

## Lesson 1 Key Word Activity Master

Name \_\_\_\_\_ Date \_\_\_\_\_

### Yes or No?

Read each question. Circle *Y* for *Yes* or *N* for *No*, and then write the reason for your choice.

1. Is **feminism** a belief in the superiority of women? Y N
2. Do **anthropologists** study fossils of dinosaurs? Y N
3. Is **humanism** a way of thinking about humanity? Y N
4. Could **egoism** be described as self-love? Y N
5. Is it useful to do schoolwork like an **automaton**? Y N
6. Is **gynecology** concerned only with women? Y N
7. Are **autopsies** ever performed on automobiles? Y N
8. Does an **autocrat** want others to have autonomy? Y N
9. Can someone not interested in the **humanities** be **humane**? Y N
10. Can a **virile** person be a **feminist**? Y N
11. Could a **homicidal misanthrope** exist? Y N

# Lesson 2 Key Word Activity Master

Name \_\_\_\_\_ Date \_\_\_\_\_

## Letter Clues

Choose the word from the box that fits with each clue. Write it letter by letter.

congenital	genre	homogeneous
engender	genteel	indigenous
genealogy	gentile	ingenious
genesis	gentry	progenitor
genocide		progeny

### Clues

1. all alike □ □ □ □ □ □ □ □ □ □
2. to produce □ □ □ □ □ □ □ □
3. maker of progeny □ □ □ □ □ □ □ □ □ □
4. high society □ □ □ □ □ □
5. drama, for example □ □ □ □ □
6. offspring □ □ □ □ □ □ □
7. describes a newborn's condition □ □ □ □ □ □ □ □ □ □
8. ancestry trace □ □ □ □ □ □ □ □ □
9. a non-Jew □ □ □ □ □ □ □
10. describes the gentry's manners □ □ □ □ □ □ □ □
11. murder of a people □ □ □ □ □ □ □ □ □
12. describes Native Americans □ □ □ □ □ □ □ □ □ □
13. describes an invention □ □ □ □ □ □ □ □ □ □

Answer this question by writing the letters from the shaded boxes in order on the line below:  
 What adjective describes the population of large American cities?

\_\_\_\_\_

# Nouns

## Reteaching

A **noun** is a word that names a person, place, thing, or idea.

Type of noun	Definition	Example
<b>common noun</b>	general name for a person, place, thing, or idea	monster
<b>proper noun</b>	name of a particular person, place, thing, or idea	Big Foot
<b>concrete noun</b>	name of something perceived by the senses	fur
<b>abstract noun</b>	name of an idea, quality, or state	fear
<b>singular noun</b>	one person, place, thing, or idea	photograph
<b>plural noun</b>	more than one person, place, thing, or idea	cameras
<b>collective noun</b>	name of a group of people or things	herd
<b>compound noun</b>	single noun formed from two or more words	footprint
<b>possessive noun</b>	noun that shows ownership or relationship	hiker's boots

### A. Finding Nouns

Underline every noun in each sentence.

1. Of all the world's monsters, the dragon is best known.
2. Ancient cultures imagined the dragon as a giant snake.
3. During the Middle Ages, dragons were depicted with wings and legs, breathing fire.
4. Dragons resemble lizards in the artwork of earlier cultures.
5. Roman mythology tells the story of Hydra, a nine-headed dragon.
6. For centuries, Scotland has claimed the monster of Loch Ness.
7. Some people claim to have seen Nessie and even photographed the monster.
8. Indeed, cameras have detected a large, moving object in the waters of the loch.
9. The mysterious serpent has inspired writers, scientists, and preservationists.
10. There may actually be some unknown creature living in this body of fresh water!

### B. Identifying Common, Proper, Concrete, and Abstract Nouns

Which word in parentheses describes the boldfaced noun? Underline the correct one.

1. The very idea of monsters can inspire **fear** in children. (concrete, abstract)
2. A werewolf is a **human** who can turn into a wolf. (common, proper)
3. Werewolves have been part of mythology since the ancient **Sumerians** and Romans. (common, proper)
4. Contemporary folktales from **Germany** have added a modern twist to the lore of the werewolf. (common, proper)
5. Perhaps the **savagery** of real wolves inspired storytellers to create the myth of the werewolf. (concrete, abstract)
6. According to some tales, humans change themselves into werewolves by drinking water from a werewolf's **footprint**. (concrete, abstract)

**Personal and Possessive Pronouns***More Practice***A. Finding Pronouns and Antecedents**

Underline each personal or possessive pronoun once and its antecedent twice.

**EXAMPLE** The player tipped his cap while walking toward the dugout.

1. The Mayor reviewed the budget and asked questions about it.
2. The discussion lasted for hours; it ended with an agreement.
3. Champollion used his knowledge of Greek and Coptic to understand the hieroglyphics on Rosetta Stone.
4. Billie Holiday was a jazz singer admired for the unique quality of her voice.
5. Susan, a junior in high school, has begun to think about her career goals.
6. Because it is understood by people of all nations, music is considered a universal language.
7. Its location near the Sahara Desert and the Niger River made Timbuktu a thriving commercial city.
8. Malcolm and Greg do their homework in the library.
9. Many Europeans use bicycles as a means of transportation to and from their work.
10. Ancient Ethiopian soldiers wore horses' skulls on their heads as helmets.

**B. Using Pronouns**

Complete each sentence with the appropriate personal pronoun. Write it on the line.

**EXAMPLE** Jackson hopes that he will be elected team captain.

1. David arrived at softball tryouts and waited for \_\_\_\_\_ turn to bat.
2. Although \_\_\_\_\_ was nervous, Colin hit a double his first time at bat.
3. The parents sat in the bleachers but \_\_\_\_\_ cheers could be heard on the field.
4. The concession stand was open before the game, but \_\_\_\_\_ closed during the ninth inning.
5. The umpire was quite emphatic when \_\_\_\_\_ called strikes.
6. We are proud that \_\_\_\_\_ team will compete in the playoffs.
7. The players have practiced many hours for \_\_\_\_\_ big day.
8. While \_\_\_\_\_ were expected to win easily, they were surprised to find themselves in a real battle during the final game.
9. At the end of the ninth inning, we were upset to see \_\_\_\_\_ lead cut to only one run.
10. I could hardly believe \_\_\_\_\_ eyes when Jake hit a grand slam home run to win the game!

# Verbs

A **verb** is a word used to express action, condition, or a state of being.

An **action verb** expresses a physical or mental action. An action verb that appears with a direct object (a person or thing that receives the action of the verb) is called a **transitive verb**. An action verb without a direct object is an **intransitive verb**.

A **linking verb** links the subject of a sentence to a word in the predicate. Some linking verbs are forms of *to be*, such as *am*, *is*, *was*, and *were*. Others, such as *appear*, *become*, *feel*, *look*, *remain*, *sound*, and *taste*, may express conditions. Some verbs such as *grow*, *feel*, and *taste* can be either action or linking verbs.

**Auxiliary verbs**, also called **helping verbs**, are combined with verbs to form **verb phrases**. Some common auxiliary verbs are forms of *be*, and *had*, *do*, *might*, *would*, *will*, *must*, *could*, and *would*.

## A. Identifying Verbs

Underline the verb or verb phrase in each sentence. In the space above each verb, write **A** if it is an action verb, **L** if it is a linking verb, or **AUX** if it is an auxiliary verb.

1. Bonnie and Clyde were famous bank robbers during the 1930s.
2. In only two years, they killed a dozen innocent people.
3. They were wanted by the law for a variety of crimes.
4. Crime seemed romantic to Bonnie for about a year.
5. She and Clyde were traveling all over Texas together.
6. However, the life of a criminal is often harsh and short.
7. Bonnie was seriously injured in an auto accident at one point.
8. Clyde treated her at home without the help of doctors or hospitals.
9. Just before her death, Bonnie looked sick and old.
10. Bonnie and Clyde died in a hail of bullets during a police ambush in 1934.

## B. Identifying Transitive and Intransitive Verbs

Underline the verb or verb phrase in each sentence. If the verb has a direct object, underline it twice. On the line, write **T** for a transitive verb and **I** for an intransitive verb.

1. Modern banks use the latest technology for surveillance of their offices. \_\_\_\_\_
2. Hidden cameras can videotape robbers without their knowledge. \_\_\_\_\_
3. Silent alarms notify police of a robbery attempt immediately. \_\_\_\_\_
4. Armed guards sometimes stand at the doors to the bank. \_\_\_\_\_
5. Convicted criminals pay for their crimes with years behind bars. \_\_\_\_\_

# Adjectives

## Reteaching

**Adjectives** modify noun or pronouns. They limit the meaning of the words they modify. Adjectives tell *what kind, which one, how many, or how much*.

blue ocean      those swimmers      many waves      less sunscreen

**Articles** are the most common adjectives. **Indefinite articles** (*a* and *an*) refer to unspecified members of groups of people, places, things, or ideas. *The* is the **definite article** that refers to a specific person, place, thing, or idea.

**Proper adjectives** are formed from proper nouns. They are capitalized and often end in *-n, -an, -ian, -ese, or -ish*. Some examples are *American, Japanese, and Polish*.

### Finding Adjectives

Underline each adjective once and the word it modifies twice. Do not underline the articles.

1. Everyone enjoys a relaxing day at the beach.
2. Listening to the regular sound of waves hitting the beach can soothe jangled nerves.
3. I can see about ten umbrellas from where I am standing.
4. Those umbrellas protect sensitive skin from harmful sunlight.
5. I usually sunbathe in a place with fewer people, away from the crowd.
6. There I share the beach with a more seagulls than people.
7. I have gone there for several years.
8. The hot sand burned my feet.
9. When I go to that beach, I take cold drinks and salty snacks.
10. If I am lucky, I can read an interesting book for a few hours.
11. Little children play quietly near their parents.
12. I like to go for long walks on the beach.
13. I look for colorful shells and more rocks for my collection.
14. In the distance, I can see cruise ships on the way to Mexican resorts.
15. I imagine exciting trips to South American ports.
16. In my mind, I see Spanish galleons at the bottom of the ocean.
17. Chests with rare coins and gold necklaces lie a thousand feet below the surface.
18. The sight of a beach ball ends this daydream.
19. I returned to my soft blanket on the beach.
20. The angry gulls flew away when I disturbed them.
21. Soon they settle down, and a peaceful feeling descends on all of us.
22. Someday I would like to buy a house near the blue ocean.
23. I would sit on a comfortable chair on my porch and look at the sea.
24. I would watch gentle sunrises and spectacular sunsets every day.
25. I would never leave that beach again.

# Adverbs

## Reteaching

**Adverbs** modify verbs, adjectives, or other adverbs. They answer the questions *where, when, how,* and *to what extent*. Adverbs are often formed by adding *-ly* to an adjective.

go there      left late      speak softly      nearly complete

An **intensifier** is an adverb that defines the degree of an adjective or another adverb. Intensifiers always precede the adjectives or adverbs they modify.

really easy      too tightly

## Finding Adverbs

Underline all the adverbs in the following sentences.

1. One is never too old for a day at the zoo.
2. You must breathe more deeply at this altitude.
3. My ears and nose became quite cold as we waited for the bus.
4. As the balloon soared higher, we gripped the supports tightly with our hands.
5. Brad began to draft his report on T. S. Eliot immediately after supper.
6. The dispatcher gave directions clearly but swiftly to the rescue squad.
7. Patiently, Adam shelled the peas.
8. The tree trunks still smoldered long after the forest fire.
9. The ship sailed smoothly into the harbor.
10. Fun, food, and football go together.
11. The president vetoed the tax bill recently.
12. Emergency doctors quickly surrounded the incoming patient.
13. We sometimes wait for 20 minutes for this bus.
14. Drive straight down this road for a mile, and then turn right at the light.
15. The children tried hard to please their mother on her birthday.
16. My neighbor absolutely adores her cats.
17. Put the new bookcase there, please.
18. It rained heavily for most of the night.
19. This author writes exceptionally gripping novels.
20. He is surprisingly graceful for a heavy man.
21. Tomorrow the painters begin work on our house.
22. On a really quiet night, you can hear a train whistle far in the distance.
23. I still miss the friends that I left behind at my old school.
24. Many doctors say that bungee jumping is an unnecessarily dangerous sport.
25. Can you believe that the plane actually arrived early?

# Prepositions

## Reteaching

A **preposition** shows the relationship between a noun or pronoun and another word in the sentence. Some common prepositions include the following: *about, before, by, during, on, and under*. Prepositions formed from more than one word are **compound prepositions**. Some examples of compound prepositions are *according to, in place of, because of, and instead of*.

A **prepositional phrase** consists of a preposition, its object, and any modifiers of the object. The **object of the preposition** is the noun or a pronoun that follows the preposition.

Hang the antique quilt **with** blue patches **on** the wall. (*With* and *on* are prepositions. *Patches* and *wall* are the objects of the prepositions.)

### A. Finding Prepositions

Underline the preposition in each sentence. Remember that compound prepositions have two or more words.

1. A quilt is simply a cover for a bed.
2. But, to many women, it has a deeper significance.
3. In colonial America, women often sewed and assembled quilts together.
4. These quilting parties were a chance for much-needed socialization.
5. Quilts were pieced together from extra cloth swatches.
6. Each piece reminded the quilter of a loved one.
7. Quilts were often presented as gifts.
8. Instead of money, young newlyweds would receive a quilt.
9. Today, quilts have regained much of the popularity they had years ago.
10. By means of quilts, people today can touch the past.

### B. Identifying Prepositional Phrases

Underline the prepositional phrases in the following sentences.

1. Armadillos rarely give birth to quadruplets.
2. Between the two houses is a large white fence.
3. Our class met some visitors from China.
4. Their charming cottage is near Lake Cumberland.
5. Have you eaten anything since breakfast?
6. The baseball game was canceled on account of rain.
7. We looked inside the submarine.
8. Everyone except Jan was there.
9. Hernando always plays according to the rules.
10. The seahorse carries its eggs in a pouch.



## Conjunctions and Interjections

*Reteaching*

A **conjunction** connects words or groups of words. A **coordinating conjunction** connects words or word groups that have equal importance in a sentence. The following are coordinating conjunctions: *and, but, for, nor, or, so, and yet*.

**Correlative conjunctions** are pairs of conjunctions that join words or groups of words. Some correlative conjunctions are *both . . . and, either . . . or, and not only . . . but also*.

**Subordinating conjunctions** introduce subordinate clauses—clauses that cannot stand alone as complete sentences—and join them to independent clauses. The following are some examples subordinating conjunctions: *after, although, as, because, if, since, so that, until, when, and while*.

A **conjunctive adverb** is used to express relationships between independent clauses. Some common conjunctive adverbs are *also, consequently, however, nevertheless, still, therefore, besides, and otherwise*.

An **interjection** is a word or phrase that expresses an emotion or strong feeling. A strong interjection is followed by an exclamation point. A mild interjection is followed by a comma. Some examples of interjections are *oh, well, and yippee*.

### Identifying Conjunctions and Interjections

Underline the conjunctions and the conjunctive adverbs in the following sentences. Draw parentheses around any interjections. Remember that correlative conjunctions are word pairs, so underline both parts.

- Exercise is a great way to build endurance and increase your energy level.
- Not only is exercise good for you but it also is fun.
- Although setting up an exercise schedule takes time, it is well worth the effort.
- Many teenagers take up running, but their interest in that sport may fade.
- As people age, they exercise less and less.
- At least 30 minutes of exercise three times a week is recommended; however, not enough people follow those guidelines.
- It takes discipline to exercise every day; besides, no one seems to have time for it.
- "Oh, I'll get to that some other day," people tell themselves.
- Few activities are so important yet so easily ignored.
- Decide today to begin an exercise regimen, and don't let yourself off so easily.
- You may choose to take up either racquetball or running if you like strenuous exercise.
- You might not have access to state-of-the-art facilities; still, you can be sure that there is a sport that is right for you.
- You will say, "Wow! I wish I had started this before!" when you see the difference exercise makes in your energy level.
- Whether you are a confirmed couch potato or a reasonably active person, exercise can develop your endurance, strength, and flexibility.
- Be sure to begin today; otherwise, you may put it off forever.

