

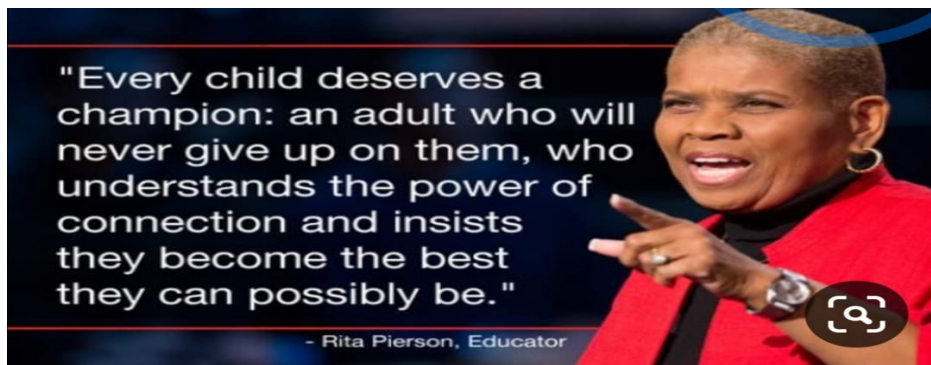


***AMERICAN DIVISION***  
***CURRICULUM FRAME WORK***  
***SCHOOL YEAR 2020-2021***

***DEPARTMENT :English***

***Welcome Word from Mrs. Walaa:***

someone once said:



And I believe you are doing your best and the best is yet to come. Remember i will always be here for you and hang on, You have few steps to reach your goal. Good luck.

***COURSE DESCRIPTION:***

English 11 provides students with the language skills needed to prepare them for college and career readiness. These skills are developed through the active reading of literary and informational texts, academic language development of text-embedded vocabulary, oral language practice, and writing of informational, argumentative, synthetic, and narrative pieces. Students practice critical thinking, comprehension, and application skills through thematic units centered on topics, such as plot and conflict, themes and symbols, argument and persuasion, and drama. This course expands upon proficiencies in the fundamentals of reading and writing with focus on comprehension and mastery of syntax, grammar, punctuation, capitalization, spelling, and usage in written communication. Students are exposed to a variety of literary and informational texts in order to construct coherent writing pieces that help to develop their own position and perspective on a variety of topics.

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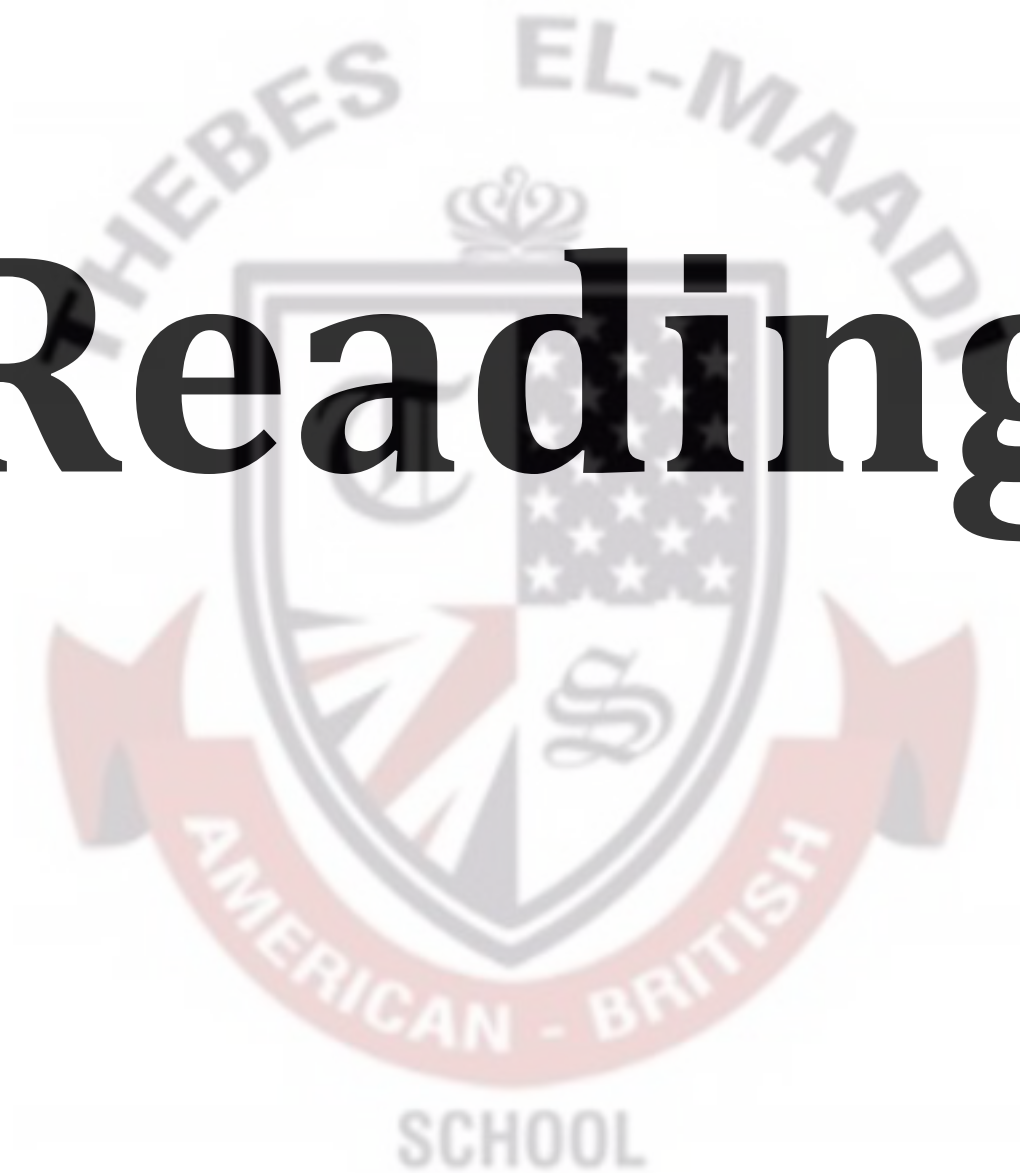
## **COURSE OBJECTIVES:**

- Students will determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- Students will draw evidence from literary or informational texts to support analysis, reflection, and research.
- Students will write over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.
- . Students will initiate and participate in a range of collaborative discussions.
- Students will evaluate a speaker's point of view, reasoning, use of evidence and rhetoric to identify any fallacious reasoning or exaggerated or distorted evidence.
- Students will present information, findings and supporting evidence clearly, concisely, and logically.
- Students will make use of digital media in presentations to enhance understanding and add interest.
- Students will demonstrate command of the conventions of standard English grammar and usage in both writing and speaking.
- Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing for a range of strategies.
- Students will demonstrate an understanding of figurative language, word relationships, and nuances in word meanings.

# **Reading Comprehension Skills and Strategies**



# Reading







**A movie preview gives you a good idea of what is to come and gets you ready for the story. Previewing what you read can do the same thing.**

**Directions:** A movie preview lets you predict what kind of movie it is, such as comedy or action. Previewing what you read can help you identify what kind of writing it is. We classify literature by genre (*zhān rě*), which simply means type. Use the clues in the writing previews to predict the genre of each excerpt.

**Realistic Fiction**

**Biography**

**Fantasy**

**Historical Fiction**

**Folklore**

**Mystery**

**Science Fiction**

**Poetry**

1. ...There, near the mouth of the cave, he could feel the hot air—the breath of the dragon! It *must* be in there!...

2. ...One of the books looked odd—yes, it was fake. The insides were designed to hide something valuable. But what?...

3. ...If I were a lion, tall and proud.  
My roar would be low and loud....

4. ...The young Union soldier looked up briefly, his eyes focused on just one Confederate approaching. It was his cousin, William!

5. ... Harvey Firestone grew up on a farm in Ohio. He became interested in rubber tires while working for a carriage factory...

6. ...Peter could not believe his ears. "Mom," he protested, "do I really have to take my dumb little brother along?"

7. ...The landscape was not as they had expected. It was red. If it weren't for the two glowing moons, they'd have lost the ship...

8. ... John Chapman traveled west, spreading appleseeds everywhere he went. Folks got to calling him Johnny Appleseed...



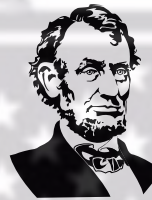
**Here's the scoop on getting the basic understanding of a story—look for the answers to the 5 W's: Who? What? Where? When? and Why?**

**Directions:**

News stories are often written based on the 5 W's. The historical event described below is written as a news story. Answer the questions to identify the 5 W's.

## DAILY HERALD

*Saturday, April 15, 1865* Yesterday was indeed a sad day for Americans. After bearing the weight of a long and bloody war, our President was finally feeling optimistic about reuniting the country. He had plans to bring the South back into the Union fold and rebuild our wounded nation. After meeting with his Cabinet, Lincoln took a much-needed break by escorting his wife and another couple to Ford's Theater to see the play *Our American Cousin*. Apparently, the Washington police



man assigned to guard the President either left his post or was distracted just long enough for a person to shoot a pistol. Lincoln slumped in his seat. A man leaped from the President's box and in the confusion was able to escape through a back exit. A witness claims that the man shouted, "The South shall live!" but one thing is for sure—Abraham Lincoln did not.

1. **Who** is the subject of the story? \_\_\_\_\_
2. **What** event is the story about? \_\_\_\_\_  
\_\_\_\_\_
3. **Where** did the event take place? \_\_\_\_\_  
\_\_\_\_\_
4. **When** did the event happen? \_\_\_\_\_
5. **Why** did this event occur? \_\_\_\_\_  
\_\_\_\_\_

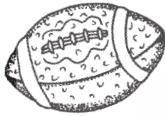
**CHALLENGERS!** Now apply what you have learned about the 5 W's.

1. Choose another historical event. Research it, then use the 5 W's to write it as a news story.
2. Find a current events article in a recent newspaper. Identify the 5 W's.

**Directions:**

Hey—you don't read just stories and text, you read plenty of other stuff, too, such as ads. An ad is designed to interest you in buying or doing something. In order to accomplish that, the ad must give you the information you need. How? The 5 W's! Read the ad below. Identify the 5 W's. (P.S. This is not real.)

## Hey Football Fans... WOULDNT YOU LIKE TO SHOW YOUR SPIRIT BY WEARING A REPLICA OF YOUR FAVORITE PLAYER'S JERSEY?



If you order now, you can be wearing your jersey for the opening game. But hurry, this is a limited time offer. You must order by August to receive your jersey in time for the season opener in September. Just choose your favorite NFL team and player's name, tell us what size (S,M, L, XL), pay just \$49.95 plus \$5.95 shipping & handling, and your jersey will be on its way. You should receive it in 7-10 days. Offer ends Aug. 31.



**Don't Delay**  
or your team's  
jersey may be  
sold out!  
**Order NOW**  
by phone or  
online at our  
Web site.

**FANTastic Replicas, Inc. • 2291 Your St. • Any Town, CA 00009**  
**1•800•000•0000      www.anyfan.com**

### Part 1: The Basic 5

1. **Who** is the advertiser? \_\_\_\_\_
2. **What** does the ad want you to buy? \_\_\_\_\_
3. **Where** can you buy it? \_\_\_\_\_
4. **When** will the offer end? \_\_\_\_\_
5. **Why** does the advertiser say you should buy it? \_\_\_\_\_

### Part 2: More W's

6. **Who** is the ad directed toward? \_\_\_\_\_
7. **What** is the price? \_\_\_\_\_
8. **When** will you receive your purchase? \_\_\_\_\_
9. **Why** should you buy it now? \_\_\_\_\_

**Directions:**

You use the 5W's to get basic information from what you read. You can also use them to give information. Design an invitation to a party you'd like to have. Tell who is giving it, what kind it is, where it is, when it is, and why it's happening. Add any other information the invitee would need or like. Then decorate your invitation to go with the type of party you chose.

**Who:** \_\_\_\_\_**What:** \_\_\_\_\_  
\_\_\_\_\_**Where:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_**When:** \_\_\_\_\_**Why:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





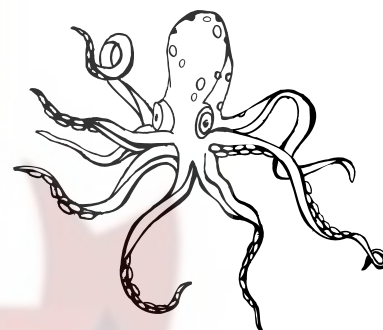
Let's get right to the roots of understanding a whole bunch of words —prefixes, suffixes, and root words. Knowing this stuff will really help your reading grow!

**Directions:** Use the meanings of the prefixes to help you answer each question with the correct number.

### NUMBER, PLEASE...

| Prefix        | Meaning | Prefix       | Meaning  |
|---------------|---------|--------------|----------|
| mono-, uni-   | one     | oct-         | eight    |
| du-, di-, bi- | two     | dec-         | ten      |
| tri-          | three   | cent-        | hundred  |
| quart-, quad- | four    | mil-, kilo-  | thousand |
| penta-, cinc- | five    | semi-, hemi- | half     |

1. How many events in a decathlon? \_\_\_\_\_
2. How many lines in a cinquain poem? \_\_\_\_\_
3. How many lenses in bifocals? \_\_\_\_\_
4. How many performers in a trio? \_\_\_\_\_
5. On what day in May is Cinco de Mayo? \_\_\_\_\_
6. How many tentacles on an octopus? \_\_\_\_\_
7. How many singers in a quartet? \_\_\_\_\_
8. How many sides does the Pentagon building have? \_\_\_\_\_
9. How many letters in a digraph? \_\_\_\_\_
10. How many millimeters in a meter? \_\_\_\_\_
11. How many grams in a kilogram? \_\_\_\_\_
12. How many rails in a monorail? \_\_\_\_\_
13. What part of a sphere is a hemisphere? \_\_\_\_\_
14. How many notes in an octave? \_\_\_\_\_
15. How many years in a decade? \_\_\_\_\_
16. If you quadruple something, how many times bigger is it? \_\_\_\_\_




**CHALLENGERS:** How often is a bicentennial held? \_\_\_\_\_  
How old is a septuagenarian? \_\_\_\_\_

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Directions:**

Challenge yourself! In each description look for the suffix clue. Then write the word being described. Example: without hope—hopeless.



Here are some common suffixes. By learning their meanings, you will have valuable clues to the meanings of many words.

| Suffix         | Meaning             |
|----------------|---------------------|
| -able          | able to             |
| -en            | made of             |
| -ful           | filled with         |
| -hood          | state of being      |
| -ish           | like; approximately |
| -ity, -ment    | state of            |
| -less          | without             |
| -let, -ling    | small, young        |
| -ly            | in a manner         |
| -ness, -ty     | having a quality    |
| -ology         | the study of        |
| -or, -er, -ist | one who             |
| -ward          | in direction of     |

1. without hope: \_\_\_\_\_
2. in the state of being a child: \_\_\_\_\_
3. able to wash: \_\_\_\_\_
4. one who plays violin: \_\_\_\_\_
5. in the direction of north: \_\_\_\_\_
6. like a fool: \_\_\_\_\_
7. in a state of being content: \_\_\_\_\_
8. the quality of being kind: \_\_\_\_\_
9. the quality of being loyal: \_\_\_\_\_
10. filled with fear: \_\_\_\_\_
11. one who teaches: \_\_\_\_\_
12. the study of the mind (psych): \_\_\_\_\_
13. made of wood: \_\_\_\_\_
14. a young duck: \_\_\_\_\_
15. in a strange manner: \_\_\_\_\_
16. without worth: \_\_\_\_\_
17. made of gold: \_\_\_\_\_
18. in a manner of time: \_\_\_\_\_
19. approximately forty: \_\_\_\_\_
20. in an up direction: \_\_\_\_\_



**Directions:**

Venn diagrams are a fun way to classify. When you are done you have a visual picture instead of just a bunch of boring lists. Write each word below in the correct space. By the way, if the word has no prefix or suffix, write it outside the circles.

reappear

undone

poisonous

dishonesty

quite

misalign

appreciate

discover

impossible

adulthood

immature

precooked

nonsense

childish

wishful

chemist

nonworking

uninformed

goodness

midnight

disagreement

recounted

frequently

yellowish



PREFIX ONLY

SUFFIX ONLY

BOTH  
PREFIX and  
SUFFIXNEITHER  
PREFIX nor SUFFIX

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**Directions:**

Would you believe that a large part of our language has its roots in Latin? Well, after you complete this page, you will. Study the Latin roots and the English words that were grown from them. Then, match each word to its meaning.

(just a few) **LATIN ROOTS:**

| ROOT | MEANING | EXAMPLE   | ROOT  | MEANING    | EXAMPLE    |
|------|---------|-----------|-------|------------|------------|
| act  | do      | enact     | ped   | foot       | pedal      |
| ang  | bend    | triangle  | pop   | people     | population |
| aud  | hear    | audience  | rupt  | break      | erupt      |
| cred | believe | discredit | sign  | mark       | signal     |
| dict | speak   | dictate   | spec  | see        | spectator  |
| fac  | make    | factory   | tract | pull, drag | traction   |
| loc  | place   | locate    | urb   | city       | urban      |
| man  | hand    | manual    | vac   | empty      | vacant     |
| mob  | move    | mobile    | vid   | see        | video      |



1. incredible
  2. angular
  3. manipulate
  4. audible
  5. relocate
  6. mobilize
  7. pedestrian
  8. contradict
  9. abrupt
  10. suburb
  11. vivid
  12. attraction
  13. popular
  14. disrupt
  15. manufacture
  16. evacuate
  17. audition
  18. automobile
  19. evidence
  20. signature
- having bends  
move into action  
one who is on foot  
speak against  
not believable  
move by hand  
able to be heard  
move to a new place  
easy to see  
pull toward  
liked by people  
a sudden break  
break up or apart  
below or outside the city  
leave a place empty  
seen with the eyes  
make by hand  
the mark of identity  
a time to be heard  
machine that moves by itself

**Directions:**

The roots of our language are widespread. The ones below are Greek. After you complete this page, their meanings won't be Greek to you. Study the Greek roots. Then for each, write two English words that grew from them.

**GREEK ROOTS:****1. ast: star**

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**2. cycl: circle**

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**3. graph: write/draw**

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**4. gram: written**

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**5. meter: measure**

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**6. phon: sound**

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**7. photo: light**

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**8. scop: see**

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**9. therm: heat**

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**10. bio: life**

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**11. geo: earth**

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**12. hydr: water**

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**13. opt: eye**

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**14. phob: fear**

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geography

thermos

periscope

asterisk

phobia

cyclone

diameter

hydroelectric

autograph

optometrist

astronomy

telescope

telegram

thermometer (2)

telephoto

phonics

biopsy

diagram

hydrant

graphic

optical

photosynthesis

symphony

biology

claustrophobic

cyclical

geology



**Directions:**

*Read each word. Pull it apart in your mind. Then write the parts in the correct columns. The first one is done for you.*

[illegible]

*You're on a roll! Now find three words in one of your textbooks: one with a root word plus a prefix, one with a root word plus a suffix, and one with both. Write them below.*

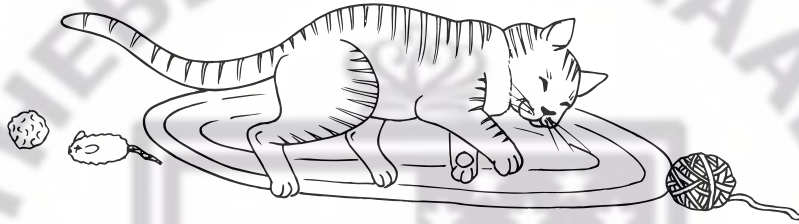
|     |  |  |  |
|-----|--|--|--|
| 18. |  |  |  |
| 19. |  |  |  |
| 20. |  |  |  |



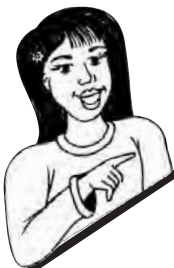
You're a well-oiled reading machine, right? But it wouldn't hurt to check if you are a bit rusty with this skill—recognizing plurals and possessives.



**Directions:** Test your ability to tell the difference between a plural and a possessive. Remember: a plural means more than one; a possessive shows ownership. Fill in the bubble that describes the word in bold.



- |  |   |
|--|---|
| 1. Maria's cat seems to sleep all day.                   | 1. <input type="radio"/> plural <input type="radio"/> possessive  |
| 2. The <b>boys'</b> gloves lay by the bench.             | 2. <input type="radio"/> plural <input type="radio"/> possessive  |
| 3. Thunderous <b>clouds</b> loomed in the distance.      | 3. <input type="radio"/> plural <input type="radio"/> possessive  |
| 4. The <b>girl's</b> makeup was too heavy.               | 4. <input type="radio"/> plural <input type="radio"/> possessive  |
| 5. The bird preened <b>its</b> feathers.                 | 5. <input type="radio"/> plural <input type="radio"/> possessive  |
| 6. Loud <b>noises</b> came from the barn.                | 6. <input type="radio"/> plural <input type="radio"/> possessive  |
| 7. <b>Dr. Raymond's</b> office was crowded.              | 7. <input type="radio"/> plural <input type="radio"/> possessive  |
| 8. The <b>planks</b> creaked as we walked across.        | 8. <input type="radio"/> plural <input type="radio"/> possessive  |
| 9. A big ship can withstand pounding <b>waves</b> .      | 9. <input type="radio"/> plural <input type="radio"/> possessive  |
| 10. I'm always finding Rex's <b>toys</b> in my room.     | 10. <input type="radio"/> plural <input type="radio"/> possessive |
| 11. The <b>flowers'</b> petals were soft and delicate.   | 11. <input type="radio"/> plural <input type="radio"/> possessive |
| 12. I hardly recognized the <b>Browns'</b> children.     | 12. <input type="radio"/> plural <input type="radio"/> possessive |
| 13. An <b>artist's</b> style is unique.                  | 13. <input type="radio"/> plural <input type="radio"/> possessive |
| 14. The <b>trees'</b> branches were laden with snow.     | 14. <input type="radio"/> plural <input type="radio"/> possessive |
| 15. The moon's gravity causes <b>Earth's</b> tides.      | 15. <input type="radio"/> plural <input type="radio"/> possessive |
| 16. <b>Whales</b> migrate thousands of miles.            | 16. <input type="radio"/> plural <input type="radio"/> possessive |
| 17. Caroline thought your <b>brother's</b> car was cool. | 17. <input type="radio"/> plural <input type="radio"/> possessive |
| 18. The <b>beaches</b> are patrolled day and night.      | 18. <input type="radio"/> plural <input type="radio"/> possessive |
| 19. Dad went to <b>Uncle Jeff's</b> to go fishing.       | 19. <input type="radio"/> plural <input type="radio"/> possessive |
| 20. In the cave hung <b>hundreds</b> of bats.            | 20. <input type="radio"/> plural <input type="radio"/> possessive |



Reading is like detective work. Clues to unknown words can be found right among the words around it. This strategy is called using context clues, and it works!

**Directions:** Use context clues to figure out the meaning of the bold word. Write it on the line.

1. In math class, Jen passed the note to Sara **discreetly**.

\_\_\_\_\_

2. The thirsty man **yearned** for a drink of water.

\_\_\_\_\_

3. The miner struck a new **lode** of coal.

\_\_\_\_\_

4. Old age did not **hamper** him one bit.

\_\_\_\_\_

5. The explorers were running short on **provisions**.

\_\_\_\_\_

6. Pirates were caught red-handed with the **contraband**.

\_\_\_\_\_

7. Without shots, the animals were **susceptible** to disease.

\_\_\_\_\_

8. This is only a **facsimile**—the real gem is in the safe.

\_\_\_\_\_

9. The tiny infant remained in the **neonatal** ward.

\_\_\_\_\_

10. The tornado threatened to **annihilate** the small town.

\_\_\_\_\_

11. Unlike other **felines**, lions live in groups.

\_\_\_\_\_

12. Dad said nothing, but just nodded **affirmatively**.

\_\_\_\_\_



- necessities
- strongly wished for
- hold back; adversely affect
- in a positive way
- destroy
- newborn
- vulnerable to attack
- look alike; copy
- in a secretive way
- stolen goods
- members of the cat family
- vein of mineral ore



**Directions:**

Read the story. Use context clues to figure out the possible meanings of the words in bold. Then write them next to their meanings below.

Last month we took a trip to Southern California for my cousin's wedding. By the **scowl** on my face when Mom told us we were going, she knew I was less than thrilled. So the next **declaration** out of her mouth was that, besides going to the wedding (**drudge**, drudge), we would also be going to the Wild Animal Park AND the water park. OK! I decided I could sit through the wedding and even be **hospitable** for a few hours.

During the ceremony I was **catatonic**, but the reception wasn't too bad. There were **copious** amounts of food and their choice of music was **palatable**. It was over in a flash and the next day we were on to better things.

The Wild Animal Park was awesome. No cages or enclosures—just open **range** for giraffes, zebras, and other creatures to roam. The **docent** said as long as we adhered to the rules, everyone (us and the animals) would be safe.

The next day we **donned** our swimsuits for a day at the water park. Mom was a **trifle** tired, so she just **reclined** under a shady tree and read a book. The rest of us did the slides, the tubes, the wave machine...stopped for a snack...then did it all again.

That night I wrote a thank-you note to my cousin Irene for the great time we had (at her wedding, of course).

1. hard, tedious work: \_\_\_\_\_
2. tour guide: \_\_\_\_\_
3. abundant; plentiful: \_\_\_\_\_
4. a small amount; a bit: \_\_\_\_\_
5. leaned or lay back to rest: \_\_\_\_\_
6. put on or dressed in: \_\_\_\_\_
7. open area of land for grazing: \_\_\_\_\_
8. statement; announcement: \_\_\_\_\_
9. a frowning facial expression: \_\_\_\_\_
10. friendly, sociable toward guests: \_\_\_\_\_
11. pleasant or acceptable to the taste or mind: \_\_\_\_\_
12. unmoving; seemingly without thought or action: \_\_\_\_\_



**An analogy is a type of comparison. How things are related is an important reading skill. That's probably why analogies almost always appear on those big tests.**



**Directions:** The trick to understanding analogies is in figuring out how the words are related. Read each analogy below. Think about what is being compared. Then match it to the correct relationship. The first one is done for you.

- |  |                     |
|--|---------------------|
| 1. baby is to <u>babies</u> as mouse is to <u>mice</u>       | PART to WHOLE       |
| 2. car is to <u>seats</u> as desk is to <u>drawers</u>       | WHOLE to PART       |
| 3. wick is to <u>candle</u> as string is to <u>yo-yo</u>     | SINGULAR to PLURAL  |
| 4. wrote is to <u>write</u> as sang is to <u>sing</u>        | PLURAL to SINGULAR  |
| 5. children is to <u>child</u> as ladies is to <u>lady</u>   | PAST to PRESENT     |
| 6. lemon is to <u>sour</u> as cake is to <u>sweet</u>        | PRESENT to PAST     |
| 7. giving is to <u>gave</u> as seeing is to <u>saw</u>       | CHARACTERISTICS     |
| 8. flying is to <u>bird</u> as swimming is to <u>fish</u>    | LOCATION            |
| 9. whale is to <u>ocean</u> as deer is to <u>woods</u>       | OBJECT to ACTION    |
| 10. nose is to <u>smell</u> as eyes are to <u>see</u>        | ACTION to OBJECT    |
| 11. second is to <u>first</u> as Tuesday is to <u>Monday</u> | CLASSIFICATION      |
| 12. moth is to <u>insect</u> as snake is to <u>reptile</u>   | COUNTERPART         |
| 13. huge is to <u>large</u> as begin is to <u>start</u>      | SEQUENCE            |
| 14. quiet is to <u>loud</u> as hard is to <u>soft</u>        | SYNONYMS (same)     |
| 15. cow is to <u>calf</u> as cat is to <u>kitten</u>         | ANTONYMS (opposite) |

**CHALLENGER!** Here are some other analogies. This time see if you can complete the second part.

16. hoot is to owl as lion is to \_\_\_\_\_
17. woman is to aunt as man is to \_\_\_\_\_
18. is is to was as go is to \_\_\_\_\_
19. you are is to you're as we are is to \_\_\_\_\_
20. less is to least as more is to \_\_\_\_\_
21. in is to entrance as out is to \_\_\_\_\_



**Directions:** You are to analogies as a star is to movies! Prove it now.

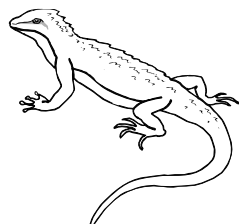
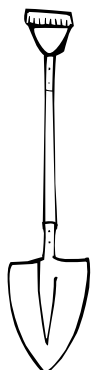
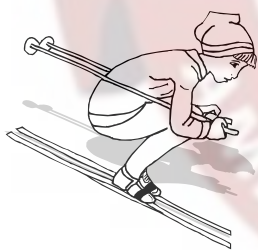
**A.** These analogies compare part to whole or whole to part. Fill in the missing word.

1. oar is to boat as propeller is to \_\_\_\_\_
2. pie is to crust as cake is to \_\_\_\_\_
3. tree is to sap as person is to \_\_\_\_\_
4. lid is to jar as cap is to \_\_\_\_\_
5. violin is to strings as piano is to \_\_\_\_\_
6. stinger is to bee as fangs are to \_\_\_\_\_
7. porcupine is to quills as cat is to \_\_\_\_\_
8. peel is to banana as husk is to \_\_\_\_\_
9. flipper is to seal as hoof is to \_\_\_\_\_
10. stem is to plant as trunk is to \_\_\_\_\_



**B.** These analogies compare action to object or object to action. Fill in the missing word.

1. lizard is to crawl as rabbit is to \_\_\_\_\_
2. honk is to horn as ring is to \_\_\_\_\_
3. wink is to eye as sniff is to \_\_\_\_\_
4. pencil is to draw as brush is to \_\_\_\_\_
5. knife is to cut as drum is to \_\_\_\_\_
6. sponge is to scrub as broom is to \_\_\_\_\_
7. author is to write as illustrator is to \_\_\_\_\_
8. ski is to snow as swim is to \_\_\_\_\_
9. shovel is to dig as hammer is to \_\_\_\_\_
10. zip is to jacket as lock is to \_\_\_\_\_





**Note this note: Park by the park. Whoa! A good reader has to be on the lookout for words with more than one meaning. You're on watch to watch for these.**



**Directions:**

Many words have multiple meanings. Some you may be unfamiliar with and may need to look them up in a dictionary if the meaning you know doesn't make sense. Others you know all the meanings of and it's just a matter of figuring out which applies. Below are multiple meanings for three familiar words. Write the number of the meaning that applies in the sentence given.

- \_\_\_\_\_ A. Mom left me a note about practice.
- \_\_\_\_\_ B. I can't sing a note.
- \_\_\_\_\_ C. Edison was an inventor of note.
- \_\_\_\_\_ D. Note the differences between the two insects.

**note:**

- 1. short written message
- 2. to call or pay attention to
- 3. distinction, quality, or importance
- 4. a musical sound

- \_\_\_\_\_ E. Dad works at the industrial park.
- \_\_\_\_\_ F. Do not park by the red curb.
- \_\_\_\_\_ G. We played baseball at the park.
- \_\_\_\_\_ H. We went to the amusement park.

**park:**

- 1. to stop a vehicle in a space
- 2. an open area for public recreation
- 3. an area set aside for a commercial use

- \_\_\_\_\_ I. Did you wear your watch today?
- \_\_\_\_\_ J. Watch me do a high dive.
- \_\_\_\_\_ K. Watch for rattlesnakes in this area.
- \_\_\_\_\_ L. Will you watch my dog while I'm away?
- \_\_\_\_\_ M. Security is on watch at the bank.
- \_\_\_\_\_ N. The night watch ends at 6:00 a.m.

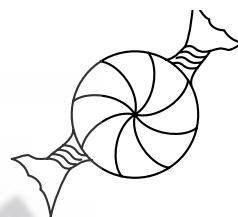
**watch:**

- 1. guard
- 2. to take care of
- 3. to be on the lookout
- 4. to observe casually
- 5. a timepiece carried or worn
- 6. the period of time a guard is on duty

**Directions:**

What's the use? Well, that's what you have to figure out when you encounter a word with multiple meanings. Below is an example. Use the given definitions to help you figure out how the word is used in each sentence. Write the meaning. Then write a sentence of your own using the word with that meaning.

- MINT** *noun*
1. a place where money is coined by authority of the government
  2. a huge or unlimited amount or supply
  3. new or in its original form
  4. any of various plants used for flavoring and aroma
  5. candy flavored with extract of a plant in that family



A) After dinner, the waiter brought us each a **mint**.

meaning: \_\_\_\_\_

your sentence: \_\_\_\_\_

B) He bought the collectible model in **mint** condition.

meaning: \_\_\_\_\_

your sentence: \_\_\_\_\_

C) The group had a **mint** of ideas about redesigning the playground area.

meaning: \_\_\_\_\_

your sentence: \_\_\_\_\_

D) While visiting the capital, we toured the U.S. **Mint**.

meaning: \_\_\_\_\_

your sentence: \_\_\_\_\_

E) Place some **mint** leaves in areas you want your cat to avoid.

meaning: \_\_\_\_\_

your sentence: \_\_\_\_\_



**Synonyms and antonyms—there's nothing complicated about them—but being able to recognize and use them gives you a boost of reading and writing power.**

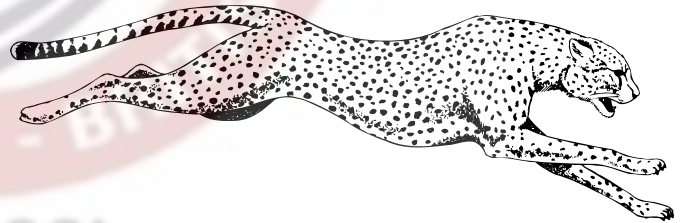
**Directions:** *Synonyms are words that mean the same or almost the same. Great, wonderful, terrific, super...you get the picture. Now pick out the synonyms in a list and a story.*

**A.** *In each list, circle any words that are synonyms for the bold word. Use a dictionary if needed.*

1. **catch**      grab   fly   seize   nab   squeeze   entrap
2. **affix**      bond   confirm   attach   repair   fasten
3. **spread**      position   spew   scatter   disperse   diffuse
4. **calm**      placid   ruffled   serene   tranquil   still
5. **invent**      devise   concoct   formulate   infer   clever
6. **ask**      request   inquire   aspire   answer   question
7. **labor**      manual   toil   work   earn   contract   lend
8. **infrequent**      sporadic   scarce   often   profuse   rare

**B.** *Read the passage. Match each bold word below to a synonym in the story. Write it on the line.*

With its **victim** in **view**—**typically** a young, old, **ill**, or stray animal—a cheetah will casually **stalk** toward it. When within a **range** of about 100 yards, it will begin to **sprint**. The herd will **disperse** and the cheetah will **swiftly** overtake the intended kill. Because of the cheetah's great speed, the chase is usually over in **mere** seconds.



- |                  |                   |
|------------------|-------------------|
| 1. sick _____    | 6. prey _____     |
| 2. quickly _____ | 7. distance _____ |
| 3. sight _____   | 8. run _____      |
| 4. stride _____  | 9. scatter _____  |
| 5. usually _____ | 10. only _____    |



**Directions:**

**Q.** What's the opposite of a good reader? **A.** One who doesn't recognize antonyms! Which are you? Find out by matching and using antonyms (opposites) below.

**A.** For each bold word below, circle its antonym in the list that follows.

- |                    |   |
|--------------------|---|
| 1. <b>told</b>     | answered    asked    replied    questioned    |
| 2. <b>least</b>    | less    more    most    fewest    fewer       |
| 3. <b>remain</b>   | stay    concur    steadfast    change         |
| 4. <b>lose</b>     | tight    find    lost    lend    firm         |
| 5. <b>prohibit</b> | stop    avoid    defend    allow    deter     |
| 6. <b>create</b>   | destroy    invent    cover    build    decay  |
| 7. <b>sure</b>     | positive    wishful    uncertain    negative  |
| 8. <b>nothing</b>  | often    none    something    zero    several |



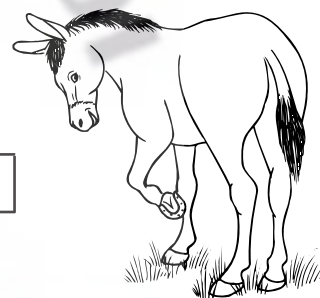
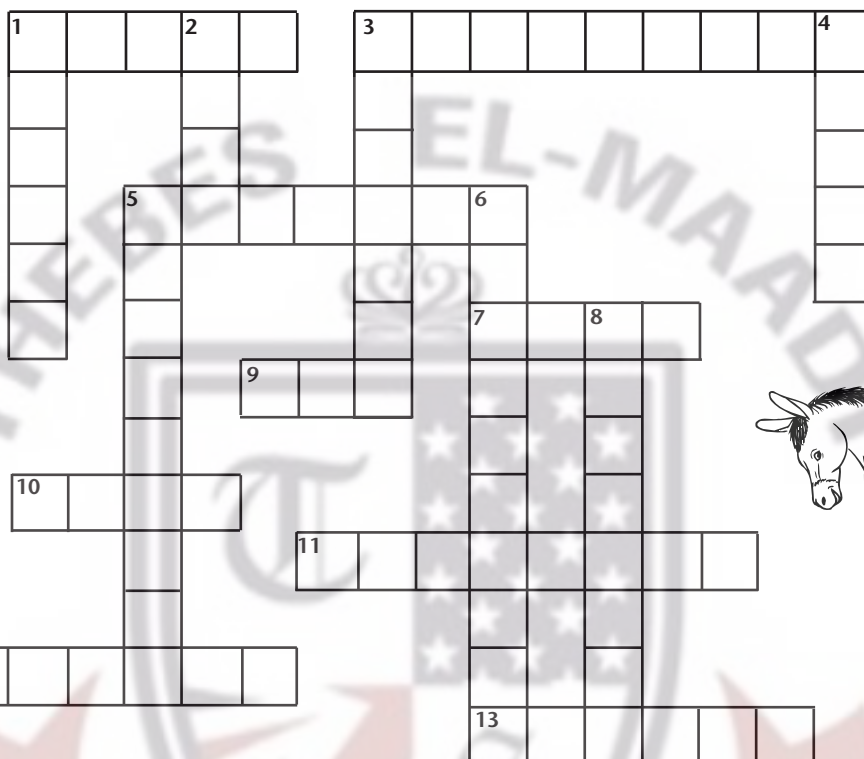
**B.** Replace the bold word in each sentence with an antonym. Spell it out in the blanks. The letters given will remind you what antonyms are and give you a clue to each answer.

- |  |               |
|--|---------------|
| 1. Most athletes are healthy and <b>weak</b> .           | _____ o _____ |
| 2. The ocean is <b>shallow</b> .                         | _____ p _____ |
| 3. My stomach was <b>full</b> and growling for food.     | _____ p _____ |
| 4. I saw the unhappy <b>smile</b> on her face.           | _____ o _____ |
| 5. It was hot and the temperature began to <b>fall</b> . | _____ s _____ |
| 6. This sweater may <b>grow</b> in the dryer.            | _____ i _____ |
| 7. I will never <b>remember</b> you.                     | _____ t _____ |
| 8. Mice chewed a <b>narrow</b> hole in the wall.         | _____ e _____ |
| 9. Mrs. Kaplan said we're being too <b>quiet</b> .       | _____ s _____ |



**Directions:**

Who says you can't have a little fun as you test your proficiency? The clues below ask you to supply a synonym or antonym for a word. You can look in the box for help, but watch out—there are extras!

**ACROSS**

1. antonym for slow
3. synonym for wonderful
5. antonym for adore
7. synonym for job
9. antonym for bright
10. synonym for imitate
11. antonym for worthless
12. synonym for freedom
13. synonym for truthful

**DOWN**

1. antonym for plentiful
2. antonym for genuine
3. antonym for minimum
4. antonym for dull
5. synonym for vanish
6. antonym for ignite
8. synonym for obstinate

**HELP BOX**

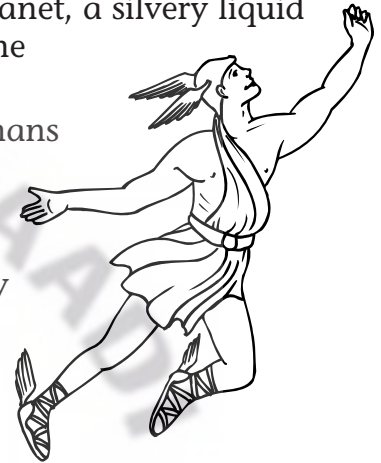
|           |             |
|-----------|-------------|
| valuable  | scarce      |
| awful     | disappear   |
| tusk      | finish      |
| fake      | real        |
| sharp     | task        |
| swift     | dim         |
| love      | boring      |
| least     | extinguish  |
| despise   | useless     |
| honest    | copy        |
| laborious | maximum     |
| shiny     | confinement |
| stubborn  | friendly    |
| liberty   | marvelous   |
| light     | frightened  |

**Directions:**

Put your skills into action. Read the passage. Then find the requested synonyms and antonyms in the text. Write your answers on the lines. If you need to, go ahead and consult a dictionary.

When you hear the word Mercury, what do you envision—the planet, a silvery liquid metal, or the ancient **messenger** of the Roman gods? Actually, the planet and the metal are named after the Roman god.

Compared with the knowledge we have **amassed** today, the Romans knew little astronomy. But they were **keen** observers of the **heavens** and were **cognizant** of the look and movements of objects in the sky. They believed that the faster an object moved across the sky, the nearer to Earth it must be. The planet Mercury moves more **rapidly** than the other planets, so it was named after the speedy messenger of the Roman gods, **frequently** depicted with wings on his helmet and sandals. We know, of course, that Mercury moves faster, not because it is closer to Earth, but because it is closer to the sun.



But what did this **ancient** Roman god have to do with the liquid metal that you may see in thermometers? The metal mercury is also known as quicksilver. The “silver” in this alias is **obvious**. The “quick” actually has two meanings: “live” and “fast”. Quicksilver at room temperature forms shiny liquid drops and moves with such **ease** that it seems to be alive.

1. synonym for accumulated:

\_\_\_\_\_

2. antonym for modern:

\_\_\_\_\_

3. synonym for sharp:

\_\_\_\_\_

4. synonym for skies:

\_\_\_\_\_

5. antonym for slowly:

\_\_\_\_\_

6. antonym for difficulty:

\_\_\_\_\_

7. antonym for seldom:

\_\_\_\_\_

8. synonym for dispatcher:

\_\_\_\_\_

9. antonym for unaware:

\_\_\_\_\_

10. antonym for concealed:

\_\_\_\_\_

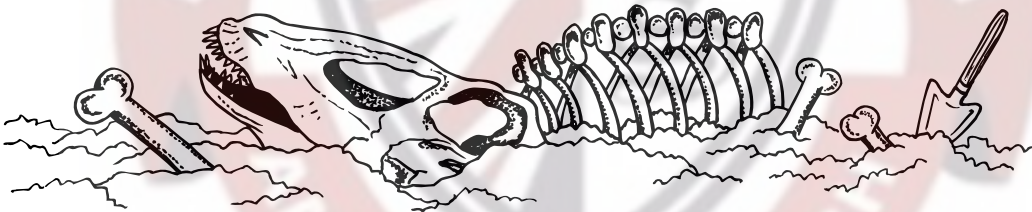
**CHALLENGER:** What term means the same as “another name for”? \_\_\_\_\_



**Homonyms**—reading detectives can spot these sound-alikes in a line-up or mingling in a story. How about you? To I.D. them, you'll need to know their M.O.'s.

**Directions:** Homonyms are words that sound alike, but have different meanings and spellings. Most are easy-to-read, but if you let them slip by unidentified, they may fool you and throw off your comprehension. Let's catch them! Right? Write!

1. Would a story be read **aloud** or **allowed**? \_\_\_\_\_
2. Would you be **build** or **billed** for a purchase? \_\_\_\_\_
3. Would you make bread with **dough** or **doe**? \_\_\_\_\_
4. Would a house have a **cellar** or **seller**? \_\_\_\_\_
5. Would an animal have **fir** or **fur**? \_\_\_\_\_
6. Would you wash your **close** or **clothes**? \_\_\_\_\_
7. Would a country have a **boarder** or **border**? \_\_\_\_\_
8. Would dinosaur bones be found at a **cite** or **site**? \_\_\_\_\_



9. Would horses be kept in a **chorale** or **corral**? \_\_\_\_\_
10. Would a plane be stored in a **hangar** or **hanger**? \_\_\_\_\_
11. Would a pencil have **led** or **lead**? \_\_\_\_\_
12. Would you learn a **lesson** or **lessen**? \_\_\_\_\_
13. Would grass be **mode** or **mowed**? \_\_\_\_\_
14. Would you get a bargain at a **sale** or **sail**? \_\_\_\_\_
15. Would a skunk have a **sent** or **scent**? \_\_\_\_\_
16. Would an apartment be **least** or **leased**? \_\_\_\_\_
17. Would you write on **stationary** or **stationery**? \_\_\_\_\_



**Directions:**

Study each pair of homonyms. Read the sentence and the meanings below. Decide which meaning applies in the sentence and fill in the bubble. Then write the correct word in the blank. Watch out—these are purposely tricky.

- peek**      **peak**      1. We looked out over the valley from the \_\_\_\_\_.  
O a quick look or glance      O the summit or top
- patience**      **patients**      2. Being a nurse takes a lot of \_\_\_\_\_.  
O composure; forbearing      O those under medical care
- assistance**      **assistants**      3. Students work as \_\_\_\_\_ in the computer lab.  
O help; aid      O people who help or aid
- weather**      **whether**      4. I wonder \_\_\_\_\_ it will rain or not.  
O precipitation, temperature      O if
- straight**      **strait**      5. The ship was on course, heading \_\_\_\_\_ to the island.  
O directly; not crooked      O a narrow channel of water
- pedal**      **peddle**      6. The old man tried to \_\_\_\_\_ used bike parts.  
O foot rest; pump feet to move      O sell
- overdo**      **overdue**      7. Not again! I just realized my library book is \_\_\_\_\_.  
O do too much      O late
- through**      **threw**      8. The player was able to dunk the ball \_\_\_\_\_ the hoop.  
O in and out of; finished      O tossed; hurled
- vein**      **vain**      9. The doctor made a \_\_\_\_\_ attempt to give my dog a shot.  
O a blood vessel      O futile; fruitless; unsuccessful
- pause**      **paws**      10. I had to \_\_\_\_\_ when I spotted the injured animal.  
O a brief stop      O feet of animals

**Directions:**

Believe it or not, these homonyms are among the most troublesome—not just for students, but for many adults. (You may even be able to spot misuses on signs, flyers, and billboards!) Don't be one of those who makes these kinds of goofs. Study the meanings carefully, then apply them by writing the correct words in the blanks.

**it's—it is**  
**its—belongs to it**

1. You can't judge a book by \_\_\_\_\_ cover.
2. I think \_\_\_\_\_ going to be a sunny weekend.
3. The moon doesn't give off \_\_\_\_\_ own light.
4. What is \_\_\_\_\_ main purpose?
5. I never knew \_\_\_\_\_ name.

6. Is that \_\_\_\_\_ best friend?
7. What is \_\_\_\_\_ favorite team?
8. It looks like \_\_\_\_\_ going to be late.
9. I think \_\_\_\_\_ getting taller every day!
10. It is \_\_\_\_\_ turn to go first.

**you're—you are**  
**your—belongs to you**

**who's—who is**  
**whose—belongs to who**

11. I wonder \_\_\_\_\_ moving in next door.
12. Dad asked \_\_\_\_\_ coat was in the hall.
13. We don't know \_\_\_\_\_ in charge.
14. I wondered \_\_\_\_\_ class I would be in.
15. It's my sister \_\_\_\_\_ always on the phone.

16. I heard that \_\_\_\_\_ identical twins.
17. I think \_\_\_\_\_ repaving the road soon.
18. Dogs must remain with \_\_\_\_\_ owners.
19. I lost \_\_\_\_\_ address.
20. Some children forgot \_\_\_\_\_ permission slips.

**they're—they are**  
**their—belongs to them**



**Directions:**

The pairs of words below are not homonyms, but near misses that are very frequently confused. In cases of mistaken identity, can you spot the impostors? To find out, follow the directions for each part below.

**A.** Match each word to its real definition. If necessary, consult a dictionary to be sure.

1. lose: \_\_\_\_\_

loose: \_\_\_\_\_

2. of: \_\_\_\_\_

off: \_\_\_\_\_

3. than: \_\_\_\_\_

then: \_\_\_\_\_

4. affect: \_\_\_\_\_

effect: \_\_\_\_\_

5. accept: \_\_\_\_\_

except: \_\_\_\_\_

6. conscience: \_\_\_\_\_

conscious: \_\_\_\_\_

agree to; take

exclude; leave out

not tight

misplace; not win

not on; drop away from

relating to

sense of right and wrong

aware; awake

at that time; next

compared with

influence; cause

result; consequence

**B.** The sentences below contain suspects of mistaken identity. Is the sentence correct as is, or does it contain an impostor? Write ✓ (correct) or ✗ (impostor). Then underline any suspect you nabbed as an impostor.

\_\_\_\_\_ 1. Please except my apology.

\_\_\_\_\_ 9. Extra credit will effect your grade.

\_\_\_\_\_ 2. A button came off my shirt.

\_\_\_\_\_ 10. I accept your invitation to the party.

\_\_\_\_\_ 3. I was conscious of his presence.

\_\_\_\_\_ 11. Jupiter is much larger then Earth.

\_\_\_\_\_ 4. She is older then I am.

\_\_\_\_\_ 12. You are almost out off time.

\_\_\_\_\_ 5. The dog ran lose in the yard.

\_\_\_\_\_ 13. Don't loose those tickets!

\_\_\_\_\_ 6. Everyone went accept Bob.

\_\_\_\_\_ 14. I brushed than flossed my teeth.

\_\_\_\_\_ 7. Did the rain affect their plans?

\_\_\_\_\_ 15. The volcano had a devastating effect.

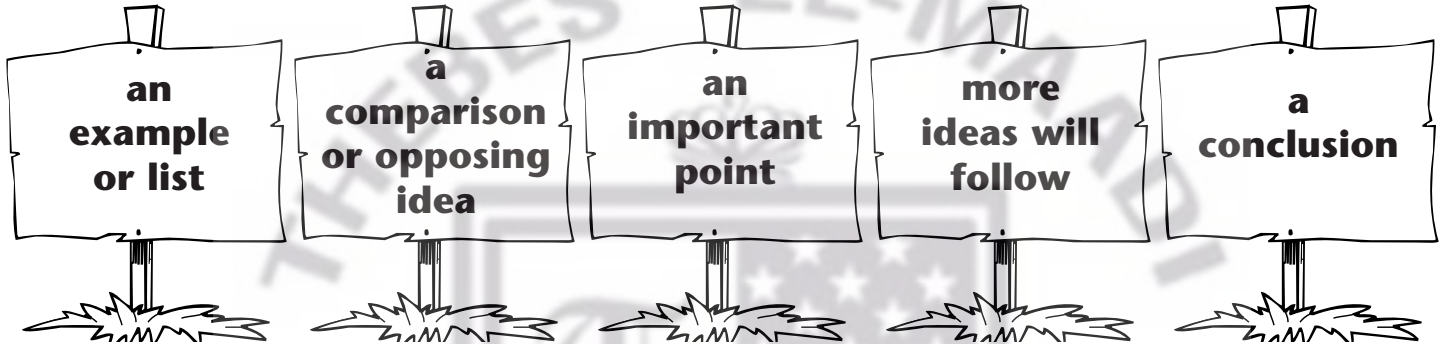
\_\_\_\_\_ 8. He stopped then turned around.

\_\_\_\_\_ 16. She had a guilty conscious.



**In reading, signal words provide clues about what is coming. Like sirens and signs, these words help you focus on what is to follow and be ready to understand it.**

**Directions:** You are reading along and you come across the bold phrase. Predict what you think is likely to follow from the choices given.



1. as a result... \_\_\_\_\_
2. for instance... \_\_\_\_\_
3. and finally... \_\_\_\_\_
4. on the other hand... \_\_\_\_\_
5. such as... \_\_\_\_\_
6. furthermore... \_\_\_\_\_
7. conversely... \_\_\_\_\_
8. although... \_\_\_\_\_
9. in summary... \_\_\_\_\_
10. however... \_\_\_\_\_
11. in contrast... \_\_\_\_\_
12. specifically... \_\_\_\_\_
13. a key feature... \_\_\_\_\_
14. yet... \_\_\_\_\_
15. in the final analysis... \_\_\_\_\_

Boy, it's hard enough to read without throwing in some abbreviations. But if you know them by heart you can breeze through them just like whole words.

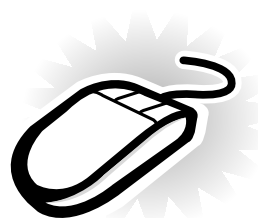


**Directions:** An abbreviation is a shortened form of a word or phrase. They are used extensively in a variety of types of writing. Making up your own for personal communication can be W. C. (way cool), but you need to know the standard ones below. Test yourself now. Write out the full word for each abbreviation.

- |                 |                  |
|-----------------|------------------|
| 1. Ave. _____   | 16. Dec. _____   |
| 2. ea. _____    | 17. Blvd. _____  |
| 3. dept. _____  | 18. doz. _____   |
| 4. amt. _____   | 19. Capt. _____  |
| 5. Wed. _____   | 20. Tues. _____  |
| 6. Dr. _____    | 21. gal. _____   |
| 7. cm _____     | 22. St. _____    |
| 8. qt. _____    | 23. Oct. _____   |
| 9. yr. _____    | 24. Mt. _____    |
| 10. Gov. _____  | 25. Rte. _____   |
| 11. Sept. _____ | 26. ft. _____    |
| 12. oz. _____   | 27. Fri. _____   |
| 13. Mr. _____   | 28. Jr. _____    |
| 14. wk. _____   | 29. Hwy. _____   |
| 15. Rd. _____   | 30. m.p.h. _____ |

**CHALLENGER:** Write the abbreviations for these words:

31. et cetera \_\_\_\_\_
32. world wide web \_\_\_\_\_
33. miscellaneous \_\_\_\_\_



From the time you learned your ABC's you have been using sequence as a reading tool. Now, you are a master, right? Let's find out.



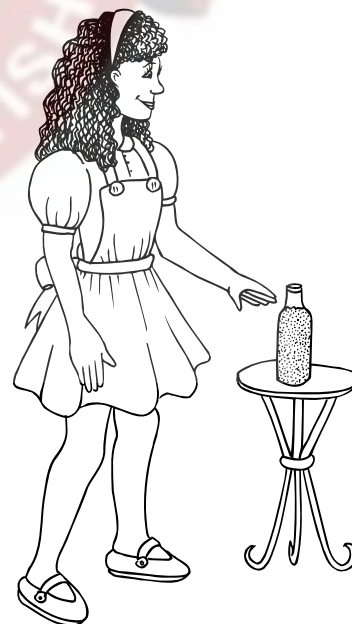
**Directions:** Below is an edited excerpt from *Alice In Wonderland* by Lewis Carroll. After you read it, number the events in the order that they happened. But wait! One event didn't happen at all. Put an X on that line instead of a number.

By this time Alice had found her way into a tidy little room with a table in the window, and on it (as she had hoped) a fan and two or three pairs of tiny white kid-gloves. She took up the fan and a pair of the gloves, and was just going to leave the room when her eye fell upon a little bottle that stood near the looking-glass. There was no label this time with the words DRINK ME, but nevertheless she uncorked it and put it to her lips. "I know something *interesting* is sure to happen," she said to herself, "whenever I eat or drink anything: so I'll just see what this bottle does. I do hope it'll make me grow again, for really, I'm quite tired of being such a tiny thing."

It did so indeed, and much sooner that she had expected. Before she had drunk half the bottle, she found her head pressing against the ceiling, and had to stoop to save her neck from being broken. She hastily put down the bottle, saying to herself, "I hope I shan't grow any more. As it is, I can't get out the door. I do wish I hadn't drunk so much."

Alas! It was too late to wish that! She kept on growing, and growing, and very soon had to kneel down on the floor. In another minute there was not even room for this, and...still she kept on growing, putting one arm out the window, and one foot up the chimney, saying to herself, "Now I can do no more....What will become of me?"

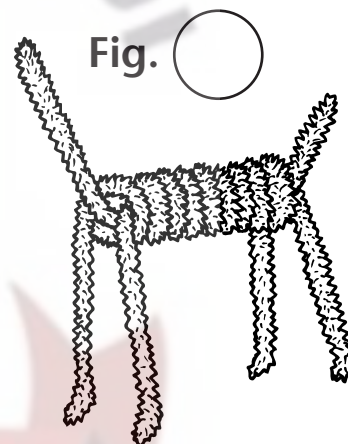
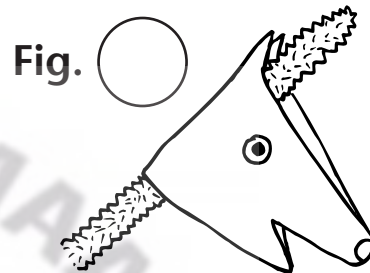
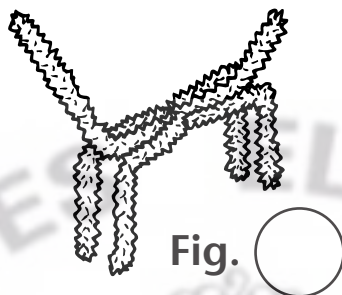
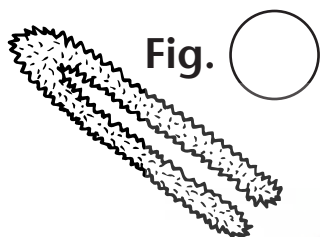
- \_\_\_\_\_ Alice stooped to keep from breaking her neck.
- \_\_\_\_\_ Alice stopped drinking from the bottle.
- \_\_\_\_\_ Alice found a bottle marked DRINK ME.
- \_\_\_\_\_ Alice put her foot up the chimney.
- \_\_\_\_\_ Alice spotted a little bottle near the looking-glass.
- \_\_\_\_\_ Alice hoped the drink would make her grow.
- \_\_\_\_\_ Alice found a fan and gloves.
- \_\_\_\_\_ Alice wished she hadn't drunk so much.
- \_\_\_\_\_ Alice found her way into a tidy little room.





**Directions:**

Sequence is an important part of following directions. Below are the directions for making a pipe-cleaner animal. But, they are out of order. So are the illustrations. First, number the figures in order from 1–6. Then write the directions in the order.



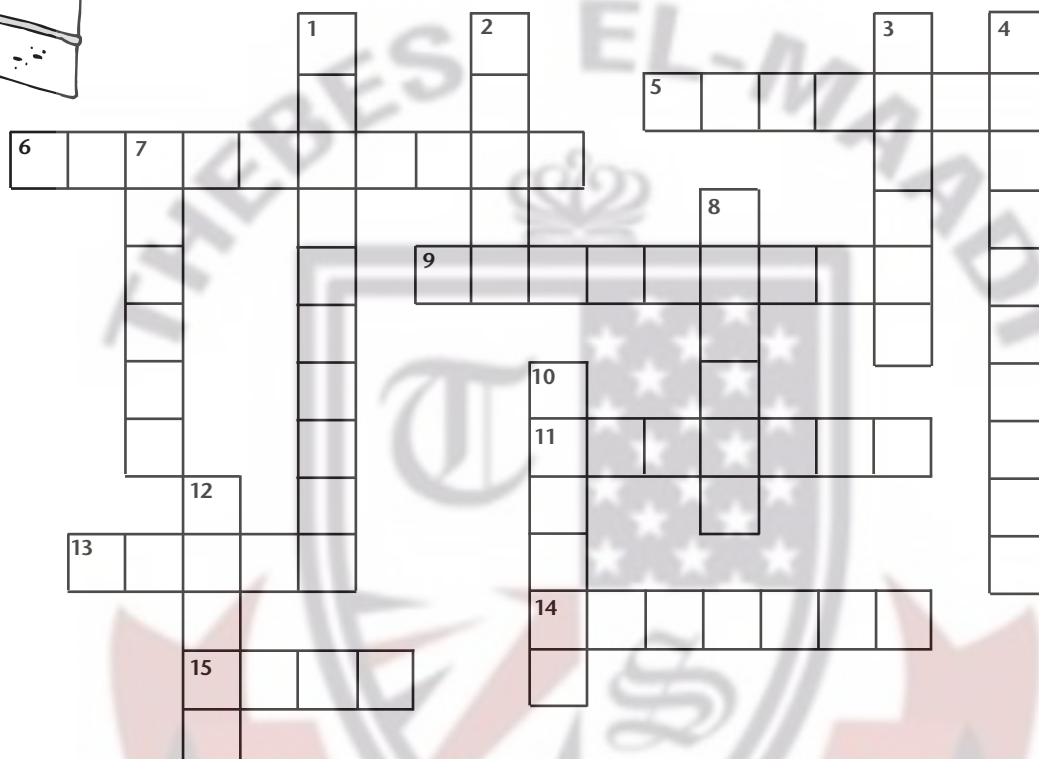
- Hook the two U shapes together to form legs.
- Glue the head to the body.
- Bend two pipe cleaners into U shapes.
- Make a head from folded cardboard.
- Bend another pipe cleaner up at the ends to form head and tail.
- Twist a fourth pipe cleaner around the body.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**CHALLENGER!** Make a spider from pipe cleaners. Then write the directions for how to make it.

**Directions:**

Reading your own writing—peice of cake, right? (Did you catch that typo?) Be sure to tuck proofreading into your bag of reading tools. Here's a puzzle that will help you spot words frequently misspelled because the letters are not in the correct order.



One word in each sentence is written with the wrong letter sequence. Find the misspelled word. Write it correctly in the puzzle.

**ACROSS**

5. I laughed becuase it was funny.
6. This is gauranteed to be fun.
9. Those flowers are beuatiful.
11. Did you recieve my letter?
13. Please be queit during the movie.
14. It made me niether happy nor sad.
15. Danny siad he was coming by.

**DOWN**

1. This is not a conveneint time.
2. May I have a peice of pie?
3. Thunderclouds began to rumbel.
4. Let's eat at a restuarant.
7. Koalas are my favorite aminal.
8. May I borrow a nickle?
10. Abby is my best freind.
12. This is my frist time flying alone.

**Should you believe everything you read? No! For something to be fact it must be true for everyone and in all cases. Otherwise it could just be someone's opinion.**



**Directions:** *Chocolate is yummy. Fact or opinion? You may agree with this statement and it may even be true for most people, but it is not true for everyone in all cases. It is an opinion. Don't mistake opinions you agree with for facts. Practice this below.*

1. Roller coasters are fun.
  - ☐ This is a fact.
  - ☐ This is an opinion and I agree.
  - ☐ This is an opinion and I disagree.
2. Baby animals are cute.
  - ☐ This is a fact.
  - ☐ This is an opinion and I agree.
  - ☐ This is an opinion and I disagree.
3. Most snakes are not poisonous.
  - ☐ This is a fact.
  - ☐ This is an opinion and I agree.
  - ☐ This is an opinion and I disagree.
4. The sun is a star.
  - ☐ This is a fact.
  - ☐ This is an opinion and I agree.
  - ☐ This is an opinion and I disagree.
5. It's important to eat breakfast.
  - ☐ This is a fact.
  - ☐ This is an opinion and I agree.
  - ☐ This is an opinion and I disagree.
6. Learning to skate is easy.
  - ☐ This is a fact.
  - ☐ This is an opinion and I agree.
  - ☐ This is an opinion and I disagree.
7. A moose is from the deer family.
  - ☐ This is a fact.
  - ☐ This is an opinion and I agree.
  - ☐ This is an opinion and I disagree.
8. You should recycle cans and bottles.
  - ☐ This is a fact.
  - ☐ This is an opinion and I agree.
  - ☐ This is an opinion and I disagree.
9. Listening to music is enjoyable.
  - ☐ This is a fact.
  - ☐ This is an opinion and I agree.
  - ☐ This is an opinion and I disagree.
10. Egypt is in Africa.
  - ☐ This is a fact.
  - ☐ This is an opinion and I agree.
  - ☐ This is an opinion and I disagree.

**CHALLENGER:** Judgment words, such as *pretty* or *shouldn't*, are clues that a statement may be an opinion. List the six words in the statements above that let you know they were opinions:

---

**Directions:**

*Separate fact from opinion. Highlight any sentence that is an opinion in the passages below.*

- A.** The main function of your teeth is to tear, grind, and chew your food. But, a healthy smile is desirable, too. A dentist is a type of doctor that specializes in caring for your teeth. Becoming a dentist takes years of schooling and special training. It is hard work. You should visit a dentist twice a year. He or she can check your teeth for decay or other problems. The dentist can fill any cavities you may have, recommend that you get braces, or suggest other procedures. But seeing a dentist will not ensure that your teeth stay healthy and strong. Good dental health is up to you. Brushing every day is essential, but it is not enough. Flossing is important, too. And, don't forget the critical role a balanced diet plays in overall health, including your teeth.



- B.** K-9 is a clever name used to identify specially-trained police dogs, or canines. Only the most intelligent breeds are worthy of becoming police dogs. German shepherds are most prevalent, but other breeds, such as the Belgian Malinois, are also used. When assigned to an officer, a police dog becomes his or her companion and partner. The dog may be called upon to sniff out illegal substances, stop a suspect from running away, or protect its master from attack. A police dog is the greatest friend an officer can have. Both the officer and the dog enjoy the close bond that forms. But, more importantly, the officer relies on the dog for his or her safety on the job. Dogs are loyal creatures, but K-9's are far beyond that. Many have given their lives in the line of duty. And they, like their fellow officers, are ceremoniously honored.





Wow—your brain is amazing! It can make sense of all kinds of different information it receives. Two super organizing tools it uses are categorizing and classifying.



**Directions:** Here's an easy task for your amazing brain. All you have to do is write down what it tells you. On the left is a list of feelings. Sort them into the categories shown. Then, draw an expression on each face to represent the category.

hostile  
delighted  
admiration  
capable  
aggravated  
apprehensive  
anxious  
considerate  
amused  
irritated  
dejected  
assured  
suspicious  
enraged  
affectionate  
exuberant  
glum  
uneasy  
effective  
forlorn  
despondent  
gratified  
devoted  
skillful

**joy, pleasure**



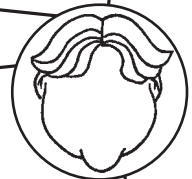
**fear, worry**



**sadness**



**love, caring**



**ability,  
confidence**



**anger**



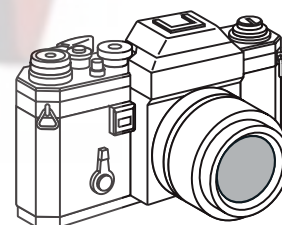
**Directions:**

Even though these days you can surf the net to find almost any kind of information, chances are you will still want to find real books in a real library. The books in the library are classified by the Dewey Decimal System. Get acquainted with them below.

**000-999 Generalities****100-199 Philosophy & Psychology****200-299 Religion****300-399 Social Sciences****400-499 Language****500-599 Natural Science & Mathematics****600-699 Technology (Applied Sciences)****700-799 The Arts****800-899 Literature & Rhetoric****900-999 Geography & History**

Read each topic. Circle the number that shows where it would be classified in the Dewey Decimal System.

|                                 |     |     |     |
|---------------------------------|-----|-----|-----|
| A. Paintings of Van Gogh        | 750 | 540 | 280 |
| B. Comparative Religion         | 170 | 290 | 530 |
| C. Ethics (moral values)        | 090 | 570 | 170 |
| D. World Travel                 | 910 | 430 | 820 |
| E. Greek Myths                  | 880 | 640 | 050 |
| F. Traditional Japanese Customs | 720 | 390 | 620 |
| G. Chemical Engineering         | 430 | 910 | 660 |
| H. Supreme Court Decisions      | 340 | 610 | 450 |
| I. The Bible                    | 220 | 740 | 650 |
| J. General Library Science      | 940 | 020 | 760 |
| K. Photography                  | 330 | 570 | 770 |
| L. Astronomy                    | 520 | 840 | 090 |
| M. Linguistics                  | 410 | 510 | 960 |
| N. Zoological Sciences          | 460 | 850 | 590 |
| O. Mental Health                | 530 | 300 | 150 |
| P. Stringed Instruments         | 950 | 780 | 330 |
| Q. Agricultural Technology      | 140 | 630 | 460 |





Some things just always go together—like cause and effect. It's easy if you remember that the cause is the reason and the effect is the result.

**Directions:** Read this tongue-in-cheek news story based on a fairy tale. Then match cause to effect.

## BOY COMES INTO "GIANT" FORTUNE

*Taletown*—A boy and his mother no longer have to live in poverty. After disappointing his mother by not selling the cow as he was asked to do in order that they not starve, Jack more than made up for his delinquency by acquiring a goose that lays golden eggs.

Instead of selling the cow, Jack traded it for some magic beans. When he handed his mother the beans instead of cash, she threw them out the window and sent Jack to bed without supper. The next morning a huge beanstalk had grown all the way to the sky. Being curious, as children are, Jack climbed the beanstalk. At the top he found a giant who owned quite a bit of valuable stuff,

the best of which, Jack surmised, was a goose that laid golden eggs. With some effort and because he was a clever boy, Jack was able to



"Stalking" a Fortune

grab the goose and escape down the beanstalk. As soon as he hit the ground, he chopped it down to prevent the giant from reclaiming the hen or taking retribution on Jack.

So now, the formerly poor boy and his mother live in luxury, thanks to a giant reversal of fortune.

### CAUSE (reason)

### EFFECT (result)

- |  |   |
|--|---|
| 1. Jack and his mother had no money, so        | he traded the cow for them.               |
| 2. Jack was enticed by the magic beans, so     | he climbed the beanstalk.                 |
| 3. Jack did not sell the cow as told, so       | mother sent Jack to sell the cow.         |
| 4. Mother was angry about getting beans, so    | she threw them out the window             |
| 5. Jack was curious, so                        | he was able to grab the goose and escape. |
| 6. Jack was a clever boy, so                   | he and his mother live in luxury.         |
| 7. Jack didn't want the giant to catch him, so | he chopped down the beanstalk.            |
| 8. Jack acquired a golden goose, so            | Jack was sent to bed without supper.      |



**Directions:**

There's a reason for everything, they say. Another way to put this is, when something happens, there's a cause for it. A cause sets up circumstances for a result to occur. That result is the effect of the cause. Use your imagination below to speculate what might have been the cause or effect in the circumstances below.

**cause**

Dana neglected to start her research report until the night before it was due.

**effect****cause**

Mr. Silver's garden was lush with healthy, fresh vegetables—tomatoes, lettuce, and peppers.

**effect****cause**

Gary misread the date on the notice about the tryouts for the soccer team.

**effect****cause**

Joanne became angry at her brother and demanded that he apologize and reimburse her.

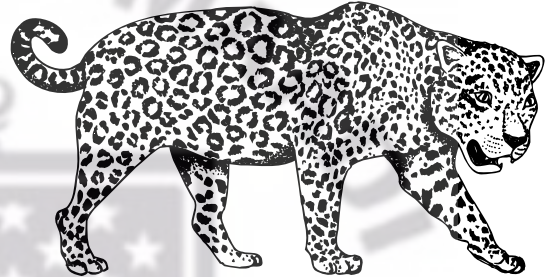
**effect**





Have you ever listened to someone giving you tons of details and said, "What's your point?" In reading, the "point" is the main idea. Recognizing it is good strategy.

**Directions:** Read each group of three sentences. Decide which is the main idea and which are details that support it. Then write **main idea** or **detail** in front of each sentence.



- A.** \_\_\_\_\_ 1. A pelican, for example, has a built-in scoop for fishing.  
\_\_\_\_\_ 2. A leopard's spots enable it to hide in wait, unnoticed, by its prey.  
\_\_\_\_\_ 3. Many animals have special features that help them get food.

- B.** \_\_\_\_\_ 1. Plankton is a mass of drifting microscopic plant and animal matter.  
\_\_\_\_\_ 2. The word plankton comes from a Greek word meaning *wandering*.  
\_\_\_\_\_ 3. Plankton is an important food source for ocean creatures.

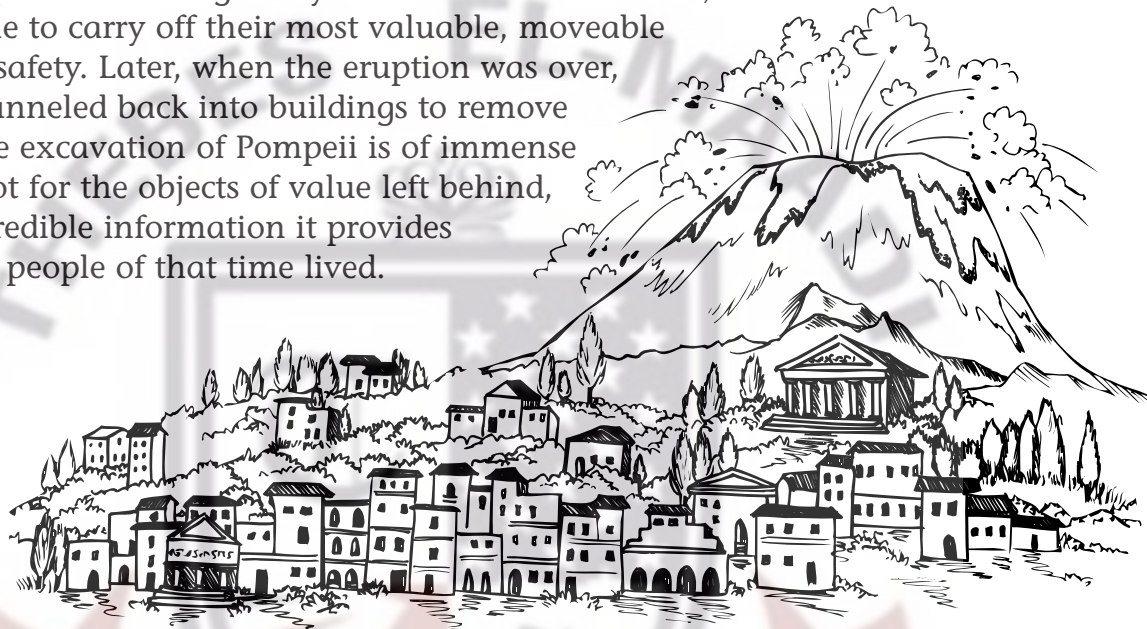
- C.** \_\_\_\_\_ 1. Peaches are either freestone or clingstone.  
\_\_\_\_\_ 2. The term refers to how difficult it is to remove the pit.  
\_\_\_\_\_ 3. There are many varieties of peaches.

- D.** \_\_\_\_\_ 1. Quicksand may not look different from ordinary sand.  
\_\_\_\_\_ 2. Quicksand is a light, loose sand mixed with water.  
\_\_\_\_\_ 3. Unlike regular sand, quicksand cannot support weight.

**Directions:**

*As you read the paragraph about Pompeii, think about the main idea of the passage, the relevant details, and what doesn't belong there. Then answer the questions below.*

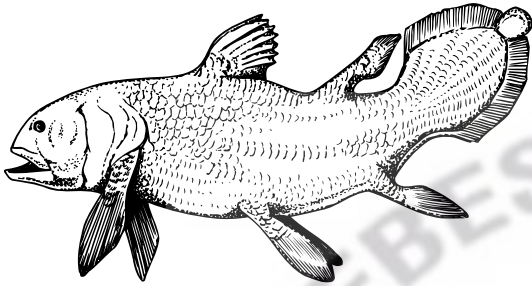
The word Pompeii brings to mind a picture of a city buried in volcanic ash and the inhabitants caught frozen in time. But, when Mount Vesuvius erupted in A.D. 79, engulfing the city of Pompeii, most of the people escaped. It must have been a very frightening experience. Though they did not have much time, many were able to carry off their most valuable, moveable possessions to safety. Later, when the eruption was over, some people tunneled back into buildings to remove even more. The excavation of Pompeii is of immense importance, not for the objects of value left behind, but for the incredible information it provides about how the people of that time lived.



1. This paragraph is meant to be factual. Write the sentence that is an opinion and does not belong. \_\_\_\_\_
2. Which of the following would be the best title for this passage: Instant Destruction, Frozen in Time, The Real Value of Pompeii? \_\_\_\_\_
3. Is the main idea of a paragraph always the first sentence? \_\_\_\_\_
4. Why were few personal objects of value found in the excavation of Pompeii? \_\_\_\_\_  
\_\_\_\_\_
5. Choose the sentence that best states the main idea of the paragraph:
  - a. The inhabitants of Pompeii were frightened.
  - b. Mount Vesuvius erupted in A.D. 79.
  - c. Some people escaped before the city was buried.
  - d. The excavation of Pompeii is of great historical importance.
  - e. Excavators were disappointed that few valuable objects were found.

**Directions:**

*In December of 1938, something amazing happened. Read about it. Then answer the questions.*



It was December 22, 1938. A fishing boat was out trawling in choppy waters near the southern tip of the African peninsula. Some fishermen had just pulled in a full net of fish. Spreading the catch out on deck, several kinds of fish flopped around on the planks. One odd-looking one caught the eye of the fishermen. They noted that it was nearly the length of a man, five feet or so, and must have weighed over 100 pounds. It had heavy scales and big

bulging eyes. A bit of a hubbub ensued and the skipper came down to see what the commotion was about. No one, not even the most experienced seaman, had ever seen such a creature. It was huge and ugly. It didn't look edible and some wanted to just throw it overboard. But the skipper stopped them. They hauled it back to land, where some scientists examined it. It was not unknown to them. Paleontologists knew of it from fossilized rock. It was a coelacanth, believed to have become extinct along with the dinosaurs sixty-five million years ago. Yet, here it was, in the flesh. The discovery of the coelacanth was proof that if one species had survived undetected for millions of years, perhaps others have as well.

1. This paragraph is meant to be factual. Write the sentence that is an opinion and does not belong. \_\_\_\_\_
2. Which of the following would be the best title for this passage: Presumed Dead, Out of Extinction, An Unexpected Catch? \_\_\_\_\_
3. Based on context clues, what do these words mean? choppy: \_\_\_\_\_  
trawling: \_\_\_\_\_ hubbub: \_\_\_\_\_
4. Was coelacanth discovered in the Northern or Southern Hemisphere? \_\_\_\_\_
5. Choose the sentence that best states the main idea of the paragraph:
  - a. The coelacanth was not edible.
  - b. It's a good thing they didn't toss the fish overboard.
  - c. The discovery of the coelacanth raised questions about species assumed extinct.
  - d. Paleontologists were already familiar with the coelacanth and recognized it.
  - e. Experienced seamen can tell which fish are worth saving and which are not.



**Directions:**

Write a paragraph that compares spiders to insects using the sentences below.  
Hint: you will not use three of the sentences.

**TOPIC: Compare spiders to insects.**

- \_\_\_\_\_ Though many people think of spiders as insects, they are not.
- \_\_\_\_\_ Scientists classify spiders as arachnids, which have four pairs of legs and two body parts.
- \_\_\_\_\_ Insects, on the other hand, generally have three body parts and three pairs of legs.
- \_\_\_\_\_ Some spiders are poisonous, but most are harmless.
- \_\_\_\_\_ As arachnids, spiders are more closely related to scorpions than to insects.
- \_\_\_\_\_ The black widow is one of the few spiders dangerous to people.
- \_\_\_\_\_ Another difference is the presence or absence of antennae.
- \_\_\_\_\_ Spiders do not have antennae.
- \_\_\_\_\_ A spider can have two, four, six, or eight eyes.
- \_\_\_\_\_ Spiders can also do something no insect can—weave webs.
- \_\_\_\_\_ One thing spiders and insects do have in common—they are plentiful almost everywhere.





**Directions:**

Match the sentences below to the topic sentence and write them on the lines provided under Topic I and Topic II. Ignore the sentence that has nothing to do with either topic.

**I. TOPIC: The Geography of Egypt**

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**II. TOPIC: The History of Egypt**

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Arabic is the predominant language in Egypt.

Egypt is a nation in northeastern Africa.

It covers an area of about 386,000 square miles.

The region that is now Egypt has been civilized since prehistoric times.

Most of the country is covered by dry, windswept desert.

Cairo University is the largest of Egypt's public universities.

The Nile River provides most of the water for the country.

Great cities and kingdoms date back to at least 3100 B.C.

The vast majority of the people live in the fertile Nile River basin.

The arid conditions have preserved many of Egypt's historical sites.

Many tourists visit Egypt yearly.

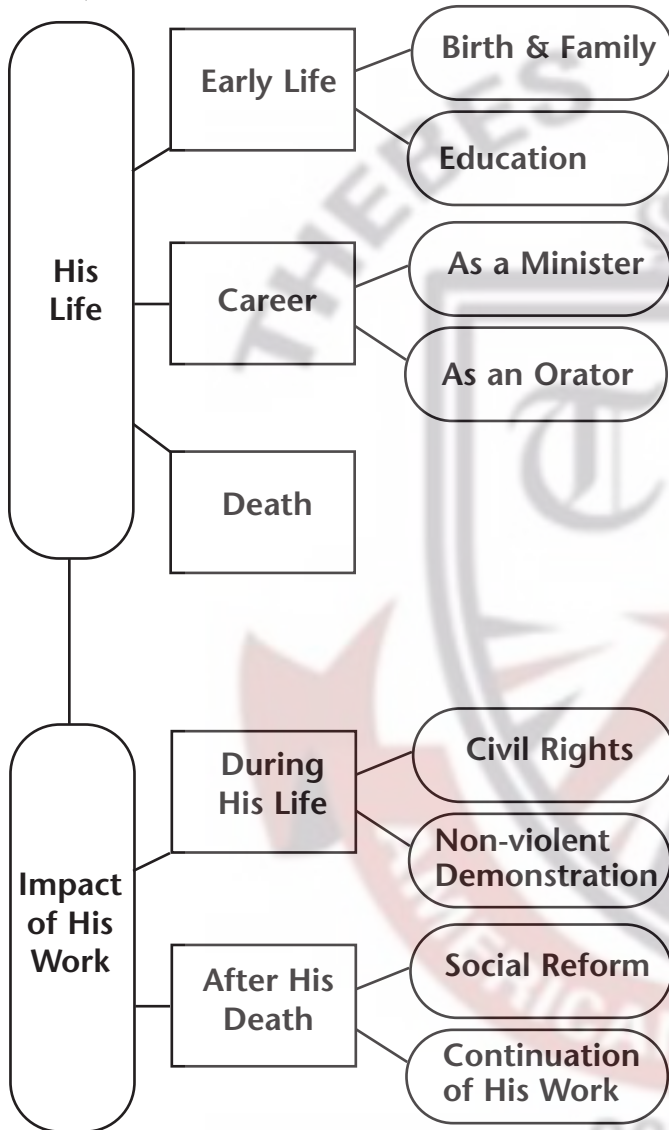
Great temples and mummies of pharaohs are among its ancient treasures.



**Directions:** Compare two ways to organize information by topic and subtopic—a map and an outline. Study the map below, then fill in the missing topics where they belong on the corresponding outline.



MARTIN LUTHER KING, JR.



MARTIN LUTHER KING, JR.

I. His Life

A. \_\_\_\_\_

1. Birth and Family

2. \_\_\_\_\_

B. Career

1. \_\_\_\_\_

2. As an Orator

C. Death

II. \_\_\_\_\_

A. During His Life

1. \_\_\_\_\_

2. Non-violent Demonstration

B. \_\_\_\_\_

1. Social Reform

2. \_\_\_\_\_

Which of the two ways to organize information, map or outline, do you prefer and why?

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**Reading can be tricky. Sometimes information is not given directly. You have to use clues to draw conclusions and inferences. Don't worry. You can do it!**

**Directions:**

*In the two situations below, look for what is not directly stated but can be concluded or inferred from clues given.*

- A.** The alarm went off at 6:30 as usual. Something made Trish look out the window. It was just as she had hoped. The street was covered, the trees were barely visible, and nothing was moving in the white stillness. There would be no school today!



1. Was it 6:30 a.m. or 6:30 p.m.? \_\_\_\_\_ How do you know? \_\_\_\_\_
2. What had happened during the night? \_\_\_\_\_
3. What sentence gives you a clue that Trish had anticipated what happened? \_\_\_\_\_



- B.** Jerome spoke softly to Petey, but it was of no use. He squawked all the way to the vet. Jerome carried Petey's cage inside, and Petey screamed every word he knew at the dogs and cats in the waiting room. The vet put on gloves and checked Petey all over. He then pronounced him fit as a fiddle and said, "See ya next year, Pete."

1. Was specific type of pet do you think Petey is and why? \_\_\_\_\_
2. Why did the vet use gloves when handling Petey? \_\_\_\_\_
3. Did Petey visit the vet for a routine exam or because he was injured? \_\_\_\_\_  
How do you know? \_\_\_\_\_

**Directions:**

Read about the Sanchez family. Think about what is not stated directly in the information given. Then answer the questions.

### The Sanchez Family



Grandma   Grandpa   Carlo   Marie   Junior   Leann   Laura   Billy   Mark

1. Grandpa's name is Joe Sanchez. Is he Carlo's or Marie's father? \_\_\_\_\_  
How can you tell? \_\_\_\_\_
2. Leann and Laura are sisters and the same age. How can that be? \_\_\_\_\_  
\_\_\_\_\_
3. Junior just got his driver's license. Can you conclude how old he is? \_\_\_\_\_ Why or why not?  
\_\_\_\_\_
4. Leann and Laura are in the eighth grade. Can you conclude that Junior is older than they are?  
\_\_\_\_\_ Why or why not? \_\_\_\_\_
5. Grandma Sanchez watches the two youngest children while the rest of the family is at work and school. Who does she babysit? \_\_\_\_\_  
How can you tell? \_\_\_\_\_
6. After work, Carlo picks up the boys at Grandma's and gets dinner started. Does Grandma live with the Sanchez family? \_\_\_\_\_ How do you know? \_\_\_\_\_
7. All the Sanchez children have jobs around the house. Even Mark feeds the fish. What can you conclude about the parents or children from this? \_\_\_\_\_  
\_\_\_\_\_
8. Feeding and cleaning up after Bucky is Junior's job. Can you conclude that Bucky is a dog?  
\_\_\_\_\_ Why or why not? \_\_\_\_\_





# Applied lessons



# PROOFREADING, REVISING, & EDITING SKILLS SUCCESS IN 20 MINUTES A DAY



## Curriculum Standards

- CCSS.ELA-Literacy.W.8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

- CCSS.ELA-Literacy.RI.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

- CCSS.ELA-Literacy.RST.6-8.3

Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Before you begin studying structure for SAT, it is a good idea to see how much you already know about proofreading, revising, and editing and what you need to learn. This pretest is designed to ask you some basic questions so you can evaluate your needs. Knowing your own strengths and weaknesses can help you focus on the skills that need improvement.

Please take your time to answer and if you do not know, DO  
NOT ANSWER

### **Choose the correct answer:**

1. Which of the following is a complete sentence?
  - a. Because night fell.
  - b. Jim ate the sandwich.
  - c. On a tree-lined path.



d. In our neck of the woods.

2. Which of the following sentences is correctly punctuated?

a. In the dead of night. The van pulled up.

b. Chuck would not, give Jaime the seat.

c. Over coffee and toast, Kelly told me about her new job.

d. Lemonade. My favorite drink.

3. Which of the following sentences correctly uses a conjunction?

a. I cannot play in the game until I practice more.

b. I hid in the basement my brother was mad at me.

c. Victor erased the answering machine message Nora would not find out.

d. She scored a goal won the game.

4. Which of the underlined words or phrases in the following sentence could be deleted without changing the meaning? Various different companies offer incentive plans to their employees.

a. different

b. incentive

c. plans

d. employees

5. Choose the best conjunction to combine this sentence pair. We can ask directions. We can use a map.

a. and

b. but

c. or

d. because

6. The following sentence pair can be revised into one better sentence. Choose the sentence that is the best revision. The bicycle tire is flat. The bicycle tire is on the bike.

a. The bicycle tire is on the bike and the bicycle tire is flat

b. The flat bicycle tire is on the bike.

c. On the bike, the bicycle tire there is flat.

d. The bicycle tire on the bike is flat.





7. Which of the following sentences does NOT use passive voice?

- a. She is known by the whole town as the best goalie on the hockey team.
- b. The puck was hurled across the ice by the star forward.
- c. She won the Best Player Award last winter.
- d. The women's ice hockey team was founded five years ago.

8. Identify the correct contraction for the blank in the following sentence.

\_\_\_\_\_ Jake and Mariela have to work tonight?                      a. Don't                      b. Doesn't.

9. Identify the correct verb for the blank in the following sentence.

We, the entire student body, including one student who graduated mid-year, \_\_\_\_\_ the school colors to remain green and black.                      a. wants                      b. want.

10. Identify the correct verb for the blank in the following sentence. A committee \_\_\_\_\_ policy in all matters of evaluation.                      a. determines                      b. determine.

11. Identify the correct verb for the blank in the following sentence.

Neither the bus driver nor the passengers \_\_\_\_\_ the new route.

- a. like                      b. likes

12. Identify the correct pronoun(s) for the blank in the following sentence.

Anybody can learn to make \_\_\_\_\_ own web site.

- a. their                      b. his or her

13. Identify the correct pronoun for the blank in the following sentence.

I often think of Andrea and \_\_\_\_\_.

- a. her                      b. she

14. Identify the correct pronoun for the blank in the following sentence.

My brother and \_\_\_\_\_ used to play ping pong together every day.

- a. I                      b. me

15. Identify the correct word for the blank in the following sentence.

Tirso made the basket \_\_\_\_\_

- a. easy                      b. easily

16. Identify the correct word for the blank in the following sentence.



His black eye looked \_\_\_\_.

- a. bad
- b. badly

17. Identify the correct word for the blank in the following sentence.

The boy told his teacher that he did not perform \_\_\_\_ in the concert because he was sick.

- a. good
- b. well

18. Identify the correct word for the blank in the following sentence. That was a \_\_\_\_ good milkshake.

- a. real
- b. really

19. Identify the correct word for the blank in the following sentence. Of the three sweaters, I like the red one \_\_\_\_.

- a. better
- b. best

20. Identify the sentence that uses capitalization correctly.

- a. In the movie, David had a difficult time in cuba.
- b. in the movie, David had a difficult time in Cuba.
- c. In the Movie, David had a difficult time in Cuba.
- d. In the movie, David had a difficult time in Cuba.

21. Identify the sentence that uses capitalization correctly.

- a. The whole family appreciated the letter Senator Clinton sent to Uncle Jeff.
- b. The whole Family appreciated the letter senator Clinton sent to Uncle Jeff.
- c. The whole family appreciated the letter Senator Clinton sent to uncle Jeff.
- d. The whole family appreciated the letter senator Clinton sent to uncle Jeff.

22. Identify the sentence that uses capitalization correctly.

- a. On Friday, it was Chinese New Year, so we went to Yien's restaurant to celebrate.
- b. On friday, it was Chinese new year, so we went to Yien's Restaurant to celebrate.
- c. On Friday, it was Chinese New Year, so we went to Yien's Restaurant to celebrate.
- d. On Friday, it was Chinese new year, so we went to Yien's restaurant to celebrate.

23. Identify the sentence that uses capitalization correctly.

- a. I plan to go to Canada this summer to watch the Calgary stampede.



b. I plan to go to Canada this Summer to watch the Calgary Stampede. c. I plan to go to Canada this summer to watch the Calgary Stampede.

d. I plan to go to Canada this Summer to watch the Calgary Stampede.

24. Identify the correct word for the blank in the following sentence. We parked \_\_\_\_, but we still received a ticket.

a. Legally

b. legally

25. Which of the following sentences is punctuated correctly?

a. My appt. with Dr. Nayel is at 5:15 P.M.

b. My appt. with Dr Nayel is at 5:15 P.M.

c. My appt. with Dr. Nayel is at 5:15 PM.

d. My appt with Dr. Nayel is at 5:15 PM

26. Which of the following sentences is punctuated correctly?

a. Have the paychecks arrived yet.

b. Have the paychecks arrived yet?

b. Have the paychecks arrived yet!

b. Have the paychecks, arrived yet?

27. Identify the correct words for the blank in the following sentence. I would like to have the party \_\_\_\_ more \_\_\_\_ at a restaurant.

a. hear, than

b. hear, then

c. here, than

d. here, then

28. Identify the correct words for the blanks in the following sentence. We \_\_\_\_ put on our uniforms, but we still \_\_\_\_ late for the game.

a. already, maybe

b. already, may be

c. all ready, maybe

d. all ready, may be

**DIRECTIONS:** Skeeter's Skate World, a store that sells skateboards and skateboarding



**accessories, is planning a storewide sale to run next week. Below is the advertisement the store placed in the newspaper. Read it and correct the errors. (There are five verb tense errors.)**

Beginning next Monday, Skeeter's Skate World has a storewide sale. All decks, trucks, wheels, and bearings will be marked down 30 percent. Plus, you are receiving a free roll of grip tape with every fully assembled board you purchased. All apparel and safety gear will be half price! Come on down to Skeeter's even if you don't plan to be buying anything. Live bands will perform free concerts every night and free refreshments are served.

**DIRECTIONS: Your younger brother has written a report on zebras and has asked you to proofread it. Correct any mistakes that you find. (There are four subject-verb errors.)**

The zebra is a mammal that, like the donkey and the mule, are related to the horse. With its bristly mane, ropy tail, and large ears, it most closely resemble the donkey. One difference between zebras and donkeys, however, is the striped pattern on the zebra's hide. The stripes on a zebra's back runs vertically and help to camouflage the animal. A herd of zebras are an exciting sight for tourists visiting the African plains.

**DIRECTIONS: Your friend Siobhan has written a play that she wants the school theater department to produce. The faculty advisor asked Siobhan to submit a plot synopsis of her play, so she quickly wrote out this summary of the first act. Unfortunately, she worked too quickly and made many grammatical errors. Help your friend get her play produced by correcting her errors. (There are five pronoun errors.)**

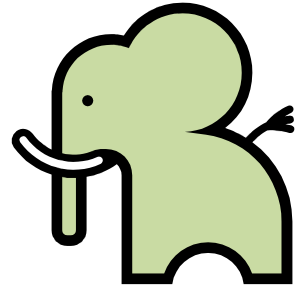
The play begins with Arthur, a painter, and his friend Solomon, a musician. He has just tried, and failed, to win an important contest. Solomon consoles his friend by reassuring him that he is a fine artist. Then the conversation changes as they start talking about her. Both men had, at different times, been in love with Emily. He begins to explain how his music is inspired by his broken heart. Arthur also paints to forget his heartbreak. Just then, their friend Carmen, who is also a friend of hers, drops by to visit. She pulls him aside to tell him that she has a message from Emily. She would like to meet with him, but she does not want Arthur to know about the meeting. As the act closes, Solomon wonders whether he should keep this secret from his friend.

**DIRECTIONS: Brian took his father's car out for a ride and had an accident. He went to the police station to write a report describing what happened. Because he did not want to take responsibility, however, he described much of the accident in the passive voice, making it unclear who was responsible. Correct the passage below so that it is clear that the accident was Brian's fault. (There are seven active-passive errors.)**

I was driving down Maple Street when a stop sign was run. Mr. Anderson, the driver of the car that was hit, had just entered the intersection. He had properly stopped and waited his turn. I swerved to avoid hitting him, but his car was struck and his front fender was dented. Because of the speed at which I was travelling, there was skidding for quite a distance and a tree was hit. When I got out of the car, I told Mr. Anderson I was very sorry and that the damage would be paid for. Fortunately, Mr. Anderson and I both escaped injury.



## Chunking Text



How do you eat an elephant?  
SMALL BITES

When you are faced with a long and complicated reading that contains many difficult words and ideas, you need to break it down into manageable pieces.

I have broken the following article into small bites. At the end of each bite there is a question that will help you recall and restate what you have just read, answer all the questions!

When you get to the end you are going to put all the small bites together to look at the big idea!

You can use this strategy when you are reading long documents in Global or stories in English. (Of course instead of answering questions, you can write a short sentence or bullet point summarizing what you just read!)

# Team Hoyt

*Sports Illustrated*, by Rick Reilly

I try to be a good father. Give my kids do-overs. Work nights to pay for their text messaging. Take them to photo shoots. But compared with Dick Hoyt, I suck.

Eighty-five times he's pushed his disabled son, Rick, 26.2 miles in marathons. Eight times he's not only pushed him 26.2 miles in a wheelchair but also towed him 2.4 miles in a dinghy while swimming and pedaled him 112 miles in a seat on the handlebars--all in the same day. Dick's also pulled him cross-country skiing, taken him on his back mountain climbing and once hauled him across the U.S. on a bike. Makes taking your son bowling look a little lame, right?

And what has Rick done for his father? Not much--except save his life.

This love story began in Winchester, Mass., 43 years ago, when Rick was strangled by the umbilical cord during birth, leaving him brain-damaged and unable to control his limbs. "He'll be a vegetable the rest of his life," Dick says doctors told him and his wife, Judy, when Rick was nine months old. "Put him in an institution."



---

**Why is Rick Hoyt confined to a wheel chair?**

---

But the Hoyts weren't buying it. They noticed the way Rick's eyes followed them around the room. When Rick was 11 they took him to the engineering department at Tufts University and asked if there was anything to help the boy communicate. "No way," Dick says he was told. "There's nothing going on in his brain." "Tell him a joke," Dick countered. They did. Rick laughed. Turns out a lot was going on in his brain.

Rigged up with a computer that allowed him to control the cursor by touching a switch with the side of his head, Rick was finally able to communicate. First words? "Go Bruins!" And after a high school classmate was paralyzed in an accident and the school organized a charity run for him, Rick pecked out, "Dad, I want to do that."

---

**How does Rick Hoyt communicate? How did his family realize he was thinking?**



Yeah, right. How was Dick, a self-described "porker" who never ran more than a mile at a time, going to push his son five miles? Still, he tried. "Then it was me who was handicapped," Dick says. "I was sore for two weeks."

That day changed Rick's life. "Dad," he typed, "when we were running, it felt like I wasn't disabled anymore!" And that sentence changed Dick's life. He became obsessed with giving Rick that feeling as often as he could. He got into such hard-belly shape that he and Rick were ready to try the 1979 Boston Marathon. "No way," Dick was told by a race official. The Hoyts weren't quite a single runner, and they weren't quite a wheelchair competitor. For a few years Dick and Rick just joined the massive field and ran anyway, then they found a way to get into the race officially: In 1983 they ran another marathon so fast they made the qualifying time for Boston the following year.

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**Why were they not allowed to race in the Boston Marathon?**



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Then somebody said, "Hey, Dick, why not a triathlon?" How's a guy who never learned to swim and hadn't ridden a bike since he was six going to haul his 110-pound kid through a triathlon? Still, Dick tried. Now they've done 212 triathlons, including four grueling 15-hour Ironmans in Hawaii. It must be a buzzkill to be a 25-year-old stud getting passed by an old guy towing a grown man in a dinghy, don't you think?

Hey, Dick, why not see how you'd do on your own? "No way," he says. Dick does it purely for "the awesome feeling" he gets seeing Rick with a cantaloupe smile as they run, swim and ride together.

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**Why won't Dick compete on his own?**



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This year, at ages 65 and 43, Dick and Rick finished their 24th Boston Marathon, in 5,083rd place out of more than 20,000 starters. Their best time? Two hours, 40 minutes in 1992--only 35 minutes off the world record, which, in case you don't keep track of these things, happens to be held by a guy who was not pushing another man in a wheelchair at the time.

“No question about it,” Rick types. “My dad is the Father of the Century.” And Dick got something else out of all this too. Two years ago he had a mild heart attack during a race. Doctors found that one of his arteries was 95% clogged. “If you hadn’t been in such great shape,” one doctor told him, “you probably would’ve died 15 years ago.” So, in a way, Dick and Rick saved each other’s life.

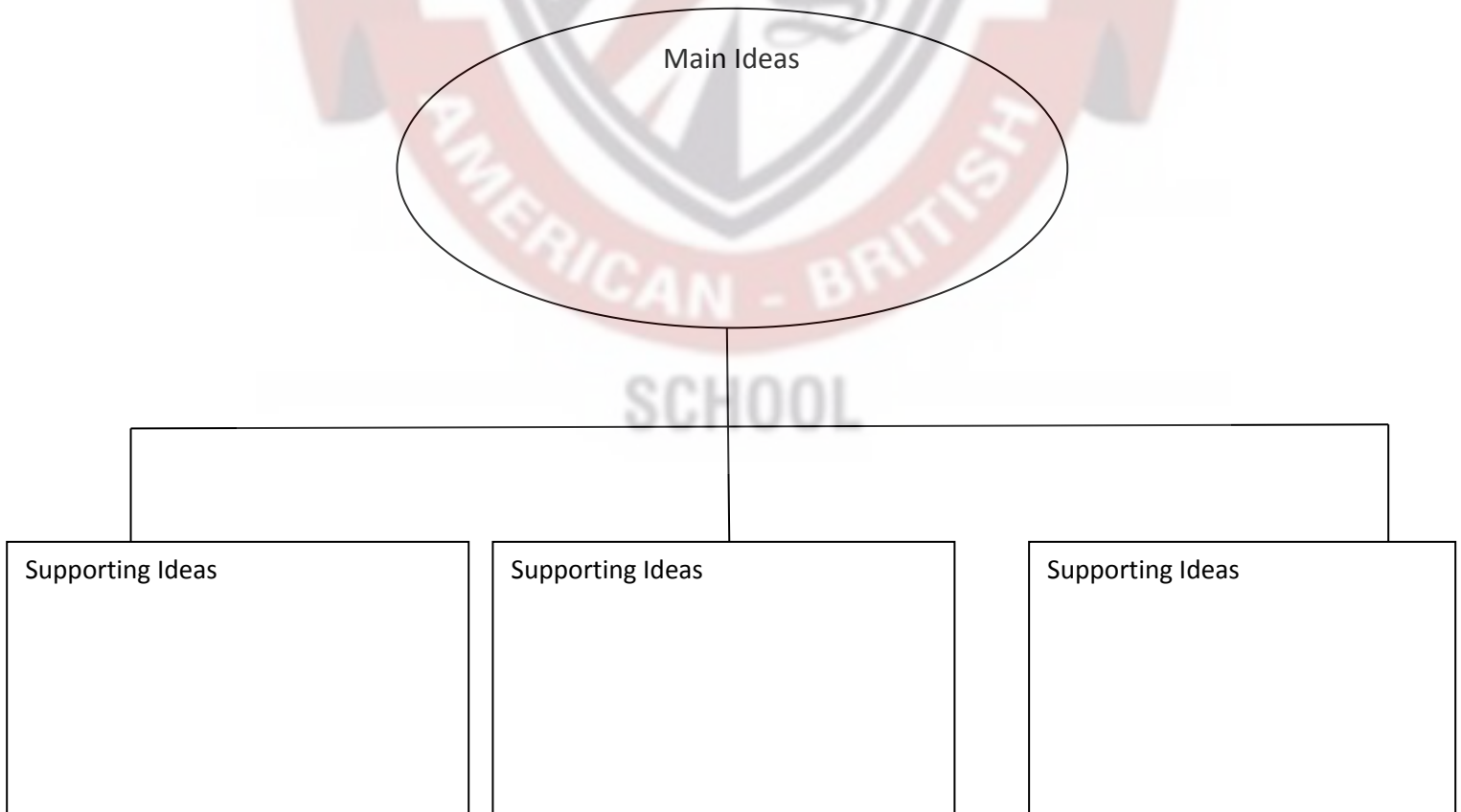
**How did Dick and Rick Hoyt save each other’s lives?**



Rick, who has his own apartment (he gets home care) and works in Boston, and Dick, retired from the military and living in Holland, Mass., always find ways to be together. They give speeches around the country and compete in some backbreaking race every weekend, including this Father’s Day.

That night, Rick will buy his dad dinner, but the thing he really wants to give him is a gift he can never buy. “The thing I’d most like,” Rick types, “is that my dad sit in the chair and I push him once.”

**Bringing It All Together:**





## 1.1 Writing to Discover I

### Key Information

In personal writing you may express your thoughts, feelings, and experiences for yourself or others. A **life map**, **chart**, or **personal time line** can help you find experiences from your life to generate writing ideas.

### ■ A. Charting Significant Events

The left-hand column in the chart below lists general areas in which any writer might find ideas. Fill out the middle and right-hand columns for at least three areas as you recall significant events in your life. You may list more than one item in each column.

| Area of Experience | Place/Time | Event |
|--------------------|------------|-------|
| School             |            |       |
|                    |            |       |
| Family             |            |       |
|                    |            |       |
| Trips/Vacations    |            |       |
|                    |            |       |
| Current Events     |            |       |
|                    |            |       |
| Friendships        |            |       |
|                    |            |       |
| Games/Sports       |            |       |
|                    |            |       |

### ■ B. Creating a Life Map

On a separate sheet of paper, map out the events from the chart in chronological order. Examine your life map, and write answers to the questions below.

1. Do you see a pattern of causes and effects? Any other type of pattern? \_\_\_\_\_

\_\_\_\_\_

2. What specific events from the life map are part of the pattern(s) you identify? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

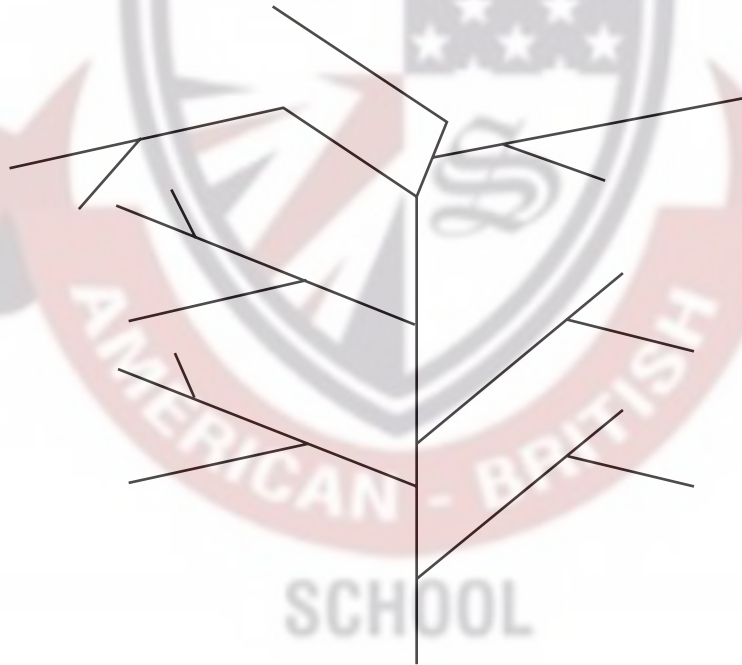
## 1.1 Writing to Discover II

### Key Information

Patterns connect events like a path that often cannot be seen until it has been traveled. Sometimes one event can cause a string of reactions resulting in a great accomplishment. Through personal writing you can gain a better understanding of your own path.

### Planning Your Writing

Select an event or chain of events that represents part of a pattern in your life. Brainstorm for interesting details to include in a personal writing assignment. Record your ideas in the graphic organizer below. Write the experience to be described on the “trunk” of the “tree” and supporting details on each of the “branches.” Add as many branches as you need. Consider how the experience affected you and how you felt and reacted at the time.



## 1.2 Writing in a Journal

### Key Information

A diary or journal lets you record **information, impressions, feelings, and events**. What you write in your journal is your choice.

### A. Identifying Features of a Journal

Read this excerpt from the diary of Ruth Shackelford, who traveled from Missouri to California with her family in 1865. Then answer the questions that follow.

#### Literature Model

*Clark County, Missouri, May 1, 1865.* This morning we started from Clark in company with two other families. . . . I feel very sad and low spirited on account of Frankie being sick and seeing them part with their friends. . . . We travelled today over very rough, muddy roads. The children and I rode in At's horse wagon, the cattle being unruly and it raining. Frank's team stalled twice; had to pry the wagon out with fence rails. . . .

*May 2 . . .* We had a big time getting the unruly cattle yoked. It is still cloudy and the roads are awful muddy. Every now and then the women and children have to get out and walk through

a mud hole. We are camped tonight by a house in a lot; turned the cattle in the lot and fed them. The wind being very high, we liked never to get supper [we thought we'd never get supper ready], it being the first time we have cooked out of doors.

*May 3* A beautiful morning. We all slept in our wagons. Frankie was sick all night with a pain in his side. I feel very uneasy about him. . . . We passed through Memphis, a very pretty little town. We stopped there while Frank got two iron rods made to put in his wagon; paid \$1 for them. Circuit court was in session.

Ruth Shackelford, from *Covered Wagon Women*

1. Why do you think Shackelford is keeping a journal?

2. What does she record in her journal?

### B. Keeping a Travel Journal

Imagine you are keeping a journal during a trip. After choosing a situation from the list below, jot down some images or phrases that come to mind. On a separate sheet of paper, write a one-paragraph entry for your journal.

1. seeing a city, landform, or well-known monument for the first time
2. a day of travel by car, train, bus, or plane
3. encountering severe weather conditions

## 1.3 Writing to Learn

### Key Information

People use primarily three basic learning styles: **visual** (seeing), **auditory** (hearing), and **tactile** (doing or manipulating). Analyzing your primary learning style and keeping a learning log will help you get more out of the time you spend studying.

### A. Describing Learning Styles

Read the following excerpt from a geography textbook. Then, in the space provided below, explain how people with different learning styles would best learn and remember the information presented.

### Literature Model

Look [at a time zone map, and you can see that] moving east, you lose time. Moving west, you gain time. However, if you were to keep moving west, you would eventually lose time at the International Date Line. Suppose, for example, that you traveled west from Greenwich, starting at 12 noon on Thursday, and returned in 24 hours. You would be traveling as fast as the Earth is rotating. You would gain an hour in each of the 24 time zones you

entered. You would seem to be returning the same day you left. However, in Greenwich it is 1 day later. To avoid such confusion, an imaginary line was established at 180 longitude. At this line, called the International Date Line, the day changes. The calendar date on the east side of the International Date Line is 1 day earlier than it is to the west.

*McGraw-Hill World Geography*

1. a visual learner \_\_\_\_\_  
\_\_\_\_\_
2. an auditory learner \_\_\_\_\_  
\_\_\_\_\_
3. a tactile learner \_\_\_\_\_  
\_\_\_\_\_

### B. Keeping a Learning Log

Evaluate your understanding of the International Date Line. Imagine the lines below are part of your learning log, and use them to summarize the material above in your own words. Read your summary, and then list facts or concepts you need to clarify. Use a separate sheet of paper if necessary.

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## 1.4 Writing a Letter

## Key Information

Your purpose and your audience should influence the language and tone of your personal letters.

### ■ A. Planning to Write

Imagine that you have spent a month of your summer vacation visiting the family of a former neighborhood friend who now lives some distance away. During the vacation your hosts took you sightseeing, to a baseball game, to the beach, and to a theme park. In the space provided, make two lists. One list will include items you want to mention in a letter to your friend. The other list will include items you want to say in a letter to your friend's parents. The purpose of both letters is to thank your hosts for their hospitality. Think about the differences in language and tone for these two audiences.


## Friend

## Parents



## ■ B. Writing a Letter

Write a letter of thanks either to your friend or your friend's parents. Use the appropriate list from Part A to help you decide what to include in the letter.



AMERICAN - BRITISH  
SCHOOL

## 1.5 Writing a College Application Essay

### Key Information

A good college application essay reveals what is unique about you. Before writing, think about your **personality traits, accomplishments, and skills**. Aim for clarity as well as creativity.

### ■ A. Highlighting Personality Traits

A common type of college application question asks you to describe yourself. Below are examples from essays in which students were asked to describe themselves based on an adjective. Choose the excerpt that comes closest to something you might write, making slight revisions if you wish. Then add at least two sentences of your own to “personalize” the essay.

1. I am very **superclastic**. *Superclastic* means “adventurous around new people in new situations as well as always looking at the familiar with new eyes.” \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
2. I could use words that were very broad and subject to a wide range of interpretations. I considered words such as *industrious, accomplished, and motivated*. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
3. Unfortunately, I am doomed to see eighteen solutions to every problem, six sides to every square, because I’m very *analytical*. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
4. I guess what I fear most is being described as *ordinary*. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### ■ B. Preparing to Write a Self-Descriptive Essay

List some adjectives that you think best describe yourself, including one of your own creation. Jot down examples, experiences, or other details you could use to back up this assessment of yourself.

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# Composition Practice

Name ..... Class ..... Date .....

## WRITING ABOUT LITERATURE

### 1.6 Writing About Nonfiction

#### Key Information

Writing about what you have read is one way of organizing your thoughts and deepening your understanding of the information. You can respond to nonfiction by recording your reactions in a **reader-response journal**. As you develop your response, you may want to write another article with a different perspective, write a research paper on the same topic, or fashion your thoughts into a poem, short story, or script.

#### Responding to an Article

Read the excerpt below. Respond to the information presented by describing your initial reactions on the journal page that follows. If necessary, read the excerpt more than once.

#### Literature Model

[Bill and Kathy Magee are the founders of] Operation Smile, a non-profit organization that dispatches medical teams to developing countries to perform free corrective surgery on disfigured children. The things they deal with are misfortunes that brand the spirit as much as the flesh: cleft lips and palates, congenital hand and foot deformities, burns and facial tumors. . . .

[Operation Smile] resembles a mini-Peace Corps, with a \$2 million annual budget, 14,000 volunteers, and chapters in a dozen U.S. cities and four countries. To date, the Magees have launched 32 medical missions to nine countries,

including China, Vietnam, Colombia, Ghana, and Kenya, where a total of 4,800 children have been treated. The money—the existing missions require about \$1.5 million in cash and \$1 million in supplies each year—comes from private contributions and corporate gifts or just from bursts of inspiration. For example, the cost of the Panama mission was offset in part by \$6,500 raised by teenagers in Greensboro, N.C., who organized a bowlathon.

Richard Lacayo,  
"No One Will Ever Laugh at Me Again,"  
*People* magazine

|                       | <u>Quotation or paraphrase from text</u> | <u>What text makes me think of</u> |
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## WRITING ABOUT LITERATURE

### 1.7

### Writing about Poetry

#### Key Information

Readers may respond to the same poem in different ways. Some are moved emotionally; others take a more intellectual approach, analyzing the literary elements of the poem. You can enrich your responses by writing about your reactions to a poem, by finding out more about the poet, or by creating a poem of your own.

#### A. First Response

On the lines provided, describe your first response to the poem below. What images came to mind as you read the poem? What words or features did you like?

#### Literature Model

Swift things are beautiful:  
Swallows and deer,  
And lightning that falls  
Bright-veined and clear,  
Rivers and meteors,  
Wind in the wheat,  
The strong-withered horse,  
The runner's sure feet.

And slow things are beautiful:  
The closing of the day,  
The pause of the wave  
That curves downward to spray,  
The ember that crumbles,  
The opening flower,  
And the ox that moves on  
In the quiet of power.

Elizabeth Coatsworth, "Swift Things Are Beautiful"

#### B. Extending Your Response

Read the poem again, and then complete the activities below.

1. Paraphrase the main idea or message of this poem. \_\_\_\_\_
2. Add images of your own to illustrate that "swift things are beautiful." \_\_\_\_\_
3. Add images of your own to illustrate that "slow things are beautiful." \_\_\_\_\_
4. If you were to add two more stanzas to this poem, what would their first lines be? \_\_\_\_\_



Date: \_\_\_\_\_

## “The Cask of Amontillado” Vocabulary

abscond  
accost  
aperture  
fetter

immolation  
impunity  
preclude  
repose

subside  
termination

In the table below, write the correct word from the list above beside its definition. Include the part of speech (noun or verb) the definition shows. Be sure to spell the words correctly!

| Term | Part of Speech | Definition   |
|------|----------------|--|
|      |                | To go away suddenly or secretly.                                     |
|      |                | To make impossible, especially by taking action in advance; prevent. |
|      |                | The end of something; limit or edge.                                 |
|      |                | To restrain with chains or shackles.                                 |
|      |                | To become less agitated or active; lessen (become less).             |
|      |                | To approach or speak to in an aggressive manner.                     |
|      |                | An opening, such as a hole or gap.                                   |
|      |                | Freedom from punishment, penalty, or harm.                           |
|      |                | Death or destruction   |
|      |                | To lie dead or at rest; recline.                                     |

Write the vocabulary word in the blank that best fits the context of the sentence.

1. The itching of the rash began to \_\_\_\_\_ after the doctor applied some medication.
2. The man's \_\_\_\_\_ was unavoidable because of his reckless lifestyle of violence and drug abuse.
3. The quick thinking of the defensive line was able to \_\_\_\_\_ the other team from scoring.
4. The prisoners were \_\_\_\_\_ ed together as they collected trash on the side of the road.

5. The dehydrated player should \_\_\_\_\_ on a while you run to get her some water.
6. The secret agent was allowed to break laws with \_\_\_\_\_ to complete his missions.
7. The young couple \_\_\_\_\_ed to Las Vegas to marry because their parents did not approve.
8. We feared the \_\_\_\_\_ of our favorite show when the main character said he was quitting.
9. The kitten squeezed through the \_\_\_\_\_ in the fence to escape the dog's wrath.
10. The criminal's routine was to \_\_\_\_\_ women verbally and then steal their purses.

As you read "The Cask of Amontillado," write the sentences in which each vocabulary word is used.

| Term | As Used In "The Cask of Amontillado" |
|------|--------------------------------------|
|      |                                      |
|      |                                      |
|      |                                      |
|      |                                      |
|      |                                      |
|      |                                      |
|      |                                      |
|      |                                      |
|      |                                      |
|      |                                      |

Make a list of examples of when Montresor showed his anger toward Fortunato.

Date: \_\_\_\_\_

Score: \_\_\_\_\_

### One Analytical Paragraph

**Writing prompt:** How does Montresor **show his anger toward** Fortunato?

|   |   |
|---|---|
| <b>Topic sentence</b><br>Your topic sentence is your main idea that supports your position that Montresor was truly angry at Fortunato.   | (Suggested topic sentence starters—Montresor revealed... Montresor thought... Montresor could not...) |
| <b>Supporting Detail</b><br>Add one line from the short story of when Montresor revealed his anger toward Fortunato.<br>This is evidence that supports your position that Montresor was angry toward Fortunato. | “ _____<br>_____<br>_____ “<br>( ).   |
| <b>Analysis</b> (one sentence that explains your topic sentence)  |   |
| <b>Analysis</b> (one sentence that enhances/adds additional thought to your analysis in a different way)  |   |
| <b>Analysis</b> (How does the character’s words and action reflect what he intends to do?)  |   |

**Write your paragraph here:**

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# Poe Vocab Word List

**Assignment:** Edgar Allan Poe, the author of our next story, is known for using some tricky vocab. To prepare for the story, create vocab cards, a Quizlet, **or** a vocab chart (write word and definition 3X each) to study the following words.



1. Harken (V)- To listen or pay attention
2. Impunity (N) – immunity from punishment, penalty, or harm.
3. Redress (V)- To remedy or set right
4. Immolation (V)- kill or offer as a sacrifice, especially by burning.
5. Connoisseurship (N)- A person with expert knowledge or training, especially in the fine arts.
6. Accost (V)- To approach and speak to, especially aggressively or insistently, as with a demand or request.
7. Amontillado (N)- A pale, dry, Spanish wine.
8. Afflict (V)- To cause grievous physical or mental suffering to.
9. Roquelaure (N)- A knee-length cloak lined with brightly colored silk and often trimmed with fur that was worn by European men in the 1700s.
10. Palazzo (N)- A large, splendid residence or public building, such as a palace or museum.
11. Abscond (V)- To leave quickly and secretly and hide oneself, often to avoid arrest or prosecution.
12. Flambeaux (N)- A lighted torch
13. Catacombs (N)- An underground cemetery consisting of chambers or tunnels with recesses for graves.
14. Rheum (N)- A watery or thin mucous discharge from the eyes or nose.
15. Niter- Niter, or potassium nitrate, is a mineral deposit sometimes left on damp walls underground, as in cellars, caves, or basements.
16. Grotesque (Adj)- bizarre, repulsive, or incongruous distortion, as of appearance or manner.



17. Gesticulation (N)- vigorous motion or gesture.
18. Circumscribe (V)- limit narrowly; restrict or enclose
19. Fettered (V)- to put in shackles; restrict or restrain
20. Niche (N)- A cranny, hollow, or crevice, as in rock.

## Poe Vocab Quiz FORM A

**Part 1-** Match the definition with the correct vocab word.

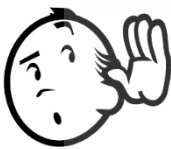
1. To remedy or set right
2. Immunity from punishment, penalty, or harm.
3. A knee-length cloak lined with brightly colored silk
4. A person with expert knowledge or training, especially in the fine arts.
5. Vigorous motion or gesture.
6. A mineral deposit sometimes left on damp walls underground
7. To kill or offer as a sacrifice, especially by burning.
8. Limit narrowly; restrict or enclose
9. A watery or thin mucous discharge from the eyes or nose.

- A. Roquelaure
- B. Immolation
- C. Niter
- D. Impunity
- E. Gesticulations
- AB. Rheum
- AC. Connoisseurship
- AD. Circumscribe
- AE. Redress

**Part 2-** Which vocab word is begin demonstrated in the images below? *No word will be used more than once. Some words will not be used at all.*

- |              |                  |                |              |
|--------------|------------------|----------------|--------------|
| A. Harken    | B. Abscond       | C. Amontillado | D. Flambeaux |
| E. Grotesque | AB. Circumscribe | AC. Palazzo    | AD. Niche    |

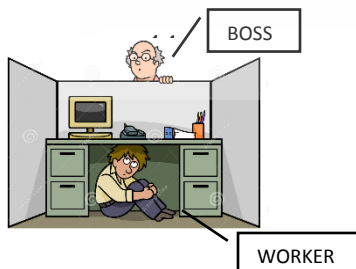
10.



11.



13.



**Part 2-** Fill in the blank with the correct vocab word. *No word will be used more than once. Some words will not be used at all.* You may add endings to the words if needed (-ed, -ing, -s, etc.).

- |              |              |               |             |           |
|--------------|--------------|---------------|-------------|-----------|
| A. Fettered  | B. Catacombs | C. Roquelaure | D. Niche    | E. Accost |
| AB Grotesque | AC. Rheum    | AD Afflicted  | AE Immunity |           |

15. My dog was so out of control, the veterinarian \_\_\_\_\_ him to the table so she could give him anesthesia.
16. The man was \_\_\_\_\_ with a painful snake bite after a hike on the mountain
17. The \_\_\_\_\_ gargoyles on top of the old building gave it a gothic, haunting look.
18. Because the star hates to be \_\_\_\_\_ by her fans, she wears disguises when she goes out in public
19. We finally found our lost cat hiding in a \_\_\_\_\_ in the tree
20. Walking through the dark tunnels of the \_\_\_\_\_, the men searched for the burial tomb of the Christian priest.



## Poe Vocab Quiz FORM B

**Part 1-** Which vocab word is best demonstrated in the images below? *No word will be used more than once. Some words will not be used at all.*

A. Harken  
E. Grotesque

B. Abscond  
AB. Circumscribe

C. Amontillado  
AC. Palazzo

D. Flambeaux  
AD. Niche

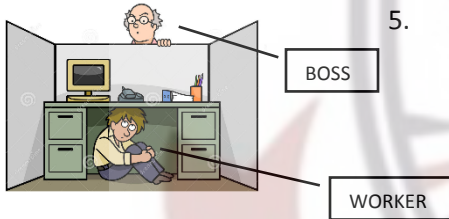
1.



2.



4.



5.



**Part 2-** Fill in the blank with the correct vocab word. *No word will be used more than once. Some words will not be used at all.* You may add endings to the words if needed (-ed, -ing, -s, etc.).

A. Fettered  
Accost

B. Catacombs

C. Roquelaure

D. Niche

E.

AB. Grotesque

AC. Rheum

AD. Afflicted

AE. Immunity

6. My dog was so out of control, the veterinarian \_\_\_\_\_ him to the table so she could give him anesthesia.
7. The man was \_\_\_\_\_ with a painful snake bite after a hike on the mountain
8. The \_\_\_\_\_ gargoyles on top of the old building gave it a gothic, haunting look.
9. Because the star hates to be \_\_\_\_\_ by her fans, she wears disguises when she goes out in public
10. We finally found our lost cat hiding in a \_\_\_\_\_ in the tree
11. Walking through the dark tunnels of the \_\_\_\_\_, the men searched for the burial tomb of the Christian priest.

**Part 2-** Match the definition with the correct vocab word.

12. To remedy or set right

- A. Roquelaure  
B. Immolation  
C. Niter  
D. Impunity  
E. Gesticulations

13. Immunity from punishment, penalty, or harm.
14. A knee-length cloak lined with brightly colored silk
15. A person with expert knowledge or training, especially in the fine arts.
16. Vigorous motion or gesture.
17. A mineral deposit sometimes left on damp walls underground
18. To kill or offer as a sacrifice, especially by burning.
19. Limit narrowly; restrict or enclose
20. A watery or thin mucous discharge from the eyes or nose.





**Answer Key Form A:**

- 1.
2. AE
3. D
4. A
5. AC
6. E
7. C
8. B
9. AD
10. AB
11. A
12. AC
13. C
14. B
15. D
16. A
17. AD
18. AB
19. E
20. D
21. B

**Answer Key Form B:**

1. A
2. AC
3. C
4. B
5. D
6. A
7. AD
8. AB
9. E
10. D
11. B
12. AE
13. D
14. A
15. AC
16. E
17. C
18. B
19. AD
20. AB

*The Cask of Amontillado*

E. A. Poe

*Grammar Link***Dialogue—Who's Talking?****Rob:** Ms. Jenkes said that Poe got killer headaches.**AMY:** Really?**Rob:** Well, actually she said, "Poe may have suffered from migraines."

How is Rob's first statement different from his second? His first statement is a rewording of his teacher's comment about Poe. His second statement shows exactly what Ms. Jenkes' words were. Quotation marks are used to enclose a direct quotation—a person's exact words. Do not use quotation marks to enclose an indirect quotation—a rewording of a direct quotation.

**DIRECT:** Montresor replied, "I have my doubts."**INDIRECT:** Montresor replied that he had his doubts.

Below are some rules to keep in mind when using quotation marks.

|   |   |
|---|---|
| 1. Direct quotations begin with a capital letter.   | "My dear Fortunato, you are luckily met."   |
| 2. When a quoted sentence is interrupted by a speaker tag, the second part of the sentence begins with a small letter.  | "Come," I said, with decision, "we will go back; your health is precious."  |
| 3. A direct quotation is set off from the rest of the sentence by a comma, a question mark, or an exclamation point—not by a period.  | <b>NONSTANDARD:</b> "It is nothing," he said, at last.<br><b>STANDARD:</b> "It is nothing," he said, at last.   |
| 4. When used with quotation marks, the other marks of quotation are placed according to the following rules.<br><br>a. Commas and periods go inside the closing quotation marks.<br><br>b. Semicolons and colons go outside the closing quotation marks.<br><br>c. Question marks and exclamation points go inside the closing quotation marks if the quotation itself is a question or an exclamation. Otherwise, they are placed outside. | "The Montresors," I replied, "were a great and numerous family."<br><br>At one point, Montresor says, "A wrong is unredressed when retribution overtakes its redresser"; what does he mean?<br><br>"Niter?" he asked, at length.<br><br>How I jumped when Montresor said he was thrust backward by "a succession of loud and shrill screams"! |
| 5. Use single quotation marks to enclose a quotation within a quotation.  | "All Fortunato ever seems to say is Amontillado!" said Nora.  |
| 6. In dialogue, begin a new paragraph every time the speaker changes, and enclose the speaker's words in quotations.  | "How long have you had that cough?"<br>"Ugh! Ugh! Ugh!—Ugh! Ugh! Ugh!—<br>Ugh! Ugh! Ugh!—Ugh! Ugh! Ugh! . . ."  |

**Exercise A Using Quotation Marks to Change Meaning**

Change the meaning of the sentences below by adding quotation marks. Add or change other punctuation and capitalization as necessary.

**EXAMPLE:** Fortunato said Montresor is a quack.

"Fortunato," said Montresor, "is a quack."

1. Fortunato, I cry. Can't you hear me?

2. Poe said the teacher was a very disturbed individual.

3. Luchesi says Fortunato is an ignoramus.

4. Montresor declares Nigel must feel somewhat guilty for walling up his poor friend.

5. "Yes," I said for the love of God.

**Exercise B Proofreading Paragraphs**

The following paragraphs contain errors in the use of capitalization, quotation marks, and other punctuation. Correct the errors, and indicate where paragraphs should indent. A few corrections have been made as examples.

Montresor crept up the stair of his mansion after his evening's work. Suddenly, a hand clutched his shoulder, and a voice that put him in mind of a foghorn snarled, "Montresor, where have you been? And what are you hiding under your roquelaure?" "Oh, Berthe, Montresor stammered. You were supposed to sneak out tonight like the other servants, I mean . . ." "WHAT do you mean? You explicitly told us to stay *in*". "Just so, my faithful housekeeper, just so. Well, toodle-loo. I'm off to bed".

"That's right, Sir, you go on. I'm off to do some cleaning in the cellar".

Montresor froze in his tracks. Naturally, he was not keen for Berthe to be nosing around the cellar. Now, Berthe, he said, I really don't think you should, it's so damp, and there's niter everywhere"! Berthe was beginning to bustle toward the cellar door. Montresor had to act. "Let me lead you, if you must go, he said, tucking his trowel under his cloak. after all, it's dark, and only I know the way . . ."



## **Grade 11-Reading Worksheet-Q1-W3**

### **Standards aligned:**

RL 11.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL 11.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL 11.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

### **Instructions :**

Read the story and then start studying .Do not forget to use your strategies.

Please Include your answer at the same sheet and send it back

### **Before you start reading , your target skill will SHOULD BE ABLE TO:**

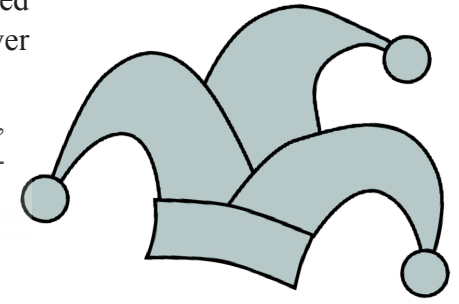
- Identify the theme in the title or map center.
- Identify the paragraph number in the panel title.
- Create an image that summarizes the scene.
- Formulate a brief description of how the example fits the theme. See the rubric for grading guidelines.



# The Cask of Amontillado

conical cap and bells. I was so pleased to see him that I thought I should never have done wringing his hand.

I said to him, "My dear Fortunato, you are luckily met. How remarkably well you are looking today. But



I have received a pipe of what passes for Amontillado, and I have my doubts."

"How?" said he. "Amontillado? A pipe? Im-

By Edgar Allan Poe

sive warmth, for he had been drinking much. The man wore motley. He had on a tight-fitting parti-striped dress, and his head was surmounted by the

The thousand injuries of Fortunato I had borne as I best could, but when he ventured upon insult I vowed revenge. You, who so well know the nature of my soul, will not suppose, however, that I gave utterance to a threat. At length I would be avenged; this was a point definitely settled—but the very definitiveness with which it was resolved precluded the idea of risk. I must not only punish but punish with impunity. A wrong is unredressed when retribution overtakes its redresser. It is equally unredressed when the avenger fails to make himself felt as such to him who has done the wrong.

It must be understood that neither by word nor deed had I given Fortunato cause to doubt my good will. I continued, as was my wont, to smile in his face, and he did not perceive that my smile now was at the thought of his immolation.

He had a weak point—this Fortunato—although in other regards he was a man to be respected and even feared. He prided himself on his connoisseurship in wine. Few Italians have the true virtuoso spirit. For the most part, their enthusiasm is adopted to suit the time and opportunity, to practice imposture upon the British and Austrian millionaires. In painting and gemmary, Fortunato, like his countrymen, was a quack, but in the matter of old wines he was sincere. In this respect I did not differ from him materially; I was skillful in the Italian vintages myself, and bought largely whenever I could.

It was about dusk, one evening during the supreme madness of the carnival season, that I encountered my friend. He accosted me with excess

possible! And in the middle of the carnival!”

“I have my doubts,” I replied, “and I was silly enough to pay the full Amontillado price without consulting you in the matter. You were not to be found, and I was fearful of losing a bargain.”

“Amontillado!”

“I have my doubts.”

“Amontillado!”

“And I must satisfy them.” “Amontillado!”

“As you are engaged, I am on my way to Luchresi. If anyone has a critical turn, it is he. He will tell me—”

“Luchresi cannot tell Amontillado from sherry.”

“And yet some fools will have it said that his taste is a match for your own.”

“Come, let us go.” “Whither?”

“To your vaults.”

“My friend, no. I will not impose upon your good nature. I perceive you have an engagement. Luchresi—”

“I have no engagement. Come.”

“My friend, no. It is not the engagement, but the severe cold with which I perceive you are afflicted. The vaults are insufferably damp. They are encrusted with nitre.”

“Let us go, nevertheless. The cold is merely nothing. Amontillado!”

You have been imposed upon. And as for Luchresi, he cannot distinguish sherry from Amontillado.”

Thus speaking, Fortunato possessed himself of my arm and, putting on a mask of black silk and drawing a cloak closely about my person, I suffered him to hurry me to my palazzo.

There were no attendants at home; they had absconded to make merry in honor of the time. I had told them that I should not return until the morning, and had given them explicit orders not to stir from the house. These orders were sufficient, I well knew, to insure their immediate disappearance, one and all, as soon as my back was turned.

I took from their sconces two flambeaux, and giving one to Fortunato, bowed him through several suites of rooms to the archway that led into the vaults. I passed down a long and winding staircase, requesting him to be cautious as he followed. We came at length to the foot of the descent, and stood together upon the damp ground of the catacombs of the Montresors.

The gait of my friend was unsteady, and the bells upon his cap jingled as he strode.

“The pipe,” he said.

“It is farther on,” said, “but observe the white webwork which gleams from these cavern walls.”

He turned towards me, and looked into my eyes with two filmy orbs that distilled the rheum of intoxication.

“Nitre?” he asked, at length.

“Nitre,” I replied. “How long have you had that cough?”

“Ugh! ugh! ugh! –ugh! ugh! ugh! –ugh! ugh! ugh! –ugh! ugh! ugh! –ugh! ugh! ugh!”

My poor friend found it impossible to reply for many minutes.

“It is nothing,” he said, at last.

“Come,” I said, with decision, “we will go back; your health is precious. You are rich, respected, admired, beloved; you are happy, as once I was. You are a man to be missed. For me, it is no matter. We will go back. You will be ill, and I cannot be responsible. Besides, there is Luchresi—”

“Enough,” he said. “The cough’s a mere nothing; it will not kill me. I

shall not die of a cough.”

“True—true,” I replied, “and, indeed, I had no intention of alarming you unnecessarily...but you should use all proper caution. A draught of this Medoc will defend us from the damp.”

Here I knocked off the neck of a bottle which I drew from a long row of its fellows that lay upon the mould.

“Drink,” I said, presenting him the wine. He raised it to his lips with a leer. He paused and nodded to me familiarly, while his bells jingled.

“I drink,” he said, “to the buried that repose around us.”

“And I to your long life.”

He again took my arm, and we proceeded.

“These vaults,” he said, “are extensive.”

“The Montresors,” I replied, “were a great and numerous family.”

“I forget your arms.”

“A huge human foot d’or, in a field azure; the foot crushes a serpent rampant whose fangs are imbedded in the heel.”

“And the motto?”

“Nemo me impune lacessit.” (No one attacks me with impunity.)

“Good!” he said.

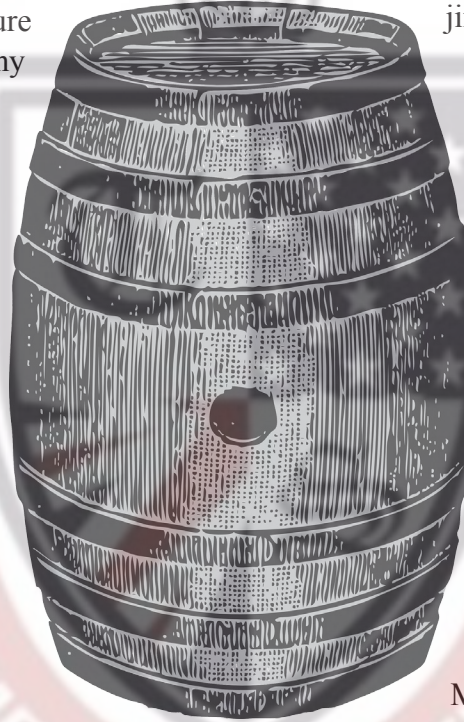
The wine sparkled in his eyes and the bells jingled.

My own fancy grew warm with the Medoc. We had passed through long walls of piled skeletons, with casks and puncheons intermingling, into the inmost recesses of the catacombs. I paused again, and this time I made bold to seize Fortunato by an arm above the elbow.

“The nitre!” I said. “See, it increases. It hangs like moss upon the vaults. We are below the river’s bed. The drops of moisture trickle among the bones. Come, we will go back ere it is too late. Your cough—”

“It is nothing,” he said. “Let us go on. But first, another draught of the Medoc.”

I broke and reached him a flagon of De Grave. He emptied it at a breath. His eyes flashed with a fierce light. He laughed and threw the bottle





upwards with a gesticulation I did not understand.

I looked at him in surprise. He repeated the movement—a grotesque one.

“You do not comprehend?” he said

“Not I,” I replied.

“Then you are not of the brotherhood.”

“How?”

“You are not of the masons.”

“Yes, yes,” I said, “yes, yes.”

“You? Impossible! A mason?”

“A mason,” I replied.

“A sign,” he said, “a sign.”

“It is this,” I answered, producing from beneath the folds of my cloak a trowel.

“You jest,” he exclaimed, recoiling a few paces. “But let us proceed to the Amontillado.”

“Be it so,” I said, replacing the tool beneath the cloak and again offering him my arm. He

leaned upon it heavily.

We continued our route in search of the Amontillado. We passed through a range of low arches, descended, passed on, and descending again, arrived at a deep crypt, in which the foulness of the air caused our flambeaux rather to glow than flame.

At the most remote end of the crypt there appeared another less spacious. Its walls had been lined with human remains, piled to the vault overhead, in the fashion of the great catacombs of Paris. Three sides of this interior crypt were still ornamented in this manner. From the fourth side the bones had been thrown down, and lay promiscuously upon the

earth, forming at one point a mound of some size. Within the wall thus exposed by the displacing of the bones, we perceived a still interior crypt or recess, in depth about four feet, in width three, in height six or seven. It seemed to have been constructed for no especial use within itself, but formed merely the interval between two of the colossal supports of the roof of the catacombs, and was backed by one of their circumscribing walls of solid granite.

It was in vain that Fortunato, uplifting his dull torch, endeavored to pry into the depth of the recess. Its termination the feeble light did not enable us to see.

“Proceed,” I said. “Herein is the Amontillado. As for Luchresi—”

“He is an ignoramus,” interrupted my friend, as he stepped unsteadily forward, while I followed immediately at his heels. In an instant, he had reached the extremity of the niche, and finding his progress arrested by the rock, stood stupidly bewildered. A moment more and I had fettered him to the granite. In its surface were two iron staples, distant from each other about two feet, horizontally. From one of these depended a short chain,

from the other a padlock. Throwing the links about his waist, it was but the work of a few seconds to secure it. He was too much astounded to resist. Withdrawing the key, I stepped back from the recess.

“Pass your hand,” I said, “over the wall; you cannot help feeling the nitre. Indeed, it is very damp. Once more, let me implore you to return. No? Then I must positively leave you. But I must first render you all the little attentions in my power.”

“The Amontillado!” ejaculated my friend, not yet recovered from his astonishment.

“True,” I replied, “the Amontillado.”

As I said these words, I busied myself among the pile of bones of which I have before spoken. Throwing them aside, I soon uncovered a





quantity of building stone and mortar. With these materials and with the aid of my trowel, I began vigorously to wall up the entrance of the niche.

I had scarcely laid the first tier of the masonry when I discovered that the intoxication of Fortunato had in a great measure worn off. The earliest indication I had of this was a low moaning cry from the depth of the recess. It was not the cry of a drunken man. There was then a long and obstinate silence. I laid the second tier, and the third, and the fourth; and then I heard the furious vibrations of the chain. The noise lasted for several minutes, during which, that I might hearken to it with the more satisfaction, I ceased my labors and sat down upon the bones. When at last the clanking subsided, I resumed the trowel, and finished without interruption the fifth, the sixth, and the seventh tier. The wall was now nearly upon a level with my breast. I again paused, and holding the flambeaux over the mason-work, threw a few feeble rays upon the figure within.

A succession of loud and shrill screams, bursting suddenly from the throat of the chained form, seemed to thrust me violently back. For a brief moment, I hesitated; I trembled. Unsheathing my rapier, I began to grope with it about the recess, but the thought of an instant reassured me. I placed my hand upon the solid fabric of the catacombs, and felt satisfied. I reapproached the wall; I replied to the yells of him who clamored. I re-echoed, I aided, I surpassed them in volume and in strength. I did this, and the clamor grew still.

It was now midnight, and my task was drawing to a close. I had completed the eighth, the ninth, and the tenth tier. I had finished a portion of the last and the eleventh; there remained but a single stone to be fitted and plastered in. I struggled with its weight; I placed it partially in its destined position. But now there came from out the niche a low laugh that erected the hairs upon my head. It was succeeded by a sad voice, which I had difficulty in recognizing as that of the noble Fortunato. The voice said: "Ha! ha! ha! —he! he! he! —a very good joke, indeed —an excellent jest. We will have many a rich laugh about it at the palazzo —he! he! he! —over our wine —he! he! he!"

"The Amontillado!" I said.

"He! he! he! —he! he! he! —yes, the Amontillado. But is it not getting late? Will not they be awaiting us at the palazzo, the Lady Fortunato and the rest? Let us be gone."

"Yes," I said, "let us be gone."

"For the love of God, Montresor!"

"Yes," I said, "for the love of God!"

But to these words I hearkened in vain for a reply. I grew impatient. I called aloud—

"Fortunato!"

No answer. I called again—

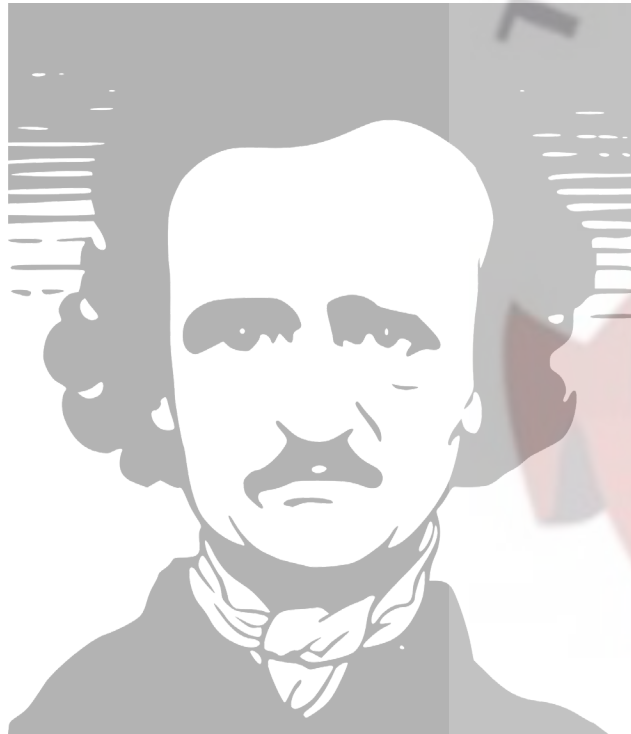
"Fortunato!"

No answer still. I thrust a torch through the remaining aperture and let it fall within. There came forth in return only a jingling of the bells. My heart grew sick; it was the dampness of the catacombs that made it so. I hastened to make an end of my labor. I forced the last stone into its position; I plastered it up. Against the new masonry I re-erected the old rampart of bones. For the half of a century, no mortal has disturbed them. In pace requiescat! (Rest in peace.)

## The Cask of Amontillado–

On a separate sheet of paper, answer the following questions. To receive credit, you must write complete, thoughtful sentences.

1. Hyperbole is the use of exaggeration to make a point. Look at the first paragraph. What phrase used by the narrator is an example of hyperbole? Write down the full sentence that includes the hyperbolic element. Does this line make you more sympathetic or less toward the narrator/murderer? Why?



2. Montresor tells us, “A wrong is unre- dressed when retri- bution overtakes its redresser. It is equally undressed when the avenger fails to make himself felt as such to him who has done the wrong.” In your own words, explain what this means.

3. What is it about Montresor that makes him an especially effective enemy to Fortunato? Give an example from a book

you’ve read or a film/T.V. show you’ve seen in which this type of villain exists.

4. Fortunato, who has been out drinking and enjoying Carnival, is wearing a clown’s hat. Symbolically, why is this an interesting—and appropriate— costume choice by the writer, Edgar Allan Poe?

5.

To whom, do you suppose, is Montresor telling this story? Upon what evidence do you base your assumption?

6. Name three of the many clever things Montresor does to lure Fortunato into his trap.

7. How did Montresor ensure that no servants would be around to witness the crime?

8. Poe uses several elements of foreshadowing. Write down (or paraphrase) two lines that foreshadow the grisly event at the end of the tale.

9. Locate and write down a line that includes verbal irony.

10. When Montresor offers the Medoc wine to Fortunato, what is the reason he gives for wanting the other man to drink? What is the real reason? Why does Montresor also have a drink?

11. At the end of the story, what makes Montresor feel sick?

12. Is Montresor a reliable or unreliable narrator? Explain your answer.

13. Poe is a master at creating an eerie, suspenseful mood in his stories. Dig back into the text of this story and write down two lines that help establish this mood. Yes, I want you to write down the full line.

14. Montresor acts as judge, jury, and executioner of Fortunato. Is there any crime/offense that Fortunato could have unwittingly committed that would make Montresor's rage seem reasonable to you? Do you think individuals are ever justified in taking justice into their own hands? Explain your thoughts.

# The Cask of Amontillado

**Directions:** For each of the nine points on the Storytelling Arc below, summarize the plot point and give one line of text from that part of the story. If you don't have enough room to write on this sheet, feel free to number your answers and write them on the back. I've done the first one for you to serve as a model.

**#1**  
**Summary:** At the beginning of the story, Montresor is a bitter man who wants revenge against an associate of his named Fortunato.  
**Text:** "At length I would be avenged; this was a point definitely settled—but the very definitiveness with which it was resolved precluded the idea of risk."

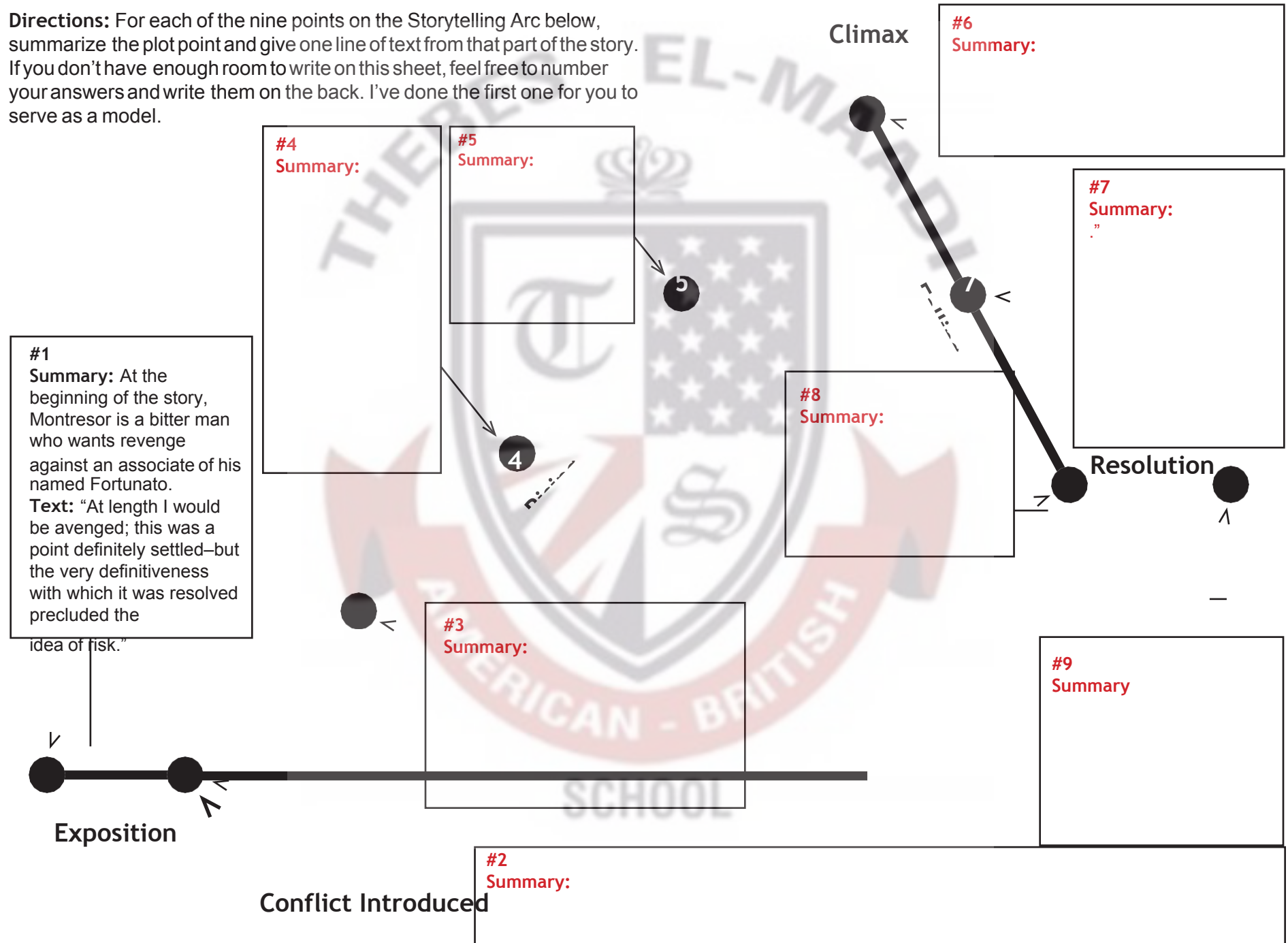




# The Cask of Amontillado

KEY

**Directions:** For each of the nine points on the Storytelling Arc below, summarize the plot point and give one line of text from that part of the story. If you don't have enough room to write on this sheet, feel free to number your answers and write them on the back. I've done the first one for you to serve as a model.





## WORD CHOICE AND SENTENCE STYLE

### Class work W4

Let's face facts: there's very little that hasn't been said or done before. Why, then, do we continue to consume movies, books, and music if they're continuing to touch on well-trodden universal human themes? Because **HOW** we express these things changes with our culture and our age.

Writers use different words and styles of sentences to express different things. As you read the Cask of Amontillado looking for these things:

- 1) What **TYPE** of words does the author choose?
  - a. Happy? Sad?
  - b. Big? Small?
  - c. In a certain **dialect**?
  - d. Latin-based, smart-sounding jargon words or every day words?
  - e. Are there many adjectives or few?
- 2) What **STYLE** of sentences does he or she use?
  - a. Short? Long?
  - b. Are there a lot of **prepositions** tacking on more information?
  - c. Does it feel archaic or modern? Why so?
  - d. Are these declarative sentences?
  - e. Is there a lot of **passive voice**?
  - f. Is there a discernible rhythm to the sentence? Is it choppy or smooth?  
When and why does the author mix this rhythm up or interrupt it?
- 3) How do these choices connect to **CONTENT**?
  - a. Do they relate a certain **character trait** or **mood**?
  - b. Do they tell us something about **where the story is going**?
  - c. Do they **obscure meaning** or provide **clarity**?

#### TAKE TWO SENTENCES AND TRY:

- 1) Counting up all the words
- 2) Counting up the number of adjectives
- 3) Counting up the number of prepositions
- 4) Diagramming the sentences

Words and sentence style connect directly to meaning. How can you use your knowledge of these two things to aid your own writing?

# Connotation

## Getting the Idea

All words have their dictionary definition, or denotation. **Connotation** is the emotional weight a word carries, or the set of associations implied by the word.

Consider the verb *work*. One definition of *work* is “to engage in purposeful activity.” For most people, the word *work* has a neutral or positive connotation. However, some synonyms for *work* create negative feelings. What feelings do the following sentences evoke?

I **worked** in the yard this weekend.

I **toiled** all weekend in the yard.

I **plugged away** until the yard was mowed.

*Worked*, *toiled*, and *plugged away* generally mean the same thing, but their connotations are very different. While *worked* creates the sense of purposeful activity, *toiled* has the added meaning of strenuous, continuous labor and *plugged away* connotes persistence. The shades of meaning are what give each word its unique connotations.

Notice how the following words change in shades of meaning, from positive or neutral connotations to negative connotations.

proud → confident → arrogant → haughty

young → childish → immature

reserved → timid → withdrawn → inhibited

Authors choose their words very carefully to create specific feelings and reactions in the reader. Read the following passages. Notice how the italicized words have different connotations in the passages.

| Positive Connotations   | Negative Connotations   |
|---|---|
| James <i>opened</i> the kitchen door. The <i>aroma</i> of stew <i>wafted</i> in the air. As a <i>curious</i> James <i>peered</i> into the <i>simmering ragout</i> , he could see the <i>slender</i> carrots he had grown this fall. | James <i>flung open</i> the kitchen door. The <i>odor</i> of stew <i>hung</i> in the air. As a <i>nosy</i> James <i>glared</i> into the <i>roiling concoction</i> , he could see the <i>scrawny</i> carrots he had grown this fall. |

Notice that the words with negative connotations depict James as angry. The word *scrawny* suggests he is disappointed with the carrots. The words *odor* and *hung* give the reader the feeling that the stew smells rather unpleasant.

Pay attention to the connotation of words when you read. It will enhance your understanding of the text and even of the author. For instance, an editorial describes a new government policy as *ill-advised*. Obviously, the author does not agree with it. Now, imagine that the author calls the policy *foolish* or *rash*. These words connote a stronger disapproval and possibly anger. The word *idiotic* would go even further to illustrate the author's contempt.

### Thinking It Through

Read the following paragraph, and then answer the question that follows.

When Gautam met Jennifer, he found her honesty refreshing. He had never met anyone who could be so candid, even when it might be easier to lie. Once, Gautam wore a shirt Jennifer didn't like. "You look like a clown!" she said, with a laugh. Another day, Gautam asked Jennifer if she thought that Sonal might be interested in him. "Not a chance!" she replied with her usual frankness. Then one day, when they were out with their friends, Gautam sprinkled too much garlic on his pizza. Again, Jennifer's criticism was straightforward. "Someone give this guy a breath mint!" she exclaimed. That's when Gautam realized that being blunt was overrated.



How does the connotation of blunt differ from synonyms of the word used in the passage?

**Hint** Look for words with a similar meaning to *blunt*.



## Coached Example

Read the passage and answer the questions.

Are you waiting for a new breakfast food that's more than just a cereal? Your wait is over. *Verve!* is a new morning meal that tastes great and is easy to prepare. *Verve!* was created with cutting-edge science to ensure you get all the healthy vitamins and minerals you need to get your day started. But unlike most "healthy" cereals, the taste of *Verve!* is exceptional.

*Verve!* is not only flavorful, it is made from the best whole grains and protein available on the world market. Whole grains and brown rice give *Verve!* its crunchy, crisp texture. Then we added nature's sugar—coconut milk—and blended it with dark, robust cinnamon from Asia. The blend of flavors and textures is something you will not forget.

*Verve!* is easy and convenient. Its bold, all-natural taste will get you going on the right foot! So be adventuresome—add some energy to your morning. Add *Verve!* You'll be delighted you did!



1. What is the connotation of the word dark in the passage?

- A. murky
- B. somber
- C. deep and rich
- D. not light in color

**Hint** The word *dark* is used to describe the cinnamon.

2. The author uses words with positive connotations because

- A. people who eat cereal are healthier and happier.
- B. the author wants people to buy the cereal.
- C. it is the only cereal the author eats.
- D. every cereal tastes delicious.

**Hint** The words an author chooses often reflect the author's purpose.

## Lesson Practice

Use the Reading Guide to help you understand the passage.

### Reading Guide

A word's connotation is the feelings associated with it.

Which words with a more positive connotation could the author substitute for *satisfactory*?

*excerpted and adapted from*

## My Antonia

*by Willa Cather*

- 1 I first heard of Antonia on what seemed to me an interminable journey across the great midland plain of North America. I was ten years old then; I had lost both my father and mother within a year, and my Virginia relatives were sending me out to my grandparents, who lived in Nebraska. I traveled in the care of a mountain boy, Jake Marpole, one of the "hands" on my father's old farm under the Blue Ridge. He was now going west to work for my grandfather. Jake's experience of the world was not much wider than mine. He had never been in a railway train until the morning when we set out together to try our fortunes in a new world.
- 2 We traveled in day-coaches, becoming more sticky and grimy with each stage of the journey. Jake bought everything the newsboys offered him: candy, oranges, brass collar buttons, and for me a *Life of Jesse James*, which I remember as one of the most satisfactory books I have ever read. Beyond Chicago we were under the protection of a friendly passenger conductor, who knew all about the country to which we were going and gave us a great deal of advice. He seemed to us a worldly man who had been almost everywhere.
- 3 Once, he sat down to chat and told us that in the immigrant car ahead there was a family from "across the water" whose destination was the same as ours.
- 4 "They can't speak English, except one little girl, and all she can say is 'We go Black Hawk, Nebraska.' She's not much older than you, twelve or thirteen, maybe, and she's as bright as a new dollar. Don't you want to go ahead and see her, Jimmy? She's got pretty brown eyes, too!"
- 5 This last remark made me bashful, and I shook my head and settled down to *Jesse James*. I was sleeping when we reached Black Hawk. Jake roused me and took me by the hand. We stumbled down from the train to a wooden siding, where men were running about with lanterns. In the red glow from the fire-box, a group

Does the word *ferocious* have a positive or negative connotation?

What feeling do you get from the word *sinister*?

of people stood huddled together on the platform, burdened by bundles and boxes. I knew this must be the immigrant family the conductor had told us about. The woman wore a fringed shawl tied over her head, and she carried a little tin trunk in her arms, hugging it as if it were a baby. There was an old man, tall and stooped. Two half-grown boys and a girl stood holding oilcloth bundles, and a little girl clung to her mother's skirts.

6 Presently, a bantering voice called out: "Hello, are you Mr. Burden's folks? If you are, it's me you're looking for. I'm Otto Fuchs. I'm Mr. Burden's hired man, and I'm to drive you out."

7 I looked up with interest at the new face in the lantern-light. He might have stepped out of the pages of *Jesse James*. He wore a sombrero hat, with a wide leather band and a bright buckle, and the ends of his moustache were twisted up stiffly, like little horns. He looked lively and ferocious. A long scar ran across one cheek and drew the corner of his mouth up in a sinister curl. He told us we had a long night's drive ahead of us and led us to two farm-wagons. The foreign family crowded into one of them. The other was for us. Jake got on the front seat with Otto Fuchs, and I rode on the straw in the bottom of the wagon-box, covered up with a buffalo hide. The immigrants rumbled off into the empty darkness, and we followed them.

8 I tried to go to sleep, but the jolting made me bite my tongue, and I soon began to ache all over. When the straw settled down, I had a hard bed. Cautiously, I slipped from under the buffalo hide, got up on my knees and peered over the side of the wagon. There seemed to be nothing to see; no fences, no creeks or trees, no hills or fields. There was nothing but land: not a country at all, but the material out of which countries are made.

**Answer the following questions.**

1. The author uses the word interminable in paragraph 1 to suggest that the journey is

- A. tiresomely long.
- B. infinitely interesting.
- C. not long enough.
- D. without end.

2. Which word in paragraph 2 has the MOST positive connotation?

- A. grimy
- B. sticky
- C. advice
- D. worldly

3. What feeling do you get from the word clung in paragraph 5?

- A. excitement
- B. anger
- C. joy
- D. fear

4. Which replacement for the word hard in paragraph 8 has a more positive connotation?

- A. firm
- B. stiff
- C. rigid
- D. unyielding

5. What feeling do you get about the family from the word burdened in paragraph 5?

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## Word Choice (Denotation and Connotation)

In argumentative writing, as in an editorial, authors choose their words carefully in order to best convince the audience of his/her point of view. They try to pick the most precise words to create the proper tone for their message. The way they achieve this effect is to write with words that have attached to them certain denotations and connotations.

**Denotation**-Dictionary, literal meaning of words

**Connotation**-Common associations that people make with words (positive or negative)

### Example

Word: Gray

**Denotation**-Color of any shade between the colors of black and white

**Connotation**-Negative, Gloom, Sadness, Old Age

### Practice

Word: Mustang

**Denotation**-Small, wild horse of the North American Plains

**Connotation**-Positive, strong, fast, sleek, beautiful

The connotation of the word is why Ford carmakers would choose to name one of its models "Mustang."

Think of two currently used automobile names. What are the denotations of the words? What connotations did the manufacturer hope to evoke in naming that car that particular name? What details do the names bring to mind? What does the name tell you about who drives the car, how fast it is, and what its features are?

## Denotation and Connotation Practice

|  | Car #1 | Car #2 |
|--|--------|--------|
| <b>Automobile Name:</b>  |        |        |
| <b>Denotation:</b>   |        |        |
| <b>Connotations:</b>   |        |        |
| <b>What name tells you about driver, speed, features of car:</b> |        |        |

Now think of a car and color that describe you. Be prepared to share your response with the class.

Car:

Features of car that are similar to you:

Color:

Reason for color of car:

### Connotation Practice

Words with similar dictionary meanings often have different connotations, so it is very important for a writer to choose words carefully. Consider the following table. Each row contains a list of words with similar dictionary meanings but different shades of feeling.

|            | <b>Neutral</b> | <b>Favorable (Positive)</b> | <b>Unfavorable (Negative)</b> |
|------------|----------------|-----------------------------|-------------------------------|
| <b>1.</b>  | Inactive       |                             |                               |
| <b>2.</b>  | Shy            |                             |                               |
| <b>3.</b>  | Funny          |                             |                               |
| <b>4.</b>  | Old            |                             |                               |
| <b>5.</b>  | Reserved       |                             |                               |
| <b>6.</b>  | Persistent     |                             |                               |
| <b>7.</b>  | New            |                             |                               |
| <b>8.</b>  | Conservative   |                             |                               |
| <b>9.</b>  | Proud          |                             |                               |
| <b>10.</b> | Curious        |                             |                               |

### POSSIBLE ANSWERS—TEACHER KEY:

| <b>Neutral</b> | <b>Favorable</b> | <b>Unfavorable</b> |
|----------------|------------------|--------------------|
| inactive       | relaxed          | lazy               |
| shy            | modest           | mousy              |
| funny          | Good-humored     | sarcastic          |
| old            | time-tested      | out-of-date        |
| reserved       | dignified        | stiff-necked       |
| persistent     | persevering      | stubborn           |
| new            | up-to-date       | newfangled         |
| conservative   | thrifty          | miserly            |
| proud          | self-confident   | conceited          |
| curious        | inquisitive      | nosy               |

### Loaded Words Practice

Directions: Imagine you are writing a letter to someone in which you feel your words will save their life. Change the following words/phrases to have the most persuasive effect on your reader by using the most extreme/loaded words.

Example: Little Person= Midget, Miniscule, and Inferior

These words may refer to a little person, and the connotations of the words provide an extremely negative image of the person.

1. Dislike =
2. Like =
3. Unhappy =
4. Happy =
5. Smart =
6. Not Smart =
7. Underweight =
8. Overweight =
9. Attractive =
10. Unattractive=

Directions: For the following words that have no positive or negative connotation, write two words/phrases to replace the original word. One word/phrase should have a positive connotation. The other word/phrase should have a negative connotation.

Example: Child

Positive Connotation: Angel

Negative Connotation: Brat

1. Mother
2. Pencil
3. Book
4. Movie
5. Dog



### Connotation Practice

Each of the following sentences includes a pair of words with similar dictionary definitions but different connotations. One of the words is more appropriate based on the context of the sentence. Write the word in the “Appropriate Word Choice” box.

| Sentence Examples   | Appropriate Word Choice | Why did you select that word? (What does each word connote?) |
|---|-------------------------|--|
| As snakes continue to grow, they ( <b>junk</b> , <b>shed</b> ) the protective keratinous layer on the surface of their bodies because it does not expand.     |                         | _____ implies _____,<br>while _____<br>connotes _____.       |
| Oblivious to those around him, the father tenderly ( <b>smiled</b> , <b>smirked</b> ) at his newborn baby through the window of the hospital nursery.         |                         |  |
| During rush hour traffic in a metropolis, cars creep along at agonizingly slow ( <b>velocities</b> , <b>speeds</b> ).   |                         |  |
| Even the coolest star in the night skies is unbelievably ( <b>sultry</b> , <b>hot</b> ) according to astronomers.   |                         |  |
| The local newspaper's front-page story indicated that \$50,000 was ( <b>stolen</b> , <b>taken</b> ) from the town's largest bank during the night.            |                         |  |
| The pack of wild horses ( <b>loped</b> , <b>sprinted</b> ) alongside the train at top speed for more than 200 yards.  |                         |  |
| Although many Americans purchase meat at their local grocery stores, some farmers still ( <b>butcher</b> , <b>execute</b> ) livestock to feed their families. |                         |  |
| The French are ( <b>noted</b> , <b>notorious</b> ) for their fine food.   |                         |  |

## CONNOTATION PRACTICE-TEACHER KEY

Each of the following sentences includes a pair of words with similar dictionary definitions but different connotations. One of the words is more appropriate based on the context of the sentence. That word appears in the right-hand column.

| Sentence Examples   | Appropriate Word Choice | Why did you select that word?   |
|---|-------------------------|---|
| As snakes continue to grow, they ( <b>junk, shed</b> ) the protective keratinous layer on the surface of their bodies because it does not expand.     | shed                    | Junk implies skin is trash, while shed connotes the necessity of the situation          |
| Oblivious to those around him, the father tenderly ( <b>smiled, smirked</b> ) at his newborn baby through the window of the hospital nursery.         | smiled                  | Smirked implies sarcasm or mocking while smiled connotes happiness.                     |
| During rush hour traffic in a metropolis, cars creep along at agonizingly slow ( <b>velocities, speeds</b> ).   | speeds                  | Velocities implies fact-paced, while speeds could measure any mph.                      |
| Even the coolest star in the night skies is unbelievably ( <b>sultry, hot</b> ) according to astronomers.   | hot                     | Sultry implies sexiness, while hot connotes temperature.                                |
| The local newspaper's front-page story indicated that \$50,000 was ( <b>stolen, taken</b> ) from the town's largest bank during the night.            | stolen                  | Taken implies possible good intentions while stolen connotes thievery.                  |
| The pack of wild horses ( <b>loped, sprinted</b> ) alongside the train at top speed for more than 200 yards.  | sprinted                | Loped implies slow and steady while sprinted connotes "top speed"                       |
| Although many Americans purchase meat at their local grocery stores, some farmers still ( <b>butcher, execute</b> ) livestock to feed their families. | butcher                 | Execute implies evil intent while butcher connotes the necessity of the kill (for food) |
| The French are ( <b>noted, notorious</b> ) for their fine food.   | notorious               | Noted implies somewhat known, while notorious indicates widespread fame.                |

**Loaded Language Hunt (R1.2: Connotative Power of Words)**

- 1) **Denotation:** the literal dictionary definition of a word. Denotations are characterized by a neutral, objective tone. For example, *thin* and *skinny* have similar denotations. They each describe a quality of depth or size.
- 2) **Connotation:** the meaning, association, or emotion that has come to be attached to a word. A connotation can be positive or negative, depending on its context and each reader's past experience. For example, many people would say *thin* has a positive connotation, but *skinny* has a negative one. Also, *thin* is often associated with beauty and attraction.
- 3) **Loaded Words:** words with strong emotional connotations.

| <b><i>Word or Phrase from Advertisement</i></b>   | <b><i>Denotation of Key Words</i></b>   | <b><i>Connotation of Key Words (positive, negative, or neutral)</i></b>  | <b><i>Effect on Audience (makes the reader feel ____.)</i></b>                                |
|---|---|--|---|
| "Lose the <u>slouchy</u> sweats... throw on a <u>sassy</u> skirt." (from an ad for Venus) | <ul style="list-style-type: none"> <li>• <u>slouchy</u>: awkward and drooping</li> <li>• <u>sassy</u>: lively and spirited</li> </ul> | <ul style="list-style-type: none"> <li>• <u>slouchy</u>: negative</li> <li>• <u>sassy</u>: positive</li> </ul> | Makes the reader feel lazy when they wear sweats and stylish and chic when they wear a skirt. |
|   |   |  |   |
|   |   |  |   |
|   |   |  |   |
|   |   |  |   |



**WARM-UP (R1.2: Connotations)**

**Directions:** Read the advertisement below and answer the questions that follow.

Drink  
**Coca-Cola**  
Delicious and Refreshing

Thirst asks  
nothing more

DRINK  
**Coca-Cola**  
ICE-COLD

SCHOOL

Life's "big moments" are often little ones.  
One of them is that happy moment at the  
soda fountain... with a tinkling glass of ice-  
cold Coca-Cola. "Delicious and refreshing"  
... Coca-Cola has the taste all ages like.

PURE REFRESHMENT... FAMILIAR TO EVERYONE



One of them is that happy moment at the soda fountain...with a tinkling glass of ice-cold Coca-Cola.

1. The writer of this advertisement probably used the word *ice-cold* rather than *freezing* because *ice-cold* has

A the opposite meaning.  
B a more negative connotation.  
C a more positive connotation.  
D the same denotation.

“Delicious and refreshing.”

2. Which of the following could best replace *refreshing* in the sentence? (HINT: Choose a synonym with the same connotation.)

A clean  
B sparkling  
C energizing  
D satisfying

Pure refreshment... familiar to everyone.

3. All of the following have the same connotation as *familiar* except —

A well-known  
B common  
C popular  
D memorable

4. What tone does the author use to persuade?

A nostalgic  
B happy  
C soothing  
D reasonable

ANSWER KEY

One of them is that happy moment at the soda fountain...with a tinkling glass of ice-cold Coca-Cola.

1. The writer of this advertisement probably used the word *ice-cold* rather than *freezing* because *ice-cold* has

A the opposite meaning.  
B a more negative connotation.  
**C a more positive connotation.**  
D the same denotation.

“Delicious and refreshing”...Coca-Cola has the taste all ages like.

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C popular  
D memorable

4. What tone does the author use to persuade?

A nostalgic  
**B happy**  
C soothing  
D reasonable

**WARM-UP (R1.2: Connotations; LS1.13)**

**Directions:** Read the advertisement below and answer the questions that follow.



Thank you for your commitment to the world's poor by authorizing historic Global AIDS legislation in May.

**Now, on behalf of 14 million children orphaned by AIDS, we call upon you to fund AIDS appropriations at \$3 billion for 2004, and dedicate 10% for the care of AIDS orphans and vulnerable children.**

**The need is urgent. Together, we have the capacity to make a difference.**



Now, on behalf of 14 million children orphaned by AIDS, we call upon you to fund AIDS appropriations at \$3 billion for 2004 and dedicate 10% for the care of AIDS orphans and vulnerable children.

1. If the writer of this advertisement wanted to use a stronger phrase than *call upon*, she might use the word

- A urge
- B ask
- C request
- D invite

2. All of the following have the same connotation as *vulnerable* except —

- A defenseless
- B at risk
- C challenging
- D helpless

The need is urgent. Together, we have the capacity to make a difference.

3. If the writer of this advertisement wanted to use a stronger word than *capacity*, she might use the word

- A potential
- B competence
- C ability
- D power

4. The language and pictures of this advertisement appeal to the audience primarily on a(n) \_\_\_\_\_ level.

- A logical
- B ethical
- C emotional
- D reasonable



**ANSWER KEY**

Now, on behalf of 14 million children orphaned by AIDS, we call upon you to fund AIDS appropriations at \$3 billion for 2004 and dedicate 10% for the care of AIDS orphans and vulnerable children.

1. If the writer of this advertisement wanted to use a stronger phrase than *call upon*, she might use the word

A **urge**  
B ask  
C request  
D invite

2. All of the following have the same connotation as *vulnerable* except —

A defenseless  
B at risk  
C **challenging**  
D helpless

The need is urgent. Together, we have the capacity to make a difference.

3. If the writer of this advertisement wanted to use a stronger word than *capacity*, she might use the word

A capability  
B competence  
C ability  
D **power**

4. The language and pictures of this advertisement appeal to the audience primarily on a(n) \_\_\_\_\_ level.

A logical  
B ethical  
C **emotional**  
D reasonable

# Reading Comprehension

## Connotation/Denotation

Read the passage, and then answer the questions below it. Mark the letter of your answer on a bubble sheet if your teacher provides one; otherwise, number from 1 to 5 on a separate sheet of paper, and write the letter of the correct answer next to each number.

We could see smoke rising from fires that dotted the entire east coast of Africa, and in the same orbit only moments later, ice floes jostling for position in the Antarctic. . . .

As the shuttle races the sun around the Earth, we pass from day to night and back again during a single orbit—hurtling into darkness, then bursting into daylight. The sun's appearance unleashes spectacular blue and orange bands along the horizon, a clockwork miracle that astronauts witness every 90 minutes. But, I really can't describe a sunrise in orbit. The drama set against the black backdrop of space and the magic of the materializing colors can't be captured in an astronomer's equations or an astronaut's photographs.

—"Single Room, Earth View" by Sally Ride

- 1 What connotation does the word jostling have in this passage?
  - A It suggests that something is nearby.
  - B It suggests the colliding or bumping of objects.
  - C It connotes competition or combat.
  - D It connotes a disagreement.
- 2 What connotation does the word unleashes have in this passage?
  - A It connotes the freeing of animals.
  - B It means "is loose."
  - C It means "causes something to be released."
  - D It connotes the removing of something.
- 3 Which word in this passage has connotations of plunging or swooping?
  - A hurtling
  - B darkness
  - C bursting
  - D daylight
- 4 What connotation does the word clockwork have in this passage?
  - A It connotes something that is mechanical and uninteresting.
  - B It connotes something that occurs with unfailing regularity.
  - C It connotes something that is repetitious and dull.
  - D It suggests the measuring of time.
- 5 What connotation does the word drama have in this passage?
  - A It connotes something that is acted out, such as a performance.
  - B It connotes the spectacle of something that demands one's attention.
  - C It refers to a play.
  - D It connotes something that tells a story.



# Reading Comprehension

## Connotation and Denotation

Read the passage, and then answer the questions below it. Mark the letter of your answer on a bubble sheet if your teacher provides one; otherwise, number from 1 to 6 on a separate sheet of paper, and write the letter of the correct answer next to each number.

It's odd the little things that come to your mind at times of utmost stress, the flashes of deep \_\_\_\_1\_\_\_\_ you feel for people who are really not at the center of the tragedy. I heard a Secret Service man say in the most \_\_\_\_2\_\_\_\_ voice—and I hurt for him: "We never lost a President in the Service." Then, Police Chief Curry of Dallas came on the plane and said, "Mrs. Kennedy, believe me, we did everything we possibly could." That must have been \_\_\_\_3\_\_\_\_ moment for him. . . .

Mrs. Kennedy's dress was stained with blood. . . . Somehow that was one of the most \_\_\_\_4\_\_\_\_ sights—that immaculate woman \_\_\_\_5\_\_\_\_ dressed, and caked in blood.

I asked her if I couldn't get someone in to help her change. . . . And then with almost an element of fierceness—if a person that gentle, that \_\_\_\_6\_\_\_\_, can be said to have such a quality—she said, "I want them to see what they have done to Jack."

—A *White House Diary* by Lady Bird Johnson

- |  |  |
|--|--|
| <p><b>1</b> Which word best completes the sentence?<br/><b>A</b> emotion<br/><b>B</b> sensation<br/><b>C</b> feeling<br/><b>D</b> compassion</p> <p><b>2</b> Which word best completes the sentence?<br/><b>A</b> sad<br/><b>B</b> desolate<br/><b>C</b> unhappy<br/><b>D</b> melancholy</p> <p><b>3</b> Which words best complete the sentence?<br/><b>A</b> an uncomfortable<br/><b>B</b> a difficult<br/><b>C</b> an agonizing<br/><b>D</b> a tough</p> | <p><b>4</b> Which word best completes the sentence?<br/><b>A</b> memorable<br/><b>B</b> striking<br/><b>C</b> poignant<br/><b>D</b> painful</p> <p><b>5</b> Which word best completes the sentence?<br/><b>A</b> well<br/><b>B</b> finely<br/><b>C</b> nicely<br/><b>D</b> exquisitely</p> <p><b>6</b> Which word best completes the sentence?<br/><b>A</b> controlled<br/><b>B</b> unruffled<br/><b>C</b> dignified<br/><b>D</b> calm</p> |
|--|--|



# Reading Comprehension

## Connotation

Read the passage, and then answer the questions below it. Mark the letter of your answer on a bubble sheet if your teacher provides one; otherwise, number from 1 to 6 on a separate sheet of paper, and write the letter of the correct answer next to each number.

But when I was in 8th grade, a friend of mine (who was a lot smarter than I was) convinced me to give comics another look and lent me his collection. Soon, I was hooked!

In less than a year, I became totally obsessed with comics! I decided to become a comics artist in 10th grade and began to practice, practice, practice!

I felt that there was something lurking in comics . . . something that had never been done. Some kind of hidden power!

But whenever I tried to explain my feeling, I failed miserably.

Sure, I realized that comic books were usually crude, poorly-drawn, semiliterate, cheap, disposable kiddie fare—

but—they don't have to be. . . .

If people failed to understand comics, it was because they defined what comics could be too narrowly! . . .

"Comics" is . . . [j]uxtaposed pictorial and other images in deliberate sequence, intended to convey information and/or to produce an aesthetic response to the viewer.

—"Understanding Comics" by Scott McCloud

- |   |  |
|---|--|
| <p>1 Which word in the passage has connotations of <i>persuasion</i>?<br/>A lent<br/>B convinced<br/>C explain<br/>D became</p> <p>2 Which word in the passage has connotations of <i>abnormality</i>?<br/>A practice<br/>B totally<br/>C obsessed<br/>D decided</p> <p>3 Which word in the passage has connotations of <i>craftiness</i> and <i>concealment</i>?<br/>A hooked<br/>B lurking<br/>C hidden<br/>D power</p> | <p>4 Which word in the passage has connotations of being <i>unrefined</i> or <i>rough</i>?<br/>A crude<br/>B semiliterate<br/>C cheap<br/>D disposable</p> <p>5 Which word in the passage has connotations of <i>carefulness</i> or <i>thoroughness</i>?<br/>A sequence<br/>B aesthetic<br/>C casual<br/>D deliberate</p> <p>6 Which word in the passage has connotations of being <i>overly simplistic</i>?<br/>A kiddie<br/>B fare<br/>C narrowly<br/>D poorly</p> |
|---|--|



### The 20 Most Common Prefixes in Academic Texts

| Prefix             | Meaning                    | Examples  |
|--------------------|----------------------------|---|
| 1. un-             | not; opposite              | uncover, unlock, unsafe   |
| 2. re-             | again; back                | rewrite, reread, return   |
| 3.in-, im-, ir-, i | not; into                  | incorrect, insert, inexpensive, illegal, irregular, inability             |
| 4. dis-            | not, away, apart, negative | disagree, discord, discomfort, discontent, distrust                       |
| 5. en-, em-        | cause to                   | enjoy, endure, enlighten, entail  |
| 6. non-            | not                        | nonsense, nonverbal, nonstick, nonspecific                                |
| 7. in-, im-        | in, into, not              | invade, implant, imperfect, immoral, inedible, incapable                  |
| 8. over-           | too much                   | overload, overdo, overact, overboard, overdose                            |
| 9. mis-            | wrongly                    | misjudge, misinterpret, misguided, mismatch, misplace                     |
| 10. sub-           | under                      | submarine, subtext, substandard, substitute, subversive                   |
| 11. pre-           | before                     | preview, pretest, prevent, preplan  |
| 12. inter-         | between, among             | interstate, international, intermission, intermingle, interface           |
| 13 fore-           | before                     | foreshadow, foresight, foreseeable, forecast, foreground                  |
| 14. de-, dis-      | opposite of, not           | depose, detour, dehydrated, decaffeinated, discord, discomfort, disengage |
| 15. trans-         | across; move between       | transatlantic, transcend, transfer, transact, transport                   |
| 16. super-         | above                      | supersonic, superstar, supernatural, superstore                           |
| 17. semi-          | half                       | semicircle, semiprecious, semicolon, semifinal                            |
| 18. anti-          | against                    | antifreeze, antithesis, antitrust, antidote, antisocial                   |
| 19. mid-           | middle                     | midterm, Midwest, midstream, midway, midnight                             |
| 20. under-         | too little; not enough     | underfed, underdog, underestimate, underage                               |

## Other Common Prefixes

| Prefix                       | Meaning                    | Examples  |
|------------------------------|----------------------------|---|
| <b>ante-</b>                 | before                     | antebellum, antecedent, anterior  |
| <b>be-</b>                   | to, completely             | belittle, befriend, bejeweled   |
| <b>bene-</b>                 | good, well                 | beneficial, benefit, benediction, benevolent  |
| <b>circum-</b>               | around, about              | circumference, circumvent   |
| <b>co-, com-, con-, col-</b> | together, with             | cooperate, copilot, committee, commit, concur, concert, collide, collaborate, colleague |
| <b>dia-</b>                  | across, through            | diagonal, diameter, diagnostic  |
| <b>ex-</b>                   | out, from                  | expel, excavate, exhale   |
| <b>homo-</b>                 | same, alike                | homonym, homogenize, homophone  |
| <b>hyper-</b>                | over, above, excessive     | hyperactive, hyperventilate, hypercritical, hyperthermia                                |
| <b>mal-</b>                  | bad, evil                  | malicious, maladjusted, malnutrition  |
| <b>micro-</b>                | small                      | microscopic, microcosm, microbiology, microwave   |
| <b>multi-</b>                | many, much                 | multiply, multigrain, multiple  |
| <b>para-</b>                 | beside, alongside          | paraprofessional, paralegal   |
| <b>poly-</b>                 | many, much                 | polygon, polyester  |
| <b>post-</b>                 | after, behind              | postwar, posterior, postdate  |
| <b>pro-</b>                  | forward, earlier, prior to | project, proceed, progress  |
| <b>retro-</b>                | back, backward             | retroactive, retrogression  |
| <b>tele-</b>                 | distant                    | telephone, telegraph, television  |
| <b>therm-</b>                | heat, warm                 | thermostat, thermal   |
| <b>trans-</b>                | across; move between       | transatlantic, transcend, transfer, transact, transport                                 |
| <b>uni-</b>                  | one, single                | universe, unicycle, unicorn   |

## Common Number Prefixes

| Greek         | Latin                  | Meaning | Examples   |
|---------------|------------------------|---------|--|
| <b>mono-</b>  | <b>uni-</b>            | 1       | monotone, monopoly, monologue, monogamy, monochrome, monograph, monomial, monotheism, universe, uniform, unicorn           |
| <b>di-</b>    | <b>bi-, du-, duo-</b>  | 2       | biology, bicycle, dichotomy, bilingual, binary, bimonthly, binoculars, duo, duet, duel                                     |
| <b>tri-</b>   | <b>tri-</b>            | 3       | tricycle, triad, triathlon, triangle, tripod, triumvirate, triple  |
| <b>tetra-</b> | <b>quadri-, quart-</b> | 4       | tetrameter, quadrilateral, quadriplegic, quadrangle, quadruple, quarter, quarterly, quartet, quartile                      |
| <b>penta-</b> | <b>quin-</b>           | 5       | pentameter, pentagon, quintet, quintuplet, quintuplicate   |
| <b>hexa-</b>  | <b>sext-</b>           | 6       | hexagon, hexameter, sextuplet, sextet, sextagenarian   |
| <b>hepta-</b> | <b>septem-, septi-</b> | 7       | heptagon, heptameter, heptagon, septuagenarian   |
| <b>octo-</b>  | <b>octa-, oct-</b>     | 8       | octagon, octogenarian, octopus, octahedron, octant   |
| <b>ennea-</b> | <b>novem-</b>          | 9       | novena   |
| <b>deca-,</b> | <b>deci-, decem-</b>   | 10      | decade, decagon, decahedron, decalogue, decimal, decibel   |
| <b>hemi-</b>  | <b>semi-</b>           | half    | hemisphere, semicircle, semicolon, semifinal, semiannual, semester, semisweet  |
| <b>poly-</b>  | <b>multi-</b>          | many    | polygon, polygamy, polyester, polymer, polynomial, multiply, multifaceted, multilingual, multitude, multivitamin, multiple |
| <b>hecto-</b> | <b>cent-, cente-</b>   | 100     | cent, centennial, centurion, centipede, centenary, cent  |
| <b>kilo-</b>  | <b>milli-, mille-</b>  | 1000    | kilogram, kilometer, kilobyte, milligram, millisecond, millennium  |

## Common Suffixes

| Suffix   | Meaning                      | Examples  |
|--|------------------------------|---|
| <b>-s, -es</b><br><i>plural</i>                  | more than one                | hotels, amendments, wishes, prefixes  |
| <b>-ed</b><br><i>past tense</i>                  | in the past                  | walked, jumped, helped  |
| <b>-ing</b><br><i>present tense</i>              | in the present               | walking, jumping, helping   |
| <b>-ate</b><br><i>verb</i>                       | become                       | complicate, hesitate, eradicate, placate, demonstrate, procrastinate, ruminare  |
| <b>-en</b><br><i>verb</i>                        | become, to make              | enlighten, tighten, frighten, brighten, dampen, fasten, heighten, loosen, straighten  |
| <b>-ify, -fy</b><br><i>verb</i>                  | make or become               | terrify, verify, clarify, dignify, rectify, magnify, classify   |
| <b>-ize, -ise</b><br><i>verb</i>                 | to make; to become           | hypnotize, fertilize, civilize, rationalize, criticize, categorize, polarize, modernize, chastise, italicise, romanticize                       |
| <b>-ly</b><br><i>adverb</i>                      | how something is             | quickly, easily, happily, majestically, nonchalantly, literally, barely, carefully, abruptly  |
| <b>-acy</b><br><i>noun</i>                       | state or quality             | privacy, occupancy, democracy, buoyancy, saliency, literacy, secretly, politely, rapidly  |
| <b>-ance, -ence</b><br><i>noun</i>               | state or quality of          | maintenance, eminence, prominence, dominance, coincidence, decadence, cadence   |
| <b>-dom</b><br><i>noun</i>                       | place or state of being      | freedom, kingdom, wisdom, fiefdom, boredom, martyrdom   |
| <b>-er, -or, -ist, -ian, -eer</b><br><i>noun</i> | one who; what/that/which     | trainer, teacher, toaster, mentor, survivor, orator, governor, pianist, specialist, dentist, librarian, magician, technician, engineer, pioneer |
| <b>-ism</b><br><i>noun</i>                       | doctrine, belief             | communism, socialism, pragmatism, realism, feudalism, racism, Catholicism, Buddhism, capitalism   |
| <b>-ist</b><br><i>noun</i>                       | one who                      | chemist, socialist, biologist, publicist, realist, romanticist, pragmatist  |
| <b>-ity, -ty</b><br><i>noun</i>                  | quality of                   | veracity, honesty, clarity, laxity, sanity, vanity, rigidity, velocity, curiosity, responsibility   |
| <b>-ment</b><br><i>noun</i>                      | condition of                 | argument, judgment, apartment, contentment, resentment, basement  |
| <b>-ness</b><br><i>noun</i>                      | state of being               | heaviness, happiness, openness, harshness, cleanliness, carelessness  |
| <b>-ion, -sion, -tion</b><br><i>noun</i>         | state of being; quality; act | concession, transition, action, erosion, vision, invitation, conclusion, condemnation   |



### Common Suffixes (continued)

|  |  |   |
|--|--|---|
| <b>-ology</b><br><i>noun</i>                           | study of                                   | biology, mineralogy, ecology  |
| <b>-age</b><br><i>noun</i>                             | result of an action                        | marriage, pilgrimage  |
| <b>-hood</b><br><i>noun</i>                            | condition of being                         | neighborhood, falsehood, childhood  |
| <b>-ary</b><br><i>noun</i>                             | place for, collection of; one who          | glossary, library, secretary, dignitary   |
| <b>-ship</b><br><i>noun</i>                            | art or skill of, condition, rank, group of | leadership, citizenship, ownership, companionship, friendship   |
| <b>-able, -ible</b><br><i>adjective</i>                | able to be, worthy of, capable of          | comfortable, likable, enjoyable, honorable, predictable, terrible, sensible, incredible, edible, visible  |
| <b>-ful</b><br><i>adjective</i>                        | notable for, full of                       | fanciful, beautiful, wonderful, colorful, eventful, fearful, hateful, resentful   |
| <b>-ic, -al, -ial, -ical</b><br><i>adjective, noun</i> | pertaining to, relating to                 | energetic, historic, caustic, volcanic, refusal, regional, proposal, fatal, cordial, territorial, spatial, social, comical, historical, magical, logical, rehearsal |
| <b>-ious, -ous</b><br><i>adjective</i>                 | characterized by, full of, having          | nutritious, portentous, pretentious, curious, furious, prosperous   |
| <b>-ish</b><br><i>adjective</i>                        | having the quality of                      | fiendish, childish, selfish, boyish   |
| <b>-ive</b><br><i>adjective</i>                        | having the nature of, somewhat like        | creative, festive, responsive, positive, negative, inventive  |
| <b>-less</b><br><i>adjective</i>                       | without                                    | endless, fruitless, worthless, powerless, bottomless, relentless, selfless  |
| <b>-y, -ly</b><br><i>adjective</i>                     | characterized by; act in a way that        | sleazy, pudgy, funny, foggy, risky, milky, sudsy, curly, crazy, shiny, manly, heavenly  |

## Common Latin and Greek Roots

| Root             | Meaning           | Origin | Examples  |
|------------------|-------------------|--------|---|
| <b>aqua</b>      | water             | Greek  | aquarium, aqueduct, aquaculture, aquamarine, aquaplane, aquatic                         |
| <b>aud</b>       | hearing           | Latin  | audio, audition, audiovisual, auditorium, inaudible                                     |
| <b>auto</b>      | self              | Greek  | autograph, autobiography, automobile, autocrat, autonomy                                |
| <b>astro</b>     | star              | Greek  | astronomy, astrophysics, astrology, astronaut, astronomer, asterisk                     |
| <b>biblio</b>    | book              | Greek  | Bible, bibliography, bibliophobia, bibliophile, biblioklept                             |
| <b>bio</b>       | life              | Greek  | biography, biology, autobiography, bionic, biotic, antibiotic, biometrics               |
| <b>chron</b>     | time              | Greek  | synchronize, chronology, chronic, chronicle, anachronism                                |
| <b>cide</b>      | to kill, a killer | Latin  | homicide, suicide, genocide   |
| <b>corp</b>      | body              | Latin  | corpse, corporation, corps, incorporate, corporeal, corpulence                          |
| <b>cred</b>      | to believe        | Latin  | credit, credentials, credulous, incredible  |
| <b>demo, dem</b> | the people        | Greek  | democracy, demography, demagogue, endemic, pandemic                                     |
| <b>dic, dict</b> | speak, tell       | Latin  | dictate, dictation, diction, dictator, verdict, predict, contradict, benediction, edict |
| <b>dorm</b>      | sleep             | Latin  | dormant, dormitory, dormer, dormouse  |
| <b>geo</b>       | earth             | Greek  | geology, geologist, geometry, geography, geographer, geopolitical                       |
| <b>graph</b>     | to write, to draw | Greek  | autograph, biography, photograph, telegraph, lithograph                                 |
| <b>homo</b>      | same, alike       | Greek  | homonym, homogenize, homophone  |
| <b>hydro</b>     | water             | Greek  | hydroplane, dehydrate, hydroelectric, hydrogen  |
| <b>ject</b>      | throw             | Latin  | reject, deject, project, inject, injection, projection                                  |

### Common Latin and Greek Roots (continued)

|                    |                       |       |   |
|--------------------|-----------------------|-------|---|
| <b>junct</b>       | to join               | Latin | junction, conjunction, adjunct, juncture  |
| <b>logos, logy</b> | study                 | Greek | geology, astrology, biology, numerology, zoology, technology, psychology, anthropology, mythology |
| <b>luna</b>        | moon                  | Latin | lunar, lunacy, lunatic, interlunar  |
| <b>meter</b>       | measure               | Greek | meter, thermometer, diameter, geometry, optometry, barometer, centimeter, symmetry, voltammeter   |
| <b>micro</b>       | small                 | Greek | microscopic, microscope, microcosm  |
| <b>mega, macro</b> | great, large          | Greek | megaphone, megalith, megatons, megalopolis, macroclimate, macroevolution                          |
| <b>min</b>         | small, little         | Latin | minimal, minimize, minimum, mini, miniature, minuscule, minute, minority                          |
| <b>mit, mis</b>    | send                  | Latin | mission, transmit, transmission, remit, missile, submission, permit, emit, emissary               |
| <b>path</b>        | feeling, suffering    | Greek | pathetic, pathology, apathy, antipathy, sympathy, telepathy, empathy, sociopath                   |
| <b>ped</b>         | foot                  | Latin | pedestrian, pedal, peddle, peddler, pedicure, pedometer   |
| <b>philia</b>      | love, friendship      | Greek | philosopher, Philadelphia, philanthropist, philharmonic, Philip                                   |
| <b>phobia</b>      | fear, intense dislike | Greek | claustrophobia, xenophobic, arachnophobia   |
| <b>phono</b>       | sound                 | Greek | phonograph, microphone, symphony, telephone, phonogram, megaphone, phony, euphony, xylophone      |
| <b>photo</b>       | light                 | Greek | phonograph, photosynthesis, telephoto, photometer, photosensitive                                 |
| <b>port</b>        | carry                 | Latin | port, transport, transportation, portable, portage, report  |
| <b>psycho</b>      | mind, mental          | Greek | psychology, psychic, psychotropic, psychologist   |
| <b>rupt</b>        | to break              | Latin | disrupt, interrupt, rupture, corrupt  |
| <b>spect</b>       | see                   | Latin | respect, inspection, inspector, spectator, spectacles, prospect                                   |
| <b>scope</b>       | look at               | Greek | microscope, telescope, periscope, kaleidoscope  |

### Common Latin and Greek Roots (continued)

|                   |             |       |  |
|-------------------|-------------|-------|--|
| <b>script</b>     | to write    | Latin | scribble, manuscript, scripture, prescription  |
| <b>sol</b>        | sun         | Latin | solar, solar system, solstice, solarium, parasol   |
| <b>struct</b>     | build, form | Latin | instruct, instruction, construction, reconstruction, destruct, destruction, infrastructure, construe, instrument, instrumental |
| <b>therm</b>      | heat, warm  | Greek | thermostat, thermal  |
| <b>tele</b>       | distant     | Greek | telephone, television, telegraph, telephoto, telescope, telepathy, telethon  |
| <b>terra</b>      | land        | Latin | terrarium, extraterrestrial, Mediterranean Sea, subterranean, terrain, <i>terra firma</i>                                      |
| <b>vert, vers</b> | to turn     | Latin | reverse, versatile, invert, convert, divert  |
| <b>zoo</b>        | animal      | Greek | zoology, zoogeography, zootoxin  |







# The Great Gatsby

## CHAPTER 5

*"When I came home to West Egg that night I was afraid for a moment that my house was on fire. Two o'clock and the whole corner of the peninsula was blazing with light which fell unreal on the shrubbery and made thin elongating glints upon the roadside wires. Turning a corner I saw that it was Gatsby's house, lit from tower to cellar."*

1. There is no party at Gatsby's. Why are all of his lights on? How does he greet Nick? Why do you think Gatsby is so restless?
2. What does Nick know about Gatsby's past with Daisy?
3. How does Gatsby want to reward Nick for setting up a meeting with Daisy? How does Nick respond to Gatsby's offer? What is Nick's fear?
4. What "confidential sort of thing" do you think Gatsby is involved with that's made him so rich?
5. Does Daisy seem surprised that she and not Tom is invited for tea at Nick's?
6. List the chores completed in preparation of Daisy's visit



7. Describe the weather on reunion day. What might the weather symbolize?

8. What is symbolic about Gatsby's outfit?

*"'Nobody's coming to tea. It's too late!' He looked at his watch as if there was some pressing demand on his time elsewhere. 'I can't wait all day.'"*

9. Why would Gatsby abandon his plan so readily? Describe his demeanor.

*"The exhilarating ripple of her voice was a wild tonic in the rain. I had to follow the sound of it for a moment, up and down, with my ear alone before any words came through. A damp streak of hair lay like a dash of blue paint across her cheek and her hand was wet with glistening drops as I took it to help her from the car."*

10. Why do you think Nick always notes the magical quality of Daisy's voice? What other symbolism is in this passage?

*"She turned her head as there was a light, dignified knocking at the front door. I went out and opened it. Gatsby, pale as death, with his hands plunged like weights in his coat pockets, was standing in a puddle of water glaring tragically into my eyes."*

11. Gatsby left before Daisy entered the room. Why would he do that?

12. Why does the author describe Daisy as glistening from the rain, but Gatsby as pale, in a puddle, with a tragic look?

13. In one word, describe the moment when Daisy and Jay reunite.

14. What is the symbolic significance of the broken clock that Gatsby knocks off the mantle?



*"We haven't met for many years," said Daisy, her voice as matter-of-fact as it could ever be.  
Five years next November.  
The automatic quality of Gatsby's answer set us all back at least another minute."*

15. Why are all three characters "set...back" when Gatsby responds so quickly about the amount of time he and Daisy have been apart?
16. Nick chastises Gatsby telling him he's acting like a little boy and being rude. How does this reprimand change Gatsby's behavior? Why?

After allowing the couple some privacy, Nick returns and notes *"Daisy's face was smeared with tears and when I came in she jumped up and began wiping at it with her handkerchief before a mirror. But there was a change in Gatsby that was simply confounding. He literally glowed; without a word or a gesture of exultation a new well-being radiated from him and filled the little room....there were twinkle-bells of sunshine in the room, he smiled like a weather man, like an ecstatic patron of recurrent light..."*

17. Underline the light symbolism in the passage above. How does this symbolism illustrate a somewhat changed Gatsby?
18. The rain stopped. How is this symbolic?
19. Gatsby slips up in a conversation with Nick about his business. According to Gatsby, how did he acquire his great wealth? Do you believe him?

*"He hadn't once ceased looking at Daisy and I think he revalued everything in his house according to the measure of response it drew from her well-loved eyes. Sometimes, too, he stared around at his possessions in a dazed way as though in her actual and astounding presence none of it was any longer real. Once he nearly toppled down a flight of stairs."*

20. Is Daisy impressed with Gatsby's mansion? How does that make Gatsby feel?



21. Describe Gatsby's bedroom. How is it different from the rest of the house? What does this say about his character?

*"shirts of sheer linen and thick silk and fine flannel which lost their folds as they fell and covered the table in many-colored disarray."*

22. Daisy bursts into sobs over Gatsby's beautiful shirts. Why?

23. Gatsby tells Daisy that on a clear day he can see the green light at the end of her dock. Why do you think the author chose to make the light green?

24. Nick notes, "His count of enchanted objects had diminished by one." What does he mean by that statement?

25. Who is Dan Cody?

26. Do you find it odd that Gatsby has a scrapbook full of articles about Daisy? Does Daisy find it odd? What does this reaction say about her?

27. "'Look at that,' she whispered, and then after a moment: 'I'd like to just get one of those pink clouds and put you in it and push you around.'" Daisy wants to push Jay around in a big pink cloud. What does that sentiment indicate about her personality and her potential relationship with Jay?

28. Who is Klipspringer? How do the lyrics of the song he sings reveal a theme in the novel?



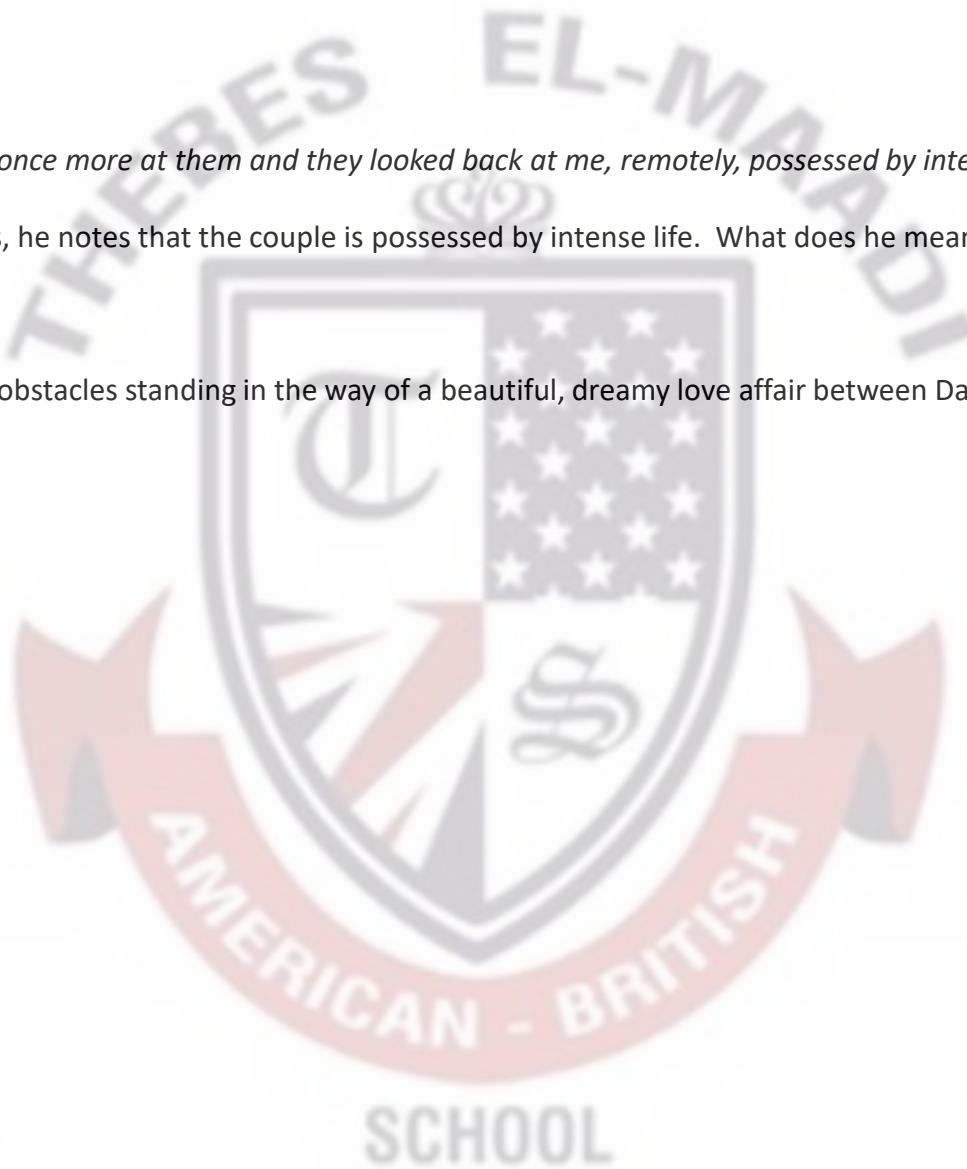


*"There must have been moments even that afternoon when Daisy tumbled short of his dreams—not through her own fault but because of the colossal vitality of his illusion. It had gone beyond her, beyond everything."*

29. Can Daisy possibly live up to the image of her that Gatsby has carried with him for the past five years? Should she be on the list of enchanted objects with the green light? What is the illusion that Nick refers to? Is there extra hope in a dream with size, "colossal" and vitality? Can one make a dream come true simply by dreaming really hard?

*"I looked once more at them and they looked back at me, remotely, possessed by intense life."*

30. As Nick leaves, he notes that the couple is possessed by intense life. What does he mean?
31. What are the obstacles standing in the way of a beautiful, dreamy love affair between Daisy and Jay?





# The Great Gatsby

## CHAPTER 5

*"When I came home to West Egg that night I was afraid for a moment that my house was on fire. Two o'clock and the whole corner of the peninsula was blazing with light which fell unreal on the shrubbery and made thin elongating glints upon the roadside wires. Turning a corner I saw that it was Gatsby's house, lit from tower to cellar."*

1. There is no party at Gatsby's. Why are all of his lights on? How does he greet Nick? Why do you think Gatsby is so restless? *Gatsby has been wandering through his house. He is probably anticipating Daisy's visit and checking that everything is perfect. He is nervous when he meets Nick because he knows Jordan was asking Nick to set up the rendezvous between him and Daisy. Gatsby is restless because he's right on the brink of having his dream fulfilled and much depends on Nick's agreeing to set up the meet.*

2. What does Nick know about Gatsby's past with Daisy?  
*Nick learned from Jordan that Daisy and Gatsby were acquainted before the war. Jordan described how she saw them once in Daisy's car, gazing at one another. Jordan recalled Daisy's wedding night; Daisy wanted to cancel the wedding because she received an upsetting letter. We can guess that the letter was from Gatsby. Nevertheless, she married Tom.*

3. How does Gatsby want to reward Nick for setting up a meeting with Daisy?  
How does Nick respond to Gatsby's offer? What is Nick's fear?

*Gatsby offers Nick a job where he could earn a little extra money. Nick recalls his encounter with sketchy criminal Wolfsheimer and is nervous, so he declines the offer. Nick assures Gatsby that setting up tea with Daisy is just a favor with no expectations for any kind of payment.*

4. What "confidential sort of thing" do you think Gatsby is involved with that's made him so rich?

*Answers will vary: gambling, bootlegging, gangster activities.*

5. Does Daisy seem surprised that she and not Tom is invited for tea at Nick's?

*Daisy is minimally surprised. Maybe she knows how unappealing Tom is and accepts that people do not want to hang out with him.*

6. List the chores completed in preparation of Daisy's visit

*Mowing the grass, getting tea and cakes from town, decorating with flowers.*



7. Describe the weather on reunion day. What might the weather symbolize?

It is pouring rain on the day of tea. The weather could symbolize a storm of trouble that is about to be initiated, or it could be a rejuvenating storm, refreshing the relationship, nourishing the love of Gatsby and Daisy.

8. What is symbolic about Gatsby's outfit?

Gatsby wears a silver shirt and gold tie. He hopes to finally be wealthy enough to have Daisy. The colors of his outfit represent his wealth. His suit is white representing the purity of his dream to have Daisy.

*"'Nobody's coming to tea. It's too late!' He looked at his watch as if there was some pressing demand on his time elsewhere. 'I can't wait all day.'"*

9. Why would Gatsby abandon his plan so readily? Describe his demeanor.

He is so nervous! He has been planning this reunion and creating his best, wealthy self in anticipation of the very moment that he is in.

*"The exhilarating ripple of her voice was a wild tonic in the rain. I had to follow the sound of it for a moment, up and down, with my ear alone before any words came through. A damp streak of hair lay like a dash of blue paint across her cheek and her hand was wet with glistening drops as I took it to help her from the car."*

10. Why do you think Nick always notes the magical quality of Daisy's voice? What other symbolism is in this passage?

Her voice is part of her magical attraction. Her hair looking like a dash of blue paint symbolizes hope (blue), Gatsby's hope that she still loves him. She glistens as if she is magical; Gatsby believes she is.

*"She turned her head as there was a light, dignified knocking at the front door. I went out and opened it. Gatsby, pale as death, with his hands plunged like weights in his coat pockets, was standing in a puddle of water glaring tragically into my eyes."*

11. Gatsby left before Daisy entered the room. Why would he do that?

Again, he is panicked that he is about to fulfill his dream. He is overwhelmed.

12. Why does the author describe Daisy as glistening from the rain, but Gatsby as pale, in a puddle, with a tragic look?

Daisy does not know that Gatsby is there. She is composed, beautiful, and alluring. Gatsby though, is a nervous wreck. He is so afraid that all of his preparation and devotion to his dream is about to awry.

13. In one word, describe the moment when Daisy and Jay reunite.

Answers will vary: adorable, awkward?

14. What is the symbolic significance of the broken clock that Gatsby knocks off the mantle?

Time had stood still for Gatsby. For five years, he fixated on becoming the man he had to be to have Daisy. Now he has set time in motion again.





*"We haven't met for many years," said Daisy, her voice as matter-of-fact as it could ever be.  
Five years next November.'  
The automatic quality of Gatsby's answer set us all back at least another minute."*

15. Why are all three characters "set...back" when Gatsby responds so quickly about the amount of time he and Daisy have been apart?

Gatsby's comes off a little too fixated on Daisy. He does not have to calculate the time. He knows it immediately.

16. Nick chastises Gatsby telling him he's acting like a little boy and being rude. How does this reprimand change Gatsby's behavior? Why?

Gatsby is horrified that he might be making Daisy uncomfortable or being rude to her. He immediately returns to the sitting room less anxious and evidently puts her at ease as well.

After allowing the couple some privacy, Nick returns and notes *"Daisy's face was smeared with tears and when I came in she jumped up and began wiping at it with her handkerchief before a mirror. But there was a change in Gatsby that was simply confounding. He **literally glowed**; without a word or a gesture of exultation a new well-being **radiated** from him and filled the little room....there were **twinkle-bells of sunshine** in the room, he smiled like a weather man, like an ecstatic patron of **recurrent light**...."*

17. Underline the light symbolism in the passage above. How does this symbolism illustrate a somewhat changed Gatsby?

Gatsby who was so nervous that he retreated upon Daisy's arrival and then stood at the door in a puddle, knocked over the clock, and retreated a second time, is now perfectly comfortable. His dream came true and the light represents his joy and the fruition of his efforts, the fulfillment of his dream.

18. The rain stopped. How is this symbolic?

Gatsby has no more doubts, no fear. The sun has come out; the day is bright and beautiful.

19. Gatsby slips up in a conversation with Nick about his business. According to Gatsby, how did he acquire his great wealth? Do you believe him?

"Oh, I've been in several things," he corrected himself. "I was in the drug business and then I was in the oil business. But I'm not in either one now." He originally told Nick that he inherited his money. The varied stories make it look as if Gatsby is lying.

*"He hadn't once ceased looking at Daisy and I think he revalued everything in his house according to the measure of response it drew from her well-loved eyes. Sometimes, too, he stared around at his possessions in a dazed way as though in her actual and astounding presence none of it was any longer real. Once he nearly toppled down a flight of stairs."*

20. Is Daisy impressed with Gatsby's mansion? How does that make Gatsby feel?

Nick comments, "[Gatsby] revalued everything in his house according to the measure of response it drew from her well-loved eyes." Gatsby feels as if he has been successful in displaying his wealth to Daisy. Since he was previously too poor to marry her, now he feels they will definitely be together.



21. Describe Gatsby's bedroom. How is it different from the rest of the house? What does this say about his character? "His bedroom was the simplest room of all — except where the dresser was garnished with a toilet set of pure dull gold." Everything that Gatsby owns, his house, his car, and his wardrobe is all for show, a way to show Daisy that he is worthy of her. His bedroom is simple, because he is actually a simple person. The one adornment, his toilet set, is pure gold representing his genuine intentions, incorruptible dream. The dullness, again, indicates that he is not interested in the shiny life, just what the shiny life might gain him—Daisy.

*"shirts of sheer linen and thick silk and fine flannel which lost their folds  
as they fell and covered the table in many-colored disarray."*

22. Daisy bursts into sobs over Gatsby's beautiful shirts. Why?

She is suddenly realizing that had she waited, she could have married Gatsby, not Tom. Gatsby is a far more interesting and appealing man than Tom.

23. Gatsby tells Daisy that on a clear day he can see the green light at the end of her dock. Why do you think the author chose to make the light green?

Green can symbolize many things: Wealth, money, so the light is his pursuit of money to acquire Daisy. Green is associated with jealousy and Gatsby is in love with someone else's wife. Green can mean life, growth, and Gatsby has devoted much of his life to being the man Daisy would love.

24. Nick notes, "His count of enchanted objects had diminished by one." "

What does he mean by that statement?

Now that Gatsby has reunited with Daisy, he no longer needs the symbol of her, the green light at the end of her dock. "Enchanted" makes the reader wonder if Daisy, a real live flawed woman can live up to the dream.

25. Who is Dan Cody? "That? That's Mr. Dan Cody, old sport." The name sounded faintly familiar. "He's dead now. He used to be my best friend years ago." There was a small picture of Gatsby, also in yachting costume, on the bureau — Gatsby with his head thrown back defiantly — taken apparently, when he was about eighteen.

26. Do you find it odd that Gatsby has a scrapbook full of articles about Daisy? Does Daisy find it odd?

What does this reaction say about her?

Answers will vary. Having that scrapbook seems a bit obsessive. Daisy does not seem to be disturbed. She is perfectly ok with someone being obsessed with her. She is a bit self-absorbed.

27. "'Look at that,' she whispered, and then after a moment: 'I'd like to just get one of those pink clouds and put you in it and push you around.'" Daisy wants to push Jay around in a big pink cloud. What does that sentiment indicate about her personality and her potential relationship with Jay?

She does not seem to take the relationship seriously. She might perceive it as fantastic, like climbing on to a cloud and floating around. She is romantic though.

28. Who is Klipspringer? How do the lyrics of the song he sings reveal a theme in the novel?

Klipspringer is a leftover party guest who seems to board in the mansion. The lyrics of the song support the theme in the novel that the classes are indeed separate and have different lifestyles and outlooks. This reminds the reader of the separation between Gatsby and Daisy. Although he has cash, she is old money.

*"There must have been moments even that afternoon when Daisy tumbled short of his dreams—not through her own fault but because of the colossal vitality of his illusion. It had gone beyond her, beyond everything."*

29. Can Daisy possibly live up to the image of her that Gatsby has carried with him for the past five years? Should she be on the list of enchanted objects with the green light? What is the illusion that Nick refers to? Is there extra hope in a dream with size, "colossal" and vitality? Can one make a dream come true simply by dreaming really hard?

Answers will vary.

The illusion that Nick refers to is Gatsby's incorruptible dream of having Daisy.

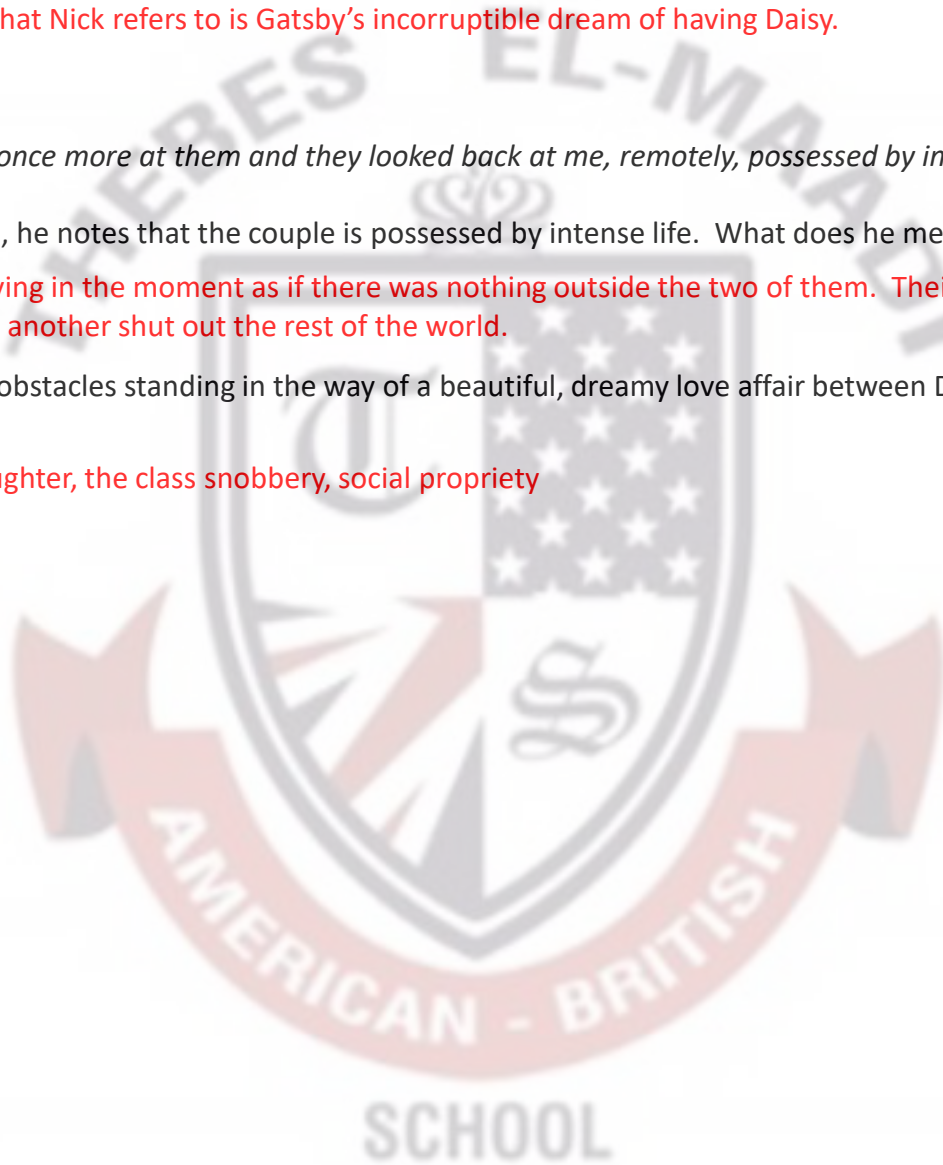
*"I looked once more at them and they looked back at me, remotely, possessed by intense life."*

30. As Nick leaves, he notes that the couple is possessed by intense life. What does he mean?

They were living in the moment as if there was nothing outside the two of them. Their intensity and focus on one another shut out the rest of the world.

31. What are the obstacles standing in the way of a beautiful, dreamy love affair between Daisy and Jay?

Tom, the daughter, the class snobbery, social propriety



## INTERMEDIATE LEVEL

### The Great Gatsby by F. Scott Fitzgerald

#### A Before Reading

- 1 Look at the pictures in the book and the picture on the cover.
  - (a) Do you think this story is about rich or poor people?
  - (b) What kind of jobs do you think they do?
  - (c) Do you think you will like the people in this story?

#### B While Reading

- 2 Here is Jay Gatsby. Look for:

things people say about Gatsby  
things Gatsby says about himself

Write useful page numbers in the box – you will need them later.

|  |  |
|--|--|
|  |  |
|--|--|

- 3 Here are the main people in the story. There is a list of words that you can use to describe people. You can use a dictionary to help you find the meanings. Put a tick (✓) on the chart if you think a word describes someone correctly.

|              | Tom Buchanan | Daisy Buchanan | Jay Gatsby | Myrtle Gatsby | George Wilson | Jordan Baker | Nick Carraway |
|--------------|--------------|----------------|------------|---------------|---------------|--------------|---------------|
| silly        |              |                |            |               |               |              |               |
| shy          |              |                |            |               |               |              |               |
| kind         |              |                |            |               |               |              |               |
| cruel        |              |                |            |               |               |              |               |
| weak         |              |                |            |               |               |              |               |
| sensible     |              |                |            |               |               |              |               |
| nasty        |              |                |            |               |               |              |               |
| cowardly     |              |                |            |               |               |              |               |
| jealous      |              |                |            |               |               |              |               |
| unpleasant   |              |                |            |               |               |              |               |
| careless     |              |                |            |               |               |              |               |
| greedy       |              |                |            |               |               |              |               |
| rude         |              |                |            |               |               |              |               |
| bad-tempered |              |                |            |               |               |              |               |
| unhappy      |              |                |            |               |               |              |               |
| thoughtless  |              |                |            |               |               |              |               |
| polite       |              |                |            |               |               |              |               |
| dishonest    |              |                |            |               |               |              |               |
| friendly     |              |                |            |               |               |              |               |

### C After Reading

- 4 If you write the story of somebody else's life, it is called a **biography**. What do you know about Jay Gatsby? Write his biography. (Use your notes for Question 2 to help you.)
- 5 Here are the guests at one of Gatsby's parties. What are they saying? Write in the speech bubbles.



- 6 Write an article for a magazine. Look at some magazines before you write your article. Include photographs or drawings if you want.
- (a) You are a journalist who writes for a women's magazine. You write about fashion – clothes, jewellery, hairstyles, make-up. You went to a party at Gatsby's house. Write an article for your magazine.
- or (b) *Everyone in West Egg knew Gatsby's car. Yellow and silver, it shone like the morning sun. We made ourselves comfortable on the green leather seats and set off for New York.* You are a journalist who writes for a motoring magazine – you write about cars. Write an article about Gatsby's car.

Have you read ***The Beautiful and Damned*** by the same author?  
This is another Intermediate Level Reader.

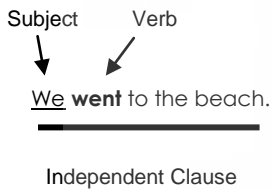


# SENTENCE STRUCTURE BASICS

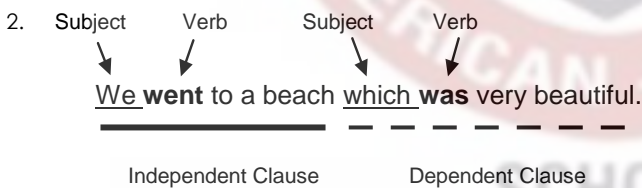
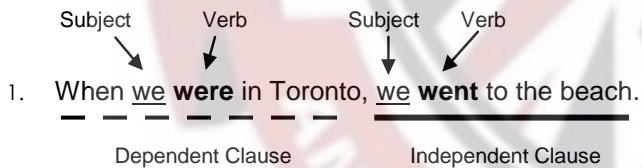
All **sentences** consist of one or more clauses. A **clause** is a group of words that contains a **subject** and a **verb**. Some clauses are independent, and others are dependent. For a sentence to be complete, it must contain at least one independent clause.

## INDEPENDENT AND DEPENDENT CLAUSES

An **independent clause** expresses a complete thought and can stand alone as a sentence.



A **dependent clause** is not a complete sentence. It must be connected to an independent clause.



There are different types of dependent clauses. For more information, please refer to the Learning Centre's *Dependent Clauses* handout.

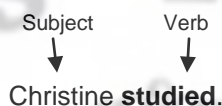
## SENTENCE TYPES

There are **four sentence patterns**: simple, compound, complex, and compound-complex. The different patterns are categorized according to various combinations of independent and dependent clauses.

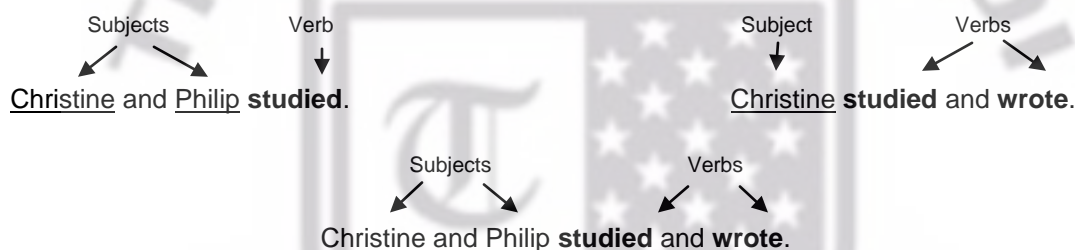
### SIMPLE SENTENCES

The **simple sentence** is composed of one independent clause.

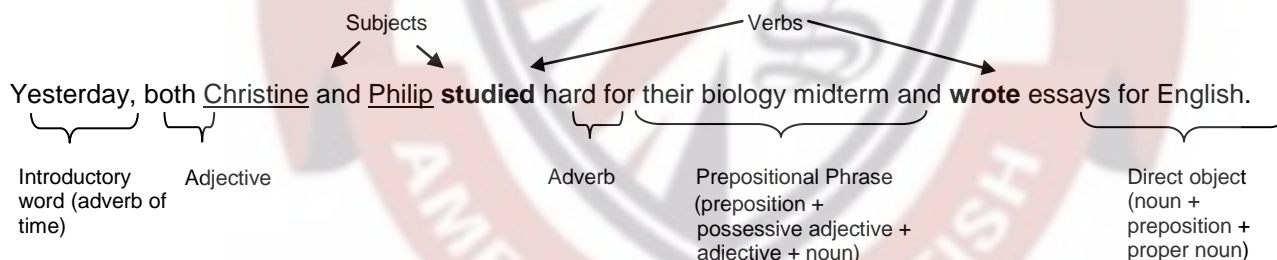
A simple sentence may have one subject and one verb.



A simple sentence may contain two or more subjects and/or two or more verbs.



A simple sentence may also contain phrases and other modifiers such as articles, adjectives, and adverbs.

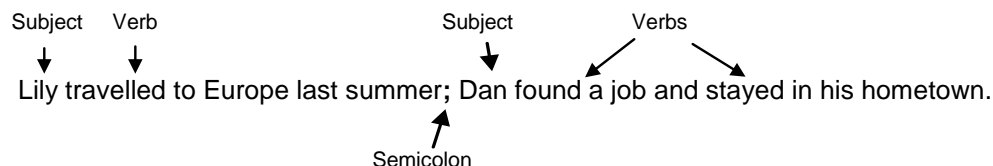


### COMPOUND SENTENCES

The **compound sentence** is composed of two or more independent clauses but no dependent clauses.

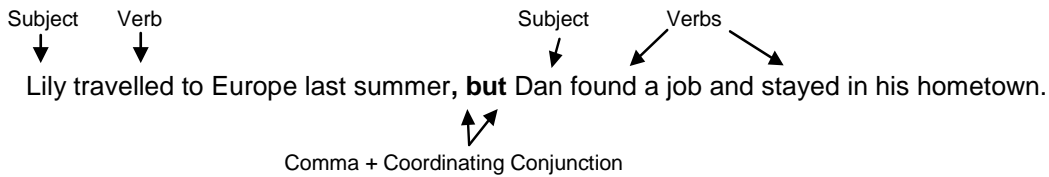
There are three ways to join the independent clauses in a compound sentence:

1. Two independent clauses may be joined by a *semicolon* when they have an implied logical relationship.

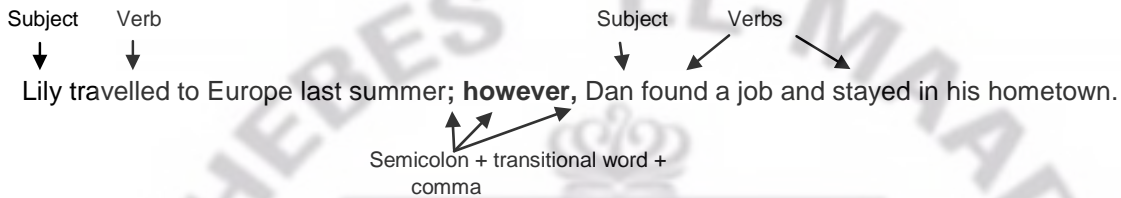


2. Two independent clauses may be joined by a *comma* and a *coordinating conjunction*. The seven **coordinating conjunctions** are easily remembered with the mnemonic device *FANBOYS*.

For  
And  
Nor  
But  
Or  
Yet  
So



3. Two independent clauses may be joined by a *semicolon*, a *transitional word or phrase*, and a *comma*.



Here are some examples of commonly used **transitional words and phrases**:

However  
Therefore  
Furthermore  
Moreover  
On the other hand

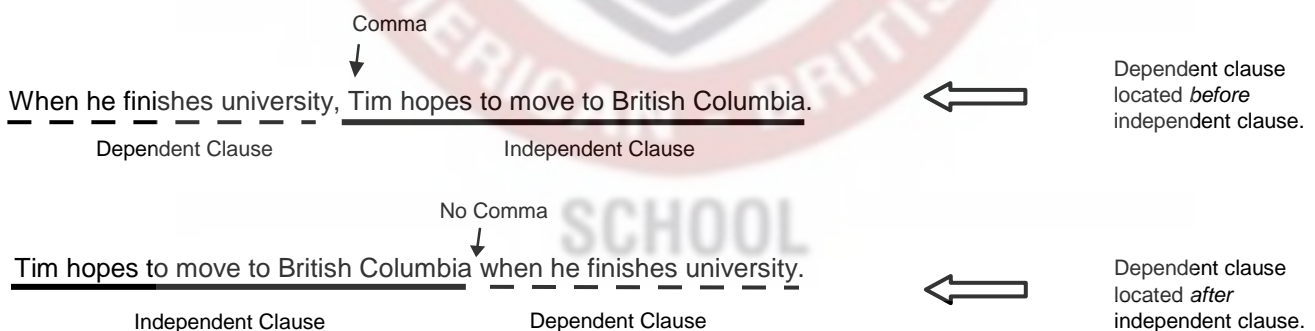
Nonetheless  
Similarly  
Undoubtedly  
For instance  
For example

Accordingly  
Consequently  
Finally  
Hence  
Thus

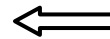
## COMPLEX SENTENCES

The **complex sentence** is composed of one independent clause and one or more dependent clauses.

The dependent clauses may be located in any of the following positions within a complex sentence: before the independent clause, after the independent clause, before and after the independent clause, or interrupting the independent clause.



I read the story that you wrote.



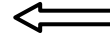
Dependent clause  
located *after*  
independent clause.

Independent Clause      Dependent Clause

Comma



While I was on the train, I read the story that you wrote.



Dependent clause  
located *before*  
independent clause,  
dependent clause  
located *after*  
independent clause.

Dependent Clause      Independent Clause      Dependent Clause

The man who interviewed me asked a lot of challenging questions.



Dependent clause  
*interrupting* the  
independent clause.

Dependent Clause

Independent Clause

## COMPOUND—COMPLEX SENTENCES

The **compound-complex** sentence is composed of two or more independent clauses and one or more dependent clauses.

Until I finish my exams, I have to study every night; otherwise, I would definitely join you for the concert.

Dependent Clause

Independent Clause

Independent Clause

David was confused about the assignment that was due on Tuesday, so he asked his teacher for help.

Independent Clause

Dependent Clause

Independent Clause

We were all delighted when Catherine came home; she had been away so long!

Independent Clause

Dependent Clause

Independent Clause



## EXERCISES

A. Identify the subjects and verbs in the following sentences by writing an “S” above the subject and a “V” above the verb. Identify the types of clauses by underlining independent clauses once and dependent clauses twice. Then indicate which type of sentence each one is.

Examples:

a. <sup>S</sup> Janine <sup>V</sup> decided to volunteer at the Greyhound Rescue Shelter because <sup>S</sup> she <sup>V</sup> loves dogs.

Complex

b. <sup>S</sup> Janine <sup>V</sup> loves dogs, so <sup>S</sup> she <sup>V</sup> decided to volunteer at the Greyhound Rescue Shelter.

Compound

c. <sup>S</sup> Janine <sup>V</sup> decided to volunteer at a shelter that <sup>S</sup> provides <sup>V</sup> a home to rescued Greyhound dogs.

Complex

d. <sup>S</sup> Janine <sup>V</sup> wanted to give back to her community, so <sup>S</sup> she <sup>V</sup> decided to volunteer at a shelter

Compound  
Complex

<sup>S</sup> that <sup>V</sup> provides a home to rescued Greyhound dogs.

1. I used to have a beautiful plant by my window, but it died when I forgot to water it.

2. With lightning speed, the defenseman’s perfectly-placed slapshot blasted the puck over the goalie’s shoulder and into the top left corner of the net.

3. The student finished his essay well before the end of the exam; nonetheless, he was exhausted from the effort of writing and didn’t feel like editing his work.

4. My favourite movie, which I’ve seen at least five times, depicts an epic battle between good and evil.

5. To Sam, nothing in the world could compare to the delicious gingerbread that his grandmother prepared for Christmas each year.

6. I’ll be waiting for you in the lobby, so just come down when you’re ready.

**B. Apply your understanding of the four sentence patterns by writing sentences according to the instructions below. Practice restating the same ideas in different ways using the sentence patterns. (See the “Example” box on page 5.)**

1. *Write a simple sentence.*

---

---

2. *Write a compound sentence that joins the clauses with a comma and a coordinating conjunction.*

---

---

3. *Write a compound sentence that joins the clauses with a semicolon.*

---

---

4. *Write a compound sentence that joins the clauses with a semicolon, a transitional word or phrase, and a comma.*

---

---

5. *Write a complex sentence that includes an independent clause followed by a dependent clause beginning with **because** or **although**.*

---

---

6. *Write a complex sentence that includes an independent clause interrupted by a dependent clause beginning with **who**, **that**, or **which**.*

---

---

7. *Write a complex sentence that includes a dependent clause beginning with **after**, **when**, or **while** followed by an independent clause.*

---

---

8. *Write a compound-complex sentence.*

---

---

---

*Illustration of Huck Finn  
by E. W. Kemble from 1884 first edition*

## HUCKLEBERRY FINN

“A book of mine where a sound heart and a deformed conscience come into collision and conscience suffers defeat.”

- Notebook #35 (reprinted in *Adventures of Huckleberry Finn*, Univ. of California Press, 2003)

When people let Huck Finn alone he goes peacefully along, damaging a few children here and there and yonder, but there will be plenty of children in heaven without those, so it is no great matter. It is only when well-meaning people expose him that he gets his real chance to do harm. Temporarily, then, he spreads havoc all around in the nurseries and no doubt does prodigious harm while he has his chance. By and by, let us hope, people that really have the best interests of the rising generation at heart will become wise and not stir Huck up. - *Mark Twain's Autobiography*



**Introduction:** (fill in the blanks): Twain was born in \_\_\_\_\_ when Halley's Comet was visible. He predicted that the same comet would mark his death. He died in \_\_\_\_\_, the year Halley's Comet was again visible in the world. Twain's real name was

\_\_\_\_\_. Mark Twain means \_\_\_\_\_,

which is 12 feet (a fathom is six feet). Twain was a riverboat pilot and writes from his own experiences of the river and its people. It took Twain \_\_\_\_\_ years to write this novel.

The *Adventures of Huckleberry Finn* is considered by scholars to be the first truly American novel for the following reasons:

American themes: \_\_\_\_\_

American language: \_\_\_\_\_

American setting: \_\_\_\_\_

This novel is a \_\_\_\_\_ novel. A \_\_\_\_\_ is a rogue or an adventurer. There is no real plot. The novel's structure is \_\_\_\_\_, or a series of episodes or events. Some people say that HF is an \_\_\_\_\_ of the Civil War, and there are places where this claim is clearly evident. The novel is also \_\_\_\_\_ when Twain makes fun of certain things like the progressive notion that people can be "fixed" (when Judge Thatcher tries to reform Pap Finn) and Romantic literature (Sir Walter Scott).

**Vocabulary:** (define first six and add four more of your own; put page numbers and definition)

1. carpetbaggers \_\_\_\_\_
2. lath \_\_\_\_\_
3. skiff \_\_\_\_\_
4. texas (not the state) \_\_\_\_\_
5. dauphin \_\_\_\_\_
6. mesmerism \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**Close Study:** Find two examples for each item. Cite the chapter for each of your examples.

|  |    |
|--|----|
| Jim being a father to Huck (think of all the things a father does for a child) | 1. |
|  | 2. |
| Huck pretending to be someone else. Say who he was and why he was pretending.  | 1. |



|   |    |
|---|----|
|   | 2. |
| Huck caring about and/or action for someone else's welfare. | 1. |
|   | 2. |
| Huck not believing in himself or having self doubt.         | 1. |
|   | 2. |
| Twain's use of hyperbole (exaggeration)                     | 1. |
|   | 2. |
| Twain's description of nature (beautiful or not)            | 1. |
|   | 2. |

**Diction:** List as many words as you can for “beating,” as in spanking or whipping that you can find in the novel. After the word, put the page number in parentheses.

- |              |              |
|--------------|--------------|
| 1. _____ ( ) | 5. _____ ( ) |
| 2. _____ ( ) | 6. _____ ( ) |
| 3. _____ ( ) | 7. _____ ( ) |
| 4. _____ ( ) | 8. _____ ( ) |

What conclusion can you draw from the many uses of these words?

**Section Study Guides:** To help your comprehension, answer the questions before the quizzes for each section.

***Chapters 1-14***

1. What does Jim think happened to him as a result of the trick that Tom plays on him?
2. How does Huck know that the drowned body that is found is not his Pap?
3. How does Huck know that his father has returned?
4. How does Huck escape his father?
5. Why has Jim run away from Miss Watson?
6. What prank does Huck play on Jim, and how does it backfire?
7. How does Mrs. Loftus figure out that Huck is not a girl?
8. Whom do Huck and Jim discover on the wrecked steamboat?
9. Why can't Huck and Jim escape from the boat? How do they finally get away?
10. Where does Huck get his information about dukes and kings?

My favorite part from this section is when \_\_\_\_\_ (then explain why).

Something I don't understand is

### ***Chapters 15-23***

11. What is Jim doing when Huck rejoins him after they are lost in the fog?
12. What is Jim's response to Huck's trick?
13. How do Huck and Jim know that they have passed Cairo? Why is this important?
14. After Huck forgets his name, how does he trick Buck into revealing it?
15. How does Huck rediscover Jim?
16. Why does Huck feel responsible for the carnage following Sophia's elopement?
17. What had the king and the duke been doing before they met Huck?
18. How does the duke arrange for them to float by day?
19. What is the people's response to the "Royal Nonesuch"?
20. What does Jim tell Huck about his daughter Elizabeth?

My favorite part from this section is when \_\_\_\_\_ (then explain why).

Something I don't understand is

### ***Chapters 24-end***

21. How does the king learn about the Wilks family?

22. Why is the king worried that the gold is \$415 short? How do they solve the problem?
23. What makes Huck determined to steal the gold back from the duke and the king?
24. What is Levi Bell's plan for deciding who the real Harvey and William Wilks are?
25. Who sells Jim out?
26. Who does Mrs. Phelps think Huck is?
27. Describe how Tom shocks Aunt Sally?
28. Who does Tom pretend to be?
29. Describe what Tom does when he can't climb the lightning rod.
30. What does Tom want Jim to water his plant with?
31. How does Tom get hurt?
32. Who clarifies the identities of Tom and Huck?
33. What has happened to Huck's father?
34. Why is Jim now a free man?
35. Where does Huck say he will go now?

My favorite part from this section is when \_\_\_\_\_ (then explain why).

Something I don't understand is



## The Hitchhiker's Guide to the Galaxy by Douglas Adams

Name \_\_\_\_\_

### **Vocabulary in the Introduction**

Uncharted (1)  
Supplanted (3)  
Inextricably (3)

unregarded (1)  
repository (3)

utterly (1)  
omissions (3)

primitive (1)  
apocryphal (3)

### **Objective Based Reading Questions**

**Objectives:** diction, satire, infer, symbols, allusion, point of view, irony

**Open Response.** On a separate sheet of paper answer the following questions in complete sentence citing textual evidence when necessary.

1. On page 1, there are several words that start with the **prefix**, "un". This prefix means not. Diction is a significant element of the beginning of this satirical novel. Explain why you think the author chose to use all of the following words within the first page of his book: uncharted, unfashionable, unregarded, unhappy
2. How does the author use **satire** to describe the characters that we are to infer represent humanity? (pg 1) What are we to **infer** he believes about humanity based on this satire?
3. What is the significance of the green paper and digital watches? How are these **symbols** or images used to depict the portrayed nature of humanity? How are they related to the characters and how are they significant? (pg 1)
4. What example of **allusion** can be found on page 2, and what is its impact on the narrator's **point of view** about humanity? Hint: It's a Biblical allusion.
5. How does the narrator use **irony** to create humor in the description of the book itself? Cite textual examples to support your answer. (pg 2-3)

The background features a large, faint watermark of a school crest. The crest is circular with a shield in the center. The shield is divided into four quadrants: top-left with a stylized 'T', top-right with stars, bottom-left with a sunburst, and bottom-right with a dollar sign. Above the shield is a crown. The text 'THEBES EL-MAADI' is arched over the top, and 'AMERICAN - BRITISH' is arched over the bottom. Below the shield, the word 'SCHOOL' is written in a straight line.

# writing

## Phrases + introductory phrases

A group of related words without both subject and verb is called phrase.

A phrase works as a noun, verb, adverb, adjective or preposition in a sentence.

The function of a phrase depends on its construction (words it contains).

There are nine common *types of phrases* in English grammar.

- Noun phrase
- Prepositional phrase
- Verb phrase
- Adverb phrase
- Adjective phrase
- Appositive phrase
- Infinitive phrase
- Participle phrase
- Gerund phrase

### Prepositional phrase

A prepositional phrase possesses a preposition, object of **preposition** (noun or pronoun) and may also consist of other modifiers.

Examples: on a table, near a wall, in the room, at the office, under a tree.

A prepositional phrase starts with a preposition and mostly ends with a noun or pronoun.

A prepositional phrase works as an adjective or adverb in a sentence.

Examples:

A boy **on the road** is singing a song. (As adjective)

The man **in the room** is our father. (As adjective)

She is shouting **in a loud voice**. (As adverb)

He always treats **in a good manner**. (As adverb)

## Infinitive Phrase

An infinitive phrase consists of an infinitive (to + simple form of verb) and modifiers or other words associated to the infinitive.

An infinitive phrase always works as an adjective, adverb or a noun in a sentence.

### Examples:

She likes to read novels.

(As noun/object)

To earn money is a desire of everyone.

(As noun/subject)

He shouted to inform people about fire.

(As adverb, modifies verb shout)

He made a plan to buy a flat.

(As adjective, modifies noun plan)

## Gerund Phrase

A gerund phrase consists of a gerund (verb + ing) and modifiers or other words associated with the gerund.

A gerund phrase works as a noun in a sentence.

### Examples:

I like writing good essays.

(As noun/object)

She started thinking about the future.

(As noun/object)

Sleeping late night is not a good habit.

(As noun/subject)

Crying of a baby woke him up.

(As noun/subject)



## Participle Phrase

A participle phrase consists of a present participle (verb + ing), a past participle (verb ending in -ed or other form in case of irregular verbs) and modifiers or other associate words.

A participle phrase is separated by commas. It always works as an adjective in a sentence.

### Examples:

|   |                           |
|---|---------------------------|
| The kids, <u>making a noise</u> , need food.          | (modifies <u>kids</u> )   |
| I received a letter, <u>mentioning about my job</u> . | (modifies <u>letter</u> ) |
| The chair, <u>made of steel</u> , is too expensive.   | (modifies <u>table</u> )  |
| We saw a car, <u>damaged in an accident</u> .         | (modifies <u>car</u> )    |

## Absolute Phrase

A group of words including a noun or pronoun and a participle as well as any associated modifiers is called Absolute Phrase (also called nominative phrase). Absolute phrase describes (give information about) the entire sentence.

It resembles a clause, but it doesn't have a true finite verb.

It is separated by a comma or pairs of commas from the rest sentence.

### Examples:

She looks sad, his face expressing worry.  
She was waiting for her mother, her eyes on the clock.  
John is painting a wall, his shirt dirty with paint.

## Appositives phrase

What is an Appositive Phrase?

An appositive is a **noun** or **noun phrase** that follows another noun or pronoun and explains it.

Example

- My best friend, Sarah, is moving in with me.
- Her first teacher, Mrs. Jones, was a strict person.
- The CEO, a very smart man, decided to sell the company.

you could also say

- Sarah, my best friend, is moving in with me.
- Mrs. Jones, her first teacher, was a strict person.
- A very smart man, the CEO, decided to sell the company.

Additional appositive examples

- During the contest, Diana, the best one, tripped and fell.
- My friends, the noisiest gang you can think of, showed up at my door.
- New York, one of the biggest cities on Earth, is located on the East coast.
- Lisa, my five-year-old daughter, is eating dinner in the kitchen.
- Pitsi, your little cat, is not so little any more.

## APPOSITIVE PHRASE

The appositive (also called an appositive phrase, if longer than a single word) has several punctuation rules.

An essential appositive gives us information that is necessary to the meaning of the sentence. It wouldn't be complete without it.

In such cases, do not use commas before and after the appositive.

Examples:

- The successful singer Michael Jackson died in 2008.

The same sentence without the appositive would be:  
*The successful singer died in 2008.*

This sentence alone, without any additional explanation, may be considered incomplete in meaning (too general).

We can't know who that person is.

Therefore, the appositive is an essential part of the sentence, and we don't put commas around it.

"non-essential" appositive is an appositive that is not completely necessary. The sentence will be understood without it.

In such cases, use commas before and after the appositive.

Examples:

- Michael Jackson, the successful singer, died in 2008.

The same sentence without the appositive would be: Michael Jackson died in 2008.

This sentence alone, without any additional explanation, is quite clear.

We know who we are talking about.

Therefore, the appositive is not an essential part of the sentence, so we should put commas around it.

## PRACTICE PHRASES

Questions 23-24 are based on the following passage.

### A Man of Many Words

In 1747 the author Samuel 23 Johnson announced an ambitious plan for a new English-language dictionary. He did so with the encouragement of a group of London booksellers. Johnson's goal was to produce an authoritative guide to the language "by which its purity may be preserved." *The Completed Dictionary of the English Language* finally appeared in 24 1755, its release

23

- A) Johnson announced an ambitious plan for a new English-language dictionary and was encouraged by a group of London booksellers.
- B) Johnson, announcing an ambitious plan for a new English-language dictionary, was encouraged by a group of London booksellers.
- C) Johnson announced an ambitious plan for a new English-language dictionary; he was encouraged in this by a group of London booksellers.
- D) Johnson, encouraged by a group of London booksellers, announced an ambitious plan for a new English-language dictionary.

opposition. 2 In some cities anti-Constitutional riots took place. Several States refused to ratify. The opposition had the support of the great name of Patrick Henry, 3 he had been the soul of the resistance to the Stamp Act. Henry now declared that under the specious name of "Federation" Liberty had been betrayed. The defense was 4 steered in a publication called *The Federalist* largely by two men afterwards associated with fiercely contending parties, Alexander Hamilton and

2.

- Which choice most effectively combines the underlined sentences?
- A) In some cities anti-Constitutional riots took place, but several States refused to ratify.
  - B) In some cities anti-Constitutional riots taking place; several States refused to ratify.
  - C) In some cities anti-Constitutional riots took place, and several States refused to ratify.
  - D) Several States refusing to ratify, in some cities, anti-Constitutional riots took place.



## Summary

## phrases

**i am following the advice of my teacher**

present continuous tense

**i following the advice of my teacher**

tense mistake

**the following advice is very important**

present participle used as an adjective

**following the advice of my teacher ENABLED me to score well in the sat**

gerund used as subject so it requires a verb

**following the advice of my teacher , i scored well in the sat**

present participle phrase of introductory as modifier

**i scored well in the sat , following the advice of my teacher**

delayed pp phrase or introductory as modifier

**to follow the advice of my teacher , i score well in the sat**

infinitive phrase

**to get a seat , you should come early  
you should come early to get a seat**

infinitive phrase as a modifier requires a comma  
delayed infinitive phrase does not require a comma

**john following the advice of his teacher , he scored well in the sat**

absolute phrase ( subject + participle + complement ) used as a modifier  
requires a comma before the independent clause

**john , the best sat scorer , followed the advice of his teacher**

appositive phrase that defines the subject set off by 2 commas

**john has followed the advice of his teacher**

past participle tense

**john followed the advice of his teacher**

past participle tense mistake

**john has written the notes of his teacher**

past participle tense

**john written the notes of his teacher**

past participle tense mistake

**the written notes are so important**

past participle used as an adjective

**followed the advice of his teacher , john scored well in the sat  
john scored well in the sat , followed the advice of his teacher**

pp phrase as modifier

delayed pp phrase as a modifier

## Exercises

### Phrases and Clauses

**A. In the spaces to the left of each number write P for phrase, IC for independent clause, and DC for dependent clause.**

**Examples:**    P    With their friends

IC    It is the only solution

DC    Unless they could borrow the car

#### Exercise 1:

|  |   |
|--|---|
| _____ 1. Throwing papers along the streets     | _____ 18. No one cared about the party    |
| _____ 2. While debris covered the park         | _____ 19. After the storm ended           |
| _____ 3. With broken glass in the alley        | _____ 20. After the storm on Friday       |
| _____ 4. Beside old trucks and cars            | _____ 21. While baking the bread          |
| _____ 5. No one lives there                    | _____ 22. Leaving me behind               |
| _____ 6. For lights on every corner            | _____ 23. Which was stolen                |
| _____ 7. If the expense is too great           | _____ 24. A few were left                 |
| _____ 8. As he walked home                     | _____ 25. Given a new lease on life       |
| _____ 9. Dragged up the subway steps           | _____ 26. As a loving gesture             |
| _____ 10. Thousands of people walk every day   | _____ 27. That she was going              |
| _____ 11. Racing against the traffic signal    | _____ 28. Since finding her keys and book |
| _____ 12. Unless it rains                      | _____ 29. Scolded by his mother           |
| _____ 13. When a helicopter hovers overhead    | _____ 30. Raise the flag                  |
| _____ 14. Who play basketball in the empty lot | _____ 31. Giving him a lift               |
| _____ 15. That lives in town                   | _____ 32. If they can                     |
| _____ 16. To think intelligently               | _____ 33. Run                             |
| _____ 17. Except Mary and Tom                  | _____ 34. Which sank                      |

- \_\_\_\_\_ 35. Forgetting to do his assignment  
\_\_\_\_\_ 36. Without a doubt  
\_\_\_\_\_ 37. Even though it seems unlikely

- \_\_\_\_\_ 38. Please leave now  
\_\_\_\_\_ 39. Driven to drink  
\_\_\_\_\_ 40. Which was the wrong answer

**Exercise 2:**

- \_\_\_\_\_ 1. Driving can be fun  
\_\_\_\_\_ 2. Drive slowly  
\_\_\_\_\_ 3. I suppose  
\_\_\_\_\_ 4. To run quickly  
\_\_\_\_\_ 5. Traveling at a fast pace  
\_\_\_\_\_ 6. Which sank  
\_\_\_\_\_ 7. Until tomorrow morning  
\_\_\_\_\_ 8. While it poured  
\_\_\_\_\_ 9. Buy bread at the store  
\_\_\_\_\_ 10. Living by herself  
\_\_\_\_\_ 11. Fifteen went home  
\_\_\_\_\_ 12. That we bought  
\_\_\_\_\_ 13. To act responsibly  
\_\_\_\_\_ 14. Who decided to leave  
\_\_\_\_\_ 15. While talking on the phone  
\_\_\_\_\_ 16. While we talked  
\_\_\_\_\_ 17. Aside from that  
\_\_\_\_\_ 18. I say  
\_\_\_\_\_ 19. Though the motor was running  
\_\_\_\_\_ 20. Since Monday Mary has disappeared

- \_\_\_\_\_ 21. Unless she knew the truth  
\_\_\_\_\_ 22. To be the last-place team in the league  
\_\_\_\_\_ 23. When on time  
\_\_\_\_\_ 24. If you like  
\_\_\_\_\_ 25. By popular consent  
\_\_\_\_\_ 26. Many were walking  
\_\_\_\_\_ 27. Unless we meet at once  
\_\_\_\_\_ 28. Because of your interest  
\_\_\_\_\_ 29. As I should have guessed  
\_\_\_\_\_ 30. Racing to the sea last evening  
\_\_\_\_\_ 31. Race to the sea  
\_\_\_\_\_ 32. Several were wrong  
\_\_\_\_\_ 33. Until the matter is settled  
\_\_\_\_\_ 34. Dealt a losing hand  
\_\_\_\_\_ 35. Do your work quickly  
\_\_\_\_\_ 36. If problems arise  
\_\_\_\_\_ 37. That may win  
\_\_\_\_\_ 38. Since few can go  
\_\_\_\_\_ 39. Getting all the answers correct  
\_\_\_\_\_ 40. Although the time has come

### Exercise 3:

|   |                                      |
|---|--------------------------------------|
| _____ 1. Under extreme pressure         | _____ 21. After the dinner party     |
| _____ 2. To turn to the right           | _____ 22. Each answered              |
| _____ 3. Knitting is difficult          | _____ 23. Driving home               |
| _____ 4. Who the best candidate will be | _____ 24. Reading helps              |
| _____ 5. In time of extreme danger      | _____ 25. Giving him a lift          |
| _____ 6 Listen                          | _____ 26. Speak clearly              |
| _____ 7. When I heard                   | _____ 27. Since few arrived          |
| _____ 8. Until you told me              | _____ 28. No one saw                 |
| _____ 9. I was chosen                   | _____ 29. Jumping is exhausting.     |
| _____ 10. Whom he addressed             | _____ 30. Besides doing your work    |
| _____ 11. Seen in the park              | _____ 31. Until we leave             |
| _____ 12. Walk carefully                | _____ 32. That fell                  |
| _____ 13. Angered by that remark        | _____ 33. Where it fell              |
| _____ 14. Before the exam               | _____ 34. Before crossing the street |
| _____ 15. Before he left                | _____ 35. While we waited            |
| _____ 16. On the floor were my books    | _____ 36. Have a great time          |
| _____ 17. Jump                          | _____ 37. Which is yours             |
| _____ 18. Since swimming in the lake    | _____ 38. No one cared               |
| _____ 19. Riding home in the car        | _____ 39. Left for dead              |
| _____ 20. Besides jogging               | _____ 40. Because they went          |



**B. Underline the dependent clauses and circle the subordinating conjunctions (dependent words) that introduce the dependent clauses.**

**Exercise 1:**

1. I refused to go because I had homework to do.
2. I could make good grades if I studied.
3. After I finish college, I'll get a job.
4. They were playing Frisbee while he was studying.
5. Her essay would have been better if she had rewritten it.
6. Unless you return your library book today, you'll have to pay a fine of ten cents per day.
7. A large vocabulary is the characteristic that most often accompanies outstanding success.
8. He was searching for the money that he had dropped in the snow on Christmas Day.
9. Although he looked a long time, he couldn't find it.
10. Until you understand subjects and verbs, you cannot understand clauses and their purposes in sentences.

**Exercise 2:**

1. You can't do your best when you are tired.
2. I'd have been waiting still if you hadn't called.
3. The crowd cheered when one of the Navy players came onto the field.
4. They roared with excitement as he raced down to the goal line.
5. I have always hoped that I could someday go to the Super Bowl.
6. He took his car although he really preferred his motorcycle.
7. If it's nice tomorrow, we'll hike up Old Baldy.
8. While the leaves are still on the trees, let's take some pictures.
9. I thought that you were coming with me.
10. While she is away, someone will take her place.

**Exercise 3:**

1. If you are too busy for a vacation, at least get some exercise.
2. Although I studied, I still found the exam difficult.
3. If you want to learn to write, you must rewrite and rewrite.
4. After I rewrite, I'm more satisfied with my papers.
5. When the sun went down, the air became cool.
6. As it became dark, we looked at the stars through our telescope.
7. Astronomers have located a quasar that may be the largest object in the universe.
8. Whereas the earth's diameter is about 8,000 miles, the diameter of the newly discovered quasar is 468,000,000 miles.
9. If you stood on the moon and looked back toward Earth, you could see with the naked eye only one man-made structure.
10. That structure is the Great Wall of China, which was built in the third century B.C.

**Exercise 4:**

1. Japan is a country where some trains average over 100 miles per hour.
2. The uniform that an American soldier wears is plain and comfortable.
3. Henry Hudson discovered the river that bears his name.
4. When you respect others, you win respect for yourself.
5. La Salle discovered new lands that gave France an empire in the New World.
6. The boy who knocked the home run is an honor student.
7. The coin that my uncle sent me is an old French crown.
8. When I awoke, it was broad daylight.
9. Those who would control others must first control themselves.
10. The camel is the only pack animal that can stand the test of the Sahara Desert.

**Exercise 5:**

1. John Paul Jones was a hero whose bravery won many victories for our navy.
2. Benjamin Franklin always knitted while he was traveling.
3. Those who sign up now will save money.
4. Give a rousing cheer when our team comes on the field.
5. This is a photograph of the man who first orbited the earth.
6. The picnic that we planned was canceled.
7. You may leave when you finish the test.
8. When our club meeting was over, we served ice cream and cake.
9. The men who moved the box were careless.
10. We arrived after the damage had been done.

**Exercise 6:**

1. A compass has a needle that always points northward.
2. A seismograph is an instrument that measures earthquake tremors.
3. Students who are in science laboratories today have a wonderful field of study.
4. This will be the first time that she has played at that position.
5. Marian Anderson, who was born in Philadelphia, became a world-famous singer.
6. Alexander the Great died when he was young.
7. A sentence which contains a subordinate clause is a complex sentence.
8. Here is the photograph that I promised to show you.
9. When he made the touchdown, the crowd stood and applauded.
10. The movie that won the award was produced by a woman.

### Independent and Dependent Clauses

*C. In the following three exercises, if the clause is independent and, therefore, a sentence, put a period after it. If the clause is dependent and, therefore, a fragment, add an independent clause either before or after it to make it into a sentence.*

*\*\*\*Remember that if the dependent clause comes first in the sentence, it should have a comma after it.*

#### **Exercise 1:**

1. As he ran to catch the ball
2. He finally caught it
3. She couldn't find the necessary reference material
4. Because no one had told me about the new ruling
5. When I make up my mind to work
6. I'm going to stay at home tonight
7. If I can just spend a couple of hours on my math
8. I should study my psychology
9. When I'm finished with both of them
10. I'll feel confident for those tests

#### **Exercise 2:**

1. The people flocked around the injured man
2. As the ambulance came racing down the street
3. When a book is really interesting
4. Come into the office
5. As we learned more about the problem
6. Because I had so much homework for that evening
7. Unless something goes wrong
8. While everyone else was studying
9. I decided to go
10. The far-off hills are green



**Exercise 3:**

1. The news from him was always reassuring
2. When he had finished drinking from the cool spring
3. After the sun sank behind the hills
4. The desert air became cold
5. Even though she is my best friend
6. She went to live on the coast
7. As he jumped into the air to catch the Frisbee
8. Then there was a sudden rumbling sound
9. Begin at the beginning
10. Since I had had nothing for lunch but an apple

**D. Now create two sentences for each of the following dependent words, putting the dependent clause at the beginning of one sentence and at the end of the other.**

- Examples:**
1. When you go to school, you must work hard.
  2. You must work hard when you go to school.

Notice – when the dependent clause come first, a comma must come after it.

1. although

---

---

2. after

---

---

3. while

---

---

4. since

---

---

5. unless

---

---

6. until

---

---

7. because

---

---

8. if

---

---

### Review

**A. Write P for phrase, IC for independent clause, and DC for dependent clause.**

\_\_\_\_\_ 1. By the person

\_\_\_\_\_ 8. It was

\_\_\_\_\_ 2. All fell

\_\_\_\_\_ 9. Whom she saw

\_\_\_\_\_ 3. When the sun rose

\_\_\_\_\_ 10. Gone fishing

\_\_\_\_\_ 4. Raking the leaves

\_\_\_\_\_ 11. Spoken in haste

\_\_\_\_\_ 5. Into the long road

\_\_\_\_\_ 12. Knowing the answer

\_\_\_\_\_ 6. Holding my hand

\_\_\_\_\_ 13. Unless you pass

\_\_\_\_\_ 7. For the brave woman

\_\_\_\_\_ 14. When mowing the lawn

- |                                 |                                  |
|---------------------------------|----------------------------------|
| _____ 15. Poetry is interesting | _____ 28. Friends share          |
| _____ 16. When living in Ohio   | _____ 29. To the pupil           |
| _____ 17. Before she left       | _____ 30. It seems               |
| _____ 18. Crying for an hour    | _____ 31. Except her and me      |
| _____ 19. To sing beautifully   | _____ 32. No one won             |
| _____ 20. Working is hard       | _____ 33. To drive carefully     |
| _____ 21. Until he comes        | _____ 34. Everything happened    |
| _____ 22. Slow down             | _____ 35. Living is fun          |
| _____ 23. If it is a brown one  | _____ 36. As I drove             |
| _____ 24. Living a lie          | _____ 37. Screaming in the night |
| _____ 25. Of the happy man      | _____ 38. Before noon            |
| _____ 26. Giving to the poor    | _____ 39. If it is               |
| _____ 27. Though it is raining  | _____ 40. Work                   |

**B. In the following exercises, underline the dependent clause once. Put commas in where needed.**

**Remember! If a dependent clause comes before an independent clause, a comma must separate the two clauses.**

**Exercise 1:**

1. The class that meets on Saturday is a popular one.
2. Since the actors were both women one had to portray a man.
3. The person who called the meeting to order is George.
4. Although you passed this test the last examination counts fifty percent of your final grade.
5. Sara did not like the photograph because she was not smiling.
6. The letter that arrived yesterday had no stamp.
7. The dancer whom we met last night is from Alaska.

8. If the apprentice found the error why was he fired?
9. The reporter talked to the man whose store was robbed.
10. The officers had important duties which they handled very well.
11. Since we like summer weather best we moved to Florida.
12. Jim has a summer job that takes him to the beach.
13. We planned a trip that included both the mountains and the seashore in North Carolina.
14. It is usually our own plans that we like best.
15. When my parents traveled abroad they hired Sally as a babysitter and tutor for my two sisters.
16. She found a summer job that couldn't be better.
17. The house where they live is on Main Street.
18. Although he left on time he did not make it to the meeting at the new Hilton on the beach.
19. Many people attend college so that they can improve themselves socially and intellectually.
20. As he started to speak someone fainted.
21. As far as I can tell he is from Germany.
22. The menu that was left on his table was stained.
23. Sue and I will be leaving as soon as the taxi arrives at our Manhattan apartment.
24. The man whose name was called lives near Joan.
25. Until he submits his report his grade will be an incomplete.

**Exercise 2:**

1. The explanation that you gave was very clear.
2. The boy whose house was destroyed has moved to Philadelphia.
3. This is the park where I learned to roller skate.
4. The money that Tom lost belonged to Meg.



5. Because I respect your judgment I will take your advice.
6. The hour when he returns will go down in history.
7. The lady who never seems happy is a wonderful person.
8. I have always lived in the town where I was born.
9. Before Jimmie greased the car he washed and polished it.
10. Every living thing that was on the farm was ruined.
11. The car that you sold me leaks oil
12. A jet pilot whose plane had just landed reported the accident.
13. The tower which stands on the mountain can be seen for miles.
14. The farmer has a barn that is very large.
15. This is the building where I go to school.
16. When Aunt Mary visits us in June my father will make special plans.
17. We wanted a celebration that would be remembered.
18. The fullback who carried the ball was injured in that play.
19. These are the only three channels that we can get on our TV.
20. People who do wrong will be punished.
21. After Mr. Bryer talked with me yesterday I applied for the job.
22. Unless the salesperson refunds our money I will have to report her.
23. They mowed the lawn while I trimmed the hedges.
24. Mary is a kind person whereas Sally is not.
25. Whenever Tom finishes his work he checks it over carefully.

**Exercise 3:**

1. She returned the present that I gave her.
2. Where you go I will go.
3. As we came out of the movies a downpour drenched us.

4. Barbara paced the floor as she recited her speech.
5. The party started after I came.
6. I will stay if you wish to go.
7. You cannot win the lottery because you did not sign the ticket.
8. They will see that you get back safely.
9. Because he was needed the doctor went to the hospital.
10. Suzie writes because I do.
11. The police officers who arrived were angry at the crowd.
12. Since it may rain take the umbrella.
13. Although the dog barked no one heard him.
14. Your apology must be sent before I forgive you.
15. Chuck was feeling fine although he stood in the rain for hours.
16. The patient was sleeping when the nurse left.
17. The clock that struck midnight startled all of us.
18. When the whistle blew everyone rushed out of the factory.
19. If you must leave now I will walk with you.
20. The woman who left class early has to make up the time.
21. Unless you study you will not pass the test.
22. Anyone who wishes to succeed in life must work hard.
23. The building that collapsed yesterday was to be demolished anyway.
24. Because you neglected to check the gauge the car ran out of gas.
25. After the men completed the driveway they ate lunch.

#### Exercise 4:

1. If the lights go out use candles.
2. The boat that leaked sank in the river.
3. When the blowout occurred they stopped the car.
4. Joe worked until he was told to stop.
5. Though it looked hopeless they did not give up.
6. Jenny wanted no help unless she needed it.
7. The person who fainted in the classroom was rushed to the hospital.
8. Since the game is almost over we are going home now.
9. They visited the site after the battle took place.
10. He talked as if he meant it.
11. Until I finish my work I cannot come.
12. I will be there before the play is over.
13. The story that he read held everyone's interest.
14. Bad storms arise where cold and warm ocean currents meet.
15. No planes were flying while the fog was thick.
16. When the air clears the planes will fly again.
17. The car that crashed into the bridge was totally demolished.
18. He did the work while the others watched.
19. Even though the sun was almost down I could see the path clearly.
20. I shouted when I heard the news.
21. The ship rocked as if it were going to tip over.
22. The report that was typed had many careless errors.
23. The book was on the shelf where I left it.
24. He stated that he would resign in July.
25. Until you stop crying I will not talk to you.

***Follow the directions below:***

***Write three (3) sentences with introductory dependent clauses.***

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

***Write three (3) sentences with dependent clauses at the end.***

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_



**Write three (3) sentences with dependent clauses in the middle of the independent clauses. Use who, that, which.**

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Write two (2) sentences, each with two dependent clauses – one at the beginning and one at the end.**

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## SUBJECT VERB AGREEMENT

### Definition

The subject and verb of a sentence are in agreement when they have the same number and person. If the subject is singular, the verb will be singular. If the subject is plural, the verb will be plural. The Verb must be in agreement with the subject; a singular subject takes a singular verb while a plural subject takes a plural verb.

|                | <i>Singular Subject</i>                      | <i>Plural Subject</i> |
|----------------|--|-----------------------|
| First Person:  | I run.                                       | We run.               |
| Second Person: | You run.                                     | You all run.          |
| Third Person:  | He runs. She runs.<br>The boy runs. It runs. | They run.             |

**RULE 1:** Use verbs that agree with a subject, not with a noun that is part of a modifying phrase or clause between the verb and the subject.

Example: The quality of these oranges was not good.  
The discovery originated with an idea that has been around for Years.

**RULE 2:** Two or more singular nouns or pronouns joined by 'and' require a plural verb.

Example: Gold and silver are precious metals.

**RULE 3:** When the plural noun is a proper name for single objects or collective unit, **it must be followed by a singular verb.**

Example: Darts is a popular game in England.

**RULE 4:** Some nouns which are singular in form, but plural in meaning **take a plural verb.**  
(cattle, gentry, vermin, peasantry, artillery, clergy, alphabet, Offspring, information)

Example: “I need all information to process the case” said the police Inspector.

**RULE 5:** Either , neither , each , each one, anyone, everyone ,everybody, anybody, nobody, somebody, someone, many a, no one must be followed by a singular verb.

Examples: She asked me whether either of the applicants was suitable.

Each of these substances is found in England.

Many a man was shot dead in a war.

**RULE 6:** Words joined to a singular subject by **with , as well as, along with, including, in addition to, besides, accompanied by , together with** etc., are parenthetical .

The **verb** should therefore be put in the **singular.**

Example: Silver as well as gold , has demand in the market.

The Mayor, with his assistant, is present in the room.

**RULE 7:** Two or more singular subjects connected by or /nor require a **singular verb.**

Example: Either the deer or the dog has been here.

Neither cat nor dog was to be found there.

**RULE 8:** When the subject joined by **or/ nor** are of different numbers, the verb agrees with the nearer.

Example: Either the father or his sons have to attend the marriage.

**RULE 9:** Two nouns qualified by each or every, even though connected by and, require a singular verb.

Example: Every girl and every boy was given a packet of chocolate.

**RULE 10:** Some nouns which are plural in form , but singular in meaning, take a singular verb.  
(Mathematics, classics, ethics, athletics, innings, gallows, economics, poetry, news, measles, mumps, electronics, tactics, physics)

Example: Mathematics is an interesting subject.

**RULE 11:** Pains and means take either the singular or the plural verb, but the construction must be consistent.

Example: All possible means have been tried by us.  
The pain was intolerable.

**RULE 12:** None, though properly singular, commonly takes a plural verb.

Example: None of the boys are studying in the class.

**RULE 13:** A Collective noun takes a singular verb when the collection is thought of as one whole; plural verb when the individuals of which it is composed are thought of;

(audience, committee, company, council, army, police , society, board, cabinet, department, group, family, public, government, organisation, team, club, crowd, minority, jury, class )

Example: The group works for the implementation of the scheme.



**RULE 14:** When a plural noun denotes period of time, amounts of money, or quantities is considered as a single unit, singular verbs are used. considered as a whole, the verb is generally singular.

(Foot, meter, score, dozen, million, rupees, month )

Example: Twenty kilometers is a long walk.

Five months is too long a time to wait.

**RULE 15:** If two different singular nouns express one idea, the verb should be in the singular form.

(Bread and milk, Rice and curry, Bread and butter)

Example: Bread and butter is good for breakfast.

**RULE 16:** When two singular subjects are practically synonymous the verb should be in the singular form.

(Law and order, power and influence, power and position, peace and prosperity)

Example: The law and order situation in Tamil Nadu was fully under control.

**RULE 17:** When (Not only-but also) is used to combine two subjects, the verb agrees with the subject close to it.

Example: Not only Raj, but also his brothers were arrested.

Not only he but also his sister was eating.

**RULE 18:** Majority can be singular or plural. If it is alone it is usually singular, if it is followed by a plural noun, it is usually plural.

Example: A majority is always right.

A majority of students are right.

**RULE 19:** The number/A number used as singular as well as plural

Example: A number of students are found there.

The number of people living in streets has reduced.

**RULE 20:** when a lot of, a great deal of, plenty of, most of and some of refer to number, a plural verb is used.

Example: A lot of people were present at the meeting.

But, if these expressions refer to an amount, the verb is in the singular number.

A lot of work has to be completed before we go.

**RULE 21:** When sentences start with “there” or “here,” the subject will always be placed after the verb, so care needs to be taken to identify it correctly.

Example: There are four members in the team.

There is a problem in the worksheet.

**RULE 22:** A linking verb usually agrees with its subject, not with its complement.

Example: The reason of her failure was excessive absences.

**RULE 23:** Plural verbs are required for many nouns that have no singular form, such as proceeds, goods, ashes, remains, credentials, premises, etc.,

Example: The goods are being dispatched by goods train.

**RULE 24:** After such expressions as one-half of, two-thirds of, a part of, a majority of a single verb is used

Example: Two- thirds of the mailing list has been sent.

**RULE 25:** In sentences containing the words one of, the verb is chosen as follows:

Example: One of the pencils is missing from my bag.

**RULE 26:** All , any, more, most, some may be singular or plural depending on the meaning, and take verbs accordingly.

Example: All the work has been finished.

**RULE 27:** The title of books or magazines are considered singular and take singular verbs.

Example: The Hindu still has wide circulation.

**RULE 28:** When gerunds are used as the subject of a sentence, they take the singular verb form of the verb; but, when they are linked by and, they take the plural form.

Example: Singing and playing flute are my hobbies.

Example: Singing is my hobbies.

**RULE 29:** A verb must agree with its subject, not with any additive phrase in the sentence such as a prepositional or verbal phrase. Ignore such phrases.

Example: Your copy (of these rules) is on the desk.

Example: The video will not be available until the dispute (over video rights) is settled.

Example: Ms. Hixon's record (of community service, outstanding teaching, and university involvement) qualifies for her promotion.

**RULE 30:** In an inverted sentence beginning with a prepositional phrase, the verb still agrees with its subject.

Example: At the end of the Christmas holidays come the best sales.

Example: Under the house are some old Mason jars.

**RULE 31:** Prepositional phrases beginning with the compound prepositions such as *along with*, *together with*, *in addition to*, and *as well as* should be ignored, for they do not affect subject-verb agreement.

Example: Gladys Knight, as well as the Pips, is riding the midnight train to Georgia.

Example: A driver's license, together with two other pieces of identification, is required.

**RULE 32:** Indefinite pronouns such as *each, either, one, everyone, everybody, and everything* are singular.

Example: Somebody in Detroit loves me.

Example: Neither of my parents has a formal education.

**RULE 33:** Indefinite pronouns such as *several, few, both, and many* are plural.

Example: Both of my sorority sisters have decided to live off campus.

Example: Few seek the enlightenment of higher education.

**RULE 34:** Indefinite pronouns such as *all, some, most, and none* may be singular or plural depending on their referents.

Example: Some of the food is cold.

Example: Some of the vegetables are cold.

Example: I can think of some remarks in retort, but none seem appropriate.

NOTE: *None* is singular when it means "no one of" or "not a single one."

Example: None of the girls is married.

Example: None of the children is as sweet as Mary Ann.

**RULE 35:** Relative pronouns, such as *who, which, or that*, which refer to plural antecedents require plural verbs. However, when the relative pronoun refers to a single subject, the pronoun takes a singular verb.

Example: She is one of the girls who cheer on Friday nights.

Example: A driver's license, together with two other pieces of identification, is required.



**RULE 36:** Subjects preceded by *every*, *each*, and *many* are singular.

Example: Every man, woman, and child was given a life preserver.

Example: Each graduate and undergraduate is required to pass a proficiency exam.

Example: Many a tear has to fall, but it's all in the game.

**RULE 37:** Some nouns such as *deer*, *shrimp*, and *sheep* have the same spelling for both their singular and plural forms. In these cases, the meaning of the sentence will determine whether they are singular or plural.

Example: Deer are beautiful animals.

Example: The spotted deer is licking the sugar cube.

**RULE 38:** Some nouns like *scissors*, *jeans*, and *wages* have plural forms but no singular counterparts. These nouns almost always take plural verbs.

Example: The scissors are on the table.

Example: My Lee jeans fit me like a glove.

**RULE 39:** Mathematical expressions of subtraction and division require singular verbs, while expressions of addition or multiplication take either singular or plural verbs.

Example: Ten divided by two equals five.

Example: Five times seven equals (OR equal) thirty-five.

**RULE 40:** Nouns expressing time, distance, weight, and measurement are singular when they refer to a unit and plural when they refer to separate items.

Example: Fifty yards is a short distance.

Example: A driver's license, together with two other pieces of identification, is required.

**RULE 41:** Expressions of quantity are usually plural.

Example: Nine out of ten dentists recommend Crest.

**RULE 42:** Some nouns ending in *-ics*, such as *economics* and *ethics*, take singular verbs when they refer to principles, a system or a field of study; however, when they refer to individual practices or applications, they usually take plural verbs.

Example: Ethics is being taught in the spring.

Example: His unusual business ethics get him into trouble.

**RULE 43:** Some nouns like *measles*, *news*, and *calculus*, which appear plural in form, are actually singular in number. These words take singular verbs.

Example: Measles is a dreadful disease.

Example: Calculus requires great skill in algebra.

**RULE 44:** A verbal noun (infinitive or gerund) serving as a subject is treated as singular, even if the object of the verbal phrase is plural.

Example: Hiding your mistakes does not make them go away.

Example: To run five miles is my goal.

**RULE 45:** A noun phrase or clause acting as the subject of a sentence requires a singular verb.

Example: What I need is to be loved.

Example: Whether there is any connection between the two events is unknown.

**RULE 46:** Plural subjects followed by a singular appositive require a plural verb; similarly, a singular subject followed by a plural appositive requires a singular verb.

Example: The board, all ten members, is meeting today.

## Subject-Verb Agreement Practice

Choose the correct verb. Choose (A) for the first word, (B) for the second.

1. There (is , are) several ways to solve this problem.
2. Three-fifths of the pie (was , were) consumed by Jerry's ravenous brother.
3. Physics, along with several math courses (is , are) a required subject if you want to major in engineering.
4. Where (is , are) the binoculars that I gave you for Christmas?
5. The Los Angeles Lakers coaching squad (is , are) coming to visit my school to give us a talk about sports careers.
6. The number of students who have violated the new dress code (is , are) much lower than we had predicted.
7. The science of acoustics (is , are) something I will have to study if I am to be a sound engineer.
8. I was concerned that six miles (was , were) too long of a distance for her to have to walk to school.
9. A number of issues (has , have) been discussed during the meeting, but we still are no closer to any resolutions.
10. I'm afraid that these pants I borrowed (is , are) now ruined.
11. The logical structure of his rather tortuous arguments (is, are) always the same.
12. The majority of the organization's members (is, are) over sixty years old.
13. Both the young child and her grandfather (was, were) depressed for months after discovering that the oldest ice cream parlor in the city had closed its doors forever.
14. The blueprints that (was, were) displayed on the table were from I. M. Pei's early designs.
15. A case of bananas (has, have) been sent to the local distributor in compensation for the fruit that was damaged in transit.
16. A total of 50 editors (reads, read) each article.
17. Neither the shipping clerk who packed the equipment nor the truckers who transported it (admits, admit) responsibility for the dented circuit box.
18. Either Georgette or Pierre (is, are) going to be asked to dinner by Calvin.
19. I can never decide whether to eat an orange or a Belgian chocolate; each of them (has, have) its wondrous qualities.
20. Everyone in the United States, as well as the Canadians, (expects, expect) the timber agreement to fall through.

# PUNCTUATIONS

**Clause = Subject + Verb**

Independent clause

- a group of related words that contains a subject and a verb
- has a complete thought
- grammatically correct
- can stand alone

Examples:

- ☐ The teacher speaks.
- ☐ I was sick

Dependent clause

- Dependent clause has a subject and a verb
- but does not express a complete thought
- cannot stand alone

The underlined words are called dependent markers . They mark the dependent clause.

Examples:

- ☐ because I was sick
- ☐ when the teacher speaks

**Dependent marker words**

**Dependent clauses can start with a dependent marker word**

A dependent marker word is a ( conjunction ) added to the beginning of an independent clause to convert it to dependent clause.

I was sick. ( independent clause )

Because I was sick ( dependent clause )

**The Dependent clause** does not have a complete thought

**The dependent clause** gets connected with an **independent clause** to make a complete sentence:

dependent + comma + independent

- ☐ Because I was sick , I stayed home.

When you **flip over** the sentence , you will not need a comma

- ☐ I stayed home because I was sick



## Connecting Independent clause with another independent clause

### using coordinating conjunctions

Independent Clause + ( , ) + Coordinating Conjunction + Independent Clause

Coordinating conjunctions are connecting words that are used to connect independent clauses. There are seven coordinating conjunctions: (**fanboys**) For / and / nor / but / or / yet / so

- ☐ I was sick , **so** I stayed home
- ☐ The teacher speaks , **and** the students listen.

### using semi colon

Independent Clause + ; + Independent Clause

Example:

I was sick ; I stayed home .

The teacher speaks ; the students listen .

### Using conjunctive adverb

Connect independent clauses with an independent marker word (conjunctive adverb)

Independent Clause + ( ;) + Independent Marker Word + ( , ) + Independent Clause

Example:

- ☐ I was sick ; **consequently** , I stayed home
- ☐ The teacher speaks ; **therefore** , the students listen

**A SEMI COLON ( ; ) OR A PERIOD ( . )** before the independent marker word.

**A COMMA ( , )** after the independent clause

- Examples:
- ☐ I was sick . **consequently** , I stayed home .
  - ☐ The teacher speaks . **therefore** , the students listen

Some common **independent marker** words:

**Also** / **consequently** / **furthermore** / **however** / **for example** / **moreover** / **nevertheless** / **therefore**

**convert the first dependent into independent by adding dependent marker before it so you can use a comma in between**

dependent Clause + , + Independent Clause  
**flip over**

Independent Clause + ( no comma ) + Dependent Clause

Because I was sick , I stayed home  
I stayed home **because** I was sick .

### COMMA SPLICE

A splice means a **connection point**.

Using a comma to connect two independent clauses. This is called a comma splice and is incorrect

- Incorrect
- ☐ I was sick , I stayed home .
  - ☐ The teacher speaks , the students listen.

### FUSED (RUN ON) SENTENCE

A **fused sentence** has two independent clauses joined with no punctuation at all

- ☐ I was sick X I stayed home .
- ☐ The teacher speaks X the students listen .

### FIXING COMMA SPLICES AND FUSED SENTENCES

#### CORRECTING FUSED SENTENCE AND COMMA SPLICE SENTENCE

My professor is intelligent . I've learned a lot from her.

My professor is intelligent ; I've learned a lot from her.

My professor is intelligent , and I've learned a lot from her.

My professor is intelligent ; moreover, I've learned a lot from her.

**Because** My professor is intelligent , I've learned a lot from her.

I have learned a lot from my professor **because** she is intelligent

## OTHER USAGES OF A COMMA

### INTRODUCTORY : CLAUSE / PHRASE / WORD

Introductory : phrase / clause / word + ( comma ) + independent

#### INTRODUCTORY CLAUSE

Dependent clause : start with dependent marker

example

because i was sick , i stayed home

types of introductory phrases

#### INTRODUCTORY PHRASE

#### INFINITIVE PHRASE

example

to get a seat , you should come early

you should come early to get a seat ( no comma if infinitive phrase comes at the end )

#### PRESENT PARTICIPLE PHRASE

#### PAST PARTICIPLE PHRASE

example

vomitting the whole night , I stayed home  
i stayed home , vomiting the whole night

damaged by earthquake , the statue has been fixed  
the statue has been fixed , damaged by earthquake

## APPOSITIVE PHRASE

example

the second biggest city in Egypt , Alexandria is the mermaid of the Mediterranean

Alexandria is the mermaid of the Mediterranean , the second biggest city in Egypt

Alexandria , the second biggest city in Egypt , is the mermaid of the Mediterranean

## ABSOLUTE PHRASE

An absolute phrase combines a noun and a participle with any accompanying modifiers or objects.

The pattern looks like this:

NOUN + PARTICIPLE + OPTIONAL MODIFIER(S) AND/OR OBJECT(S)

example

Michael vomiting regularly , he stayed home

## Introductory words

However / still / furthermore / meanwhile / yes / No / now / well

example

Michael was sick . meanwhile , he was vomiting

No , i did not practice for the test yet

Now , the movie begins

However , i managed to go Online

I managed , However , to go Online

The power was off . However , i managed to go Online

The power was off ; However , i managed to go Online



## Essentials / Non Essentials Restrictive / Non restrictive Defining / Non defining

USE TWO **COMMAS** OR **TWO DASHES** OR **BRACKETS**  
TO SET OFF NON ESSENTIALS PHRASES / CLAUSES / WORDS

COMMA **NON ESSENTIAL** COMMA  
DASH **NON ESSENTIAL** DASH  
( **NON ESSENTIAL** )

### FEATURES OF THE NON ESSENTIAL

- ❖ **IF NON ESSENTIAL IS REMOVED , THE REST OF THE SENTENCE IS:**  
**independent & correct grammar wise and meaning wise**

- **NON ESSENTIAL :**

W WORD ( WHO / WHICH / WHERE /WHOM **EXCEPT FOR THAT** )

**APPLES , WHICH ARE MY FAVORITE FRUIT , ARE AVAILABLE THE WHOLE YEAR**

- **NON ESSENTIAL : APPOSITIVE**

( A NOUN OR A PHRASE THAT DEFINES THE SUBJECT )

**TOM , THE CAPTAIN OF THE TEAM , WAS INJURED DURING THE GAME**

**THE SAT TEST QUESTIONS , 52 QUESTIONS , WERE ANSWERED CORRECTLY**

- **NON ESSENTIAL ( WORD )**

**THE MEDICINE I TOOK , HOWEVER , DID NOT STOP THE DIARRHEA**

### **NON ESSENTIAL ( CLAUSE )**

**My brother , who wears a brown shirt , plays basketball in this club.**

**Never use a comma or 2 commas to set of essential clause / phrase / word**

- ❖ **IF ESSENTIAL IS REMOVED , THE REST OF THE SENTENCE IS: incorrect grammar wise and meaning wise**

the movie kingdom of heaven is a great international production

Students who cheat only harm themselves.

The shooting that happened in California left dangerous casualties

**Use commas to separate three or more words, phrases, or clauses or items of a list.**

(list of more than 2 items)

(item + comma + item + comma + and + item)

The president promised to lower taxes , protect the environment , reduce crime , and end unemployment.

The platter was filled with berries , crackers , and cheese.

- ❖ **Use a comma to separate two coordinate adjectives ( exchangeable)**
- ❖ **that describe the same noun**
- ❖ **Don't Use a comma to separate two non-coordinate adjectives ( unexchangeable)**
- ❖ **that describe the same noun**

He was a **difficult , stubborn** child. (coordinate)

They lived in a **white frame** house. (non-coordinate)

- ❖ **Use a comma near the end of a sentence to *separate contrasted coordinate elements or to indicate a distinct pause or shift.***

☐ He was merely ignorant , **not stupid**.

☐ You're one of the senator's close friends , **aren't you?**

**Use a comma to shift between the main discourse and a quotation.**

John said without emotion , "I'll see you tomorrow."

## Comma abuse

- Don't put a comma between the two verbs or verb phrases in a compound predicate.

(removing the second subject removes the comma)

**INCORRECT:** We turned on the music , and began to study

**CORRECT:** We turned on the music and began to study

- Don't put a comma between the two nouns, noun phrases, or noun clauses in a compound subject or compound object.

**INCORRECT** (compound subject):

The music teacher from your high school , and the football coach from mine are married.

**CORRECT** (compound subject):

The music teacher from your high school and the football coach from mine are married.

**COLON ( : )**

**LONG DASH ( - )**

- **They have to come after an independent clause**
- They can be followed by dependent or independent clause

**Colons and long dashes are followed by**

LIST / EXAMPLE / DEFINITION / EXPLANATION

You will need to bring the following items : a plastic cup , a toothbrush , and a flashlight.

THE MOVIE I SAW LAST NIGHT WAS VERY INTERESTING : KINGDOM OF HEAVEN

ANTHROPOLOGY IS A NEW SUBJECT THIS YEAR : A SCIENCE THAT DEALS WITH HUMANS

## **such as / including / like / because / for example**

- **Never use them *before* a colon**
- they ruin the independent clause by creating fragments

**Incorrect :** I eat lots of snacks daily **such as** : chips, crackers, and candies.

**correct:** I eat lots of snacks daily: chips, crackers, and candies.

## **MIND THE FOLLOWING**

- **NO COMMA AFTER OR BEFORE A PROPOSITION**

**Incorrect :** She was waiting **at**, the train station

**Incorrect :** She was waiting, **at** the train station

**Correct :** She was waiting at the train station

**Don't use any punctuation after : **such as / like / including****

**Incorrect:** **When** I tried frog legs for the first time, it tasted **like: chicken.**

**Correct :** When I tried frog legs for the first time, it tasted like chicken.

**Such as**

**If used correctly :**

- It has to come after a comma
- It can not be followed by a comma

**, + such as**

I have lots of errands today , **such as** the bank , the movies , and the doctor

## **Which**

**relative clauses with “which” are used for extra information. ( comma is needed )**

**PAM wants to go to the beach, which is way far from her neighborhood**

## **THAT**

**relative clauses with “that” are used for extra information. ( No comma is needed )**

**PAM wants to go the beach that is way far from her neighborhood**



## practice clause

*English Language* finally appeared in [24] 1755, its release was every bit the publishing event that the writer and his backers had imagined. Along [25] one's laborious journey from planning to publication, however, Johnson's Dictionary had become a book with more humble ambitions—one that no longer aspired to preserve the purity of the language. Johnson had come to realize

new English-language dictionary.

24.

- A) NO CHANGE
- B) 1755, and
- C) 1755, as
- D) 1755 with

### Retailers Profit from Paying Well

Many retailers rely on discount prices to attract customers, and these companies' executives and managers often assume that they must maintain low employee costs to preserve these discounts. However, in recent years, several retailers have challenged this [34] conventional wisdom, offering better-than-average wages and [35] benefits, and they have done so, while keeping costs down and performing well financially.

- A) NO CHANGE
- B) habitual
- C) routine
- D) accustomed

35.

- A) NO CHANGE
- B) benefits—and they have done so
- C) benefits: and they have done so,
- D) benefits and they have done so,

The Assyrians had at least two [2] breeds: the greyhound and the mastiff. The former was much like our modern-day hunting dogs. The latter was a large, heavy-built, powerful [3] beast, however, it was much more active than the mastiffs seen in modern kennels.

A bas-relief tablet showing Assurbanipal

2.

- A) NO CHANGE
- B) breeds; the greyhound
- C) breeds, these were the
- D) breeds that were greyhound

3.

- A) NO CHANGE
- B) beast, however it was
- C) beast; however, it was
- D) beast however, it was

## PRACTICE PUNCTUATION

For many years the origin of the latter  
26 flower – which suddenly shone forth in  
European gardens with unwonted splendor, was  
in doubt. Only lately it was learned that when

fashioned garden in the North. Many birds,  
especially those of the 32 sparrow and finch  
tribe come to feast on the oily seeds. Certainly  
there is no more charming a sight than when a  
family of goldfinches 33 settle upon the huge,  
top-heavy heads, unconsciously forming a  
study in sepia and gold.

26.

- A) NO CHANGE
- B) flower, which suddenly shone forth
- C) flower which suddenly shone forth
- D) flower which, suddenly shone forth

B) produce

C) had produced

D) producing

32.

- A) NO CHANGE
- B) sparrow, and finch tribe, come
- C) sparrow and finch tribe, come
- D) sparrow, and finch tribe come

Although no attempt at decoration is ever made either of the inside or the outside of 37 the houses; it is not uncommon to hear the term beautiful applied to them. Strong forked

37.

- A) NO CHANGE
- B) the houses, it is not
- C) the houses, and it is not
- D) the houses. It is not

She was admitted into the ranks of sacred 19 animals, she was worshipped in the temples. Jewels were placed in her ears and necklaces about her neck. Figures of cats were kept in the home and buried in the tomb. Trinkets 20 represented both the goddess and the cat were worn upon the person, to indicate special devotion on the part of the wearer.

19.

- A) NO CHANGE
- B) animals, and was
- C) animals and was
- D) animals, was

20.

- A) NO CHANGE
- B) representing
- C) represent
- D) to represent

His troubled journey through life began sometime between 1604 and 1607, and the records of his childhood are scanty. His youthful imagination was surely 2 stirred by: the sights of the city, the barges moving slowly along the canals, and the windmills that were never at rest. Perhaps he saw these things with

2.

- A) NO CHANGE
- B) stirred by, the sights
- C) stirred by the sights
- D) stirred; by the sights

Cottontail rabbits eat all sorts of 38 herbage such as: leaves, stems, flowers, and seeds of herbaceous plants and grasses. 39 Therefore, they eat leaves, buds, bark, and fruits of woody plants or trees. They usually

38.

- A) NO CHANGE
- B) herbage such as, leaves,
- C) herbage such as leaves,
- D) herbage, such as: leaves,



the **26** hotshot experts on the English language: the leading English writers of the past and present. Johnson read through the works of hundreds of **27** writers, his making the passages he viewed as exemplary. He then handed the books off to six scribes he had hired to copy out his chosen excerpts.

27

- A) NO CHANGE
- B) writers,
- C) writers, and
- D) writers by

The corner of the earth where the cacao tree originally **26** grew and still grows wild today, is the country watered by the mighty Amazon and the Orinoco. This is the very region **27** that the Spanish adventurer

26.

- A) NO CHANGE
- B) grew, and still grows wild today,
- C) grew and, still, grows wild today,
- D) grew and still grows wild today;

Yet this modest price increase probably be unnecessary because increasing pay at retail businesses increases sales performance. When professor Zeynep Ton at the Massachusetts Institute of Technology compared two chains of warehouse club **37** stores—one with better-than-average pay and benefits and another with lower employee wages, she found that the average number of sales per employee at the higher-wage club store

37

- A) NO CHANGE
- B) stores,
- C) stores:
- D) stores;

38

- A) NO CHANGE
- B) the ones

Studious from an early age, Banneker completed his formal education only up through algebra, at which point his father pulled him out of school to help on the family farm. A former teacher, however, encouraged Banneker to pursue his education independently and lent him the books to do so. Banneker also studied the night **2** sky, he charted how the migration of the stars relates to the passage of time.

2

- A) NO CHANGE
- B) sky. Charting
- C) sky, charting
- D) sky, he also charted

3

Which choice most effectively establishes the main topic of the paragraph?



**PUNCTUATION GIST**

I STAYED HOME

I WAS SICK

**INDEPENDENT**

PERIOD ( . )  
SEMI COLON ( ; )  
COMMA + FANBOYS  
SEMI COLON + INDEPENDENT MARKER + COMMA

**INDEPENDENT**

DEPENDENT  
STARTING WITH DEPENDENT MARKER

**COMMA**

INDEPENDENT

**BECAUSE** I WAS SICK

I STAYED HOME

**FLIP THE SENTENCE OVER = NO NEED FOR A COMMA**

I STAYED HOME BECAUSE I WAS SICK

**Fused Sentences : NO PUNCTUATION**

**Incorrect:** My professor is intelligent X I've learned a lot from her.

**COMMA SPLICE : COMMA BETWEEN 2 INDEPENDENT**

**INCORRECT** : My professor is intelligent , I've learned a lot from her.

**CORRECTING FUSED SENTENCE AND COMMA SPLICE SENTENCE**

My professor is intelligent. I've learned a lot from her.  
My professor is intelligent; I've learned a lot from her.  
My professor is intelligent, and I've learned a lot from her.  
My professor is intelligent; moreover, I've learned a lot from her.  
because My professor is intelligent, I've learned a lot from her.  
I have learned a lot from my professor because she is intelligent

introductory  
( clause & phrase & word )

comma

independent

### Introductory clauses

start with dependent marker  
after, although, as, because,  
before, if, since, though,  
until, when

because i was sick ,

i stayed home

introductory phrase  
infinitive

to get a seat ,

you should come early

introductory phrase  
participle

following the advice of my teacher ,  
WRITTEN FAST ,

I scored well in the Sat  
THE LETTER HAS MISTAKES

introductory phrase  
appositive

the second biggest city in Egypt ,

Alexandria is the mermaid of the sea

introductory phrase  
absolute phrase

Michael vomiting regularly ,

he stayed home

### Introductory words

however, still, furthermore,  
meanwhile  
yes, now , well

michael was sick . meanwhile ,

he was vomiting

COMMA NON ESSENTIAL COMMA

W WORD / APPOSITIVE / WORD / CLAUSE

IF NON ESSENTIAL IS REMOVED , THE REST OF THE SENTENCE IS INDEPENDENT

**non  
essential**

APPLES , WHICH ARE MY FAVORITE FRUIT , ARE AVAILABLE THE WHOLE YEAR  
TOM , THE CAPTAIN OF THE TEAM , WAS INJURED DURING THE GAME  
THE MEDICINE I TOOK , HOWEVER , DID NOT STOP THE DIARRHEA

**Essential**

the movie kingdom of heaven is a great international production  
Students who cheat only harm themselves.

INDEPENDENT

COLON ( : )  
LONG DASH ( — )

LIST  
EXAMPLE  
DEFINITION  
EXPLANATION

You will need to bring the following items : a plastic cup , a toothbrush , and a flashlight.

THE MOVIE I SAW LAST NIGHT WAS VERY INTERESTING : KINGDOM OF HEAVEN

ANTHROPOLOGY IS A NEW SUBJECT THIS YEAR : A SCIENCE THAT DEALS WITH

COMMAS HAVE TO BE USED AMONG LIST ITEMS  
THREE ITEMS AND UP

AND EXIST BEFORE THE LAST ITEM

LIST : ITEM , ITEM , AND ITEM

John is a runner , a lawyer , and a brother.

TWO DASHED = TWO COMMAS THEY ENCLOSE THE NON ESSENTIAL

JOHN - an excellent mathematician - loves to play the violin

MIND THE FOLLOWING

NO COMMA AFTER OR BEFORE A PROPOSITION  
NO COMMA AFTER OR BEFORE THAT

SUCH AS/ INCLUDING/ LIKE/BECAUSE  
NEVER USE BEFORE A COLON

## Defining and non-defining relative clauses.

A **"Defining"** relative clause (also called a restrictive or integrated relative clause) is one which is essential for the understanding of a statement.

### Example

*Protestors who smash windows will be arrested.*

*Cars which can do 150 miles per hour are desirable .*

*Cars that can do 150 miles per hour are desirable.*

The first example tells us that "protestors who smash windows" will be arrested; but suggests that those who do not smash windows will not be arrested.

The word "protestors" in this example is restricted by the relative clause that defines it.

Commas are not required before and after the relative clause.

In a **non-defining** relative clause (also called a non-restrictive relative clause or a supplementary relative clause), the relative clause is not essential for an understanding of the sentence:

### Examples

*Protestors, who are mostly aged under 30, want to express an opinion.*

*Cars, which were invented at the end of the 19th century, have become desirable*

In the first of these examples, the question of age is not an essential bit of information.

In the second, it is obvious that it is *cars in general*, not cars from the late 19th century, that become desirable

The relative clause can be omitted without making the sentence meaningless.

In cases like this, commas are usually required before and after the relative clause.

Compare these two examples:

### Examples

*People who eat too much tend to have poorer health.*

*Sportsmen, who pay attention to their diet, are not usually over-weight.*



## Non-Defining relative clauses:

We don't use **'that'** in non-defining relative clauses, so we need to use **'which'** if the pronoun refers to a thing, and **'who'** if it refers to a person. We can't drop the relative pronoun in this kind of clause, even if the relative pronoun is the subject of the clause.

### (Clause comes after the subject)

- My boss, who is very nice, lives in Manchester.
- My sister, whom I live with, knows a lot about cars.
- My bicycle, which I've had for more than ten years, is falling apart.
- My mother's house, which I grew up in, is very small.

### (Clause comes after the object)

- Yesterday I called our friend Julie, who lives in New York.
- The photographer called to the Queen, who looked annoyed.
- Last week I bought a new computer, which I don't like now.
- I really love the new Chinese restaurant. which we went to last night.

## Commas Practice

Considering the use of commas and other punctuation, determine whether each of the following sentences is (A) correct or (B) incorrect.

1. The raw materials boom was fanned by a weak American dollar; the currency in which most stuff that comes out of the ground is priced.
2. All of the children, who noticed the smoke, called out “fire!”
3. After a few awkward attempts, Jamison finally managed to do a cartwheel.
4. Jenny managed to finish her Christmas shopping, wrap her gifts, and prepare a meal for her family by 6 p.m.
5. Some wingless insects including some ants and spiders, can glide through the air.
6. Have you seen the new air-mattress that self-inflates?
7. Most scientific discoveries are the result of deliberate experiment; a few, though, occur by chance.
8. Many of the residents chose chocolate cake which usually seems to be a crowd pleaser.
9. The Koran presents the whole material world, and the animal kingdom in particular, as a divine miracle to which man must respond with awe and self-restraint.
10. Liz worked at her desk all night, but the job was not finished in time.
11. Borna Coric, a Croatian professional tennis player, is currently the youngest player in the top 80 of the ATP world rankings.
12. Rising sea levels, melting glaciers; and expanding deserts will affect everybody; regardless of what they believe.
13. The new car, all sleek and shiny was nowhere to be found.
14. Even among commercial airlines, carelessness, fatigue, and lack of experience by flight crew account for around 60% of fatal air crashes.
15. The puppy wet and bedraggled crept under the porch.
16. The children, free from constraints, ran along the sidewalk.
17. The Eiffel Tower which is located in Paris is no longer the highest tower in the world.
18. It is, however, not up to me to decide your fate.
19. The angel told them to fear not, for she brought them good news.
20. It has long been thought that our universe is all there is, but it is possible we may live in just one of many.

## Punctuation Practice

Determine whether the punctuation in the sentences below is (A) correct or (B) incorrect.

1. I have only one thing to say to you, Brett: either attend the practice sessions or leave the team.
2. Yes, Jeff class begins at 8 a.m. sharp.
3. Emily Dickinson—wrote the following—”We never know how high we are / Till we are called to rise; / And then, if we are true to plan, / Our stature touch the skies.”
4. Have you read: *The Iliad*?
5. Actually, I have many reasons to be glad I live in an apartment: there is no lawn to mow, a bus stop is nearby, and I babysit for four families without going outside.
6. Our assignment was to write a brief essay: on these lines from Robert Frost; “Nature’s first green is gold, / Her hardest hue to hold.”
7. The primary colors are—red, yellow, and blue.
8. The unemployment rate has decreased; sharply since the new president took office.
9. Nadine puts peanut butter—her favorite food—on bananas, apples, and grapes.
10. These are Tamar’s favorite flowers; daffodils, lilacs, and sunflowers.

Select the underlined portion of each sentence where a semicolon or colon should be placed.

11. Read about the history of the Enlightenment it’s extremely fascinating.  
A B C
12. Some scientists believe that aliens may attack Earth thus, those scientists are wary of making contact.  
A B C
13. Tall, ancient trees guard the primeval forest, visitors to Sequoia are able to walk among these impressive giants.  
A B C
14. The native peoples have such a profound knowledge of the land that they are able to devise detailed mental maps these maps both help the people navigate and inspire their artwork.  
A B C



15. In the 16th century, England experienced a cultural and artistic renaissance, it reached  
its height during the Elizabethan era, which is most famous for the playwright, Shakespeare.  
A  
B C
16. During the Elizabethan era, English peasants were exposed to new foods and drinks coffee,  
tea, and chocolate were among the imports coming in from the New World.  
A B  
C
17. Austrians celebrate summer solstice with an exciting procession of ships down the  
Danube River, nearly thirty ships sail down the river as fireworks erupt from the hills.  
A  
B C
18. Sweden offers excellent social services to its citizens known as the Nordic social welfare  
system, it provides universal health care and education from kindergarten through college.  
A  
B C
19. One of the central symbols of Halloween is the jack-o'-lantern the top of a pumpkin is  
removed, the pulp is scooped out, and an image—usually a face—is carved into rind.  
A B  
C
20. Pretzels have become a popular snack-food, some say that they were invented by an Italian  
monk who wanted to reward his students for learning their prayers.  
A B  
C



## Paragraph Writing Checklist

**Directions:** Use this checklist to proofread your paragraph. Read through each item on the list and put a check in the box next to the items that you have done correctly. If you find errors, fix them and then you can check the box.

- ☐ I used an opening topic sentence.
- ☐ I indented the first line of the paragraph.
- ☐ I included at least three (3) supporting details.
- ☐ I used appropriate sentence starters for my supporting detail sentences. (Ex. First of all, Next, In addition, Furthermore, etc.)
- ☐ I began every sentence with a capital letter.
- ☐ I used proper punctuation (. ! ?) at the end of every sentence.
- ☐ I capitalized every proper noun.
- ☐ I used adjectives to make my sentences more interesting.
- ☐ I checked my spelling and circled the words that I didn't know.
- ☐ I used spell check or a dictionary to look up my circled words.
- ☐ I reread every sentence to make sure they all made sense.
- ☐ I tried my hardest and am proud of my work.

**Directions:** Write 1-2 sentences describing what you did well and what you still need help with when writing a paragraph.

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