Developed by the National PASS Center with funding from the Strategies, Opportunities, and Services to Out-of-School-Youth (SOSOSY) Migrant Education Program Consortium Incentive under the leadership of the Kansas Migrant Education Program.
When you look up a word in the dictionary, you will see a small letter next to the meaning, which tells you the word’s **part of speech**. There are four (4) common parts of speech: noun, verb, adjective, and adverb.

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<td>a person, place, thing, or idea</td>
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<td><strong>adjective (adj.)</strong></td>
<td>word that describes a noun or tells you more about it</td>
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</tr>
<tr>
<td><strong>verb (v)</strong></td>
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<tr>
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<td>a word that tells you more about a verb or adjective (these words often end in -ly)</td>
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Let's take a look at a page from a dictionary.

1. What part of speech is the word *pullover*? ___________________________

2. What part of speech is the word *pulverize*? ___________________________

**pum**a (pyoo**m**a or p**oo**m**a) noun another name for *cougar.*
pu**m**a = noun, plural *pumas*

**pum**pern**i**ck**e**l (pum**p**or nik**s**el) noun a coarse, dark kind of rye bread.
pum**p**er-n**i**ck**e**l = noun

**pu**mpkin (pum**k**in or pump**k**in) noun a large, round orange fruit that grows on a vine. The pulp is used as a filling for pies.

**pum**p = noun, plural *pumps*

**pump**-er = noun, plural *pumpkins*

**pu**n (pun) noun the humorous use of words that have the same sound but have different meanings [The short story title "A Dog's Tale" has a pun in it.]
verb to make a pun or puns.

**pu**n = noun, plural *puns* = verb *punned, punning*

**pu**nch (punch) noun a tool for making holes in something or one for cutting or stamping designs on a surface.
verb to make holes in or designs on with a punch [The train conductor punched our tickets.]

**pu**nch = noun = verb *punched, punching*

**pu**nch (punch) noun a hard blow with the fist.
verb 1 to hit with the fist.

**pu**l**e**y (pul**e**y) noun a small wheel that has a groove in the rim in which a rope or belt moves. A pulley may be used to lift an object fastened to one end of the rope by pulling down on the other end. A pulley is a simple machine.
pul**e**y = noun, plural *pulleys*

**pu**llover (pul**o**e var) noun a shirt or sweater that is put on or taken off by being pulled over the head.
pul**o**ver = noun, plural *pullovers*

**pu**l**p** (pulp) noun 1 the soft, juicy part of a fruit. 2 the soft, center part of a tooth. It contains nerves and blood vessels. 3 ground-up wood and other matter, mixed into a soft, wet mass from which paper is made.
pul**p** = noun, plural *pulps*

**pu**l**p**it (pul**o**pit or pul**o**pit) noun a platform in a church on which a clergyman stands to give

regular pul**o**es [Your heart pulses more slowly when you sleep.]
pul**o**es = verb *pulsed, pulsating*

**pu**ls**o**e (puls**o**e) noun 1 the regular beating in the arteries that is caused by the movements of the heart in pumping the blood. 2 any regular beat [the *pulse* of the drum.]

**pu**l**e**se, *pu**l**s**e* (pul**o**se) noun, plural *pulses*

**pu**l**e**se (pul**o**se) verb to crush or grind into a powder [He pulverized the stone with a sledgehammer.]
pul**o**se = verb *pulverized, pulverizing*

**pu**l**o**ver (pul**o**ver) noun 1 to raise, move, or force with a pump [She pumped water from the well. He pumped air into the tire.] 2 to empty with a pump [They pumped out the flooded basement.] 3 to fill with a gas [The mechanic pumped up the flat tire.] 4 to move with an action like a pump [The heart pumps blood.]
pul**o**ver = noun, plural *pulleys*

**pu**l**o**ver (pul**o**ver) verb pumped, pumping

**pu**mp**e**r-n**i**ck**e**l (pum**p**or nik**s**el) noun a coarse, dark kind of rye bread.
pum**p**-er-n**i**ck**e**l = noun

**pu**mp**k**i**n (pum**k**in or pump**k**in) noun a large, round orange fruit that grows on a vine. The pulp is used as a filling for pies.
pum**k**i**n = noun, plural *pumpkins*

**pu**n = noun, plural *puns* = verb *punned, punning*

**pu**nch (punch) noun a tool for making holes in something or one for cutting or stamping designs on a surface.
verb to make holes in or designs on with a punch [The train conductor punched our tickets.]

**pu**nch = noun = verb *punched, punching*

**pu**nch (punch) noun a hard blow with the fist.
verb 1 to hit with the fist. 2 to herd or drive cattle.
Let's take a closer look at nouns.

Noun: person, place, thing, or idea

Example:

*Tracey* walked to the store. (*Tracey* is a noun because she is a person.)

I went to *Florida*. (*Florida* is a noun because it is a place.)

Please sit on the *bench*. (*Bench* is a noun because it is a thing.)

*Love* is in the air. (*Love* is a noun because it is an idea.)

Now you try!

Underline the noun(s) in each sentence below. There may be more than one noun in each sentence.

3. Please set the table.
4. I hate running.
5. My sister lives in Texas.
6. That book is mine.
7. Mr. Mendoza teaches math.

*Proper nouns*, such as the names of people and specific places, are always *capitalized*. That means they begin with a capital letter. The beginning of every sentence must also be capitalized.

Example:

*Rose lives in Michigan.* (*Rose* is a proper noun as well as the first letter of the sentence, so it must be capitalized. *Michigan* is the name of a state, which is a specific place, so it also must be capitalized.)
The chickens belong to Mr. Barber.  
(The is not a proper noun, but it begins the sentence, so it must be capitalized.  
Mr. Barber is a proper noun because it is the name of a person, so it must be capitalized.)

Let’s compare these two sentences:

That bag belongs to Silvia.
That bag belongs to that woman.

Notice that “Silvia” is capitalized because it is the specific name of a person, making it a proper noun.  But “that woman” is not a proper noun, so it does not need to be capitalized.

Here is another example:

That’s my Uncle Robert.
That’s my uncle.

“Uncle Robert” is a proper noun, so it must be capitalized.  But “uncle” does not refer to a specific uncle, so it is not capitalized.

Read the paragraph on the next page.  Underline each proper noun and other words that need to be capitalized.
8. My favorite childhood memory is of a family vacation in California. My mom, brother, and I loaded up into our beat-up, old station wagon and drove from Mississippi to California to visit Aunt Mary. Aunt Mary was my favorite aunt because she spoiled my brother and me with toys and candy. This vacation was by far my favorite because Aunt Mary took us to Disney World! I remember my brother and mother were afraid to ride the roller coasters. Aunt Mary loved roller coasters so she took me on every last one in the park.

Pronouns take the place of nouns. Some common pronouns include: he, she, I, you, they, we, it, and which.

Example:

He
Rubin walked home.
He walked home.

The noun Rubin can be replaced with the pronoun He.

It
This bag is heavy.
It is heavy.

The noun bag can be replaced with the pronoun It.

They
Tom and Elizabeth are going to the store.
They are going to the store.

They replaces the nouns Tom and Elizabeth.
Now you try!

Rewrite each sentence below by replacing the noun with a pronoun.

9. Juan ran. __________________________________________

10. Bobby and I ate pizza. __________________________________________

11. Bill and Jorge worked late. __________________________________________

12. Olivia planted flowers. __________________________________________

13. Martin picked corn. __________________________________________

Possessive pronouns are pronouns that show ownership. These pronouns include: my/mine, your/yours, his, her/hers, its, our/ours, your/yours and their/theirs.

Example:

I think your shoe is untied.

The possessive pronoun your tells whose shoe is untied.

His voice is very loud.

The possessive pronoun his tells whose voice is loud.

The boys don’t like it when I borrow their tools.

The possessive pronoun their tells whose tools.
Now you try!

Underline the possessive pronoun in each sentence.

14. Our project won first place.
15. The soccer ball is mine.
16. Pedro needs his glasses in order to see.
17. I like your new haircut.
18. Margaret is resting in her bedroom.

Fill in an appropriate possessive pronoun in each sentence below.

19. The black running shoes are ___________.
20. This slice of cake is ___________.
21. ___________ pen is blue.
22. The girls hate it when I eat ___________ snacks.
23. Did you see ___________ test score?
Let's explore adjectives.

**Adjective: describes a noun**

*Adjectives* describe nouns. These words tell how someone or something looks, feels, sounds, smells, or tastes.

**Example:**

*He helped the* elderly *woman cross the street.*

The adjective *elderly* describes the woman.

*That dinner was delicious!*

The adjective *delicious* describes the dinner.

*I hope you learned a valuable lesson.*

The adjective *valuable* describes the lesson.

**Give it a try!**

Circle the adjective in the sentences below.

24. Did you see that yellow motorcycle?
25. This box is heavy.
26. I couldn’t take my eyes off that beautiful woman.
27. I dream of owning that expensive watch.
28. She wore her fancy dress.
29. The comedian was funny.
30. That perfume was stinky.
31. I sat on the wet ground.
Proper adjectives come from proper nouns. To review, a proper noun is a specific person, place, or thing. Let’s explore proper adjectives some more.

Example:

I was born in Mexico; therefore, I am Mexican.

Mexico is a specific place, so it is a proper noun. Mexican comes from the proper noun Mexico, so it is a proper adjective.

Match each proper noun with the correct proper adjective. The first one is done for you.

32. England
   Shakespearian

33. Italy
   Italian

34. Mars
   Chinese

35. Queen Elizabeth
   English

36. Switzerland
   Martian

37. America
   Elizabethan

38. Peru
   French

39. France
   Swiss

40. Shakespeare
   Peruvian

41. China
   American
Adjectives can also be used to *compare* two people or things. There are a few rules to remember writing the **comparative form of adjectives**:

- √ Usually, if the adjective is one syllable that does not end in a –y, you add an –er to the end of the adjective to create the comparative form. For example:
  
  smart  \( \rightarrow \) smarter
  
  fast  \( \rightarrow \) faster

- √ If the adjective is one or two syllables and ends in a –y, drop the –y and add an –ier. For example:
  
  pretty  \( \rightarrow \) prettier
  
  funny  \( \rightarrow \) funnier

- √ If the adjective ends in a consonant-vowel-consonant pattern, repeat the second consonant before you add the –er. For example:
  
  wet  \( \rightarrow \) wetter

  (w is a consonant, e is a vowel, t is a consonant, making the consonant-vowel-consonant pattern)
  
  hot  \( \rightarrow \) hotter

- √ If the adjective is three syllables or more, or ends in –ful, use the words more or less before the adjective and do not add an –er to the end. For example:
  
  beautiful  \( \rightarrow \) more beautiful
  
  amazing  \( \rightarrow \) less amazing

Here are a few exceptions to the rules you just learned. The adjectives below do not follow the rules of comparative form. The comparative form of these words is something you must remember.

- good  \( \rightarrow \) better
- bad  \( \rightarrow \) worse
- far  \( \rightarrow \) farther
Let’s practice using the comparative form of adjectives. Write the comparative form of each adjective below.

42. ugly → ______________________
43. dirty → ______________________
44. silly → ______________________
45. thin → ______________________
46. far → ______________________
47. cheerful → ____________________
48. angry → ______________________
49. excited → _____________________
50. crazy → ______________________
51. slow → ______________________

It is important to use the word than when using the comparative form. Vincent is taller than Sergio. Elena is more cheerful than Clara.

Let’s take a closer look at verbs.

Verb: action word

Every sentence has a subject (a person, place, or thing) and an action verb (what the person, place, or thing is doing).

Example:

She ran. (She is the subject; ran is the verb.)

Michael wrote. (Michael is the subject; wrote is the verb.)

The car stopped. (Car is the subject; stopped is the verb.)
In each sentence below, underline the subject and circle the verb. The first one is done for you.

52. The **dog** barked.
53. The wind **blew**.
54. The ship **sailed**.
55. I **ate** cookies.
56. Chris **draws**.

A **linking verb** is a verb that does not show action but it connects the subject and the verb to additional information.

Example:

*Jorge* is a soccer fan.

*Is* isn’t something that Jorge can physically do. It links the subject *Jorge* to more information about him.

*Tara always feels* tired when she stays up watching television all night.

*Feels* connects the subject *Tara* to her state of being, *tired*.

Some verbs that are always linking verbs are the forms of the verb “to be” such as: *am, is, are, were, was, has been, are being*. A couple of other verbs that are always linking verbs are: *become* and *seem*. 
There are verbs that can be used as action verbs or linking verbs. Some of these verbs are: *feel, look, appear, smell, taste, turn, sound*. How do we tell if they are being used as action or linking verbs? Let’s explore these verbs!

One strategy to use when figuring out whether a verb is an action verb or a linking verb is to **replace** the verb with the words *is, and, or are* and see if the sentence still makes sense. If the sentence still makes sense, it is a linking verb. If the sentence does not make sense, it is an action verb.

**Example:**

The apple pie *tasted* delicious.
The apple pie *is* delicious.

*Tasted* can be replaced with *is* and the sentence still makes sense. *Tasted* is a linking verb in this sentence.

Mary *felt* the slimy worm.
Mary *is* the slimy worm.

When *felt* is replaced with *is*, the sentence does not make sense. Mary is not the slimy worm. So, *felt* is an action verb.
Decide whether the underlined verb in each sentence is a linking verb or an action verb. Write L for linking verb or A for action verb on the line provided.

_____ 57. Victor wanted a new car.
_____ 58. Celeste drank diet soda.
_____ 59. The coffee smelled strong.
_____ 60. Maria smelled sweet.
_____ 61. My sister eats pretzels.
_____ 62. The cat seemed ill.
_____ 63. We baked cupcakes.
_____ 64. He felt feverish.
_____ 65. Silvia hung the picture.
_____ 66. Karina plays soccer.

Let's take a closer look at adverbs.

Adverbs: describe action words

_**Adverbs**_ are words that describe verbs, adjectives, or other adverbs. They can describe _how, where, when, and to what extent_ an action happens.

**Example:**

*Ricardo walks slowly.* (Slowly describes _how_ Ricardo walks.)

*Ricardo walks very slowly.* (Very describes _how_ slowly Ricardo walks.)
Often times, adverbs end in –ly. Most adverbs that describe “how” end in –ly, such as the word slowly. However, not all words that end in –ly are adverbs. For example, the word supply ends in –ly, but can be a noun and a verb but not an adverb. On the other hand, not all adverbs end in –ly. For example, the word always is an adverb that does not end in –ly.

The table below gives examples of adverbs that describe how, where, when, and to what extent:

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<tr>
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<th>Adverbs that describe Where</th>
<th>Adverbs that describe When</th>
<th>Adverbs that describe To What Extent</th>
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<td>beautifully</td>
<td>anywhere</td>
<td>after</td>
<td>extremely</td>
</tr>
<tr>
<td>carefully</td>
<td>everywhere</td>
<td>always</td>
<td>not</td>
</tr>
<tr>
<td>eagerly</td>
<td>here</td>
<td>before</td>
<td>quite</td>
</tr>
<tr>
<td>gracefully</td>
<td>in, out</td>
<td>daily</td>
<td>rather</td>
</tr>
<tr>
<td>lazily</td>
<td>inside</td>
<td>never</td>
<td>really</td>
</tr>
<tr>
<td>quickly</td>
<td>outside</td>
<td>soon</td>
<td>so</td>
</tr>
<tr>
<td>quietly</td>
<td>somewhere</td>
<td>still</td>
<td>somewhat</td>
</tr>
<tr>
<td>really</td>
<td>there</td>
<td>then</td>
<td>terribly</td>
</tr>
<tr>
<td>recklessly</td>
<td>underground</td>
<td>today</td>
<td>too</td>
</tr>
<tr>
<td>urgently</td>
<td>upstairs</td>
<td>when</td>
<td>very</td>
</tr>
</tbody>
</table>

The underlined words in the sentences below are adverbs. Circle the verb, adverb, or adjective that the adverb describes. The first one is done for you.

67. She rarely *misses* work.
68. I *carefully* glued the paper.
69. He will visit *tomorrow*.
70. I eat a banana *daily*.
71. She plays the piano *beautifully*.
72. Let’s leave *soon*.
73. He plays soccer *recklessly*.
74. Ants build colonies *underground*.
75. He walked *lazily* to the kitchen.
76. They rushed *urgently* to the hospital.
Use the word bank to fill in the blanks below. The first one is done for you.

**Word Bank**

- accidentally
- cheerfully
- quite
- always
- mightily
- reluctantly
- angrily
- neatly
- yesterday
- quietly

77. Fredrick stomped his feet ________ angrily ________.
78. That dog _______________ barks.
79. We _______________ sing songs.
80. The lion roared _______________.
81. _______________, I ate rice and beans.
82. Maya _______________ wrote a letter.
83. Veronica _______________ broke a plate.
84. The kitten slept _______________.
85. The man _______________ placed his money on the counter.
86. He swims _______________ well.

♫ End of Lesson 1 ♫
Dictionary Skills

The alphabet is a set of letters. They follow each other in order. They are used to make words. This is the alphabet we use:

**UPPER CASE**

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

**lower case**

a b c d e f g h i j k l m n o p q r s t u v w x y z

The letters in the top row are in the upper case. They are called capital letters. Capital letters begin the first word of every sentence. The letters in the bottom row are in the lower case. As you can see, lower case letters are used most of the time.

The names of people, places, and things begin with capital letters. For example:

- Señora Rodriguez
- Miami, Florida
- Dr. Chang
- Europe
- Friday
- James Madison
- Paco
- the Mississippi River
- Main Street
- January
Knowing the order of the alphabet is important. Lists of words are part of our daily lives. When lists follow the order of the alphabet, they are in alphabetical order.

Some lists that are in alphabetical order are:

- names in the telephone book
- words in a dictionary
- the songs on your iPod
- the list of contacts in your cell phone
- items for sale on amazon.com, e-Bay, etc.
- list of offices in a large building
- topics of information, either online or in a book
- files of people served by lawyers, doctors, and teachers
- files of tenants (people who pay rent to live somewhere) and employees (people who work for a person or business)

Can you think of anything else you use in your everyday life that is in alphabetical order?
Above is a list of words. Let’s put them in alphabetical order. Remember, that means you list them in the same order as the alphabet.

➤ Look at the first letter of each word. Look at the alphabet above. Which word begins with the letter closest to the letter “A”? __________

*If you wrote the word *boots* you are correct.*

➤ Which word begins with the letter next closest to the letter “A”? __________

*If you wrote *hat, you are correct.*

Use this method to put the rest of the words in alphabetical order. Fill in the blanks below.

________________________
________________________
________________________
________________________
________________________
The rest of the list should be in this order: *jacket, pants, shirt, watch*

Now, try some more words.

```
refrigerator
couch
lamp
dresser
```

Write the list in any order:

First list: ______________________
_______________________
_______________________
_______________________

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
a b c d e f g h i j k l m n o p q r s t u v w x y z

*Unit 1 – Read, Write, Now*
Your list has two words that begin with the letter “c”–couch and chair. Which word should go before the other? To answer this, you must look at the second letter of each word:

    couch    chair

Which of these letters is closer to “A”? The “h” in chair is closer to “a” than the “o” in couch. The word chair will go before the word couch.

Now, write the list in alphabetical order:

1. Final list: ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________

   Try some words on your own! Use the alphabet on the next page to put the grocery list in alphabetical order. Remember to look at the first letter of each word.
Write a practice list here:

__________________
__________________
__________________
__________________
__________________
__________________
__________________

2. Now, write your list in alphabetical order here:

__________________
__________________
__________________
__________________
__________________
__________________
__________________
Using the Index

The index of a book lists the topics included in the book. It can be found in the end pages. The topics are listed in alphabetical order. A number appears after each topic. It is a page number. That is where information about the topic can be found.

Below you will see a sample index page. It is from a textbook on American history. Look at it for a few minutes. Notice the way the topics are listed. If you don’t understand anything about it, ask your teacher. Use the index page to answer the questions.

3. On what pages would you find information about:
   
a. the Homeland Security Department? ________________

b. the Indian Removal Act? ________________

c. William Randolph Hearst? ________________

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<td>Hundred Days, 735</td>
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<td>Immigration, 423-428, m425, 852-553, 615</td>
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<td>Growth of cities and, 457</td>
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<td>from Mexico, 743</td>
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<td>New immigrants and, 614-617 push-pull factors and, 624</td>
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<td>Recent, 726-727, 727</td>
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<td>Immigration and Nationality Act of 1965, 859</td>
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<td>Constitutional provisions for, 249, 250, 259</td>
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<td>Johnson, 377</td>
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<td>Nixon hearings, 859, 861</td>
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<td>Imperialism in Asia, 869</td>
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<td>As cause of World War I, 679</td>
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<td>Overseas expansion and, 659-661, 666-667, 668-670, 671-673</td>
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<td>Impression, 327</td>
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<td>Inca, 663, 65</td>
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<td>Income, 679</td>
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<td>Impeachment, 647</td>
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<td>Civil War, 509</td>
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<td>Congregational regulation of, 255</td>
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<td>Constitutional provision for, 272, 653</td>
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<td>Sixteenth Amendment and, 647</td>
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<td>Indemnity servants, 88, 120</td>
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<td>Independence Hall, 116, 1218, 1229</td>
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<tr>
<td>India, 40</td>
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<tr>
<td>Indiana, 834, 840</td>
<td></td>
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<tr>
<td>Indian Removal Act, 376</td>
<td></td>
</tr>
<tr>
<td>Indian Reorganization Act, 743</td>
<td></td>
</tr>
</tbody>
</table>
4. Find your favorite pie. On what page would you find its recipe? ____________

5. On which page is the recipe for peanut butter cookies? ____________

6. Which recipe would you like to try?

   Name: _______________________, Page number: ________________
Guide Words

*Guide words* help you find names in a phone book and words in a dictionary. They can be found at the top of the page. They are larger and darker than the other words on the page. Guide words tell you the first and last words on that page. Below is a page from the dictionary. The guide words are pulley and punch. The first word on the page is pulley and the last word on the page is punch. Use this page to answer the questions that follow.

7. What word is defined after the word *pulp*? _____________________________

8. What is a *puma*? ____________________________________
Let’s go step-by-step through an example. You want to know the meaning of the word *milkshake*. You open your dictionary and turn to the pages of words that begin with “m.” The word *milkshake* could be on one of three pages. The guide words for these three pages are below. Which pair of guide words shows you the page that the word *milkshake* is on?

| Miami • microwave oven | Midwest • Milky Way | mine • mink |

Let’s use what we know about alphabetizing. Start with the first letter of the word *milkshake*. It is “m.” All the guide words start with “m.”

Next, look at the second letter – “i.” The second letter of all the guide words is “i.”

Now you need to move to the third letter of *milkshake*, which is “l.” “l” is the third letter of only one word above. Look at that pair of guide words. Could *milkshake* come between *Midwest* and *Milky Way*? Yes, it could!

| Midwest | milkshake | Milky Way |

We know we can find *milkshake* on the page with the guide words *Midwest • Milky Way*. 
Now you try!

Here are three sets of guide words.

<table>
<thead>
<tr>
<th>fresh • frigid</th>
<th>frill • frost</th>
<th>frostbite • fulcrum</th>
</tr>
</thead>
</table>

Each word from this list belongs under one pair of the guide words.

| 9. fries       | 11. fudge    | 13. frosting      |
| 10. frighten  | 12. frisbee  | 14. frog          |

Follow the example shown. Use the lines to figure out where each word goes. Then, fill in the chart on the next page. Place each word from the list under the guide words it falls between. Sample word: **front**

Use the page from a phone book on the next page to answer the questions on the next page.
15. What are the guide words for this page?
16. In which column do you find Prospero Equipment Corp—the first, the second, or the third?
17. What two names does the Papillion Boutique come between?
18. What is David Peterson’s phone number?

---

15. What are the guide words for this page?
16. In which column do you find Prospero Equipment Corp—the first, the second, or the third?
17. What two names does the Papillion Boutique come between?
18. What is David Peterson’s phone number?
Prefixes, Suffixes, and Root Words

Words to know:
- prefix
- suffix
- root word

Words are made up of different parts. All of these parts give meaning to, or can change the meaning of, the word. When you know the meaning of any parts, it will help you to understand the whole word. Three of these parts are:

Prefix: a group of letters that come at the beginning of a word.

Suffix: a group of letters that come at the end of a word.

Root: the basic part of a word; the prefixes and suffixes are added to it.

Some words are just root words, meaning they don’t have a prefix or suffix. Some words have a root word and just a prefix or just a suffix. Let’s explore parts of words some more.
Example:

*Change* is a root word. By adding the prefix ‘*un*’ and the suffix ‘*able*’ you create a new word with a new meaning, *unchangeable*.

\[
\text{un} + \text{change} + \text{able} = \text{unchangeable}
\]

prefix root word suffix new word

What does this new word mean? The prefix and suffix bring a new meaning to the root word. We need to figure out the meaning of the prefix and suffix to find the meaning of the new word.

- The **prefix ‘un’** means ‘not’
- The **root word ‘change’** means ‘to alter’ or ‘to make different’
- The **suffix ‘able’** means ‘can do’

*Unchangeable* means ‘not able to be altered or made different’

Let’s explore prefixes some more. The chart on the next page shows some common prefixes and their meaning.
Here is a list of commonly used prefixes:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Example</th>
<th>Meaning of Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>an–</td>
<td>without</td>
<td>anarchy</td>
<td>without government</td>
</tr>
<tr>
<td>anti–</td>
<td>against</td>
<td>antibacterial</td>
<td>against bacteria</td>
</tr>
<tr>
<td>bene–</td>
<td>well, good</td>
<td>benefit</td>
<td>a good thing for someone</td>
</tr>
<tr>
<td>bi–</td>
<td>two</td>
<td>bicycle</td>
<td>vehicle with two wheels</td>
</tr>
<tr>
<td>bio–</td>
<td>life</td>
<td>biology</td>
<td>the study of living things</td>
</tr>
<tr>
<td>co–</td>
<td>with, together</td>
<td>cooperate</td>
<td>work together</td>
</tr>
<tr>
<td>dis–</td>
<td>not</td>
<td>disrespect</td>
<td>not respect</td>
</tr>
<tr>
<td>ex–</td>
<td>out</td>
<td>exit</td>
<td>the way to go out</td>
</tr>
<tr>
<td>geo–</td>
<td>earth</td>
<td>geology</td>
<td>the study of the earth</td>
</tr>
<tr>
<td>hyper–</td>
<td>over</td>
<td>hypertension</td>
<td>being overly tense</td>
</tr>
<tr>
<td>in–, im–</td>
<td>not</td>
<td>impossible</td>
<td>not possible</td>
</tr>
<tr>
<td>inter–</td>
<td>between</td>
<td>interstate</td>
<td>between states</td>
</tr>
<tr>
<td>micro–</td>
<td>small</td>
<td>microbiology</td>
<td>the study of tiny living things</td>
</tr>
<tr>
<td>mid–</td>
<td>middle</td>
<td>midway</td>
<td>middle of the way, half way</td>
</tr>
<tr>
<td>mono–</td>
<td>one</td>
<td>monorail</td>
<td>a train that runs on one track</td>
</tr>
<tr>
<td>post–</td>
<td>after</td>
<td>posttest</td>
<td>a test taken after the unit</td>
</tr>
<tr>
<td>pre–</td>
<td>before</td>
<td>pretest</td>
<td>a test taken before the unit</td>
</tr>
<tr>
<td>re–</td>
<td>do again</td>
<td>repeat</td>
<td>to do something again</td>
</tr>
<tr>
<td>trans–</td>
<td>across</td>
<td>transatlantic</td>
<td>across the Atlantic Ocean</td>
</tr>
<tr>
<td>un–</td>
<td>not</td>
<td>unhappy</td>
<td>not happy</td>
</tr>
</tbody>
</table>
Use what you know about prefixes to match each word with the correct definition. You may use the chart on page 3 or a dictionary if you have any trouble. The first one is done for you.

f. 1. anemia  a. something that can hurt life
___ 2. benefactor  b. wait until after to do something
___ 3. biannual  c. between countries
___ 4. biohazard  d. send out
___ 5. coauthor  e. a tiny living thing
___ 6. expel  f. without enough red blood cells
___ 7. geothermal  g. overactive
___ 8. hyperactive  h. not sure of
___ 9. international  i. a person who does a good thing for you
___ 10. recall  j. look at something before
___ 11. monochromatic  k. against freezing
___ 12. incorrect  l. write with another person
___ 13. preview  m. not agree
___ 14. postpone  n. heat made by the earth
___ 15. transport  o. bring across, from one place to another
___ 16. midlife  p. to remember, think of again
___ 17. microorganism  q. middle of someone’s life
___ 18. disagree  r. one color
___ 19. uncertain  s. not correct
___ 20. antifreeze  t. every two years
Use the word bank to complete each sentence. The first one is done for you.

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>biweekly</td>
</tr>
<tr>
<td>disabled</td>
</tr>
<tr>
<td>microphone</td>
</tr>
<tr>
<td>monotone</td>
</tr>
<tr>
<td>unclear</td>
</tr>
<tr>
<td>costar</td>
</tr>
<tr>
<td>ex-girlfriend</td>
</tr>
<tr>
<td>midnight</td>
</tr>
<tr>
<td>rewrite</td>
</tr>
<tr>
<td>uninterested</td>
</tr>
</tbody>
</table>

21. His handwriting was so messy, his teacher made him ___________ rewrite ___________ his paper more neatly.

22. If you are confused or ___________ about any information, please ask me questions after the presentation.

23. Because we get paid ___________, I won’t get another paycheck until next week.

24. She acted ___________ even though she was very curious about the new guy at work.

25. The plane ran out of fuel ___________.

26. The presenter spoke with a ___________ voice.

27. Selma Hayek and Tom Hanks will ___________ in a new movie.

28. She is my ___________. We broke up last year.

29. Please speak into the ___________ so the whole audience can hear you.

30. The robber ___________ the security alarm.
Like prefixes, **suffixes** are letters that are added to a word to give it a different meaning. However, they are added at the *end* of the word.

Here is a list of commonly used suffixes:

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
<th>Example</th>
<th>Meaning of Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>–able, –ible</td>
<td>can do (something)</td>
<td>portable</td>
<td>able to be carried</td>
</tr>
<tr>
<td>–ed</td>
<td>has happened, past tense</td>
<td>walked</td>
<td>the walk has already happened</td>
</tr>
<tr>
<td>–er</td>
<td>a person who does an action</td>
<td>teacher</td>
<td>one who teaches</td>
</tr>
<tr>
<td>–ful</td>
<td>full of</td>
<td>hopeful</td>
<td>full of hope</td>
</tr>
<tr>
<td>–fy</td>
<td>to make</td>
<td>magnify</td>
<td>to make bigger</td>
</tr>
<tr>
<td>–ing</td>
<td>is happening, present tense</td>
<td>talking</td>
<td>there is talk happening</td>
</tr>
<tr>
<td>–ist</td>
<td>person who does an action or believes in a certain idea of religion</td>
<td>artist</td>
<td>person who works with art</td>
</tr>
<tr>
<td>–ize</td>
<td>to make</td>
<td>victimize</td>
<td>make someone a victim; harm someone</td>
</tr>
<tr>
<td>–less</td>
<td>not having</td>
<td>hopeless</td>
<td>having no hope</td>
</tr>
<tr>
<td>–ment</td>
<td>the action of</td>
<td>amendment</td>
<td>the action of changing</td>
</tr>
<tr>
<td>–ness</td>
<td>condition of</td>
<td>brightness</td>
<td>how much light there is</td>
</tr>
<tr>
<td>–ology</td>
<td>the study of</td>
<td>zoology</td>
<td>study of animals</td>
</tr>
<tr>
<td>–ous</td>
<td>full of, having</td>
<td>joyous</td>
<td>having much joy</td>
</tr>
<tr>
<td>–tion</td>
<td>action, process of</td>
<td>creation</td>
<td>the act of making</td>
</tr>
</tbody>
</table>
Use what you know about suffixes to match the word with the correct definition. The first one is done for you.

**k** 31. edible a. can be of comfort

**____** 32. consideration b. the watching has already happened

**____** 33. beautify c. the study of life

**____** 34. scientist d. the action of considering, or thinking about something

**____** 35. legalize e. the action of advancing, or moving forward

**____** 36. glorious f. there is singing happening

**____** 37. advancement g. to make beautiful

**____** 38. biology h. not having a home

**____** 39. wonderful i. a person who studies science

**____** 40. homeless j. a person who drives

**____** 41. happiness k. able to be eaten

**____** 42. driver l. having or deserving glory; magnificent

**____** 43. watched m. to make legal, or permitted by law

**____** 44. singing n. full of wonder; really great

**____** 45. comfortable o. the condition of being happy
A **root word** is the word, or part of the word, which gives the word its meaning. Some root words are real words on their own, such as ‘friend.’ This word means something without a prefix or suffix.

Example:

‘**Friend**’ is a word all by itself: *He is my friend.*

Adding a prefix or suffix to the word changes the meaning of the word, but the root of the word stays the same. Take a look:

- **friendship** means ‘the state of being friends’
- **friendly** means ‘of or like a friend; kindly’
- **unfriendly** means ‘unlike a friend; hostile’
- **friendless** means ‘without a friend’

Other root words need a prefix or suffix to be a full word. Let’s take a look at an example of this:

→ The **root ‘aud’** means ‘to hear’
→ ‘aud’ is part of a word and cannot be used as a word on its own.
→ Adding a suffix completes the word and gives it additional meaning, but does not change the root ‘to hear’

- **aud** + the suffix **ible** = **audible**, meaning ‘able to be heard’
- **aud** + the suffix **ology** = the ‘study of hearing’
Here is a list of root words that do not stand alone as full words.

<table>
<thead>
<tr>
<th>Root Word</th>
<th>Meaning</th>
<th>Example</th>
<th>Meaning of Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>agri–</td>
<td>field</td>
<td>agriculture</td>
<td>science of growing crops in a field</td>
</tr>
<tr>
<td>ann–</td>
<td>year</td>
<td>annual</td>
<td>once a year</td>
</tr>
<tr>
<td>antrop–</td>
<td>man/human</td>
<td>philanthropy</td>
<td>being generous to people</td>
</tr>
<tr>
<td>arch–</td>
<td>government, first</td>
<td>monarch</td>
<td>king</td>
</tr>
<tr>
<td>aqua–</td>
<td>water</td>
<td>aquatic</td>
<td>having to do with water</td>
</tr>
<tr>
<td>aud–</td>
<td>hear</td>
<td>auditorium</td>
<td>a place for people to come and hear a speech or performance</td>
</tr>
<tr>
<td>auto–</td>
<td>self</td>
<td>autobiography</td>
<td>the story of your life, written by you</td>
</tr>
<tr>
<td>cent–</td>
<td>one hundred</td>
<td>centipede</td>
<td>an insect with 100 legs</td>
</tr>
<tr>
<td>chrono–</td>
<td>time</td>
<td>chronology</td>
<td>a list of events in time</td>
</tr>
<tr>
<td>civi–</td>
<td>citizen</td>
<td>civilian</td>
<td>a person who is not in the military</td>
</tr>
<tr>
<td>cord–</td>
<td>heart</td>
<td>accord</td>
<td>agree (from the heart)</td>
</tr>
<tr>
<td>demos–</td>
<td>people</td>
<td>epidemic</td>
<td>a disease that affects many people at the same time</td>
</tr>
<tr>
<td>fac–, fic–, fect–, fec–</td>
<td>to make or do</td>
<td>fiction</td>
<td>a made-up story</td>
</tr>
<tr>
<td>graph–, gram–</td>
<td>writing</td>
<td>graphic</td>
<td>something that is written</td>
</tr>
<tr>
<td>labor–</td>
<td>to work</td>
<td>laboratory</td>
<td>a place where scientists work</td>
</tr>
<tr>
<td>man–</td>
<td>hand</td>
<td>manual</td>
<td>done by hand</td>
</tr>
<tr>
<td>mar–</td>
<td>sea</td>
<td>maritime</td>
<td>having to do with the sea</td>
</tr>
<tr>
<td>port–</td>
<td>carry</td>
<td>portable</td>
<td>able to be carried</td>
</tr>
<tr>
<td>terr–</td>
<td>land</td>
<td>subterranean</td>
<td>under the ground or land</td>
</tr>
<tr>
<td>vita–</td>
<td>life</td>
<td>vital</td>
<td>something important for life</td>
</tr>
</tbody>
</table>
Use what you know about root words to match the word with the correct definition. You may use the chart or a dictionary if needed. The first one is done for you.

____ 46. agrarian
   a. the study of early cultures, or the first things in history

____ 47. anniversary
   b. full of wonder

____ 48. employment
   c. having to do with farming in the field

____ 49. anthropology
   d. of no use

____ 50. archaeology
   e. a group of people who hear something

____ 51. aquarium
   f. something that happens every year, on a certain date

____ 52. useless
   g. full of belief

____ 53. audience
   h. a record of the history of events in time

____ 54. automobile
   i. the study of early humans

____ 55. beautiful
   j. full of good looks

____ 56. century
   k. a tank of water for fish

____ 57. chronicle
   l. the culture of the citizens of a country

____ 58. civilization
   m. having to do with work

____ 59. faithfully
   n. something you drive by yourself

____ 60. wonderful
   o. 100 years
Use the word bank and what you know about prefixes, suffixes, and root words to complete each sentence. The first one is done for you.

**Word Bank**

<table>
<thead>
<tr>
<th>cardiac</th>
<th>telegram</th>
<th>export</th>
</tr>
</thead>
<tbody>
<tr>
<td>democracy</td>
<td>collaborate</td>
<td>territory</td>
</tr>
<tr>
<td>factory</td>
<td>manufacture</td>
<td>vitamins</td>
</tr>
<tr>
<td>submarine</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

61. China and Japan _______ **export** _______ many goods to other countries.

62. They _________________ cars, clothes, shoes, and many other things in their factories.

63. My father works in a _________________ that makes food for cows.

64. Vegetables have important _________________ and minerals that help keep you healthy.

65. The government of the United States is a _________________. Political power comes from the people.

66. Many older people have _________________ problems. They are at risk for a heart attack.

67. Fifty years ago, before e-mail, a fast way to send a message was by _________________.

68. The Klondike Gold Rush occurred in the Yukon _________________ of Canada.

69. When you _________________ with others on a job, the work gets done faster.

70. A _________________ allows explorers to see parts of the ocean never seen by man.
Notes:

End of Lesson 3
Verb Tense

Verb tense expresses when something happened, is happening, or will happen. In this lesson you will learn about three (3) different tenses. These tenses are past tense, present tense, and future tense.

- **Past tense** expresses an action that has already happened. Often times when verbs are in the past tense, they have the suffix –ed.

  Example:
  
  The movie ended at 6 o'clock.
  
  My sister cried all night.

- **Present tense** expresses an action that is happening right now.

  Example:
  
  I am learning about verbs.
  
  She is being noisy.
Present tense also expresses actions that are unchanging, reoccurring, and known truths.

**Example:**

These mountains *are* tall and white. (unchanging)
Every year, the senior class *graduates* from high school. (reoccurring)
H2O *is* the chemical symbol for water. (known truth)

**Future tense** expresses actions that will happen. This is created when the words will and shall are used with a verb.

**Example:**

I *shall* return.
We *will eat* dinner.

Read each of the following sentences and write present, past, or future on the line.

1. Nick *feeds* his puppy.
2. Shelly *saw* a bumble bee.
3. Joe *will play* golf.
4. Ashley *will go* to school.
5. Aaron *drinks* coffee.
6. Casey *writes* letters to his sister.
7. Nate *sold* his motorcycle.
8. Troy *plays* in a band.
9. Elizabeth *sings* in the choir.
10. Henry *will go* to the market with George.
Choose the correct verb to match the tense in ( ) parenthesis.

_____ 11. Mom _____________ the groceries inside. (past tense)
   a. carried
   b. carries
   c. will carry

_____ 12. Charlie _____________ in the ocean. (future tense)
   a. surfed
   b. surfs
   c. will surf

_____ 13. My brother _____________ at me to stop bugging him. (present tense)
   a. yelled
   b. yells
   c. will yell

_____ 14. Cory _____________ the fence. (future tense)
   a. painted
   b. paints
   c. will paint

_____ 15. My grandma _____________ cookies for me. (past tense)
   a. baked
   b. bakes
   c. will bake

_____ 16. His little sister _____________ shiny pennies. (present tense)
   a. saved
   b. saves
   c. will save

_____ 17. Sheila _____________ around the room. (past tense)
   a. danced
   b. dances
   c. will dance
**Contractions** are a quick way to say or write two words. Making two words into a contraction means that you squish together two words, leave out a letter or two, and add an apostrophe (‘). The apostrophe (‘) is put in the word to show where letters have been left out. This table shows many common contractions.

<table>
<thead>
<tr>
<th>he</th>
<th>to be</th>
<th>had</th>
<th>to have</th>
<th>will</th>
<th>would</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>he</strong></td>
<td><strong>he’s</strong></td>
<td><strong>he’d</strong></td>
<td><strong>he’s</strong></td>
<td><strong>he’ll</strong></td>
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<td><strong>he is</strong></td>
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<td><strong>he’s</strong></td>
<td><strong>he has</strong></td>
<td><strong>he will</strong></td>
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<td><strong>when will</strong></td>
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<td><strong>where’s</strong></td>
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<td><strong>where has</strong></td>
<td><strong>where has</strong></td>
<td><strong>where will</strong></td>
<td><strong>where would</strong></td>
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<td><strong>why</strong></td>
<td><strong>why’s</strong></td>
<td><strong>why’d</strong></td>
<td><strong>why’s</strong></td>
<td><strong>why’ll</strong></td>
<td><strong>why’d</strong></td>
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<td><strong>why is</strong></td>
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<td><strong>why has</strong></td>
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<td><strong>why would</strong></td>
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<td><strong>how</strong></td>
<td><strong>how’s</strong></td>
<td><strong>how’d</strong></td>
<td><strong>how’s</strong></td>
<td><strong>how’ll</strong></td>
<td><strong>how’d</strong></td>
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<tr>
<td><strong>how is</strong></td>
<td><strong>how had</strong></td>
<td><strong>how has</strong></td>
<td><strong>how has</strong></td>
<td><strong>how will</strong></td>
<td><strong>how would</strong></td>
</tr>
</tbody>
</table>
Match each set of words to the correct contraction. Write the letter of the matching word on the line.

_____ 18. he is       a. why’s
_____ 19. she had      b. where’s
_____ 20. it has        c. how’ll
_____ 21. I would       d. he’s
_____ 22. you will      e. who’s
_____ 23. they had      f. they’d
_____ 24. that has      g. she’d
_____ 25. who is        h. you’ll
_____ 26. what will      i. that’s
_____ 27. when would    j. it’s
_____ 28. where is      k. I’d
_____ 29. why has       l. when’d
_____ 30. how will      m. what’ll
Here are some negative contractions. Negative contractions are words that are put together with the word ‘not.’

<table>
<thead>
<tr>
<th>+ not</th>
<th>contraction</th>
</tr>
</thead>
<tbody>
<tr>
<td>are not</td>
<td>aren’t</td>
</tr>
<tr>
<td>can not</td>
<td>can’t</td>
</tr>
<tr>
<td>could not</td>
<td>couldn’t</td>
</tr>
<tr>
<td>did not</td>
<td>didn’t</td>
</tr>
<tr>
<td>does not</td>
<td>doesn’t</td>
</tr>
<tr>
<td>do not</td>
<td>don’t</td>
</tr>
<tr>
<td>had not</td>
<td>hadn’t</td>
</tr>
<tr>
<td>has not</td>
<td>hasn’t</td>
</tr>
<tr>
<td>have not</td>
<td>haven’t</td>
</tr>
<tr>
<td>might not</td>
<td>mightn’t</td>
</tr>
<tr>
<td>must not</td>
<td>mustn’t</td>
</tr>
<tr>
<td>should not</td>
<td>shouldn’t</td>
</tr>
<tr>
<td>was not</td>
<td>wasn’t</td>
</tr>
<tr>
<td>were not</td>
<td>weren’t</td>
</tr>
<tr>
<td>will not</td>
<td>won’t</td>
</tr>
<tr>
<td>would not</td>
<td>wouldn’t</td>
</tr>
</tbody>
</table>
Use the underlined words to form a contraction. Write the contraction on the line. The first one is done for you.

31. I am _______ I’m _______ not going to work today.

32. Pedro is not _______ playing soccer tonight.

33. We should have _______ packed a snack.

34. He would not _______ have known the answer.

35. When is _______ your flight?

36. They will _______ serve chicken for dinner.

37. Who would _______ want to drink orange juice at every meal of the day?

38. When did _______ she start working here?

39. Walter does not _______ like you using his tools.

40. Why is _______ that fan on?

41. I have _______ had enough of your attitude.

42. That is _______ my brother!

43. How would _______ she raise enough money for her trip?

44. Who is _______ driving that truck?

45. I will not _______ be able to come to your party.
Notes:

End of Lesson 4
A good way to add more words to your reading and writing vocabulary is by working with *synonyms* and *antonyms*.

**Synonyms**

A *synonym* is a word that means the same or almost the same thing as another word.

**Example:**

The word *hot* is on the labels of some sauces. The word *spicy* is also on the labels of some sauces. The two words have the same meaning. Sometimes when you describe something that is *spicy*, you call it *hot*. Sometimes when you eat something *hot*, you say that it is very *spicy*. *Hot* and *spicy* are *synonyms*.

Often times, words can have more than one meaning. For example, we have just learned that hot can mean spicy, but hot can also refer to temperature. You can describe the temperature outside as *hot* or you can say it is *warm*. *Hot* and *warm* are *synonyms* because they mean nearly the same thing.
Circle the *synonym* for each word. The first one is done for you.

1. gas  
   a. water  
   b. fuel  
   c. food
2. earth  
   a. water  
   b. sky  
   c. world
3. field  
   a. land  
   b. water  
   c. house
4. across  
   a. above  
   b. over  
   c. under
5. smile  
   a. frown  
   b. kiss  
   c. grin

Now, write a synonym for each underlined word. The first one is done for you.

6. Miami is a large *city* in Florida.
   
   Synonym: _____ *town_____*

7. My father's *house* is near the Genesee River.
   
   Synonym: ____________

8. Paula has a *young* puppy to show her brother.
   
   Synonym: ____________

9. The small *table* by the window is for writing letters.
   
   Synonym: ____________

10. I *slept* for an hour.
    
    Synonym: ____________
Antonyms

An antonym is a word that means the opposite of another word.

Example:

*Laugh* is the opposite of *cry*

*Below* is the opposite of *above*

Circle the antonym for each word.

11. pretty
   a. ugly
   b. smart
   c. funny

12. dead
   a. gone
   b. sad
   c. alive

13. honest
   a. fair
   b. dishonest
   c. mad

14. less
   a. equal
   b. smaller
   c. more

15. many
   a. few
   b. a lot
   c. more

Write an antonym for the underlined word in each sentence.

16. A weak wind blew the oak tree over last night.
    **Antonym:**

17. Small children like to work near the fields when their parents pick crops.
    **Antonym:**

18. Roberto looked serious in the photo.
    **Antonym:**

19. The steep valleys made the walk very hard to complete.
    **Antonym:**

20. My soccer team lost the game yesterday.
    **Antonym:**
Homonyms

*Homonyms* are words that sound the same and are sometimes spelled the same, but have different meanings.

**Example:**

**sale:** the selling of goods at a reduced price  
**sail:** to move along or travel over water in a boat

**rose:** a type of flower  
**rose:** the past tense of “rise”

These two words sound the same, are spelled differently, and have different meanings.

Some commonly misused homonyms are:

**to, too, two:**

*I went to the store.*  
*I want to go, too.*  
*Two people went to the store.*

**there, their, they’re:**

*There were many books at the library.*  
*They left their books at home.*  
*They’re going to the movies.*

**weather, whether:**

*It is nice weather today.*  
*I need to decide whether or not I need a coat.*

**your, you’re:**

*This is your pencil.*  
*You’re very handsome.*
It is important to use the correct word in a sentence so that what you are writing makes sense to others. Take a look at the two sentences below:

*She took her son to the candy aisle.*
*She took her son to the candy isle.*

Which underlined word is correct? Isle or aisle? Well, let’s explore the meaning of each word.

An *aisle* is a walkway between seats in a theater, shelves in a store, etc. So, a *candy aisle* is a walkway between shelves of candy at a store. The reader should picture something like the graphic below when reading about a candy aisle.

An *isle* is another word for a small island. So, a *candy isle* would be a small island filled with candy, which doesn’t make much sense. The reader might picture something silly, like the graphic below.
Write a sentence for each homonym. Here is an example:

**rains**
Heavy rains caused flooding.

**reigns**
The king reigns over the land.

**reins**
Grab the reins on the horse.

**towed**

21.  

**toad**

22.  


23. meet

24. meat

25. pear

26. pair
Circle the word that best completes each sentence. The first one is done for you.

27. He (nose/knows) the answer.
28. A penny is worth one (scent/sent/cent).
29. Please (pour/pore/poor) me a glass of milk.
30. Tonight you will (read/reed) chapter three.
31. The (balled/bald/bawled) man always wears a hat.
32. I have a runny (nose/knows) today.
33. I (new/knew) the correct answer.
34. I can feel cold (heir/air) blowing through the window.
35. The rope was in a tight (knot/not).
36. We will (by/bye/buy) you some ice cream.
37. The little boy (balled/bald/bawled) after he fell down.
38. The morning (due/dew/do) sparkled as the sun rose.
39. (There/Their/They’re) car is blue.
40. My (eye/I) is feeling better.
41. He is the (air/heir) to the throne.
42. There are (to/too/two) many people here.
43. My rent is (due/dew/do) tomorrow.
44. (Your/You’re) sister is tall.
Write a sentence using each homonym. You may use a dictionary to check the meaning of each word if needed.

45. flower: ______________________________________________________

flour: ______________________________________________________

46. made: _____________________ _________________________________

maid: ______________________________________________________

47. threw: ______________________________________________________

through: ______________________________________________________

48. here: ______________________________________________________

hear: ______________________________________________________

49. sale: ______________________________________________________

sail: ______________________________________________________

50. hare: ______________________________________________________

hair: ______________________________________________________
Briefly describe more than one meaning of each word below. The first one is done for you.

51. bank: __________________________________________________________

_______________________________________________________________

The piece of land by the edge of a river or other body of water.

A place where money is held.

52. bark: __________________________________________________________

_______________________________________________________________

53. bat: __________________________________________________________

_______________________________________________________________

54. fan: __________________________________________________________

_______________________________________________________________

55. fine: __________________________________________________________

_______________________________________________________________

Write a sentence using each homonym below.

56. pupil: __________________________________________________________

57. row: __________________________________________________________

58. seal: __________________________________________________________

59. well: __________________________________________________________

End of Lesson 5
Subjects and Predicates

A *sentence* is a group of words that form a complete thought. All sentences have *subjects* and *predicates*. All complete sentences have at least two parts, a *subject* and a *predicate*. The *subject* tells who or what the sentence is about. The *predicate* tells what the subject does, did, or is doing. A *complete sentence* has a *subject* and a *predicate*, is *punctuated correctly*, and expresses a *complete thought*.

Example:

People talk.

*People* tells who or what the sentence is about. This is the subject of the sentence. What do people do? *Talk* is the part of the sentence that tells what the subject does. This is called the predicate.
Here is another example:

*Dynamite explodes.*

*Dynamite* tells who or what the sentence is about. This is the subject of the sentence. What does dynamite do? *Explodes* is the part of the sentence that tells what the subject does. This is called the predicate.

Create sentences by adding a *subject* (from the word bank below) to the predicate. Use subjects that make sense and use each one only once.

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>lions</td>
</tr>
<tr>
<td>volcanoes</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

1. ______________________ grow.
2. ______________________ bark.
3. ______________________ erupt.
4. ______________________ evaporates.
5. ______________________ study.
6. ______________________ roar.
7. ______________________ teach.
8. ______________________ plant.
9. ______________________ stinks.
10. ______________________ falls.
Draw a line from each subject to an appropriate predicate to create a sentence. Write each sentence on the lines provided. The first one is done for you.

Owls blob
Roses bite
Mosquitoes hoot
Children tick
Birds swim
Fish play
Clocks meow
Trains oink
Cats whistle
Pigs fly

11. ___________________________ Owls hoot.
12. ___________________________
13. ___________________________
14. ___________________________
15. ___________________________
16. ___________________________
17. ___________________________
18. ___________________________
19. ___________________________
20. ___________________________
Separate the subject and predicate with a slash (/). Then draw one line under the subject of each sentence and two lines under the predicate. The subject and predicate can be, and usually are, more than one word.

Example:

Joanne and Linda went shopping at the mall.

Joanne and Linda / went shopping at the mall.

21. The bus is waiting for us at the corner bus stop.

22. The band is playing one of my favorite songs.

23. His mother made pies from the strawberries she picked.

24. A small, rippling brook runs past the apple orchard.

25. The berries from the bucket spilled out on Eduardo’s feet.

26. My brother is wearing his new blue shirt.

27. My family went to Disney World last summer.

28. I like my new job.

29. My neighbors came over for dinner.

30. The leaves on the maple trees are starting to turn brown.
Fragmented Sentences

A complete sentence always has a subject and a predicate (part of a sentence that says something about the subject), is punctuated correctly, and expresses a complete thought.

A very common sentence error is a fragment. A sentence fragment does not express a complete thought. It is a group of words that begins with a capital letter, ends with the correct punctuation, but lacks either a subject or a predicate.

Sentence fragments do not make sense. They express only part of an idea; the thought is not completed. To correct a sentence fragment, either supply the words that would complete the thought, or join the partially completed thought to the sentence from which it has been separated.

A fragment may only tell who.

Example:

Sentence fragment: The lady in the red dress. (what is she doing?)
Corrected fragment: The lady in the red dress is collecting money for the tickets.

A fragment may only tell what happened.

Example:

Sentence fragment: Is collecting money for the tickets. (who is collecting money?)
Corrected fragment: The lady in the red dress is collecting money for the tickets.

A fragment may not contain a subject.

Example:

Sentence fragment: Put money in the meter. (who put money in the meter?)
Corrected fragment: My sister, Beth, put money in the meter.
Add to the fragmented sentences to make them express a complete thought.

31. The huge dog next door ________________________________.
32. ________________________________ will look nice on you.
33. Alexis and Caleb ________________________________.
34. The new shopping center ________________________________.
35. The last vacation you took ________________________________.
36. ________________________________ came yesterday.

Run-On Sentences

Another common error, besides sentence fragments, is running sentences together without punctuation. When this is done, the sentence rambles. Nothing is clearly expressed. You must be able to recognize when one sentence ends and the next one begins.

A run-on sentence strings together two or more sentences without using a linking word or punctuation to connect them.

In some sentences, one thought “runs on” into another thought. These are called run-on sentences. A comma is sometimes placed where a period should be. A run-on sentence can be fixed in one of three ways. You can separate them into two or more sentences, you can add punctuation, or you can use a linking word such as and, but, or or (conjunction).

Example:

Run-on: Javier raises baby hamsters he keeps them in the basement.

Corrected run-on by making it into two simple sentences:
Javier raises baby hamsters. He keeps them in the basement.
Corrected run-on sentence by adding punctuation:
Javier raises baby hamsters; he keeps them in the basement.

Corrected run-on sentence by using a linking word:
Javier raises baby hamsters, and he keeps them in the basement.

Correct the following run-on sentences by first making them two simple sentences and then forming a compound sentence, either by adding punctuation or by adding a conjunction.

37. The shiny, red motorcycle darted into the alley, it skidded on the loose gravel by the entrance.

Sentence 1: ___________________ _______________________________________
Sentence 2: ___________________ _______________________________________
Compound sentence: __________________________________________________
_____________________________________________________________________

38. I bought a new DVD player at the store today, it was on sale for half price.

Sentence 1: ___________________ _______________________________________
Sentence 2: ___________________ _______________________________________
Compound sentence: __________________________________________________
_____________________________________________________________________
Declarative, Interrogative, Imperative, and Exclamatory Sentences

Sentences have different purposes. We need the different kinds of sentences to be able to say what we want to say—from asking questions to making demands. We need to identify the purpose of those sentences to know what kind of sentence it is.

You will now learn how to identify sentences by their purpose. There are four kinds of sentences. Each kind of sentence has a different purpose. One kind of sentence tells someone something. One kind asks a question. One kind commands someone to do something. And one kind shows a strong feeling.

The four kinds of sentences are called declarative, interrogative, imperative, and exclamatory.

A declarative sentence states a fact and ends with a period (.).

Example: Our business is doing well.

No direct question was asked, no command or request was given, and there were no strong feelings shown. The sentence simply states a fact, therefore, the sentence is a declarative sentence.

An interrogative sentence asks a direct question, and is followed by a question mark (?). To interrogate means “to question.” Asking a question is the second purpose of sentences. An interrogative sentence asks a question.

Example: Why doesn’t Jose ride the bus to school?

There is no command or request given, no strong feelings are expressed, and no real facts are stated. The sentence asked a direct question, therefore, it is an interrogative sentence.
An imperative sentence gives a command or request. It usually ends with a period (.). The subject is understood, and the subject is you. Understood means you are to do the action. Making a request is the third purpose of sentences. Imperative sentences demand action.

**Example:** *Take this flower.*

The sentence does not state a fact and it does not ask a direct question. Therefore, the sentence is an imperative sentence.

**Strong** commands end with an exclamation point:

**Example:** *Stop that!*

**Mild** commands end with a period:

**Example:** *Please stop that.*

An exclamatory sentence shows strong feelings, and ends with an exclamation point (!). You know exclamatory sentences when you hear them. Exclamatory sentences show urgency. Expressing strong feelings is the fourth purpose of sentences.

**Example:** *I am so happy that I won first place!*

The sentence does not just state a fact, it does not ask a direct question, and there are no commands given or requests asked. *The sentence shows strong feelings*, therefore, it is an exclamatory sentence.
Read the sentences below and circle the correct end punctuation for each of them. On the line, write which kind (declarative, interrogative, imperative, or exclamatory) of sentence it is. There are two of each.

___________________ 39. Where are my new blue jeans?
___________________ 40. My sister and I are going shopping tomorrow.
___________________ 41. Watch out, the ladder is slipping!
___________________ 42. Give me the paper when you are finished.
___________________ 43. Is that my movie in your DVD player?
___________________ 44. My favorite color is fire-engine red.
___________________ 45. Please buy a gallon of milk at the store.
___________________ 46. I just won two hundred fifty dollars!

End of Unit 1
Unit 1 Test: 
Read, Write, Now

Multiple Choice. Circle answer that best answers each question.  
[ 4points each;  60 points total]

1. Circle the word in the list below that would come after the word morning in the dictionary.
   a. art
   b. never
   c. manage
   d. balloon

2. Which set of guide words would the word pie fall between in a cookbook?
   a. casserole – cookies
   b. peanut butter – sugar snaps
   c. meatloaf - oatmeal

3. A noun is _________________________________.
   a. a person place or thing
   b. a word that tells you more about a verb
   c. an action word
   d. a word that describes a noun
4. An adjective is ________________________________________.
   a. a word that tells you more about a verb
   b. a person place or thing
   c. an action word
   d. a word that describes a noun

5. A verb is __________________________________________.
   a. a word that tells you more about a verb
   b. a person place or thing
   c. an action word
   d. a word that describes a noun

6. An adverb is ________________________________________.
   a. a word that tells you more about a verb
   b. a person place or thing
   c. an action word
   d. a word that describes a noun

7. An interrogative sentence ends with a –
   a. period ( . )
   b. exclamation point ( ! )
   c. question mark ( ? )

8. *Take me home.* is what type of sentence?
   a. declarative
   b. interrogative
   c. imperative
   d. exclamatory
9.  *I won first prize!* Is what type of sentence?
   a. declarative  
   b. interrogative  
   c. imperative  
   d. exclamatory

10. A declarative sentence ends with a –
   a. period ( . )  
   b. exclamation point ( ! )  
   c. question mark ( ? )

11. Circle the synonym of the word *number*.
   a. letter  
   b. digit  
   c. fruit

12. Circle the antonym for the word *rough*.
   a. smooth  
   b. sandy  
   c. wet

13. The *underlined* words in the following sentence are examples of:  
   *The two of them went to the store.*
   a. synonym  
   b. antonym  
   c. homonym

14. The prefix of the word *geographic* means –
   a. earth  
   b. land  
   c. small
15. The suffix of the word *simplify* means –
   a. the action of
   b. to make
   c. full of

**Show what you know.** Complete each task below.  
[3 points each; 12 points total]

16. Underline the correct homonym in the sentence below.
   *(There / Their / They’re) are six people in the room.*

17. Underline the possessive pronoun and circle the adjective in the sentence below.
   *I think your yellow car is ugly.*

18. Underline the subject sentence below.
   *Karina went for a jog.*

19. Underline the predicate sentence below.
   *Martin sang in the choir.*

**Fill-in-the-blank.** Write the correct answer in the blank space provided.  
[2 points each; 8 points total]

20. Write a pronoun that correctly fills in the blank.
   _____________ walked to the store.

21. Write a linking verb in the sentence below.
   *Maria ______ feeling sick.*
22. Write an adverb in the sentence below.

   *He sang ______________.*

23. Rewrite the sentence below with correct capitalization.

   *cindy used to live in kentucky, but she now lives in michigan.*

   __________________________________________________________

**Short answer.** Answer the questions below.  
[5 points each; 20 points total]

24. Write a sentence using the word *sell* in past tense.

   __________________________________________________________

25. Write a sentence using the word *attack* in future tense.

   __________________________________________________________

26. Write a sentence using the word *play* in present tense.

   __________________________________________________________

27. Write a contraction for the words *where will*:  __________________________

28. Write a negative contraction for the word *are*:  __________________________

End of ACRES Unit 1 Read, Write, Now Test
ACRES Read, Write, Now
Unit 1 Test Answer Key

Total = 100 pts.

Multiple choice

1. b 6. a
2. b 7. c
3. a 8. c
4. d 9. d
5. c 10. a
11. b
12. a
13. c
14. a
15. b

Show what you know

16. There are six people in the room.
17. I think your yellow car is ugly.
18. Karina went for a jog.
19. Martin sang in the choir.

Fill-in-the-blank

Sample answers:
20. He, She, We, They, I
21. is, was, has been
22. beautifully, loudly, quietly
23. Cindy used to live in Kentucky, but she now lives in Michigan.

Short answer

Sample answers:
24. I sold my car.
25. There will be an attack.
26. She is playing the piano.
27. where’ll
28. aren’t (are not)

End of Unit 1 Read, Write, Now Test Answer Key