found in all fruits.
7. Our bodies also get sugar from young vegetables.
8. Refined sugar is found in products like candy and soft drinks.
9. Along with bread, pasta and potatoes provide us with starch.
10. Our bodies break down starch into glucose.
11. Glucose then releases energy throughout our bodies.
12. We get our fiber through foods like vegetables and grains.
13. Fiber does not release energy within our bodies.
14. However, because of fiber, our digestive tract is kept healthy.
15. Many doctors believe in a high-fiber diet to guard against cancer.
16. Like carbohydrates, fats also provide energy.
17. Fats release energy slowly, instead of the quick release from carbohydrates.
18. We also have healthy skin and hair because of fats.
19. However, too much saturated fat from food turns into excess body fat.
20. Saturated fats come from animal products.
21. Unsaturated fats are found in vegetables and nuts.
22. Because of proteins children can develop into healthy adults.
23. Proteins supply material for the production of new cells.
24. Fish, poultry, and milk supply protein to our bodies.
25. Combinations of other foods, like nuts and grains, also provide protein.
26. Perhaps you never thought about water for nourishment.
27. Yet, no one can live without water in his or her body.
28. Water helps control the temperature inside the body.
29. Blood, which contains water, carries oxygen to the cells.
30. Minerals are important for bone strength.

Lesson 39**Pronouns as Objects of Prepositions**

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

Sherilyn threw the ball to Cindy. Sherilyn threw the ball to **her**.

If a preposition has a compound object with both a noun and a pronoun, use an object pronoun.

LaToya entered the race with Carmen and **me**.

Use the object pronoun *whom* after a preposition.

To **whom** did you give the folder? The person with **whom** I'm going is Tad.

► **Exercise 1** Draw two lines under each preposition or compound preposition. Underline the correct form of the pronoun in parentheses.

The dog likes to run with Tammy and (he, him).

1. Give the books to Eduardo and (I, me).
2. I never heard of either Mr. Cameron or (him, he).
3. There is some difference of opinion between Juana and (they, them).
4. Is that the teacher of (whom, who) you speak so highly?
5. Oh, you got here in front of (I, me).
6. I'll go later because I don't want to run into (him, he).
7. I like to sit near Keshia and (her, she).
8. Don't get caught between the bear cub and (she, her).
9. If you hurry, you can go to the concert with (we, us).
10. Hakeem stood behind Tracy and (me, I) and yelled "Boo!"
11. This present is from Martha and (he, him).
12. To (who, whom) should I address this package?
13. Aside from Zina and (them, they), who else was there?
14. I don't think the nurse appreciated the jokes by Jim and (me, I).

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15. I don't want to leave without (her, she).
16. Food of any kind looks delicious to (we, us) starving hikers.
17. I don't want to sit in front of (him, he).
18. We came to the party without the Joneses or (them, they).
19. The balloons floated above (we, us).
20. The speech was given by (she, her).
21. Yoko will give her book report for the teacher and (they, them).
22. Mother sat between Jim and (I, me).
23. When the halfback went down, the whole opposing team piled on top of (he, him).
24. They lost their home in the flood, and I feel sorry for (they, them).
25. Is that the person behind (whom, who) you sat at the movie?
26. Because she knows so much about the outdoors, I like camping with (her, she).
27. Why don't you come to the parade along with Sam and (us, we)?
28. I threw the ball beyond (them, they).
29. The baby took her first steps toward Dad and (we, us).
30. The king had been fighting against (they, them) for years.
31. The broken lamp in our den fell on top of (she, her).
32. I met the explorer about (who, whom) you wrote in your letter.
33. Joe wants to go to the spelling bee in place of (I, me).
34. They want to paint a portrait of Toshi and (him, he).
35. The painter shouted at the worker on the ladder above (she, her).
36. I think Pravat looks quite a bit like (he, him).
37. The new students feel accepted by the teacher and (we, us).
38. Lara stood in awe of the beautiful valley below (her, she).
39. I always feel uncomfortable around Diana and (her, she).
40. The victim of the robbery pointed to the suspect and (he, him).

Lesson 40**Prepositional Phrases as Adjectives and Adverbs**

A prepositional phrase sometimes functions as an **adjective phrase** that tells about a noun or a pronoun.

The land **around the lake** was rocky. (The prepositional phrase *around the lake* describes the noun *land*.)

An **adverb phrase** is a prepositional phrase that tells about a verb, an adjective, or another adverb. An adverb phrase tells *when*, *where*, or *how* the action in the verb takes place.

The mice hid **from the owl**. (describes the verb *hid*)

The horse is tired **after his workout**. (describes the adjective *tired*)

The cat slept late **in the morning**. (describes the adverb *late*)

► **Exercise 1** Underline each prepositional phrase. Write *adj.* or *adv.* in the blank to identify the type of phrase.

adj. Translators of Spanish work here.

- _____ 1. Do you know the name of that monument?
- _____ 2. In a strong voice, the actor delivered his speech.
- _____ 3. The cat jumped off the fence.
- _____ 4. I can't understand the label on the package.
- _____ 5. My relatives from Phoenix are coming next week.
- _____ 6. The Bonillas have a new deck in their backyard.
- _____ 7. After classes, the scientist gave a lecture.
- _____ 8. A pep rally was held in the gym.
- _____ 9. I'd love a piece of that pie!
- _____ 10. I bought you a new book about astronomy.
- _____ 11. A loud crash came from the darkened house.
- _____ 12. We spent all of our allowance.
- _____ 13. Did I leave my keys in your car?

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- _____ **14.** Because of the broken ski lift, we had to climb the mountain.
- _____ **15.** The percussion section is practicing on their drums.
- _____ **16.** Between halves, the band performed a splendid show.
- _____ **17.** I dreamed I traveled to Paris.
- _____ **18.** The cat with the long fur is ours.
- _____ **19.** She is going to vote in the mid-year election.
- _____ **20.** We'll get there sooner if we take the road through the hills.

► **Exercise 2** Underline each prepositional phrase. Circle the word it describes.

Raul works in a busy office.

1. Jorge wrote a piece for the school band.
2. We waited for at least a half hour!
3. We plan to meet Fernando at the video store.
4. Della got a flat tire on her bicycle.
5. The art museum has marble lions with huge paws.
6. Don likes to work the crossword puzzles in the newspaper.
7. The mountain goats climbed up the rocky hillside.
8. The lion groomed her cubs with her tongue.
9. The coach left suddenly during the rally.
10. Enrique took photographs of the stained glass windows.
11. The audience focused on the lead singer.
12. Aurelia adjusted the eyepiece on her telescope.
13. The wind blew with frightening suddenness.
14. The winning runner crossed the finish line in a flash.
15. The prospector stored his gold in a safe.
16. The Academy Awards show is broadcast to a worldwide audience.
17. The elms along our street have all died.
18. The house near the waste dump had to be evacuated.

Lesson 41**Conjunctions and Interjections**

A **coordinating conjunction** connects words or phrases in a sentence. The words *and*, *but*, *or*, *for*, and *nor* are coordinating conjunctions. Such conjunctions can be used in several ways.

Rain **or** snow is expected tomorrow. (compound subject)

Floodwaters reached the levee **and** flowed over it. (compound predicate)

Angel called to Carla **and** Olivia. (compound object of a preposition)

I can't run fast, **but** I can run long distances. (compound sentence)

Correlative conjunctions are pairs of conjunctions. They include *both/and*, *either/or*, *neither/nor*, and *not only/but also*.

Madeline **not only** plays hockey **but also** teaches it to younger students. (compound predicate)

An **interjection** is a word or phrase that expresses feelings but has no grammatical connection to the sentence. Separate interjections from the sentence with a comma or an exclamation point, depending on the strength of feeling.

Oh, you don't need to worry. **Ouch!** I really am sunburned.

COMMON INTERJECTIONS

| | | | | | |
|---------|------------|--------|----------|------|--------|
| aha | come on | ha | oh, no | ouch | whoops |
| alas | gee | hey | oh, well | phew | wow |
| awesome | good grief | hooray | oops | what | yes |

► **Exercise 1** Underline each conjunction. Write whether it joins a compound subject (*subj.*), a compound predicate (*pred.*), a compound object of a preposition (*obj.*), or a compound sentence (*sent.*).

obj. I really miss the humor of Angie and Gwen.

- _____ 1. Hiroshi and Takeo competed in the finals.
- _____ 2. The audience booed and hissed at the villain.
- _____ 3. I will study with either Mom or Dad.
- _____ 4. The tornado picked up the empty car and threw it against the barn.
- _____ 5. Botany and astronomy are Jake's main interests.
- _____ 6. We asked Belle to dinner, but she had other plans.

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- _____ 7. Mr. Lee gave grades to the seventh- and eighth-grade classes.
- _____ 8. The runner jumped the gun and was disqualified from the race.
- _____ 9. Manny and I have to write a report.
- _____ 10. Georgia not only has a paper route but also works at a craft shop.
- _____ 11. I think Mr. Wilson will recover, but his family is not hopeful.
- _____ 12. Grandma thinks it will rain tomorrow, for her joints are aching.
- _____ 13. Both Mini and Poloma are good at the shot put.
- _____ 14. Chocolate is good for neither dogs nor cats.
- _____ 15. The cat pounced at the bird but missed it.
- _____ 16. We will travel to either Yellowstone or Yosemite next summer.
- _____ 17. I can't roller skate, but I'm a whiz on a skateboard.
- _____ 18. The dog comes to neither my call nor the whistle.
- _____ 19. Aunt Renee or Uncle Johnny will call us tonight.
- _____ 20. Tatanka cared for the orphaned baby raccoon and then released it.

► **Exercise 2** Circle the interjection in each sentence.

Wow! I see the parade coming!

1. We're going to be late. Oh, no!
2. Hooray, the teacher decided not to give us a test today!
3. Whoops! I guess I misjudged the distance from the couch to the floor.
4. Alas, someone else got my favorite parking space.
5. I thought there was no rainbow, but, wow, there it is!
6. Yes, I'd love to go to the car show with you.
7. Aha! I thought I saw you creeping up on me.
8. Hey, aren't you Marcy's brother?
9. I forgot these boots have holes in them. Good grief!
10. Oh, no, the squirrel is in the birdfeeder again.



Unit 6 Review

► **Exercise 1** Draw one line under each preposition and two lines under each conjunction. Circle each interjection.

Yes! Tyrone and I get to go to the pool.

1. The neighbor's dog and our cat like to chase each other.
2. Wow, did you see my photograph in the paper?
3. Neither Mae nor Mason entered the contest.
4. I don't know whether to wear my shorts or my jeans to the rally.
5. Oops, I dropped my ring into the garbage disposal.
6. Hey! Don't throw the ball or swing that bat in the house!
7. Do I like to swim in the pool? Yes!
8. Dad not only built much of our house but also painted it.
9. Monica and Rachel are identical twins, but they have very different interests.
10. Oh, no, the raccoons have dragged the garbage out of the can again.
11. Dad bought tickets for Mom and her.
12. Jed will study either painting or sculpture in college.
13. It's almost time for the game. Hooray!
14. Our school won the band competition and got a trophy. Awesome!
15. Wow, Adita shot from center court and scored three points.
16. Janine liked the movie a lot, but I thought it was silly.
17. Have you ever heard of either Florence Nightingale or Clara Barton?
18. Good grief! That was a difficult test!
19. Sally delivered holiday cards to her paper route customers.
20. Koko gave his dog a bath and then cleaned himself with a big towel.

Cumulative Review: Units 1–6

► **Exercise 1** Label each noun, verb, adjective, and adverb by writing **N**, **V**, **adj.**, or **adv.** above the correct word or words.

adj. N V V adj. N adv.
The scientists will announce their new discovery tomorrow.

1. The ancient train crept slowly up the steep, dangerous hill.
2. The faster runners quickly tackled the slower quarterback.
3. The small gymnast gracefully performed her final exercise.
4. After the accident victims had been treated, the room became quiet.
5. When the movie was completed, the VCR rewound the videotape.
6. Reggie and Yana will compete in the finals of the contest tomorrow.
7. The rain fell heavily, and the river rose steadily.
8. The professional skiers sped smoothly down the steep slope.
9. The long movie was awfully boring.
10. When the squirrel and my cat met in the garage, both animals fled.
11. On our summer vacation, we drove through twelve states.
12. The performance by the band at halftime was spectacular.
13. The baby has been crying for several hours.
14. I have not seen Jason or Terry lately.
15. After his encounter with a skunk, we washed our dog in tomato juice.
16. On the wild pitch, the quick runner stole home easily.
17. A flock of gulls lands in the parking lot of the mall each morning.
18. Take your feet off the table!
19. Ellen writes to me regularly.
20. Buffalo were very numerous in the West.
21. Have you ever held a long-haired rabbit?
22. Sign me up for the Music Club.

► **Exercise 2** Draw one line under each simple subject and two lines under each simple predicate. Then draw a vertical line between the complete subject and complete predicate.

The singing birdswake us early each morning.

1. The hot sand scorched my bare feet.
2. That long-legged wading bird is either a heron or an egret.
3. The players in the red jerseys are the Midtowners.
4. The videotape goes into this opening.
5. Our neighbors across the street collect old records.
6. That girl in the yellow raincoat looks like my cousin.
7. I will tell you the plot of the movie.
8. Several students from our school qualified for the finals.
9. The hungry alligator slid off the bank and into the water.
10. We will see the dinosaur exhibit tomorrow.
11. The carrier always throws the paper right in front of our door.
12. The townspeople collected food for the victims of the flood.
13. Our class recycles its paper and plastic.
14. The sound of approaching thunder echoed through the hills.
15. The lifeguard called people out of the pool.
16. Jacob's skateboard easily avoided the cracks in the sidewalk.
17. Greg's sister wants to be a scientist.
18. The skaters circled the arena to the strains of ballet music.
19. Our guidance counselor gave me good advice about college.
20. Several limbs from the tree fell during the violent windstorm.
21. Your paintings are so original!
22. Our first experiment flowed smoothly.
23. Mariette visits the residents at Autumn Years Nursing Home.
24. My dog shamelessly begs food from everybody.

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► **Exercise 3** Draw one line under each preposition or compound preposition and two lines under each conjunction. Circle each interjection.

Phew, this blister on my foot not only hurts but also slows me down.

1. Hey, should I read the book or see the movie first?
2. Put the produce into the crisper and the dry goods on top of the counter.
3. Jack sits across from me and between Lila and Betty.
4. According to our teacher, the universe is older and larger than imaginable.
5. Ogima studies after school, but I wait until evening.
6. Yes, Hano will climb Mount Baldy in the spring.
7. Sonia not only identifies plants but also gives their Latin names. Wow!
8. Either Molly or her sister will represent our school in the contest.
9. Oh, no, that video is at the other store.
10. Namid volunteers at the recycling center during the weekend.
11. I met Marsha and her brother, Joshua, outside the art museum.
12. Across from the park are railroad tracks and a patch of rare flowers.
13. Alas, someone is sitting in my favorite seat.
14. The lion crept toward the grazing zebras, but they sensed his presence and fled.
15. Hey, didn't we do this page of problems already?
16. Neither Tonia nor Sophie remembers where she lived during her childhood.
17. I got an A on my report. Hooray!
18. Good grief! Sam taped his family and sent the video to that TV show.
19. Would I like to play with that band? Yes!
20. Where in the world did you find that bicycle, and how old is it?
21. Do you use one capful of ammonia or one cup of bleach?
22. John, covered with sticky cobwebs, emerged from the attic.
23. Light the electric candles displayed in the window.
24. Ha! I don't believe a word of that story about the monster under your bed.

Unit 7: Clauses and Complex Sentences

Lesson 42

Simple and Compound Sentences and Main Clauses

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

COMPLETE SUBJECT

A pretty flower

Roses and tulips

COMPLETE PREDICATE

grows in the garden.

grow and bloom in the garden.

A **compound sentence** contains two or more simple sentences. Each simple sentence within a compound sentence is called a **main clause**. Main clauses are joined either by a comma followed by a conjunction or by a semicolon. The comma may be omitted if the main clauses are very short.

I watch **and** I learn.

Flowers are delicate, **and** they need tender care.

Flowers are delicate; they need tender care.

► **Exercise 1** Write in the blank *simple* or *compound* to identify the type of sentence.

compound

Mexican food is very unique, and it has a spicy flavor.

- _____ 1. People across America have developed an appreciation for Mexican food.
- _____ 2. We enjoy going to a Mexican restaurant, but sometimes we must wait in line for over an hour.
- _____ 3. The taco is a popular item, and it is easy to prepare.
- _____ 4. A taco usually consists of a folded corn tortilla, ground beef, cheese, lettuce, and tomato.
- _____ 5. Tacos come in two varieties; their shells can be either hard or soft.
- _____ 6. Some cooks buy taco shells already made; others fry and form the shells themselves.
- _____ 7. Browning ground beef in a shallow skillet is the first step.
- _____ 8. Drain the grease frequently; too much grease makes tacos unhealthful.
- _____ 9. Spices and chopped onions can be added to the cooked ground beef.
- _____ 10. A layer of ground beef is then spooned into the taco shell.

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- _____ 11. I like cheese on top of the beef; some add lettuce.
- _____ 12. Chunks of red tomatoes give the taco a colorful appearance.
- _____ 13. Toppings such as black olives and sour cream can also be added.
- _____ 14. Some people add hot sauce or salsa.
- _____ 15. Tacos are nutritious, and they are also delicious.

► **Exercise 2** Underline each main clause. Add a comma or a semicolon as needed.

Food from specific countries is known as ethnic food; a large variety exists.

1. Ethnic foods come from around the world and they can be found all over the United States.
2. World foods add diversity to American cuisine they provide a flavorful change of pace.
3. Many ethnic foods use common ingredients but they taste different because of the spices.
4. Chinese soft noodles are long, thin strips of pasta and some pasta dumplings contain cheese or meat.
5. Regional foods normally use local ingredients these are fresh and economical.
6. The different flavors come from special ingredients some may not be available in your area.
7. Different styles of Chinese cooking include Szechwan, Mandarin, and Cantonese Szechwan is spicier than the others.
8. Chinese food is popular and fortune cookies are always fun!
9. Thai dishes often include rice but sometimes rice noodles are used instead.
10. The names of some Thai dishes begin with the words *kin khao* this expression means “come eat.”

Lesson 43**Complex Sentences and Subordinate Clauses**

A **complex sentence** has a main clause and one or more subordinate clauses. A **main clause** has a subject and a predicate, and it can stand alone as a sentence. A **subordinate clause** also has a subject and a predicate, but it cannot stand alone as a sentence. It depends on the main clause to complete its meaning. It can act as an adjective, an adverb, or a noun.

MAIN CLAUSE

They are playing music
We must stop skating
I will tell you

SUBORDINATE CLAUSE

that I like to hear. (adjective)
when the music stops. (adverb)
what happened at the rink. (noun)

► **Exercise 1** Write in the blank *simple* or *complex* to identify the type of sentence.complex

February 2, which is the midpoint of winter, is an unusual holiday.

- _____ 1. It is Groundhog Day and is celebrated all over the country.
- _____ 2. The groundhog, which is actually a woodchuck, emerges from hibernation on that day.
- _____ 3. If the groundhog sees its shadow, there will be six more weeks of winter weather.
- _____ 4. After the groundhog sees its shadow, it returns to its burrow until spring.
- _____ 5. If the day is cloudy and the groundhog does not see its shadow, spring will come early.
- _____ 6. The groundhog stays outside because it expects spring.
- _____ 7. People enjoy this custom although most do not believe in it.
- _____ 8. Statistical evidence does not support this popular superstition.
- _____ 9. The groundhog that most people watch for is in Punxsutawney, Pennsylvania.
- _____ 10. Its name is Phil, probably from the word *fillip*, which means “anything that stirs or livens up.”
- _____ 11. About seven thousand townspeople gather on February 2 and watch for the famous groundhog.

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- _____ 12. Since the tradition began in 1887, the furry forecaster has seen its shadow all but eleven times.
- _____ 13. Our Groundhog Day tradition is based on an old German fable.
- _____ 14. This fable says that if an animal casts a shadow on February 2, there will be bad weather.
- _____ 15. This fun tradition inspired the 1993 movie *Groundhog Day*, which takes place in Punxsutawney.

► **Exercise 2** Underline each main clause. Write in the blank *simple* or *complex* to identify the type of sentence.

complex

The groundhog, which is also called a woodchuck, is a kind of marmot.

- _____ 1. This makes it a member of the squirrel family.
- _____ 2. Adult groundhogs are usually two feet long, including their bushy tails, which are about five inches long.
- _____ 3. They have coarse brownish-gray fur with hints of red.
- _____ 4. Groundhogs live in the eastern and central United States where there are open fields.
- _____ 5. They feed on grasses and whatever vegetation they can find.
- _____ 6. They particularly like plants such as clover and alfalfa.
- _____ 7. When groundhogs come out of their holes to look for food, they stop to listen for signs of danger.
- _____ 8. Because groundhogs often sit still on their haunches, they can be easy targets for hunters.
- _____ 9. Groundhogs hibernate in burrows during the winter months.
- _____ 10. Before they hibernate, they eat large amounts of food.
- _____ 11. Groundhogs are able to sleep for most of the winter because the food they ate turns to fat.
- _____ 12. Groundhogs are fun and fascinating animals to observe, especially since there is an annual holiday named after them!

Lesson 44**Adjective Clauses**

An **adjective clause** is a subordinate clause that modifies a noun or pronoun in the main clause. An adjective clause follows the word it modifies. As with any subordinate clause, an adjective clause has a subject and a verb, but is not a complete sentence and cannot stand by itself. Generally, an adjective clause begins with a **relative pronoun** such as *that*, *which*, *who*, *whom*, *whose*, *whoever*, or *whomever*. It can also begin with *where* or *when*. A relative pronoun that begins an adjective clause can be the subject of the clause.

This book, **which was written in 1915**, is very interesting.

A railroad flare produces a bright flame **that can be seen hundreds of yards away**.

► **Exercise 1** Draw one line under each adjective clause. Draw a second line under each word that introduces an adjective clause.

Cartoon characters that were introduced in the 1930s are still popular today.

1. A university is a college where many subjects are studied.
2. Cable television, which was originally used to bring in distant stations, provides many types of specialized programming.
3. Juke boxes that used to play a song for a dime now cost much more.
4. Help came at a time when Stan needed it most.
5. John Chapman, who was nicknamed Johnny Appleseed, planted apple seeds in Ohio, Indiana, and Illinois.
6. Hummingbirds are tiny birds that are less than three inches long.
7. The Irish wolfhound, which is a hunting dog, is the tallest breed of the species.
8. The diver whose turn it was waved to the crowd.
9. Hurricanes are tropical cyclones that have wind speeds of up to 150 miles per hour.
10. Abraham Lincoln, who moved from Illinois to Washington, grew up in Kentucky.
11. *The Arabian Nights* is a collection of stories that have been passed down from one generation to the next.

12. Is Natalie the keyboard player whom you asked to join the band?
13. I need to edit this report that I am writing.
14. Many students who bring their lunches to school buy milk in the cafeteria.
15. Athens, which is the capital of Greece, is believed to have been named after Athena.
16. Moshe, who has written music for other schools, wrote the music for our class play.
17. The cook on duty this evening, whoever that may be, will prepare an excellent meal.
18. He who laughs last laughs best.
19. The giant armadillo, which can grow to more than three feet long, lives in South America.
20. Susan B. Anthony, who was a schoolteacher, was active in the antislavery movement.

► **Exercise 2** Draw one line under each adjective clause. Draw an arrow to the noun that it modifies.

The woman who received the award gave a fine speech.

1. Jacques, whom we haven't met until now, just enrolled at our school.
2. The clock that I just bought has a digital readout.
3. Acrobats perform complicated feats that seem to defy gravity.
4. Maria is the student whose poetry won a prize.
5. Many people in Belgium speak Flemish, which is similar to Dutch.
6. The *Katzenjammer Kids*, which was one of the first comic strips to appear in a periodical, appeared in *American Humorist* in 1897.
7. Mr. Griffin is a teacher whom you will like.
8. Can you see the mountain that lies just beyond the tree line?
9. Thuong likes to walk on trails where he can see wildlife.
10. Most people have days when they cannot get organized.

Lesson 45

Adverb Clauses

An **adverb clause** is a subordinate clause that often modifies a verb in the main clause of a complex sentence. It can also modify an adjective or an adverb. An adverb clause tells *how*, *when*, *where*, *why*, or *under what conditions* the action occurs. When an adverb clause introduces a sentence, it is usually separated from the main clause by a comma. When an adverb clause comes at the end of a sentence, it usually does not take a comma.

Before she signs up for next year's classes, Deena will talk with her counselor.
Calvin passed the ball because his teammate had an open shot.

The first word of an adverb clause is a **subordinating conjunction**.

COMMON SUBORDINATING CONJUNCTIONS

| | | | | |
|----------|---------|--------|----------|----------|
| after | before | than | when | whereas |
| although | if | though | whenever | wherever |
| as | since | unless | where | while |
| because | so that | until | | |

► **Exercise 1** Underline each adverb clause. Circle the subordinating conjunction.

You should count your pages before you begin.

1. Builders use plywood in the construction of small boats because it is easy to shape.
2. I haven't spoken with Jane since she moved.
3. Airplanes sometimes fly to unscheduled cities when the weather is bad.
4. I'll wear my sandals if the weather is warm.
5. Whenever I walk to school, my cat follows me down the street.
6. Please read the book while it's still available from the library.
7. Since it was just painted, don't lean against the wall.
8. Tomatoes taste best when they're fully ripened.
9. Everybody ate dessert after they finished eating the main course.

10. Although it was written in 1814, “The Star-Spangled Banner” did not become the official national anthem until 1931.
11. Soldiers must stand at attention when they speak to an officer.
12. I’ll cut the grass today if it doesn’t rain.
13. When they feel threatened, dogs sometimes display aggressive behavior.
14. Incandescent and fluorescent bulbs produce light differently although they both serve the same purpose.
15. The concert will end at 10:30 P.M. unless the audience insists on several encores.
16. You will receive extra credit if you turn in your project early.
17. Grace swims better than she dives.
18. The pep rally won’t begin until the last class of the day has ended.
19. Keiko wrote her name on the chalkboard after she finished the problem.
20. Elena will groom the horse in the morning so that she can ride it in the afternoon.

► **Exercise 2** Underline each adverb clause. Draw an arrow to the verb that it modifies.

Dad painted the fence because he didn’t want it to rust.

1. When the principal called her name, Rosa stepped up to the podium.
2. Binoculars and telescopes magnify images because they have special lenses.
3. Whenever I hear the words of Dr. Martin Luther King Jr., I feel inspired.
4. Always check the expiration date before you buy perishable food.
5. Sprinters run at their limit during their races whereas distance runners pace themselves.
6. After the winter sports season ends, the athletes attend a banquet.

Lesson 46**Noun Clauses**

A **noun clause** is a subordinate clause used as a noun. It may serve as a subject, direct object, predicate noun, or object of a preposition.

Whoever rides in a car should wear seat belts. (subject)

Claude said **that he is watching television**. (direct object)

Listening to tapes is **how I learned Spanish**. (predicate noun)

Please listen to **what the director says**. (object of a preposition)

WORDS THAT INTRODUCE NOUN CLAUSES

| | | | | |
|---------|----------|-----------|---------|----------|
| how | what | where | who | whomever |
| however | whatever | which | whom | whose |
| that | when | whichever | whoever | why |

► **Exercise 1** Draw one line under each noun clause. Draw a second line under each word that introduces a noun clause.

You can read whichever book you like.

1. City Hall is where the parade begins.
2. I don't know which one I should choose.
3. Jamaal's little sister likes to do whatever he does.
4. When you reach the next grade level depends on how well you study.
5. Whoever needs a new locker should sign the sheet outside the office.
6. Our science teacher explained why the sun turns shades of pink and red at sunset.
7. The clerk said that this was the last sweatshirt in stock.
8. Can you please demonstrate how this computer works?
9. New York is where people of many nationalities live.
10. José couldn't add any facts to what had already been said.
11. However you want to arrange the living room furniture is okay with me.
12. He told me what he wanted for his birthday.
13. Whatever you want to eat is fine with me.
14. Do you remember when you tried to throw the ball all the way to home plate?

15. The test question asked whose ancestors lived in Egypt and Syria.
16. The field trip was different from what they had expected.
17. Joel said that he will visit his cousin this summer.
18. Friday evening is when I watch comedies.
19. For your party, you can invite whomever you want.
20. Why he dropped that pass is a mystery.

► **Exercise 2** Underline each noun clause. In the blank, identify the clause as *subj.* (subject), *DO* (direct object), *OP* (object of a preposition), or *PN* (predicate noun).

- PN** A steep hill and plenty of snow are what we need for sledding.
- _____ 1. Your athletic skills will be valuable in whichever sport you choose.
 - _____ 2. Whoever is waiting for the governor should stand in line.
 - _____ 3. When Canadian geese head south is the time of winter's approach.
 - _____ 4. The coach said that this is going to be the best team in several years.
 - _____ 5. Choir directors seek whoever has a good voice.
 - _____ 6. His problem is that he doesn't write down his assignments.
 - _____ 7. This is how students select their major.
 - _____ 8. Pay close attention to what I do.
 - _____ 9. Is Lieutenant Blaine the person with whom I'll be speaking?
 - _____ 10. How wars are lost is the subject of the book.
 - _____ 11. Doctors can explain why proper nutrition is so important.
 - _____ 12. That the politicians differ in opinion is obvious.
 - _____ 13. Isaac Newton proved that comets and planets are subject to the laws of gravity.
 - _____ 14. A computer will process whatever is entered into it.
 - _____ 15. Who sent the yellow roses is a mystery to me.
 - _____ 16. The city council will be presenting awards to whoever has made important contributions to the community.



Unit 7 Review

► **Exercise 1** Underline each subordinate clause. Write in the blank, *adj.* for adjective clause, *adv.* for adverb clause, or *N* for noun clause.

- adj. This magazine has pictures of hair styles that you can do yourself.
- _____ 1. Before you leave, fill in all the answers.
 - _____ 2. Dogs that undergo extensive training assist people with special needs.
 - _____ 3. Airplanes fly above storm clouds whenever they can.
 - _____ 4. Whoever arrives first will win the door prize.
 - _____ 5. If it rains, the game will be canceled.
 - _____ 6. Ricky knew that the library book was due.
 - _____ 7. The tickets that have come back from the printer are now on sale.
 - _____ 8. Alligators and crocodiles live in tropical regions because they are cold-blooded.
 - _____ 9. England is where the Wimbledon tennis tournament takes place.
 - _____ 10. Police officers who visit the schools teach classes on safety and crime prevention.
 - _____ 11. Pineapples, which grow on bushes, weigh several ounces and have a spiny covering.
 - _____ 12. Whenever the referee calls a foul, the clock stops.
 - _____ 13. Whoever owns a vintage 78 r.p.m. recording must handle it very carefully.
 - _____ 14. The sound that you heard was made by a stringed instrument.
 - _____ 15. Farmers whose land is not eroded can grow many crops.
 - _____ 16. Movies portray dinosaurs as vicious creatures although many were really gentle plant-eaters.
 - _____ 17. Cactus plants survive in very dry regions because they retain moisture.
 - _____ 18. Architects must know what the purpose of a building is.
 - _____ 19. The library subscribes to magazines that are published all over the world.
 - _____ 20. Derek breathed a sigh of relief after he won the election.

Cumulative Review: Units 1–7

► **Exercise 1** Write *adj.* or *adv.* in the blank to indicate whether the italicized word is an adjective or adverb.

- adv. Be sure to cook the meat *slowly*.
- _____ 1. The weather service is predicting a *harsh* winter.
_____ 2. Our math test was *extremely* difficult.
_____ 3. Musicians must practice *diligently* before concerts.
_____ 4. Many operas are sung in *foreign* languages.
_____ 5. This music is *too* loud!
_____ 6. Have you read *this* book?
_____ 7. Johann Sebastian Bach wrote music in the *Baroque* style.
_____ 8. I worked *hard* to finish my English paper on time.
_____ 9. The puzzle was *hard* so I asked for help.
_____ 10. Be sure to lock the *inner* gate before you leave.
_____ 11. This building is *taller* than the one we visited yesterday.
_____ 12. Because Houston is a large city, I have always wanted to travel *there*.
_____ 13. Luis searched *everywhere* for the book.
_____ 14. The museum is having an exhibit of *Chinese* art.
_____ 15. Please call him back *immediately*.
_____ 16. Antonio *almost* scored a goal in Saturday's game.
_____ 17. Joshua plays the piano very *well*.
_____ 18. The mechanics worked *quickly* to fix the race car.
_____ 19. Janna waited *patiently* while her teacher graded her paper.
_____ 20. Only the *fastest* horses run in the Kentucky Derby.

► **Exercise 2** Underline each preposition and circle each conjunction. Identify the kind of conjunction by writing *coord.* (coordinating) or *subord.* (subordinating).

- coord.** This game of mine has new batteries, but it still doesn't work.
- _____ 1. Movie cameras use film, but video cameras record their images on magnetic tape.
 - _____ 2. The weather forecaster predicted wind and snow during the coming week.
 - _____ 3. The lights don't work, and the switch for the fuse is broken.
 - _____ 4. Tim won't be able to attend summer school unless there is another vacancy in the class.
 - _____ 5. Connecticut is a small state, but it has many places of interest.
 - _____ 6. The number zero has no numerical value, nor can it be a denominator in a fraction.
 - _____ 7. Compasses point north, but they do not point to the true northernmost spot on Earth.
 - _____ 8. Because the weather was good, my brother played basketball outside the house.
 - _____ 9. Does this computer work or should I call the repair department?
 - _____ 10. I haven't had food this good since I left New York in the spring.
 - _____ 11. Don't touch the computer by the window if it is still printing.
 - _____ 12. Football requires a great deal of stamina, but so does soccer.
 - _____ 13. Hydrofoil watercraft move at greater speeds than conventional boats because they can glide across the water.
 - _____ 14. Tim rode his bike behind the house, and Fred rode his skateboard along the sidewalk.
 - _____ 15. Let's lift weights at the gym before we go play tennis.
 - _____ 16. Although there are many endangered species in America, there is much we can do to help them.
 - _____ 17. We'll win this game if you make this field goal before the end of the half.

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_____ 18. Mark Twain visited several foreign countries and wrote about the experience in *Innocents Abroad*.

_____ 19. I feel better, though I haven't regained all of my strength yet.

_____ 20. The mail hasn't come yet, nor have the boxes of books arrived.

► **Exercise 3** Underline each subordinate clause. In the blank, identify the clause as *adj.* (adjective), *adv.* (adverb), or *N* (noun).

adv. Dew forms on grass before the sun comes up.

- _____ 1. The streetlights automatically turn on when darkness falls.
- _____ 2. The Irish firefighter is the one who rescued my cat.
- _____ 3. Louisa May Alcott wrote *Little Women* when she served as a nurse during the Civil War.
- _____ 4. What happened during science class surprised everybody.
- _____ 5. Candles that come in many colors have only a few scents.
- _____ 6. Championship games are held in whichever stadium can hold the most people.
- _____ 7. Aesop wrote fables that used animals in the roles of people.
- _____ 8. The principal gave awards to students whose grade averages were above 3.5.
- _____ 9. Whichever color you decide to wear will be fine with me.
- _____ 10. Ancient people drew pictures on cave walls whenever they wanted to record important events.
- _____ 11. Tamil wants to go on a vacation where he can learn to ski.
- _____ 12. Rachel is often tired in school because she goes to sleep too late.
- _____ 13. Although they perform many calculations per second, computers cannot think for themselves.
- _____ 14. Many students who live far from school ride school buses.
- _____ 15. Since there are more than 800,000 insect species, they outnumber all other animals.
- _____ 16. I know that our television is not working well.

Unit 8: Verbals

Lesson 47

Participles and Participial Phrases

A **present participle** is formed by adding *-ing* to a verb. It functions as the main verb in a verb phrase (used with forms of *be*) or as an adjective.

The lion was **roaring**. (present participle as main verb)

The **roaring** lion scared us. (present participle as adjective)

A **past participle** is usually formed by adding *-ed* to a verb. It functions as the main verb in a verb phrase (used with forms of *have*) or as an adjective.

The mystery had **baffled** the police. (past participle as main verb)

The **baffled** police looked for clues. (past participle as adjective)

Do not confuse the past participle with the past form of a verb.

The drummer **joined** the band. (past form)

The drummer had **joined** the band. (past participle)

A **participial phrase** is a group of words that includes a participle and other words that complete its meaning. It is used as an adjective. A participial phrase can appear before or after the word it describes. Place the phrase as close as possible to the modified word to avoid unclear meaning.

Growling furiously, the bear clawed at the bars of its cage.

The insects **mounted in this frame** are part of a much larger collection.

► **Exercise 1** Underline each participle. Write *V* (verb) or *adj.* (adjective) in the blank to indicate its use in the sentence.

adj. The young campers had an exciting time.

- _____ 1. Mark Walker had invited Diego to join him and his parents on a wilderness trip.
- _____ 2. Diego had never camped before.
- _____ 3. Arriving at the campsite, everyone helped put up the tents.
- _____ 4. Two pitched tents would be their homes for the next week.
- _____ 5. Mr. Walker, inspecting their work, praised the boys for their efforts.
- _____ 6. While the adults were preparing supper, the boys went for a hike.
- _____ 7. The boys discovered a discarded set of antlers from a deer.

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- _____ 8. The hikers, beaming with pride, displayed their trophy at the campsite.
- _____ 9. Then they all ate a delicious meal prepared by Mrs. Walker.
- _____ 10. Mr. Walker made cornbread in a frying pan.
- _____ 11. Tasting delicious, the food disappeared in record time.
- _____ 12. Diego, feeling content, savored every bite of the meal.
- _____ 13. “Do you know what you young men will be doing after the meal?” asked Mark’s dad.
- _____ 14. Looking at his friend, Mark replied, “We have to clean up.”
- _____ 15. That night, waking with a start, Diego heard a strange sound outside the tent.
- _____ 16. Shaking, he fumbled for his flashlight in his backpack.
- _____ 17. He heard a crackling noise and then a loud crash.
- _____ 18. The startled Diego shone his light in the direction of the noise.
- _____ 19. Two skunks had knocked over the trash cans.
- _____ 20. The boy ran for the tent and told the others what he had seen.

► **Exercise 2** Underline each participle or participial phrase. Circle the noun it modifies.

Scattering in all directions, the campers evaded the skunk.

1. Many campers tell about frightening encounters with skunks.
2. This animal, scampering along many wooded areas, lives only in the Western Hemisphere.
3. Skunks come in various sizes, depending on the type.
4. The striped skunk is the most common type.
5. It is a furry, black animal with white stripes radiating down its back.
6. In the daytime, sleeping skunks rest in underground dens.
7. Hunting at night, most skunks catch their own food.
8. Their diet consists mainly of small rodents, caterpillars, and other insects, but they also eat limited amounts of fruit and grain.
9. While out at night, wandering skunks sometimes surprise people.

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10. The skunk is notorious for the foul, stinking liquid it sprays.
11. This liquid, called *musk*, comes from glands at the base of the tail.
12. Startled by a skunk, a person must remember to use caution.
13. Any alarmed person who sees a skunk should remain calm.
14. Running from the threat, many people scare the skunk.
15. Instinct causes a frightened skunk to spray.
16. The skunk will try to escape, spraying wildly.
17. It is very difficult to remove the stinking substance from clothes.
18. Soaked in tomato juice, clothes may begin to lose the smell.
19. However, the remaining odor usually lasts several days.
20. Experienced campers know to keep their distance from skunks and other wild animals.

► **Exercise 3** Underline each participle or participial phrase. If it is used as an adjective, draw an arrow to the word it modifies.

Exploring the woods, the students saw many forms of life.

1. Springing from every spot, life fills a forest.
2. Both plants and animals exist in a balancing act of survival.
3. The crawling insects even have a role.
4. A complicated food web connects all the creatures to each other.
5. All the energy in an ecosystem is cycling continuously.
6. The interconnected food chain begins with plants of all sizes.
7. Plants called producers make their own food.
8. All around the world, plants are producing food from sunlight.
9. Called photosynthesis, this process is the main function of leaves.
10. Animals, being hunters, cannot produce food this way.
11. Eating the plants, many animals feed themselves.

12. Plant-eating animals are primary consumers.
13. Other larger animals eat the smaller unprotected ones.
14. Hiking in the woods, we can see all types of creatures.
15. For example, one may see a raccoon living in a tree.
16. Evidence of the amazing diversity of life is everywhere.
17. It is sad to see this diversity threatened by a forest fire.
18. However, some controlled forest fires can be good.
19. Happening naturally, forest fires can be a beneficial part of nature.
20. Forest fires can remove dead trees that are just taking up space.
21. Removing trees, fires can allow new fields of grass to grow.
22. Replenishing the soil, the ashes from a fire provide fresh nutrients.
23. Unfortunately, humans are still starting forest fires.
24. In spite of fires, life is continuing to exist everywhere.
25. Many spirited animals escape the blazes and move to nearby land.
26. Sometimes a changing forest causes some populations to increase.
27. Large families of grazing deer continue to fill the land.
28. Running through the woods, deer are beautiful creatures.
29. When they die, the remaining material decays.
30. Helping break down the remains of plants and animals, decomposers complete the food cycle.
31. These microscopic organisms constantly remove rotting material from the ecosystem.
32. These tiny organisms are serving a purpose in the forest.

Lesson 48**Gerunds and Gerund Phrases**

A **gerund** is a verb form that ends in *-ing* and is used as a noun.

Traveling can be pleasant or tedious. (gerund as subject)

Prilly dreaded **moving**. (gerund as direct object)

A **gerund phrase** is a group of words that includes a gerund and other words that complete its meaning.

Assigning the chores took longer than expected. (gerund phrase as subject)

The family enjoyed **fishing in the bayou**. (gerund phrase as direct object)

Do not confuse gerunds with participles, which also end in *-ing*. They are distinguished by their function in a sentence.

Freddy is **coloring**. (participle as main verb)

Maria thrived on the **loving** attention. (participle as adjective)

Crying is not always a sign of sadness. (gerund as subject)

► **Exercise 1** Underline each gerund or gerund phrase.

Giggling uncontrollably is her way to show that she is nervous.

1. Gregor tremendously enjoyed showing his dogs.
2. Taking a long drive calms many people.
3. To buy the new bike, Ava began saving her money.
4. Cleaning the bathroom is a chore that almost no one enjoys.
5. Many people cannot stand waiting in long lines.
6. Hoping for the best is a healthy practice.
7. Walking is good exercise.
8. The state championships involved competing for the grand prize.
9. Donating money to charity was the purpose of the car wash.
10. Mina's father always liked encouraging the team.
11. Including others in games shows good sportsmanship.
12. Joining the navy has been Kofi's dream since childhood.
13. Adding and subtracting are necessary in division problems.

14. Mark began updating his existing computer file.
15. Rayna finished reading the book.
16. Leading the group is a harder job than I first thought.
17. Finding a bone in my fish sandwich caused me to lose my appetite.
18. Kareem studied fencing at the local gym.
19. Stimulating the frog's leg was the first step in the biology lab procedure.
20. Shedding tears can be a sign of both joy and sorrow.
21. Dana went to the studio to learn dancing.
22. Drinking and driving is a dangerous activity.
23. Eating is allowed only in the lobby.
24. Threading a needle takes steady hands.
25. Trading baseball cards is Elena's favorite hobby.
26. Coming home before ten is a house rule that Kenji never broke.
27. The mosquitoes finally stopped biting.
28. Wearing the itchy sweater bothered Maria.
29. The team started playing.
30. Uncle Howard enjoyed catching that large fish.
31. Winning the game was taking precedence.
32. Flying jets is a career I am considering.
33. The chopped tree began falling.
34. Carving the Thanksgiving turkey has been Grandpa's job for years.
35. I like learning about endangered species.
36. Shrinking the company's debt has been on the president's mind.
37. Creeping across the backyard is how my cat is sneaking up on birds.
38. Swimming the backstroke was the specialty of the athlete.
39. I enjoyed seeing my old friend.
40. I accept cleaning the garage as my weekend chore.

► **Exercise 2** Underline each gerund or gerund phrase. Write in the blank its use in the sentence: **S** for subject or **DO** for direct object.

- S** Eating large amounts of fudge is fattening.
- _____ 1. Caring for the various plants in the garden requires a large amount of Oko's time.
 - _____ 2. I am enjoying going to the movies every weekend.
 - _____ 3. Maria loves riding the roller coaster at the amusement park.
 - _____ 4. Collecting stamps from Africa was one of Mr. Kanduja's hobbies.
 - _____ 5. Raking the leaves became a daily chore throughout the autumn season.
 - _____ 6. My mother is organizing the recycling in the community.
 - _____ 7. Filling all those balloons was an extremely difficult task.
 - _____ 8. Does table tennis at the recreation center require bringing your own ball?
 - _____ 9. Jennifer began singing when she was three years old.
 - _____ 10. Bowling in a league is an excellent way to meet people.
 - _____ 11. Succeeding in sales requires self-confidence.
 - _____ 12. Wrestling, swimming, and running keep Matt busy.
 - _____ 13. Did Jerry remember dropping his notebook?
 - _____ 14. Flying kites is a popular activity at the park.
 - _____ 15. Frying meat too quickly will cause the outside to burn and the inside to be undercooked.
 - _____ 16. Peeling onions makes many people cry.
 - _____ 17. The orchestra began playing the national anthem.
 - _____ 18. Acting silly comes easily for Marvin.
 - _____ 19. Raising crops on this land will require a lot of hard work.
 - _____ 20. Removing prejudice is a worthy national goal.
 - _____ 21. Sledding down the snow-covered hill became a regular winter activity.
 - _____ 22. Braking hard, the car avoided hitting the deer.
 - _____ 23. Skating is a terrific way to develop good balance.
 - _____ 24. Swimming in the stream is forbidden by the police.

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- _____ 25. Miette enjoys taking long walks in the country.
- _____ 26. Reading improves your vocabulary.
- _____ 27. My dog finally stopped howling.
- _____ 28. Digesting dairy products is a problem for some people.
- _____ 29. Following the rules in any sport is the responsibility of the players.
- _____ 30. Sleeping on the cold, hard ground was never Li Cheng's idea of fun.
- _____ 31. Do you know that your job will require driving a car?
- _____ 32. Pushing or shoving in the lunch line will not be tolerated.
- _____ 33. Hauling logs from the river to the sawmill was Ellen's part-time job.
- _____ 34. The staff enjoyed meeting in the kitchen with Chef Albert.
- _____ 35. Calling long distance is much more economical these days than in our grandparents' era.
- _____ 36. Whistling a tune is a sign of both happiness and nervousness.
- _____ 37. The whistling valve brought us a warning.
- _____ 38. Drumming is an old term for selling goods.
- _____ 39. Speaking clearly was the teacher's best quality.
- _____ 40. The squeaking of the chairs bothered everyone in the class.

► **Writing Link** Write a paragraph about learning to ride a bicycle. Use at least five gerunds in your description.

Lesson 49**Infinitives and Infinitive Phrases**

An **infinitive** is a verb form that uses the word *to* followed by the base form of a verb. It often functions as a noun, as either a subject or a direct object. An infinitive can also function as an adjective or adverb. When *to* is used as part of an infinitive, it is not a preposition.

To fly has been a dream of humans since ancient times. (infinitive as subject)

Most people like **to sing**. (infinitive as direct object)

We rode the bus **to the mall**. (prepositional phrase)

An **infinitive phrase** is a group of words that includes an infinitive and other words that complete its meaning.

To keep one's promise is a sign of good character. (infinitive phrase)

► Exercise 1 Underline each infinitive or infinitive phrase.

I prefer to listen to music in my room.

1. Gary is practicing to become the best player ever.
2. The coach wants us to achieve good results.
3. We need to train our dog systematically.
4. The instructor asked me to stop the car.
5. To chew gum can be fun.
6. To keep the lead is difficult.
7. Who wants to go to the zoo?
8. The restaurant wants to satisfy its customers.
9. Ever since childhood, to train dolphins was her goal.
10. Harry wanted to begin the game on a good footing.
11. To ring the bell was her job.
12. His aunt wanted to buy him the book.
13. To feed a pet can lift one's spirits.
14. To sing in a rock band was Ann's goal.

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15. To help Ben prepare the meal involves giving the cookbook to him.
16. My dog loves to ride in the car.
17. To think of the best way to the stadium was difficult.
18. Who wants to sit beside Grandma?
19. Before dinner, my father likes to ride his exercise bike.
20. To win the game would be a sweet victory.
21. On his way to school, Beka needs to make a left-hand turn.
22. To teach a class can be both difficult and fun.
23. To cook dinner will not take long.
24. To swing is a child's delight.
25. Sonia wants to pay for the ice cream.
26. Pedro loves to pop popcorn after school.
27. The lions hoped to spring at the hyenas.
28. To leave before the end of the show was rude.
29. To run in the Olympics was Jesu's dream.
30. To grow older is a natural part of life.
31. We all need to eat nutritious food.
32. The president proposed to cut taxes.
33. To do that math problem was our homework.
34. To know the secret is the key.
35. Who volunteers to drive to the movie?
36. The officer told the students to be careful crossing the intersection.
37. Stuart learned to write poetry from his English teacher.
38. Feng Ying likes to grow geraniums in the window box.
39. To rise to the top is an energetic goal.
40. Barbie's goal is to win a gold medal at the Special Olympics.

► **Exercise 2** Underline each infinitive or infinitive phrase. Write in the blank its use in the sentence: *S* for subject or *DO* for direct object.

DO

I need to finish my homework.

- _____ 1. I love to hug my collie.
- _____ 2. To act on a Broadway stage is one of Jenny's fondest dreams.
- _____ 3. To become a concert pianist requires hours of practice every day.
- _____ 4. To bake the perfect raspberry pie was one of Grandpa's talents.
- _____ 5. José needed to get his car at the gas station.
- _____ 6. Athletes must learn to lose gracefully.
- _____ 7. To reach the highest level in the video game is the purpose of finding the hidden passage.
- _____ 8. To write the article for the school paper took talent.
- _____ 9. To win the game is a real challenge.
- _____ 10. Abdul hoped to find pictures of his great-grandparents.
- _____ 11. We need to arrive at least two hours early.
- _____ 12. Dawit and Carmen wanted to raise the flag at the opening ceremonies.
- _____ 13. To leave before the storm would be a smart idea.
- _____ 14. The coaches planned to test the team's endurance.
- _____ 15. To eat more than one piece of pie is greedy.
- _____ 16. Micah and Jamal have learned to finish their homework before bedtime.
- _____ 17. Wanting only a laugh, Enrique never intended to insult anyone.
- _____ 18. The constant dripping of the faucet threatened to drive him insane.
- _____ 19. To own real estate requires saving much money.
- _____ 20. To run all the way to the edge of the park is exhausting.
- _____ 21. All the boys wanted to join the choir.
- _____ 22. I am trying to find photos of whales.
- _____ 23. To win a soccer match takes teamwork.
- _____ 24. To teach a large class requires much patience.

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- _____ **25.** Would Carlos like to visit his uncle in Oregon?
- _____ **26.** The referee told the booth to restart the game clock.
- _____ **27.** To be sure before proceeding may lessen problems later.
- _____ **28.** To change schools can be a scary experience.
- _____ **29.** Growing a good crop of tomatoes proves to be time consuming.
- _____ **30.** The poet likes to read his poems at the neighborhood bookstore.
- _____ **31.** To organize a family reunion demands a great amount of planning.
- _____ **32.** Ever since she can remember, Marilyn has wanted to become a country-western singer.
- _____ **33.** While no one liked to cook, everyone liked to eat.
- _____ **34.** To serve and to lead were the president's wishes.
- _____ **35.** In response to public opinion, the council decided to hire seven new police officers.
- _____ **36.** To find the correct answer is not always easy.
- _____ **37.** Because she was so hungry, Suchin wanted to get a sandwich.
- _____ **38.** Brushing your teeth with baking soda helps to clean them.
- _____ **39.** Robin wanted to mail the package, but she needed more postage.
- _____ **40.** To match Dan's ability is certainly an accomplishment.

► **Writing Link** Write a paragraph about learning to swim. Include at least six infinitives.



Unit 8 Review

► **Exercise 1** Write in the blank *part.* (participle), *ger.* (gerund), or *inf.* (infinitive) to identify the italicized word or words.

part. The *unfinished* pizza remained on the table.

- _____ 1. *Gazing* at the sky, Emil imagined he could fly.
- _____ 2. For her birthday, Will is *giving* his sister a new tape player.
- _____ 3. *Riding* was the most popular activity at camp except for swimming.
- _____ 4. *To make* the team requires both coordination and speed.
- _____ 5. The entire family enjoys *playing* tennis.
- _____ 6. Their new recording is *selling* very well.
- _____ 7. Marion had *prepared* for the piano recital.
- _____ 8. The *worried* parents finally found the boy.
- _____ 9. The cousins all agreed *to write* to each other.
- _____ 10. We enjoy *singing* folk songs.
- _____ 11. They planned *to make* the variety show an annual event.
- _____ 12. We couldn't get out because of the car *parked* behind us.
- _____ 13. Where did you learn *to repair* your bicycle?
- _____ 14. *Bounding* down the stairway, the dog greeted its master.
- _____ 15. *Feeding* the cats is Meg's daily chore.
- _____ 16. The carriage *bouncing* along the street was a collector's item.
- _____ 17. I began *jogging* around the track every day.
- _____ 18. *To err* is human.
- _____ 19. *Reading* between the lines is a hidden talent.
- _____ 20. Arthur found the cow *grazing* in the neighbor's vegetable garden.

Cumulative Review: Units 1–8

► **Exercise 1** Underline each prepositional phrase. Write *adj.* (adjective) or *adv.* (adverb) in the blank to identify the kind of phrase. Circle each coordinating, correlative, and subordinating conjunction.

- adj. The key to the neighbor's house was missing, but Derek had a spare.
- _____ 1. In the morning she was tired and cranky.
_____ 2. I not only can remember the name of that substitute teacher, but also can remember what he wore that day.
_____ 3. The realtor would not wait inside the house because it was spooky.
_____ 4. The hat on the elderly lady's head was both bizarre and charming.
_____ 5. Our swingset and birdbath were damaged in yesterday's storm.
_____ 6. The shark swam around the coral reef when the fishing boat appeared.
_____ 7. Both strawberries and bananas are used in the fruit salad.
_____ 8. The first room on the left is yours.
_____ 9. The people became quiet before the golfer putted on the green.
_____ 10. All of the construction workers wore yellow hard hats and heavy work boots.
_____ 11. The sign in the front yard was neither correct nor legible.
_____ 12. My new CD player will be ready by Monday or Tuesday.
_____ 13. I looked into the classroom but saw nobody I knew.
_____ 14. Ryan never drinks iced tea without lemon and sugar.
_____ 15. They went fishing during the early morning hours since the weather was calmer.
_____ 16. The wooden fence between these houses needs nails and paint.
_____ 17. Although Mr. Wang coached the soccer team, most of his time was spent teaching health and physical education.
_____ 18. Elizabeth was brave during the crisis, but she panicked later.
_____ 19. Under the bed were a worn slipper and a giant dust ball.
_____ 20. The lanky man with the black hair and the bushy beard is our math teacher.

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► **Exercise 2** Write **con.** (concrete), **abst.** (abstract), **col.** (collective), or **comp.** (compound) in the blank to identify the type of noun in italics. Some nouns will fit more than one category.

con., col.

- The *team* from Wilson Junior High won the debate.
- _____ 1. Checkers is one of the world's oldest board *games*.
 - _____ 2. Lianna Black had the original *idea* for the project.
 - _____ 3. Our Siamese cat won a *blue ribbon* at last month's show.
 - _____ 4. Many people are interested in learning about their *past*.
 - _____ 5. The *crowd* at the State Theater anxiously awaited the opening performance.
 - _____ 6. Cole knew it was *time* to clean his room when he could no longer see his carpet.
 - _____ 7. My best friend, Jen, hates *peanut butter*.
 - _____ 8. In the 1960s *audiences* were out of control at the Beatles' concerts.
 - _____ 9. Our school library sold *bookmarks* to raise money for improvements.
 - _____ 10. Alissa used her mechanical *skill* to fix her sister's bike.
 - _____ 11. The *committee* announced its decision to fire the district manager.

 - _____ 12. The jury listened carefully to the *cross-examination* of the witness.
 - _____ 13. Ben's *hope* is that he will be able to visit Washington, D.C.
 - _____ 14. Ms. Walker always stressed *creativity* for our journal assignments.
 - _____ 15. Clam chowder is a popular soup in *New England*.
 - _____ 16. The class voted on which *videotape* to watch.
 - _____ 17. Stan called the *electrician* to connect the wiring in the basement.
 - _____ 18. As the sky began to darken, the *parade* proceeded down Main Street.
 - _____ 19. We saw that the little boy was in *danger*, so we called the police.

 - _____ 20. During the peaceful protest, the courthouse steps were bathed in *candlelight*.

Name _____ Class _____ Date _____

► **Exercise 3** Underline the verbal or verbal phrase. In the blank, write **ger.** (gerund), **part.** (participle), or **inf.** (infinitive).

- ger.** Moving to Williamsburg sparked Nicole's interest in history.
- _____ 1. Will writing to the publisher have any effect?
 - _____ 2. Patches prefers to eat his dog food at room temperature.
 - _____ 3. The Hiking Club discovered the remains of a log cabin destroyed by fire.
 - _____ 4. Lindsay needed the counselor to advise her on the best courses.
 - _____ 5. My grandmother enjoys golfing on the weekends.
 - _____ 6. Cleaning the roadsides not only helps the environment but also saves money for the highway department.
 - _____ 7. Catered by professionals, the banquet was a flawless success.
 - _____ 8. Applauding enthusiastically, the audience prompted another curtain call.
 - _____ 9. Pedro, trying to be brave, opened the door to the shed and went inside.
 - _____ 10. Obedience schools help to train owners as well as their dogs.
 - _____ 11. John tried painting a mural on the wall.
 - _____ 12. Leading the race for student council made Tommy Han happy.
 - _____ 13. A worthwhile use of free time is volunteering at the community's soup kitchen.
 - _____ 14. Inchng its way through the driving snow, the taxi delivered my grandparents from the airport.
 - _____ 15. Scuba diving is a favorite sport in Bermuda.
 - _____ 16. Marlin plans to study marine biology in college.
 - _____ 17. The campers staying in the Will-o'-the-Wisp Cabins will wash the dishes tonight.
 - _____ 18. I like to compose silly song lyrics.
 - _____ 19. Typing 65 wpm, Vicki quickly finished her history paper.
 - _____ 20. To win first chair in the flute section, Julia practiced every day after school.

Unit 9: Subject-Verb Agreement

Lesson 50

Making Subjects and Verbs Agree

If the subject of a sentence is singular, then the verb of the sentence must also be singular. If the subject is plural, then the verb must also be plural. When the subject and the verb are both singular or both plural, they are said to **agree in number**.

That **tree loses** its leaves early in the fall. (both singular)

Those **trees lose** their leaves late in the fall. (both plural)

The irregular verbs *be*, *do*, and *have* can be main verbs or helping verbs. In either case, they must agree with the subject.

Singular: **She is** painting a portrait. **He does** well. **It has** a good plot.

Plural: **They are** artists. The **students do** try. **They have** completed the lesson.

► **Exercise 1** Draw two lines under the verb in parentheses that best completes each sentence.

Astronomers (studies, study) the galaxies.

1. Our galaxy's name (is, are) the Milky Way.
2. The Milky Way (consists, consist) of the sun and other stars, the nine planets, gas, and dust.
3. The combined light from all the stars (spreads, spread) out to form a band of light across the sky.
4. In the night sky the Milky Way (resembles, resemble) spilled milk.
5. Throughout history there (has, have) been many legends about the Milky Way.
6. We now (knows, know) that Galileo, with his improved telescope, first confirmed that the light source was the stars.
7. This is not surprising because there (is, are) about 100 billion stars in our galaxy.
8. The Milky Way is flat like a disk, but it (bulges, bulge) at the center.
9. The spiral arms of the Milky Way (radiates, radiate) from this center.

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10. Our solar system (exists, exist) 30,000 light years from the center, or two-thirds of the way out on an arm.
11. The stars (rotates, rotate) around the central bulge.
12. The sun (completes, complete) one orbit of the galaxy every 225 million years, which is one cosmic year.
13. While our galaxy has billions of stars, other larger galaxies (contains, contain) even more stars.
14. Two dozen galaxies (makes, make) up the “Local Group.”
15. Amazingly, scientists (believes, believe) there are billions of other galaxies in the universe!

► **Exercise 2** Underline the subject of each sentence. Fill in each blank with the verb in parentheses that best completes the sentence.

A meteor looks like a star falling from the sky. (looks, look)

1. Meteors _____ often called shooting stars. (is, are)
2. A meteor _____ a streak of light that occurs when interplanetary particles vaporize. (is, are)
3. Many meteors occurring together _____ a meteor shower. (creates, create)
4. Comets' debris _____ most meteor showers. (produces, produce)
5. The particles then _____ Earth's atmosphere. (enters, enter)
6. A very large meteor _____ not completely vaporize. (does, do)
7. The particles _____ known as meteorites when they hit the Earth. (is, are)
8. Meteorites sometimes _____ meteorite craters when they hit the moon, Earth, or other planets. (forms, form)
9. Meteorites _____ classified by their composition. (is, are)
10. They _____ different combinations of minerals, such as iron and nickel. (contains, contain)

Lesson 51**Locating the Subject**

The verb must agree with the subject even when the subject and verb are separated. Sometimes a prepositional phrase separates the subject and verb.

The goal of those charities **is** to provide shelter for homeless people. (The prepositional phrase *of those charities* separates the subject *goal* and the verb *is*.)

Sometimes the subject comes after the verb, as in sentences that begin with *here* or *there*.

Here is the **book** you looked for yesterday. (*Book* is the subject; *is* is the verb.)

In an interrogative sentence, a helping verb may come before the subject.

Does your **dog** really **eat** grapes? (*Dog* is the subject; *Does* is the helping verb; *eat* is the main verb.)

► **Exercise 1** Draw one line under the subject and two lines under the verb in each sentence.

Does he have your new phone number?

1. There are more cookies in the kitchen.
2. The night sky, in all its splendor, amazes us.
3. Here are the papers from the storeroom.
4. Has your mother called you?
5. The door with the broken lock has caused us much trouble.
6. There are eight boys in our class.
7. Here is the answer to your problem.
8. The grandmother of the Vasquez children drops them off at school.
9. The kittens on the windowsill watch the birds.
10. There is a bug in your hair.
11. Do the little girls know their address?
12. Here is my favorite picture in the museum.
13. Cars with air bags appear safer than those without them.

14. The boy with the red hair is buying his ticket first.
15. The director of both bands was leading the march.
16. Here is the best recipe for chocolate chip cookies.
17. People from all corners of the world come for the artist's exhibit.
18. Was Kelly happy with her final performance?
19. The teacher, with a nod of his head, indicates his approval.
20. The story about heroic animals was Arturo's favorite.

► **Exercise 2** Draw two lines under the verb in parentheses that best completes each sentence.

The windows in the family room (was, were) very dirty.

1. The cheerleaders from the other team (does, do) a cheer for us before each game.
2. There (is, are) many boys trying out for the soccer team.
3. Sabine's years in Europe (appears, appear) to be happy ones.
4. They (waits, wait) in line for the choir tryouts.
5. (Does, Do) the boys have a snack after school?
6. Here (is, are) the ingredients for the salad.
7. There (is, are) nothing that Jane won't do for a laugh.
8. Our friends from youth group (visits, visit) us regularly.
9. The members of our team (wears, wear) blue and white uniforms.
10. The principal of the school (changes, change) the school's dress code every year.
11. Here (comes, come) the trumpet players.
12. The temperature in the cabins (rises, rise) rapidly.
13. On the table (sits, sit) the trophies we won.
14. Derek with his friends from school (climbs, climb) the tree in his backyard.
15. The chairs in the corner (is, are) antiques.
16. Here (is, are) the article that I told you about.
17. (Does, Do) this subject interest you?
18. The tables in the cafeteria (needs, need) wiping.

Lesson 52**Collective Nouns and Other Special Subjects**

A **collective noun** names a group. It has a singular meaning when it describes a group that acts as a unit. It has a plural meaning when it describes members of the group acting as individuals.

The **class reads** every day. The **class read** from their textbooks.

Some nouns that end in *-s* take a singular verb.

Mathematics is my best subject. **Mumps is** a childhood disease.
The news is good.

Some nouns that end in *-s* take a plural verb.

Here are the binoculars. **Are my clothes ready?** **Where are the pliers?**
The scissors are on the desk. **These jeans are** mine.

A title of a book or work of art is always singular.

Little Women is a book by Louisa May Alcott.

If an amount is treated as a single unit, it is singular. If it is treated as many individual units, it is plural.

Twenty dollars is the price of the radio I want.
Twenty dollars are scattered on the floor.

► **Exercise 1** Draw two lines under the verb in parentheses that best completes each sentence.

Her clothes (was, were) destroyed in the fire.

1. *Where the Red Fern Grows* (is, are) the book our teacher assigned us.
2. The news (is, are) the only program that my father watches.
3. Five dollars (was, were) lying on the ground, so I turned them in at the office.
4. The binoculars (helps, help) us see the stage from our balcony seats.
5. The group (talks, talk) about the issues that concern each of them.
6. Mathematics (was, were) my favorite subject until I took government.
7. *A Tale of Two Cities* (becomes, become) very exciting toward the end.
8. Your jeans (is, are) still in the dryer.

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9. Three dollars (is, are) the price we charge for a car wash.
10. *Guys and Dolls* (starts, start) at eight o'clock this evening.
11. My clothes (gets, get) dirty when I wash the car.
12. *The Water Lilies* (is, are) a painting by the French impressionist Claude Monet.
13. Mumps (makes, make) the face swell up.
14. Millions of dollars (was, were) lost in the bank robbery.
15. The team (was, were) defeated last Saturday.
16. Fifty-five dollars (is, are) too much to pay for that dress.
17. Those scissors (cuts, cut) through anything.
18. After the meeting, the group (goes, go) their separate ways.
19. The class (takes, take) field trips every Friday.
20. Pliers (works, work) well in loosening bolts.
21. The team (accepts, accept) its award at the assembly today.
22. *The Grapes of Wrath* (was, were) written by John Steinbeck.
23. The good news (is, are) that I did well on my science test.
24. Four hours (seems, seem) like a long time to wait in line for tickets.
25. The scissors (is, are) too big for the little girl to hold.
26. The faculty (holds, hold) sessions with each of their students' parents.
27. Twenty minutes (lasts, last) forever when you're waiting for a phone call.
28. Your glasses (breaks, break) every time you sit on them.
29. Twelve days (is, are) a long time to wait for my birthday.
30. Evan's family (has, have) just moved into that house.

► **Writing Link** Write three sentences about clubs you can join at your school. Include collective nouns and other special subjects.

Lesson 53**Indefinite Pronouns as Subjects**

An **indefinite pronoun** does not refer to a specific person, place, or thing. Many indefinite pronouns take a **singular** verb:

another, anybody, anyone, anything, each, either, everybody, everyone, everything, much, neither, nobody, no one, nothing, one, somebody, someone, something

Everybody wants to sign the petition. (singular)

Some indefinite pronouns take a **plural** verb:

both few many others several

Many of the students **arrive** early. (plural)

Other indefinite pronouns may take a **singular or plural** verb, depending on what follows them:

all any most none some

All of the parents agree with Mr. Jackson's opinion. (plural)

Not all of the work is lost. (singular)

► **Exercise 1** Draw two lines under the verb in parentheses that best completes each sentence.

Several of his antique toys (was, were) very valuable.

1. Another in my collection of books (arrives, arrive) today.
2. Everybody in my class (wants, want) to win the candy sale prize.
3. Both of the boys (attends, attend) science club regularly.
4. (Is, Are) anybody going to the band concert?
5. Everyone (chooses, choose) a different animal to imitate.
6. Few (makes, make) apple pie like my aunt does.
7. Everyone in that show (makes, make) me laugh.
8. Everything in that store (is, are) made from chocolate.
9. No one (makes, make) a noise in the library.
10. Many of the ideas (was, were) good ones.

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11. Nothing (is, are) as difficult as it seems.
12. One (is, are) never sure if Rhonda is being serious.
13. Few of the parents (was, were) as proud as my stepfather.
14. Somebody (helps, help) Dad make dinner every night.
15. Several of the songs (was, were) cut from the choir program.
16. Much (was, were) done to protect the endangered species.
17. Both of the scientists (has, have) made important discoveries.
18. Each of the vegetables (was, were) important for our diet.
19. Many (has, have) tried to change Randy's mind.
20. Everybody (volunteers, volunteer) to help the teacher pass out the papers.

► **Exercise 2** Fill in the blank with the verb in parentheses that best completes the sentence.

Few _____ undertake the training schedule of a marathon runner. (undertakes, undertake)

1. Anything _____ an improvement on the current color of the room. (is, are)
2. Several of the artifacts _____ found among the ancient ruins. (was, were)
3. Few _____ the message of that movie. (understands, understand)
4. Someone _____ out the trash every Tuesday. (takes, take)
5. All of the soldiers _____ at attention when the flag is raised. (stands, stand)
6. Many of the books _____ the space program. (discusses, discuss)
7. No one _____ standing in line for tickets to that concert. (minds, mind)
8. Most of the table _____ covered with plates of food. (was, were)
9. Others _____ the bus, but Michael likes to walk. (takes, take)
10. Something _____ Anita when she sits by the window. (bothers, bother)
11. All of us _____ ready for summer vacation. (is, are)
12. When Tony eats spaghetti, none _____ on the plate. (remains, remain)
13. Either of the ties _____ well with this striped shirt. (goes, go)
14. Many _____, but few succeed in changing the dress code. (tries, try)

Lesson 54**Agreement with Compound Subjects**

A **compound subject** consists of two or more subjects that share the same verb.

Micah and Rosa cheered at the basketball game.

Two or more subjects joined by *and* or by *both . . . and* take a plural verb.

Skiing and ice skating **are** my favorite winter sports.

Both Liz and Jessica **do** well in math class.

However, if *and* joins words that refer to a single person or thing, the subject is singular and takes a singular verb.

A singer and songwriter from Missouri **is** here today.

When a compound subject is joined by *or, nor, either . . . or, or neither . . . nor*, the verb agrees with the subject closer to it.

Neither Bob nor his parents **are** at the barbecue.

► **Exercise 1** Draw two lines under the verb in parentheses that best completes each sentence.

Nachos and peanuts (**is, are**) his favorite snacks.

1. English and art (**is, are**) the subjects I like most.
2. Neither the coach nor the players (**looks, look**) forward to Friday's game.
3. Both Shari and Nigel (**brings, bring**) yogurt in their lunches.
4. Max or Jerod (**does, do**) the washing, and Sarah does the waxing.
5. Hamburgers, hot dogs, and french fries (**is, are**) on the menu.
6. Either magazines or newspapers (**was, were**) acceptable at the paper drive.
7. Both singers and dancers (**performs, perform**) in the parade.
8. Neither bowling nor tennis (**interests, interest**) Cody.
9. Mario's piano teacher and mentor (**is, are**) an outgoing person.
10. Two nickels or a dime (**works, work**) in that vending machine.
11. Either the blue blouse or the pink shirt (**looks, look**) good with those pants.
12. Sad songs or movies (**makes, make**) Yvonne cry.

13. Rock or country music (appeals, appeal) to Russ.
14. Boy Scouts and Girl Scouts (earns, earn) badges for their efforts.
15. Blankets and sleeping bags (is, are) necessary for camping.
16. Both Melinda and Trey (works, work) in the cafeteria.
17. Neither drinks nor food (is, are) permitted in the library.
18. Girls or boys can (joins, join) the debate team.
19. Saturday, Sunday, and Monday (is, are) the days Paula helps at the retirement home.
20. Reading, drawing, and painting (amuses, amuse) Ethan in his free time.

► **Exercise 2** Write **A** in the blank if the subject and verb agree or **D** if they do not agree.

- A** Both Mrs. Copeland and her students were at the museum.
- _____ 1. Neither Tammy nor Seth look worried.
 - _____ 2. Ordinarily Mitch or Rachel join me for lunch.
 - _____ 3. Choir and band are activities that I enjoy.
 - _____ 4. Maybe Janet or Sasha remember me.
 - _____ 5. The ventriloquist and his puppet were the hit of the talent show.
 - _____ 6. Neither my mom nor my dad was able to come to the show.
 - _____ 7. Both Joel and Marty plans to go to the party.
 - _____ 8. The boy and his puppy runs together every morning.
 - _____ 9. Talking and chewing gum are forbidden in study hall.
 - _____ 10. Daisies, roses, and a carnation was in the bouquet.
 - _____ 11. Vicksburg and Gettysburg is Civil War battle sites.
 - _____ 12. My favorite lunch is soup and a sandwich.
 - _____ 13. Either a spoon or a fork is appropriate to use.
 - _____ 14. The skater and her parents were waiting for her scores.
 - _____ 15. Neither Jason nor Samantha like pizza.
 - _____ 16. Doctors and nurses watch the sick boy closely.



Unit 9 Review

► **Exercise 1** Draw two lines under the verb in parentheses that best completes each sentence.

- Here (is, are) the recipe for my triple chocolate brownies.
1. The Pep Club (cheers, cheer) at every football game.
 2. Many of my friends (is, are) going to the bonfire tonight.
 3. Dave or his brothers (plays, play) in every baseball game.
 4. Lacrosse (is, are) a challenging sport.
 5. The banks of the river (floods, flood) during the heavy rains.
 6. Four dollars an hour (is, are) what the Bennetts pay their baby-sitters.
 7. Each (has, have) his or her own way of doing things.
 8. Most of Mark Twain's books (contains, contain) humor.
 9. Few (appreciates, appreciate) his strange sense of fashion.
 10. Mr. Harding (teaches, teach) English in a creative way.
 11. The boss (wants, want) to hire a new staff for the project.
 12. Mumps (is, are) a contagious disease.
 13. Both of the students (scores, score) high on their tests.
 14. Abbott and Costello (was, were) famous comedians.
 15. The coach's wife (sits, sit) on the bench.
 16. Both Joe DiMaggio and Ty Cobb (was, were) great baseball players.
 17. Gisele's coach and teacher (is, are) Mrs. Monahan.
 18. Neither music nor clowns (cheers, cheer) up the sad little boy.
 19. The class (works, work) on the assignment as a group.
 20. Everyone (wants, want) to go to the play-off game.

Cumulative Review: Units 1–9

► **Exercise 1** Draw one line under the complete subject and two lines under the complete predicate. Circle the sentence if it is a fragment.

The pig waddled across the pen and sat in the mud.

1. The maraca player kept Jake's attention.
2. We rode the bus.
3. The mayor, the governor, and the president attended the banquet.
4. The guest on the talk show recommended his new film.
5. The audience at the rock concert danced and sang along with the musicians.
6. Won't even last another day with that problem.
7. Isaac constantly reminded people how to spell his name.
8. Visited a college the other day.
9. We rode all the way to the top of the Eiffel Tower on our tour of France.
10. The elephants, the bears, and the large cats were my favorite attractions at the zoo.
11. The roller coaster threw Jon and Afi against the side of the car.
12. A large door to the cathedral.
13. The local cable company sponsored a charity event.
14. Our backpacking trip was cancelled because of bad weather.
15. My grandmother jogs five miles every day.
16. A trip to Canada was one of Jaelyn's dreams.
17. Never again in a million years!
18. Chika must pay taxes on her wages.

19. My uncle puts ketchup on everything he eats.

20. Nightcrawler worms make great bait.

► **Exercise 2** Fill in the blank with the form of the verb in parentheses that best completes the sentence.

Last night, my father drank three glasses of soda. (drink)

1. If we had the game, we would have been state champions.
(win)

2. Who that place to eat last weekend? (choose)

3. My mom me the TV remote control when I was sick in bed.
(bring)

4. Because I the grass, I missed the football game. (cut)

5. That performer once in the school choir. (sing)

6. We were relieved when my aunt home from the hospital.
(come)

7. If you had the tickets right there, they would not be lost. (lay)

8. At the gourmet restaurant, my father has calf brains! (eat)

9. According to legend, King Arthur the Holy Grail. (seek)

10. I can't believe that you to that concert a year ago! (go)

11. Li Cheng's family cheered when she in the meet. (swim)

12. Nancy had up all the balloons herself. (blow)

13. Tomorrow I my sister the latest exercise videocassette. (buy)

14. My cousins had their own vegetable garden. (grow)

15. Sandi the door for heat before she opened it. (feel)

16. Max had away from the stables when he realized he had left
the stable door open. (ride)

17. Because his credit was good, the bank Haloke \$10,000. (lend)

18. The principal had at many assemblies in the past. (speak)

19. My little brother giggled as the monkey _____ from the vine. (swing)

20. It's a good thing I _____ your advice and stayed home. (take)

► **Exercise 3** Draw one line under the subject in parentheses that best completes each sentence.

The (student, students) watch the movie silently.

1. (Gary, Gary and Camille) eats a hot-fudge sundae.
2. Before the show, the (performer, performers) practice lines.
3. When my (dog, dogs) eat, I also have a snack.
4. Hearing the lifeguard's whistle, the (swimmer, swimmers) exit the pool.
5. The lost (bill, bills) are in my coat pocket.
6. Why (don't, doesn't) the crowd leave?
7. (Those, That) is my reason for leaving.
8. (A field, Fields) of corn stretch for miles along the road.
9. The (sweater, sweaters) with the fancy buttons costs fifty dollars.
10. The art (gallery, galleries) downtown display the paintings made by my mother.
11. At the street festival, (Brad, Brad and Alma) buys some cotton candy.
12. The new (puppy, puppies) chew on anything they can reach.
13. (This map, These maps) show the way to the caves.
14. (She, They) watches the children next door every Saturday.
15. Zach's favorite (book, books) is a mystery.
16. When I have headaches, (Mother, Mother and Father) give me aspirin.
17. Right now, the (network, networks) are airing the State of the Union Address.
18. The (day, days) before the big game is filled with excitement and confusion.
19. The (soldier, soldiers) enters battle.
20. The (child, children) wear heavy coats in the winter.

Unit 10: Diagramming Sentences

Lesson 55

Diagramming Simple Subjects and Simple Predicates

Diagram simple subjects and simple predicates by drawing a horizontal line separated by a vertical line.

Write the simple subject to the left of the vertical line and the simple predicate to the right of the vertical line. Be sure to write only the simple subject and the simple predicate in this part of the diagram. Capitalize any words that are capitalized in the sentence.

A simple predicate may also include helping verbs.

Kittens play.

Dogs are barking.

Kittens | play

Dogs | are barking

► Exercise 1 Diagram each simple subject and simple predicate.

1. Snow falls.

6. Clouds float.

2. Leaves change color.

7. The bells are ringing.

3. My bicycle broke.

8. The breezes blow.

4. The donkey brays.

9. The fence is breaking.

5. The flowers bloom.

10. Takeo is speaking.

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11. The rabbits hop.

18. Henry writes a story.

12. The glasses broke.

19. Mr. Reyes said it.

13. Jamal laughs.

20. I called Steven.

14. Yuri sings.

21. We will attend the concert.

15. The television makes noise.

22. Peter was playing the guitar.

16. She will ask permission.

23. He threw the ball.

17. Juan has bought a pen.

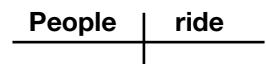
24. I had seen the musical.

Lesson 56**Diagraming the Four Kinds of Sentences**

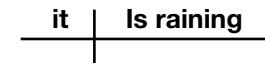
Study the diagrams below of the simple subject and simple predicate of the four basic kinds of sentences. Regardless of the word order in the sentence, the location of the simple subject and simple predicate in a sentence diagram is always the same. In an imperative sentence, the subject is often understood and written in parentheses.

DECLARATIVE

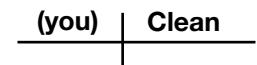
People ride bikes.

**INTERROGATIVE**

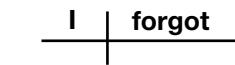
Is it raining?

**IMPERATIVE**

Clean the dishes.

**EXCLAMATORY**

I forgot my books!

► **Exercise 1** Diagram each simple subject and simple predicate.

1. The sheep are bleating.
2. Are you writing poetry?
3. Do purchase that CD.
4. Our cat is meowing.
5. When did you meet him?
6. I lost my club badge.
7. Candida is singing.
8. Give me my tape.
9. Hold the net!
10. You must study.

11. Do you have the phone number?

18. The pond froze last week.

12. The show is starting!

19. The parakeet is escaping!

13. Wash your face.

20. Was that thunder?

14. Kelly is here.

21. The balloons are drifting away.

15. Where are the horses?

22. Wait a minute!

16. Mow the lawn.

23. Did Josh find his sneakers?

17. I laughed out loud.

24. The cake is gone!

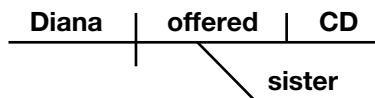
Lesson 57

Diagramming Direct and Indirect Objects and Predicate Words

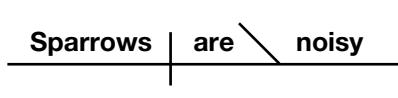
Place the direct object to the right of the verb when diagramming. Set it off from the verb by a vertical line that does not extend below the horizontal line.

Predicate nouns and predicate adjectives are also written on the horizontal line after the verb, but they are separated from a linking verb by a slanted line. Locate indirect objects on a line below and to the right of the verb with a slanted line touching the verb.

Diana offered her sister the CD.



Sparrows are noisy.



► **Exercise 1** Diagram each simple subject, simple predicate, direct object, indirect object, predicate noun, and predicate adjective.

1. Benito called his father.
2. My bike is new.
3. Lorena ate the pear.
4. Francis rode the pony.
5. Hakeem sold Charlie the bike.
6. Beth lost her watch.
7. Hazel sent me the letter.
8. Carl heard the song.
9. Jerome gave the horse an apple.
10. Ted plays chess.

Name _____ Class _____ Date _____

11. Mali threw Terry the ball.

18. That bush seems dead.

12. Bill mowed the lawn.

19. Mr. Cardona signed the note.

13. The dog fetched me the paper.

20. Tiffany guaranteed us a change.

14. The game was great.

21. The cat chased the mouse.

15. The day grew warm.

22. My dad is a teacher.

16. Pat is the center on the team.

23. His answer seems correct.

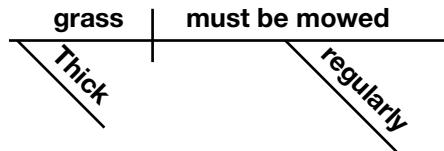
17. Sally became happy.

24. My aunt will give me a videotape.

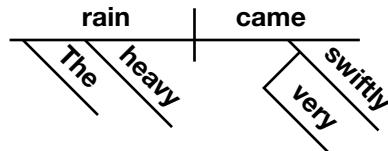
Lesson 58**Diagramming Adjectives and Adverbs**

Place adjectives, including articles, on slanted lines beneath the nouns or pronouns that they modify. Place adverbs on slanted lines beneath the verbs, adjectives, or other adverbs that they modify.

Thick grass must be mowed regularly.



The heavy rain came very swiftly.

**► Exercise 1** Diagram the following sentences.

1. The bright snow sparkles.

5. Red-breasted robins wake early.

2. Janis runs very fast.

6. Andy regularly throws great pitches.

3. Emily speaks well.

7. Good chess matches take a long time.

4. Mark Twain wrote great stories.

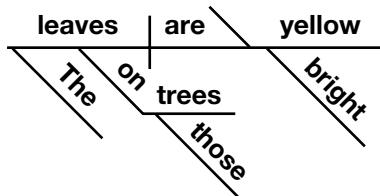
8. Hairstyles change often.

9. My dog barks fiercely.
10. I love foreign languages.
11. Yellow canaries sing sweetly.
12. The Chinese poet wrote beautiful poetry.
13. The white cat sleeps quietly.
14. Teenagers usually prefer fashionable clothes.
15. Jennifer gave her mom a new watch.
16. Old books need careful preservation.
17. Sailboats dot the blue bay.
18. Brown sparrows chirp their songs loudly.
19. The young salesclerk refunded the nice man his money.
20. Tall, thick trees completely cover those distant hills.

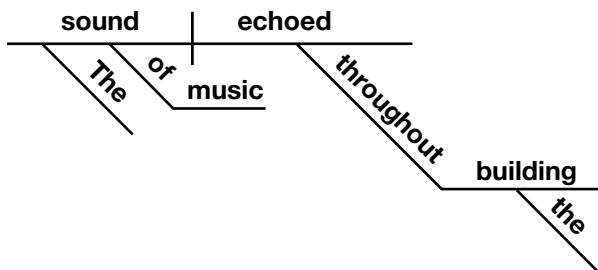
Lesson 59**Diagraming Prepositional Phrases**

Connect a prepositional phrase to the noun or verb it modifies. Put the preposition on a slanted line and the object of the preposition on a horizontal line.

The leaves on those trees are bright yellow.



The sound of music echoed throughout the building.

► **Exercise 1** Diagram the following sentences.

1. The color of the sky is red.
2. Our track team runs across the golf course.
3. My dog went into Mr. Jones's yard.
4. Puppies of that color are rare.

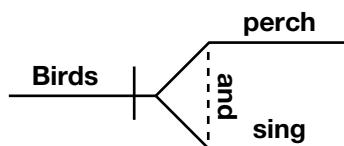
Name _____ Class _____ Date _____

5. We listen to that CD often.
6. Rudy stands within earshot.
7. You should not handle kittens of a very young age.
8. My skill with a bow is improving.
9. Olympus Mons is the largest volcano on Mars.
10. Sam went with his family.
11. Our squad of runners finished behind their squad.
12. Carlos lost everything in his satchel.
13. We stood in the surf for some time.
14. The flowers of early spring sprouted under the leaves.
15. My cat sleeps in the sun on the windowsill.
16. The news of the win spread quickly throughout the school.

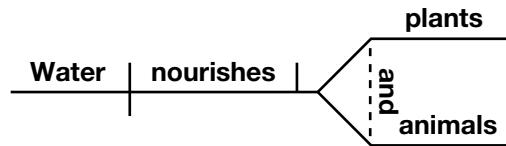
Lesson 60**Diagramming Compound Sentence Parts**

Coordinating conjunctions such as *and*, *but*, and *or* join words, phrases, or sentences. Diagram these compound parts of a sentence by placing the second part below the first. Write the coordinating conjunction on a dotted line connecting the two parts.

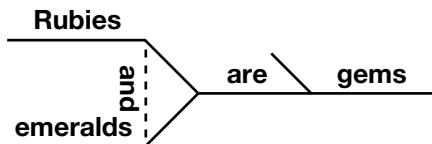
Birds perch and sing.



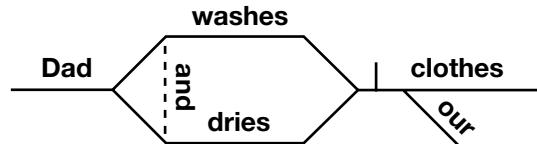
Water nourishes plants and animals.



Rubies and emeralds are gems.



Dad washes and dries our clothes.



► **Exercise 1** Diagram the following sentences.

1. Emilio and Fred read comics.
2. Sarah prefers ice cream and cola.
3. Marcos or Jim will eat the leftovers.
4. Alta sits and studies.

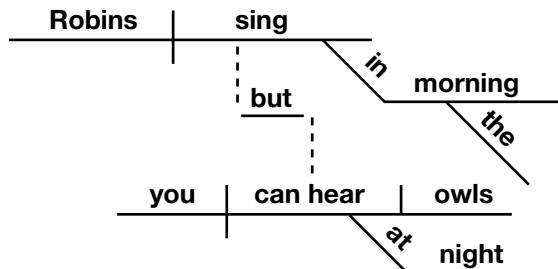
Name _____ Class _____ Date _____

5. Mrs. Welch coaches and plays tennis.
6. Tin whistles and bagpipes make lively music.
7. Apaches and Navahos inhabited the Southwest.
8. Buy or borrow a recorder for class.
9. A thesaurus and a dictionary are necessary school resources.
10. Freezing rain and sleet fell steadily.
11. Sarah gave her brother CDs and tapes.
12. The fog and mist filled the river valleys and glens.
13. The bear and her cub were fishing in the stream.
14. Eagles and hawks are extremely sharp-eyed hunters.

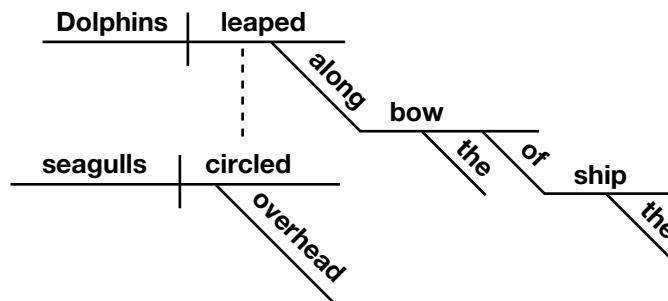
Lesson 61**Diagraming Compound Sentences**

Diagram each main clause of a compound sentence separately. Use a vertical dotted line to connect the verbs of each clause if the main clauses are connected by a semicolon. If the main clauses are connected by a conjunction such as *and*, *but*, or *or*, place the conjunction on a solid horizontal line connected to the verb of each clause by a vertical dotted line.

Robins sing in the morning, but you can hear owls at night.



Dolphins leaped along the bow of the ship; seagulls circled overhead.



► Exercise 1 Diagram the following sentences.

1. The horses pulled the plow, and the farmer followed the horses.
2. We crossed the bridge, and then we entered the city.

3. You must find the papers; then take them to the teacher.
4. I would rather eat pizza for lunch, or maybe we can eat hamburgers.
5. Elizabeth painted the picture, but she did not frame it.
6. Wild European rabbits live in large warrens; other rabbits live individually.
7. Ramon enjoys the city, but he lives in the country.
8. Hiroshi is the drummer, and Sandy is the guitarist.
9. Did you watch television last night, or did you read?
10. Listen to the rain; it falls steadily.

Lesson 62

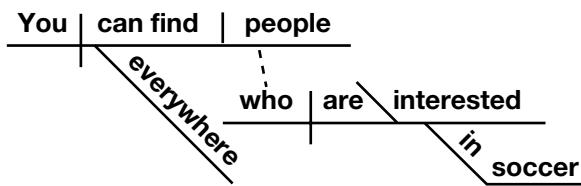
Diagramming Complex Sentences with Adjective and Adverb Clauses

Diagram a complex sentence with an adjective or adverb clause by placing the adjective or adverb clause below the main clause.

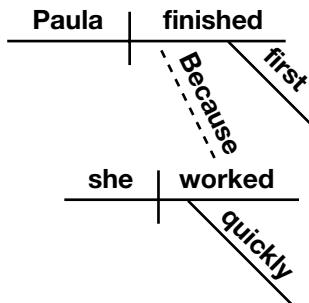
Draw a dotted line between the relative pronoun that introduces the adjective clause and the noun or pronoun it modifies in the main clause. Then diagram the relative pronoun according to its function in its own clause.

Draw a dotted line between the verb in the adverb clause and the verb, adjective, or adverb it modifies in the main clause. Write the subordinating conjunction on the dotted line connecting the verb to the word it modifies.

You can find people everywhere who are interested in soccer.



Because she worked quickly, Paula finished first.



► **Exercise 1** Diagram the following sentences.

1. He recognized the grizzly bear that stood upright.
2. She sneezed when she had a cold.

Name _____ Class _____ Date _____

3. The solidiers uncovered a cargo plane that had huge propellers.
4. It was the Pooles who lost their canary.
5. The town, which has a fine history museum, is picturesque.
6. Wherever they searched in the woods, mushrooms were common.
7. While other predators have lived on Earth, the Tyrannosaurus rex outranks all of them.
8. King Kong had forearms that were eight feet in length.
9. The Pima were powerful warriors who protected their farms from Apache raiders.
10. Though Susan had many bracelets, one with her initials was her favorite.



Unit 10 Review

► **Exercise 1** Diagram the following sentences.

1. The white blood cells in your blood fight infection.
2. The Notre Dame sports teams are called the Fighting Irish.
3. Mini caught the baseball.
4. The infant cried because he was hungry.
5. Vito accidentally ate some bad meat, but he did not become ill.
6. I had a backache and stomach cramps yesterday.
7. That actor has played the noble hero and the evil villain.
8. The movie that we saw received great reviews.

Cumulative Review Units 1–10

► **Exercise 1** Underline each adverb and adjective clause in the following sentences. Write *adj.* (adjective) or *adv.* (adverb) in the blank to identify the clause.

- adj.** Are these the baseball cards that you bought?
- _____ 1. Samantha tells stories that astound us.
 - _____ 2. The book that is on the table is not mine.
 - _____ 3. We called Kevin, whose bike had been stolen.
 - _____ 4. After I buy the CD, I will call you.
 - _____ 5. This coat is one that she will like.
 - _____ 6. Cal was sad when he heard the news.
 - _____ 7. The teacher who knew the subject gave the lecture.
 - _____ 8. It was not the job that I had wanted.
 - _____ 9. The dog buried the bone where no one would find it.
 - _____ 10. We will help you if you will let us.
 - _____ 11. Your model car, which I put on your desk, needs polishing.
 - _____ 12. Juan wore the jacket, although he didn't like it.
 - _____ 13. Unless it is too late, we will call her.
 - _____ 14. The lilac bush that we planted is blooming already.
 - _____ 15. Those new clothes that you bought are fantastic.
 - _____ 16. I watch this video whenever I have time.
 - _____ 17. This is the teacher whom you requested.
 - _____ 18. Wherever they are, they are late.
 - _____ 19. She did not believe me until you told her the story, too.
 - _____ 20. Your show remains on the air while my favorite program has been cancelled.

► **Exercise 2** Underline each participle or participial phrase, gerund or gerund phrase, and infinitive or infinitive phrase. Then write the type of word or phrase in the blank.

gerund

Sherry loves painting.

- _____ 1. Our team is a winning team.
- _____ 2. Holding a grudge does one no good.
- _____ 3. Running is Carla's favorite sport.
- _____ 4. Mr. Smith says he dreads public speaking.
- _____ 5. Learning a foreign language is hard work.
- _____ 6. Our team must practice more often if they want to win.
- _____ 7. I like eating hamburgers and salad.
- _____ 8. We hope to have a better team next year.
- _____ 9. I prefer walking home from school.
- _____ 10. Recognizing the importance of the test, we studied hard.
- _____ 11. Having all these household chores keeps me busy.
- _____ 12. When is the best time to call them?
- _____ 13. Laughing loudly, he walked into the class.
- _____ 14. I think cleaning the patio is an easy job.
- _____ 15. Your story has a new beginning.
- _____ 16. Discovering the solution to a problem is great fun.
- _____ 17. My dog is a trusted pet.
- _____ 18. Is that a real wishing well?
- _____ 19. The radio, tuned to my favorite station, was bothering my mother.
- _____ 20. You have to work hard to succeed.

► **Exercise 3** Underline each preposition or prepositional phrase, and circle each conjunction.

The ball is in the drawer or on the desk.

1. Jerry and Hector like to go to town.
2. Why did the Bears try for two points?
3. They listened to the advice.
4. Did you hear about the accident?
5. The cat came from the door and into the kitchen.
6. You left the lawn mower under the tree.
7. Thunder comes before rain and after lightning.
8. I like boats and ships.
9. Until she comes, let's go into the arcade.
10. For your dessert, would you prefer ice cream or sherbet?
11. The puppy ran into the living room.
12. We were tired but happy.
13. After the game, we went to the restaurant and mall.
14. Class ended, but I was not finished.
15. They feared the threat of rain.
16. It happened around noon.
17. Maria came home with a new coat and a book bag.
18. The wind beat heavily against the window.
19. I like that movie with the fast action and car chases.
20. Yolanda dives gracefully off the high board.