

**TEXAS**



# **PRENTICE HALL WRITING COACH**

## **All-in-One Workbook Answer Key**

**Grade 10**

**PEARSON**

Upper Saddle River, New Jersey  
Boston, Massachusetts  
Chandler, Arizona  
Glenview, Illinois

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## Writing Coach All-in-One Workbook Answers

### Part 2: TEKS Practice Answers

#### TX 3

##### TEKS 1

1. C
2. J
3. B
4. H
5. C

#### TX 5

##### TEKS 2

1. D
2. H
3. A
4. F
5. – 6. Guide students in locating appropriate texts for each activity. Answers will vary. Students' responses should show an understanding and mastery of the skills that make up the standard. Possible responses: 5. Whitman's elegy for Abraham Lincoln, "O Captain! My Captain!" uses the extended metaphor of a dangerous sea voyage. That metaphor was prompted by the perils of the American Civil War. 6. Homer's epic poem the *Odyssey* and Robert Frost's lyric poem "Home Burial" both explore the importance of home.

#### TX 7

##### TEKS 3

1. C
2. F
3. Possible answer: Bradstreet is saying that she loves her husband intensely, more than she loves anything else, and that she treasures his love for her.
4. Possible answer: Bradstreet uses an *abbccddeeff* rhyme scheme, with only a single stanza. The meter of the poem is iambic pentameter, meaning there are five feet per line, each consisting of an unstressed followed by a stressed syllable. Some students may perceive there are slight variations in this pattern; for example, an anapest (unstressed, unstressed, stressed) in the second foot of line 10 and extra unstressed syllables at the end of lines 11 and 12.
5. Answers will vary, possible answer: By declaring she values her husband's love more than "whole mines of gold" she establishes that nothing is greater than this love. Her imagery creates an impression of her love as a fire or thirst that no amount of water can "quench." Her repeated use of the word "love" in different contexts constantly returns the reader to her central message, which is the strength of her love.

**TX 9**

**TEKS 4**

1. A
2. H
3. Answers will vary.
4. The motif is the repeated appearance of a ghost or ghosts in the play, foreshadowing tragedy. Here, the ghost hints that he will bring about Brutus' death in the coming battle.

**TX 11**

**TEKS 5**

1. B
2. H
3. B

**TX 13**

**TEKS 6**

1. D
2. H
3. J
4. B

**TX 15**

**TEKS 7**

1. C
2. F
3. D
4. G
5. B
6. Answers will vary. Possible answers: Imagery: "an orchard of starved apple-trees writhing over a hillside." Symbolism: The farmhouse might be a symbol of loneliness.

**TX 17**

**TEKS 8**

1. C
2. J
3. D
4. F
5. D

**TX 19**

**TEKS 9**

1. Answers will vary. Students may conclude that the successful marketing strategy Morrisey mentions in the first article might be related to the information DataSourcez claims was stolen. Students might call into question Morrisey’s integrity and honesty.
2. Possible answer: Article 2 uses anecdotal evidence to support the conclusion that TeenLife may have to pay money to DataSourcez. However, empirical evidence indicates that the stock fell 20% in the third quarter and that construction has been halted on three new stores in Oklahoma.
3. Possible answer: It appears that TeenLife, Inc., is in fairly serious financial trouble, with investors worried about the corporate scandal. Falling stock prices have made it impossible for the company to continue building stores outside Texas. Knowing how a settlement between TeenLife, Inc. and DataSourcez might affect TeenLife, Inc.’s stock might allow one to interpret the situation more accurately.

**TX 21**

**TEKS 10**

1. B
2. G
3. D
4. Answers will vary. Students’ responses should show an understanding and mastery of the skills that make up the standard. Possible response: As everyone agrees, juniors like Matt don’t have time for extra-curricular activities because they’re too busy thinking about college (appeal to commonly held opinions); You must either elect Sasha or watch as our school government collapses (false dilemma); for years, Sasha has been waiting for this chance to serve her fellow students (appeal to pity); I don’t want to spread rumors, but Matt was reportedly seen stealing quarters from a school vending machine (personal attack).

**TX 23**

**TEKS 11**

1. C
2. G
3. The pyramid represents the estimated populations of male and female Americans within given age groups in the year 2025.
4. There will be more 30- to 35-year-olds than 45- to 49-year-olds in 2025. This holds true for both males and females. The estimate for the younger group is about 12 million males and 12 million females. The estimate for the older group is about 11 million males and 11 million females.
5. Answers will vary. Possible response: Students might expect to find this population pyramid in an article about U.S. population growth that appears in a government journal, a newspaper, or a magazine.

**TX 25**

**TEKS 12**

1. D
2. G
3. D
4. F
5. – 6. Answers will vary. Students’ responses should show an understanding and mastery of the skills that make up the standard. Possible responses: 5. Students may note the way in which many news shows today combine information with entertainment. They may observe how shifts between these two purposes affect the tone and level of formality. 6. Students may refer to the commercials’ quick visual set up of mini-dramas involving families and friends. They may also refer to the use of music to enhance a mood or create excitement.

**TX 27**

**TEKS 13**

1. A
2. F
3. C
4. Answers will vary. Students’ outlines should organize ideas in a logical order. You might offer students several possibilities, including beginning with the least important reason and proceeding to the most important.
5. Answers will vary. Students’ compositions should include a thesis and supporting details presented in a logical order. Students should complete filling in the rubric and discuss the results with their partner.

**TX 29**

**TEKS 14**

Answers will vary. Students’ responses should demonstrate an understanding and mastery of the skills that make up the standard. Pacing might be a difficult concept for some students. Explain to them that pacing refers to the ways in which a writer can slow readers down or speed them up at critical points and throughout the story. For example, by zooming in on a particular moment, a writer can slow the pace and create tension. To help students visualize the concept, have them consider pacing in a film: how the director can make events seem to speed up or slow down through editing and the use of different camera angles.

**TX 31**

**TEKS 15**

1. B
2. H
3. C
- 4.–6. Answers will vary. Students’ responses should demonstrate an understanding and mastery of the skills that make up the standard. Help students distinguish between an opening statement, which is meant to capture readers’ attention and orient them to the topic, and a thesis, which states the controlling idea of the composition.

**TX 33**

**TEKS 16**

Answers will vary. Students' responses should demonstrate an understanding and mastery of the skills that make up the standard. Encourage students to consider whether the statistic would be more impressive if more information about the study were provided, such as the researchers' names, the journal where it was published, and the date it was published.

**TX 35**

**TEKS 17**

1. B
2. H
3. B
4. F
- 5.–8. Answers will vary. Students' responses should demonstrate an understanding and mastery of the skills that make up the standard. Possible responses: 5. I learned generosity from Mike, and I also learned bravery. 6. When I am five years older, I would like to become a firefighter. 7. I prefer that he remove his winter coat before we start playing. 8. People who do not like pizza are not worth knowing (restrictive clause). I'm certain that we would not get along with each other anyway (reciprocal pronouns). They don't even like to discuss pizza toppings, and they feel justified in their prejudice (compound sentence, joined by conjunction). I, on the other hand, wish I were eating a pizza with extra cheese right now (subjunctive mood).

**TX 37**

**TEKS 18**

1. C
2. G
3. C
4. J
5. The most terrifying moment of my life came quite suddenly, when Mr. Fisher announced that we would begin swimming lessons. I was eight, just old enough to go to summer camp for the first time. I had looked forward to a week at Camp Wildwood, but little did I know what awaited me.

**TX 39**

**TEKS 19**

1. A
2. H
3. D
4. G
5. sophomoric
6. chatting
7. archival
8. performance
9. annually



**TX 41**

**TEKS 20**

1. C
2. F
3. B
4. G
5. D
6. Responses will vary. Students should be able to write three focus questions and formulate a research plan based on those questions. Encourage students to select a variety of sources to help them answer their focus questions.

**TX 43**

**TEKS 21**

1. C
2. J
3. A
4. H
5. B
6. Answers will vary. Possible response:  
 Bibliography  
 Jenkins, Dru. *Growing Up in Virginia*. Chicago: Homestead Books, 2001.  
 Stanton, William. "Plantation Life," *Americana* Nov. 1998, 41–46. World Book, 14<sup>th</sup> ed., s.v. "Colonial America." [www.correctURL.com](http://www.correctURL.com).

**TX 45**

**TEKS 22**

1. D
2. F
3. B
4. Answers will vary. Possible responses: the Internet, newspaper articles, encyclopedias, news broadcasts, town records. Students should have logical reasons for their choices.
5. Answers will vary. Students may suggest looking in news articles, interviews with players, almanacs that list specific incomes of professional sports players, editorials, and biographies. Many of the sources will likely include both facts and opinions, although the almanac would focus on facts and statistics.

**TX 47**

**TEKS 23**

Answers will vary. Students' responses should show an understanding and mastery of the skills that make up the standard. If students are looking for relevant secondary sources, explain that the introductions to individual plays in editions of Shakespeare's works often comment on the political background of the play. You might also suggest that students consult biographies of Shakespeare and Queen Elizabeth I.

**TX 49**

**TEKS 24**

1. C
2. F
3. C
4. G
5. D

**TX 51**

**TEKS 25**

Responses will vary. Students’ responses should show an understanding and mastery of the skills that make up the standard. When students research the subject of the speech, assure them that they will find materials on the Internet if they search on “money management courses for high school students” or a similar phrase. As they evaluate their speech, be sure they consider the various aspects of the delivery, including eye contact, speaking rate, volume, pronunciation, gestures, and language conventions.

**TX 53**

**TEKS 26**

1. D
2. H
3. A
4. J
5. B
6. Answers will vary. Students’ responses should show an understanding and mastery of the skills that make up the standard.

**TX 55**

**TEKS RC-(10)(A), (B)**

1. Possible answer: After hosting many guests throughout the winter, Mrs. Baroda was surprised and somewhat miffed to learn that her husband’s friend Gouvernail would be visiting for a week or two. After Gouvernail arrived, however, Mrs. Baroda found him inexplicably likable, although he differed considerably from her expectations.
2. Answers will vary. Students should list three questions they asked while reading the excerpt and discuss how questioning the text affected their comprehension of it.
3. Answers will vary. Students may say they visualized how Mrs. Baroda pictured Gouvernail and then what Gouvernail actually looked like.
4. Answers will vary. Students may infer that, based on how Mrs. Baroda judges Gouvernail, she judges people before she meets them. They may also infer that Mrs. Baroda is wealthy based on the fact that she entertains often and mentions that Gouvernail is not a “society man.”

### Part 3: Practice Test Answers

#### Practice Test 1

#### Reading Test

#### TX 56–TX 85

1. B
2. H
3. A
4. F
5. D
6. G
7. C
8. Answers will vary, but should include the following details: (1) through online research, Erica and Carl learned that crows identify and remember people’s faces; (2) Erica and Carl wore Amelia Earhart and Abe Lincoln masks to scare the crows in their nests; (3) Erica then placed the two masks on scarecrows in the garden; and (4) the crows stayed out of the garden.
9. B
10. H
11. A
12. J
13. B
14. H
15. C
16. G
17. A
18. C
19. G
20. D
21. G
22. D
23. H
24. C
25. C
26. F
27. D
28. G
29. C
30. J
31. B
32. Answers will vary but should include the following details: (1) The gray wolf preys on animals that humans have hunting seasons for, so humans will want to be sure that wolves do not reduce those populations too much; (2) the gray wolf may still attack domestic livestock, which causes losses for farmers and

ranchers; and (3) both of these areas of concern require monitoring to make sure the interactions and the populations stay in balance. Answers should include the following elements: (1) ideas organized into a clear introduction, body, and conclusion; (2) smooth transitions that provide a logical progression of ideas; (3) a variety of correct sentence structures; and (4) no errors in capitalization, punctuation, spelling, or grammar.

- 33. A
- 34. H
- 35. D
- 36. F
- 37. A
- 38. G
- 39. A
- 40. H
- 41. A
- 42. H
- 43. B
- 44. F
- 45. D
- 46. G
- 47. Answers will vary, but should include the following details: (1) In *Why Are You Here?*, the author has a positive view of advances in medicine. New medicines, such as vaccines and antibiotics, and advances in hygiene, such as clean water and improved safety, have helped to save many lives since the beginning of the twentieth century; and (2) In *Danger Lurks*, the author shows concern about modern medicine and current habits. Modern medicines have resulted in drug-resistant “superbugs” that have evolved because of antibiotics. The author shows concern for the spread of infections due to increased travel. Answers should include the following elements: (1) ideas organized into a clear introduction, body, and conclusion; (2) smooth transitions that provide a logical progression of ideas; (3) a variety of correct sentence structures; and (4) no errors in capitalization, punctuation, spelling, or grammar.

**Practice Test 2**

**English and Reading Test**

**TX 87– TX 107**

**English Test**

- 1. D
- 2. F
- 3. B
- 4. H
- 5. C
- 6. J
- 7. B

- 8. F
- 9. A
- 10. J
- 11. D
- 12. G
- 13. A
- 14. H
- 15. C
- 16. J
- 17. B
- 18. F
- 19. D
- 20. H
- 21. B
- 22. J
- 23. D
- 24. G
- 25. A
- 26. J
- 27. C
- 28. F
- 29. C
- 30. G
- 31. A
- 32. H
- 33. D
- 34. J
- 35. B
- 36. H
- 37. C
- 38. F
- 39. D
- 40. G
- 41. D
- 42. H
- 43. A
- 44. G
- 45. B
- 46. H
- 47. C

- 48. G
- 49. D
- 50. J
- 51. B
- 52. J
- 53. D
- 54. H
- 55. A
- 56. G
- 57. A
- 58. F
- 59. C
- 60. H
- 61. B
- 62. J
- 63. A
- 64. G
- 65. D
- 66. G
- 67. D
- 68. F
- 69. C
- 70. J
- 71. B
- 72. H
- 73. D
- 74. H
- 75. A

**Reading Test**

- 1. C
- 2. F
- 3. D
- 4. H
- 5. A
- 6. G
- 7. B
- 8. J
- 9. D
- 10. F

## Part 4: Grammar Practice Answers

### Chapter 13 Nouns (1)

#### Practice A Identifying Nouns

1. keys, counter
2. dog, park
3. cat, chair
4. doctor, appointment
5. weather, Australia, January
6. student, award, attendance
7. group, flowers, Prospect Park
8. basketball, speed, stamina
9. team, beach, California
10. friendship, Samantha, Kyle, kindergarten

#### Practice B Labeling Nouns

1. success—common, abstract
2. Uncle Chris—proper, concrete; museum—common, concrete
3. chores—common, concrete
4. sister—common, concrete; Boston—proper, concrete
5. kitten—common, concrete; love—common, abstract
6. computer—common, concrete; movie—common, concrete
7. wish—common, abstract; loyalty—common, abstract
8. *To Kill a Mockingbird*—proper, concrete; Harper Lee—proper, concrete
9. excitement—common, abstract; afternoon—common, abstract
10. mountain—common, concrete; Pikes Peak—proper, concrete

### Chapter 13 Pronouns (2)

#### Practice A Identifying Pronouns and Antecedents

1. Terrence
2. Mrs. Stream
3. Alexandria

4. Silas
5. Marc
6. Bill
7. Jasmine
8. Justin
9. Ethan
10. Joel

#### Practice B Identifying Reciprocal, Reflexive, and Intensive Pronouns

1. herself—reflexive
2. each other—reciprocal
3. himself—intensive
4. one another—reciprocal
5. himself—reflexive
6. each other—reciprocal

### Chapter 13 Action Verbs and Linking Verbs (3)

#### Practice A Identifying Action Verbs

1. works
2. cries
3. ate
4. owns
5. rides

#### Practice B Identifying Linking Verbs

1. is
2. sounds
3. became
4. felt
5. was

#### Practice C Distinguishing Between Action Verbs and Linking Verbs

1. felt—linking verb
2. won—action verb
3. was—linking verb
4. is—linking verb
5. celebrated—action verb

### Chapter 13 Transitive and Intransitive Verbs (4)

#### Practice A Identifying Transitive Verbs and Their Objects

Students will underline the first term and circle the second.

1. wrote—e-mail
2. takes—bus
3. explained—assignment
4. brought—jacket
5. updated—status
6. won—prize
7. needs—insulation
8. offers—route
9. drives—car
10. make—rules

#### Practice B Distinguishing Between Transitive and Intransitive Verbs

1. find—transitive
2. scored—transitive
3. walked—intransitive
4. surprised—transitive
5. marched—intransitive
6. yelled—intransitive
7. cost—transitive
8. wants—transitive
9. docks—transitive
10. cried—intransitive

### Chapter 13 Verb Phrases (5)

#### Practice A Recognizing Verb Phrases

1. should have come
2. is watching
3. has been thinking
4. had been living
5. does hold
6. have seen
7. will be getting
8. is using
9. might be coming
10. is wondering

### Practice B Identifying Helping Verbs and Main Verbs

Students will underline the helping verb and circle the main verb.

1. is—raining
2. should be—leaving
3. are—changing
4. does—want
5. might—learn
6. is—reading
7. have—seen
8. is—planning
9. was—helping
10. has—won

### Chapter 13 Adjectives (6)

#### Practice A Identifying Adjectives

1. That
2. rap
3. a, brand-name
4. Some, Persian, beautiful
5. green, the
6. That, spotted
7. tuna
8. The, old, broken, useless
9. Abstract
10. favorite

#### Practice B Identifying Nouns Used as Adjectives

1. pickle
2. beach
3. softball
4. karate
5. vegetable
6. gym
7. tornado
8. cheese
9. machine
10. budget



### Chapter 13 Adverbs (7)

#### Practice A Recognizing Adverbs

1. quickly
2. seldom
3. later
4. outside
5. briefly
6. sometimes
7. brightly
8. rarely
9. yesterday
10. hard

#### Practice B Identifying Adverbs and the Words They Modify

1. anxiously—waited
2. already—finished
3. anywhere—live
4. correctly—answered
5. especially—kind
6. arrogantly—speaks
7. shyly—looked
8. fondly—remembers
9. tomorrow—leave
10. yearly—fertilize

### Chapter 13 Prepositions and Prepositional Phrases (8)

#### Practice A Identifying Prepositions and Prepositional Phrases

1. in the cabinet
2. of the book
3. at sunrise
4. in the grass
5. in the basket
6. in Thailand
7. under rocks
8. around the world

9. without his briefcase
10. on the porch

#### Practice B Identifying Prepositions and Their Objects

Students will underline the first term and circle the second.

1. at—noon
2. with—parents
3. in—ocean
4. to—Europe
5. to—Houston; on—bus
6. for—years
7. of—doctor
8. to—school
9. with—dip
10. for—couch

### Chapter 13 Conjunctions (9)

#### Practice A Identifying Conjunctions

1. but
2. Either...or
3. and
4. or
5. after
6. when
7. not only...but also
8. either...or
9. in order to
10. when

#### Practice B Identifying Types of Conjunctions

1. or—coordinating
2. but—coordinating
3. while—subordinating
4. but—coordinating
5. either...or—correlative
6. after—subordinating

7. before—subordinating
8. neither...nor—correlative

### Chapter 13 Interjections (10)

#### Practice A Identifying Interjections

1. Hurray!
2. Absolutely!
3. Goodness!
4. Tsk-tsk
5. Hmm
6. Ouch!
7. Uh-oh
8. Wow
9. Yuck
10. What?

#### Practice B Supplying Interjections

Answers may vary. Sample answers are given.

1. Shhh!
2. Uh-oh!
3. Oops!
4. Hey,
5. So long!
6. Well!

7. Hey!
8. OK!
9. Wow!
10. Hey!

### Chapter 13 Identifying Parts of Speech (11)

#### Practice A Identifying Parts of Speech: Nouns, Pronouns, Verbs, Adjectives, and Adverbs

1. pronoun
2. verb
3. noun
4. adjective
5. pronoun

#### Practice B Identifying Parts of Speech: Prepositions, Conjunctions, and Interjections

1. preposition
2. interjection
3. preposition
4. conjunction
5. conjunction

## Chapter 14 Simple Subjects and Predicates (12)

### Practice A Identifying Simple Subjects

1. boy
2. cat
3. birds
4. bicycle
5. toys
6. car
7. money
8. computer
9. sweater
10. people

### Practice B Identifying Simple Predicates

1. will keep
2. forced
3. bought
4. needs
5. thought
6. began
7. brought
8. spent
9. developed
10. hides

## Chapter 14 Fragments (13)

### Practice A Distinguishing Sentences and Fragments

1. fragment
2. sentence
3. fragment
4. sentence
5. fragment
6. fragment
7. sentence
8. fragment

9. sentence
10. sentence

### Practice B Fixing Fragments

Answers may vary, but each sentence should include the fragment, as given below.

1. the tiny fish
2. went flying through the air
3. the colorful sunset
4. hopped up on the table
5. searching through the house
6. the brand new toy
7. his favorite food
8. the quickest runner
9. the article about her school band
10. the next morning

## Chapter 14 Subjects in Declarative Sentences Beginning With *Here* or *There* (14)

### Practice A Rearranging Sentences Beginning With *Here* or *There*

1. People are in the house.
2. Oil is in the pan.
3. The money from the bake sale is here.
4. Three people are walking.
5. A quarter is in the machine.
6. Your games are here.
7. The shovel for your garden work is here.
8. Apples are in the basket.
9. A blanket is in the closet.
10. An empty box is here.

### Practice B Identifying Subjects and Verbs in Sentences Beginning With *Here* or *There*

Students will underline the first term below and circle the second.

1. student—is

2. answers—are
3. jacket—is
4. magazine—is
5. consequences—are
6. assignment—is
7. omelets—are
8. money—is
9. shoes—are
10. laundry—is

### Chapter 14 Subjects in Interrogative Sentences (15)

#### Practice A Rearranging Interrogative Sentences

1. You are doing what?
2. The conference is where?
3. You are over your cold?
4. The answer to number four is what?
5. They are expecting you to bring a dessert?
6. The stars are so bright on cold nights why?
7. You are going to the party tomorrow?
8. I should pick you up when?
9. You talked him into helping you how?
10. You are in such a hurry why?

#### Practice B Identifying Subjects and Verbs in Interrogative Sentences

Students will circle the first term and underline the second.

1. dad—did take
2. I—can help
3. you—do leave
4. you—do(n't) like
5. friend—is meeting
6. you—are shopping
7. you—are daydreaming
8. brother—is coming
9. father—does make
10. you—are doing

### Chapter 14 Subjects in Imperative Sentences (16)

#### Practice A Rewriting Imperative Sentences to Include *You*

1. Tonight, you finish your homework.
2. You enjoy the dessert next.
3. You, by tonight, put away your clothes.
4. You, cook the meal when you return home.
5. You, wash the dog.
6. You, fill in the bubble with a pencil.
7. You, please wash the dishes.
8. You, go find the keys.
9. You, bring some snacks to the party.
10. You, call me after work.

#### Practice B Writing Imperative Sentences

Answers may vary. Each answer should be an imperative sentence.

### Chapter 14 Subjects in Exclamatory Sentences (17)

#### Practice A Identifying Subjects in Exclamatory Sentences

1. you
2. You
3. I
4. This
5. you
6. he
7. You
8. I
9. you
10. car

#### Practice B Writing Exclamatory Sentences and Identifying Subjects

Answers may vary. Each answer should be an exclamatory sentence. Each sentence

should have the subject underlined. If the subject *you* is implied, it should be written in parentheses next to the sentence.

### Chapter 14 Direct Objects (18)

#### Practice A Identifying Direct Objects

1. water
2. weather
3. nap
4. staff
5. tools
6. stories
7. time
8. package
9. feet
10. piano

#### Practice B Identifying Sentences With Direct Objects

1. No
2. Yes
3. Yes
4. Yes
5. No
6. No

### Chapter 14 Indirect Objects (19)

#### Practice A Identifying Indirect Objects

Students will underline the first term and circle the second.

1. playhouse—son
2. lunch—sister
3. cake—husband
4. question—mom
5. gift—son
6. picture—class
7. sculpture—sister
8. egg—brother
9. gift—teacher
10. grade—me

#### Practice B Identifying Sentences With Indirect Objects

1. Yes
2. Yes
3. Yes
4. No
5. No
6. Yes
7. Yes
8. No

### Chapter 14 Object Complements (20)

#### Practice A Identifying Object Complements

1. delicious
2. influence
3. brilliant
4. star
5. mayor
6. clever
7. worse
8. success
9. ridiculous
10. breakthrough

#### Practice B Completing Sentences With Object Complements

Answers may vary. Sample answers are given.

1. They appointed the man chair.
2. The jury judged the man innocent.
3. Sherry thought the idea brilliant.
4. The class elected Antonio president.
5. Joel named the kitten Homer.
6. My mother called my room radioactive.
7. The teacher declared my paper successful.
8. Luis thought the weather horrible.
9. They found the hotel convenient.
10. Aunt Delia called my home cozy.

**Chapter 14 Subject Complements  
(21)**

**Practice A Identifying Subject  
Complements**

1. kind
2. grandfather
3. president
4. icy, dangerous
5. professional
6. lawyer
7. delicious
8. promising
9. encouraging
10. red, gold

**Practice B Identifying Predicate  
Nominatives and Predicate Adjectives**

1. friend—predicate nominative
2. dark, lovely—predicate adjectives
3. marvelous—predicate adjective
4. troublemaker—predicate nominative
5. champion—predicate nominative
6. fresh—predicate adjective
7. hopeful—predicate adjective
8. happy—predicate adjective
9. teacher—predicate nominative
10. hybrid—predicate nominative

**Chapter 15 Prepositional Phrases (22)**

**Practice A Identifying Prepositional Phrases**

1. into the hole
2. in the rain
3. during the movie
4. under the tree
5. for college
6. to his friend
7. at the park
8. for a trip
9. in her recliner
10. with the red berries

**Practice B Identifying Adjectival and Adverbial Phrases**

1. Adjectival phrase
2. Adverbial phrase
3. Adverbial phrase
4. Adjectival phrase
5. Adjectival phrase

**Chapter 15 Appositives and Appositive Phrases (23)**

**Practice A Identifying Appositives**

1. the girl who loves reading
2. my sister
3. Jonah
4. Mrs. Willis
5. the one my father gave me
6. Uncle Fred's favorite pastime
7. a huge flock
8. John and Stephanie

9. Maria
10. Sydney

**Practice B Combining Sentences, Using Appositives**

Answers may vary. All answers should include a correctly placed appositive.

1. Susan, a college student, studies often.
2. I attend a great high school, Harrison.
3. Sonya, a professional singer, travels the world.
4. Jorge, my best friend, enjoys sports.
5. Kathy, my favorite cousin, is coming to visit this weekend.

**Chapter 15 Verbal Phrases (24)**

**Practice A Identifying Verbals and Verbal Phrases**

1. exhausted from fatigue
2. picked off the tree
3. limping badly
4. sleeping
5. newly minted
6. freshly mowed
7. falling
8. Hoping to be on time
9. grounded for two days
10. smelling treats

**Practice B Recognizing Verbal Phrases**

1. participial phrase
2. participial phrase
3. verb
4. participial phrase
5. participial phrase

## Chapter 15 Independent and Subordinate Clauses (25)

### Practice A Distinguishing Independent and Subordinate Clauses

1. subordinate
2. independent
3. subordinate
4. subordinate
5. subordinate
6. independent

### Practice B Combining Sentences, Using Independent and Subordinate Clauses

Answers may vary. Sample answers are given.

1. Though the boy was discouraged by his grade, he kept trying.
2. She was late, but she had a good reason.
3. While I like pizza, my brother prefers hot dogs.
4. The children played outside because it was a beautiful day.
5. Joseph is going to college, but he does not know where he is going.

## Chapter 15 Adjectival Clauses (26)

### Practice A Identifying Adjectival Clauses

1. that Dad purchased
2. that you gave me
3. who really needs a job
4. who is constantly sick
5. whom they sent home
6. that I drive
7. which Tony finds easy
8. where it is usually warm this time of year

### Practice B Writing Sentences With Adjectival Clauses

1. The game, which had gone into triple overtime, ended in a tie.
2. The singer, who had recently been sick, began to cough.
3. The car, which we had just picked up from the shop, wouldn't start.
4. The desk that we bought at the flea market needs paint.

## Chapter 15 Restrictive Relative Clauses and Nonrestrictive Relative Clauses (27)

### Practice A Identifying Relative Pronouns and Their Clauses

Students will circle the first item and underline it and the second item.

1. which—I left on the bus
2. that—dad made
3. who—was tired and grouchy
4. which—he found in the yard
5. which—is at least five years old
6. who—loves her job

### Practice B Combining Sentences, Using Relative Pronouns

Answers may vary. Sample answers are given.

1. The teacher, who received an award, smiled proudly.
2. The house that we just bought is on Taft Street.
3. The sea, which was calm yesterday, is rough today.
4. The little girl, who is going to a party, is happy.



**Chapter 15 Adverbial Clauses (28)**

**Practice A Identifying Adverbial Clauses**

1. will finish
2. will leave
3. rushes
4. should clean
5. stay
6. am
7. finished
8. celebrated

**Practice B Combining Sentences, Using Adverbial Clauses**

Answers may vary. (The order of clauses may be reversed.)

1. Although you are hungry, you cannot eat right now.
2. Until you stop interrupting, you will not hear what I am saying.
3. If you don't do your job, you won't be paid.
4. If you work hard, success is likely.
5. When I skip a few workouts, I stop going to the gym altogether.

**Chapter 15 Noun Clauses (29)**

**Practice A Identifying Noun Clauses**

1. That Esther prepared a five-course dinner
2. that everyone should come to the party
3. How gravity works
4. what they served at lunch
5. why the light didn't work

6. What I wanted
7. whatever it took
8. Whoever needs gifts for their kids
9. whatever she wanted
10. that you can do it

**Practice B Distinguishing Noun Clauses**

1. noun clause
2. adjectival clause
3. adjectival clause
4. noun clause
5. noun clause

**Chapter 15 The Four Structures of Sentences (30)**

**Practice A Distinguishing Between Simple and Compound Sentences**

1. simple
2. simple
3. compound
4. simple
5. compound
6. simple
7. simple
8. compound

**Practice B Identifying the Four Structures of Sentences**

1. simple
2. complex
3. compound-complex
4. complex
5. complex

## Chapter 16 The Four Functions of a Sentence (31)

### Practice A Punctuating the Four Types of Sentences

1. !
2. ?
3. ?
4. !
5. .
6. !
7. .
8. .
9. .
10. .

### Practice B Identifying the Four Types of Sentences

1. interrogative
2. exclamatory
3. imperative
4. declarative
5. imperative
6. declarative
7. exclamatory
8. imperative
9. declarative
10. interrogative

## Chapter 16 Sentence Combining (32)

### Practice A Identifying Compound Subjects, Verbs, and Objects in Sentences

1. Maples and oaks
2. dashed across the field and caught the ball
3. two large envelopes and a small box
4. adventure and escape
5. Wheat, rice, and corn
6. live in China and eat bamboo shoots

7. the compass and the seismograph
8. Sandra Cisneros and Markus Zusak
9. woodcarvings and watercolors
10. drove through the fence and crashed into the building

### Practice B Identifying Clauses in Compound and Complex Sentences

1. Jacob left in a hurry because he was late for his class.
2. The wheelbarrow was left out in the rain, and it filled up with water.
3. The architect had creative ideas, but they weren't very practical.
4. Karen planned to order the chicken until she realized that it was fried.
5. As long as you aren't in a hurry, I will finish reading this chapter.

## Chapter 16 Varying Sentence Length (33)

### Practice A Revising to Shorten Sentences

Answers may vary. Sample answers are given.

1. All of the students but Nate had finished reading the novel.
2. Scientifically, a tomato is a vegetable, not a fruit.
3. The scientist's theory is based on questionable data.
4. Unlike some actors, Mark Wahlberg uses his real name.
5. Matt was encouraged by the director's positive signals during the interview.

### Practice B Revising to Vary Sentence Length

Answers may vary. Sample answers are given.

- (1) Until the late 1950s, poets treated personal subjects delicately, often using symbols from nature to tell

the story. (2) A poem about a torn heart might have treated the “subject” of love. (3) In 1959, W. D. Snodgrass published *Heart’s Needle*, introducing the era of confessional poetry. (4) Confessional poets used the pronoun *I* so that their poems appeared to be genuine portrayals of something true. (5) Taboo subjects like depression and trauma became the poems’ focus. (6) Not just a pouring out of emotions, these poems were crafted as pieces of art intended to draw an emotional response from the reader.

## Chapter 16 Varying Sentence Beginnings (34)

### Practice A Identifying Varied Sentence Beginnings

1. After school—prepositional phrase
2. To show my support—infinitive phrase
3. Cautiously—adverb
4. The great harpy eagle—noun
5. Because of her positive attitude—adverbial phrase
6. Annoyed with the traffic on East Street—participial phrase
7. Leaves—noun
8. Knowing she was right—participial phrase

### Practice B Writing Varied Sentence Beginnings

Answers may vary. Sample answers are given.

1. Gymnasts
2. Humbly,
3. Into the beam of light,
4. The sound of laughter
5. Grabbing the oars,
6. Politely,
7. Except for Lily,
8. Waiting patiently,

## Chapter 16 Using Inverted Word Order (35)

### Practice A Identifying Subjects and Verbs in Sentences

Students will underline the first item and circle the second.

1. was—The smell of the barbecued ribs
2. were—three white stallions
3. was buried—An emperor who ruled in the sixteenth century
4. were—mounds of papers
5. comes—a caravan of cars and trucks
6. soared—A red hawk
7. were—two uniformed officers
8. was—the story about the singing dachshund
9. is mounted—A global positioning system
10. was—a group of tired tourists

### Practice B Identifying Inverted Word Order in Sentences

1. S-V
2. V-S
3. S-V
4. V-S
5. S-V
6. S-V
7. V-S
8. V-S
9. V-S
10. S-V

## Chapter 16 Recognizing Fragments (36)

### Practice A Identifying Fragments

1. F
2. S
3. S
4. F
5. S

6. S
7. F
8. F
9. S
10. F

**Practice B Correcting Fragments**

Answers may vary. Sample answers are given.

1. “,” it was not very clever.
2. The student
3. “,” we had to cancel the class.
4. rhymed.
5. The astronomer
6. I read the announcement
7. “,” she began to leaf through it.
8. She was amused by
9. “,” Janine brought her old tennis shoes.
10. It won’t take long

**Chapter 16 Avoiding Run-on Sentences (37)**

**Practice A Revising to Eliminate Run-ons, Using Punctuation**

1. I never open suspicious e-mails, and I use anti-virus software on my computer.
2. Border collies are highly intelligent dogs, so they are easily trained.
3. Edgar Allan Poe is well known for writing short stories, but he also wrote poetry.
4. The mayor proposed to improve city roads; for example, James Lane may be widened.
5. We watched the movie *Marley and Me*. It was a heartbreaking story about a dog.
6. I usually fall asleep quickly, but lately I’ve had trouble getting to sleep.
7. Thomas plays basketball and volleyball, and he is our school’s star football player.

**Practice B Revising to Eliminate Run-ons by Rewriting**

1. People in the Caribbean play the pans, which are steel drums.
2. Gregory wants to become a veterinarian because he loves animals.
3. Joe didn’t understand the math equation until his tutor broke down the steps.
4. The boys tried to build a fire even though the wood was wet.
5. Cally tried to hold her pose while the artist painted her portrait.
6. I learned to speak Spanish when I was living in Houston.
7. Adriane invited Mr. Beneti, her uncle, to her concert.
8. Stanley took credit for the sculpture, even though Susan did most of the work.

**Chapter 16 Recognizing Misplaced Modifiers (38)**

**Practice A Identifying Misplaced Modifiers**

Students will underline the first item and circle the second.

1. with red hair—The waiter
2. using a forklift—He
3. without shoes—Josie
4. shrieking—My mother
5. Waving her hand frantically—Isobel
6. during dinner—I
7. while swimming—Terry
8. that my sister had made—the oatmeal

**Practice B Correcting Misplaced Modifiers**

1. The bench that we painted red is next to the pool.
2. On the plate, Hank put the corn that his grandfather grew.
3. correct

4. We watched a squirrel leaping from branch to branch.
5. correct

### Chapter 16 Recognizing Dangling Modifiers (39)

#### Practice A Identifying Dangling Modifiers

Students will underline the first item.

1. after she spoke to the waiter—the manager or Bonita
2. While cleaning the basement—Sample answer: she
3. Before opening the door—Sample answer: you
4. Scanning the want ads—Sample answer: Devon
5. When Jenny called Laura—Jenny or Laura
6. Still sleepy—I
7. Having begun his climb—Sample answer: he
8. Squirming away—the dog
9. To get the discount—Sample answer: you
10. Walking down the aisle—Sample answer: customers

#### Practice B Correcting Dangling Modifiers

Answers may vary. Sample answers are given.

1. While Dad was sitting at his desk, his phone kept ringing.
2. To light the gas fireplace, you must turn a key.
3. As Jon approached the table, the manager congratulated him.
4. While I was reading my book, the lights flickered.
5. To avoid paying a fine, you must return the books by Friday.

### Chapter 16 Recognizing the Correct Use of Parallelism (40)

#### Practice A Identifying Parallel Grammatical Structures

1. Jogging; jumping rope; dancing
2. giving advice; receiving it
3. clean my room; organize it
4. blue eyes; red hair; freckles
5. where Sal works on weekdays; where Erin eats on Sundays
6. Alice drove to the gas station; Henry walked to the park
7. passed the platter to Mom; placed it on the table
8. to go online; to find several sources
9. to read science fiction; to jog in the park
10. Planning; cleaning up

#### Practice B Recognizing Parallel Grammatical Structures

1. B
2. A
3. E
4. C
5. F
6. D

### Chapter 16 Correcting Faulty Parallelism (41)

#### Practice A Identifying Faulty Parallelism

1. NP
2. NP
3. NP
4. NP
5. P
6. P
7. NP

8. NP
9. P
10. P

**Practice B Revising to Eliminate Faulty Parallelism**

1. help me
2. flavorless
3. to tour
4. that my sister recommended
5. to golf

**Chapter 16 Correcting Faulty Parallelism in a Series (42)**

**Practice A Identifying Faulty Parallelism in a Series**

1. the dishes are dried
2. helped me
3. works as a nurse
4. lock the doors
5. passing a test
6. they should be free to live outdoors
7. specialists in reading
8. go miniature golfing
9. not only received
10. to give it water

**Practice B Revising to Eliminate Faulty Parallelism in a Series**

1. The steak was not only overcooked but also flavorless.
2. Jason is washing, waxing, and vacuuming his car.
3. The essay was both interesting and amusing.
4. The game was long, boring, and uneventful.
5. You need to be careful, to focus, and to take your time.

**Chapter 16 Correcting Faulty Parallelism in Comparisons (43)**

**Practice A Identifying Faulty Parallelism in a Comparison**

1. going cross-country skiing
2. studying at home
3. monthly meetings are held for Spanish Club
4. playing basketball is enjoyable for Nel
5. setting it for 7:00 A.M.
6. the quarterback being Sam
7. visiting science museums
8. studying in the noisy kitchen

**Practice B Revising to Eliminate Faulty Parallelism in a Comparison**

1. Kelly wore boots instead of tennis shoes.
2. Denise asked advice from Daphne rather than Alex.
3. Hazel shoots baskets as well as she passes the ball.
4. Karl prefers whole-wheat bread to white bread.
5. We sat in the shade rather than in the sun.

**Chapter 16 Recognizing Faulty Coordination (44)**

**Practice A Recognizing Correct Coordination**

1. E
2. C
3. D
4. A
5. F
6. B

**Practice B Recognizing Faulty Coordination**

1. FC
2. FC
3. FC
4. correct
5. FC
6. FC
7. correct
8. FC
9. correct
10. FC

**Chapter 16 Correcting Faulty Coordination (45)**

**Practice A Revising to Eliminate Faulty Coordination**

1. A woodpecker is outside, | and you can see it from this window.
2. The menu changes monthly, | and I'm always excited to try the new dishes.

3. Two trains collided yesterday, | and unbelievably, no one was hurt.
4. Parents may contact the principal in several ways, | and one way is by e-mail.
5. The loaf of bread was moldy, | and I wondered how long it had been in the pantry.

**Practice B Using Subordination to Eliminate Faulty Coordination**

1. at the beginning of class
2. taking the lead
3. Greek meatballs
4. my math teacher
5. the only witnesses of the robbery
6. hoping that the infection had cleared
7. stretched her neck to see the stage
8. a famous architect
9. followed by a loud crack of thunder
10. incredibly bold

**Chapter 17 The Six Verb Tenses (46)**

**Practice A Identifying Verb Tenses**

1. future
2. past perfect, past
3. present perfect
4. present, future
5. past perfect
6. present perfect
7. present
8. future
9. future perfect, present
10. past, past

**Practice B Revising Verb Tenses**

1. had used
2. looks
3. will have memorized
4. confused
5. will begin

**Chapter 17 The Four Principal Parts of Verbs (47)**

**Practice A Recognizing the Four Principal Parts of Verbs**

1. believed; believe
2. roasted; roast
3. transcribed; transcribe
4. envied; envy
5. (have) dined; dine
6. (have) obtained; obtain
7. experiencing; experience
8. (have) purchased; purchase
9. blessing; bless
10. sporting; sport

**Practice B Identifying the Four Principal Parts of Verbs**

1. blends
2. is (was, will be) wriggling

3. spoke
4. has (had) requested
5. reported
6. collect
7. has (had, will have) simmered
8. is (was, will be) announcing
9. walked
10. is (was, will be) purchasing

**Chapter 17 Regular and Irregular Verbs (48)**

**Practice A Identifying Principal Parts of Regular and Irregular Verbs**

1. received
2. chose
3. (have) exclaimed
4. (have) slept
5. catching
6. (have) rung
7. popping
8. split
9. (have) struck
10. speaking

**Practice B Recognizing Principal Parts of Verbs in Sentences**

1. tore
2. concentrated
3. depending
4. stung
5. broken
6. sent
7. swinging
8. written
9. fell
10. did



**Chapter 17 Verb Conjugation (49)**

**Practice A Conjugating the Basic Forms of Verbs**

1. contrasted
2. understands
3. had caught
4. will believe
5. have driven
6. had spread
7. hisses
8. stuck
9. will have rung
10. have been

**Practice B Conjugating the Progressive Forms of Verbs**

1. We have been laughing.
2. I was talking.
3. They were finding.
4. She is climbing.
5. You will be keeping.
6. You have been winning.
7. It will have been spinning.
8. We had been feeding.
9. He was selling.
10. They have been stringing.

**Chapter 17 Present, Past, and Future Tense (50)**

**Practice A Identifying Tense in Present, Past, and Future**

1. present progressive
2. past
3. present emphatic
4. past progressive
5. past emphatic
6. past perfect
7. present
8. present perfect progressive

9. future perfect
10. future

**Practice B Supplying Verbs in Present, Past, and Future Time**

1. did see
2. will have tutored
3. had called
4. do think
5. will be serving
6. was watching
7. has been thinking
8. had been swimming
9. will have been standing
10. are eating

**Chapter 17 Sequence of Tenses (51)**

**Practice A Identifying Time Sequence in Sentences With More Than One Verb**

1. will help
2. will be retiring
3. added
4. saw
5. missed
6. realized
7. asked
8. ship
9. decided
10. was disappointed

**Practice B Correcting Errors in Tense Sequence**

1. tossed
2. screeches
3. saw
4. will look
5. finished

**Chapter 17 Simultaneous Events (52)**

**Practice A Identifying Simultaneous Events in Sentences**

1. goes jogging; listens
2. am; is
3. know; has
4. listened; explained
5. Bounding; yelled
6. will congratulate; am talking
7. Holding; walked
8. began; slipped
9. was playing; looked
10. Erasing; rubbed

**Practice B Writing Simultaneous Events in Sentences**

Answers may vary. Sample answers are given.

1. feels
2. talked
3. hear
4. started
5. gasped

**Chapter 17 Sequential Events (53)**

**Practice A Identifying Sequential Events in Sentences**

1. bought
2. had grown
3. running
4. Having heard
5. should call
6. realizing
7. had left
8. take
9. wash
10. will wait

**Practice B Revising Sentences to Indicate Sequential Events**

Answers may vary. Sample answers are given.

1. Having cried, Shelly ran up to her room.
2. Stars appeared in the sky after the snow fell.
3. Having sniffed at the closet, Snowy started to bark.
4. Amy added ingredients, and then I stirred.
5. Having lost her ring, Erin went hiking.

**Chapter 17 Modifiers That Help Clarify Tense (54)**

**Practice A Identifying Modifiers That Help Clarify Tense**

1. occasionally
2. always
3. Every night, before I go to bed
4. Now and then
5. As always
6. Suddenly
7. one at a time
8. frequently
9. By next month
10. sometimes

**Practice B Recognizing Modifiers That Help Clarify Tense**

Answers may vary. Sample answers are given.

1. within a week
2. early
3. already
4. always
5. recently
6. soon

**Chapter 17 Using the Subjunctive Mood (55)**

**Practice A Identifying the Subjunctive Mood**

1. imperative
2. indicative
3. subjunctive
4. subjunctive
5. indicative
6. subjunctive
7. indicative
8. subjunctive
9. subjunctive
10. imperative

**Practice B Recognizing Subjunctive Verbs**

Answers may vary. Sample answers are given.

1. were
2. replace
3. take
4. were
5. help
6. contribute
7. were(n't)

**Chapter 17 Auxiliary Verbs That Express the Subjunctive Mood (56)**

**Practice A Identifying Auxiliary Verbs That Express the Subjunctive Mood**

1. were
2. could
3. should
4. were
5. would

**Practice B Supplying Auxiliary Verbs to Express the Subjunctive Mood**

1. should be (*or* could be)
2. were to
3. should still be
4. were to
5. would
6. would
7. were to
8. should be
9. were to
10. were

**Chapter 17 Active and Passive Voice (57)**

**Practice A Identifying Active and Passive Voice**

1. AV
2. PV
3. PV
4. AV
5. AV
6. PV
7. AV
8. AV
9. PV
10. PV

**Practice B Rewriting as Active Voice**

1. A sparrow built the nest.
2. The mechanic repaired it.
3. The crew paved the road.
4. Cliff chopped the cabbage.
5. Aunt Nikki baked the casserole.
6. My father wrapped the packages.
7. Sally did the laundry.

8. Donnie planned the meal.
9. Angie scored the goal.
10. The clerk described it.

### Chapter 17 Using Active and Passive Voice (58)

#### Practice A Recognizing the Performer of an Action

1. Mr. Snyder
2. her brothers
3. A squirrel
4. Hart
5. the trainer
6. Handy Furnace Company
7. Darrin

8. A big wind storm
9. the director of marketing
10. our school

#### Practice B Using Active Voice

Answers may vary. Sample answers are given.

1. Roses climb on the fence near the barn.
2. The gate creaks every time I open it.
3. The long, dusty road stretched for miles ahead.
4. New students transfer to the school every year.
5. The foamy waves crashed against the rocks.

**Chapter 18 The Three Cases (59)**

**Practice A Identifying Pronouns**

1. We
2. My, me, my
3. Our
4. Your
5. him, her
6. I, you
7. Their
8. She
9. They, her
10. them

**Practice B Labeling Pronouns**

1. objective
2. possessive
3. nominative
4. possessive
5. objective
6. possessive
7. possessive
8. nominative
9. nominative
10. possessive

**Chapter 18 The Nominative Case in Pronouns (60)**

**Practice A Identifying Pronouns in the Nominative Case**

1. They
2. she
3. It
4. We
5. She, they
6. He
7. he, she
8. You, I
9. I, you
10. she

**Practice B Labeling Pronouns**

1. subject
2. predicate nominative
3. predicate nominative
4. subject
5. nominative absolute
6. subject
7. predicate nominative
8. subject
9. subject
10. subject

**Chapter 18 The Objective Case (61)**

**Practice A Identifying Objective Pronouns**

1. her
2. them
3. him, her
4. them
5. me
6. me
7. her
8. him
9. me
10. them, him

**Practice B Labeling Objective Pronouns**

1. direct object
2. object of infinitive
3. subject of infinitive
4. indirect object
5. object of preposition
6. subject of infinitive
7. indirect object
8. subject of infinitive
9. object of preposition
10. subjects of infinitive

**Chapter 18 The Possessive Case (62)**

**Practice A Identifying Possessive Pronouns**

1. mine
2. his
3. Her
4. his
5. My
6. its
7. his, hers
8. their, his
9. Your
10. Our, our

**Practice B Recognizing Pronouns**

1. His
2. Your
3. my
4. its
5. hers
6. their
7. Her
8. his

**Chapter 18 Using *Who* and *Whom* Correctly (63)**

**Practice A Identifying Pronouns**

1. Who
2. whoever
3. who
4. whom
5. whom
6. who
7. Whoever
8. whom
9. whom
10. who

**Practice B Labeling Pronouns**

1. nominative
2. objective
3. nominative
4. objective
5. objective
6. nominative
7. objective
8. objective
9. nominative
10. objective

**Chapter 18 Pronouns in Elliptical Clauses (64)**

**Practice A Identifying Elliptical Clauses**

1. than I
2. as this one
3. than I
4. as I
5. than I
6. as me
7. than I
8. as she
9. as me
10. as I

**Practice B Labeling Pronouns in Elliptical Clauses**

1. I—nominative
2. me—objective
3. me—objective
4. me—objective
5. us—objective
6. I—nominative
7. they—nominative
8. I—nominative
9. me—objective
10. we—nominative

**Chapter 19 Number in Nouns, Pronouns, and Verbs (65)**

**Practice A Identifying Number in Nouns, Pronouns, and Verbs**

1. plural
2. singular
3. both
4. both
5. plural
6. singular
7. plural
8. plural
9. singular
10. both

**Practice B Labeling Nouns, Verbs, and Pronouns**

1. singular
2. singular
3. plural
4. plural
5. plural

**Chapter 19 Singular and Plural Subjects (66)**

**Practice A Identifying Singular and Plural Subjects**

1. father—S
2. dog—S
3. magazine—S
4. black bears and their cubs—P
5. boxes—P
6. Sylvia—S
7. We—P
8. All—P

9. country—S
10. friends—P

**Practice B Identifying Singular and Plural Subjects and Verbs**

Students will underline the first item and circle the second.

1. boys—have
2. scientist—is
3. homes and stores—were
4. students—have
5. Marta—was

**Chapter 19 Compound Subjects (67)**

**Practice A Identifying Compound Subjects**

1. bats, balls
2. trees, flowers
3. nurse, doctor
4. park rangers, hikers
5. boy, dogs
6. papers, books
7. coat, blouse
8. trains, plane
9. television, radio
10. orchestra, bands

**Practice B Identifying Compound Verbs**

1. are
2. have
3. like
4. cooks
5. worry

**Chapter 19 Confusing Subjects (68)**

**Practice A Identifying Singular and Plural Subjects**

1. books—P
2. people—P
3. weeds—P
4. cars—P
5. reason—S
6. hobbies—P
7. frogs—P
8. book—S
9. airport—S
10. students—P

**Practice B Identifying Singular and Plural Verbs**

1. What is the reason you complained about the service in the restaurant?
2. Near the wild animal park are many tourist hotels.
3. There are the blogs about the recent school election.
4. These old photographs remain my most prized possession.

**Chapter 19 Agreement Between Personal Pronouns and Antecedents (69)**

**Practice A Identifying Personal Pronouns**

1. his
2. her
3. their
4. her
5. its
6. their
7. her
8. his
9. their
10. his, their

**Practice B Choosing the Correct Personal Pronoun**

1. her
2. her
3. our
4. its
5. his
6. our
7. his
8. they
9. its
10. her

**Chapter 19 Agreement With Indefinite Pronouns (70)**

**Practice A Identifying Pronouns**

Students will underline the first item and circle the second.

1. Many—their
2. All—their
3. One—his
4. Each—her
5. Most—their
6. Each—its
7. All—their
8. Many—their
9. Most—their
10. few—their

**Practice B Choosing the Correct Indefinite Pronoun**

1. their
2. their
3. her
4. their
5. their
6. her
7. its
8. his
9. their
10. his



### Chapter 19 Agreement With Reflexive Pronouns (71)

#### Practice A Identifying Reflexive Pronouns

1. myself
2. himself
3. ourselves
4. myself
5. themselves
6. herself
7. herself
8. himself

#### Practice B Identifying Reflexive Pronouns and Their Antecedents

1. ourselves → we
2. themselves → Tina and Andrea
3. themselves → basketball players
4. himself → Drew
5. themselves → committee members
6. herself → sister
7. himself → grandfather
8. himself → writer
9. myself → I
10. themselves → brothers

### Chapter 19 Vague Pronoun References (72)

#### Practice A Identifying Vague Pronoun References

1. they
2. they
3. it
4. These
5. these
6. they
7. they
8. It

#### Practice B Correcting Vague Pronouns

1. Our class found the museum exhibit too long, so the students didn't like it.
2. The summer sun is very hot, and the swimmers are not prepared for it.
3. This is the big news story that the reporters have been writing about for months.
4. To work at the animal shelter, volunteers have to complete an application form.
5. At the entrance to the cave, the sign clearly warned hikers about the dangers.

### Chapter 19 Ambiguous Pronoun References (73)

#### Practice A Identifying Ambiguous Pronoun References

1. it
2. she
3. it
4. he
5. she
6. she
7. he
8. he

#### Practice B Correcting Ambiguous Pronouns

1. Marie e-mailed Marsha as Marie left the airport for the hotel.
2. After Aunt Tammy and Joanne go running, Aunt Tammy always feels better.
3. Before Omar drove to meet Alex, Omar called him from his cell phone.
4. The newspaper reporter interviewed the senator, but the reporter didn't speak clearly.

5. After Andy told Sam that he would pay the rent, Sam insisted that he would do it instead.

## Chapter 19 Avoiding Distant Pronoun References (74)

### Practice A Identifying Distant Pronoun References

1. they
2. it
3. it
4. it
5. it
6. she
7. they
8. it
9. it
10. they

### Practice B Correcting Distant Pronoun References

1. I dropped a board while building the new tree house, and the board fell to the ground.
2. Marsha finished her sketch for the art class at school, and the sketch is now part of the show.
3. Warren broke his arm when he went skiing last month, and his arm will take six weeks to heal.
4. The teacher encouraged her writing students to submit stories to the contest, and now the students are waiting for the results.
5. The angry driver jumped out of his car on the busy street and left the car there.

**Chapter 20 Recognizing Degrees of Comparison (75)**

**Practice A Identifying the Use of Comparison**

1. worst, adjective
2. rapidly, adverb
3. most generous, adjective
4. most capably, adverb
5. quickly, adverb
6. happiest, adjective

**Practice B Identifying the Degree of Comparison**

1. superlative
2. comparative
3. positive
4. positive
5. superlative
6. superlative

**Chapter 20 Regular Forms (76)**

**Practice A Identifying Comparative and Superlative Degree**

1. C
2. S
3. S
4. S

**Practice B Forming Regular Comparative and Superlative Degrees of Comparison**

1. most perceptive
2. more relaxed
3. more honest
4. tighter

**Chapter 20 Irregular Forms (77)**

**Practice A Identifying Irregular Comparative and Superlative Forms**

1. worse
2. later
3. latest
4. least
5. farther
6. worst
7. best
8. most

**Practice B Writing Irregular Modifiers**

1. best
2. more
3. worse
4. latest

**Chapter 20 Using Comparative and Superlative Degrees (78)**

**Practice A Identifying the Comparative and Superlative Degrees of Modifiers**

1. most diligent, S
2. shorter, C
3. larger, C
4. kindest, S
5. sunnier, C
6. scarier, C
7. most polite, S
8. best, S

**Practice B Correcting Mistakes in Usage of Modifiers**

1. Your silver bracelet is brighter than the one in the store window.
2. She is the least hardworking student in our study group.
3. That is the smallest video camera I have ever seen.
4. Linda has always been more excitable than her older sister Fran.
5. This will be a more pleasant vacation than the one we took last year.

**Chapter 20 Using Logical Comparisons (79)**

**Practice A Identifying Illogical Comparisons**

1. than any actor
2. correct
3. than Frank
4. correct
5. than anyone
6. than Sue
7. than the lake
8. than the bag
9. than anyone
10. correct

**Practice B Writing Clear Comparisons**

1. Clark’s résumé is more impressive than Robert’s.
2. The guitarist is a better musician than anyone else in the band.

3. Helena’s handmade sweater is warmer than Melissa’s.
4. Dr. Barnes is kinder than any other doctor in the hospital.
5. The cost of this truck is much more than the cost of the car.

**Chapter 20 Avoiding Comparisons With Absolute Modifiers (80)**

**Practice A Identifying Illogical Absolute Modifiers**

1. most perfect
2. entirely dead
3. most final
4. most unique
5. more wrong
6. more identical

**Practice B Rewriting Sentences to Correct Comparisons Using Absolute Modifiers**

1. The design for the new high school is final.
2. His account of the accident was false.
3. The commander’s decision to attack was wrong.
4. The modern design of the new theater in our community is unique.
5. The jury’s decision in the trial was right.

**Chapter 21 Recognizing Double Negatives (81)**

**Practice A Identifying Double Negatives**

1. didn't, nothing
2. hasn't, no
3. didn't, no
4. didn't, nothing
5. haven't, no
6. aren't, no
7. wasn't, nowhere
8. didn't, nothing
9. wasn't, never
10. Didn't, never

**Practice B Revising Sentences to Correct Double Negatives**

1. The searchers haven't had any luck finding the lost dog.
2. The camper isn't writing any more letters to his family.
3. The bus driver couldn't open the door for the rider.
4. The treasure hunters had never looked for the gold in the forest.
5. We aren't going to watch the parade from that cold corner anymore.

**Chapter 21 Forming Negative Sentences Correctly (82)**

**Practice A Identifying Double Negatives**

1. weren't barely
2. weren't but
3. couldn't hardly
4. haven't but

**Practice B Revising Sentences to Avoid Double Negatives**

1. There were but three books about that subject in the entire library.

2. We barely escaped from the burning house in time.
3. The dancers haven't any time to prepare for their cross-country tour.
4. The builders have scarcely finished digging the foundation for the house.

**Chapter 21 Using Negatives to Create Understatement (83)**

**Practice A Identifying Understatement**

1. hardly uninteresting
2. didn't disbelieve
3. weren't unknown
4. didn't disbelieve
5. not unbelievable
6. didn't misrepresent
7. weren't underreported
8. weren't underrated
9. not impossible
10. hardly implausible

**Practice B Using Negatives to Create Understatement**

1. The popularity of the actor is not unsurprising.
2. The senator did not undervalue the importance of the election polls.
3. I was not unimpressed by Marisa's artistic achievements.
4. My younger brother didn't dislike his new summer camp.
5. My parents were not unsympathetic to my request.

**Chapter 21 Common Usage Problems (84)**

**Practice A Recognizing Usage Problems**

1. different from
2. farther

- 3. further
- 4. as if

**Practice B Revising Sentences to Correct Usage Problems**

- 1. The happy dog raced between the gate and the front door.

- 2. We must make further progress to achieve our goal of energy efficiency.
- 3. They are not the best workers for this construction job.
- 4. The artist's later work is very different from his earlier drawings.

**Chapter 22 Using Capitals for First Words (85)**

**Practice A Capitalizing Words**

1. where
2. wait, that's
3. did
4. lisa's
5. get
6. stop
7. leave
8. helena
9. why; where
10. the

**Practice B Rewriting Sentences, Using Correct Capitalization**

1. What is the best time to schedule a meeting?
2. The tornado destroyed the small town.
3. Be careful when you cross the bridge.
4. That's an incredible thing to say!
5. The plans for the project were delayed.

**Chapter 22 Using Capitals With Quotations (86)**

**Practice A Identifying Words to Capitalize in Quotations**

1. Don't
2. After
3. correct
4. All

**Practice B Revising Sentences to Capitalize Quotations Correctly**

1. "After we watched your videos," the teacher said, "we decided to give you first prize."
2. Lea believed that she was "going to become a great jazz dancer one day."
3. Ron said, "You should join the debate club this semester."

4. My friend said that the dance festival was "too crowded to be enjoyable."

**Chapter 22 Using Capitals for Proper Nouns (87)**

**Practice A Identifying Proper Nouns**

1. First World War
2. Atlantic Ocean
3. House of Representatives
4. Asia
5. Cascade Mountains
6. Norway, Thanksgiving

**Practice B Capitalizing Proper Nouns**

1. After leaving the Great Lakes, my family intends to visit relatives in Albany, New York.
2. Sarah K. Parker lived in Latin America for several years before returning to Los Angeles, California.
3. Lee Parker will interview the famous historian about the aftermath of World War I.
4. The Panama Canal is an important water route between the Atlantic Ocean and the Pacific Ocean.

**Chapter 22 Using Capitals for Proper Adjectives (88)**

**Practice A Identifying Proper Adjectives**

1. Spanish
2. Clarks'
3. Slim Fit
4. Brahms
5. British
6. Great Plains
7. Hudson, Kings
8. Healthy Dog
9. Spike Lee
10. Dickens

**Practice B Capitalizing Proper Adjectives**

1. The New York City Council will debate the issue on Tuesday.
2. The Native American artifacts will be on display at the Santa Fe Museum.
3. Sam will play all the Beethoven piano concertos at that New Jersey arts center.
4. The famous Argentine and Brazilian conductors will lead our orchestra.

**Chapter 22 Using Capitals in Letters (89)**

**Practice A Identifying Salutations and Closings**

1. C
2. C
3. S
4. S
5. C
6. C
7. C
8. S
9. C
10. S

**Practice B Capitalizing Salutations and Closings**

1. Dear Carlos,
2. My best wishes,

3. In friendship,
4. Dear Senator Bruckner:
5. My Dear Sister,
6. Dear Ms. Johnston:
7. Love,
8. Dear Mr. Franklin:
9. Fond regards,
10. Dear Bobbi and Jane,

**Chapter 22 Using Capitals for Titles (90)**

**Practice A Identifying Titles**

1. Congressman
2. *Newsweek*
3. Uncle
4. Italian, Geometry 2
5. *Citizen Kane*
6. *Carousel*
7. Admiral
8. *Mystery of the Nile*, English

**Practice B Capitalizing Titles**

1. president, secretary of the interior
2. uncle, *autumn mystery*, *winter sunset*
3. spanish, algebra II
4. congressman



**Chapter 23 Using Periods (91)**

**Practice A Using Periods in Sentences**

1. His grandmother asked if he would play a song for her.
2. Play another one.
3. Keep practicing.
4. I have a math test tomorrow.
5. My sister asked if I needed to study.
6. I always study the night before a test.
7. Kayla asked if she could come over and study.
8. Come to my house after dinner.
9. We can play a game of chess after we finish studying.
10. I am a really bad chess player.

**Practice B Using Periods Correctly in Sentences**

1. I asked my mother if I could have a turkey sandwich. indirect question
2. She gave me some money to buy milk. declarative
3. I would rather buy orange juice. declarative
4. Grab the car keys from the table. imperative
5. We have to stop at the gas station. declarative
6. My father asked who had used the car yesterday. indirect question
7. My brother had taken the car to his soccer game. declarative
8. My father wondered why he had not filled the tank. indirect question
9. Be a responsible driver. imperative
10. I will have to remember that. declarative

**Chapter 23 Other Uses of Periods (92)**

**Practice A Using Periods Correctly in Abbreviations**

1. Mrs. Garcia said the bus would be here at 9:30 A.M.
2. Dr. Lenore wrote me an excuse for school.
3. none
4. none
5. Did Mr. Hemmerling give a pop quiz today?
6. none
7. I measure 5 ft 5 in. tall.
8. none
9. The Pvt. sign on the door was hard to miss, so I knocked gently.
10. none

**Practice B Writing Abbreviations Correctly**

1. in.
2. Pl.
3. ft
4. cm
5. Mr.

**Chapter 23 Using Question Marks (93)**

**Practice A Using Question Marks Correctly in Sentences**

1. .
2. .
3. ?
4. ?
5. ?

6. .
7. .
8. ?
9. ?
10. .

**Practice B Writing Direct Questions Correctly**

1. Did you finish your homework already?
2. Did she leave the windows open during the rain?
3. Did you forget your locker combination again?
4. Was the teacher late for his own science class?
5. Did you finish your shopping already?
6. Did she tell you she would go to the dance with you?
7. Did you leave your suitcase on the airplane?
8. Did my mother pack me an apple again?
9. Did the doctor tell you to stay home for a week?
10. Do those shoes still fit you?

**Chapter 23 Using Exclamation Marks (94)**

**Practice A Using Exclamation Marks Correctly in Sentences**

Answers may vary. Sample answers are given.

1. Oh, no! I dropped my keys in the well.
2. I can't believe we lost!
3. The dog is loose.
4. Somebody catch him!
5. It is so hot today!
6. The water is freezing!
7. Ow! I burned myself on the stove.
8. Be careful next time.
9. How can you be friends with him?
10. He is so nice!

**Practice B Writing Exclamatory Sentences and Imperative Sentences**

1. Come with me!
2. Clean up your room!
3. Say thank you!
4. That was a great party!
5. Call me when you get there!
6. You are late!
7. Pick up the newspaper!
8. It is cold in here!
9. He is a cute puppy!
10. You did a good job!

**Chapter 23 Using Commas With Compound Sentences (95)**

**Practice A Using Commas Correctly in Compound Sentences**

1. I went to a baseball game yesterday with Matt, and I am going to a soccer game today with Sue.
2. I saved enough money to buy the computer I needed, but the store no longer had it in stock.
3. My father works as a police officer during the day, and he coaches Little League at night.
4. I took my little sister to the playground, but it began to rain five minutes after we arrived.
5. I can go to the dance with Timmy, or I can go to the movies with my friends.
6. Our school closed early during the heat wave, so we had to finish our research at home.
7. I wish I could join my cousins on their trip, but my spring break differs from theirs this year.
8. Our baseball team might win the championship, or we might get beaten badly.

9. Noah will play the first five minutes, and the coach will then decide who plays next.
10. I met Jill at the mall for lunch, and we ran into Sasha and Chris while we were there.

**Practice B Using Commas Correctly to Write Compound Sentences**

Answers may vary. Sample answers are given.

1. Ross plays the drums very well, and he is a good guitarist.
2. Jocelyn is the starting pitcher on the softball team, and her sister, Jamie, plays first base.
3. My favorite subject is history, yet I received a higher grade in English this marking period.
4. I cannot finish the book report tonight, so I will have to do the rest of it over the weekend.
5. My favorite sport is soccer, but I enjoy basketball as well.

**Chapter 23 Avoiding Comma Splices (96)**

**Practice A Correcting Sentences With Comma Splices**

Answers may vary. Sample answers are given.

1. Martha looked for the book in the library first, but she had to buy it at the bookstore.
2. We went to the beach on Saturday, but it started to rain about an hour after we arrived.
3. I baby-sit for the Garcias on Friday nights. I dog-sit for the Martins on Saturday afternoons.
4. The rain flooded our entire street, yet we were still able to get to school.
5. I will have cantaloupe for dessert, and Emma will have watermelon.

**Practice B Using Commas Correctly in Sentences**

Answers may vary. Sample answers are given.

1. Fran cooks well; she also sews well.
2. Max is a good pitcher, but he is not a good hitter.
3. I have been studying very hard because I hope to get on the honor roll this marking period.
4. I cannot finish the book tonight, so I will have to bring it home over the weekend.
5. I really enjoy surfing, so summer is my favorite season.

**Chapter 23 Using Commas in a Series (97)**

**Practice A Using Commas Correctly in a Series of Words or Phrases**

1. My favorite vegetables have always been carrots, beets, broccoli, and celery.
2. My favorite sports are hockey, lacrosse, tennis, and football.
3. At the restaurant, we ordered appetizers, entrees, and dessert.
4. At the amusement park, the rollercoasters are named Hurricane, Tornado, and Typhoon.
5. My best subjects in school are English, art, chemistry, and physical education.
6. The directions to Maria’s house said to go over the bridge, past a row of shops, and through the park.
7. The recipe said to mix the eggs and milk, to add the flour, and to stir until smooth.
8. We walked along the river, through the soccer field, and over the footbridge.

**Practice B Using Commas Correctly in a Series of Subordinate Clauses**

1. Miguel asked his mother if he could eat dinner at Jake’s house, if he could go bowling with Jake and his older brother, and if he could stay out an extra half hour.
2. Miguel’s mother said that Miguel first had to take out the trash, finish his homework, and walk the dog.
3. The things I love about summer are that I work as a lifeguard at the town pool, that I spend time with my friends, and that I help my father around the yard.
4. The things I love about winter are that the weather gets cooler, that I play basketball, and that I see my cousins over winter break.
5. What I like about my band is that we practice every Tuesday night, that we all get along, and that we won the battle of the bands contest last week.

**Chapter 23 Using Commas Between Adjectives (98)**

**Practice A Using Commas Correctly Between Adjectives**

1. Correct
2. I grabbed a bottle of fresh, cold water after our long, exhausting soccer practice.
3. The soft, fluffy black sweater on display really caught my eye.
4. The tall, majestic oak tree provided ample shade in the backyard.
5. The wet, muddy shoes were strewn across the cold tile floor.
6. Correct
7. The large, enthusiastic dog knocked me over when I came into the room.
8. Correct
9. My cramped, messy locker really needs a good cleaning.
10. The holiday decorations were shiny, bright, and festive.

**Practice B Using Commas Correctly With Adjectives**

1. shiny, sleek, and black
2. awesome red guitar
3. three long hours
4. crowded, festive, and hectic
5. long, detailed instructions

**Chapter 23 Using Commas After Introductory Material (99)**

**Practice A Using Commas Correctly With Introductory Material**

1. Correct
2. Oh, that is really a shame, since you are the star player.
3. On our vacation to Florida, we went sailing.
4. Because of the hurricane, many people lost their homes.
5. Oh, we will have to do something to help the situation.
6. Correct

**Practice B Using Commas Correctly in Sentences With Introductory Material**

1. Well,
2. Mom,
3. If you get dinner started,
4. First,

**Chapter 23 Using Commas With Parenthetical Expressions (100)**

**Practice A Using Correct Comma Placement in Contrasting Expressions**

1. He likes to study animal life, not plant life.
2. The forecast said that tomorrow will be a sunny, not a rainy, day.
3. Francisco is an excellent athlete, not a musician.

4. Nicole enjoys working with clay, not with paints or pencils.
5. I liked the first book, not the second book, in the series.
6. The child I baby-sit is seven, not eight, years old.
7. Her real name is Charlotte, not Charley.
8. The number 7 bus, not the number 9 bus, is the one that will take you downtown.

**Practice B Using Commas Correctly With Parenthetical Expressions**

1. He does not, however, want to be a college professor.
2. He likes to work with children, not college students.
3. Your father, therefore, should teach elementary school science.
4. That, I think, is a great idea.
5. I will have my report finished, Ms. Johannsen, by Thursday.

**Chapter 23 Using Commas With Nonessential Expressions (101)**

**Practice A Using Correct Comma Placement in Nonrestrictive Expressions**

1. My bedroom, which faces west, has two large windows.
2. My brother’s room, which faces east, has only one window.
3. The basement, finished in 2008, is used as a recreation room.
4. My dentist, who lives right next door, gives toothbrushes to all his patients.
5. Alicia Garcia, my best friend, was chosen for the leading role in the school play.
6. My mother, who rarely bakes, decided to make banana bread.
7. Chloe, who just moved to the house across the street, is a very friendly person.

8. The new mall, which was built in 2009, has thirty different stores.
9. Our cat, which always hides when the doorbell rings, is only two years old.
10. The star of the show was Mariah Carey, the famous singer.

**Practice B Using Commas Correctly With Nonrestrictive Expressions**

1. The bookcase, which is six feet tall, is completely filled with books.
2. I wore my new dress, which is lavender, to the dance last night.
3. My favorite book, a classic novel, is *To Kill a Mockingbird*.
4. The lake, which is perfect for water-skiing, is about five miles away.
5. The oranges, bought three days ago, sat in a large bowl on the kitchen table.
6. The MP3 player, my prized possession, has more than 200 songs on it.

**Chapter 23 Using Commas With Dates and Geographical Names (102)**

**Practice A Using Correct Comma Placement in Dates, Geographical Names, and Titles**

1. The statue in Charleston, North Carolina, was dated August 11, 1786.
2. Correct
3. My sister goes to college in Birmingham, Alabama, but is currently doing a semester abroad in London, England.
4. My neighbor, who is a nurse, has a name tag that reads, Anita Nelson, R.N.
5. Our science teacher is named Ryan Crowley, M.S.
6. Mackenzie Dill, Ph. D., is the name of my English teacher.

7. Correct
8. The town of Glen Rock, New Jersey, has approximately 12,000 residents.

**Practice B Writing Sentences With Dates, Geographical Names, and Titles**

Sentences may vary. Accept sentences that have correctly placed commas between dates, geographical names, and titles. See below for correct comma placement.

1. Robert McCollum, OSB.
2. Audrey Talmage, Ph. D.
3. Tallahassee, Florida
4. Ridgewood Construction, Inc.
5. August 2, 2011
6. January 1

**Chapter 23 Using Commas in Numbers (103)**

**Practice A Using Correct Comma Placement in Numbers**

1. Correct
2. Correct
3. Correct
4. 1,044 football fans
5. 5,342 residents
6. (864) 212-8777
7. October 13, 2004
8. serial number 222 555 987
9. Correct
10. February 20, 1998

**Practice B Writing Sentences Using Commas in Numbers**

Sentences may vary. Accept all sentences with correctly placed commas in numbers. See below for correct comma placement.

1. 5634
2. 309 876 236
3. (555) 862-9494
4. 20025

5. 109,000
6. 2010
7. 2024
8. 07050
9. 240,978,125
10. (402) 976-1212

**Chapter 23 Using Commas With Addresses and in Letters (104)**

**Practice A Using Correct Comma Placement in Addresses and Letters**

1. Correct
2. Rebecca Worthington, 2233 Dartmouth Road, Hanover, NH 23567
3. Sincerely,
4. Correct
5. Correct
6. Comfortable Shoe Corp., PO Box 2345, San Antonio, TX 70999-2345
7. Sincerely yours,
8. With warmest regards,
9. Correct
10. Correct

**Practice B Using Commas in Friendly Letters**

1. Dear Eleanor,
2. Sincerely yours,
3. Dearest Zach,
4. Dear John, Chris, Bob, Emily, and Luke,
5. Regards,
6. Best wishes,
7. Dear Aunt Jill and Uncle Fernando,
8. Sincerely,
9. Dear Tomas,
10. Your pal,

## Chapter 23 Using Commas in Elliptical Sentences (105)

### Practice A Using Correct Comma Placement in Elliptical Sentences

1. I have Spanish first period; Jake, third period.
2. My house is on the south side of the street; Carla's, on the north.
3. The gas station is on Park Avenue; the convenience store, on Lake.
4. The teachers eat in the teachers' lounge; the students, in the cafeteria.
5. The shoe department is on the second floor; the clothing, on the first.
6. The football stadium seats 2,000 people; the baseball stadium, 500.
7. My bedroom is to the left of my parents' room; my brother's, to the right.
8. My parents enjoy French food; my grandparents, Greek.

### Practice B Using Commas Correctly in Elliptical Sentences

Sentences may vary. Accept all sentences that contain an elliptical phrase preceded by a semicolon and separated correctly with a comma.

## Chapter 23 Using Commas With Direct Quotations (106)

### Practice A Using Correct Comma Placement in Direct Quotations

1. "I'll never be able to climb that wall," I told my rock-climbing instructor.
2. She replied, "Oh, I know you can do it."
3. I said, "OK, I'll give it try."
4. "That's the spirit," she answered.
5. "My feet are sore," I said. "Why did I wear these tight shoes?"
6. "You are a slave to fashion, my friend," Jill replied.
7. "I guess I am," I said, laughing.

8. "Tomorrow, I'm wearing tennis shoes to school," I told Jill.
9. "That is the smartest thing you've said all day," replied Jill.
10. "I'll take that as a compliment," I told her.

### Practice B Using Commas Correctly in Direct Quotations

Direct quotations may vary. Accept all direct quotations that are set off correctly with commas.

## Chapter 23 Using Commas for Clarity (107)

### Practice A Using Commas for Clarity

1. After the vegetable, soup was served.
2. Using the baseball, players practiced for the big game.
3. At the library, books were displayed prominently.
4. Near the park, rangers gathered for a meeting.
5. Beside the puddle of water, glasses stood empty.
6. After gym, clothes need to be changed.
7. Before the holiday, meals were being planned.
8. As we were dining, chairs were pulled up to the table next to ours.
9. For the group, meetings were planned.
10. In the garden, vegetables grow.

### Practice B Using Commas for Clarity

Sentences may vary. Accept all sentences that contain commas for clarity.

## Chapter 23 Misuses of Commas (108)

### Practice A Recognizing and Correcting Misused Commas

1. The last ones to leave the movie theater were Felix and me.
2. My sister Rebecca, Casey, and Tracy took a sewing class together.

3. They learned how to thread the sewing machine and how to cut a pattern.
4. I will go either to the grocery store on Maple Avenue or to the one on Cedar Street.
5. I asked for scrambled eggs instead of fried eggs.
6. Neither Mrs. Gomez nor her husband was in the restaurant.
7. The children swung on the swings, went down the slide, and played in the sandbox at the playground.
8. The dog and the cat were hiding under the bed during the thunderstorm.
9. Did you use garlic or onions in this recipe?
10. When you and your sister finish your chores, you may go to the mall.

**Practice B Eliminating Unnecessary Commas in Sentences**

1. We ate omelets for breakfast and spaghetti for dinner.
2. I have a science lab today and a computer lab tomorrow.
3. I asked for a new basketball and a new baseball glove for my birthday.
4. Correct
5. I called my friends, listened to the radio, and did my homework before my father came home.



## Chapter 23 Using Semicolons to Join Independent Clauses (109)

### Practice A Identifying Related Independent Clauses

1. Related
2. Related
3. Unrelated
4. Related
5. Related
6. Related

### Practice B Using Semicolons With Conjunctive Adverbs and Transitional Expressions

1. We were so thirsty; therefore, we ran to the water fountain.
2. We worked hard preparing for the debate; consequently, we won easily.
3. My grandmother was born in Mexico; however, she met my grandfather in Texas.
4. Jean thought she had fixed the car; nonetheless, it would not start.
5. My mother's best friend is a gracious host; in fact, she always makes us feel welcome.

## Chapter 23 Using Semicolons to Avoid Confusion (110)

### Practice A Using Semicolons to Avoid Confusion in Sentences

1. Air traffic controllers, who have very stressful jobs, usually do not last many years in that career; their work puts them under enormous pressure.
2. In ancient China, soldiers used kites as psychological weapons; the kites' noise sounded like ghosts, which kept away enemy troops.
3. The company has branch offices in Montreal, Quebec; Columbus, Georgia; and Los Gatos, California.

4. The trick-or-treaters entered the room timidly; they sang their funny song; then, they bowed and accepted their treats.
5. As the hikers reached the fork in the path, they sighed with relief; however, this fork wasn't the one they had expected.
6. The entries in the journal were dated March 3, 1862; February 28, 1863; January 6, 1864; and December 5, 1865.
7. I sent gifts to my aunt and uncle, who live in Alabama; to Daniel, my cousin in Florida; and to Samara, my friend from school who moved away last year.
8. Our family runs day camps in Waco, Texas; Tulsa, Oklahoma; and Riverton, Mississippi.
9. One week, I work in the bakery on Monday, Wednesday, and Friday; and the next week, I work on Tuesday, Thursday, and Saturday.
10. The children, who are four, six, and eight years old, were screaming and running through the store; their mother was pretending not to notice.

### Practice B Writing Sentences With Semicolons

Sentences may vary. Accept all sentences that include the items and use semicolons correctly.

## Chapter 23 Using Colons (111)

### Practice A Using Colons in Sentences

1. We are dismissed from school at 3:07 P.M., and practice starts at 3:30 P.M.
2. The preacher quoted Genesis 4:10 from the Bible.
3. The shoe store is open Monday through Saturday, 10:00 A.M. until 9:30 P.M.

4. I made up my mind that I would ask only one friend to sleep over: Marcia.
5. The reason I chose her was obvious: She likes to watch horror movies as much as I do.
6. At the farmers market, we visited the following stands: fresh flowers, baked goods, and corn.
7. We are having the following for Sunday brunch: muffins, fruit salad, and omelets.
8. Are you available to baby-sit from 3:30 P.M. until 8:30 P.M.?
9. Remember to include the following: flour, sugar, butter, baking soda, and vanilla.
10. Carlos's reason for not doing his homework was understandable: He had the flu.

**Practice B Writing Sentences With Colons**

Sentences may vary. Accept all sentences that use colons correctly and as instructed.

**Chapter 23 Using Quotation Marks With Quotations (112)**

**Practice A Using Quotation Marks in Direct Quotations**

1. "I have two dollars in change," I answered.
2. "May I borrow it?" she asked. "I have to go to the laundromat."
3. "Sure," I answered. "Do you want me to go with you?"
4. "Thanks for offering," my mother answered, "but I'd prefer you to start dinner."
5. My mother said, "Brown the chicken and sauté the onion and peppers."
6. "I'll get right on it, Mom," I assured her.
7. "I don't know what I'd do without you," she answered.

8. "Christie, do you want to go bowling tonight?" I asked.
9. "I hate to bowl," answered Christie.
10. "Really? I never knew that," I replied.

**Practice B Identifying Direct Quotations and Indirect Quotations**

1. "If you work five extra hours, you will earn a lot more money," said Clive.
2. "I know, I'm really excited about it," I answered.
3. indirect quotation
4. "I will ask my boss if he needs an extra worker," I told Clive.
5. "That would be great," Clive said.

**Chapter 23 Using Direct Quotations With Introductory, Concluding, and Interrupting Expressions (113)**

**Practice A Using Punctuation Marks With Introductory, Interrupting, and Concluding Expressions in Direct Quotations**

1. "I would like eggs and toast," I answered.
2. "I have to give a report tomorrow," I said.
3. "If you would like," replied my father, "you can rehearse for me."
4. Joaquin said, "Baseball is my favorite sport."
5. "Can you tell," asked Serena, "that I prefer tennis?"

**Practice B Using Correct Punctuation in Direct Quotations With Introductory, Interrupting, and Concluding Expressions**

Direct quotations may vary. Accept all direct quotations that are written as indicated and that use correct punctuation.

## Chapter 23 Quotation Marks With Other Punctuation (114)

### Practice A Using Quotation Marks With Other Punctuation in Sentences

1. "I would like to volunteer," I said.
2. "Great!" Maria replied. "Meet us at the church at 7:00 P.M."
3. "What do we have to do?" I asked.
4. "First, we will collect the food that people bring in," Maria explained.
5. "Then, we will drive the bags of food to the food bank," she added.
6. "It sounds like a worthwhile project!" I said.
7. "I think you will feel good for helping out," Maria said.
8. "Okay," I answered. "I will see you at 7:00 then."
9. "Thanks, Jose. We need all the help we can get!" Maria said.
10. I said to Maria afterward, "I feel good that I helped"; I was happy I had done it.

### Practice B Writing Sentences With Quotation Marks and Other Punctuation

Sentences may vary. Accept all quotations that correctly use quotation marks and the other punctuation marks indicated.

## Chapter 23 Using Single Quotation Marks for Quotations Within Quotations (115)

### Practice A Using Single Quotation Marks for Quotations Within Quotations

1. Maria told her friend, "The directions say, 'Make the first right onto Sherman Terrace.'"
2. Mrs. Bancroft asked the class, "Which Shakespearean character said, 'To be or not to be: that is the question?'"

3. Then she asked, "Which Shakespearean character said, 'O Romeo, Romeo, wherefore art thou, Romeo?'"
4. River said, "Simone, did you hear Dustin yell out, 'That's easy: Juliet said it?'"
5. Carmen said, "I need to find out which U.S. president said, 'Ask not what your country can do for you—ask what you can do for your country.'"
6. My mother told me, "Shania, the recipe says, 'Stir until blended.' That isn't blended."

### Practice B Writing Quotations Within Quotations

Quotations may vary. Accept all quotations that correctly use quotation marks.

## Chapter 23 Punctuating Explanatory Material Within Quotes (116)

### Practice A Using Brackets for Explanatory Material Within Quotations

1. The actor was quoted as saying, "I appreciate it [the honor], but I must refuse it."
2. Mrs. Gonzalez explained, "Some critics questioned whether he [the actor] actually deserved the award."
3. Jane asked, "Why did they [the critics] think he didn't deserve the award?"
4. Mrs. Gonzalez answered, "Some critics believe that Sherman [the actor] is second-rate and therefore overrated."
5. The local paper quoted the mayor as saying, "This issue [the traffic bottleneck] must be addressed by the entire town council. We have to come to a resolution."
6. The journalist asked, "So, Mr. Mayor, what is [in your opinion] a viable solution?"

7. The mayor explained, "It is obvious [to me, at least] that a traffic light is needed at the intersection."
8. The journalist then asked, "Mr. Mayor, who disagrees with you on this [the traffic issue]?"
9. The mayor replied, "Unfortunately, I am not at liberty to say who [which one of the council members] disagrees with me."
10. The journalist said, "Mr. Mayor, the residents of this town [Ridgemont] voted for the council. Don't we deserve to know?"

### Practice B Writing Quotations With Explanatory Material in Brackets

Direct quotations may vary. Accept all direct quotations that correctly include the indicated items in brackets.

## Chapter 23 Using Quotation Marks for Dialogue (117)

### Practice A Using Quotation Marks in Dialogue

1. "You know, we have a lot of young players on the team, so I look for this to be a rebuilding year," said the coach.
2. Another reporter asked, "What are the team's strengths?"
3. The coach replied, "Our offense is really strong; the passing skills of our players are exceptional. We should score a lot of goals this season."
4. The reporter then asked, "What about the defense?"
5. Thoughtfully, the coach replied, "I would like to see our team be more aggressive on defense and go for more steals."
6. "How strong is the team at the goalie position?" asked another reporter.
7. "We have two extremely strong goalies," said the coach. "Wait until you see them in action."
8. The reporter then asked, "Do you have any predictions about the season, Coach? Do you think we'll see this team in the playoffs?"
9. The coach replied, "I think we're going to exceed a lot of people's expectations this year."
10. The reporter said, "Thanks for your time, Coach."

### Practice B Writing Dialogue Using Quotation Marks

Dialogues will vary. Accept all dialogues between a teacher and a student discussing a science project that use quotation marks and paragraph breaks correctly.

## Chapter 23 Using Quotation Marks for Titles (118)

### Practice A Placing Quotation Marks in Titles

1. Zach wrote a short story in creative writing class called "The Runaway."
2. Justin wrote a poem for the same class called "Winner or Quitter."
3. My favorite episode of the television show *Robert Robertson* is called "All for Nothing."
4. I used an article titled "The Successes of President Eisenhower" for my research paper.
5. My teacher said that my essay "Why War Solves Nothing" was one of the best she has ever read.
6. My favorite song to play on the drums is "Hotel California" by the Eagles.
7. My mother's favorite song of all time is "Up on the Roof" by James Taylor.
8. I think one of the greatest poems ever written is "The Raven" by Edgar Allan Poe.
9. My English teacher prefers poems such as "A Sunset of the City" by Gwendolyn Brooks.

- The journalist finished his article “The First 100 Days of an Army General.”

### Practice B Using Quotation Marks in Titles

Sentences may vary. Accept all sentences that use the type of title indicated and use quotation marks correctly.

## Chapter 23 Using Underlining and Italics in Titles (119)

### Practice A Underlining (or Italicizing) Titles and Special Words

- I am writing a novel called Not the Major Leagues as my final project.
- We saw the famous painting Mona Lisa in person.
- I watch Good Day, Dallas every morning while I get ready for school.
- Did you know that the Titanic sank on its maiden voyage?
- My mother’s favorite album is Sgt. Pepper’s Lonely Hearts Club Band by the Beatles.
- We are just starting to read the epic poem the Odyssey.
- I hope that it is more interesting than the Iliad.
- When we went to Spain, we said muchas gracias all the time.
- My brother’s favorite novel is The Catcher in the Rye by J. D. Salinger.
- My teacher took three points off my essay because I didn’t dot my i’s.

### Practice B Underlining Titles and Special Words and Phrases in Sentences

Sentences may vary. Accept all sentences that use the type of title indicated and that are properly underlined.

## Chapter 23 Using Quotation Marks to Indicate Sarcasm and Irony (120)

### Practice A Using Quotation Marks to Indicate Sarcasm or Irony

- “Mr. Fixit,” would you hand me the screwdriver?
- Our “joke” of a team just made the finals.
- Carmen always “forgets” her purse, so I usually wind up buying.
- When I finally got the package open, my sister called me a “real Einstein.”
- When the car broke down for the second time, my mother exclaimed she was so happy the mechanic had “fixed” it.
- James told me the reason he didn’t call me back was that he “misplaced” my number.
- Our “gourmet” dinner consisted of dried-out chicken and burnt potatoes.
- The screaming children in the store were a real “breath of fresh air.”
- After I grunted at my mother, she told me I was still “her little angel.”
- When I told my father I couldn’t fix the door, he said fixing it isn’t exactly “rocket science.”

### Practice B Using Quotation Marks to Indicate Sarcasm or Irony

Sentences may vary. Accept all sentences that use the expressions and quotation marks to indicate sarcasm or irony.

## Chapter 23 Using Hyphens in Numbers (121)

### Practice A Using Hyphens in Compound Numbers and Fractions

- twenty-one students

2. thirty-six inches
  3. fifty-one miles
  4. Two and one-half cups of flour
  5. Two-thirds cup of cocoa powder
  6. The eleventh- and twelfth-grade students
  7. A 15-minute break
  8. A two-minute sprint
  9. A one-hour nap
  10. Ninety-nine years old
4. fifty-two
  5. one-half cup
  6. two-thirds of the cake
  7. twenty-seven and five-eighths inches
  8. twenty-five
  9. sixty-six
  10. one-half tablespoon

**Practice B Using Hyphens in Compound Numbers and Fractions**

Sentences may vary. Accept all sentences that using the spelling of the item listed below.

1. two-thirds cup
2. twenty-nine
3. forty-six

**Chapter 23 Using Hyphens With Prefixes and Suffixes (122)**

**Practice A Using Hyphens in Words**

1. all-star
2. post-game
3. mid-September
4. self-educated
5. all-year
6. post-midnight
7. mayor-elect
8. mid-October
9. pro-Southern
10. self-centered

**Practice B Using Hyphens**

Sentences may vary. Accept all sentences that contain the spelling of the items listed below.

1. self-explanatory
2. all-encompassing
3. mid-December
4. self-important
5. ex-boyfriend
6. post-Olympic
7. all-time
8. senator-elect
9. post-concert
10. pre-revolution

**Chapter 23 Using Hyphens With Compound Words (123)**

**Practice A Using Hyphens in Compound Words**

1. fifty-year-old man
2. off-season
3. jack-of-all-trades
4. over-the-counter

5. forget-me-not
6. well-to-do
7. sister-in-law
8. teary-eyed
9. laid-back
10. mother-in-law

**Practice B Using Hyphens With Compound Words**

Sentences may vary. Accept all sentences that contain the spelling of the items as listed below.

1. fifteen-year-old
2. in-season
3. well-dressed
4. technically advanced
5. T-shirt
6. two-word
7. chocolate-covered
8. editor-in-chief
9. go-between
10. long-needed

**Chapter 23 Using Hyphens for Clarity (124)**

**Practice A Using Hyphens for Clarity**

1. semi-illustrative
2. re-energize
3. re-enlist
4. semi-informal
5. re-establish
6. bell-like
7. co-op
8. de-emphasize
9. semi-independent
10. anti-imperialistic

**Practice B Using Hyphens for Clarity in Sentences**

1. I found the lecture to be semi-informative; I still had a few questions afterward.
2. My father accidentally dropped the air-conditioning unit as he was taking it out of the window.
3. The semi-inclusive club at my school does not allow freshmen and sophomores to join.
4. A group of demonstrators was anti-imperialistic and wanted independence.
5. Correct
6. After we studied for four hours, we decided to re-treat ourselves to a second dessert.

**Chapter 23 Using Hyphens at the Ends of Lines (125)**

**Practice A Using Hyphens Correctly to Divide Words**

1. ar-dor
2. hand-book
3. over-heard
4. step-son
5. tick-et
6. nap-ping
7. doc-tor
8. fath-er
9. book-mark
10. text-book

**Practice B Using Hyphens Correctly at the End of Lines**

1. any-thing
2. warmed
3. talk-ing
4. per-for-mance or perform-ance
5. lab-o-ra-to-ry sci-ence
6. auto-graphs

**Chapter 23 Using Hyphens Correctly to Divide Words (126)**

**Practice A Using Hyphens Correctly to Divide Words**

1. pressed
2. Correct
3. judge
4. Correct
5. lodge
6. Correct
7. tri-an-gle
8. Correct
9. Samantha
10. steady

**Practice B Using Hyphens Correctly to Divide Words (page 126)**

1. clothes
2. fanned
3. flank
4. bored
5. black
6. crime
7. healthy
8. fam-ily
9. been
10. seemed

**Chapter 23 Using Apostrophes to Form Possessive Nouns (127)**

**Practice A Using Apostrophes to Form Possessive Nouns**

1. family's
2. girls'
3. foxes'
4. actor's
5. astronauts'
6. Millers'
7. neighbor's



8. Michael's
9. gentlemen's
10. babies'

**Practice B Using Apostrophes Correctly in Sentences**

1. cousins'
2. O'Connors'
3. sister-in-law's
4. Kelly's
5. sailors'
6. Atlases'
7. bears'
8. Hungary's

**Chapter 23 Using Apostrophes With Pronouns (128)**

**Practice A Using Apostrophes to Form Possessive Pronouns**

1. someone's
2. somebody's
3. Correct
4. anybody's
5. Correct
6. one's
7. no one's
8. Correct
9. somebody's
10. anyone's

**Practice B Using Apostrophes Correctly With Indefinite Pronouns**

Sentences may vary. Accept all sentences that contain the correct possessive form of the indefinite pronoun provided.

1. anybody's
2. someone's
3. somebody's
4. each other's
5. anyone's
6. everybody's
7. everyone's
8. neither's

9. no one's
10. one's

**Chapter 23 Using Apostrophes to Form Contractions (129)**

**Practice A Using Apostrophes to Form Contractions**

1. she'll
2. I'd
3. we'd
4. you're
5. Maria's
6. they're
7. aren't
8. won't
9. he'll
10. I'm

**Practice B Using Apostrophes Correctly in Contractions**

Sentences may vary. Accept all sentences that contain the correct spelling of the items as listed below.

1. aren't
2. should've
3. they're
4. we're
5. he'd
6. Daniela's
7. can't
8. shouldn't
9. won't
10. would've

**Chapter 23 Using Apostrophes to Create Special Plurals (130)**

**Practice A Using Apostrophes to Create Special Plurals**

1. X's and O's
2. +'s and -'s
3. ?'s
4. !'s

5. no's
6. yea's or nay's
7. 30's and 40's
8. ABC's
9. C's and D's
10. 10's and 20's

**Practice B Using Apostrophes to Create Special Plurals in Sentences**

Sentences may vary. Accept all sentences that contain the correct spelling of the items as listed below.

1. D's
2. I's and you's
3. ?'s
4. !'s
5. ABC's and 123's
6. A's and B's
7. 5's
8. A's and An's
9. 50's and 100's
10. p's and q's

**Chapter 23 Parentheses (131)**

**Practice A Revising to Add Parentheses to Sentences**

1. The walking catfish (scientific name *Clarias batrachus*) originally comes from Thailand.
2. Human language is only one (the most developed) of the various forms of communication in the animal world.
3. John Adams (1735–1826) was the second president of the United States.
4. Benjamin Franklin sailed to Europe (in 1776) during the American Revolution.
5. Marcus finally became comfortable in his new job. (Getting comfortable took about nine months.)

**Practice B Writing Sentences With Parenthetical Information**

Sentences may vary. Accept all sentences that use the parenthetical information correctly.

**Chapter 23 Brackets (132)**

**Practice A Using Brackets in Quotations**

1. "He had studied the manual thoroughly and knew the laws and rules [of safety]."
2. "But the behind-the-wheel part of the exam was something [else]."
3. "First, Cal strapped the seat belt on. He adjusted the mirrors and released the [parking] brake."
4. "Cal wondered what the [driving] evaluator was thinking."

**Practice B Revising to Add Brackets to Quotations (page 132)**

1. "During calm, clear weather, they don't bother to make larg [*sic*] webs or to take them in."
2. "But when there is high humidity and a drop in air presure [*sic*], spiders work overtime."
3. "Somehow they seem to know that insects will be easier [*sic*] to catch when the humidity is high."
4. "Moisture sokes [*sic*] the insects' wings, making it difficult for them to fly."

**Chapter 23 Using the Ellipsis (133)**

**Practice A Using Ellipses to Show Omissions in Quotations**

1. "Dr. Henderson . . . joined Clifton Laboratory."
2. "Someone should open the meeting room. . . ."
3. "Uncle Roberto had dozens of stories to tell about his life . . . in the navy."
4. "The three gentlemen . . . were representatives of their government."
5. "Mrs. Silko cooked enough dinner for her family. . . ."

**Practice B Using Ellipses to Show a Pause in Dialogue**

Placement of ellipses may vary. Accept all attempts that are logical.

1. "After practice I was so thirsty, I drank five glasses of water."
2. "Mom, Clara fell off her bike but she isn't hurt."
3. "I can't believe you lost all of your money!"
4. "You are the unluckiest person I know."
5. "How could you betray me that way?"
6. "I am so sorry I didn't mean to hurt your feelings."
7. "I wish I wish upon a star."
8. "Mom you aren't going to like this."
9. "Tell me what happened?"
10. "On the count of three: one two three."

**Chapter 23 Dashes (134)**

**Practice A Using Dashes to Emphasize Parenthetical Expressions**

1. The traffic—I have never seen so much traffic—turned a six-hour trip into a ten-hour one.
2. Did you stop—you must have stopped—along the way to eat dinner?
3. I am happy to report—even though you predicted it—that I did make the team.
4. I am very proud of you—I am always proud of you—for working so hard for that.
5. Yes, I did work hard—all those pitching lessons!—and it paid off.
6. It sounds as if your team—not to mention your coach—is very lucky to have you.

**Practice B Using Dashes for Emphasis in Sentences**

Sentences may vary. Accept all sentences that use the parenthetical expressions and dashes correctly.

**Chapter 23 Slashes (135)**

**Practice A Using Slashes With Numbers**

1. 3/8
2. 4/5
3. 1/2/12
4. 4/1/10
5. 7/10
6. 1/3
7. 1/18/66
8. 12/1/07

**Practice B Use Slashes Correctly in Sentences**

1. The Web address for the Smithsonian Institution is <http://www.si.edu/>.
2. The potato toppings are shredded cheese/salsa/sour cream/broccoli.
3. Choose two of the following: pears/peaches/mango/blueberries/bananas/strawberries.
4. Our school's Web address is <http://www.claremonthighschool.tx.edu/>.
5. The sophomore fundraiser is on 10/4/12.
6. My birthday is 8/7/96.

## Part 5: Vocabulary and Spelling Practice Answers

### Vocabulary Practice 1: Prefixes (p. 137)

- A.** 1. audible  
2. coherent  
3. noble  
4. partial  
5. repairable  
6. eligible  
7. literate  
8. mutable  
9. reverent  
10. relevant
- B.** 1. irreparable  
2. inaudible  
3. irreverent  
4. incoherent  
5. impartial  
6. ignoble  
7. immutable  
8. illiterate  
9. irrelevant  
10. ineligible

### Vocabulary Practice 2: Prefixes (p. 138)

- A.** 1. malpractice  
2. malcontent  
3. misdemeanor  
4. miscalculation  
5. maladroit  
6. misnomer  
7. misinterpreted  
8. misadventure  
9. malfunctioning  
10. misshapen
- B.** 1. mis nomer  
2. mis shapen  
3. mis interpreted  
4. mal functioning  
5. mis demeanor  
6. mal practice  
7. mis adventure  
8. mis calculation

9. mal adroit  
10. mal content
- C.** maladjusted  
malevolent  
malnutrition  
misbehave  
misappropriate

### Vocabulary Practice 3: Prefixes (p. 139)

- A.** 1. synchronize  
2. systemic  
3. syndrome  
4. symbiotic  
5. symphysis  
6. systematic  
7. symposium  
8. symmetry  
9. synergy  
10. synthesis
- B.** 1. symbiotic  
2. synergy  
3. systematic  
4. synthesis  
5. symposium  
6. synchronized  
7. systemic  
8. symphysis  
9. syndrome  
10. symmetry
- C.** symptom  
symphony  
sympathy  
symbolism  
syndicate  
synergism  
synonym  
synopsis  
systematize  
systole

### Vocabulary Practice 4: Prefixes (p. 140)

- A.** 1. climax                      anticlimax  
    (Sample response)
2. diction                      contradiction
3. productive                  counterproductive
4. indication                  contraindication
5. sign                          countersign
6. thesis                        antithesis
7. charged                      countercharged
8. -versy                        controversy
9. measure                      countermeasure
10. intelligence                counterintelligence
- B.** 1. counterproductive
2. counterintelligence
3. controversy
4. anticlimax
5. countermeasures
6. countersign
7. antithesis
8. contraindication
9. contradiction
10. countercharged

### Vocabulary Practice 5: Suffixes (p. 141)

- A.** 1. fallible                      capable of being mistaken
2. palpable                      that can be touched or  
    handled; easily perceived  
    by the senses
3. delectable                      very pleasing; delicious
4. exhaustible                  able to be completely used  
    up or emptied
5. laudable                        worthy of praise
6. potable                        fit to drink
7. audible                        loud enough to be heard
8. pliable                        easily bent or molded
9. palatable                      pleasant or acceptable to  
    the taste
10. despicable                  deserving to be looked down  
    upon with contempt
- B.** 1. despicable
2. potable
3. fallible
4. delectable
5. palpable
6. exhaustible
7. laudable
8. audible

9. pliable
10. delectable

### Vocabulary Practice 6: Suffixes (p. 142)

- A.** 1. pithy
2. acrimonious
3. porous
4. cumbersome
5. vacuous
6. billowy
7. loathsome
8. frugally
9. precipitous
10. copiously
- B.** 1. *loathe* and *some*              “full of” detesting  
    (Sample response)
2. *pith* and *y*                      “full of” soft, spongy  
    tissue
3. *precipice* and *ous*              “like” a precipice
4. *frugal* and *ly*                      “like” stingy
5. *cumber* and *some*              “full of” obstruction
6. *billow* and *y*                      “like” swelling or  
    surging
7. *vacuum* and *ous*              “full of” emptiness
8. *acrimony* and *ous*              “full of” bitterness
9. *copious* and *ly*                      “like” abundance
10. *pore* and *ous*                      “like” a tiny opening
- C.** partially
- coherently
- chilly
- wispy
- worrisome
- tiresome
- joyous
- gelatinous

### Vocabulary Practice 7: Suffixes (p. 143)

- A.** 1. internship
2. adroitness
3. platitude
4. admonishment
5. rectitude
6. enhancement
7. adeptness
8. impoverishment
9. disbandment
10. stewardship

- B.**
1. internship (Sample response)
  2. disbandment
  3. adroitness
  4. rectitude
  5. stewardship
  6. impoverishment
  7. internship
  8. enhancement
  9. admonishment
  10. adeptness

### Vocabulary Practice 8: Combining Forms (p. 144)

- A.**
1. paleontology
  2. ichthyology
  3. phonology
  4. pharmacology
  5. ideology
  6. sociology
  7. criminology
  8. physiology
  9. immunology
  10. anthropology
  11. chronology
  12. terminology
  13. genealogy
  14. lexicology
  15. dermatology
- B.** (Sentences are sample responses.)
1. People who study paleontology discover fossils.
  2. Students of ichthyology might research salmon migration.
  3. Phonology is the study of speech sounds.
  4. Pharmacists study pharmacology, the science of dealing with the effects of antibiotics on living organisms.
  5. A scholar might write about the ideology of religious doctrines.
  6. Those who study sociology become aware of many cultural customs.
  7. People who work in criminology often develop timelines to help solve crimes.
  8. Physiology is a course of study that focuses on functions of the systems of the human body.

9. Immunology is a study for doctors and scientists who find cures for diseases.
10. It's fun to study genealogy to learn about one's ancestry.

### Vocabulary Practice 9: Word Roots

(p. 145)

- A.**
1. repel means "drive away"
  2. recurrent means "take place again"
  3. impulse means "push"
  4. discursive means "rambling"
  5. propel means "push"
  6. incur means "cause to take place"
  7. compel means "push to do something"
  8. curriculum means "running of a course"
  9. expulsion means "pushing out"
  10. concurrent means "running at the same time"
- B.**
- expel means "to drive out"
- impel means "to push, drive or move forward"
- current means "now in progress"
- impulsive means "likely to act on impulse"
- pulsate means "to beat rhythmically, as the heart"
- pulse means "any rhythmical beat or signal"
- repellent means "that which pushes away or drives back"
- recur means "to return or occur again"
- cursive means "flowing; not disconnected"
- occurrence means "an event or incidence"
- excursion means "a short trip, returning to the point of departure"
- concur means "happening together"
- expulsion means "a facing out"
- compulsion means "a driving force; coercion"
- repulse means "to drive back, as an attack"
- repulsion means "a strong dislike or dis-taste"
- repulsive means "causing strong dislike or aversion"

Answer to Question; Knowing the root form helps to unlock the meaning of unfamiliar words with the same root.

## Vocabulary Practice 10: Word Roots

(p. 146)

- A.**
1. catalogue brochure
  2. eloquent well-spoken
  3. loquacious talkative
  4. vociferous noisy
  5. convocation assembly
  6. prologue introduction
  7. monologue speech
  8. dictum declaration
  9. edict order
  10. colloquial conversational

- B.** (Sentences are sample responses.)
1. People were very upset with the indictment against the civil leader.
  2. The invocation was a plea for world peace.
  3. The epilogue gave the author's explanation of the conclusion.
  4. Hamlet's soliloquy is often quoted by people in a decision-making situation.
  5. One might need an advocate when in the hospital.

2. retaining
3. tenure
4. detention
5. contain
6. extend
7. tensile
8. tenacity
9. distend
10. portended

- C.** (Sentences are sample responses.)
1. The teacher gave us a deadline extension for writing the term paper.
  2. Children watched the balloons distending as we filled them with water for the contest!
  3. Troop containment was the first step toward peace negotiations.
  4. Concert hall management will oversee the retention of all lost property.
  5. Mr. Hobbs, the principal, will detain anyone defacing school property.
  6. The river began to distend with several inches of rain during the hurricane.
  7. Despite setbacks, Willa was tenacious and eventually achieved her goal.
  8. The professor's tenure was upheld after he published a controversial book.
  9. One candidate will contend the incumbent's spending policies in a debate.
  10. We extended our vacation because we were enjoying the island so much.

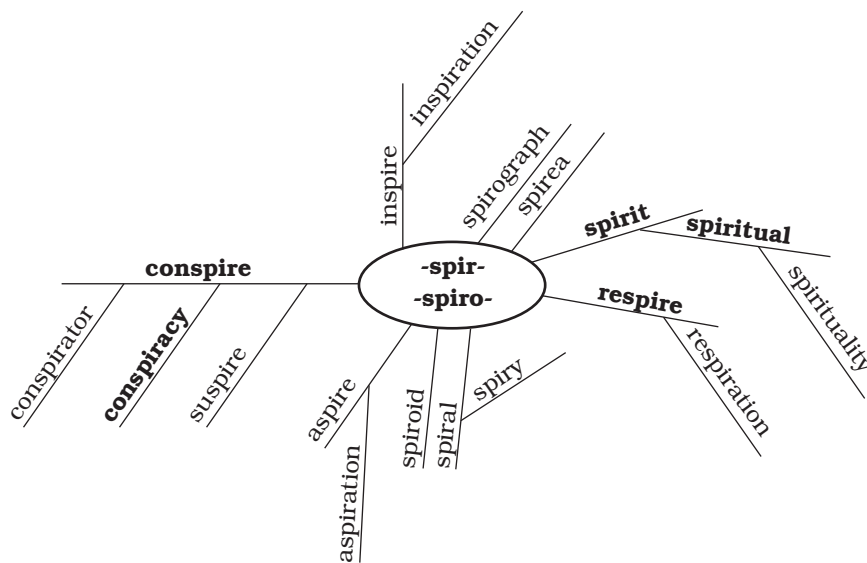
## Vocabulary Practice 11: Word Roots

(p. 147)

- A.**
1. f 2. i 3. g 4. h 5. j 6. a 7. c 8. b 9. e 10. d
- B.**
1. contention

## Vocabulary Practice 12: Word Roots (p. 148)

**A.**



- B.** 1. *atmosphere*: sphere of air or gases  
 2. *ecosphere*: a house for living things  
 3. *ionosphere*: sphere of electronically charged atoms  
 4. *biosphere*: sphere where life occurs  
 5. *bathysphere*: sphere that is used in the deep sea
- Other words:
1. *mesosphere*: the zone 34–50 miles above the earth
  2. *stratosphere*: the atmospheric zone 12–31 miles above the earth
  3. *thermosphere*: the zone that begins at 53 miles above the earth, characterized by a rise in temperature with increasing altitude
  4. *troposphere*: the zone that is characterized by water vapor, vertical winds, and decreasing temperature with increasing altitude

### Vocabulary Practice 13: Word Roots (p. 149)

- A.** 1. translucent  
 2. photons  
 3. illuminati  
 4. pellucid  
 5. luminary  
 6. photogenic  
 7. phototropism  
 8. lucid  
 9. elucidate  
 10. luminescence
- B.** 1. lucid  
 2. translucent  
 3. luminescence  
 4. phototropism  
 5. illuminati  
 6. elucidate  
 7. pellucid  
 8. photogenic  
 9. luminary  
 10. photon
- C.** -luc- lucidity  
 -lum- luminous  
 -photo- telephoto

### Vocabulary Practice 14: Synonyms (p. 150)

- A.** 1. increase  
 2. gratify  
 3. develop  
 4. annoyed  
 5. balance  
 6. adventure  
 7. disappear  
 8. inscription  
 9. intrude  
 10. unity
- B.** 1. stabilize  
 2. augment  
 3. venture  
 4. epitaph  
 5. indulge  
 6. solidarity  
 7. cultivate  
 8. encroach  
 9. dissipate  
 10. indignant
- Sentences using the synonyms for these words will vary.

### Vocabulary Practice 15: Synonyms (p. 151)

- A.** 1. hidden  
 2. blissfulness  
 3. barrier  
 4. disorderly  
 5. conflicting  
 6. astute  
 7. burdensome  
 8. cunning  
 9. mortal  
 10. uncertainty
- B.** (Sentences are sample responses.)
1. *boisterous* party guests  
 The boisterous party guests were asked to leave by the hostess.
  2. *sagacious* elderly man  
 A sagacious elderly man entertained the children with stories that taught them many aspects of good behavior.
  3. bride's *felicity*  
 The bride's felicity was apparent and shared by all the wedding guests.
  4. *repugnant* odor  
 We noticed a repugnant odor at the ocean at low tide.



5. unexpected *hindrance*  
The state highway had unexpected hindrances, which delayed our planned arrival.

6. *esoteric* research paper  
We listened politely for two hours to the professor read his esoteric research paper.

7. *dying* foliage  
In the fall, the gardener removed all the dying foliage and replaced it with new shrubs.

8. job applicant's *quandary*  
The job applicant's quandary was resolved when one offer was withdrawn because the position was canceled.

9. *furtive* glances  
When asked about plans for the party, Patti and Peggy exchanged furtive glances.

10. *unwieldy* furniture  
Excellent movers were able to bring in and place the unwieldy furniture.

**C.** (Sentences are sample responses.)

1. We looked for hidden treasure in the attic.
2. Blissfulness was evident on the faces of the vacationing families.
3. Not having a car was a barrier to Carmen's getting a summer job.
4. People in line to have pictures became disorderly when the photographer was more than one hour late.
5. Conflicting regulations in the dormitory caused turmoil and misconduct.
6. The astute store manager resolved the issue before it became a crisis.
7. Marty discussed some burdensome matters, including budgets, with the office staff.
8. With cunning, the child outsmarted his older brother and got the extra dessert.
9. The soldier received a mortal wound and said his last words to the nurse aiding him.
10. In his uncertainty, Julio took the wrong turn on the highway and drove a distance from his intended destination.

## Vocabulary Practice 16: Synonyms (p. 152)

- A.**
1. accumulate:: a
  2. agreement:: a
  3. admission:: b
  4. watch:: c
  5. analyze:: b
  6. serious:: a
  7. forgive:: a
  8. restrict:: c
  9. explain:: b
  10. criminal:: b
- B.**
1. confuse
  2. belittle
  3. unaffected
  4. uncertain
  5. uncommunicative
- C.** Sample answers
1. crush
  2. careful
  3. immature
  4. criticizing
  5. dull

## Vocabulary Practice 17: Antonyms (p. 153)

- A.**
1. aggressive, amicable (Sample response)
  2. slovenly                      fastidious
  3. unpretentious              arrogant
  4. generous                      miserly
  5. incompetent                adept
  6. disingenuous                candid
  7. solution                        conundrum
  8. worst                            optimal
  9. heavy                            slender
  10. unproductive                prolific
- B.** (Sentences are sample responses.)
1. The *arrogant* Hollywood actor was very humble in person.
  2. The community's *conundrum* was knowing how to meet the needs of all the senior citizens.
  3. Shirley finally found a tailor who is *adept* at sewing a sequined gown.
  4. The college was fortunate to have as a graduate a *charitable* billionaire.
  5. The two friends had an *amicable* argument and laughed later.

### Vocabulary Practice 18: Antonyms (p. 154)

- A.** 1. plausible  
2. mundane  
3. insatiable  
4. innumerable  
5. sanguine  
6. peevish  
7. expedient  
8. neophyte  
9. motley  
10. taper
- B.** 1. expedient, it is impractical to carry cash  
2. mundane, not even give it credit for its exotic subject  
3. insatiable, her usually content manner when eating  
4. peevish, she gave her excuses to her good-natured grandmother  
5. neophyte, he is a professional of long experience  
6. sanguine, pessimistic news they've had recently  
7. plausible, accomplished the impossible by scoring a touchdown in the last second of the game  
8. taper, widen at the mouth  
9. innumerable, that the few I could see were all there were  
10. motley, identical appearance of the host and hostess

### Vocabulary Practice 19: Antonyms (p. 155)

- A.** 1. resolute  
2. auspicious  
3. insufficient  
4. destitute  
5. effervescent  
6. excessive  
7. innocuous  
8. pliable  
9. sterile  
10. unkempt
- B.** 1. insufficient, deficient, inadequate  
2. flat, despondent, depressed, lifeless  
3. unfavorable, hopeless, pessimistic  
4. doubtful, hesitating, wavering  
5. injurious, adverse, destructive

### Vocabulary Practice 20: Synonym and Antonym Review (p. 156)

- A.** 1. countless  
2. mystery  
3. taciturn  
4. haughty  
5. certain  
6. sharp  
7. penetrable  
8. slender  
9. earthly  
10. assorted  
11. productive  
12. foolish  
13. indefinite  
14. sanitary  
15. solution
- B.** 1. immeasurable: infinite  
2. puzzle: riddle  
3. reticent: forward  
4. disdainful: contemptuous  
5. sure: doubtful  
6. blunt: pointed  
7. essential: unimportant  
8. slim: slight  
9. worldly: mundane  
10. various: mixed  
11. fruitful: thriving  
12. judicious: imprudent  
13. undecided: wavering  
14. immaculate: fastidious  
15. uncertainty: resolution

### Vocabulary Practice 21: Analogies (p. 157)

- A.** 1. trying  
2. honor  
3. knowledge  
4. destruction  
5. transport  
6. stabilize  
7. confusion  
8. support  
9. declare  
10. stress

- B.** 1. rest  
2. sterilize  
3. productivity  
4. cut  
5. promotion
- C.** DRINK:QUENCHES::FOOD:NOURISHES  
Cause and Effect  
CHALK:CHALKBOARD::PAINT:CANVAS  
Function

### Vocabulary Practice 22: Analogies (p. 158)

- A.** 1. congress  
2. exercise  
3. escalator  
4. cake  
5. language  
6. school  
7. poem  
8. weather  
9. wall  
10. communication
- B.** 1. fasten  
2. mineral  
3. ship  
4. flexibility  
5. wood
- C.** Answers for Exercise A  
1. part-to-whole  
2. type of  
3. part-to-whole  
4. part-to-whole  
5. type of  
6. part-to-whole  
7. type of  
8. type of  
9. part-to-whole  
10. type of

#### Answers for Exercise B

1. function  
2. type of  
3. part-to-whole  
4. function  
5. type of

### Vocabulary Practice 23: Analogies (p. 159)

- A.** 1. fiction  
2. blunt

3. fruit  
4. savings  
5. diminish  
6. novice  
7. warmth  
8. torso  
9. kind  
10. disinfect
- B.** 1. infallible: perfect  
2. moisture: dampness  
3. dictum: instruct  
4. depressed: elated  
5. member: committee

#### C. Answers for Exercise A

1. type of  
2. synonyms  
3. type of  
4. cause and effect  
5. antonyms  
6. synonyms  
7. function  
8. part-to-whole  
9. antonyms  
10. function

#### Answers for Exercise B

1. synonyms  
2. cause and effect  
3. function  
4. antonyms  
5. part-to-whole

### Vocabulary Practice 24: Connotations and Denotations (p 160)

- A.** 1. *contrite* means “feeling remorse for having done wrong”  
2. *cowardly* means “shamefully” or “fearfully”  
3. *ornate* means “heavily adorned” or “showy”  
4. *strife* means “the act of striving with another; quarreling or fighting”  
5. *vacillate* means “to sway to and fro; to waver or show indecision”  
6. *recant* means “to withdraw; to renounce in a formal way”  
7. *lassitude* means “a state of feeling tired and listless”  
8. *opulent* means “very wealthy or rich; characterized by abundance”

9. *melancholy* means “sadness and depression of spirits; gloomy”
10. *plaintive* means “expressing sorrow; mournful”

- B.**
1. retract            repudiate
  2. spineless        afraid
  3. hesitate         falter
  4. penitent         humbled
  5. moodiness      despair
  6. gaudy            decorated
  7. warfare         unrest
  8. disconsolate    mournful
  9. affluent         magnificent
  10. weariness      exhaustion

**C.** (Sentences are sample responses.)

1. The politician decided to retract his statement about his opponent.
2. Perpetrators of atrocious crimes are considered spineless and despicable.
3. The contest winners did not hesitate when asked to choose their prizes.
4. While standing before the judge, the kidnapper was penitent and remorseful.
5. Elderly people are often in despair when stricken with long-term illness.
6. For the street fair, homes were adorned in bunting of gaudy colors.
7. When the tornado devastated the city, a situation of unrest and anxiety erupted.
8. Family members were disconsolate when they could not reach stranded relatives.
9. The affluent community raised enough money to sustain relief efforts.
10. When the teacher noticed apathy in her students, she discussed her expectations for their performance.

### Vocabulary Practice 25: Connotations and Denotations (p. 161)

- A.**
1. a. barren            b. commonplace
  2. a. soothe            b. conciliate
  3. a. earsplitting      b. raucous
  4. a. playful            b. degenerate
  5. a. contrived         b. fabricated
  6. a. imitate            b. rival
  7. a. uncover          b. betray
  8. a. negligence        b. leniency
  9. a. acute              b. penetrating
  10. a. tenacious        b. continuous

- B.**
1. barren: sterile, infertile  
commonplace: average, general
  2. soothe: calm, pacify  
conciliate: appease, placate
  3. raucous: grating, harsh  
earsplitting: blaring, roaring
  4. playful: frisky, mischievous  
degenerate: corrupt, reprehensible
  5. contrived: forced, strained  
fabricated: concocted, contrived
  6. imitate: copy, model  
rival: challenge, approximate
  7. uncover: disclose, show  
betray: expose, reveal
  8. leniency: charity, mercy  
negligence: laxity, slackness
  9. penetrating: sharp, incisive  
acute: keen, perceptive
  10. tenacious: headstrong, obstinate  
continuous: ceaseless, constant

### Vocabulary Practice 26: Connotations and Denotations (p. 162)

**A.** Sample answers are given.

1. gentle
2. polite
3. apprehensive
4. quiet
5. unassuming
6. timid
7. deferential
8. withdrawn
9. obliging
10. docile
11. sedate
12. meek
13. respectful
14. shy
15. submissive

**B.** (Sample response.)

Jessica was so quiet during dinner that everyone forgot she was at the table. Her gentle demeanor receded into the background when she was among more outgoing personalities. As a child, Jessica was shy and withdrawn. In school, her friends spoke of her as modest and polite. When she talked to adults, she was always respectful. Jessica fit the description of a sedate personality.

## Vocabulary Practice 27: Commonly Misused Words (p. 163)

- A.**
- rein* means “a narrow leather strap attached to the bit in a horse’s mouth to control the animal”  
*reign* means “the period of rule; royal power”  
*rain* means “water falling to the earth”
  - discreet* means “careful about what one says or does”  
*discrete* means “separate and distinct;” “unrelated”
  - stationery* means “paper and other writing materials”  
*stationary* means “fixed;” “not moving”
  - compliment* means “a formal expression of courtesy or respect, as in praise”  
*complement* means “something added to complete a whole; that which brings to perfection”
  - waiver* means “the act of relinquishing voluntarily”  
*waver* means “to swing or sway to and fro”
  - straight* means “having the same direction throughout its length”  
*strait* means “a waterway connecting two large bodies of water; difficulty; distress” (usually plural)
  - root* means “the part of a plant, usually below ground”  
*route* means “a road or course for travel, usually a highway”
  - site* means “the place where something is, was, or is to be”  
*cite* means “to quote a passage”  
*sight* means “something seen; a view”
  - capital* means “the most important or most serious”  
*capitol* means “the building in which a state legislature meets”
  - aid* means “help or assistance”  
*aide* means “an assistant”
- B.**
- discreet
  - complement
  - reign
  - waiver
  - site

## C. (Sentences are sample responses.)

- The young boy held the rein as he walked his horse to the barn.  
A heavy rain began just before the picnic.
- The package contained ten discrete items from the sunken ship.
- Fine stationery is a pleasure to use and receive.  
A stationary mailbox was put on the corner.
- Grandmother complimented my outfit.
- Louise was trying not to eat baked goods, but her mom’s apple tart made her waver.
- “Stand straight and tall,” said Mother. An oil tanker sailed through the straits and into the open sea.
- The plant sprouted a new root and grew healthy.  
What route will you take home today?
- At the end of the day, the sunset was a beautiful sight.  
The children’s father cited instances of overspending and decided not to increase allowances.
- The teacher took points off the term paper for missing capital letters.  
Have you visited the capitol building in your state?
- Foreign countries rely on aid from the Red Cross in times of disaster.  
An aide arrived to help the new patient.

## Vocabulary Practice 28: Commonly Misused Words (p. 164)

- A.**
- assume                      presume
  - proven                      proved
  - ceremonial                  ceremonious
  - aggravate                  irritate
  - aural                          oral
- B.**
- a. assumed                  b. presumed
  - a. proved                    b. proven
  - a. ceremonious              b. ceremonial
  - a. aggravates                b. irritate
  - a. oral                        b. aural
- C.**
- allusion* means “an indirect reference; a casual mention”  
The allusion to a raise by the supervisor boosted employee morale.

2. *illusion* means “a false idea or conception”  
Unfortunately, the promise of a skiing vacation was an advertising illusion.
3. *quote* means “to repeat or reproduce words from a source”  
The speaker quoted the author of a historical novel.
4. *quotation* means “the words or passage quoted”  
A quotation from a respected author supported the speaker’s argument.

### Vocabulary Practice 29: Commonly Misused Words (p. 165)

- A.**
- |                 |               |
|-----------------|---------------|
| 1. loath        | elder         |
| 2. raise        | uninterested  |
| 3. device       | preclude      |
| 4. emigrate     | compared with |
| 5. loathed      | prevented     |
| 6. skeptical    | cynical       |
| 7. rising       | immigrate     |
| 8. differ with  | devise        |
| 9. differ from  | older         |
| 10. compared to | disinterested |

**B.** (Sample response)

Lauren loathed the color green, a fact that prevented her from being a successful landscape painter. Her mother’s elder sister was a well-known artist who differed with Lauren’s adamant avoidance of green in her palette. But Lauren devised a unique palette to paint landscape without requiring the color green.

### Vocabulary Practice 30: Specialized Vocabulary (p. 166)

- A.**
1. i Hebrew
  2. s Old English
  3. p Sanskrit
  4. j Greek
  5. h Dutch
  6. t Persian
  7. d Greek
  8. n Egyptian
  9. a Sanskrit
  10. g Rhaeto-Romanic
  11. c American Spanish
  12. b Germanic
  13. o Arabic

14. q Middle High German
15. e French
16. k Indo-European
17. r Middle Dutch
18. m Old Norse
19. l Persian
20. f Old Slavic

**B.** (five responses)

1. *bazaar* Arabic; means “a market or street of shops and stalls; a shop for selling various kinds of goods”
2. *oasis* Coptic; means “a fertile place in a desert, because of presence of water” (original word meant “fertile spot”)
3. *mission* Avestan; means “a sending out or being sent out with authority to perform a service” (original word meant “cast down”)
4. *grapple* Old French; means “coming to grips; hand-to-hand fight” (from *grapnel*, meaning “an iron bar with claws at the end for holding things”)
5. *bonanza* Spanish; means “any source of great wealth or profits”
6. *pecan* American Indian; means “an olive-shaped edible nut with a thin, smooth shell”
7. *cookie* Dutch; means “a small sweet cake, usually flat, often crisp”
8. *paradise* Persian; means “a place of perfect contentment or beauty”
9. *cargo* Spanish; means “the load of commodities carried by ship, plane, truck, etc.”
10. *magazine* Arabic; means “a place of storage”

### Vocabulary Practice 31: Specialized Vocabulary (p. 167)

- A.**
1. *aneurysm* means “a sac formed by enlargement of an artery wall, vein, or the heart”
  2. *deposition* means “removal from office or position of power; the act of testifying”
  3. *misdemeanor* means “In law, a minor offense”
  4. *antibiotic* means “a chemical substance that inhibits growth of bacteria”
  5. *histology* means “a branch of biology concerned with the structure of tissues”

6. *ophthalmologist* means “one who deals with the branch of medicine related to the eye”
7. *appellate court* means “in law, the court having jurisdiction to review appeals”
8. *internist* means “a doctor who specializes in internal medicine”
9. *paralysis* means “a partial or complete loss, or temporary interruption, of body function”
10. *assault* means “a violent attack, either physical or verbal”
11. *larceny* means “the taking of personal property without consent”
12. *plagiarism* means “an idea or words that have been taken from another and passed off as one’s own”
13. *clinic* means “the teaching of medicine by treating patients in the presence of students”
14. *libel* means “any false and malicious written or printed statement, tending to injure a person in any way”
15. *specialist* means “a person who concentrates in a particular field of study or professional work”

**B.**

Medical		Legal	
aneurysm	internist	deposition	larceny
antibiotic	paralysis	misdemeanor	plagiarism
histology	clinic	appellate court	libel
ophthalmologist	specialist	assault	specialist

**Spelling Practice 1: Words With *ei* and *ie*** (p. 168)

**A.**

<i>i</i> before <i>e</i>	Except after <i>c</i>	Sounds like an <i>a</i>	Exception
pierce	deceive	freight	counterfeit
relieve	perceive	inveigh	weird
achieve	conceivable	weight	neither
besiege	conceit	heinous	leisure
grievous	receipt	reign	conscience
chieftain			efficient
mischievous			proficient
			heiress

- B.**
1. inveigh
  2. proficient
  3. grievous
  4. conceivable
  5. mischievous
  6. heinous
  7. counterfeit
  8. perceive
  9. besiege
  10. conscience

**Spelling Practice 2: Final *e* With Suffixes** (p. 169)

- A.**
1. introspectively
  2. porous
  3. enveloping
  4. consolable
  5. foreboding
  6. discouragement
  7. obtusely
  8. peaceful
  9. manageable

10. furtively
11. acknowledgment
12. adventurous
13. salvageable
14. engagement
15. interloping
16. coarsest
17. dredging
18. infringement
19. rarest
20. tasteful

- B.**
- |                 |   |
|-----------------|---|
| 1. immeasurable | 1 |
| 2. argument     | 3 |
| 3. grudging     | 3 |
| 4. perpetuating | 1 |
| 5. graceful     | 2 |
| 6. sparest      | 1 |
| 7. outrageous   | 4 |
| 8. doting       | 1 |
| 9. valuable     | 4 |
| 10. sedately    | 2 |

### Spelling Practice 3: Final y With Suffixes (p. 170)

- A.**
1. simplifying
  2. melodious
  3. annoyance
  4. hardily
  5. dizziness
  6. coyness
  7. unifier
  8. reliant
  9. defraying
  10. tardiness
  11. justifiable
  12. betrayer
  13. accompanying
  14. satisfactorily
  15. messiness
  16. pitied
  17. variant
  18. joyous
  19. fortifiable
  20. glorious
  21. defiance
  22. bountiful
  23. babyish

24. obeying
25. employer
26. solidifying
27. dutiful
28. signified
29. haughtiness
30. cheerily

**B. Change y to i**

1. melodious
2. hardily
3. dizziness
4. unifying
5. reliant
6. tardiness
7. justifiable
8. satisfactorily
9. messiness
10. pitied
11. variant
12. fortifiable
13. glorious
14. defiance
15. bountiful
16. dutiful
17. signified
18. haughtiness
19. cheerily

**Retain y**

1. simplifying
2. annoyance
3. coyness
4. defraying
5. betrayer
6. accompanying
7. joyous
8. babyish
9. obeying
10. employer
11. solidifying

### Spelling Practice 4: Double the Final Consonant (pp. 171–172)

- A.**
1. rebelled
  2. commitment
  3. monogramming
  4. occurring
  5. casually
  6. benefited
  7. retractable
  8. tranquilly
  9. disappointment
  10. preferable
  11. container
  12. programmed
  13. discovery
  14. kidnapper
  15. keenness
  16. preening
  17. gripped



- 18. maneuverable
- 19. wallowing
- 20. outfitted
- 21. legally
- 22. conferred
- 23. compatible
- 24. diagramming

- 25. regrettable
- 26. maintaining
- 27. disbanded
- 28. tautness
- 29. plainly
- 30. deferred

<b>B. Rule 1</b>	<b>Rule 2</b>	<b>Rule 3</b>	<b>Rule 4</b>
rebelled	casually	gripped	retractable
commitment	tranquilly		disappointment
monogramming	container		disbanded
occurring	keenness		
benefited	preening		
preferable	legally		
programmed	maintaining		
discovery	tautness		
kidnapper	plainly		
maneuverable			
wallowing			
outfitted			
conferred			
compatible			
diagramming			
regrettable			
deferred			

<b>C. Rule 1</b>	<b>Rule 2</b>	<b>Rule 3</b>	<b>Rule 4</b>
compelled	ideally	wrapped	contentment
submitted	greenness	grinning	swiftly
deferring	freely	crabby	grounded
prohibited	sprouted	flawless	soundness
employment	especially	fixed	resigned
recoverable	creamy	chipper	checking
exhibiting	fashionable	gritty	tufted
hallowed	loudness	tanning	surrounding
hovering	steeped	taxing	assignment
forgotten	hauling	scrubbing	strictly

## Spelling Practice 5: Words Ending in *-al*, *-cal*, and *-cle* (p.173)

### A.

#### *-cal* or *-cle*

1. chemical,3
2. chronicle,3
3. practical,3
4. economical,3
5. monocle,3
6. particle,3
7. cubicle,3
8. comical,3
9. whimsical,3
10. radical,3

#### *-al*

1. ceremonial,2
2. sensual, 1
3. testimonial,2
4. denial,2
5. dismissal, 1
6. occasional, 1
7. racial, 1
8. industrial,2
9. exceptional, 1
10. educational, 1

- B.**
1. educational
  2. comical
  3. practical
  4. occasional
  5. testimonial

### C. Rule 1

instrumental  
renewal  
perusal  
rehearsal  
normal

### Rule 2

matrimonial  
trial  
burial  
colonial  
familial

### Rule 3

historical  
biological  
typical  
mythological  
article

## Spelling Practice 6: Words Ending in *-cy* and *-sy* (p. 174)

- A.**
1. deficiency
  2. autocracy
  3. immediacy
  4. dependency
  5. efficiency
  6. prophecy and prophesy
  7. competency
  8. intimacy
  9. transcendency
  10. delinquency
  11. adequacy
  12. relevancy
  13. delicacy
  14. buoyancy
  15. truancy
- B.**
1. ecstasy
  2. bureaucracy
  3. √
  4. tendency
  5. embassy
  6. candidacy
  7. √
  8. hypocrisy
  9. fantasy
  10. intricacy
  11. √
  12. discrepancy
  13. advocacy
  14. obstinacy
  15. √

## Spelling Practice 7: Words Ending in *-ance*, *-ence*, *-ant*, and *-ent* (pp. 175–176)

<b>A. <i>-ance</i></b>	<b><i>-ant</i></b>
defiance	defiant
attendance	attendant
acquaintance	_____
vigilance	vigilant
maintenance	_____
<b><i>-ence</i></b>	<b><i>-ent</i></b>
reverence	reverent
acquiescence	acquiescent
correspondence	correspondent
insistence	insistent
reminiscence	reminiscent
difference	different
inference	_____
residence	resident
indulgence	indulgent

- B.**
1. acquaintance
  2. tolerant
  3. √
  4. reluctant
  5. permanence
  6. patience
  7. corpulent
  8. compliance
  9. ordinance
  10. √
  11. translucent
  12. magnificent
  13. conductance
  14. resplendent
  15. independent
  16. √
  17. indignant
  18. pertinent
  19. insolence
  20. √
  21. ascendance
  22. malevolent
  23. attendance
  24. superintendent
  25. transcendence
  26. impatient

27. determinant
  28. condescendence
  29. presence
  30. dissonant
- C.**
1. ordinance
  2. dissonant
  3. impatient
  4. brilliance
  5. superintendent
  6. conductance
  7. elegant
  8. Ambience
  9. attendance
  10. compliance
  11. translucent
  12. transcendence
  13. presence
  14. Resplendent
  15. independent

## Spelling Practice 8: Commonly Misspelled Words (177)

- A.**
1. cellar, accessible
  2. innocent, accusations
  3. fission, efficient
  4. terrain
  5. curriculum, successfully
  6. intelligence
  7. appearance, professor, brilliant
  8. necessary, irreparable
  9. occasionally
  10. embarrassment, forgetting, stellar
  11. sufficient
  12. penicillin, vaccines
  13. grammatically, fundamentally
  14. suppress, stubbornness
  15. Tomorrow, privilege

- B.**
1. cellar, accessible, innocent, accusations, fission, efficient, terrain, curriculum, successfully, intelligence, appearance, professor, brilliant, necessary, irreparable, occasionally, embarrassment, forgetting, stellar, sufficient, penicillin, vaccines, grammatically, fundamentally, suppress, stubbornness, tomorrow

## Spelling Practice 9: Commonly Misspelled Words (178)

A.

<b>i before e</b>	<b>except after c</b>	<b>sounds like a</b>	<b>Exceptions</b>
1. mischief	perceivable	weight	conscience
2. convenience	deceitful		society
3. grievous	deceive		leisure
4. propriety			reimburse
5. obedience			efficient
6. retrieve			neither
7. anxiety			financier
8. experience			species
9. reimburse			conscientious
10. variety			sufficient
11. disbelief			foreign
12. hygiene			height
13. siege			
14. relieve			
15. sieve			

B.

<b>i before e</b>	<b>except after c</b>	<b>sounds like a</b>	<b>Exceptions</b>
1. thief	conceit	eighth	their
2. relief	perceive	vein	ancient
3. achieve	receive	weigh	seize
4. pierce	conceive	reign	caffeine
5. chief	receipt	freight	proficient

## Spelling Practice 10: Commonly Misspelled Words (179)

- A.
- √
  - naïve
  - √
  - recruit
  - vengeance
  - √
  - espionage
  - guidance
  - √
  - liquefy
  - pageant
  - villain
  - camouflage
  - initiative

- gauge
- √
- marriage
- biscuit
- nuisance
- conscious
- boulevard
- prairie
- forfeit
- allegiance
- tortoise
- miniature
- sergeant
- mosquito
- peasant
- bureaucrat

**B.**

<b>ai</b>	<b>ia</b>	<b>ui</b>	<b>ea</b>
naïve	burial	recruit	vengeance
villain	alliance	guidance	endeavor
prairie	initiative	biscuit	pageant
	parliament	nuisance	sergeant
	marriage	mosquito	peasant
	allegiance		
	miniature		

<b>io/iou</b>	<b>ue</b>	<b>ou</b>	<b>au/eau</b>
espionage	cruelty	boulevard	gauge
conscious	liquefy	camouflage	bureaucrat

<b>ei</b>	<b>oi</b>
forfeit	tortoise

**Spelling Practice Review (180)**

- A.**
1. b
  2. d
  3. b
  4. b
  5. c
  6. d
  7. c
  8. b
  9. c
  10. b
  11. a
  12. c
  13. d

14. d
15. a
16. a
17. b
18. a
19. c
20. b

- B.**
1. apparent, colossal
  2. counselor, anxious, adolescence
  3. permissible, liquefy
  4. alliance, camouflage, commissions
  5. different, distinguish, transparent, translucent



# Part 6: Academic and Workplace Skills Activities Answers

## Speaking in a Group Discussion (p. 183)

### Exercise 1 Recognizing Different Kinds of Group Discussions

1. symposium
2. round-table discussion group
3. committee
4. panel
5. symposium

### Exercise 2 Planning a Group Discussion

Students' choices of topics and sources will vary.

## Speaking in Public (p. 184)

### Exercise 1 Planning a Speech

Students' choices of topics and sources will vary. Outlines and note cards should clearly organize the information.

### Exercise 2 Evaluating a Speech

Evaluation comments should be supported with appropriate details and explanations.

## Listening Critically (p. 185)

### Exercise 1 Listening for Important Information

Main ideas and supporting details will vary.

### Exercise 2 Developing Critical Listening Skills

Speech analysis answers should be supported with appropriate examples.

## Interpreting Maps (p. 186)

### Exercise 1 Interpreting a Map

1. Climate Regions; to show the four climate regions in northwestern Europe
2. different patterns of lines and dots
3. Norway
4. tundra; it is the farthest north and occurs near the Arctic Circle
5. southern part; the north is a frigid tundra region that would be difficult to inhabit

### Exercise 2 Finding and Interpreting a Map

Students will choose different maps, so their answers will vary. Answers should show an understanding of map titles, purposes, symbols, and colors.

## Interpreting Graphs (p. 187)

### Exercise 1 Interpreting a Graph

1. Mediterranean Trade, 1993
2. bar graph
3. comparative value of imports and exports in four different Mediterranean countries
4. Spain

### Exercise 2 Finding and Interpreting a Graph

Students will choose different graphs, so their answers will vary. Answers should show an understanding of graph titles, purposes, types, and data.

## Viewing Information Media Critically (p. 188)

### Exercise 1 Evaluating the Reliability of Media Information

1. true; documentaries can show bias by choosing to focus mainly on one side of an issue
2. true; ratings are very important for these shows
3. false; news reporters should be objective and stick to factual information.
4. true; the questioner and interviewee often inject their opinions
5. false; music helps capture the audience's attention and helps keep the message in their minds

### Exercise 2 Analyzing Information Media

Students' answers will vary, but should provide specific points of analysis about the media presentation they watched

## Interpreting Fine Art (p. 189)

### Exercise 1 Examining Fine Art

Answers will vary but should reflect the analysis points noted in the box at the top of the sheet.

## Creating Visual Aids (p. 190)

### Exercise 1 Creating a Timeline

Students' timelines should show steps in correct chronological order, and their presentations should explain just how time and effort would be saved by following the timeline.

## Using Formatting (p. 191)

### Exercise 1 Using Formatting in a Memo

Students' edits to the memo may vary. Some possible formatting changes would include using all italics or bold face for the last sentence in the second paragraph; using bullets to set off the four steps in the process for filling information requests; and underlining or italicizing the e-mail address at the end.

### Exercise 2 Analyzing Formatting in an Advertisement

Students' answers will vary but should show the effect of formatting.

## Working With Multimedia (p. 192)

### Exercise 1 Planning a Multimedia Presentation

Answers to the preparation questions will vary but should show how the students have followed specific steps in preparing their presentations.

### Exercise 2 Outlining Your Presentation

Answers will vary, but students should focus on creating specific cues for multimedia segments of a presentation.

### Recognizing Context Clues (p. 193)

#### Exercise 1 Using Context Clues

1. equipment; keyword *equipment* appears in the next sentence
2. unquestionably; *certain* appears later in the sentence as a comparison clue
3. artistic; definition is provided as an appositive
4. expenditures; keyword *cash* appears later in sentence
5. unnecessary; contrasts with *needed* earlier in sentence
6. add to; keywords *adding* and *improve* appear in next sentence
7. frame or surround; keyword *border* appears later in sentence
8. interesting; the word *interest* provides a comparison clue in a previous sentence
9. unnecessary; the keyword phrase *cut out* appears earlier in sentence
10. thrills or excites; *fascinate* later in sentence provides a comparison clue

#### Exercise 2 Using Words in Context

Sentences will vary but should provide clear clues to each word's meaning within the sentence context.

### Denotation and Connotation (p. 194)

#### Exercise 1 Recognizing Shades of Meaning

Answers may vary.

2. slender
3. wondrous
4. unique
5. gift
6. beam
7. gazing
8. stately
9. somber
10. more melancholic
11. spontaneous
12. pronounced
13. darted
14. thunderstruck
15. beaming
16. halted

#### Exercise 2 Using Words With Different Shades of Meaning

Student answers will vary; samples are given:

1. outstanding positive
2. trudged negative
3. devastated negative
4. tyrannical negative
5. mansion positive

### Recognizing Related Words (p. 195)

#### Exercise 1 Recognizing Related Words

1. synonyms
2. antonyms
3. homophones
4. antonyms
5. synonyms
6. homophones
7. synonyms
8. synonyms
9. antonyms
10. homophones

### Exercise 2 Matching Related Words

1. truthful synonyms
2. forlorn synonyms
3. prays homophones
4. strength antonyms
5. adroit synonyms
6. small antonyms
7. shone homophones
8. sullen antonyms
9. lucidity synonyms
10. requisite antonyms

### Using Related Words in Analogies (p. 196)

#### Exercise 1 Recognizing Related Words in Analogies

1. d
2. a
3. b
4. c
5. b

#### Exercise 2 More Work With Analogies

1. d
2. c
3. b
4. d
5. c (a is incorrect since the word order is reversed)

### Using Resource Materials (p. 197)

#### Exercise 1 Using a Dictionary or Thesaurus as a Resource

Answers may vary; samples are given.

1. thesaurus courageous
2. dictionary n rld
3. dictionary reminisce
4. thesaurus beat, trounce, overcome
5. dictionary a space in which magnetic or electrical lines of force are active

#### Exercise 2 Using a Dictionary and Thesaurus to Increase Vocabulary

Answers will vary; samples are given.

##### Definitions:

1. unvarying
2. adroitness and delicacy of performance
3. shameful
4. any affirmation or declaration
5. to recite a speech, poem, etc., with studied or artificial eloquence
6. brighten by rubbing
7. warn
8. to make pleasant
9. reduce
10. enthusiastic

##### Synonyms:

11. tedious
12. skill
13. disgraceful
14. attestation
15. overact
16. polish
17. dissuade
18. sweeten
19. shorten
20. eager



## Remembering Vocabulary Words (p. 198)

### Exercise 1 Keeping a Vocabulary Notebook

Bridge words will vary. Definitions are given.

1. church church official
2. hand something in a person's own handwriting
3. cleric church
4. obey Turkish governor
5. head monk's hood
6. lie down without vitality, weak
7. insult call bad names
8. ammo repeated firing of guns or other artillery
9. wade ravine that becomes a river during a rainy season
10. middle stomach

### Exercise 2 Creating Vocabulary Flashcards

Answers will vary; samples are given.

1. a pattern
2. a reckless adventure or prank
3. poor or impoverished
4. rural or peaceful
5. the ability to rise or float in liquid or air
6. without definite form
7. equal to or equivalent
8. to tease or disappoint by promising or showing something desirable and then withholding it
9. refill
10. shrill or harsh-sounding

## Recognizing Word Roots (p. 199)

### Exercise 1 Finding Words With Common Roots

Shared meanings may vary; samples are given.

1. transmission, missionary both deal with being sent
2. tenacious, tenant both deal with holding onto something (point of view or lease)
3. inspection, spectacle both deal with looking or seeing something
4. procession, concede both deal with going either physically or mentally
5. revert, conversion both deal with turning (back or toward)

### Exercise 2 Using Roots to Determine Meaning

Answers may vary within reason.

1. temporary decline in the economy
2. giving up of authority
3. person who can write in shorthand
4. lessening of pain
5. witness's written testimony
6. driving force
7. cautious
8. support
9. come between
10. amusement

## Using Prefixes (p. 200)

### Exercise 1 Finding Words With Common Prefixes

Answers will vary. Sample words and definitions are given.

1. absent; not present
2. circumvent; go around
3. collect; gather together
4. exception; exclusion from
5. interrupt; come between
6. postpone; put off until later

7. preview; advance showing
8. recall; call back, remember
9. semisweet; only slightly sweet
10. submarine; under the surface of the sea

### Exercise 2 Using Prefixes to Determine Meaning

Answers may vary within reason.

1. kidnap (carry off)
2. sail around the world
3. gather
4. breathe out
5. between the stars
6. happening during the period after an operation
7. requirement beforehand
8. light again
9. happening every half year
10. second-rate or less than adequate

## Understanding Suffixes (p. 201)

### Exercise 1 Using Suffixes to Form New Words

1. continuous
2. humorist
3. exploration
4. spineless
5. beautify
6. specialize
7. incorporation
8. admittance
9. treatable
10. activate

### Exercise 2 Using Suffixes to Help Determine Meaning

1. without intelligence
2. identical copy
3. bring to life
4. high-wire acrobat
5. extremely crooked
6. cherished souvenir
7. cause confusion
8. highly amusing
9. make the same
10. adore

## Keeping a Spelling Notebook (p. 202)

### Exercise 1 Developing a Spelling Study Sheet

Student memory aids will vary; samples are given.

1. acquired a c is required
2. argument gum up an argument
3. business take a bus to the business
4. committee two m's, two t's, two e's
5. disappointed one s, two p's and you won't be disappointed
6. height put eight after h
7. omitted don't omit the second t
8. privilege I consider it a privilege
9. separately par separates the good golfers
10. valuable able to be valuable

### Exercise 2 Creating a Personal Spelling List

Students' common misspellings will vary, but correct spellings and memory aids should be appropriate.

## Studying Problem Words (p. 203)

### Exercise 1 Studying Problem Words

Answers may vary within reason. Samples are given.

1. sophomore
2. absence
3. omitted
4. eighth

5. scissors
6. misspell
7. desperate
8. creditor
9. mysterious
10. correspondence
11. courtesy
12. calendar
13. privilege
14. parallel
15. occurrence
16. vacancy
17. pretense
18. ninety
19. concede
20. truly

### Exercise 2 Writing Problem Words Correctly

1. appearance
2. quantity
3. calendar
4. judgment
5. exaggerated
6. professor
7. fascinate
8. conscious
9. guardian
10. government

### Developing Memory Aids (p. 204)

#### Exercise 1 Creating Memory Aids

Answers will vary. Samples are given.

1. a familiar liar
2. hears them rehearse
3. a messy dessert
4. license of ice
5. labor in a laboratory
6. science of conscience
7. ate one category
8. a permissible mission
9. rise to a surprise
10. a bullet through a bulletin

#### Exercise 2 Working With Memory Aids

Students' underlined word parts and sentences will vary; suggestions are given.

1. category; I ate from each category of foods.
2. beginning; Begin at the beginning.
3. accountant; The accountant counted the ants.
4. magnificent; The ice looked magnificent
5. hoarse; Yelling at the oar made me hoarse.
6. persistent; The tent remained persistent.
7. route; She lives out on route 6.
8. usage; I used the advice of the sage.
9. versatile; The versatile man sat down.
10. recognize; Make sure you recognize this cog.
11. villain; The villain lived in a villa.
12. perspire; I perspired one drop per step.
13. often; Ten is not too often.
14. subtle; The sub wasn't subtle.
15. sovereign; The sovereign ruled over us.

### Applying Spelling Rules: Plurals (p. 205)

#### Exercise 1 Writing Plurals

1. children
2. poppies
3. scarves
4. rhythms
5. benches
6. foxes

7. deer
8. mice
9. potatoes
10. flashes
11. sisters-in-law
12. radii
13. fusses
14. station wagons
15. pianos
16. shelves
17. boys
18. watches
19. ladies
20. moose

#### Exercise 2 More Work With Plurals

1. leaves
2. police cars
3. groups
4. knives
5. speeches
6. oxen
7. babies
8. men
9. teeth
10. editors-in-chief

### Applying Spelling Rules: Prefixes and Suffixes (p. 206)

#### Exercise 1 Adding Prefixes

1. disappear
2. illuminate
3. submarine
4. commend
5. misspell
6. disown
7. illegitimate
8. compare
9. coordinate
10. subordinate
11. unfavorable
12. dissolve
13. corrode
14. misgiving
15. innumerable
16. suppose
17. misuse
18. immigrate
19. differ
20. correct

#### Exercise 2 Adding Suffixes

1. bragging
2. statement
3. creating
4. difference
5. delayed
6. decreasing
7. innocently
8. snapper
9. crying
10. wonderfully
11. tried
12. occurring
13. engaged
14. lovely
15. replayable
16. denied
17. encouragement
18. annoyed

19. usually
20. employment

**Applying Spelling Rules: *ie* and *ei*; -cede, -ceed, and -sede (p. 207)**

**Exercise 1 Spelling *ie* and *ei* Words**

1. received
2. chief
3. forfeit
4. sieges
5. seizure
6. ceiling
7. believed
8. foreign
9. leisure
10. deceived

**Exercise 2 Words Ending in -cede, -ceed, and -sede**

1. -cede
2. -sede
3. -ceed
4. -ceed
5. -cede
6. -ceed
7. -cede
8. -cede
9. -cede
10. -cede

**Applying Spelling Rules: Other Confusing Endings (p. 208)**

**Exercise 1 Adding Confusing Endings**

1. -sy
2. -ify
3. -ence
4. -cy
5. -ance
6. -ary
7. -ance
8. -ary
9. -efy
10. -ify

**Exercise 2 More Work With Confusing Endings**

1. -ery
2. -ence
3. -ent
4. -efy
5. -cy
6. -cy
7. -ary
8. -ery
9. -sy
10. -ery

**Proofreading Carefully for Spelling Errors (p. 209)**

**Exercise 1 Proofreading a Selection**

1. February
2. government
3. agency
4. college
5. privilege
6. criticize
7. recommended
8. course
9. schedule
10. accommodate

**Exercise 2 Proofreading Your Own Sentences**

Students' sentences will vary. You might have them switch papers with classmates and proofread each other's spelling of the problem words.

**Reading Textbooks (p. 210)**

**Exercise 1 Determining Where to Find Textbook Information**

1. Bibliography
2. Appendix
3. Table of Contents
4. Index
5. Preface or Introduction
6. Glossary
7. Table of Contents
8. Index
9. Appendix
10. Bibliography

**Exercise 2 Exploring Sections of Your Textbooks**

Students' answers will vary, but they should indicate that they understand where to locate information in different sections of textbooks.

1. Appendix
2. Glossary
3. Table of Contents
4. Bibliography
5. Students' choice of helpful section will vary.

**Identifying Textbook Features (p. 211)**

**Exercise 1 Prereading a Textbook Chapter**

Student answers will vary but should be based on a specific textbook chapter.

**Exercise 2 Evaluating Textbook Features**

Student answers will vary but should be supported with clear examples or reasons.

**Using Reading Strategies (p. 212)**

**Exercise 1 Using the SQ4R Method**

Answers will vary.

**Exercise 2 Varying Your Reading Style**

Answers will vary.

**Outlining What You Read (p. 213)**

**Exercise 1 Writing a Formal Outline**

Student outlines may vary. A sample is given.

- I. The value of taxol
  - A. Protects Pacific yew tree
    1. Protects from predators
    2. Protects from disease
  - B. Prevents spread of cancer
    1. Forms structure around each cancer cell
    2. Prevents cells from dividing
    3. Shrinks certain kinds of tumors
- II. Supplies of taxol
  - A. Natural supply is limited
    1. Takes bark of three trees for one patient
    2. Removing bark kills tree
    3. Fewer trees because of rain forest destruction
  - B. Laboratory supplies
    1. Synthetic taxol produced in 1996
    2. Tests of effectiveness are continuing

## Exercise 2 Outlining a Textbook Section or Chapter

Student outlines will vary but should show clear organization.

### Using Graphic Organizers (p. 214)

#### Exercise 1 Using a Cause-and-Effect Organizer

Causes should include: bicycle riding craze, invention of automobile, and recommendations of Office of Public Roads. The major event is the increased road building in the U.S. Effects include: passage of new laws to use tax money for road building (New Jersey passed first law; Oregon initiated gas tax and other states followed), creation of a federal highway system (resultant numbering of highways in odd-even pattern), and demand for production of more cars.

### Analyzing and Evaluating Nonfiction (p. 215)

#### Exercise 1 Analyzing a Work of Nonfiction

Students' analysis and evaluation responses will vary. If students work together in pairs, each can analyze the same nonfiction work and compare their answers to the various questions.

### Distinguishing Fact From Opinion (p. 216)

#### Exercise 1 Distinguishing Between Facts and Opinions

1. opinion
2. fact
3. fact
4. fact
5. opinion
6. fact
7. opinion
8. fact
9. opinion
10. opinion

#### Exercise 2 Providing Support for Opinions

Student answers will vary; samples are given.

1. K2 has been successfully climbed by fewer people than Mount Everest.
2. If the car gets hit in the rear, the gasoline could ignite and cause an explosion.
3. Research studies have shown that students who sleep at least six hours before a test average higher test scores than those who receive less sleep.
4. There were forty-one consecutive days of subfreezing temperature during January and February.
5. Narrow roads and overcrowded highways make bicycles more useful than cars in China.

### Applying Modes of Reasoning (p. 217)

#### Exercise 1 Analyzing Forms of Reasoning

1. analogy, invalid
2. inference, valid
3. generalization, invalid
4. cause and effect, valid
5. analogy, valid

#### Exercise 2 Analyzing the Validity of More Statements

1. inference, valid
2. generalization, invalid
3. analogy, valid
4. cause and effect, invalid
5. inference, invalid

### Identifying Author's Purpose and Evaluating Language Use (p. 218)

#### Exercise 1 Identifying Author's Purpose

1. to inform
2. to sell
3. to offer an opinion
4. to entertain

#### Exercise 2 Analyzing the Uses of Language

1. inflated language
2. denotation
3. connotation
4. irony

### Analyzing and Evaluating Fiction (p. 219)

#### Exercise 1 Analyzing and Evaluating a Work of Fiction

Answers will vary. You might discuss how the questions help students analyze the literary piece before, during, and after reading it.

### Reading Fiction (p. 220)

#### Exercise 1 Analyzing a Work of Fiction

Students' analysis and evaluation responses will vary. If students work together in pairs, each can analyze the same work of fiction and compare their answers to the various questions.

### Reading Drama (p. 221)

#### Exercise 1 Analyzing a Dramatic Work

Students' analysis and evaluation responses will vary. If students work together in pairs, each can analyze the same dramatic work and compare their answers to the various questions.

### Reading Poetry (p. 222)

#### Exercise 1 Analyzing a Poem

Students' analysis and evaluation responses will vary. If students work together in pairs, each can analyze the same poem and compare their answers to the various questions.

### Reading From Varied Sources (p. 223)

#### Exercise 1 Choosing Appropriate Information Sources

1. speeches
2. electronic texts (e-mail)
3. diaries, letters, and journals
4. diaries, letters, and journals
5. speeches, electronic texts
6. newspaper (editorial page)
7. electronic texts (more up-to-the-minute than newspapers)
8. newspapers, electronic texts
9. speeches
10. newspapers

#### Exercise 2 Using Varied Information Sources

Student sources and analysis of the information learned will vary but should indicate a clear understanding of the types of information available from each source.

### Developing a Study Plan (p. 224)

#### Exercise 1 Setting Up a Study Schedule

Answers will vary.

#### Exercise 2 Setting Goals for Study Skills

Answers will vary.

**Methods of Taking Notes (p. 225)****Exercise 1 Making a Modified Outline**

Answers will vary.

**Exercise 2 Writing a Summary**

Answers will vary.

**Finding Library Resources (p. 226)****Exercise 1 Finding Basic Information**

Students' choices of research topics and identification of basic information will vary. As a follow-up activity you may want to have students find sources for one of the topics they have listed, using the card catalog in the library.

**Exercise 2 Using the Card Catalog**

1. 942.055 LAC
2. William W. Lace
3. Defeat of the Spanish Armada
4. nonfiction (can tell by call number)
5. San Diego, CA
6. Lucent Books
7. 1997
8. 96
9. three
10. 26cm.

**Going From Catalog to Shelf (p. 227)****Exercise 1 Finding Books on the Shelves**

1. 683
2. DIC
3. DIC
4. 973
5. CAR

**Exercise 2 Finding Fiction and Nonfiction Books on the Shelves**

1. left
2. right
3. 619-668 (technology-related)
4. *The House of Seven Gables*, *A Bell for Adano*, *The Hunchback of Notre Dame*, *To Kill a Mockingbird*
5. 344.14S, 344.7R, 344.76T, 345.43M, 345.67J

**Using Periodicals and Periodical Indexes (p. 228)****Exercise 1 Using the Readers' Guide**

1. *Motor Trend*
2. Automobile history
3. September 1999
4. C. Schifsky
5. Yes; it is under the subheading "History" in the "Automobiles" category

**Exercise 2 Using Library Indexes**

Answers will vary; sources for finding answers are given in box at top of page.

**Using Dictionaries (p. 229)****Exercise 1 Recognizing the Many Uses of a Dictionary**

Answers will vary. You may want to have students tally their answers and discuss unusual responses.

**Exercise 2 Using Your Dictionary**

1. Answers may vary; a sample is: *Journalism* the opening paragraph of a news story.
2. jump in with both feet
3. second
4. noun
5. focuses or foci

**Using Other Reference Works (p. 230)****Exercise 1 Locating General References**

Answers will depend on books available in your school library.

**Exercise 2 Using General Reference Books**

Sources may vary. The probable source is given following each answer (all as of 2010).

1. Corsica / atlas
2. July 24, 1783; Caracas, Venezuela / encyclopedia
3. Brazil / atlas or encyclopedia
4. 1815 feet (CN Tower) / almanac
5. 32.46° North / atlas
6. Thelma Catherine Patricia Ryan Nixon (Pat) / almanac or encyclopedia
7. Eric Arthur Blair / encyclopedia
8. Portuguese / almanac
9. 1,231 sq. mi. / encyclopedia or almanac
10. 2,071,395 / almanac

**Using the Internet and Other Media Resources (p. 231)****Exercise 1 Locating Electronic References**

Resources that students locate in the library will vary. Have students compare their findings with classmates.

**Exercise 2 Using Electronic Resources**

Facts students discover about their chosen country will vary.

**Answering Objective Questions on Standardized Tests (p. 232)****Exercise 1 Taking a Matching Test**

1. b
2. e
3. g
4. c
5. i
6. f
7. a
8. j
9. h
10. d

**Exercise 2 Taking a True/False Test**

1. false
2. true
3. false
4. true
5. true

**Answering Analogy and Sentence-Completion Questions (p. 233)****Exercise 1 Answering Analogy Questions**

1. D
2. D
3. C

**Exercise 2 Answering Sentence-Completion Questions**

1. A
2. C
3. D
4. A
5. B

**33 Working With People (p. 234)****Exercise 1 Working With a Partner**

Answers will vary, but they should reflect an understanding of when to be formal or informal when working one on one.

## Exercise 2 Working With a Group

Answers will vary, but they should reflect an understanding of how to divide responsibilities in a group discussion.

## Moving Toward Goals (p. 235)

### Exercise 1 Achieving a Personal Goal

Answers will vary, but they should focus clearly on a goal that fits the student's interests and talents.

### Exercise 2 Developing a Goals Chart

Answers will vary, but the goal should be a realistic six-week project, and the steps should show a workable progression toward the goal.

## Solving Problems and Thinking Creatively (p. 236)

### Exercise 1 Solving a Problem

Answers will vary, but students should provide several solutions and provide a clear explanation of why they chose a particular solution.

### Exercise 2 Being Creative

Answers will vary. Suggestions might include having the person paged, holding up a large balloon with the person's name on it, or calling a friend to find out where the person is sitting in the stadium.

## Managing Time (p. 237)

### Exercise 1 Identifying Tasks

Answers will vary. Students might want to arrange the tasks in time order based either on starting time or deadline for completion.

### Exercise 2 Prioritizing Tasks

Answers will vary. Students might want to assign tasks a priority number based on the questions presented in the second box.

## Managing Money (p. 238)

### Exercise 1 Evaluating Money-Management Techniques

Student reasons may vary; samples are given.

1. poor. Take-home pay is probably less than your hourly wage, so income would be inaccurate.

2. good. Paying off the bill will avoid added charges and also keep your credit rating in good standing.
3. poor. You are spending beyond your means, and you may risk making your friends angry with you.
4. poor. Writing down a budget is the best way to make sure you stick to it.
5. good. If you put down projected expenses, you won't forget to budget for them and risk running out of money.

## Applying Math Skills (p. 239)

### Exercise 1 Calculating in the Workplace

1. \$87.00
2. \$79.00
3. \$90.00
4. \$75.00
5. Students might say they would not take the new job because they would end up with \$4.00 less each week, on the average, or they might prefer the new job anyway because they have to work only three days per week.

### Exercise 2 Purchasing an Item

Answers will vary, but students should check their computations to make sure they are correct. Answers to question 5 might note the importance of service, ability to return products without a hassle, or convenience of location.

## Applying Computer Skills (p. 240)

### Exercise 1 Recognizing Computer Skills

1. enter text and data, assist staff in preparing and posting documents for a Web site
2. yes, since computer experience is needed for all functions
3. word processing, database, and spreadsheet
4. Web experience and graphics applications knowledge
5. Student answers should reflect their own computer experience.

### Exercise 2 Evaluating Your Computer Skills

Answers will vary.

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## Writing Coach All-in-One Workbook Answers

### Part 2: TEKS Practice Answers

#### TX 3

##### TEKS 1

1. C
2. J
3. B
4. H
5. C

#### TX 5

##### TEKS 2

1. D
2. H
3. A
4. F
5. – 6. Guide students in locating appropriate texts for each activity. Answers will vary. Students' responses should show an understanding and mastery of the skills that make up the standard. Possible responses: 5. Whitman's elegy for Abraham Lincoln, "O Captain! My Captain!" uses the extended metaphor of a dangerous sea voyage. That metaphor was prompted by the perils of the American Civil War. 6. Homer's epic poem the *Odyssey* and Robert Frost's lyric poem "Home Burial" both explore the importance of home.

#### TX 7

##### TEKS 3

1. C
2. F
3. Possible answer: Bradstreet is saying that she loves her husband intensely, more than she loves anything else, and that she treasures his love for her.
4. Possible answer: Bradstreet uses an *abbccddeeff* rhyme scheme, with only a single stanza. The meter of the poem is iambic pentameter, meaning there are five feet per line, each consisting of an unstressed followed by a stressed syllable. Some students may perceive there are slight variations in this pattern; for example, an anapest (unstressed, unstressed, stressed) in the second foot of line 10 and extra unstressed syllables at the end of lines 11 and 12.
5. Answers will vary, possible answer: By declaring she values her husband's love more than "whole mines of gold" she establishes that nothing is greater than this love. Her imagery creates an impression of her love as a fire or thirst that no amount of water can "quench." Her repeated use of the word "love" in different contexts constantly returns the reader to her central message, which is the strength of her love.

**TX 9**

**TEKS 4**

1. A
2. H
3. Answers will vary.
4. The motif is the repeated appearance of a ghost or ghosts in the play, foreshadowing tragedy. Here, the ghost hints that he will bring about Brutus' death in the coming battle.

**TX 11**

**TEKS 5**

1. B
2. H
3. B

**TX 13**

**TEKS 6**

1. D
2. H
3. J
4. B

**TX 15**

**TEKS 7**

1. C
2. F
3. D
4. G
5. B
6. Answers will vary. Possible answers: Imagery: "an orchard of starved apple-trees writhing over a hillside." Symbolism: The farmhouse might be a symbol of loneliness.

**TX 17**

**TEKS 8**

1. C
2. J
3. D
4. F
5. D

**TX 19**

**TEKS 9**

1. Answers will vary. Students may conclude that the successful marketing strategy Morrisey mentions in the first article might be related to the information DataSourcez claims was stolen. Students might call into question Morrisey’s integrity and honesty.
2. Possible answer: Article 2 uses anecdotal evidence to support the conclusion that TeenLife may have to pay money to DataSourcez. However, empirical evidence indicates that the stock fell 20% in the third quarter and that construction has been halted on three new stores in Oklahoma.
3. Possible answer: It appears that TeenLife, Inc., is in fairly serious financial trouble, with investors worried about the corporate scandal. Falling stock prices have made it impossible for the company to continue building stores outside Texas. Knowing how a settlement between TeenLife, Inc. and DataSourcez might affect TeenLife, Inc.’s stock might allow one to interpret the situation more accurately.

**TX 21**

**TEKS 10**

1. B
2. G
3. D
4. Answers will vary. Students’ responses should show an understanding and mastery of the skills that make up the standard. Possible response: As everyone agrees, juniors like Matt don’t have time for extra-curricular activities because they’re too busy thinking about college (appeal to commonly held opinions); You must either elect Sasha or watch as our school government collapses (false dilemma); for years, Sasha has been waiting for this chance to serve her fellow students (appeal to pity); I don’t want to spread rumors, but Matt was reportedly seen stealing quarters from a school vending machine (personal attack).

**TX 23**

**TEKS 11**

1. C
2. G
3. The pyramid represents the estimated populations of male and female Americans within given age groups in the year 2025.
4. There will be more 30- to 35-year-olds than 45- to 49-year-olds in 2025. This holds true for both males and females. The estimate for the younger group is about 12 million males and 12 million females. The estimate for the older group is about 11 million males and 11 million females.
5. Answers will vary. Possible response: Students might expect to find this population pyramid in an article about U.S. population growth that appears in a government journal, a newspaper, or a magazine.

**TX 25**

**TEKS 12**

1. D
2. G
3. D
4. F
5. – 6. Answers will vary. Students’ responses should show an understanding and mastery of the skills that make up the standard. Possible responses: 5. Students may note the way in which many news shows today combine information with entertainment. They may observe how shifts between these two purposes affect the tone and level of formality. 6. Students may refer to the commercials’ quick visual set up of mini-dramas involving families and friends. They may also refer to the use of music to enhance a mood or create excitement.

**TX 27**

**TEKS 13**

1. A
2. F
3. C
4. Answers will vary. Students’ outlines should organize ideas in a logical order. You might offer students several possibilities, including beginning with the least important reason and proceeding to the most important.
5. Answers will vary. Students’ compositions should include a thesis and supporting details presented in a logical order. Students should complete filling in the rubric and discuss the results with their partner.

**TX 29**

**TEKS 14**

Answers will vary. Students’ responses should demonstrate an understanding and mastery of the skills that make up the standard. Pacing might be a difficult concept for some students. Explain to them that pacing refers to the ways in which a writer can slow readers down or speed them up at critical points and throughout the story. For example, by zooming in on a particular moment, a writer can slow the pace and create tension. To help students visualize the concept, have them consider pacing in a film: how the director can make events seem to speed up or slow down through editing and the use of different camera angles.

**TX 31**

**TEKS 15**

1. B
2. H
3. C
- 4.–6. Answers will vary. Students’ responses should demonstrate an understanding and mastery of the skills that make up the standard. Help students distinguish between an opening statement, which is meant to capture readers’ attention and orient them to the topic, and a thesis, which states the controlling idea of the composition.

**TX 33**

**TEKS 16**

Answers will vary. Students' responses should demonstrate an understanding and mastery of the skills that make up the standard. Encourage students to consider whether the statistic would be more impressive if more information about the study were provided, such as the researchers' names, the journal where it was published, and the date it was published.

**TX 35**

**TEKS 17**

1. B
2. H
3. B
4. F
- 5.–8. Answers will vary. Students' responses should demonstrate an understanding and mastery of the skills that make up the standard. Possible responses: 5. I learned generosity from Mike, and I also learned bravery. 6. When I am five years older, I would like to become a firefighter. 7. I prefer that he remove his winter coat before we start playing. 8. People who do not like pizza are not worth knowing (restrictive clause). I'm certain that we would not get along with each other anyway (reciprocal pronouns). They don't even like to discuss pizza toppings, and they feel justified in their prejudice (compound sentence, joined by conjunction). I, on the other hand, wish I were eating a pizza with extra cheese right now (subjunctive mood).

**TX 37**

**TEKS 18**

1. C
2. G
3. C
4. J
5. The most terrifying moment of my life came quite suddenly, when Mr. Fisher announced that we would begin swimming lessons. I was eight, just old enough to go to summer camp for the first time. I had looked forward to a week at Camp Wildwood, but little did I know what awaited me.

**TX 39**

**TEKS 19**

1. A
2. H
3. D
4. G
5. sophomoric
6. chatting
7. archival
8. performance
9. annually

**TX 41**

**TEKS 20**

1. C
2. F
3. B
4. G
5. D
6. Responses will vary. Students should be able to write three focus questions and formulate a research plan based on those questions. Encourage students to select a variety of sources to help them answer their focus questions.

**TX 43**

**TEKS 21**

1. C
2. J
3. A
4. H
5. B
6. Answers will vary. Possible response:  
Bibliography  
Jenkins, Dru. *Growing Up in Virginia*. Chicago: Homestead Books, 2001.  
Stanton, William. "Plantation Life," *Americana* Nov. 1998, 41–46. World Book, 14<sup>th</sup> ed., s.v. "Colonial America." [www.correctURL.com](http://www.correctURL.com).

**TX 45**

**TEKS 22**

1. D
2. F
3. B
4. Answers will vary. Possible responses: the Internet, newspaper articles, encyclopedias, news broadcasts, town records. Students should have logical reasons for their choices.
5. Answers will vary. Students may suggest looking in news articles, interviews with players, almanacs that list specific incomes of professional sports players, editorials, and biographies. Many of the sources will likely include both facts and opinions, although the almanac would focus on facts and statistics.

**TX 47**

**TEKS 23**

Answers will vary. Students' responses should show an understanding and mastery of the skills that make up the standard. If students are looking for relevant secondary sources, explain that the introductions to individual plays in editions of Shakespeare's works often comment on the political background of the play. You might also suggest that students consult biographies of Shakespeare and Queen Elizabeth I.

**TX 49**

**TEKS 24**

1. C
2. F
3. C
4. G
5. D

**TX 51**

**TEKS 25**

Responses will vary. Students’ responses should show an understanding and mastery of the skills that make up the standard. When students research the subject of the speech, assure them that they will find materials on the Internet if they search on “money management courses for high school students” or a similar phrase. As they evaluate their speech, be sure they consider the various aspects of the delivery, including eye contact, speaking rate, volume, pronunciation, gestures, and language conventions.

**TX 53**

**TEKS 26**

1. D
2. H
3. A
4. J
5. B
6. Answers will vary. Students’ responses should show an understanding and mastery of the skills that make up the standard.

**TX 55**

**TEKS RC-(10)(A), (B)**

1. Possible answer: After hosting many guests throughout the winter, Mrs. Baroda was surprised and somewhat miffed to learn that her husband’s friend Gouvernail would be visiting for a week or two. After Gouvernail arrived, however, Mrs. Baroda found him inexplicably likable, although he differed considerably from her expectations.
2. Answers will vary. Students should list three questions they asked while reading the excerpt and discuss how questioning the text affected their comprehension of it.
3. Answers will vary. Students may say they visualized how Mrs. Baroda pictured Gouvernail and then what Gouvernail actually looked like.
4. Answers will vary. Students may infer that, based on how Mrs. Baroda judges Gouvernail, she judges people before she meets them. They may also infer that Mrs. Baroda is wealthy based on the fact that she entertains often and mentions that Gouvernail is not a “society man.”

### Part 3: Practice Test Answers

#### Practice Test 1

#### Reading Test

#### TX 56–TX 85

1. B
2. H
3. A
4. F
5. D
6. G
7. C
8. Answers will vary, but should include the following details: (1) through online research, Erica and Carl learned that crows identify and remember people’s faces; (2) Erica and Carl wore Amelia Earhart and Abe Lincoln masks to scare the crows in their nests; (3) Erica then placed the two masks on scarecrows in the garden; and (4) the crows stayed out of the garden.
9. B
10. H
11. A
12. J
13. B
14. H
15. C
16. G
17. A
18. C
19. G
20. D
21. G
22. D
23. H
24. C
25. C
26. F
27. D
28. G
29. C
30. J
31. B
32. Answers will vary but should include the following details: (1) The gray wolf preys on animals that humans have hunting seasons for, so humans will want to be sure that wolves do not reduce those populations too much; (2) the gray wolf may still attack domestic livestock, which causes losses for farmers and



ranchers; and (3) both of these areas of concern require monitoring to make sure the interactions and the populations stay in balance. Answers should include the following elements: (1) ideas organized into a clear introduction, body, and conclusion; (2) smooth transitions that provide a logical progression of ideas; (3) a variety of correct sentence structures; and (4) no errors in capitalization, punctuation, spelling, or grammar.

- 33. A
- 34. H
- 35. D
- 36. F
- 37. A
- 38. G
- 39. A
- 40. H
- 41. A
- 42. H
- 43. B
- 44. F
- 45. D
- 46. G
- 47. Answers will vary, but should include the following details: (1) In *Why Are You Here?*, the author has a positive view of advances in medicine. New medicines, such as vaccines and antibiotics, and advances in hygiene, such as clean water and improved safety, have helped to save many lives since the beginning of the twentieth century; and (2) In *Danger Lurks*, the author shows concern about modern medicine and current habits. Modern medicines have resulted in drug-resistant “superbugs” that have evolved because of antibiotics. The author shows concern for the spread of infections due to increased travel. Answers should include the following elements: (1) ideas organized into a clear introduction, body, and conclusion; (2) smooth transitions that provide a logical progression of ideas; (3) a variety of correct sentence structures; and (4) no errors in capitalization, punctuation, spelling, or grammar.

**Practice Test 2**

**English and Reading Test**

**TX 87– TX 107**

**English Test**

- 1. D
- 2. F
- 3. B
- 4. H
- 5. C
- 6. J
- 7. B

- 8. F
- 9. A
- 10. J
- 11. D
- 12. G
- 13. A
- 14. H
- 15. C
- 16. J
- 17. B
- 18. F
- 19. D
- 20. H
- 21. B
- 22. J
- 23. D
- 24. G
- 25. A
- 26. J
- 27. C
- 28. F
- 29. C
- 30. G
- 31. A
- 32. H
- 33. D
- 34. J
- 35. B
- 36. H
- 37. C
- 38. F
- 39. D
- 40. G
- 41. D
- 42. H
- 43. A
- 44. G
- 45. B
- 46. H
- 47. C

- 48. G
- 49. D
- 50. J
- 51. B
- 52. J
- 53. D
- 54. H
- 55. A
- 56. G
- 57. A
- 58. F
- 59. C
- 60. H
- 61. B
- 62. J
- 63. A
- 64. G
- 65. D
- 66. G
- 67. D
- 68. F
- 69. C
- 70. J
- 71. B
- 72. H
- 73. D
- 74. H
- 75. A

**Reading Test**

- 1. C
- 2. F
- 3. D
- 4. H
- 5. A
- 6. G
- 7. B
- 8. J
- 9. D
- 10. F

## Part 4: Grammar Practice Answers

### Chapter 13 Nouns (1)

#### Practice A Identifying Nouns

1. keys, counter
2. dog, park
3. cat, chair
4. doctor, appointment
5. weather, Australia, January
6. student, award, attendance
7. group, flowers, Prospect Park
8. basketball, speed, stamina
9. team, beach, California
10. friendship, Samantha, Kyle, kindergarten

#### Practice B Labeling Nouns

1. success—common, abstract
2. Uncle Chris—proper, concrete; museum—common, concrete
3. chores—common, concrete
4. sister—common, concrete; Boston—proper, concrete
5. kitten—common, concrete; love—common, abstract
6. computer—common, concrete; movie—common, concrete
7. wish—common, abstract; loyalty—common, abstract
8. *To Kill a Mockingbird*—proper, concrete; Harper Lee—proper, concrete
9. excitement—common, abstract; afternoon—common, abstract
10. mountain—common, concrete; Pikes Peak—proper, concrete

### Chapter 13 Pronouns (2)

#### Practice A Identifying Pronouns and Antecedents

1. Terrence
2. Mrs. Stream
3. Alexandria

4. Silas
5. Marc
6. Bill
7. Jasmine
8. Justin
9. Ethan
10. Joel

#### Practice B Identifying Reciprocal, Reflexive, and Intensive Pronouns

1. herself—reflexive
2. each other—reciprocal
3. himself—intensive
4. one another—reciprocal
5. himself—reflexive
6. each other—reciprocal

### Chapter 13 Action Verbs and Linking Verbs (3)

#### Practice A Identifying Action Verbs

1. works
2. cries
3. ate
4. owns
5. rides

#### Practice B Identifying Linking Verbs

1. is
2. sounds
3. became
4. felt
5. was

#### Practice C Distinguishing Between Action Verbs and Linking Verbs

1. felt—linking verb
2. won—action verb
3. was—linking verb
4. is—linking verb
5. celebrated—action verb

### Chapter 13 Transitive and Intransitive Verbs (4)

#### Practice A Identifying Transitive Verbs and Their Objects

Students will underline the first term and circle the second.

1. wrote—e-mail
2. takes—bus
3. explained—assignment
4. brought—jacket
5. updated—status
6. won—prize
7. needs—insulation
8. offers—route
9. drives—car
10. make—rules

#### Practice B Distinguishing Between Transitive and Intransitive Verbs

1. find—transitive
2. scored—transitive
3. walked—intransitive
4. surprised—transitive
5. marched—intransitive
6. yelled—intransitive
7. cost—transitive
8. wants—transitive
9. docks—transitive
10. cried—intransitive

### Chapter 13 Verb Phrases (5)

#### Practice A Recognizing Verb Phrases

1. should have come
2. is watching
3. has been thinking
4. had been living
5. does hold
6. have seen
7. will be getting
8. is using
9. might be coming
10. is wondering

### Practice B Identifying Helping Verbs and Main Verbs

Students will underline the helping verb and circle the main verb.

1. is—raining
2. should be—leaving
3. are—changing
4. does—want
5. might—learn
6. is—reading
7. have—seen
8. is—planning
9. was—helping
10. has—won

### Chapter 13 Adjectives (6)

#### Practice A Identifying Adjectives

1. That
2. rap
3. a, brand-name
4. Some, Persian, beautiful
5. green, the
6. That, spotted
7. tuna
8. The, old, broken, useless
9. Abstract
10. favorite

#### Practice B Identifying Nouns Used as Adjectives

1. pickle
2. beach
3. softball
4. karate
5. vegetable
6. gym
7. tornado
8. cheese
9. machine
10. budget

### Chapter 13 Adverbs (7)

#### Practice A Recognizing Adverbs

1. quickly
2. seldom
3. later
4. outside
5. briefly
6. sometimes
7. brightly
8. rarely
9. yesterday
10. hard

#### Practice B Identifying Adverbs and the Words They Modify

1. anxiously—waited
2. already—finished
3. anywhere—live
4. correctly—answered
5. especially—kind
6. arrogantly—speaks
7. shyly—looked
8. fondly—remembers
9. tomorrow—leave
10. yearly—fertilize

### Chapter 13 Prepositions and Prepositional Phrases (8)

#### Practice A Identifying Prepositions and Prepositional Phrases

1. in the cabinet
2. of the book
3. at sunrise
4. in the grass
5. in the basket
6. in Thailand
7. under rocks
8. around the world

9. without his briefcase
10. on the porch

#### Practice B Identifying Prepositions and Their Objects

Students will underline the first term and circle the second.

1. at—noon
2. with—parents
3. in—ocean
4. to—Europe
5. to—Houston; on—bus
6. for—years
7. of—doctor
8. to—school
9. with—dip
10. for—couch

### Chapter 13 Conjunctions (9)

#### Practice A Identifying Conjunctions

1. but
2. Either...or
3. and
4. or
5. after
6. when
7. not only...but also
8. either...or
9. in order to
10. when

#### Practice B Identifying Types of Conjunctions

1. or—coordinating
2. but—coordinating
3. while—subordinating
4. but—coordinating
5. either...or—correlative
6. after—subordinating

7. before—subordinating
8. neither...nor—correlative

### Chapter 13 Interjections (10)

#### Practice A Identifying Interjections

1. Hurray!
2. Absolutely!
3. Goodness!
4. Tsk-tsk
5. Hmm
6. Ouch!
7. Uh-oh
8. Wow
9. Yuck
10. What?

#### Practice B Supplying Interjections

Answers may vary. Sample answers are given.

1. Shhh!
2. Uh-oh!
3. Oops!
4. Hey,
5. So long!
6. Well!

7. Hey!
8. OK!
9. Wow!
10. Hey!

### Chapter 13 Identifying Parts of Speech (11)

#### Practice A Identifying Parts of Speech: Nouns, Pronouns, Verbs, Adjectives, and Adverbs

1. pronoun
2. verb
3. noun
4. adjective
5. pronoun

#### Practice B Identifying Parts of Speech: Prepositions, Conjunctions, and Interjections

1. preposition
2. interjection
3. preposition
4. conjunction
5. conjunction

## Chapter 14 Simple Subjects and Predicates (12)

### Practice A Identifying Simple Subjects

1. boy
2. cat
3. birds
4. bicycle
5. toys
6. car
7. money
8. computer
9. sweater
10. people

### Practice B Identifying Simple Predicates

1. will keep
2. forced
3. bought
4. needs
5. thought
6. began
7. brought
8. spent
9. developed
10. hides

## Chapter 14 Fragments (13)

### Practice A Distinguishing Sentences and Fragments

1. fragment
2. sentence
3. fragment
4. sentence
5. fragment
6. fragment
7. sentence
8. fragment

9. sentence
10. sentence

### Practice B Fixing Fragments

Answers may vary, but each sentence should include the fragment, as given below.

1. the tiny fish
2. went flying through the air
3. the colorful sunset
4. hopped up on the table
5. searching through the house
6. the brand new toy
7. his favorite food
8. the quickest runner
9. the article about her school band
10. the next morning

## Chapter 14 Subjects in Declarative Sentences Beginning With *Here* or *There* (14)

### Practice A Rearranging Sentences Beginning With *Here* or *There*

1. People are in the house.
2. Oil is in the pan.
3. The money from the bake sale is here.
4. Three people are walking.
5. A quarter is in the machine.
6. Your games are here.
7. The shovel for your garden work is here.
8. Apples are in the basket.
9. A blanket is in the closet.
10. An empty box is here.

### Practice B Identifying Subjects and Verbs in Sentences Beginning With *Here* or *There*

Students will underline the first term below and circle the second.

1. student—is



2. answers—are
3. jacket—is
4. magazine—is
5. consequences—are
6. assignment—is
7. omelets—are
8. money—is
9. shoes—are
10. laundry—is

### Chapter 14 Subjects in Interrogative Sentences (15)

#### Practice A Rearranging Interrogative Sentences

1. You are doing what?
2. The conference is where?
3. You are over your cold?
4. The answer to number four is what?
5. They are expecting you to bring a dessert?
6. The stars are so bright on cold nights why?
7. You are going to the party tomorrow?
8. I should pick you up when?
9. You talked him into helping you how?
10. You are in such a hurry why?

#### Practice B Identifying Subjects and Verbs in Interrogative Sentences

Students will circle the first term and underline the second.

1. dad—did take
2. I—can help
3. you—do leave
4. you—do(n't) like
5. friend—is meeting
6. you—are shopping
7. you—are daydreaming
8. brother—is coming
9. father—does make
10. you—are doing

### Chapter 14 Subjects in Imperative Sentences (16)

#### Practice A Rewriting Imperative Sentences to Include *You*

1. Tonight, you finish your homework.
2. You enjoy the dessert next.
3. You, by tonight, put away your clothes.
4. You, cook the meal when you return home.
5. You, wash the dog.
6. You, fill in the bubble with a pencil.
7. You, please wash the dishes.
8. You, go find the keys.
9. You, bring some snacks to the party.
10. You, call me after work.

#### Practice B Writing Imperative Sentences

Answers may vary. Each answer should be an imperative sentence.

### Chapter 14 Subjects in Exclamatory Sentences (17)

#### Practice A Identifying Subjects in Exclamatory Sentences

1. you
2. You
3. I
4. This
5. you
6. he
7. You
8. I
9. you
10. car

#### Practice B Writing Exclamatory Sentences and Identifying Subjects

Answers may vary. Each answer should be an exclamatory sentence. Each sentence

should have the subject underlined. If the subject *you* is implied, it should be written in parentheses next to the sentence.

### Chapter 14 Direct Objects (18)

#### Practice A Identifying Direct Objects

1. water
2. weather
3. nap
4. staff
5. tools
6. stories
7. time
8. package
9. feet
10. piano

#### Practice B Identifying Sentences With Direct Objects

1. No
2. Yes
3. Yes
4. Yes
5. No
6. No

### Chapter 14 Indirect Objects (19)

#### Practice A Identifying Indirect Objects

Students will underline the first term and circle the second.

1. playhouse—son
2. lunch—sister
3. cake—husband
4. question—mom
5. gift—son
6. picture—class
7. sculpture—sister
8. egg—brother
9. gift—teacher
10. grade—me

#### Practice B Identifying Sentences With Indirect Objects

1. Yes
2. Yes
3. Yes
4. No
5. No
6. Yes
7. Yes
8. No

### Chapter 14 Object Complements (20)

#### Practice A Identifying Object Complements

1. delicious
2. influence
3. brilliant
4. star
5. mayor
6. clever
7. worse
8. success
9. ridiculous
10. breakthrough

#### Practice B Completing Sentences With Object Complements

Answers may vary. Sample answers are given.

1. They appointed the man chair.
2. The jury judged the man innocent.
3. Sherry thought the idea brilliant.
4. The class elected Antonio president.
5. Joel named the kitten Homer.
6. My mother called my room radioactive.
7. The teacher declared my paper successful.
8. Luis thought the weather horrible.
9. They found the hotel convenient.
10. Aunt Delia called my home cozy.

**Chapter 14 Subject Complements  
(21)**

**Practice A Identifying Subject  
Complements**

1. kind
2. grandfather
3. president
4. icy, dangerous
5. professional
6. lawyer
7. delicious
8. promising
9. encouraging
10. red, gold

**Practice B Identifying Predicate  
Nominatives and Predicate Adjectives**

1. friend—predicate nominative
2. dark, lovely—predicate adjectives
3. marvelous—predicate adjective
4. troublemaker—predicate nominative
5. champion—predicate nominative
6. fresh—predicate adjective
7. hopeful—predicate adjective
8. happy—predicate adjective
9. teacher—predicate nominative
10. hybrid—predicate nominative

**Chapter 15 Prepositional Phrases (22)**

**Practice A Identifying Prepositional Phrases**

1. into the hole
2. in the rain
3. during the movie
4. under the tree
5. for college
6. to his friend
7. at the park
8. for a trip
9. in her recliner
10. with the red berries

**Practice B Identifying Adjectival and Adverbial Phrases**

1. Adjectival phrase
2. Adverbial phrase
3. Adverbial phrase
4. Adjectival phrase
5. Adjectival phrase

**Chapter 15 Appositives and Appositive Phrases (23)**

**Practice A Identifying Appositives**

1. the girl who loves reading
2. my sister
3. Jonah
4. Mrs. Willis
5. the one my father gave me
6. Uncle Fred's favorite pastime
7. a huge flock
8. John and Stephanie

9. Maria
10. Sydney

**Practice B Combining Sentences, Using Appositives**

Answers may vary. All answers should include a correctly placed appositive.

1. Susan, a college student, studies often.
2. I attend a great high school, Harrison.
3. Sonya, a professional singer, travels the world.
4. Jorge, my best friend, enjoys sports.
5. Kathy, my favorite cousin, is coming to visit this weekend.

**Chapter 15 Verbal Phrases (24)**

**Practice A Identifying Verbals and Verbal Phrases**

1. exhausted from fatigue
2. picked off the tree
3. limping badly
4. sleeping
5. newly minted
6. freshly mowed
7. falling
8. Hoping to be on time
9. grounded for two days
10. smelling treats

**Practice B Recognizing Verbal Phrases**

1. participial phrase
2. participial phrase
3. verb
4. participial phrase
5. participial phrase

## Chapter 15 Independent and Subordinate Clauses (25)

### Practice A Distinguishing Independent and Subordinate Clauses

1. subordinate
2. independent
3. subordinate
4. subordinate
5. subordinate
6. independent

### Practice B Combining Sentences, Using Independent and Subordinate Clauses

Answers may vary. Sample answers are given.

1. Though the boy was discouraged by his grade, he kept trying.
2. She was late, but she had a good reason.
3. While I like pizza, my brother prefers hot dogs.
4. The children played outside because it was a beautiful day.
5. Joseph is going to college, but he does not know where he is going.

## Chapter 15 Adjectival Clauses (26)

### Practice A Identifying Adjectival Clauses

1. that Dad purchased
2. that you gave me
3. who really needs a job
4. who is constantly sick
5. whom they sent home
6. that I drive
7. which Tony finds easy
8. where it is usually warm this time of year

### Practice B Writing Sentences With Adjectival Clauses

1. The game, which had gone into triple overtime, ended in a tie.
2. The singer, who had recently been sick, began to cough.
3. The car, which we had just picked up from the shop, wouldn't start.
4. The desk that we bought at the flea market needs paint.

## Chapter 15 Restrictive Relative Clauses and Nonrestrictive Relative Clauses (27)

### Practice A Identifying Relative Pronouns and Their Clauses

Students will circle the first item and underline it and the second item.

1. which—I left on the bus
2. that—dad made
3. who—was tired and grouchy
4. which—he found in the yard
5. which—is at least five years old
6. who—loves her job

### Practice B Combining Sentences, Using Relative Pronouns

Answers may vary. Sample answers are given.

1. The teacher, who received an award, smiled proudly.
2. The house that we just bought is on Taft Street.
3. The sea, which was calm yesterday, is rough today.
4. The little girl, who is going to a party, is happy.

**Chapter 15 Adverbial Clauses (28)**

**Practice A Identifying Adverbial Clauses**

1. will finish
2. will leave
3. rushes
4. should clean
5. stay
6. am
7. finished
8. celebrated

**Practice B Combining Sentences, Using Adverbial Clauses**

Answers may vary. (The order of clauses may be reversed.)

1. Although you are hungry, you cannot eat right now.
2. Until you stop interrupting, you will not hear what I am saying.
3. If you don't do your job, you won't be paid.
4. If you work hard, success is likely.
5. When I skip a few workouts, I stop going to the gym altogether.

**Chapter 15 Noun Clauses (29)**

**Practice A Identifying Noun Clauses**

1. That Esther prepared a five-course dinner
2. that everyone should come to the party
3. How gravity works
4. what they served at lunch
5. why the light didn't work

6. What I wanted
7. whatever it took
8. Whoever needs gifts for their kids
9. whatever she wanted
10. that you can do it

**Practice B Distinguishing Noun Clauses**

1. noun clause
2. adjectival clause
3. adjectival clause
4. noun clause
5. noun clause

**Chapter 15 The Four Structures of Sentences (30)**

**Practice A Distinguishing Between Simple and Compound Sentences**

1. simple
2. simple
3. compound
4. simple
5. compound
6. simple
7. simple
8. compound

**Practice B Identifying the Four Structures of Sentences**

1. simple
2. complex
3. compound-complex
4. complex
5. complex

## Chapter 16 The Four Functions of a Sentence (31)

### Practice A Punctuating the Four Types of Sentences

1. !
2. ?
3. ?
4. !
5. .
6. !
7. .
8. .
9. .
10. .

### Practice B Identifying the Four Types of Sentences

1. interrogative
2. exclamatory
3. imperative
4. declarative
5. imperative
6. declarative
7. exclamatory
8. imperative
9. declarative
10. interrogative

## Chapter 16 Sentence Combining (32)

### Practice A Identifying Compound Subjects, Verbs, and Objects in Sentences

1. Maples and oaks
2. dashed across the field and caught the ball
3. two large envelopes and a small box
4. adventure and escape
5. Wheat, rice, and corn
6. live in China and eat bamboo shoots

7. the compass and the seismograph
8. Sandra Cisneros and Markus Zusak
9. woodcarvings and watercolors
10. drove through the fence and crashed into the building

### Practice B Identifying Clauses in Compound and Complex Sentences

1. Jacob left in a hurry because he was late for his class.
2. The wheelbarrow was left out in the rain, and it filled up with water.
3. The architect had creative ideas, but they weren't very practical.
4. Karen planned to order the chicken until she realized that it was fried.
5. As long as you aren't in a hurry, I will finish reading this chapter.

## Chapter 16 Varying Sentence Length (33)

### Practice A Revising to Shorten Sentences

Answers may vary. Sample answers are given.

1. All of the students but Nate had finished reading the novel.
2. Scientifically, a tomato is a vegetable, not a fruit.
3. The scientist's theory is based on questionable data.
4. Unlike some actors, Mark Wahlberg uses his real name.
5. Matt was encouraged by the director's positive signals during the interview.

### Practice B Revising to Vary Sentence Length

Answers may vary. Sample answers are given.

- (1) Until the late 1950s, poets treated personal subjects delicately, often using symbols from nature to tell

the story. (2) A poem about a torn heart might have treated the “subject” of love. (3) In 1959, W. D. Snodgrass published *Heart’s Needle*, introducing the era of confessional poetry. (4) Confessional poets used the pronoun *I* so that their poems appeared to be genuine portrayals of something true. (5) Taboo subjects like depression and trauma became the poems’ focus. (6) Not just a pouring out of emotions, these poems were crafted as pieces of art intended to draw an emotional response from the reader.

## Chapter 16 Varying Sentence Beginnings (34)

### Practice A Identifying Varied Sentence Beginnings

1. After school—prepositional phrase
2. To show my support—infinitive phrase
3. Cautiously—adverb
4. The great harpy eagle—noun
5. Because of her positive attitude—adverbial phrase
6. Annoyed with the traffic on East Street—participial phrase
7. Leaves—noun
8. Knowing she was right—participial phrase

### Practice B Writing Varied Sentence Beginnings

Answers may vary. Sample answers are given.

1. Gymnasts
2. Humbly,
3. Into the beam of light,
4. The sound of laughter
5. Grabbing the oars,
6. Politely,
7. Except for Lily,
8. Waiting patiently,

## Chapter 16 Using Inverted Word Order (35)

### Practice A Identifying Subjects and Verbs in Sentences

Students will underline the first item and circle the second.

1. was—The smell of the barbecued ribs
2. were—three white stallions
3. was buried—An emperor who ruled in the sixteenth century
4. were—mounds of papers
5. comes—a caravan of cars and trucks
6. soared—A red hawk
7. were—two uniformed officers
8. was—the story about the singing dachshund
9. is mounted—A global positioning system
10. was—a group of tired tourists

### Practice B Identifying Inverted Word Order in Sentences

1. S-V
2. V-S
3. S-V
4. V-S
5. S-V
6. S-V
7. V-S
8. V-S
9. V-S
10. S-V

## Chapter 16 Recognizing Fragments (36)

### Practice A Identifying Fragments

1. F
2. S
3. S
4. F
5. S



6. S
7. F
8. F
9. S
10. F

**Practice B Correcting Fragments**

Answers may vary. Sample answers are given.

1. “,” it was not very clever.
2. The student
3. “,” we had to cancel the class.
4. rhymed.
5. The astronomer
6. I read the announcement
7. “,” she began to leaf through it.
8. She was amused by
9. “,” Janine brought her old tennis shoes.
10. It won’t take long

**Chapter 16 Avoiding Run-on Sentences (37)**

**Practice A Revising to Eliminate Run-ons, Using Punctuation**

1. I never open suspicious e-mails, and I use anti-virus software on my computer.
2. Border collies are highly intelligent dogs, so they are easily trained.
3. Edgar Allan Poe is well known for writing short stories, but he also wrote poetry.
4. The mayor proposed to improve city roads; for example, James Lane may be widened.
5. We watched the movie *Marley and Me*. It was a heartbreaking story about a dog.
6. I usually fall asleep quickly, but lately I’ve had trouble getting to sleep.
7. Thomas plays basketball and volleyball, and he is our school’s star football player.

**Practice B Revising to Eliminate Run-ons by Rewriting**

1. People in the Caribbean play the pans, which are steel drums.
2. Gregory wants to become a veterinarian because he loves animals.
3. Joe didn’t understand the math equation until his tutor broke down the steps.
4. The boys tried to build a fire even though the wood was wet.
5. Cally tried to hold her pose while the artist painted her portrait.
6. I learned to speak Spanish when I was living in Houston.
7. Adriane invited Mr. Beneti, her uncle, to her concert.
8. Stanley took credit for the sculpture, even though Susan did most of the work.

**Chapter 16 Recognizing Misplaced Modifiers (38)**

**Practice A Identifying Misplaced Modifiers**

Students will underline the first item and circle the second.

1. with red hair—The waiter
2. using a forklift—He
3. without shoes—Josie
4. shrieking—My mother
5. Waving her hand frantically—Isobel
6. during dinner—I
7. while swimming—Terry
8. that my sister had made—the oatmeal

**Practice B Correcting Misplaced Modifiers**

1. The bench that we painted red is next to the pool.
2. On the plate, Hank put the corn that his grandfather grew.
3. correct

4. We watched a squirrel leaping from branch to branch.
5. correct

### Chapter 16 Recognizing Dangling Modifiers (39)

#### Practice A Identifying Dangling Modifiers

Students will underline the first item.

1. after she spoke to the waiter—the manager or Bonita
2. While cleaning the basement—Sample answer: she
3. Before opening the door—Sample answer: you
4. Scanning the want ads—Sample answer: Devon
5. When Jenny called Laura—Jenny or Laura
6. Still sleepy—I
7. Having begun his climb—Sample answer: he
8. Squirming away—the dog
9. To get the discount—Sample answer: you
10. Walking down the aisle—Sample answer: customers

#### Practice B Correcting Dangling Modifiers

Answers may vary. Sample answers are given.

1. While Dad was sitting at his desk, his phone kept ringing.
2. To light the gas fireplace, you must turn a key.
3. As Jon approached the table, the manager congratulated him.
4. While I was reading my book, the lights flickered.
5. To avoid paying a fine, you must return the books by Friday.

### Chapter 16 Recognizing the Correct Use of Parallelism (40)

#### Practice A Identifying Parallel Grammatical Structures

1. Jogging; jumping rope; dancing
2. giving advice; receiving it
3. clean my room; organize it
4. blue eyes; red hair; freckles
5. where Sal works on weekdays; where Erin eats on Sundays
6. Alice drove to the gas station; Henry walked to the park
7. passed the platter to Mom; placed it on the table
8. to go online; to find several sources
9. to read science fiction; to jog in the park
10. Planning; cleaning up

#### Practice B Recognizing Parallel Grammatical Structures

1. B
2. A
3. E
4. C
5. F
6. D

### Chapter 16 Correcting Faulty Parallelism (41)

#### Practice A Identifying Faulty Parallelism

1. NP
2. NP
3. NP
4. NP
5. P
6. P
7. NP

8. NP
9. P
10. P

**Practice B Revising to Eliminate Faulty Parallelism**

1. help me
2. flavorless
3. to tour
4. that my sister recommended
5. to golf

**Chapter 16 Correcting Faulty Parallelism in a Series (42)**

**Practice A Identifying Faulty Parallelism in a Series**

1. the dishes are dried
2. helped me
3. works as a nurse
4. lock the doors
5. passing a test
6. they should be free to live outdoors
7. specialists in reading
8. go miniature golfing
9. not only received
10. to give it water

**Practice B Revising to Eliminate Faulty Parallelism in a Series**

1. The steak was not only overcooked but also flavorless.
2. Jason is washing, waxing, and vacuuming his car.
3. The essay was both interesting and amusing.
4. The game was long, boring, and uneventful.
5. You need to be careful, to focus, and to take your time.

**Chapter 16 Correcting Faulty Parallelism in Comparisons (43)**

**Practice A Identifying Faulty Parallelism in a Comparison**

1. going cross-country skiing
2. studying at home
3. monthly meetings are held for Spanish Club
4. playing basketball is enjoyable for Nel
5. setting it for 7:00 A.M.
6. the quarterback being Sam
7. visiting science museums
8. studying in the noisy kitchen

**Practice B Revising to Eliminate Faulty Parallelism in a Comparison**

1. Kelly wore boots instead of tennis shoes.
2. Denise asked advice from Daphne rather than Alex.
3. Hazel shoots baskets as well as she passes the ball.
4. Karl prefers whole-wheat bread to white bread.
5. We sat in the shade rather than in the sun.

**Chapter 16 Recognizing Faulty Coordination (44)**

**Practice A Recognizing Correct Coordination**

1. E
2. C
3. D
4. A
5. F
6. B

**Practice B Recognizing Faulty Coordination**

1. FC
2. FC
3. FC
4. correct
5. FC
6. FC
7. correct
8. FC
9. correct
10. FC

**Chapter 16 Correcting Faulty Coordination (45)**

**Practice A Revising to Eliminate Faulty Coordination**

1. A woodpecker is outside, | and you can see it from this window.
2. The menu changes monthly, | and I'm always excited to try the new dishes.

3. Two trains collided yesterday, | and unbelievably, no one was hurt.
4. Parents may contact the principal in several ways, | and one way is by e-mail.
5. The loaf of bread was moldy, | and I wondered how long it had been in the pantry.

**Practice B Using Subordination to Eliminate Faulty Coordination**

1. at the beginning of class
2. taking the lead
3. Greek meatballs
4. my math teacher
5. the only witnesses of the robbery
6. hoping that the infection had cleared
7. stretched her neck to see the stage
8. a famous architect
9. followed by a loud crack of thunder
10. incredibly bold

**Chapter 17 The Six Verb Tenses (46)**

**Practice A Identifying Verb Tenses**

1. future
2. past perfect, past
3. present perfect
4. present, future
5. past perfect
6. present perfect
7. present
8. future
9. future perfect, present
10. past, past

**Practice B Revising Verb Tenses**

1. had used
2. looks
3. will have memorized
4. confused
5. will begin

**Chapter 17 The Four Principal Parts of Verbs (47)**

**Practice A Recognizing the Four Principal Parts of Verbs**

1. believed; believe
2. roasted; roast
3. transcribed; transcribe
4. envied; envy
5. (have) dined; dine
6. (have) obtained; obtain
7. experiencing; experience
8. (have) purchased; purchase
9. blessing; bless
10. sporting; sport

**Practice B Identifying the Four Principal Parts of Verbs**

1. blends
2. is (was, will be) wriggling

3. spoke
4. has (had) requested
5. reported
6. collect
7. has (had, will have) simmered
8. is (was, will be) announcing
9. walked
10. is (was, will be) purchasing

**Chapter 17 Regular and Irregular Verbs (48)**

**Practice A Identifying Principal Parts of Regular and Irregular Verbs**

1. received
2. chose
3. (have) exclaimed
4. (have) slept
5. catching
6. (have) rung
7. popping
8. split
9. (have) struck
10. speaking

**Practice B Recognizing Principal Parts of Verbs in Sentences**

1. tore
2. concentrated
3. depending
4. stung
5. broken
6. sent
7. swinging
8. written
9. fell
10. did

**Chapter 17 Verb Conjugation (49)**

**Practice A Conjugating the Basic Forms of Verbs**

1. contrasted
2. understands
3. had caught
4. will believe
5. have driven
6. had spread
7. hisses
8. stuck
9. will have rung
10. have been

**Practice B Conjugating the Progressive Forms of Verbs**

1. We have been laughing.
2. I was talking.
3. They were finding.
4. She is climbing.
5. You will be keeping.
6. You have been winning.
7. It will have been spinning.
8. We had been feeding.
9. He was selling.
10. They have been stringing.

**Chapter 17 Present, Past, and Future Tense (50)**

**Practice A Identifying Tense in Present, Past, and Future**

1. present progressive
2. past
3. present emphatic
4. past progressive
5. past emphatic
6. past perfect
7. present
8. present perfect progressive

9. future perfect
10. future

**Practice B Supplying Verbs in Present, Past, and Future Time**

1. did see
2. will have tutored
3. had called
4. do think
5. will be serving
6. was watching
7. has been thinking
8. had been swimming
9. will have been standing
10. are eating

**Chapter 17 Sequence of Tenses (51)**

**Practice A Identifying Time Sequence in Sentences With More Than One Verb**

1. will help
2. will be retiring
3. added
4. saw
5. missed
6. realized
7. asked
8. ship
9. decided
10. was disappointed

**Practice B Correcting Errors in Tense Sequence**

1. tossed
2. screeches
3. saw
4. will look
5. finished

**Chapter 17 Simultaneous Events (52)**

**Practice A Identifying Simultaneous Events in Sentences**

1. goes jogging; listens
2. am; is
3. know; has
4. listened; explained
5. Bounding; yelled
6. will congratulate; am talking
7. Holding; walked
8. began; slipped
9. was playing; looked
10. Erasing; rubbed

**Practice B Writing Simultaneous Events in Sentences**

Answers may vary. Sample answers are given.

1. feels
2. talked
3. hear
4. started
5. gasped

**Chapter 17 Sequential Events (53)**

**Practice A Identifying Sequential Events in Sentences**

1. bought
2. had grown
3. running
4. Having heard
5. should call
6. realizing
7. had left
8. take
9. wash
10. will wait

**Practice B Revising Sentences to Indicate Sequential Events**

Answers may vary. Sample answers are given.

1. Having cried, Shelly ran up to her room.
2. Stars appeared in the sky after the snow fell.
3. Having sniffed at the closet, Snowy started to bark.
4. Amy added ingredients, and then I stirred.
5. Having lost her ring, Erin went hiking.

**Chapter 17 Modifiers That Help Clarify Tense (54)**

**Practice A Identifying Modifiers That Help Clarify Tense**

1. occasionally
2. always
3. Every night, before I go to bed
4. Now and then
5. As always
6. Suddenly
7. one at a time
8. frequently
9. By next month
10. sometimes

**Practice B Recognizing Modifiers That Help Clarify Tense**

Answers may vary. Sample answers are given.

1. within a week
2. early
3. already
4. always
5. recently
6. soon

**Chapter 17 Using the Subjunctive Mood (55)**

**Practice A Identifying the Subjunctive Mood**

1. imperative
2. indicative
3. subjunctive
4. subjunctive
5. indicative
6. subjunctive
7. indicative
8. subjunctive
9. subjunctive
10. imperative

**Practice B Recognizing Subjunctive Verbs**

Answers may vary. Sample answers are given.

1. were
2. replace
3. take
4. were
5. help
6. contribute
7. were(n't)

**Chapter 17 Auxiliary Verbs That Express the Subjunctive Mood (56)**

**Practice A Identifying Auxiliary Verbs That Express the Subjunctive Mood**

1. were
2. could
3. should
4. were
5. would

**Practice B Supplying Auxiliary Verbs to Express the Subjunctive Mood**

1. should be (*or* could be)
2. were to
3. should still be
4. were to
5. would
6. would
7. were to
8. should be
9. were to
10. were

**Chapter 17 Active and Passive Voice (57)**

**Practice A Identifying Active and Passive Voice**

1. AV
2. PV
3. PV
4. AV
5. AV
6. PV
7. AV
8. AV
9. PV
10. PV

**Practice B Rewriting as Active Voice**

1. A sparrow built the nest.
2. The mechanic repaired it.
3. The crew paved the road.
4. Cliff chopped the cabbage.
5. Aunt Nikki baked the casserole.
6. My father wrapped the packages.
7. Sally did the laundry.



8. Donnie planned the meal.
9. Angie scored the goal.
10. The clerk described it.

### Chapter 17 Using Active and Passive Voice (58)

#### Practice A Recognizing the Performer of an Action

1. Mr. Snyder
2. her brothers
3. A squirrel
4. Hart
5. the trainer
6. Handy Furnace Company
7. Darrin

8. A big wind storm
9. the director of marketing
10. our school

#### Practice B Using Active Voice

Answers may vary. Sample answers are given.

1. Roses climb on the fence near the barn.
2. The gate creaks every time I open it.
3. The long, dusty road stretched for miles ahead.
4. New students transfer to the school every year.
5. The foamy waves crashed against the rocks.

**Chapter 18 The Three Cases (59)**

**Practice A Identifying Pronouns**

1. We
2. My, me, my
3. Our
4. Your
5. him, her
6. I, you
7. Their
8. She
9. They, her
10. them

**Practice B Labeling Pronouns**

1. objective
2. possessive
3. nominative
4. possessive
5. objective
6. possessive
7. possessive
8. nominative
9. nominative
10. possessive

**Chapter 18 The Nominative Case in Pronouns (60)**

**Practice A Identifying Pronouns in the Nominative Case**

1. They
2. she
3. It
4. We
5. She, they
6. He
7. he, she
8. You, I
9. I, you
10. she

**Practice B Labeling Pronouns**

1. subject
2. predicate nominative
3. predicate nominative
4. subject
5. nominative absolute
6. subject
7. predicate nominative
8. subject
9. subject
10. subject

**Chapter 18 The Objective Case (61)**

**Practice A Identifying Objective Pronouns**

1. her
2. them
3. him, her
4. them
5. me
6. me
7. her
8. him
9. me
10. them, him

**Practice B Labeling Objective Pronouns**

1. direct object
2. object of infinitive
3. subject of infinitive
4. indirect object
5. object of preposition
6. subject of infinitive
7. indirect object
8. subject of infinitive
9. object of preposition
10. subjects of infinitive

**Chapter 18 The Possessive Case (62)**

**Practice A Identifying Possessive Pronouns**

1. mine
2. his
3. Her
4. his
5. My
6. its
7. his, hers
8. their, his
9. Your
10. Our, our

**Practice B Recognizing Pronouns**

1. His
2. Your
3. my
4. its
5. hers
6. their
7. Her
8. his

**Chapter 18 Using *Who* and *Whom* Correctly (63)**

**Practice A Identifying Pronouns**

1. Who
2. whoever
3. who
4. whom
5. whom
6. who
7. Whoever
8. whom
9. whom
10. who

**Practice B Labeling Pronouns**

1. nominative
2. objective
3. nominative
4. objective
5. objective
6. nominative
7. objective
8. objective
9. nominative
10. objective

**Chapter 18 Pronouns in Elliptical Clauses (64)**

**Practice A Identifying Elliptical Clauses**

1. than I
2. as this one
3. than I
4. as I
5. than I
6. as me
7. than I
8. as she
9. as me
10. as I

**Practice B Labeling Pronouns in Elliptical Clauses**

1. I—nominative
2. me—objective
3. me—objective
4. me—objective
5. us—objective
6. I—nominative
7. they—nominative
8. I—nominative
9. me—objective
10. we—nominative

**Chapter 19 Number in Nouns, Pronouns, and Verbs (65)**

**Practice A Identifying Number in Nouns, Pronouns, and Verbs**

1. plural
2. singular
3. both
4. both
5. plural
6. singular
7. plural
8. plural
9. singular
10. both

**Practice B Labeling Nouns, Verbs, and Pronouns**

1. singular
2. singular
3. plural
4. plural
5. plural

**Chapter 19 Singular and Plural Subjects (66)**

**Practice A Identifying Singular and Plural Subjects**

1. father—S
2. dog—S
3. magazine—S
4. black bears and their cubs—P
5. boxes—P
6. Sylvia—S
7. We—P
8. All—P

9. country—S
10. friends—P

**Practice B Identifying Singular and Plural Subjects and Verbs**

Students will underline the first item and circle the second.

1. boys—have
2. scientist—is
3. homes and stores—were
4. students—have
5. Marta—was

**Chapter 19 Compound Subjects (67)**

**Practice A Identifying Compound Subjects**

1. bats, balls
2. trees, flowers
3. nurse, doctor
4. park rangers, hikers
5. boy, dogs
6. papers, books
7. coat, blouse
8. trains, plane
9. television, radio
10. orchestra, bands

**Practice B Identifying Compound Verbs**

1. are
2. have
3. like
4. cooks
5. worry

**Chapter 19 Confusing Subjects (68)**

**Practice A Identifying Singular and Plural Subjects**

1. books—P
2. people—P
3. weeds—P
4. cars—P
5. reason—S
6. hobbies—P
7. frogs—P
8. book—S
9. airport—S
10. students—P

**Practice B Identifying Singular and Plural Verbs**

1. What is the reason you complained about the service in the restaurant?
2. Near the wild animal park are many tourist hotels.
3. There are the blogs about the recent school election.
4. These old photographs remain my most prized possession.

**Chapter 19 Agreement Between Personal Pronouns and Antecedents (69)**

**Practice A Identifying Personal Pronouns**

1. his
2. her
3. their
4. her
5. its
6. their
7. her
8. his
9. their
10. his, their

**Practice B Choosing the Correct Personal Pronoun**

1. her
2. her
3. our
4. its
5. his
6. our
7. his
8. they
9. its
10. her

**Chapter 19 Agreement With Indefinite Pronouns (70)**

**Practice A Identifying Pronouns**

Students will underline the first item and circle the second.

1. Many—their
2. All—their
3. One—his
4. Each—her
5. Most—their
6. Each—its
7. All—their
8. Many—their
9. Most—their
10. few—their

**Practice B Choosing the Correct Indefinite Pronoun**

1. their
2. their
3. her
4. their
5. their
6. her
7. its
8. his
9. their
10. his

### Chapter 19 Agreement With Reflexive Pronouns (71)

#### Practice A Identifying Reflexive Pronouns

1. myself
2. himself
3. ourselves
4. myself
5. themselves
6. herself
7. herself
8. himself

#### Practice B Identifying Reflexive Pronouns and Their Antecedents

1. ourselves → we
2. themselves → Tina and Andrea
3. themselves → basketball players
4. himself → Drew
5. themselves → committee members
6. herself → sister
7. himself → grandfather
8. himself → writer
9. myself → I
10. themselves → brothers

### Chapter 19 Vague Pronoun References (72)

#### Practice A Identifying Vague Pronoun References

1. they
2. they
3. it
4. These
5. these
6. they
7. they
8. It

### Practice B Correcting Vague Pronouns

1. Our class found the museum exhibit too long, so the students didn't like it.
2. The summer sun is very hot, and the swimmers are not prepared for it.
3. This is the big news story that the reporters have been writing about for months.
4. To work at the animal shelter, volunteers have to complete an application form.
5. At the entrance to the cave, the sign clearly warned hikers about the dangers.

### Chapter 19 Ambiguous Pronoun References (73)

#### Practice A Identifying Ambiguous Pronoun References

1. it
2. she
3. it
4. he
5. she
6. she
7. he
8. he

#### Practice B Correcting Ambiguous Pronouns

1. Marie e-mailed Marsha as Marie left the airport for the hotel.
2. After Aunt Tammy and Joanne go running, Aunt Tammy always feels better.
3. Before Omar drove to meet Alex, Omar called him from his cell phone.
4. The newspaper reporter interviewed the senator, but the reporter didn't speak clearly.

5. After Andy told Sam that he would pay the rent, Sam insisted that he would do it instead.

## Chapter 19 Avoiding Distant Pronoun References (74)

### Practice A Identifying Distant Pronoun References

1. they
2. it
3. it
4. it
5. it
6. she
7. they
8. it
9. it
10. they

### Practice B Correcting Distant Pronoun References

1. I dropped a board while building the new tree house, and the board fell to the ground.
2. Marsha finished her sketch for the art class at school, and the sketch is now part of the show.
3. Warren broke his arm when he went skiing last month, and his arm will take six weeks to heal.
4. The teacher encouraged her writing students to submit stories to the contest, and now the students are waiting for the results.
5. The angry driver jumped out of his car on the busy street and left the car there.

**Chapter 20 Recognizing Degrees of Comparison (75)**

**Practice A Identifying the Use of Comparison**

1. worst, adjective
2. rapidly, adverb
3. most generous, adjective
4. most capably, adverb
5. quickly, adverb
6. happiest, adjective

**Practice B Identifying the Degree of Comparison**

1. superlative
2. comparative
3. positive
4. positive
5. superlative
6. superlative

**Chapter 20 Regular Forms (76)**

**Practice A Identifying Comparative and Superlative Degree**

1. C
2. S
3. S
4. S

**Practice B Forming Regular Comparative and Superlative Degrees of Comparison**

1. most perceptive
2. more relaxed
3. more honest
4. tighter

**Chapter 20 Irregular Forms (77)**

**Practice A Identifying Irregular Comparative and Superlative Forms**

1. worse
2. later
3. latest
4. least
5. farther
6. worst
7. best
8. most

**Practice B Writing Irregular Modifiers**

1. best
2. more
3. worse
4. latest

**Chapter 20 Using Comparative and Superlative Degrees (78)**

**Practice A Identifying the Comparative and Superlative Degrees of Modifiers**

1. most diligent, S
2. shorter, C
3. larger, C
4. kindest, S
5. sunnier, C
6. scarier, C
7. most polite, S
8. best, S



**Practice B Correcting Mistakes in Usage of Modifiers**

1. Your silver bracelet is brighter than the one in the store window.
2. She is the least hardworking student in our study group.
3. That is the smallest video camera I have ever seen.
4. Linda has always been more excitable than her older sister Fran.
5. This will be a more pleasant vacation than the one we took last year.

**Chapter 20 Using Logical Comparisons (79)**

**Practice A Identifying Illogical Comparisons**

1. than any actor
2. correct
3. than Frank
4. correct
5. than anyone
6. than Sue
7. than the lake
8. than the bag
9. than anyone
10. correct

**Practice B Writing Clear Comparisons**

1. Clark’s résumé is more impressive than Robert’s.
2. The guitarist is a better musician than anyone else in the band.

3. Helena’s handmade sweater is warmer than Melissa’s.
4. Dr. Barnes is kinder than any other doctor in the hospital.
5. The cost of this truck is much more than the cost of the car.

**Chapter 20 Avoiding Comparisons With Absolute Modifiers (80)**

**Practice A Identifying Illogical Absolute Modifiers**

1. most perfect
2. entirely dead
3. most final
4. most unique
5. more wrong
6. more identical

**Practice B Rewriting Sentences to Correct Comparisons Using Absolute Modifiers**

1. The design for the new high school is final.
2. His account of the accident was false.
3. The commander’s decision to attack was wrong.
4. The modern design of the new theater in our community is unique.
5. The jury’s decision in the trial was right.

**Chapter 21 Recognizing Double Negatives (81)**

**Practice A Identifying Double Negatives**

1. didn't, nothing
2. hasn't, no
3. didn't, no
4. didn't, nothing
5. haven't, no
6. aren't, no
7. wasn't, nowhere
8. didn't, nothing
9. wasn't, never
10. Didn't, never

**Practice B Revising Sentences to Correct Double Negatives**

1. The searchers haven't had any luck finding the lost dog.
2. The camper isn't writing any more letters to his family.
3. The bus driver couldn't open the door for the rider.
4. The treasure hunters had never looked for the gold in the forest.
5. We aren't going to watch the parade from that cold corner anymore.

**Chapter 21 Forming Negative Sentences Correctly (82)**

**Practice A Identifying Double Negatives**

1. weren't barely
2. weren't but
3. couldn't hardly
4. haven't but

**Practice B Revising Sentences to Avoid Double Negatives**

1. There were but three books about that subject in the entire library.

2. We barely escaped from the burning house in time.
3. The dancers haven't any time to prepare for their cross-country tour.
4. The builders have scarcely finished digging the foundation for the house.

**Chapter 21 Using Negatives to Create Understatement (83)**

**Practice A Identifying Understatement**

1. hardly uninteresting
2. didn't disbelieve
3. weren't unknown
4. didn't disbelieve
5. not unbelievable
6. didn't misrepresent
7. weren't underreported
8. weren't underrated
9. not impossible
10. hardly implausible

**Practice B Using Negatives to Create Understatement**

1. The popularity of the actor is not unsurprising.
2. The senator did not undervalue the importance of the election polls.
3. I was not unimpressed by Marisa's artistic achievements.
4. My younger brother didn't dislike his new summer camp.
5. My parents were not unsympathetic to my request.

**Chapter 21 Common Usage Problems (84)**

**Practice A Recognizing Usage Problems**

1. different from
2. farther

- 3. further
- 4. as if

**Practice B Revising Sentences to Correct Usage Problems**

- 1. The happy dog raced between the gate and the front door.

- 2. We must make further progress to achieve our goal of energy efficiency.
- 3. They are not the best workers for this construction job.
- 4. The artist's later work is very different from his earlier drawings.

**Chapter 22 Using Capitals for First Words (85)**

**Practice A Capitalizing Words**

1. where
2. wait, that's
3. did
4. lisa's
5. get
6. stop
7. leave
8. helena
9. why; where
10. the

**Practice B Rewriting Sentences, Using Correct Capitalization**

1. What is the best time to schedule a meeting?
2. The tornado destroyed the small town.
3. Be careful when you cross the bridge.
4. That's an incredible thing to say!
5. The plans for the project were delayed.

**Chapter 22 Using Capitals With Quotations (86)**

**Practice A Identifying Words to Capitalize in Quotations**

1. Don't
2. After
3. correct
4. All

**Practice B Revising Sentences to Capitalize Quotations Correctly**

1. "After we watched your videos," the teacher said, "we decided to give you first prize."
2. Lea believed that she was "going to become a great jazz dancer one day."
3. Ron said, "You should join the debate club this semester."

4. My friend said that the dance festival was "too crowded to be enjoyable."

**Chapter 22 Using Capitals for Proper Nouns (87)**

**Practice A Identifying Proper Nouns**

1. First World War
2. Atlantic Ocean
3. House of Representatives
4. Asia
5. Cascade Mountains
6. Norway, Thanksgiving

**Practice B Capitalizing Proper Nouns**

1. After leaving the Great Lakes, my family intends to visit relatives in Albany, New York.
2. Sarah K. Parker lived in Latin America for several years before returning to Los Angeles, California.
3. Lee Parker will interview the famous historian about the aftermath of World War I.
4. The Panama Canal is an important water route between the Atlantic Ocean and the Pacific Ocean.

**Chapter 22 Using Capitals for Proper Adjectives (88)**

**Practice A Identifying Proper Adjectives**

1. Spanish
2. Clarks'
3. Slim Fit
4. Brahms
5. British
6. Great Plains
7. Hudson, Kings
8. Healthy Dog
9. Spike Lee
10. Dickens

**Practice B Capitalizing Proper Adjectives**

1. The New York City Council will debate the issue on Tuesday.
2. The Native American artifacts will be on display at the Santa Fe Museum.
3. Sam will play all the Beethoven piano concertos at that New Jersey arts center.
4. The famous Argentine and Brazilian conductors will lead our orchestra.

**Chapter 22 Using Capitals in Letters (89)**

**Practice A Identifying Salutations and Closings**

1. C
2. C
3. S
4. S
5. C
6. C
7. C
8. S
9. C
10. S

**Practice B Capitalizing Salutations and Closings**

1. Dear Carlos,
2. My best wishes,

3. In friendship,
4. Dear Senator Bruckner:
5. My Dear Sister,
6. Dear Ms. Johnston:
7. Love,
8. Dear Mr. Franklin:
9. Fond regards,
10. Dear Bobbi and Jane,

**Chapter 22 Using Capitals for Titles (90)**

**Practice A Identifying Titles**

1. Congressman
2. *Newsweek*
3. Uncle
4. Italian, Geometry 2
5. *Citizen Kane*
6. *Carousel*
7. Admiral
8. *Mystery of the Nile*, English

**Practice B Capitalizing Titles**

1. president, secretary of the interior
2. uncle, *autumn mystery*, *winter sunset*
3. spanish, algebra II
4. congressman

**Chapter 23 Using Periods (91)**

**Practice A Using Periods in Sentences**

1. His grandmother asked if he would play a song for her.
2. Play another one.
3. Keep practicing.
4. I have a math test tomorrow.
5. My sister asked if I needed to study.
6. I always study the night before a test.
7. Kayla asked if she could come over and study.
8. Come to my house after dinner.
9. We can play a game of chess after we finish studying.
10. I am a really bad chess player.

**Practice B Using Periods Correctly in Sentences**

1. I asked my mother if I could have a turkey sandwich. indirect question
2. She gave me some money to buy milk. declarative
3. I would rather buy orange juice. declarative
4. Grab the car keys from the table. imperative
5. We have to stop at the gas station. declarative
6. My father asked who had used the car yesterday. indirect question
7. My brother had taken the car to his soccer game. declarative
8. My father wondered why he had not filled the tank. indirect question
9. Be a responsible driver. imperative
10. I will have to remember that. declarative

**Chapter 23 Other Uses of Periods (92)**

**Practice A Using Periods Correctly in Abbreviations**

1. Mrs. Garcia said the bus would be here at 9:30 A.M.
2. Dr. Lenore wrote me an excuse for school.
3. none
4. none
5. Did Mr. Hemmerling give a pop quiz today?
6. none
7. I measure 5 ft 5 in. tall.
8. none
9. The Pvt. sign on the door was hard to miss, so I knocked gently.
10. none

**Practice B Writing Abbreviations Correctly**

1. in.
2. Pl.
3. ft
4. cm
5. Mr.

**Chapter 23 Using Question Marks (93)**

**Practice A Using Question Marks Correctly in Sentences**

1. .
2. .
3. ?
4. ?
5. ?

6. .
7. .
8. ?
9. ?
10. .

**Practice B Writing Direct Questions Correctly**

1. Did you finish your homework already?
2. Did she leave the windows open during the rain?
3. Did you forget your locker combination again?
4. Was the teacher late for his own science class?
5. Did you finish your shopping already?
6. Did she tell you she would go to the dance with you?
7. Did you leave your suitcase on the airplane?
8. Did my mother pack me an apple again?
9. Did the doctor tell you to stay home for a week?
10. Do those shoes still fit you?

**Chapter 23 Using Exclamation Marks (94)**

**Practice A Using Exclamation Marks Correctly in Sentences**

Answers may vary. Sample answers are given.

1. Oh, no! I dropped my keys in the well.
2. I can't believe we lost!
3. The dog is loose.
4. Somebody catch him!
5. It is so hot today!
6. The water is freezing!
7. Ow! I burned myself on the stove.
8. Be careful next time.
9. How can you be friends with him?
10. He is so nice!

**Practice B Writing Exclamatory Sentences and Imperative Sentences**

1. Come with me!
2. Clean up your room!
3. Say thank you!
4. That was a great party!
5. Call me when you get there!
6. You are late!
7. Pick up the newspaper!
8. It is cold in here!
9. He is a cute puppy!
10. You did a good job!

**Chapter 23 Using Commas With Compound Sentences (95)**

**Practice A Using Commas Correctly in Compound Sentences**

1. I went to a baseball game yesterday with Matt, and I am going to a soccer game today with Sue.
2. I saved enough money to buy the computer I needed, but the store no longer had it in stock.
3. My father works as a police officer during the day, and he coaches Little League at night.
4. I took my little sister to the playground, but it began to rain five minutes after we arrived.
5. I can go to the dance with Timmy, or I can go to the movies with my friends.
6. Our school closed early during the heat wave, so we had to finish our research at home.
7. I wish I could join my cousins on their trip, but my spring break differs from theirs this year.
8. Our baseball team might win the championship, or we might get beaten badly.

9. Noah will play the first five minutes, and the coach will then decide who plays next.
10. I met Jill at the mall for lunch, and we ran into Sasha and Chris while we were there.

**Practice B Using Commas Correctly to Write Compound Sentences**

Answers may vary. Sample answers are given.

1. Ross plays the drums very well, and he is a good guitarist.
2. Jocelyn is the starting pitcher on the softball team, and her sister, Jamie, plays first base.
3. My favorite subject is history, yet I received a higher grade in English this marking period.
4. I cannot finish the book report tonight, so I will have to do the rest of it over the weekend.
5. My favorite sport is soccer, but I enjoy basketball as well.

**Chapter 23 Avoiding Comma Splices (96)**

**Practice A Correcting Sentences With Comma Splices**

Answers may vary. Sample answers are given.

1. Martha looked for the book in the library first, but she had to buy it at the bookstore.
2. We went to the beach on Saturday, but it started to rain about an hour after we arrived.
3. I baby-sit for the Garcias on Friday nights. I dog-sit for the Martins on Saturday afternoons.
4. The rain flooded our entire street, yet we were still able to get to school.
5. I will have cantaloupe for dessert, and Emma will have watermelon.

**Practice B Using Commas Correctly in Sentences**

Answers may vary. Sample answers are given.

1. Fran cooks well; she also sews well.
2. Max is a good pitcher, but he is not a good hitter.
3. I have been studying very hard because I hope to get on the honor roll this marking period.
4. I cannot finish the book tonight, so I will have to bring it home over the weekend.
5. I really enjoy surfing, so summer is my favorite season.

**Chapter 23 Using Commas in a Series (97)**

**Practice A Using Commas Correctly in a Series of Words or Phrases**

1. My favorite vegetables have always been carrots, beets, broccoli, and celery.
2. My favorite sports are hockey, lacrosse, tennis, and football.
3. At the restaurant, we ordered appetizers, entrees, and dessert.
4. At the amusement park, the rollercoasters are named Hurricane, Tornado, and Typhoon.
5. My best subjects in school are English, art, chemistry, and physical education.
6. The directions to Maria’s house said to go over the bridge, past a row of shops, and through the park.
7. The recipe said to mix the eggs and milk, to add the flour, and to stir until smooth.
8. We walked along the river, through the soccer field, and over the footbridge.



**Practice B Using Commas Correctly in a Series of Subordinate Clauses**

1. Miguel asked his mother if he could eat dinner at Jake’s house, if he could go bowling with Jake and his older brother, and if he could stay out an extra half hour.
2. Miguel’s mother said that Miguel first had to take out the trash, finish his homework, and walk the dog.
3. The things I love about summer are that I work as a lifeguard at the town pool, that I spend time with my friends, and that I help my father around the yard.
4. The things I love about winter are that the weather gets cooler, that I play basketball, and that I see my cousins over winter break.
5. What I like about my band is that we practice every Tuesday night, that we all get along, and that we won the battle of the bands contest last week.

**Chapter 23 Using Commas Between Adjectives (98)**

**Practice A Using Commas Correctly Between Adjectives**

1. Correct
2. I grabbed a bottle of fresh, cold water after our long, exhausting soccer practice.
3. The soft, fluffy black sweater on display really caught my eye.
4. The tall, majestic oak tree provided ample shade in the backyard.
5. The wet, muddy shoes were strewn across the cold tile floor.
6. Correct
7. The large, enthusiastic dog knocked me over when I came into the room.
8. Correct
9. My cramped, messy locker really needs a good cleaning.
10. The holiday decorations were shiny, bright, and festive.

**Practice B Using Commas Correctly With Adjectives**

1. shiny, sleek, and black
2. awesome red guitar
3. three long hours
4. crowded, festive, and hectic
5. long, detailed instructions

**Chapter 23 Using Commas After Introductory Material (99)**

**Practice A Using Commas Correctly With Introductory Material**

1. Correct
2. Oh, that is really a shame, since you are the star player.
3. On our vacation to Florida, we went sailing.
4. Because of the hurricane, many people lost their homes.
5. Oh, we will have to do something to help the situation.
6. Correct

**Practice B Using Commas Correctly in Sentences With Introductory Material**

1. Well,
2. Mom,
3. If you get dinner started,
4. First,

**Chapter 23 Using Commas With Parenthetical Expressions (100)**

**Practice A Using Correct Comma Placement in Contrasting Expressions**

1. He likes to study animal life, not plant life.
2. The forecast said that tomorrow will be a sunny, not a rainy, day.
3. Francisco is an excellent athlete, not a musician.

4. Nicole enjoys working with clay, not with paints or pencils.
5. I liked the first book, not the second book, in the series.
6. The child I baby-sit is seven, not eight, years old.
7. Her real name is Charlotte, not Charley.
8. The number 7 bus, not the number 9 bus, is the one that will take you downtown.

**Practice B Using Commas Correctly With Parenthetical Expressions**

1. He does not, however, want to be a college professor.
2. He likes to work with children, not college students.
3. Your father, therefore, should teach elementary school science.
4. That, I think, is a great idea.
5. I will have my report finished, Ms. Johannsen, by Thursday.

**Chapter 23 Using Commas With Nonessential Expressions (101)**

**Practice A Using Correct Comma Placement in Nonrestrictive Expressions**

1. My bedroom, which faces west, has two large windows.
2. My brother’s room, which faces east, has only one window.
3. The basement, finished in 2008, is used as a recreation room.
4. My dentist, who lives right next door, gives toothbrushes to all his patients.
5. Alicia Garcia, my best friend, was chosen for the leading role in the school play.
6. My mother, who rarely bakes, decided to make banana bread.
7. Chloe, who just moved to the house across the street, is a very friendly person.

8. The new mall, which was built in 2009, has thirty different stores.
9. Our cat, which always hides when the doorbell rings, is only two years old.
10. The star of the show was Mariah Carey, the famous singer.

**Practice B Using Commas Correctly With Nonrestrictive Expressions**

1. The bookcase, which is six feet tall, is completely filled with books.
2. I wore my new dress, which is lavender, to the dance last night.
3. My favorite book, a classic novel, is *To Kill a Mockingbird*.
4. The lake, which is perfect for water-skiing, is about five miles away.
5. The oranges, bought three days ago, sat in a large bowl on the kitchen table.
6. The MP3 player, my prized possession, has more than 200 songs on it.

**Chapter 23 Using Commas With Dates and Geographical Names (102)**

**Practice A Using Correct Comma Placement in Dates, Geographical Names, and Titles**

1. The statue in Charleston, North Carolina, was dated August 11, 1786.
2. Correct
3. My sister goes to college in Birmingham, Alabama, but is currently doing a semester abroad in London, England.
4. My neighbor, who is a nurse, has a name tag that reads, Anita Nelson, R.N.
5. Our science teacher is named Ryan Crowley, M.S.
6. Mackenzie Dill, Ph. D., is the name of my English teacher.

7. Correct
8. The town of Glen Rock, New Jersey, has approximately 12,000 residents.

**Practice B Writing Sentences With Dates, Geographical Names, and Titles**

Sentences may vary. Accept sentences that have correctly placed commas between dates, geographical names, and titles. See below for correct comma placement.

1. Robert McCollum, OSB.
2. Audrey Talmage, Ph. D.
3. Tallahassee, Florida
4. Ridgewood Construction, Inc.
5. August 2, 2011
6. January 1

**Chapter 23 Using Commas in Numbers (103)**

**Practice A Using Correct Comma Placement in Numbers**

1. Correct
2. Correct
3. Correct
4. 1,044 football fans
5. 5,342 residents
6. (864) 212-8777
7. October 13, 2004
8. serial number 222 555 987
9. Correct
10. February 20, 1998

**Practice B Writing Sentences Using Commas in Numbers**

Sentences may vary. Accept all sentences with correctly placed commas in numbers. See below for correct comma placement.

1. 5634
2. 309 876 236
3. (555) 862-9494
4. 20025

5. 109,000
6. 2010
7. 2024
8. 07050
9. 240,978,125
10. (402) 976-1212

**Chapter 23 Using Commas With Addresses and in Letters (104)**

**Practice A Using Correct Comma Placement in Addresses and Letters**

1. Correct
2. Rebecca Worthington, 2233 Dartmouth Road, Hanover, NH 23567
3. Sincerely,
4. Correct
5. Correct
6. Comfortable Shoe Corp., PO Box 2345, San Antonio, TX 70999-2345
7. Sincerely yours,
8. With warmest regards,
9. Correct
10. Correct

**Practice B Using Commas in Friendly Letters**

1. Dear Eleanor,
2. Sincerely yours,
3. Dearest Zach,
4. Dear John, Chris, Bob, Emily, and Luke,
5. Regards,
6. Best wishes,
7. Dear Aunt Jill and Uncle Fernando,
8. Sincerely,
9. Dear Tomas,
10. Your pal,

## Chapter 23 Using Commas in Elliptical Sentences (105)

### Practice A Using Correct Comma Placement in Elliptical Sentences

1. I have Spanish first period; Jake, third period.
2. My house is on the south side of the street; Carla's, on the north.
3. The gas station is on Park Avenue; the convenience store, on Lake.
4. The teachers eat in the teachers' lounge; the students, in the cafeteria.
5. The shoe department is on the second floor; the clothing, on the first.
6. The football stadium seats 2,000 people; the baseball stadium, 500.
7. My bedroom is to the left of my parents' room; my brother's, to the right.
8. My parents enjoy French food; my grandparents, Greek.

### Practice B Using Commas Correctly in Elliptical Sentences

Sentences may vary. Accept all sentences that contain an elliptical phrase preceded by a semicolon and separated correctly with a comma.

## Chapter 23 Using Commas With Direct Quotations (106)

### Practice A Using Correct Comma Placement in Direct Quotations

1. "I'll never be able to climb that wall," I told my rock-climbing instructor.
2. She replied, "Oh, I know you can do it."
3. I said, "OK, I'll give it try."
4. "That's the spirit," she answered.
5. "My feet are sore," I said. "Why did I wear these tight shoes?"
6. "You are a slave to fashion, my friend," Jill replied.
7. "I guess I am," I said, laughing.

8. "Tomorrow, I'm wearing tennis shoes to school," I told Jill.
9. "That is the smartest thing you've said all day," replied Jill.
10. "I'll take that as a compliment," I told her.

### Practice B Using Commas Correctly in Direct Quotations

Direct quotations may vary. Accept all direct quotations that are set off correctly with commas.

## Chapter 23 Using Commas for Clarity (107)

### Practice A Using Commas for Clarity

1. After the vegetable, soup was served.
2. Using the baseball, players practiced for the big game.
3. At the library, books were displayed prominently.
4. Near the park, rangers gathered for a meeting.
5. Beside the puddle of water, glasses stood empty.
6. After gym, clothes need to be changed.
7. Before the holiday, meals were being planned.
8. As we were dining, chairs were pulled up to the table next to ours.
9. For the group, meetings were planned.
10. In the garden, vegetables grow.

### Practice B Using Commas for Clarity

Sentences may vary. Accept all sentences that contain commas for clarity.

## Chapter 23 Misuses of Commas (108)

### Practice A Recognizing and Correcting Misused Commas

1. The last ones to leave the movie theater were Felix and me.
2. My sister Rebecca, Casey, and Tracy took a sewing class together.

3. They learned how to thread the sewing machine and how to cut a pattern.
4. I will go either to the grocery store on Maple Avenue or to the one on Cedar Street.
5. I asked for scrambled eggs instead of fried eggs.
6. Neither Mrs. Gomez nor her husband was in the restaurant.
7. The children swung on the swings, went down the slide, and played in the sandbox at the playground.
8. The dog and the cat were hiding under the bed during the thunderstorm.
9. Did you use garlic or onions in this recipe?
10. When you and your sister finish your chores, you may go to the mall.

**Practice B Eliminating Unnecessary Commas in Sentences**

1. We ate omelets for breakfast and spaghetti for dinner.
2. I have a science lab today and a computer lab tomorrow.
3. I asked for a new basketball and a new baseball glove for my birthday.
4. Correct
5. I called my friends, listened to the radio, and did my homework before my father came home.

## Chapter 23 Using Semicolons to Join Independent Clauses (109)

### Practice A Identifying Related Independent Clauses

1. Related
2. Related
3. Unrelated
4. Related
5. Related
6. Related

### Practice B Using Semicolons With Conjunctive Adverbs and Transitional Expressions

1. We were so thirsty; therefore, we ran to the water fountain.
2. We worked hard preparing for the debate; consequently, we won easily.
3. My grandmother was born in Mexico; however, she met my grandfather in Texas.
4. Jean thought she had fixed the car; nonetheless, it would not start.
5. My mother's best friend is a gracious host; in fact, she always makes us feel welcome.

## Chapter 23 Using Semicolons to Avoid Confusion (110)

### Practice A Using Semicolons to Avoid Confusion in Sentences

1. Air traffic controllers, who have very stressful jobs, usually do not last many years in that career; their work puts them under enormous pressure.
2. In ancient China, soldiers used kites as psychological weapons; the kites' noise sounded like ghosts, which kept away enemy troops.
3. The company has branch offices in Montreal, Quebec; Columbus, Georgia; and Los Gatos, California.

4. The trick-or-treaters entered the room timidly; they sang their funny song; then, they bowed and accepted their treats.
5. As the hikers reached the fork in the path, they sighed with relief; however, this fork wasn't the one they had expected.
6. The entries in the journal were dated March 3, 1862; February 28, 1863; January 6, 1864; and December 5, 1865.
7. I sent gifts to my aunt and uncle, who live in Alabama; to Daniel, my cousin in Florida; and to Samara, my friend from school who moved away last year.
8. Our family runs day camps in Waco, Texas; Tulsa, Oklahoma; and Riverton, Mississippi.
9. One week, I work in the bakery on Monday, Wednesday, and Friday; and the next week, I work on Tuesday, Thursday, and Saturday.
10. The children, who are four, six, and eight years old, were screaming and running through the store; their mother was pretending not to notice.

### Practice B Writing Sentences With Semicolons

Sentences may vary. Accept all sentences that include the items and use semicolons correctly.

## Chapter 23 Using Colons (111)

### Practice A Using Colons in Sentences

1. We are dismissed from school at 3:07 P.M., and practice starts at 3:30 P.M.
2. The preacher quoted Genesis 4:10 from the Bible.
3. The shoe store is open Monday through Saturday, 10:00 A.M. until 9:30 P.M.

4. I made up my mind that I would ask only one friend to sleep over: Marcia.
5. The reason I chose her was obvious: She likes to watch horror movies as much as I do.
6. At the farmers market, we visited the following stands: fresh flowers, baked goods, and corn.
7. We are having the following for Sunday brunch: muffins, fruit salad, and omelets.
8. Are you available to baby-sit from 3:30 P.M. until 8:30 P.M.?
9. Remember to include the following: flour, sugar, butter, baking soda, and vanilla.
10. Carlos's reason for not doing his homework was understandable: He had the flu.

**Practice B Writing Sentences With Colons**

Sentences may vary. Accept all sentences that use colons correctly and as instructed.

**Chapter 23 Using Quotation Marks With Quotations (112)**

**Practice A Using Quotation Marks in Direct Quotations**

1. "I have two dollars in change," I answered.
2. "May I borrow it?" she asked. "I have to go to the laundromat."
3. "Sure," I answered. "Do you want me to go with you?"
4. "Thanks for offering," my mother answered, "but I'd prefer you to start dinner."
5. My mother said, "Brown the chicken and sauté the onion and peppers."
6. "I'll get right on it, Mom," I assured her.
7. "I don't know what I'd do without you," she answered.

8. "Christie, do you want to go bowling tonight?" I asked.
9. "I hate to bowl," answered Christie.
10. "Really? I never knew that," I replied.

**Practice B Identifying Direct Quotations and Indirect Quotations**

1. "If you work five extra hours, you will earn a lot more money," said Clive.
2. "I know, I'm really excited about it," I answered.
3. indirect quotation
4. "I will ask my boss if he needs an extra worker," I told Clive.
5. "That would be great," Clive said.

**Chapter 23 Using Direct Quotations With Introductory, Concluding, and Interrupting Expressions (113)**

**Practice A Using Punctuation Marks With Introductory, Interrupting, and Concluding Expressions in Direct Quotations**

1. "I would like eggs and toast," I answered.
2. "I have to give a report tomorrow," I said.
3. "If you would like," replied my father, "you can rehearse for me."
4. Joaquin said, "Baseball is my favorite sport."
5. "Can you tell," asked Serena, "that I prefer tennis?"

**Practice B Using Correct Punctuation in Direct Quotations With Introductory, Interrupting, and Concluding Expressions**

Direct quotations may vary. Accept all direct quotations that are written as indicated and that use correct punctuation.

## Chapter 23 Quotation Marks With Other Punctuation (114)

### Practice A Using Quotation Marks With Other Punctuation in Sentences

1. "I would like to volunteer," I said.
2. "Great!" Maria replied. "Meet us at the church at 7:00 P.M."
3. "What do we have to do?" I asked.
4. "First, we will collect the food that people bring in," Maria explained.
5. "Then, we will drive the bags of food to the food bank," she added.
6. "It sounds like a worthwhile project!" I said.
7. "I think you will feel good for helping out," Maria said.
8. "Okay," I answered. "I will see you at 7:00 then."
9. "Thanks, Jose. We need all the help we can get!" Maria said.
10. I said to Maria afterward, "I feel good that I helped"; I was happy I had done it.

### Practice B Writing Sentences With Quotation Marks and Other Punctuation

Sentences may vary. Accept all quotations that correctly use quotation marks and the other punctuation marks indicated.

## Chapter 23 Using Single Quotation Marks for Quotations Within Quotations (115)

### Practice A Using Single Quotation Marks for Quotations Within Quotations

1. Maria told her friend, "The directions say, 'Make the first right onto Sherman Terrace.'"
2. Mrs. Bancroft asked the class, "Which Shakespearean character said, 'To be or not to be: that is the question?'"

3. Then she asked, "Which Shakespearean character said, 'O Romeo, Romeo, wherefore art thou, Romeo?'"
4. River said, "Simone, did you hear Dustin yell out, 'That's easy: Juliet said it'?"
5. Carmen said, "I need to find out which U.S. president said, 'Ask not what your country can do for you—ask what you can do for your country.'"
6. My mother told me, "Shania, the recipe says, 'Stir until blended.' That isn't blended."

### Practice B Writing Quotations Within Quotations

Quotations may vary. Accept all quotations that correctly use quotation marks.

## Chapter 23 Punctuating Explanatory Material Within Quotes (116)

### Practice A Using Brackets for Explanatory Material Within Quotations

1. The actor was quoted as saying, "I appreciate it [the honor], but I must refuse it."
2. Mrs. Gonzalez explained, "Some critics questioned whether he [the actor] actually deserved the award."
3. Jane asked, "Why did they [the critics] think he didn't deserve the award?"
4. Mrs. Gonzalez answered, "Some critics believe that Sherman [the actor] is second-rate and therefore overrated."
5. The local paper quoted the mayor as saying, "This issue [the traffic bottleneck] must be addressed by the entire town council. We have to come to a resolution."
6. The journalist asked, "So, Mr. Mayor, what is [in your opinion] a viable solution?"



7. The mayor explained, "It is obvious [to me, at least] that a traffic light is needed at the intersection."
8. The journalist then asked, "Mr. Mayor, who disagrees with you on this [the traffic issue]?"
9. The mayor replied, "Unfortunately, I am not at liberty to say who [which one of the council members] disagrees with me."
10. The journalist said, "Mr. Mayor, the residents of this town [Ridgemont] voted for the council. Don't we deserve to know?"

### Practice B Writing Quotations With Explanatory Material in Brackets

Direct quotations may vary. Accept all direct quotations that correctly include the indicated items in brackets.

## Chapter 23 Using Quotation Marks for Dialogue (117)

### Practice A Using Quotation Marks in Dialogue

1. "You know, we have a lot of young players on the team, so I look for this to be a rebuilding year," said the coach.
2. Another reporter asked, "What are the team's strengths?"
3. The coach replied, "Our offense is really strong; the passing skills of our players are exceptional. We should score a lot of goals this season."
4. The reporter then asked, "What about the defense?"
5. Thoughtfully, the coach replied, "I would like to see our team be more aggressive on defense and go for more steals."
6. "How strong is the team at the goalie position?" asked another reporter.
7. "We have two extremely strong goalies," said the coach. "Wait until you see them in action."
8. The reporter then asked, "Do you have any predictions about the season, Coach? Do you think we'll see this team in the playoffs?"
9. The coach replied, "I think we're going to exceed a lot of people's expectations this year."
10. The reporter said, "Thanks for your time, Coach."

### Practice B Writing Dialogue Using Quotation Marks

Dialogues will vary. Accept all dialogues between a teacher and a student discussing a science project that use quotation marks and paragraph breaks correctly.

## Chapter 23 Using Quotation Marks for Titles (118)

### Practice A Placing Quotation Marks in Titles

1. Zach wrote a short story in creative writing class called "The Runaway."
2. Justin wrote a poem for the same class called "Winner or Quitter."
3. My favorite episode of the television show *Robert Robertson* is called "All for Nothing."
4. I used an article titled "The Successes of President Eisenhower" for my research paper.
5. My teacher said that my essay "Why War Solves Nothing" was one of the best she has ever read.
6. My favorite song to play on the drums is "Hotel California" by the Eagles.
7. My mother's favorite song of all time is "Up on the Roof" by James Taylor.
8. I think one of the greatest poems ever written is "The Raven" by Edgar Allan Poe.
9. My English teacher prefers poems such as "A Sunset of the City" by Gwendolyn Brooks.

- The journalist finished his article "The First 100 Days of an Army General."

**Practice B Using Quotation Marks in Titles**

Sentences may vary. Accept all sentences that use the type of title indicated and use quotation marks correctly.

**Chapter 23 Using Underlining and Italics in Titles (119)**

**Practice A Underlining (or Italicizing) Titles and Special Words**

- I am writing a novel called Not the Major Leagues as my final project.
- We saw the famous painting Mona Lisa in person.
- I watch Good Day, Dallas every morning while I get ready for school.
- Did you know that the Titanic sank on its maiden voyage?
- My mother's favorite album is Sgt. Pepper's Lonely Hearts Club Band by the Beatles.
- We are just starting to read the epic poem the Odyssey.
- I hope that it is more interesting than the Iliad.
- When we went to Spain, we said muchas gracias all the time.
- My brother's favorite novel is The Catcher in the Rye by J. D. Salinger.
- My teacher took three points off my essay because I didn't dot my i's.

**Practice B Underlining Titles and Special Words and Phrases in Sentences**

Sentences may vary. Accept all sentences that use the type of title indicated and that are properly underlined.

**Chapter 23 Using Quotation Marks to Indicate Sarcasm and Irony (120)**

**Practice A Using Quotation Marks to Indicate Sarcasm or Irony**

- "Mr. Fixit," would you hand me the screwdriver?
- Our "joke" of a team just made the finals.
- Carmen always "forgets" her purse, so I usually wind up buying.
- When I finally got the package open, my sister called me a "real Einstein."
- When the car broke down for the second time, my mother exclaimed she was so happy the mechanic had "fixed" it.
- James told me the reason he didn't call me back was that he "misplaced" my number.
- Our "gourmet" dinner consisted of dried-out chicken and burnt potatoes.
- The screaming children in the store were a real "breath of fresh air."
- After I grunted at my mother, she told me I was still "her little angel."
- When I told my father I couldn't fix the door, he said fixing it isn't exactly "rocket science."

**Practice B Using Quotation Marks to Indicate Sarcasm or Irony**

Sentences may vary. Accept all sentences that use the expressions and quotation marks to indicate sarcasm or irony.

**Chapter 23 Using Hyphens in Numbers (121)**

**Practice A Using Hyphens in Compound Numbers and Fractions**

- twenty-one students

2. thirty-six inches
  3. fifty-one miles
  4. Two and one-half cups of flour
  5. Two-thirds cup of cocoa powder
  6. The eleventh- and twelfth-grade students
  7. A 15-minute break
  8. A two-minute sprint
  9. A one-hour nap
  10. Ninety-nine years old
4. fifty-two
  5. one-half cup
  6. two-thirds of the cake
  7. twenty-seven and five-eighths inches
  8. twenty-five
  9. sixty-six
  10. one-half tablespoon

**Practice B Using Hyphens in Compound Numbers and Fractions**

Sentences may vary. Accept all sentences that using the spelling of the item listed below.

1. two-thirds cup
2. twenty-nine
3. forty-six

**Chapter 23 Using Hyphens With Prefixes and Suffixes (122)**

**Practice A Using Hyphens in Words**

1. all-star
2. post-game
3. mid-September
4. self-educated
5. all-year
6. post-midnight
7. mayor-elect
8. mid-October
9. pro-Southern
10. self-centered

**Practice B Using Hyphens**

Sentences may vary. Accept all sentences that contain the spelling of the items listed below.

1. self-explanatory
2. all-encompassing
3. mid-December
4. self-important
5. ex-boyfriend
6. post-Olympic
7. all-time
8. senator-elect
9. post-concert
10. pre-revolution

**Chapter 23 Using Hyphens With Compound Words (123)**

**Practice A Using Hyphens in Compound Words**

1. fifty-year-old man
2. off-season
3. jack-of-all-trades
4. over-the-counter

5. forget-me-not
6. well-to-do
7. sister-in-law
8. teary-eyed
9. laid-back
10. mother-in-law

**Practice B Using Hyphens With Compound Words**

Sentences may vary. Accept all sentences that contain the spelling of the items as listed below.

1. fifteen-year-old
2. in-season
3. well-dressed
4. technically advanced
5. T-shirt
6. two-word
7. chocolate-covered
8. editor-in-chief
9. go-between
10. long-needed

**Chapter 23 Using Hyphens for Clarity (124)**

**Practice A Using Hyphens for Clarity**

1. semi-illustrative
2. re-energize
3. re-enlist
4. semi-informal
5. re-establish
6. bell-like
7. co-op
8. de-emphasize
9. semi-independent
10. anti-imperialistic

**Practice B Using Hyphens for Clarity in Sentences**

1. I found the lecture to be semi-informative; I still had a few questions afterward.
2. My father accidentally dropped the air-conditioning unit as he was taking it out of the window.
3. The semi-inclusive club at my school does not allow freshmen and sophomores to join.
4. A group of demonstrators was anti-imperialistic and wanted independence.
5. Correct
6. After we studied for four hours, we decided to re-treat ourselves to a second dessert.

**Chapter 23 Using Hyphens at the Ends of Lines (125)**

**Practice A Using Hyphens Correctly to Divide Words**

1. ar-dor
2. hand-book
3. over-heard
4. step-son
5. tick-et
6. nap-ping
7. doc-tor
8. fath-er
9. book-mark
10. text-book

**Practice B Using Hyphens Correctly at the End of Lines**

1. any-thing
2. warmed
3. talk-ing
4. per-for-mance or perform-ance
5. lab-o-ra-to-ry sci-ence
6. auto-graphs

**Chapter 23 Using Hyphens Correctly to Divide Words (126)**

**Practice A Using Hyphens Correctly to Divide Words**

1. pressed
2. Correct
3. judge
4. Correct
5. lodge
6. Correct
7. tri-an-gle
8. Correct
9. Samantha
10. steady

**Practice B Using Hyphens Correctly to Divide Words (page 126)**

1. clothes
2. fanned
3. flank
4. bored
5. black
6. crime
7. healthy
8. fam-ily
9. been
10. seemed

**Chapter 23 Using Apostrophes to Form Possessive Nouns (127)**

**Practice A Using Apostrophes to Form Possessive Nouns**

1. family's
2. girls'
3. foxes'
4. actor's
5. astronauts'
6. Millers'
7. neighbor's

8. Michael's
9. gentlemen's
10. babies'

**Practice B Using Apostrophes Correctly in Sentences**

1. cousins'
2. O'Connors'
3. sister-in-law's
4. Kelly's
5. sailors'
6. Atlases'
7. bears'
8. Hungary's

**Chapter 23 Using Apostrophes With Pronouns (128)**

**Practice A Using Apostrophes to Form Possessive Pronouns**

1. someone's
2. somebody's
3. Correct
4. anybody's
5. Correct
6. one's
7. no one's
8. Correct
9. somebody's
10. anyone's

**Practice B Using Apostrophes Correctly With Indefinite Pronouns**

Sentences may vary. Accept all sentences that contain the correct possessive form of the indefinite pronoun provided.

1. anybody's
2. someone's
3. somebody's
4. each other's
5. anyone's
6. everybody's
7. everyone's
8. neither's

9. no one's
10. one's

**Chapter 23 Using Apostrophes to Form Contractions (129)**

**Practice A Using Apostrophes to Form Contractions**

1. she'll
2. I'd
3. we'd
4. you're
5. Maria's
6. they're
7. aren't
8. won't
9. he'll
10. I'm

**Practice B Using Apostrophes Correctly in Contractions**

Sentences may vary. Accept all sentences that contain the correct spelling of the items as listed below.

1. aren't
2. should've
3. they're
4. we're
5. he'd
6. Daniela's
7. can't
8. shouldn't
9. won't
10. would've

**Chapter 23 Using Apostrophes to Create Special Plurals (130)**

**Practice A Using Apostrophes to Create Special Plurals**

1. X's and O's
2. +'s and -'s
3. ?'s
4. !'s

5. no's
6. yea's or nay's
7. 30's and 40's
8. ABC's
9. C's and D's
10. 10's and 20's

**Practice B Using Apostrophes to Create Special Plurals in Sentences**

Sentences may vary. Accept all sentences that contain the correct spelling of the items as listed below.

1. D's
2. I's and you's
3. ?'s
4. !'s
5. ABC's and 123's
6. A's and B's
7. 5's
8. A's and An's
9. 50's and 100's
10. p's and q's

**Chapter 23 Parentheses (131)**

**Practice A Revising to Add Parentheses to Sentences**

1. The walking catfish (scientific name *Clarias batrachus*) originally comes from Thailand.
2. Human language is only one (the most developed) of the various forms of communication in the animal world.
3. John Adams (1735–1826) was the second president of the United States.
4. Benjamin Franklin sailed to Europe (in 1776) during the American Revolution.
5. Marcus finally became comfortable in his new job. (Getting comfortable took about nine months.)

**Practice B Writing Sentences With Parenthetical Information**

Sentences may vary. Accept all sentences that use the parenthetical information correctly.

**Chapter 23 Brackets (132)**

**Practice A Using Brackets in Quotations**

1. "He had studied the manual thoroughly and knew the laws and rules [of safety]."
2. "But the behind-the-wheel part of the exam was something [else]."
3. "First, Cal strapped the seat belt on. He adjusted the mirrors and released the [parking] brake."
4. "Cal wondered what the [driving] evaluator was thinking."

**Practice B Revising to Add Brackets to Quotations (page 132)**

1. "During calm, clear weather, they don't bother to make larg [*sic*] webs or to take them in."
2. "But when there is high humidity and a drop in air presure [*sic*], spiders work overtime."
3. "Somehow they seem to know that insects will be easier [*sic*] to catch when the humidity is high."
4. "Moisture sokes [*sic*] the insects' wings, making it difficult for them to fly."

**Chapter 23 Using the Ellipsis (133)**

**Practice A Using Ellipses to Show Omissions in Quotations**

1. "Dr. Henderson . . . joined Clifton Laboratory."
2. "Someone should open the meeting room. . . ."
3. "Uncle Roberto had dozens of stories to tell about his life . . . in the navy."
4. "The three gentlemen . . . were representatives of their government."
5. "Mrs. Silko cooked enough dinner for her family. . . ."

**Practice B Using Ellipses to Show a Pause in Dialogue**

Placement of ellipses may vary. Accept all attempts that are logical.

1. "After practice I was so thirsty, I drank five glasses of water."
2. "Mom, Clara fell off her bike but she isn't hurt."
3. "I can't believe you lost all of your money!"
4. "You are the unluckiest person I know."
5. "How could you betray me that way?"
6. "I am so sorry I didn't mean to hurt your feelings."
7. "I wish I wish upon a star."
8. "Mom you aren't going to like this."
9. "Tell me what happened?"
10. "On the count of three: one two three."

**Chapter 23 Dashes (134)**

**Practice A Using Dashes to Emphasize Parenthetical Expressions**

1. The traffic—I have never seen so much traffic—turned a six-hour trip into a ten-hour one.
2. Did you stop—you must have stopped—along the way to eat dinner?
3. I am happy to report—even though you predicted it—that I did make the team.
4. I am very proud of you—I am always proud of you—for working so hard for that.
5. Yes, I did work hard—all those pitching lessons!—and it paid off.
6. It sounds as if your team—not to mention your coach—is very lucky to have you.

**Practice B Using Dashes for Emphasis in Sentences**

Sentences may vary. Accept all sentences that use the parenthetical expressions and dashes correctly.

**Chapter 23 Slashes (135)**

**Practice A Using Slashes With Numbers**

1. 3/8
2. 4/5
3. 1/2/12
4. 4/1/10
5. 7/10
6. 1/3
7. 1/18/66
8. 12/1/07

**Practice B Use Slashes Correctly in Sentences**

1. The Web address for the Smithsonian Institution is <http://www.si.edu/>.
2. The potato toppings are shredded cheese/salsa/sour cream/broccoli.
3. Choose two of the following: pears/peaches/mango/blueberries/bananas/strawberries.
4. Our school's Web address is <http://www.claremonthighschool.tx.edu/>.
5. The sophomore fundraiser is on 10/4/12.
6. My birthday is 8/7/96.



## Part 5: Vocabulary and Spelling Practice Answers

### Vocabulary Practice 1: Prefixes (p. 137)

- A.** 1. audible  
2. coherent  
3. noble  
4. partial  
5. repairable  
6. eligible  
7. literate  
8. mutable  
9. reverent  
10. relevant
- B.** 1. irreparable  
2. inaudible  
3. irreverent  
4. incoherent  
5. impartial  
6. ignoble  
7. immutable  
8. illiterate  
9. irrelevant  
10. ineligible

### Vocabulary Practice 2: Prefixes (p. 138)

- A.** 1. malpractice  
2. malcontent  
3. misdemeanor  
4. miscalculation  
5. maladroit  
6. misnomer  
7. misinterpreted  
8. misadventure  
9. malfunctioning  
10. misshapen
- B.** 1. mis nomer  
2. mis shapen  
3. mis interpreted  
4. mal functioning  
5. mis demeanor  
6. mal practice  
7. mis adventure  
8. mis calculation

9. mal adroit  
10. mal content
- C.** maladjusted  
malevolent  
malnutrition  
misbehave  
misappropriate

### Vocabulary Practice 3: Prefixes (p. 139)

- A.** 1. synchronize  
2. systemic  
3. syndrome  
4. symbiotic  
5. symphysis  
6. systematic  
7. symposium  
8. symmetry  
9. synergy  
10. synthesis
- B.** 1. symbiotic  
2. synergy  
3. systematic  
4. synthesis  
5. symposium  
6. synchronized  
7. systemic  
8. symphysis  
9. syndrome  
10. symmetry
- C.** symptom  
symphony  
sympathy  
symbolism  
syndicate  
synergism  
synonym  
synopsis  
systematize  
systole

### Vocabulary Practice 4: Prefixes (p. 140)

- A.**
- |                  |                                 |
|------------------|---------------------------------|
| 1. climax        | anticlimax<br>(Sample response) |
| 2. diction       | contradiction                   |
| 3. productive    | counterproductive               |
| 4. indication    | contraindication                |
| 5. sign          | countersign                     |
| 6. thesis        | antithesis                      |
| 7. charged       | countercharged                  |
| 8. -versy        | controversy                     |
| 9. measure       | countermeasure                  |
| 10. intelligence | counterintelligence             |
- B.**
- counterproductive
  - counterintelligence
  - controversy
  - anticlimax
  - countermeasures
  - countersign
  - antithesis
  - contraindication
  - contradiction
  - countercharged

### Vocabulary Practice 5: Suffixes (p. 141)

- A.**
- |                |  |
|----------------|--|
| 1. fallible    | capable of being mistaken                                      |
| 2. palpable    | that can be touched or handled; easily perceived by the senses |
| 3. delectable  | very pleasing; delicious                                       |
| 4. exhaustible | able to be completely used up or emptied                       |
| 5. laudable    | worthy of praise   |
| 6. potable     | fit to drink   |
| 7. audible     | loud enough to be heard  |
| 8. pliable     | easily bent or molded  |
| 9. palatable   | pleasant or acceptable to the taste                            |
| 10. despicable | deserving to be looked down upon with contempt                 |
- B.**
- despicable
  - potable
  - fallible
  - delectable
  - palpable
  - exhaustible
  - laudable
  - audible

- pliable
- delectable

### Vocabulary Practice 6: Suffixes (p. 142)

- A.**
- pithy
  - acrimonious
  - porous
  - cumbersome
  - vacuous
  - billowy
  - loathsome
  - frugally
  - precipitous
  - copiously
- B.**
- |                                    |  |
|------------------------------------|--|
| 1. <i>loathe</i> and <i>some</i>   | “full of” detesting<br>(Sample response) |
| 2. <i>pith</i> and <i>y</i>        | “full of” soft, spongy tissue            |
| 3. <i>precipice</i> and <i>ous</i> | “like” a precipice                       |
| 4. <i>frugal</i> and <i>ly</i>     | “like” stingy                            |
| 5. <i>cumber</i> and <i>some</i>   | “full of” obstruction                    |
| 6. <i>billow</i> and <i>y</i>      | “like” swelling or surging               |
| 7. <i>vacuum</i> and <i>ous</i>    | “full of” emptiness                      |
| 8. <i>acrimony</i> and <i>ous</i>  | “full of” bitterness                     |
| 9. <i>copious</i> and <i>ly</i>    | “like” abundance                         |
| 10. <i>pore</i> and <i>ous</i>     | “like” a tiny opening                    |
- C.**
- partially
  - coherently
  - chilly
  - wispy
  - worrisome
  - tiresome
  - joyous
  - gelatinous

### Vocabulary Practice 7: Suffixes (p. 143)

- A.**
- internship
  - adroitness
  - platitude
  - admonishment
  - rectitude
  - enhancement
  - adeptness
  - impoverishment
  - disbandment
  - stewardship

- B.** 1. internship (Sample response)  
 2. disbandment  
 3. adroitness  
 4. rectitude  
 5. stewardship  
 6. impoverishment  
 7. internship  
 8. enhancement  
 9. admonishment  
 10. adeptness

### Vocabulary Practice 8: Combining Forms (p. 144)

- A.** 1. paleontology  
 2. ichthyology  
 3. phonology  
 4. pharmacology  
 5. ideology  
 6. sociology  
 7. criminology  
 8. physiology  
 9. immunology  
 10. anthropology  
 11. chronology  
 12. terminology  
 13. genealogy  
 14. lexicology  
 15. dermatology
- B.** (Sentences are sample responses.)
1. People who study paleontology discover fossils.
  2. Students of ichthyology might research salmon migration.
  3. Phonology is the study of speech sounds.
  4. Pharmacists study pharmacology, the science of dealing with the effects of antibiotics on living organisms.
  5. A scholar might write about the ideology of religious doctrines.
  6. Those who study sociology become aware of many cultural customs.
  7. People who work in criminology often develop timelines to help solve crimes.
  8. Physiology is a course of study that focuses on functions of the systems of the human body.

9. Immunology is a study for doctors and scientists who find cures for diseases.
10. It's fun to study genealogy to learn about one's ancestry.

### Vocabulary Practice 9: Word Roots

(p. 145)

- A.** 1. repel means "drive away"  
 2. recurrent means "take place again"  
 3. impulse means "push"  
 4. discursive means "rambling"  
 5. propel means "push"  
 6. incur means "cause to take place"  
 7. compel means "push to do something"  
 8. curriculum means "running of a course"  
 9. expulsion means "pushing out"  
 10. concurrent means "running at the same time"
- B.** expel means "to drive out"  
impel means "to push, drive or move forward"  
current means "now in progress"  
impulsive means "likely to act on impulse"  
pulsate means "to beat rhythmically, as the heart"  
pulse means "any rhythmical beat or signal"  
repellent means "that which pushes away or drives back"  
recur means "to return or occur again"  
cursive means "flowing; not disconnected"  
occurrence means "an event or incidence"  
excursion means "a short trip, returning to the point of departure"  
concur means "happening together"  
expulsion means "a facing out"  
compulsion means "a driving force; coercion"  
repulse means "to drive back, as an attack"  
repulsion means "a strong dislike or dis-taste"  
repulsive means "causing strong dislike or aversion"

Answer to Question; Knowing the root form helps to unlock the meaning of unfamiliar words with the same root.

## Vocabulary Practice 10: Word Roots

(p. 146)

- A.**
1. catalogue brochure
  2. eloquent well-spoken
  3. loquacious talkative
  4. vociferous noisy
  5. convocation assembly
  6. prologue introduction
  7. monologue speech
  8. dictum declaration
  9. edict order
  10. colloquial conversational

- B.** (Sentences are sample responses.)
1. People were very upset with the indictment against the civil leader.
  2. The invocation was a plea for world peace.
  3. The epilogue gave the author's explanation of the conclusion.
  4. Hamlet's soliloquy is often quoted by people in a decision-making situation.
  5. One might need an advocate when in the hospital.

2. retaining
3. tenure
4. detention
5. contain
6. extend
7. tensile
8. tenacity
9. distend
10. portended

- C.** (Sentences are sample responses.)
1. The teacher gave us a deadline extension for writing the term paper.
  2. Children watched the balloons distending as we filled them with water for the contest!
  3. Troop containment was the first step toward peace negotiations.
  4. Concert hall management will oversee the retention of all lost property.
  5. Mr. Hobbs, the principal, will detain anyone defacing school property.
  6. The river began to distend with several inches of rain during the hurricane.
  7. Despite setbacks, Willa was tenacious and eventually achieved her goal.
  8. The professor's tenure was upheld after he published a controversial book.
  9. One candidate will contend the incumbent's spending policies in a debate.
  10. We extended our vacation because we were enjoying the island so much.

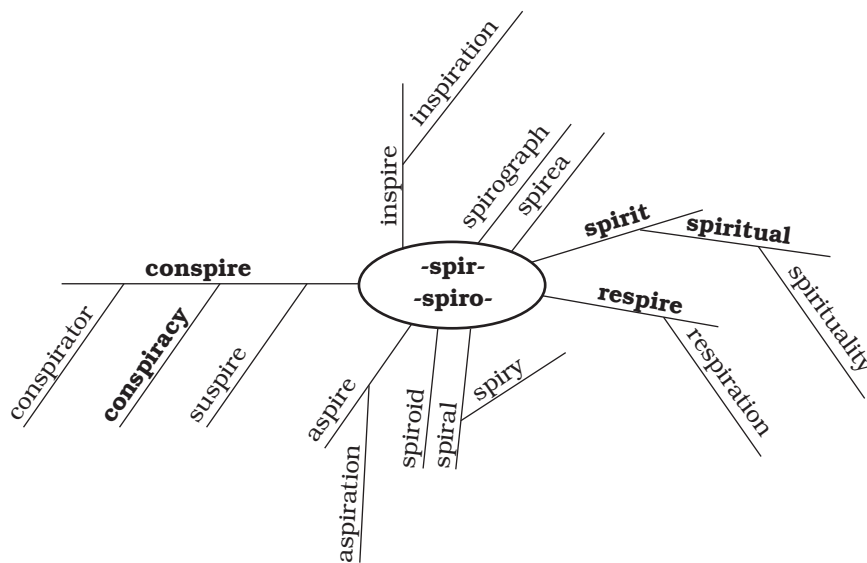
## Vocabulary Practice 11: Word Roots

(p. 147)

- A.**
1. f 2. i 3. g 4. h 5. j 6. a 7. c 8. b 9. e 10. d
- B.**
1. contention

## Vocabulary Practice 12: Word Roots (p. 148)

**A.**



- B.** 1. *atmosphere*: sphere of air or gases  
 2. *ecosphere*: a house for living things  
 3. *ionosphere*: sphere of electronically charged atoms  
 4. *biosphere*: sphere where life occurs  
 5. *bathysphere*: sphere that is used in the deep sea
- Other words:
1. *mesosphere*: the zone 34–50 miles above the earth
  2. *stratosphere*: the atmospheric zone 12–31 miles above the earth
  3. *thermosphere*: the zone that begins at 53 miles above the earth, characterized by a rise in temperature with increasing altitude
  4. *troposphere*: the zone that is characterized by water vapor, vertical winds, and decreasing temperature with increasing altitude

### Vocabulary Practice 13: Word Roots (p. 149)

- A.** 1. translucent  
 2. photons  
 3. illuminati  
 4. pellucid  
 5. luminary  
 6. photogenic  
 7. phototropism  
 8. lucid  
 9. elucidate  
 10. luminescence
- B.** 1. lucid  
 2. translucent  
 3. luminescence  
 4. phototropism  
 5. illuminati  
 6. elucidate  
 7. pellucid  
 8. photogenic  
 9. luminary  
 10. photon
- C.** -luc- lucidity  
 -lum- luminous  
 -photo- telephoto

### Vocabulary Practice 14: Synonyms (p. 150)

- A.** 1. increase  
 2. gratify  
 3. develop  
 4. annoyed  
 5. balance  
 6. adventure  
 7. disappear  
 8. inscription  
 9. intrude  
 10. unity
- B.** 1. stabilize  
 2. augment  
 3. venture  
 4. epitaph  
 5. indulge  
 6. solidarity  
 7. cultivate  
 8. encroach  
 9. dissipate  
 10. indignant
- Sentences using the synonyms for these words will vary.

### Vocabulary Practice 15: Synonyms (p. 151)

- A.** 1. hidden  
 2. blissfulness  
 3. barrier  
 4. disorderly  
 5. conflicting  
 6. astute  
 7. burdensome  
 8. cunning  
 9. mortal  
 10. uncertainty
- B.** (Sentences are sample responses.)
1. *boisterous* party guests  
 The boisterous party guests were asked to leave by the hostess.
  2. *sagacious* elderly man  
 A sagacious elderly man entertained the children with stories that taught them many aspects of good behavior.
  3. bride's *felicity*  
 The bride's felicity was apparent and shared by all the wedding guests.
  4. *repugnant* odor  
 We noticed a repugnant odor at the ocean at low tide.

5. unexpected *hindrance*  
The state highway had unexpected hindrances, which delayed our planned arrival.

6. *esoteric* research paper  
We listened politely for two hours to the professor read his esoteric research paper.

7. *dying* foliage  
In the fall, the gardener removed all the dying foliage and replaced it with new shrubs.

8. job applicant's *quandary*  
The job applicant's quandary was resolved when one offer was withdrawn because the position was canceled.

9. *furtive* glances  
When asked about plans for the party, Patti and Peggy exchanged furtive glances.

10. *unwieldy* furniture  
Excellent movers were able to bring in and place the unwieldy furniture.

**C.** (Sentences are sample responses.)

1. We looked for hidden treasure in the attic.
2. Blissfulness was evident on the faces of the vacationing families.
3. Not having a car was a barrier to Carmen's getting a summer job.
4. People in line to have pictures became disorderly when the photographer was more than one hour late.
5. Conflicting regulations in the dormitory caused turmoil and misconduct.
6. The astute store manager resolved the issue before it became a crisis.
7. Marty discussed some burdensome matters, including budgets, with the office staff.
8. With cunning, the child outsmarted his older brother and got the extra dessert.
9. The soldier received a mortal wound and said his last words to the nurse aiding him.
10. In his uncertainty, Julio took the wrong turn on the highway and drove a distance from his intended destination.

## Vocabulary Practice 16: Synonyms (p. 152)

- A.**
1. accumulate:: a
  2. agreement:: a
  3. admission:: b
  4. watch:: c
  5. analyze:: b
  6. serious:: a
  7. forgive:: a
  8. restrict:: c
  9. explain:: b
  10. criminal:: b
- B.**
1. confuse
  2. belittle
  3. unaffected
  4. uncertain
  5. uncommunicative
- C.** Sample answers
1. crush
  2. careful
  3. immature
  4. criticizing
  5. dull

## Vocabulary Practice 17: Antonyms (p. 153)

- A.**
1. aggressive, amicable (Sample response)
  2. slovenly                      fastidious
  3. unpretentious              arrogant
  4. generous                      miserly
  5. incompetent                adept
  6. disingenuous                candid
  7. solution                        conundrum
  8. worst                            optimal
  9. heavy                            slender
  10. unproductive                prolific
- B.** (Sentences are sample responses.)
1. The *arrogant* Hollywood actor was very humble in person.
  2. The community's *conundrum* was knowing how to meet the needs of all the senior citizens.
  3. Shirley finally found a tailor who is *adept* at sewing a sequined gown.
  4. The college was fortunate to have as a graduate a *charitable* billionaire.
  5. The two friends had an *amicable* argument and laughed later.

### Vocabulary Practice 18: Antonyms (p. 154)

- A.** 1. plausible  
2. mundane  
3. insatiable  
4. innumerable  
5. sanguine  
6. peevish  
7. expedient  
8. neophyte  
9. motley  
10. taper
- B.** 1. expedient, it is impractical to carry cash  
2. mundane, not even give it credit for its exotic subject  
3. insatiable, her usually content manner when eating  
4. peevish, she gave her excuses to her good-natured grandmother  
5. neophyte, he is a professional of long experience  
6. sanguine, pessimistic news they've had recently  
7. plausible, accomplished the impossible by scoring a touchdown in the last second of the game  
8. taper, widen at the mouth  
9. innumerable, that the few I could see were all there were  
10. motley, identical appearance of the host and hostess

### Vocabulary Practice 19: Antonyms (p. 155)

- A.** 1. resolute  
2. auspicious  
3. insufficient  
4. destitute  
5. effervescent  
6. excessive  
7. innocuous  
8. pliable  
9. sterile  
10. unkempt
- B.** 1. insufficient, deficient, inadequate  
2. flat, despondent, depressed, lifeless  
3. unfavorable, hopeless, pessimistic  
4. doubtful, hesitating, wavering  
5. injurious, adverse, destructive

### Vocabulary Practice 20: Synonym and Antonym Review (p. 156)

- A.** 1. countless  
2. mystery  
3. taciturn  
4. haughty  
5. certain  
6. sharp  
7. penetrable  
8. slender  
9. earthly  
10. assorted  
11. productive  
12. foolish  
13. indefinite  
14. sanitary  
15. solution
- B.** 1. immeasurable: infinite  
2. puzzle: riddle  
3. reticent: forward  
4. disdainful: contemptuous  
5. sure: doubtful  
6. blunt: pointed  
7. essential: unimportant  
8. slim: slight  
9. worldly: mundane  
10. various: mixed  
11. fruitful: thriving  
12. judicious: imprudent  
13. undecided: wavering  
14. immaculate: fastidious  
15. uncertainty: resolution

### Vocabulary Practice 21: Analogies (p. 157)

- A.** 1. trying  
2. honor  
3. knowledge  
4. destruction  
5. transport  
6. stabilize  
7. confusion  
8. support  
9. declare  
10. stress

- B.** 1. rest  
2. sterilize  
3. productivity  
4. cut  
5. promotion
- C.** DRINK:QUENCHES::FOOD:NOURISHES  
Cause and Effect  
CHALK:CHALKBOARD::PAINT:CANVAS  
Function

### Vocabulary Practice 22: Analogies (p. 158)

- A.** 1. congress  
2. exercise  
3. escalator  
4. cake  
5. language  
6. school  
7. poem  
8. weather  
9. wall  
10. communication
- B.** 1. fasten  
2. mineral  
3. ship  
4. flexibility  
5. wood
- C.** Answers for Exercise A  
1. part-to-whole  
2. type of  
3. part-to-whole  
4. part-to-whole  
5. type of  
6. part-to-whole  
7. type of  
8. type of  
9. part-to-whole  
10. type of

#### Answers for Exercise B

1. function  
2. type of  
3. part-to-whole  
4. function  
5. type of

### Vocabulary Practice 23: Analogies (p. 159)

- A.** 1. fiction  
2. blunt

3. fruit  
4. savings  
5. diminish  
6. novice  
7. warmth  
8. torso  
9. kind  
10. disinfect
- B.** 1. infallible: perfect  
2. moisture: dampness  
3. dictum: instruct  
4. depressed: elated  
5. member: committee

#### C. Answers for Exercise A

1. type of  
2. synonyms  
3. type of  
4. cause and effect  
5. antonyms  
6. synonyms  
7. function  
8. part-to-whole  
9. antonyms  
10. function

#### Answers for Exercise B

1. synonyms  
2. cause and effect  
3. function  
4. antonyms  
5. part-to-whole

### Vocabulary Practice 24: Connotations and Denotations (p 160)

- A.** 1. *contrite* means “feeling remorse for having done wrong”  
2. *cowardly* means “shamefully” or “fearfully”  
3. *ornate* means “heavily adorned” or “showy”  
4. *strife* means “the act of striving with another; quarreling or fighting”  
5. *vacillate* means “to sway to and fro; to waver or show indecision”  
6. *recant* means “to withdraw; to renounce in a formal way”  
7. *lassitude* means “a state of feeling tired and listless”  
8. *opulent* means “very wealthy or rich; characterized by abundance”



9. *melancholy* means “sadness and depression of spirits; gloomy”
10. *plaintive* means “expressing sorrow; mournful”

- B.**
1. retract            repudiate
  2. spineless        afraid
  3. hesitate         falter
  4. penitent         humbled
  5. moodiness      despair
  6. gaudy            decorated
  7. warfare         unrest
  8. disconsolate    mournful
  9. affluent         magnificent
  10. weariness      exhaustion

**C.** (Sentences are sample responses.)

1. The politician decided to retract his statement about his opponent.
2. Perpetrators of atrocious crimes are considered spineless and despicable.
3. The contest winners did not hesitate when asked to choose their prizes.
4. While standing before the judge, the kidnapper was penitent and remorseful.
5. Elderly people are often in despair when stricken with long-term illness.
6. For the street fair, homes were adorned in bunting of gaudy colors.
7. When the tornado devastated the city, a situation of unrest and anxiety erupted.
8. Family members were disconsolate when they could not reach stranded relatives.
9. The affluent community raised enough money to sustain relief efforts.
10. When the teacher noticed apathy in her students, she discussed her expectations for their performance.

### Vocabulary Practice 25: Connotations and Denotations (p. 161)

- A.**
1. a. barren            b. commonplace
  2. a. soothe            b. conciliate
  3. a. earsplitting      b. raucous
  4. a. playful            b. degenerate
  5. a. contrived         b. fabricated
  6. a. imitate            b. rival
  7. a. uncover          b. betray
  8. a. negligence        b. leniency
  9. a. acute              b. penetrating
  10. a. tenacious        b. continuous

- B.**
1. barren: sterile, infertile  
commonplace: average, general
  2. soothe: calm, pacify  
conciliate: appease, placate
  3. raucous: grating, harsh  
earsplitting: blaring, roaring
  4. playful: frisky, mischievous  
degenerate: corrupt, reprehensible
  5. contrived: forced, strained  
fabricated: concocted, contrived
  6. imitate: copy, model  
rival: challenge, approximate
  7. uncover: disclose, show  
betray: expose, reveal
  8. leniency: charity, mercy  
negligence: laxity, slackness
  9. penetrating: sharp, incisive  
acute: keen, perceptive
  10. tenacious: headstrong, obstinate  
continuous: ceaseless, constant

### Vocabulary Practice 26: Connotations and Denotations (p. 162)

**A.** Sample answers are given.

1. gentle
2. polite
3. apprehensive
4. quiet
5. unassuming
6. timid
7. deferential
8. withdrawn
9. obliging
10. docile
11. sedate
12. meek
13. respectful
14. shy
15. submissive

**B.** (Sample response.)

Jessica was so quiet during dinner that everyone forgot she was at the table. Her gentle demeanor receded into the background when she was among more outgoing personalities. As a child, Jessica was shy and withdrawn. In school, her friends spoke of her as modest and polite. When she talked to adults, she was always respectful. Jessica fit the description of a sedate personality.

## Vocabulary Practice 27: Commonly Misused Words (p. 163)

- A.**
- rein* means “a narrow leather strap attached to the bit in a horse’s mouth to control the animal”  
*reign* means “the period of rule; royal power”  
*rain* means “water falling to the earth”
  - discreet* means “careful about what one says or does”  
*discrete* means “separate and distinct;” “unrelated”
  - stationery* means “paper and other writing materials”  
*stationary* means “fixed;” “not moving”
  - compliment* means “a formal expression of courtesy or respect, as in praise”  
*complement* means “something added to complete a whole; that which brings to perfection”
  - waiver* means “the act of relinquishing voluntarily”  
*waver* means “to swing or sway to and fro”
  - straight* means “having the same direction throughout its length”  
*strait* means “a waterway connecting two large bodies of water; difficulty; distress” (usually plural)
  - root* means “the part of a plant, usually below ground”  
*route* means “a road or course for travel, usually a highway”
  - site* means “the place where something is, was, or is to be”  
*cite* means “to quote a passage”  
*sight* means “something seen; a view”
  - capital* means “the most important or most serious”  
*capitol* means “the building in which a state legislature meets”
  - aid* means “help or assistance”  
*aide* means “an assistant”
- B.**
- discreet
  - complement
  - reign
  - waiver
  - site

## C. (Sentences are sample responses.)

- The young boy held the rein as he walked his horse to the barn.  
A heavy rain began just before the picnic.
- The package contained ten discrete items from the sunken ship.
- Fine stationery is a pleasure to use and receive.  
A stationary mailbox was put on the corner.
- Grandmother complimented my outfit.
- Louise was trying not to eat baked goods, but her mom’s apple tart made her waver.
- “Stand straight and tall,” said Mother. An oil tanker sailed through the straits and into the open sea.
- The plant sprouted a new root and grew healthy.  
What route will you take home today?
- At the end of the day, the sunset was a beautiful sight.  
The children’s father cited instances of overspending and decided not to increase allowances.
- The teacher took points off the term paper for missing capital letters.  
Have you visited the capitol building in your state?
- Foreign countries rely on aid from the Red Cross in times of disaster.  
An aide arrived to help the new patient.

## Vocabulary Practice 28: Commonly Misused Words (p. 164)

- A.**
- |               |             |
|---------------|-------------|
| 1. assume     | presume     |
| 2. proven     | proved      |
| 3. ceremonial | ceremonious |
| 4. aggravate  | irritate    |
| 5. aural      | oral        |
- B.**
- |                   |               |
|-------------------|---------------|
| 1. a. assumed     | b. presumed   |
| 2. a. proved      | b. proven     |
| 3. a. ceremonious | b. ceremonial |
| 4. a. aggravates  | b. irritate   |
| 5. a. oral        | b. aural      |
- C.**
- allusion* means “an indirect reference; a casual mention”  
The allusion to a raise by the supervisor boosted employee morale.

2. *illusion* means “a false idea or conception”  
Unfortunately, the promise of a skiing vacation was an advertising illusion.
3. *quote* means “to repeat or reproduce words from a source”  
The speaker quoted the author of a historical novel.
4. *quotation* means “the words or passage quoted”  
A quotation from a respected author supported the speaker’s argument.

### Vocabulary Practice 29: Commonly Misused Words (p. 165)

- A.**
- |                 |               |
|-----------------|---------------|
| 1. loath        | elder         |
| 2. raise        | uninterested  |
| 3. device       | preclude      |
| 4. emigrate     | compared with |
| 5. loathed      | prevented     |
| 6. skeptical    | cynical       |
| 7. rising       | immigrate     |
| 8. differ with  | devise        |
| 9. differ from  | older         |
| 10. compared to | disinterested |

**B.** (Sample response)

Lauren loathed the color green, a fact that prevented her from being a successful landscape painter. Her mother’s elder sister was a well-known artist who differed with Lauren’s adamant avoidance of green in her palette. But Lauren devised a unique palette to paint landscape without requiring the color green.

### Vocabulary Practice 30: Specialized Vocabulary (p. 166)

- A.**
1. i Hebrew
  2. s Old English
  3. p Sanskrit
  4. j Greek
  5. h Dutch
  6. t Persian
  7. d Greek
  8. n Egyptian
  9. a Sanskrit
  10. g Rhaeto-Romanic
  11. c American Spanish
  12. b Germanic
  13. o Arabic

14. q Middle High German
15. e French
16. k Indo-European
17. r Middle Dutch
18. m Old Norse
19. l Persian
20. f Old Slavic

**B.** (five responses)

1. *bazaar* Arabic; means “a market or street of shops and stalls; a shop for selling various kinds of goods”
2. *oasis* Coptic; means “a fertile place in a desert, because of presence of water” (original word meant “fertile spot”)
3. *mission* Avestan; means “a sending out or being sent out with authority to perform a service” (original word meant “cast down”)
4. *grapple* Old French; means “coming to grips; hand-to-hand fight” (from *grapnel*, meaning “an iron bar with claws at the end for holding things”)
5. *bonanza* Spanish; means “any source of great wealth or profits”
6. *pecan* American Indian; means “an olive-shaped edible nut with a thin, smooth shell”
7. *cookie* Dutch; means “a small sweet cake, usually flat, often crisp”
8. *paradise* Persian; means “a place of perfect contentment or beauty”
9. *cargo* Spanish; means “the load of commodities carried by ship, plane, truck, etc.”
10. *magazine* Arabic; means “a place of storage”

### Vocabulary Practice 31: Specialized Vocabulary (p. 167)

- A.**
1. *aneurysm* means “a sac formed by enlargement of an artery wall, vein, or the heart”
  2. *deposition* means “removal from office or position of power; the act of testifying”
  3. *misdemeanor* means “In law, a minor offense”
  4. *antibiotic* means “a chemical substance that inhibits growth of bacteria”
  5. *histology* means “a branch of biology concerned with the structure of tissues”

6. *ophthalmologist* means “one who deals with the branch of medicine related to the eye”
7. *appellate court* means “in law, the court having jurisdiction to review appeals”
8. *internist* means “a doctor who specializes in internal medicine”
9. *paralysis* means “a partial or complete loss, or temporary interruption, of body function”
10. *assault* means “a violent attack, either physical or verbal”
11. *larceny* means “the taking of personal property without consent”
12. *plagiarism* means “an idea or words that have been taken from another and passed off as one’s own”
13. *clinic* means “the teaching of medicine by treating patients in the presence of students”
14. *libel* means “any false and malicious written or printed statement, tending to injure a person in any way”
15. *specialist* means “a person who concentrates in a particular field of study or professional work”

**B.**

Medical		Legal	
aneurysm	internist	deposition	larceny
antibiotic	paralysis	misdemeanor	plagiarism
histology	clinic	appellate court	libel
ophthalmologist	specialist	assault	specialist

### Spelling Practice 1: Words With *ei* and *ie* (p. 168)

**A.**

<i>i</i> before <i>e</i>	Except after <i>c</i>	Sounds like an <i>a</i>	Exception
pierce	deceive	freight	counterfeit
relieve	perceive	inveigh	weird
achieve	conceivable	weight	neither
besiege	conceit	heinous	leisure
grievous	receipt	reign	conscience
chieftain			efficient
mischievous			proficient
			heiress

- B.**
1. inveigh
  2. proficient
  3. grievous
  4. conceivable
  5. mischievous
  6. heinous
  7. counterfeit
  8. perceive
  9. besiege
  10. conscience

### Spelling Practice 2: Final *e* With Suffixes (p. 169)

- A.**
1. introspectively
  2. porous
  3. enveloping
  4. consolable
  5. foreboding
  6. discouragement
  7. obtusely
  8. peaceful
  9. manageable

10. furtively
11. acknowledgment
12. adventurous
13. salvageable
14. engagement
15. interloping
16. coarsest
17. dredging
18. infringement
19. rarest
20. tasteful

- B.**
- |                 |   |
|-----------------|---|
| 1. immeasurable | 1 |
| 2. argument     | 3 |
| 3. grudging     | 3 |
| 4. perpetuating | 1 |
| 5. graceful     | 2 |
| 6. sparest      | 1 |
| 7. outrageous   | 4 |
| 8. doting       | 1 |
| 9. valuable     | 4 |
| 10. sedately    | 2 |

### Spelling Practice 3: Final y With Suffixes (p. 170)

- A.**
1. simplifying
  2. melodious
  3. annoyance
  4. hardily
  5. dizziness
  6. coyness
  7. unifier
  8. reliant
  9. defraying
  10. tardiness
  11. justifiable
  12. betrayer
  13. accompanying
  14. satisfactorily
  15. messiness
  16. pitied
  17. variant
  18. joyous
  19. fortifiable
  20. glorious
  21. defiance
  22. bountiful
  23. babyish

24. obeying
25. employer
26. solidifying
27. dutiful
28. signified
29. haughtiness
30. cheerily

**B. Change y to i**

1. melodious
2. hardily
3. dizziness
4. unifying
5. reliant
6. tardiness
7. justifiable
8. satisfactorily
9. messiness
10. pitied
11. variant
12. fortifiable
13. glorious
14. defiance
15. bountiful
16. dutiful
17. signified
18. haughtiness
19. cheerily

**Retain y**

1. simplifying
2. annoyance
3. coyness
4. defraying
5. betrayer
6. accompanying
7. joyous
8. babyish
9. obeying
10. employer
11. solidifying

### Spelling Practice 4: Double the Final Consonant (pp. 171–172)

- A.**
1. rebelled
  2. commitment
  3. monogramming
  4. occurring
  5. casually
  6. benefited
  7. retractable
  8. tranquilly
  9. disappointment
  10. preferable
  11. container
  12. programmed
  13. discovery
  14. kidnapper
  15. keenness
  16. preening
  17. gripped

- 18. maneuverable
- 19. wallowing
- 20. outfitted
- 21. legally
- 22. conferred
- 23. compatible
- 24. diagramming

- 25. regrettable
- 26. maintaining
- 27. disbanded
- 28. tautness
- 29. plainly
- 30. deferred

<b>B. Rule 1</b>	<b>Rule 2</b>	<b>Rule 3</b>	<b>Rule 4</b>
rebelled	casually	gripped	retractable
commitment	tranquilly		disappointment
monogramming	container		disbanded
occurring	keenness		
benefited	preening		
preferable	legally		
programmed	maintaining		
discovery	tautness		
kidnapper	plainly		
maneuverable			
wallowing			
outfitted			
conferred			
compatible			
diagramming			
regrettable			
deferred			

<b>C. Rule 1</b>	<b>Rule 2</b>	<b>Rule 3</b>	<b>Rule 4</b>
compelled	ideally	wrapped	contentment
submitted	greenness	grinning	swiftly
deferring	freely	crabby	grounded
prohibited	sprouted	flawless	soundness
employment	especially	fixed	resigned
recoverable	creamy	chipper	checking
exhibiting	fashionable	gritty	tufted
hallowed	loudness	tanning	surrounding
hovering	steeped	taxing	assignment
forgotten	hauling	scrubbing	strictly

## Spelling Practice 5: Words Ending in *-al*, *-cal*, and *-cle* (p.173)

### A.

#### *-cal* or *-cle*

1. chemical,3
2. chronicle,3
3. practical,3
4. economical,3
5. monocle,3
6. particle,3
7. cubicle,3
8. comical,3
9. whimsical,3
10. radical,3

#### *-al*

1. ceremonial,2
2. sensual, 1
3. testimonial,2
4. denial,2
5. dismissal, 1
6. occasional, 1
7. racial, 1
8. industrial,2
9. exceptional, 1
10. educational, 1

- B.**
1. educational
  2. comical
  3. practical
  4. occasional
  5. testimonial

#### **C. Rule 1**

instrumental  
renewal  
perusal  
rehearsal  
normal

#### **Rule 2**

matrimonial  
trial  
burial  
colonial  
familial

#### **Rule 3**

historical  
biological  
typical  
mythological  
article

## Spelling Practice 6: Words Ending in *-cy* and *-sy* (p. 174)

- A.**
1. deficiency
  2. autocracy
  3. immediacy
  4. dependency
  5. efficiency
  6. prophecy and prophesy
  7. competency
  8. intimacy
  9. transcendency
  10. delinquency
  11. adequacy
  12. relevancy
  13. delicacy
  14. buoyancy
  15. truancy
- B.**
1. ecstasy
  2. bureaucracy
  3. √
  4. tendency
  5. embassy
  6. candidacy
  7. √
  8. hypocrisy
  9. fantasy
  10. intricacy
  11. √
  12. discrepancy
  13. advocacy
  14. obstinacy
  15. √

## Spelling Practice 7: Words Ending in *-ance*, *-ence*, *-ant*, and *-ent* (pp. 175–176)

<b>A. <i>-ance</i></b>	<b><i>-ant</i></b>
defiance	defiant
attendance	attendant
acquaintance	_____
vigilance	vigilant
maintenance	_____
<b><i>-ence</i></b>	<b><i>-ent</i></b>
reverence	reverent
acquiescence	acquiescent
correspondence	correspondent
insistence	insistent
reminiscence	reminiscent
difference	different
inference	_____
residence	resident
indulgence	indulgent

- B.**
- acquaintance
  - tolerant
  - √
  - reluctant
  - permanence
  - patience
  - corpulent
  - compliance
  - ordinance
  - √
  - translucent
  - magnificent
  - conductance
  - resplendent
  - independent
  - √
  - indignant
  - pertinent
  - insolence
  - √
  - ascendance
  - malevolent
  - attendance
  - superintendent
  - transcendence
  - impatient

- determinant
  - condescendence
  - presence
  - dissonant
- C.**
- ordinance
  - dissonant
  - impatient
  - brilliance
  - superintendent
  - conductance
  - elegant
  - Ambience
  - attendance
  - compliance
  - translucent
  - transcendence
  - presence
  - Resplendent
  - independent

## Spelling Practice 8: Commonly Misspelled Words (177)

- A.**
- cellar, accessible
  - innocent, accusations
  - fission, efficient
  - terrain
  - curriculum, successfully
  - intelligence
  - appearance, professor, brilliant
  - necessary, irreparable
  - occasionally
  - embarrassment, forgetting, stellar
  - sufficient
  - penicillin, vaccines
  - grammatically, fundamentally
  - suppress, stubbornness
  - Tomorrow, privilege

**B.**

- cellar, accessible, innocent, accusations, fission, efficient, terrain, curriculum, successfully, intelligence, appearance, professor, brilliant, necessary, irreparable, occasionally, embarrassment, forgetting, stellar, sufficient, penicillin, vaccines, grammatically, fundamentally, suppress, stubbornness, tomorrow



## Spelling Practice 9: Commonly Misspelled Words (178)

A.

<b>i before e</b>	<b>except after c</b>	<b>sounds like a</b>	<b>Exceptions</b>
1. mischief	perceivable	weight	conscience
2. convenience	deceitful		society
3. grievous	deceive		leisure
4. propriety			reimburse
5. obedience			efficient
6. retrieve			neither
7. anxiety			financier
8. experience			species
9. reimburse			conscientious
10. variety			sufficient
11. disbelief			foreign
12. hygiene			height
13. siege			
14. relieve			
15. sieve			

B.

<b>i before e</b>	<b>except after c</b>	<b>sounds like a</b>	<b>Exceptions</b>
1. thief	conceit	eighth	their
2. relief	perceive	vein	ancient
3. achieve	receive	weigh	seize
4. pierce	conceive	reign	caffeine
5. chief	receipt	freight	proficient

## Spelling Practice 10: Commonly Misspelled Words (179)

- A.
- √
  - naïve
  - √
  - recruit
  - vengeance
  - √
  - espionage
  - guidance
  - √
  - liquefy
  - pageant
  - villain
  - camouflage
  - initiative

- gauge
- √
- marriage
- biscuit
- nuisance
- conscious
- boulevard
- prairie
- forfeit
- allegiance
- tortoise
- miniature
- sergeant
- mosquito
- peasant
- bureaucrat

**B.**

<b>ai</b>	<b>ia</b>	<b>ui</b>	<b>ea</b>
naïve	burial	recruit	vengeance
villain	alliance	guidance	endeavor
prairie	initiative	biscuit	pageant
	parliament	nuisance	sergeant
	marriage	mosquito	peasant
	allegiance		
	miniature		

<b>io/iou</b>	<b>ue</b>	<b>ou</b>	<b>au/eau</b>
espionage	cruelty	boulevard	gauge
conscious	liquefy	camouflage	bureaucrat

<b>ei</b>	<b>oi</b>
forfeit	tortoise

**Spelling Practice Review (180)**

- A.**
1. b
  2. d
  3. b
  4. b
  5. c
  6. d
  7. c
  8. b
  9. c
  10. b
  11. a
  12. c
  13. d

14. d
15. a
16. a
17. b
18. a
19. c
20. b

- B.**
1. apparent, colossal
  2. counselor, anxious, adolescence
  3. permissible, liquefy
  4. alliance, camouflage, commissions
  5. different, distinguish, transparent, translucent



# Part 6: Academic and Workplace Skills Activities Answers

## Speaking in a Group Discussion (p. 183)

### Exercise 1 Recognizing Different Kinds of Group Discussions

1. symposium
2. round-table discussion group
3. committee
4. panel
5. symposium

### Exercise 2 Planning a Group Discussion

Students' choices of topics and sources will vary.

## Speaking in Public (p. 184)

### Exercise 1 Planning a Speech

Students' choices of topics and sources will vary. Outlines and note cards should clearly organize the information.

### Exercise 2 Evaluating a Speech

Evaluation comments should be supported with appropriate details and explanations.

## Listening Critically (p. 185)

### Exercise 1 Listening for Important Information

Main ideas and supporting details will vary.

### Exercise 2 Developing Critical Listening Skills

Speech analysis answers should be supported with appropriate examples.

## Interpreting Maps (p. 186)

### Exercise 1 Interpreting a Map

1. Climate Regions; to show the four climate regions in northwestern Europe
2. different patterns of lines and dots
3. Norway
4. tundra; it is the farthest north and occurs near the Arctic Circle
5. southern part; the north is a frigid tundra region that would be difficult to inhabit

### Exercise 2 Finding and Interpreting a Map

Students will choose different maps, so their answers will vary. Answers should show an understanding of map titles, purposes, symbols, and colors.

## Interpreting Graphs (p. 187)

### Exercise 1 Interpreting a Graph

1. Mediterranean Trade, 1993
2. bar graph
3. comparative value of imports and exports in four different Mediterranean countries
4. Spain

### Exercise 2 Finding and Interpreting a Graph

Students will choose different graphs, so their answers will vary. Answers should show an understanding of graph titles, purposes, types, and data.

## Viewing Information Media Critically (p. 188)

### Exercise 1 Evaluating the Reliability of Media Information

1. true; documentaries can show bias by choosing to focus mainly on one side of an issue
2. true; ratings are very important for these shows
3. false; news reporters should be objective and stick to factual information.
4. true; the questioner and interviewee often inject their opinions
5. false; music helps capture the audience's attention and helps keep the message in their minds

### Exercise 2 Analyzing Information Media

Students' answers will vary, but should provide specific points of analysis about the media presentation they watched

## Interpreting Fine Art (p. 189)

### Exercise 1 Examining Fine Art

Answers will vary but should reflect the analysis points noted in the box at the top of the sheet.

## Creating Visual Aids (p. 190)

### Exercise 1 Creating a Timeline

Students' timelines should show steps in correct chronological order, and their presentations should explain just how time and effort would be saved by following the timeline.

## Using Formatting (p. 191)

### Exercise 1 Using Formatting in a Memo

Students' edits to the memo may vary. Some possible formatting changes would include using all italics or bold face for the last sentence in the second paragraph; using bullets to set off the four steps in the process for filling information requests; and underlining or italicizing the e-mail address at the end.

### Exercise 2 Analyzing Formatting in an Advertisement

Students' answers will vary but should show the effect of formatting.

## Working With Multimedia (p. 192)

### Exercise 1 Planning a Multimedia Presentation

Answers to the preparation questions will vary but should show how the students have followed specific steps in preparing their presentations.

### Exercise 2 Outlining Your Presentation

Answers will vary, but students should focus on creating specific cues for multimedia segments of a presentation.

## Recognizing Context Clues (p. 193)

### Exercise 1 Using Context Clues

1. equipment; keyword *equipment* appears in the next sentence
2. unquestionably; *certain* appears later in the sentence as a comparison clue
3. artistic; definition is provided as an appositive
4. expenditures; keyword *cash* appears later in sentence
5. unnecessary; contrasts with *needed* earlier in sentence
6. add to; keywords *adding* and *improve* appear in next sentence
7. frame or surround; keyword *border* appears later in sentence
8. interesting; the word *interest* provides a comparison clue in a previous sentence
9. unnecessary; the keyword phrase *cut out* appears earlier in sentence
10. thrills or excites; *fascinate* later in sentence provides a comparison clue

### Exercise 2 Using Words in Context

Sentences will vary but should provide clear clues to each word's meaning within the sentence context.

## Denotation and Connotation (p. 194)

### Exercise 1 Recognizing Shades of Meaning

Answers may vary.

2. slender
3. wondrous
4. unique
5. gift
6. beam
7. gazing
8. stately
9. somber
10. more melancholic
11. spontaneous
12. pronounced
13. darted
14. thunderstruck
15. beaming
16. halted

### Exercise 2 Using Words With Different Shades of Meaning

Student answers will vary; samples are given:

1. outstanding positive
2. trudged negative
3. devastated negative
4. tyrannical negative
5. mansion positive

## Recognizing Related Words (p. 195)

### Exercise 1 Recognizing Related Words

1. synonyms
2. antonyms
3. homophones
4. antonyms
5. synonyms
6. homophones
7. synonyms
8. synonyms
9. antonyms
10. homophones

## Exercise 2 Matching Related Words

1. truthful synonyms
2. forlorn synonyms
3. prays homophones
4. strength antonyms
5. adroit synonyms
6. small antonyms
7. shone homophones
8. sullen antonyms
9. lucidity synonyms
10. requisite antonyms

## Using Related Words in Analogies (p. 196)

### Exercise 1 Recognizing Related Words in Analogies

1. d
2. a
3. b
4. c
5. b

### Exercise 2 More Work With Analogies

1. d
2. c
3. b
4. d
5. c (a is incorrect since the word order is reversed)

## Using Resource Materials (p. 197)

### Exercise 1 Using a Dictionary or Thesaurus as a Resource

Answers may vary; samples are given.

1. thesaurus courageous
2. dictionary n rld
3. dictionary reminisce
4. thesaurus beat, trounce, overcome
5. dictionary a space in which magnetic or electrical lines of force are active

### Exercise 2 Using a Dictionary and Thesaurus to Increase Vocabulary

Answers will vary; samples are given.

#### Definitions:

1. unvarying
2. adroitness and delicacy of performance
3. shameful
4. any affirmation or declaration
5. to recite a speech, poem, etc., with studied or artificial eloquence
6. brighten by rubbing
7. warn
8. to make pleasant
9. reduce
10. enthusiastic

#### Synonyms:

11. tedious
12. skill
13. disgraceful
14. attestation
15. overact
16. polish
17. dissuade
18. sweeten
19. shorten
20. eager

## Remembering Vocabulary Words (p. 198)

### Exercise 1 Keeping a Vocabulary Notebook

Bridge words will vary. Definitions are given.

1. church church official
2. hand something in a person's own handwriting
3. cleric church
4. obey Turkish governor
5. head monk's hood
6. lie down without vitality, weak
7. insult call bad names
8. ammo repeated firing of guns or other artillery
9. wade ravine that becomes a river during a rainy season
10. middle stomach

### Exercise 2 Creating Vocabulary Flashcards

Answers will vary; samples are given.

1. a pattern
2. a reckless adventure or prank
3. poor or impoverished
4. rural or peaceful
5. the ability to rise or float in liquid or air
6. without definite form
7. equal to or equivalent
8. to tease or disappoint by promising or showing something desirable and then withholding it
9. refill
10. shrill or harsh-sounding

## Recognizing Word Roots (p. 199)

### Exercise 1 Finding Words With Common Roots

Shared meanings may vary; samples are given.

1. transmission, missionary both deal with being sent
2. tenacious, tenant both deal with holding onto something (point of view or lease)
3. inspection, spectacle both deal with looking or seeing something
4. procession, concede both deal with going either physically or mentally
5. revert, conversion both deal with turning (back or toward)

### Exercise 2 Using Roots to Determine Meaning

Answers may vary within reason.

1. temporary decline in the economy
2. giving up of authority
3. person who can write in shorthand
4. lessening of pain
5. witness's written testimony
6. driving force
7. cautious
8. support
9. come between
10. amusement

## Using Prefixes (p. 200)

### Exercise 1 Finding Words With Common Prefixes

Answers will vary. Sample words and definitions are given.

1. absent; not present
2. circumvent; go around
3. collect; gather together
4. exception; exclusion from
5. interrupt; come between
6. postpone; put off until later

7. preview; advance showing
8. recall; call back, remember
9. semisweet; only slightly sweet
10. submarine; under the surface of the sea

### Exercise 2 Using Prefixes to Determine Meaning

Answers may vary within reason.

1. kidnap (carry off)
2. sail around the world
3. gather
4. breathe out
5. between the stars
6. happening during the period after an operation
7. requirement beforehand
8. light again
9. happening every half year
10. second-rate or less than adequate

## Understanding Suffixes (p. 201)

### Exercise 1 Using Suffixes to Form New Words

1. continuous
2. humorist
3. exploration
4. spineless
5. beautify
6. specialize
7. incorporation
8. admittance
9. treatable
10. activate

### Exercise 2 Using Suffixes to Help Determine Meaning

1. without intelligence
2. identical copy
3. bring to life
4. high-wire acrobat
5. extremely crooked
6. cherished souvenir
7. cause confusion
8. highly amusing
9. make the same
10. adore

## Keeping a Spelling Notebook (p. 202)

### Exercise 1 Developing a Spelling Study Sheet

Student memory aids will vary; samples are given.

1. acquired a c is required
2. argument gum up an argument
3. business take a bus to the business
4. committee two m's, two t's, two e's
5. disappointed one s, two p's and you won't be disappointed
6. height put eight after h
7. omitted don't omit the second t
8. privilege I consider it a privilege
9. separately par separates the good golfers
10. valuable able to be valuable

### Exercise 2 Creating a Personal Spelling List

Students' common misspellings will vary, but correct spellings and memory aids should be appropriate.

## Studying Problem Words (p. 203)

### Exercise 1 Studying Problem Words

Answers may vary within reason. Samples are given.

1. sophomore
2. absence
3. omitted
4. eighth

5. sissors
6. misspell
7. desperate
8. creditor
9. mysterious
10. correspondence
11. courtesy
12. calendar
13. privilege
14. parallel
15. occurrence
16. vacancy
17. pretense
18. ninety
19. concede
20. truly

### Exercise 2 Writing Problem Words Correctly

1. appearance
2. quantity
3. calendar
4. judgment
5. exaggerated
6. professor
7. fascinate
8. conscious
9. guardian
10. government

### Developing Memory Aids (p. 204)

#### Exercise 1 Creating Memory Aids

Answers will vary. Samples are given.

1. a familiar liar
2. hears them rehearse
3. a messy dessert
4. license of ice
5. labor in a laboratory
6. science of conscience
7. ate one category
8. a permissible mission
9. rise to a surprise
10. a bullet through a bulletin

#### Exercise 2 Working With Memory Aids

Students' underlined word parts and sentences will vary; suggestions are given.

1. category; I ate from each category of foods.
2. beginning; Begin at the beginning.
3. accountant; The accountant counted the ants.
4. magnificent; The ice looked magnificent
5. hoarse; Yelling at the oar made me hoarse.
6. persistent; The tent remained persistent.
7. route; She lives out on route 6.
8. usage; I used the advice of the sage.
9. versatile; The versatile man sat down.
10. recognize; Make sure you recognize this cog.
11. villain; The villain lived in a villa.
12. perspire; I perspired one drop per step.
13. often; Ten is not too often.
14. subtle; The sub wasn't subtle.
15. sovereign; The sovereign ruled over us.

### Applying Spelling Rules: Plurals (p. 205)

#### Exercise 1 Writing Plurals

1. children
2. poppies
3. scarves
4. rhythms
5. benches
6. foxes

7. deer
8. mice
9. potatoes
10. flashes
11. sisters-in-law
12. radii
13. fusses
14. station wagons
15. pianos
16. shelves
17. boys
18. watches
19. ladies
20. moose

#### Exercise 2 More Work With Plurals

1. leaves
2. police cars
3. groups
4. knives
5. speeches
6. oxen
7. babies
8. men
9. teeth
10. editors-in-chief

### Applying Spelling Rules: Prefixes and Suffixes (p. 206)

#### Exercise 1 Adding Prefixes

1. disappear
2. illuminate
3. submarine
4. commend
5. misspell
6. disown
7. illegitimate
8. compare
9. coordinate
10. subordinate
11. unfavorable
12. dissolve
13. corrode
14. misgiving
15. innumerable
16. suppose
17. misuse
18. immigrate
19. differ
20. correct

#### Exercise 2 Adding Suffixes

1. bragging
2. statement
3. creating
4. difference
5. delayed
6. decreasing
7. innocently
8. snapper
9. crying
10. wonderfully
11. tried
12. occurring
13. engaged
14. lovely
15. replayable
16. denied
17. encouragement
18. annoyed

19. usually
20. employment

**Applying Spelling Rules: *ie* and *ei*; -cede, -ceed, and -sede (p. 207)**

**Exercise 1 Spelling *ie* and *ei* Words**

1. received
2. chief
3. forfeit
4. sieges
5. seizure
6. ceiling
7. believed
8. foreign
9. leisure
10. deceived

**Exercise 2 Words Ending in -cede, -ceed, and -sede**

1. -cede
2. -sede
3. -ceed
4. -ceed
5. -cede
6. -ceed
7. -cede
8. -cede
9. -cede
10. -cede

**Applying Spelling Rules: Other Confusing Endings (p. 208)**

**Exercise 1 Adding Confusing Endings**

1. -sy
2. -ify
3. -ence
4. -cy
5. -ance
6. -ary
7. -ance
8. -ary
9. -efy
10. -ify

**Exercise 2 More Work With Confusing Endings**

1. -ery
2. -ence
3. -ent
4. -efy
5. -cy
6. -cy
7. -ary
8. -ery
9. -sy
10. -ery

**Proofreading Carefully for Spelling Errors (p. 209)**

**Exercise 1 Proofreading a Selection**

1. February
2. government
3. agency
4. college
5. privilege
6. criticize
7. recommended
8. course
9. schedule
10. accommodate

**Exercise 2 Proofreading Your Own Sentences**

Students' sentences will vary. You might have them switch papers with classmates and proofread each other's spelling of the problem words.

**Reading Textbooks (p. 210)**

**Exercise 1 Determining Where to Find Textbook Information**

1. Bibliography
2. Appendix
3. Table of Contents
4. Index
5. Preface or Introduction
6. Glossary
7. Table of Contents
8. Index
9. Appendix
10. Bibliography

**Exercise 2 Exploring Sections of Your Textbooks**

Students' answers will vary, but they should indicate that they understand where to locate information in different sections of textbooks.

1. Appendix
2. Glossary
3. Table of Contents
4. Bibliography
5. Students' choice of helpful section will vary.

**Identifying Textbook Features (p. 211)**

**Exercise 1 Prereading a Textbook Chapter**

Student answers will vary but should be based on a specific textbook chapter.

**Exercise 2 Evaluating Textbook Features**

Student answers will vary but should be supported with clear examples or reasons.

**Using Reading Strategies (p. 212)**

**Exercise 1 Using the SQ4R Method**

Answers will vary.

**Exercise 2 Varying Your Reading Style**

Answers will vary.

**Outlining What You Read (p. 213)**

**Exercise 1 Writing a Formal Outline**

Student outlines may vary. A sample is given.

- I. The value of taxol
  - A. Protects Pacific yew tree
    1. Protects from predators
    2. Protects from disease
  - B. Prevents spread of cancer
    1. Forms structure around each cancer cell
    2. Prevents cells from dividing
    3. Shrinks certain kinds of tumors
- II. Supplies of taxol
  - A. Natural supply is limited
    1. Takes bark of three trees for one patient
    2. Removing bark kills tree
    3. Fewer trees because of rain forest destruction
  - B. Laboratory supplies
    1. Synthetic taxol produced in 1996
    2. Tests of effectiveness are continuing



## Exercise 2 Outlining a Textbook Section or Chapter

Student outlines will vary but should show clear organization.

### Using Graphic Organizers (p. 214)

#### Exercise 1 Using a Cause-and-Effect Organizer

Causes should include: bicycle riding craze, invention of automobile, and recommendations of Office of Public Roads. The major event is the increased road building in the U.S. Effects include: passage of new laws to use tax money for road building (New Jersey passed first law; Oregon initiated gas tax and other states followed), creation of a federal highway system (resultant numbering of highways in odd-even pattern), and demand for production of more cars.

### Analyzing and Evaluating Nonfiction (p. 215)

#### Exercise 1 Analyzing a Work of Nonfiction

Students' analysis and evaluation responses will vary. If students work together in pairs, each can analyze the same nonfiction work and compare their answers to the various questions.

### Distinguishing Fact From Opinion (p. 216)

#### Exercise 1 Distinguishing Between Facts and Opinions

1. opinion
2. fact
3. fact
4. fact
5. opinion
6. fact
7. opinion
8. fact
9. opinion
10. opinion

#### Exercise 2 Providing Support for Opinions

Student answers will vary; samples are given.

1. K2 has been successfully climbed by fewer people than Mount Everest.
2. If the car gets hit in the rear, the gasoline could ignite and cause an explosion.
3. Research studies have shown that students who sleep at least six hours before a test average higher test scores than those who receive less sleep.
4. There were forty-one consecutive days of subfreezing temperature during January and February.
5. Narrow roads and overcrowded highways make bicycles more useful than cars in China.

### Applying Modes of Reasoning (p. 217)

#### Exercise 1 Analyzing Forms of Reasoning

1. analogy, invalid
2. inference, valid
3. generalization, invalid
4. cause and effect, valid
5. analogy, valid

#### Exercise 2 Analyzing the Validity of More Statements

1. inference, valid
2. generalization, invalid
3. analogy, valid
4. cause and effect, invalid
5. inference, invalid

### Identifying Author's Purpose and Evaluating Language Use (p. 218)

#### Exercise 1 Identifying Author's Purpose

1. to inform
2. to sell
3. to offer an opinion
4. to entertain

#### Exercise 2 Analyzing the Uses of Language

1. inflated language
2. denotation
3. connotation
4. irony

### Analyzing and Evaluating Fiction (p. 219)

#### Exercise 1 Analyzing and Evaluating a Work of Fiction

Answers will vary. You might discuss how the questions help students analyze the literary piece before, during, and after reading it.

### Reading Fiction (p. 220)

#### Exercise 1 Analyzing a Work of Fiction

Students' analysis and evaluation responses will vary. If students work together in pairs, each can analyze the same work of fiction and compare their answers to the various questions.

### Reading Drama (p. 221)

#### Exercise 1 Analyzing a Dramatic Work

Students' analysis and evaluation responses will vary. If students work together in pairs, each can analyze the same dramatic work and compare their answers to the various questions.

### Reading Poetry (p. 222)

#### Exercise 1 Analyzing a Poem

Students' analysis and evaluation responses will vary. If students work together in pairs, each can analyze the same poem and compare their answers to the various questions.

### Reading From Varied Sources (p. 223)

#### Exercise 1 Choosing Appropriate Information Sources

1. speeches
2. electronic texts (e-mail)
3. diaries, letters, and journals
4. diaries, letters, and journals
5. speeches, electronic texts
6. newspaper (editorial page)
7. electronic texts (more up-to-the-minute than newspapers)
8. newspapers, electronic texts
9. speeches
10. newspapers

#### Exercise 2 Using Varied Information Sources

Student sources and analysis of the information learned will vary but should indicate a clear understanding of the types of information available from each source.

### Developing a Study Plan (p. 224)

#### Exercise 1 Setting Up a Study Schedule

Answers will vary.

#### Exercise 2 Setting Goals for Study Skills

Answers will vary.

**Methods of Taking Notes (p. 225)****Exercise 1 Making a Modified Outline**

Answers will vary.

**Exercise 2 Writing a Summary**

Answers will vary.

**Finding Library Resources (p. 226)****Exercise 1 Finding Basic Information**

Students' choices of research topics and identification of basic information will vary. As a follow-up activity you may want to have students find sources for one of the topics they have listed, using the card catalog in the library.

**Exercise 2 Using the Card Catalog**

1. 942.055 LAC
2. William W. Lace
3. Defeat of the Spanish Armada
4. nonfiction (can tell by call number)
5. San Diego, CA
6. Lucent Books
7. 1997
8. 96
9. three
10. 26cm.

**Going From Catalog to Shelf (p. 227)****Exercise 1 Finding Books on the Shelves**

1. 683
2. DIC
3. DIC
4. 973
5. CAR

**Exercise 2 Finding Fiction and Nonfiction Books on the Shelves**

1. left
2. right
3. 619–668 (technology-related)
4. *The House of Seven Gables*, *A Bell for Adano*, *The Hunchback of Notre Dame*, *To Kill a Mockingbird*
5. 344.14S, 344.7R, 344.76T, 345.43M, 345.67J

**Using Periodicals and Periodical Indexes (p. 228)****Exercise 1 Using the Readers' Guide**

1. *Motor Trend*
2. Automobile history
3. September 1999
4. C. Schifsky
5. Yes; it is under the subheading "History" in the "Automobiles" category

**Exercise 2 Using Library Indexes**

Answers will vary; sources for finding answers are given in box at top of page.

**Using Dictionaries (p. 229)****Exercise 1 Recognizing the Many Uses of a Dictionary**

Answers will vary. You may want to have students tally their answers and discuss unusual responses.

**Exercise 2 Using Your Dictionary**

1. Answers may vary; a sample is: *Journalism* the opening paragraph of a news story.
2. jump in with both feet
3. second
4. noun
5. focuses or foci

**Using Other Reference Works (p. 230)****Exercise 1 Locating General References**

Answers will depend on books available in your school library.

**Exercise 2 Using General Reference Books**

Sources may vary. The probable source is given following each answer (all as of 2010).

1. Corsica / atlas
2. July 24, 1783; Caracas, Venezuela / encyclopedia
3. Brazil / atlas or encyclopedia
4. 1815 feet (CN Tower) / almanac
5. 32.46° North / atlas
6. Thelma Catherine Patricia Ryan Nixon (Pat) / almanac or encyclopedia
7. Eric Arthur Blair / encyclopedia
8. Portuguese / almanac
9. 1,231 sq. mi. / encyclopedia or almanac
10. 2,071,395 / almanac

**Using the Internet and Other Media Resources (p. 231)****Exercise 1 Locating Electronic References**

Resources that students locate in the library will vary. Have students compare their findings with classmates.

**Exercise 2 Using Electronic Resources**

Facts students discover about their chosen country will vary.

**Answering Objective Questions on Standardized Tests (p. 232)****Exercise 1 Taking a Matching Test**

1. b
2. e
3. g
4. c
5. i
6. f
7. a
8. j
9. h
10. d

**Exercise 2 Taking a True/False Test**

1. false
2. true
3. false
4. true
5. true

**Answering Analogy and Sentence-Completion Questions (p. 233)****Exercise 1 Answering Analogy Questions**

1. D
2. D
3. C

**Exercise 2 Answering Sentence-Completion Questions**

1. A
2. C
3. D
4. A
5. B

**33 Working With People (p. 234)****Exercise 1 Working With a Partner**

Answers will vary, but they should reflect an understanding of when to be formal or informal when working one on one.

## Exercise 2 Working With a Group

Answers will vary, but they should reflect an understanding of how to divide responsibilities in a group discussion.

## Moving Toward Goals (p. 235)

### Exercise 1 Achieving a Personal Goal

Answers will vary, but they should focus clearly on a goal that fits the student's interests and talents.

### Exercise 2 Developing a Goals Chart

Answers will vary, but the goal should be a realistic six-week project, and the steps should show a workable progression toward the goal.

## Solving Problems and Thinking Creatively (p. 236)

### Exercise 1 Solving a Problem

Answers will vary, but students should provide several solutions and provide a clear explanation of why they chose a particular solution.

### Exercise 2 Being Creative

Answers will vary. Suggestions might include having the person paged, holding up a large balloon with the person's name on it, or calling a friend to find out where the person is sitting in the stadium.

## Managing Time (p. 237)

### Exercise 1 Identifying Tasks

Answers will vary. Students might want to arrange the tasks in time order based either on starting time or deadline for completion.

### Exercise 2 Prioritizing Tasks

Answers will vary. Students might want to assign tasks a priority number based on the questions presented in the second box.

## Managing Money (p. 238)

### Exercise 1 Evaluating Money-Management Techniques

Student reasons may vary; samples are given.

1. poor. Take-home pay is probably less than your hourly wage, so income would be inaccurate.

2. good. Paying off the bill will avoid added charges and also keep your credit rating in good standing.
3. poor. You are spending beyond your means, and you may risk making your friends angry with you.
4. poor. Writing down a budget is the best way to make sure you stick to it.
5. good. If you put down projected expenses, you won't forget to budget for them and risk running out of money.

## Applying Math Skills (p. 239)

### Exercise 1 Calculating in the Workplace

1. \$87.00
2. \$79.00
3. \$90.00
4. \$75.00
5. Students might say they would not take the new job because they would end up with \$4.00 less each week, on the average, or they might prefer the new job anyway because they have to work only three days per week.

### Exercise 2 Purchasing an Item

Answers will vary, but students should check their computations to make sure they are correct. Answers to question 5 might note the importance of service, ability to return products without a hassle, or convenience of location.

## Applying Computer Skills (p. 240)

### Exercise 1 Recognizing Computer Skills

1. enter text and data, assist staff in preparing and posting documents for a Web site
2. yes, since computer experience is needed for all functions
3. word processing, database, and spreadsheet
4. Web experience and graphics applications knowledge
5. Student answers should reflect their own computer experience.

### Exercise 2 Evaluating Your Computer Skills

Answers will vary.