# SECTION 1

# CHOOSING THE RIGHT WORD

## **Teacher Preparation and Lessons**

The exercises in this section are designed to enlarge the students' vocabulary so that they can write with more accuracy and precision. Activities 1–1 through 1–6 concentrate on words often confused. Activities 1–7 through 1–12 focus on prefixes, suffixes, and synonyms. Activities 1–13 through 1–17 help students improve their use of literal and figurative language. Activities 1–18 through 1–24 focus on using parts of speech correctly. You may wish to use the REVIEW TEST at the end of the section as a pretest and/or a posttest. Answer keys for this section can be found on pages 4 to 7.

**ACTIVITIES 1–1 through 1–6** offer a selection of **words often confused.** Introduce this segment by writing the following sentences on the board:

The state attorney persecuted the defendant. The state attorney prosecuted the defendant.

Elicit the meaning of *prosecute* and *persecute* from the students. Discuss how the use of the wrong word gives a completely different interpretation to the sentence. Write the following pairs of words on the board: *descendant/ancestor*, *personal/personnel*, *conscious/conscience*. Discuss the meanings of these words and why they are sometimes confused. Distribute **Activity 1–1 Words Often Confused** (**Part One**). Direct students to read the explanation and examples at the top of the page, and then complete the activity. For **Activities 1–2 to 1–5 Words Often Confused** (**Part Two, Part Three, Part Four, and Part Five**), follow these steps: (1) Distribute the activity sheet. (2) Read and discuss the explanations and examples of words often confused on each page. Have students complete the activity, and then share and correct the answers. Distribute **Activity 1–6 Words Often Confused** (**Review**). The results of this review can help the teacher determine whether more work is needed either individually or in class on these words often confused.

ACTIVITY 1–7 adds some less well-known prefixes to the students' developing vocabulary. Write the word *super* on the board. Ask the students to supply words that begin with *super*. Write these words on the board (for example, *Superman*, *superhero*, *superstar*, *superior*, and so on). Inform the students that *super* is derived from Latin and that both Latin and Greek have given us many prefixes that are now part of the English language. Distribute Activity 1–7 Prefixes. Read and discuss the Greek and Latin prefixes that are presented. Ask the students to add other examples. Have students complete the sentences at the bottom of the page and share them aloud with the class.

**ACTIVITIES 1–8 through 1–11** present information and exercises about the use of **suffixes.** Write the following word pairs on the board: *terror/terrorize*, *memory/memorize*, *popular/popularize*. Elicit from the students that each pair contains a root word and the same root word with a suffix added. Elicit that the suffix *ize* means *cause to become*. Discuss how suffixes can be used to change the form or meanings of words. Write the following words on the

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board: careful, careless, carefree. Discuss how different suffixes give different meanings to the root word. Distribute Activity 1–8 Suffixes (Part One). Read and discuss the examples and their meanings. Read and discuss the directions for the completion of the activity. When it has been finished, have the class read several examples aloud. Write the following words on the board: love, lovely, loving. Elicit from the class the fact that the final e is kept when adding a suffix beginning with a consonant, but it is dropped when adding a suffix that begins with a vowel. Write the following pairs of words on the board: easy/easily, angry/angrily. Point out that when a root word ends with a y, it is changed to an i before a suffix. Encourage the students to contribute additional examples. Distribute Activity 1-9 Suffixes (Part Two). Read aloud the four rules and examples presented in this activity. Have the students complete the activity. Distribute Activity 1–10 Suffixes (Part Three). Read and discuss the lists of words using er, or, ar, able, and ible. Stress the importance of memorizing these words. Ask the students to add words to these lists. When the activity has been completed, read several sentences aloud for each suffix. Distribute Activity 1-11 Prefixes and Suffixes (Review). Read and discuss the directions. When the activity has been completed, have the class read several examples aloud for each prefix and suffix.

**ACTIVITY 1–12** involves the use of **synonyms.** Write the following short paragraph on the board.

John stopped when he heard a noise. The noise stopped. John started walking. Then the noise came again. John stopped.

Elicit the three-time repetition of the word *stopped*. Ask students to supply **synonyms** that could be used to replace some of these repetitions and list them (*halted*, *disappeared*, *ended*, *ceased*, and so forth). Discuss how synonyms can be used successfully to avoid repetition. Distribute **Activity 1–12 Synonyms**. Read the directions out loud. When the activity has been completed, have the students read several examples of each sentence aloud.

ACTIVITIES 1–13 through 1–15 review the use of similes and metaphors. Say to the students, "I am so tired. In fact, I am as tired as . . ." Invite students to complete the sentence. Point out that they have already been using similes. Distribute Activity 1–13 Similes. Read aloud the explanation at the top of the page. Emphasize the desirability of using original rather than trite similes. When students have completed the assignment, have them read several examples of each simile aloud. Distribute Activity 1–14 Metaphors. Read and discuss the description of metaphors and how they differ from similes. Point out in particular that a metaphor does not use the words as or like. Have students complete Part A, then discuss the results. Ask the students to complete Part B, encouraging them to use original, not trite, metaphors. Read a selection of the results out loud. Activity 1–15 Similes and Metaphors (Review) can be used to evaluate the students' understanding of these figures of speech. Use the results to determine if more practice is needed on a class or individual basis.

ACTIVITIES 1–16 and 1–17 cover the use of sensory language. Distribute Activity 1–16 Sensory Language (Part One). Read and discuss the explanation and examples. Read the directions. When the activity has been completed, have the class read several examples for each sense aloud. Distribute Activity 1–17 Sensory Language (Part Two). Read the directions. Have students share the results either in small groups or with the whole class.

**ACTIVITIES 1–18 through 1–21** relate to the correct and effective use of **verbs.** Write the following words on the board: *see*, *go*, *say*. Point out that these verbs are action words, but the action is rather weak. Elicit stronger verbs that are more exciting for *see*, such as *stare*, *glare*, and *squint*. Do the same for *go* (for example, *rush*, *creep*, *stumble*) and *say* (for example,

scream, hiss, grumble). Distribute Activity 1–18 Strong, Active Verbs and read the directions out loud. When the students have completed rewriting the paragraph, divide the class into small groups for reading and discussion. Distribute Activity 1–19 Transitive and Intransitive Verbs. Read and discuss the definitions and examples. Ask the students to offer additional examples. Read and discuss the directions for the assignment. The teacher can analyze the results to determine whether additional instruction and/or practice is needed either on a class or individual basis. Distribute Activity 1–20 Linking Verbs. Read and talk about the explanation and examples, pointing out that a linking verb is one type of intransitive verb. Have the students complete the assignment. Share the results in small groups or as a classroom activity. Distribute Activity 1–21 Irregular Verbs. Read and analyze the explanation and examples. Have the class complete the assignment and use the results to determine if more time on this subject is needed on either a class or individual basis.

**ACTIVITIES 1–22 and 1–23** review **adjectives.** Write these sentences on the board:

The girl was alone in the room.

The pale, frightened girl was alone in the strange, dark room.

Discuss how the **adjectives** in the second sentence paint a stronger, more vivid picture. Distribute **Activity 1–22 Adjectives** (**Part One**). Read the explanation and directions aloud. When students have completed the assignment, share the results by reading the sentences aloud in small groups or to the class. Follow the same procedure for **Activity 1–23 Adjectives** (**Part Two**).

ACTIVITY 1–24 points out some common illiteracies. Distribute Activity 1-24 Illiteracies. Read and discuss the explanation and examples. When students have completed the assignment, use the results to determine whether more practice is needed in this area.

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## **ANSWER KEY**

## 1–1. Words Often Confused (part one)

1. conscience	5. ancestors
2. personnel	6. prosecute
3. conscious	7. persecute
4. descendant	8. personal

## 1–2. WORDS OFTEN CONFUSED (PART TWO)

1. among	5. accept
2. between	6. except
3. breathe	7. besides
4. breath	8. beside

#### 1–3. WORDS OFTEN CONFUSED (PART THREE)

1. infer	5. formally
2. implies	6. formerly
3. morale	7. export
4. moral	8. import

## 1–4. Words Often Confused (part four)

Sentences will vary.

## 1-5. Words Often Confused (part five)

1. laid	4. lays	7. lie
2. lays, laid	5. lie	8. lies
3. lay	6. laid	9. laid

## 1–6. Words Often Confused (Review)

1. b	5. b
2. c	6. a
3. a	7. c
4. a	8. b

#### 1–7. Prefixes

Sentences will vary.

## 1–8. Suffixes (part one)

Sentences will vary.

## 1–9. SUFFIXES (PART TWO)

1. changeable	4. motorist, driving	7. lovely, caring
2. spitting	5. happiness	8. arrangement
3. noticeable	6. careless, statements	9. noticeable

## 1–10. SUFFIXES (PART THREE)

Sentences will vary.

#### 1–11. Prefixes and Suffixes (review)

#### Part A.

Answers will vary.

#### Part B.

Answers will vary.

#### 1–12. SYNONYMS

Answers will vary.

#### **1–13. S**IMILES

Answers will vary.

#### 1-14. METAPHORS

#### Part A.

Metaphors to be underlined are the following: jewels glinting under the sun, diamonds and pearls ride the white-crested waves, blinded

#### Part B.

Sentences will vary.

#### 1–15. Similes and Metaphors (review)

Answers will vary.

#### 1–16. SENSORY LANGUAGE (PART ONE)

Lists will vary. Here are some possible additions:

- 1. Touch: smooth, crinkly, hard, sharp
- 2. Taste: sweet, hot, cold, spicy
- 3. Sight: blue, dim, dark, light, round, glittering
- 4. Sound: loud, hiss, croak, roar, bark
- 5. Smell: nasty, sweet, sour, rotten

## 1-17. SENSORY LANGUAGE (PART TWO)

### Part A.

Sentences will vary.

#### Part B.

Answers will vary. Some possibilities are as follows:

- 1. Worm: slimy, soft, wriggly
- 2. Ocean: blue, stormy, calm, vast, white-crested
- 3. SUV: cool, roomy, sleek, mighty
- 4. Rap artist: cool, popular, star
- 5. Sci-fi film: eerie, futuristic, scary, imaginative
- 6. Pizza: cheesy, tasty, crusty
- 7. Football stadium: roaring, huge, noisy, crowded
- 8. *Dog:* loving, furry, loyal

## 1–18. STRONG, ACTIVE VERBS

The verbs (and pronoun/verb contractions) to be circled are: saw, went, took, went, got, went, was, got, said, what's, asked, moved, I'm, said, looked, are, said, was going, pushed, went, is, said, You're.

Rewritten paragraphs will vary.

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#### 1–19. Transitive and Intransitive Verbs

1. pitied (T)	6. tasted (T)
2. laid (T)	7. tasted (I)
3. are complaining (I)	8. purrs (I)
4. looks (I)	9. scratched (T)
5. were (I)	10. threw (T)

#### 1–20. LINKING VERBS

Sentences will vary.

#### 1-21. IRREGULAR VERBS

1. rang	6. brough
2. drove	7. forgot
3. sang	8. sworn
4. taken	9. sped
5. blew	10. chosen

#### 1–22. ADJECTIVES (PART ONE)

Sentences will vary.

#### 1–23. ADJECTIVES (PART TWO)

Sentences will vary.

#### 1–24. Illiteracies

- 1. (circled) goes; My dad often says, "Watch out for cars when you are on your bike."
- 2. (circled) this here; This tennis racket is broken.
- 3. (circled) ain't; Luci isn't so smart as she thinks she is.
- 4. (circled) drownded; I almost drowned when that idiot pushed me into the pool.
- 5. (circled) nowheres; My mom told me I was going nowhere until I cleaned up my room.

## Answers to Review Test (part one)

The following errors should be circled: breathe, peculier, moral, happyer, docters, implied, probible, arrangments, neighber, drived, sensably, accept, sung

The correct paragraph should be written as follows:

My dad went to the hospital last week. He was having shortness of breath and peculiar pains in his chest. We were all worried, but Dad's morale was great. The family felt happier after the tests were completed and we spoke to the doctors. We inferred from their reports that nothing was seriously wrong with Dad and that it was probable he had been doing too much exercise. We made arrangements with a neighbor who drove Dad home. He was told to rest and eat sensibly. Everyone except my sister, Rose, was there to greet him when he arrived. Mom even sang a song to him.

## Answers to Review Test (part two)

## Part A

Possible answers are:

- 1. postgraduate, undergraduate, graduating
- 2. operator, operated, operating
- 3. changeable, changing, changed
- 4. forgettable, forgetting, forgetful
- 5. mismanage, manager, managed, managing
- 6. superstar, starry, starless
- 7. unpopular, popularize, popularity
- 8. disbelieve, believable, believing
- 9. servant, serving, served
- 10. caring, cared, careless

## Part B

- 1. b
- 2. c
- 3. c
- 4. b
- 5. c

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# 1–1. WORDS OFTEN CONFUSED (PART ONE)

The following words are often confused. Be sure you use them correctly.

Ancestor refers to a family member who lived before, in the past. (I met a girl named Tricia Adams who claims that John Adams was her ancestor.)

Descendant refers to the subject's children, their children, and on into the future. (I hope that my descendants will live in a peaceful world.)

Personal refers to things or qualities that belong to a particular person. (Mr. Smith's personal papers are kept in a locked box.)

Personnel refers to people who are employed in a particular place. (The personnel at Blake's Department Store are always helpful.)

Persecute means to harass or annoy cruelly and constantly. (Hitler persecuted the Jews in Nazi Germany.)

Prosecute means to try a defendant in a courtroom. (The district attorney prosecutes cases in court.)

Conscious means to be awake or aware. (The man was badly injured but still conscious.)

Conscience refers to an inner feeling of right and wrong. (Your conscience often tells you when you have done something wrong.)

**DIRECTIONS:** Circle the correct word to be inserted in each sentence.

1.	People who commit terrible crimes seem to have no (conscious, conscience)
	Mr. Abado is in charge of hiring for his company. (personal, personnel)
	The accident victim was when he arrived at the hospital. (conscious, conscience)
4.	My friend Winston is a of early settlers. (ancestor, descendant)
5.	His came over on the Mayflower. (ancestors, descendants)
5.	Is there enough evidence to this defendant? (persecute, prosecute
	It is wrong to others for their religious beliefs. (persecute, prosecute)
R	I won't answer your question because it is too (personal personnel)

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# 1–2. Words Often Confused (part two)

The following words are often confused. Be sure you use them correctly.

Accept means to take something that is offered. (Marla was happy to accept her award on graduation day.)

Except means "but" or "not including." (Everyone was there except Lance.)

Breath is a noun. It means "the air you draw into and out of your lungs." (Eric took a deep breath when he walked out into the fresh air.)

Breathe is a verb. It means "the act of drawing air into your lungs." (Go outside and breathe deeply.)

Among is used with more than two things. (The rock star walked among his fans at the concert.)

Between is used with two things. (The final championship game is between Matthew and Jonathan.)

Beside means "by the side of" or "next to." (I don't like to sit beside my brother at the movies because he is a pest.)

Besides means "also" or "in addition to." (Who else is going to be there besides you and your cousin?)

**DIRECTIONS:** Fill in the blanks below.

1.	There is not one good tennis player _ (between, among)	the girls in my class.
2.	This argument is just	you and me. (between, among)
3.	This room is so stuffy that I cannot _	. (breath, breathe)
4.	I can hardly take a in	n this stuffy room. (breath, breathe)
5.	Every actor would love to	an Academy® Award. (accept, except)
6.	Everyone in the family	Jeff loves pizza. (accept, except)
7.	How many people S	ara can roast a turkey? (beside, besides)
8.	I wish I lived in a house	the sea. ( <b>beside, besides</b> )

# 1–3. WORDS OFTEN CONFUSED (PART THREE)

The following words are often confused. Be sure you use them correctly.

Import means to bring in. (The United States imports oil from the Middle East.) Export means to send out. (Mr. Romero's company exports goods from the United States to Mexico.)

Formally means in a formal or regulated manner. (You are expected to dress formally for the Grand Ball.)

Formerly means at a previous time. (The school I formerly attended is in Ohio.)

Imply means to indicate something. (The defendant implied his guilt in his statement to the police.)

*Infer* means to draw information from. (*The police inferred from his statement that he was guilty.*)

Moral means related to right and wrong. (A crime against another person is not a moral act.)

Moral can also refer to a meaning or lesson gained from a story. (Each of Aesop's "Fables" has a moral.)

Morale refers to the condition of individual or group happiness or satisfaction. (Morale is high among the people who work in that store.)

### **DIRECTIONS:** Fill in the blanks below.

l.	What message do you from the mayor's speech? (imply, inter)
	His speech there is no money in the budget for new programs. (implies, infers)
	The of the public is low when there is a depression. (moral, morale)
4.	Some students think it is to cheat on a test. (moral, morale)
5.	Our principal likes to be spoken to as Dr. Brown. (formerly, formally)
	She was principal at a high school in New Jersey. (formerly, formally)
7.	The United States should its democratic ideals to other countries (import, export)
8.	A country does not have to what it can produce itself. (import, export)

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# 1-4. Words Often Confused (part four)

The following words are often confused. Be sure you use them correctly.

Emigrate means to leave a country. (Joe Morales emigrated from Mexico.)

Immigrate means to come into a country. (Joe Morales immigrated to the United States.)

Compliment means praise. (Rose liked the compliment about her dress.)

Complement refers to completing or perfecting something else. (The dessert was a perfect complement to the meal.)

Forward means ahead. (The line moved forward slowly.)

Foreword means an introduction. (Did you read the foreword to this book?)

Incredible means unbelievable or astonishing. (The story about aliens is incredible.)

*Incredulous* means unbelieving or skeptical. (I was incredulous about that story.)

Note: A thing or event is incredible. A person is incredulous.

Envelop is to cover completely or surround. (The fog will soon envelop the town.)

Envelope is a container for a letter. (Put the stamp on the envelope.)

**DIRECTIONS:** Use each of the following words in a sentence. Study the definitions and examples above until you understand the meaning and correct usage of each word.

1.	incredible
	incredulous
	emigrate
	immigrate
	compliment
	complement
	envelop
	envelope
	forward
	foreword

# 1-5. Words Often Confused (part five)

The words *lie* and *lay* are often used incorrectly. It is easy to use them in the right way if you follow these simple rules:

1. The verb "to lie" means to rest or recline. The subject usually takes a position or is in a position. *Lie* never takes an *object* (a word following the verb that answers the question "what" or "whom").

Lie is the present tense of the verb "to lie." Lay is the past tense of the verb "to lie."

Examples: Jody likes to lie on the beach on summer afternoons.

(present tense; does not have an object)

Last night, I lay awake for two hours. (past tense; does not have an object)

2. The verb "to lay" means to place or put something down. It always takes an *object* (a word following the verb that answers the question "what" or "whom").

Lay is the present tense of the verb "to lay." Laid is the past tense of the verb "to lay."

Examples: Sheri lays her book upon the table. (present tense; has an object, "book")

Yesterday, I laid my keys on the table and forgot where I put them. (past tense; has an object, "keys")

**DIRECTIONS:** Fill in each blank with the correct form of the verb "to lie" or "to lay."

1.	Last week, the workmen the new carpet in our living room.				
2.	He his report on the same desk every day.				
3.	. Josh in the sun too long on Sunday and got a severe burn.				
4.	I can see Mr. Rosen as he his airline ticket on the counter.				
5.	The seats adjust so the passenger can back.				
6.	An hour before dinner last night, Josie the silverware on the table.				
7.	Mrs. Barney told the kindergarten children to down.				
8.	Now that it is summer, our dog under the shady tree on hot afternoons.				
9.	Last Christmas, my father colorful packages under the tree.				

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# 1–6. Words Often Confused (review)

**DIRECTIONS:** Place a checkmark next to the correct sentence in each of the sets below.

	1.	<ul> <li>□ a. After the test, I lay down my pen without being conscience I was doing it.</li> <li>□ b. After the test, I laid down my pen without being conscious I was doing it.</li> <li>□ c. After the test, I laid down my pen without being conscience I was doing it.</li> </ul>
	2.	<ul> <li>□ a. Are you inferring that I should lay down for a nap this afternoon?</li> <li>□ b. Are you implying that I should lay down for a nap this afternoon?</li> <li>□ c. Are you implying that I should lie down for a nap this afternoon?</li> </ul>
<b>-</b>	3.	<ul> <li>□ a. My Boston ancestors imported lace from Belgium in the nineteenth century</li> <li>□ b. My Boston descendants imported lace from Belgium in the nineteenth century.</li> </ul>
118, 11		☐ c. My Boston ancestors exported lace from Belgium in the nineteenth century
Copyright © 2004 by John Wiley & 30hs, file,	4.	<ul> <li>□ a. It is not moral to persecute a person because of his race.</li> <li>□ b. It is not morale to persecute a person because of his race.</li> <li>□ c. It is not morale to prosecute a person because of his race.</li> </ul>
Pyrigin © 2004 p.	5.	<ul> <li>□ a. You will be able to breath more easily if you lay on the couch.</li> <li>□ b. You will be able to breathe more easily if you lie on the couch.</li> <li>□ c. You will be able to breathe more easily if you lay on the couch.</li> </ul>
3	6.	<ul> <li>□ a. Everyone except Tim is lying down for a nap.</li> <li>□ b. Everyone accept Tim is laying down for a nap.</li> <li>□ c. Everyone except Tim is laying down for a nap.</li> </ul>
	7.	<ul> <li>□ a. Who is going to dress formally for the dance beside Rose?</li> <li>□ b. Who is going to dress formerly for the dance beside Rose?</li> <li>□ c. Who is going to dress formally for the dance besides Rose?</li> </ul>
	8.	<ul> <li>□ a. This is a personnel matter among Matt and me.</li> <li>□ b. This is a personal matter between Matt and me.</li> <li>□ c. This is a personal matter among Matt and me.</li> </ul>

# 1–7. Prefixes

You are already familiar with many prefixes (syllables added to the beginning of a word to change or modify the meaning) such as *pre, in, dis, mis,* and *non.* But did you know that most English prefixes have their origin in Greek or Latin?

Here are some common Greek prefixes:				
Prefix	Meaning	Examples		
a	without	anemia, amoral, atypical		
mono	one, single, alone	monarchy, monotone, monosyllabic		
mis	hate or badly	mischief, misguided, misconduct, misanthrope		
poly	many	polygamy, Polynesian		
auto	self	autograph, autobiography		
Here are some common Latin prefixes:				
Prefix	Meaning	Examples		
ab	away	abduct, abnormal, abscond		
ante	before	antechamber, antecedent		
post	after	postpone, postgraduate		
semi	half	semiconscious, semiskilled, semicolon		
super	above, greater	superhero, superstructure, superstar		

**DIRECTIONS:** For *each* of the prefixes below, write two sentences containing words with that prefix.

5. post- \_\_\_\_\_

# 1–8. Suffixes (part one)

**Suffixes** are syllables added at the end of words to change their meanings or form new words. Here is a partial list of common suffixes and examples of their use:

Suffix	Meaning	Examples
ant	one who is	descendant, servant, inhabitant
er	one who does	buyer, seller, writer, farmer
ist	one who believes in or does	atheist, typist, deist
or	one who does	operator, legislator, professor
ful	full of	beautiful, peaceful, tasteful
ic	like	fantastic, manic, demonic
ish	like	foolish, stylish
ize	cause to become	popularize, stylize, standardize
less	without	careless, hopeless, homeless
ly	in the manner	foolishly, carelessly, quietly
sion, tion, ation	process of, state of being	depression, immersion, rejection, elation, operation, desperation
ward	in the direction of	toward, homeward, forward
hood	condition of	childhood, adulthood
ness	condition of	goodness, happiness, foolishness

**DIRECTIONS:** Write ten sentences. Each sentence should contain at least one word with a suffix.

1.			
2.	 	 	
3.	 	 	
6.			
7.	 	 	
8.	 	 	
9.			
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# 1–9. SUFFIXES (PART TWO)

Here are some rules to follow when adding suffixes.

- 1. Do not drop the final e of the base word when adding a suffix that begins with a consonant. Examples: care + less = careless, state + ment = statement, love + ly = lovely.
- 2. Drop the final *e* in a word before adding a suffix that begins with a vowel. Examples: care + ing = caring, state + ed = stated, love + able = lovable. Exception: Do not drop the final *e* in some words that end with *ce* or *ge*, such as peaceful, changeable, noticeable.
- 3. When the root word ends in y, change the y to an i before a suffix. Examples: easy + ly = easily, ready + ness = readiness, duty + ful = dutiful.
- 4. When you add a suffix that begins with a vowel to a word that ends with a consonant preceded by a vowel, double the final consonant. Examples: forget + able = forgettable, slip + ing = slipping, spit + ing = spitting.

  Exception: Do not double the final consonant in words of more than one syllable if the accent does not fall on the last syllable. Examples: labor + ing = laboring, motor + ist = motorist, differ + ence = difference.

**DIRECTIONS:** Circle the correct spelling in parentheses for each sentence.

1.	My Uncle Jason has v	ery	(changeable, changabl	e) moods.
2.	(Spi	ting, Spitting) on th	e ground is a disgusting	g habit.
3.	The scar on Maria's f because it is covered		(noticable, 1	noticeable)
	The (dri	•	st) in the blue Camaro i	S
	Myscience.	(happiness, happyne	ess) was complete when	I got an A in
5.	It isstatements) without	,	make	(statments,
	Mrs. Arcaro is a careing) teacher.	(lovly, l	ovely) and	(caring,
	The that room.	(arrangment, arran	<b>gement</b> ) of the furnitur	e is perfect for
9.	Is the spot on this jac	cket	(noticable, noticeable)	?

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# 1–10. SUFFIXES (PART THREE)

Do you know whether to use *er*, *or*, or *ar* at the end of a word? There are no rules to follow for these suffixes. It is necessary to memorize them. The same is true for *able* and *ible*. Here are some common words containing these suffixes that you can memorize.

## Words Using er, or, and ar

announcer, baker, barber, believer, cheater, commissioner, computer, lawyer, manager, messenger, passenger, quieter

ancestor, author, behavior, counselor, creator, doctor, elevator, major, minor, neighbor, pastor, professor, supervisor

burglar, calendar, circular, collar, grammar, liar, particular, peculiar, regular, similar, stellar, sugar, unpopular, vinegar, vulgar

## Words Using able or ible

acceptable, attainable, believable, charitable, comfortable, honorable, irritable, lovable, noticeable, peaceable, probable, regrettable, unspeakable, usable, valuable

admissible, digestible, edible, eligible, flexible, forcible, horrible, invisible, irresistible, legible, responsible, sensible, visible

**DIRECTIONS:** Write a sentence that contains at least one word with the suffix indicated at the beginning.

1ar	
6or	
7able	

6. ready

7. accept

	1–11. Prefix	es and Suffixes (review)
	IONS: Change each of ntaining the new word.	the words below by adding a prefix. Then write a
Base Word	New Word with Prefix	Sentence
1. like		
2. conscious		
3. gram		
4. moral		
5. test		
6. graduate		
7. light		
	IONS: Change each of ntaining the new word.  New Word with Suffix	the words below by adding a suffix. Then write a Sentence
	New Word with Sumx	Sentence
1. care		
2. forget		
3. peace		
4. regret		
5. force		

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# 1–12. SYNONYMS

It is boring to repeat the same word over and over again. That is where **synonyms** (words with the same meaning) come in handy.

Here is an example of writing that is repetitious: "John *stopped* when he heard a noise. The noise *stopped*. John started walking. Then the noise came again. John *stopped*."

Wouldn't this be better? "John *stopped* when he heard a noise. The noise *disappeared*. John started walking. Then the noise occurred again. John *came to a halt*."

**DIRECTIONS:** Write as many synonyms as you can for each of the words below.

1.	scared	
5.	tired _	
6.	small	
10.	many	
11.	event _	
12.	talk	
1 1.	KIII	

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# **1–13. SIMILES**

Your writing can be more vivid and interesting with the use of **similes** (comparisons that use the connecting words *as* or *like*). Some similes, however, have been used so often that they have become trite and boring. Try to avoid overused similes such as *cold* as ice or quiet as a mouse. Use more original comparisons such as *cold* as an Eskimo's backyard or quiet as a classroom during a final exam.

**DIRECTIONS:** Complete the following similes. Try to be original and avoid trite comparisons.

as curious as	 	 
as tired as		
as excited as		
as furious as		
as disgusting as		
frightening like		
as peaceful as	 	 
as brave as	 	 
as evil as		
as unbelievable as		
as difficult as		
as hateful as		
as loving as		
as desperate as		
as strange as		
as common as		
perfect like		

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# 1–14. METAPHORS

**Metaphors** are common in everyday life. We use them in our daily speech, hear them on television, and read them in magazines and newspapers. Metaphors make language exciting because they are shocking. They stand reality upside down by calling a thing something it is not. When we say, "*Tom struck out on his job interview*," we don't mean that he was playing baseball. We call something easy a *piece of cake*, but we don't expect to eat it! Metaphors are fun to read and fun to write.

**A. DIRECTIONS:** Underline the metaphors in the following poem:

A sunny morning at the beach,

The sand sparkles with jewels glinting under the sun.

Diamonds and pearls ride the white-crested waves,

A girl stands at the edge of the water,

She is blinded by the brilliance, but cannot look away.

**B. DIRECTIONS:** Write five original sentences containing metaphors. Choose from the suggestions below, or use your own ideas. **Note:** A metaphor does not use the words *as* or *like*.

A sentence describing a moment in a sport

A sentence describing a car you would like to own

A sentence about an embarrassing moment

A sentence describing a visitor from outer space

A sentence describing an angry person

A sentence about a disappointing experience

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# 1–15. Similes and Metaphors (review)

A *simile* is a comparison using the words *as* or *like*. *Example*: as strange as a report card with all A's

A *metaphor* is a comparison between two unlike things. *Example:* My Uncle Jesse is a piece of work.

Note: A metaphor does not use the words as or like.

**DIRECTIONS:** Make the following sentences more interesting by adding a metaphor or simile to each one. Write each new sentence on the line below the original.

New England can be cold in the winter.
 My cousin Angelo is funny.
 My favorite actor is very good-looking.
 Maria's little brother is wild.
 I don't like to visit Aunt Marisa because she is too strict.
 Our classroom is very noisy today.
 Matthew pitched well in the last Little League game.
 It was a windy day.

# 1–16. Sensory Language (part one)

The use of language that appeals to the senses (touch, taste, sight, sound, smell) can make your writing stronger and more vivid.

**DIRECTIONS:** Fill up the boxes below with as many sensory words as you can. Some words can be used for more than one sense. For example, *icy* could refer to taste, sight, or touch. Each list has been started for you.

TOUCH: rough, soft,
TASTE: peppery, salty,
SIGHT: yellow, bright,
SOUND: whisper, squeal,

SMELL: putrid, mouth-watering,

8. Dog: \_

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		1–17. Sensory Language (part two)
	DIRECTION t sense.	NS: For each sense, write two sentences containing words that refer to
1.		
2.	Touch:	
3.	Sight:	
4.	Sound:	
5.		
	DIRECTION	NS: On the line next to each word, write all the sensory words that the mind. (Example: Turtle: shy, green, hard shell, wet)
1.	Worm:	
2.	Ocean:	
3.	SUV:	
4.	Rap artist:	
5.	Sci-fi film:	- <del></del>
6.	Pizza:	
7.	Football sta	adium:



# 1–18. STRONG, ACTIVE VERBS

Writing can be made more interesting with the use of strong, active verbs. *Rush* or *stumble* is more exciting than *go. Glare* or *squint* is more vivid than *see. Shout* or *whisper* is stronger than *say*.

**DIRECTIONS:** Circle the verbs in the following story. Then rewrite the story below, substituting active verbs wherever possible for passive ones. (Use the back of this sheet if you need more room.)

Jeff saw the mess in the kitchen. He went into the hall and took his jacket from the hook. Then he went outside. He got on his bike and went down the street to his friend Andy's house. Andy was in the front yard. Jeff got off his bike.

"Hi, Andy," he said.

"What's up, Jeff?" asked Andy.

Jeff moved closer to Andy. "I'm in big trouble," he said.

Andy looked at him. "You are?"

"Yeah," said Jeff. "I was going through the kitchen and I accidentally pushed over my mom's favorite china casserole. It went on the floor and is in a million pieces."

"Yeah," said Andy. "You're in big trouble.

## 1–19. Transitive and Intransitive Verbs

1. Transitive verbs take a direct object.

Examples: I hit the ball. (Hit is a transitive verb because it is doing

something to the ball.)

Alex drove the car. (Drove is a transitive verb because it is

doing something to the car.)

2. Intransitive verbs do not take direct objects.

Examples: The movie was a good one. (Was is the intransitive verb.

There is no object.)

Hudson left early today. (Left is an intransitive verb because

it does not take an object.)

3. Some verbs can be used as either transitive or intransitive verbs.

Examples: The dog smells the flowers. (Smells is transitive here. It takes

the direct object *flowers*.)

The dog smells bad. (Smells is intransitive here. There is no object.)

Feel this silky material. (Feel is transitive here. The object is material.)

My mom feels ill today. (Feel is intransitive here. There is no object.)

**DIRECTIONS:** Circle the verb in each sentence below. At the end of the line, indicate with a T if it is a transitive verb or an I if it is intransitive.

- 1. Sandy pitied the injured people in the newscast.
- 2. Rose laid the book down on the desk.
- 3. The children are complaining today.
- 4. Your hair looks different in the sunlight.
- 5. My sister and brother were happy at my birthday party.
- 6. Nelson tasted the ice cream.
- 7. The ice cream tasted too sweet.
- 8. My cat purrs all day long.
- 9. Your cat scratched me last week.
- 10. She threw the leftovers in the garbage bin.

# 1-20. LINKING VERBS

A linking verb is one type of intransitive verb. It does not express action, but it connects the subject with an adjective or noun in the predicate that describes or means the same as the subject.

*Examples:* Kim is the best shortstop on the team. (*Shortstop* describes the subject *Kim.* The linking verb is *is.*)

The students appear busy. (*Busy* describes the subject *students*. The linking verb is *appear*.)

The great white shark looks huge. (*Huge* describes the subject *shark*. The linking verb is *looks*.)

Some common linking verbs are appear, be, become, feel, grow, look, remain, seem, smell, sound, taste.

**DIRECTIONS:** Write two sentences using each linking verb listed below. You can use any tense. For example, the past tense of *be* would be *was* or *were*, as in "The boys were happy on the basketball court."

1.	be	
2.	sound	
3.	look	
4.	become	
5.	feel	
6.	taste	
7.	smell	
8.	appear	
	11	

# 1-21. IRREGULAR VERBS

Most verbs show the past tense by adding *d* or *ed*. (**Examples:** *jump*, *jumped*; *live*, *lived*; *toss*, *tossed*.) **Irregular verbs** end in irregular ways. (**Examples:** *awake*, *awoke*; *forgive*, *forgave*; *hide*, *hid.*) Here is a list of some common irregular verbs.

Present	Past	Past Participle (with has, have, had)	Present	Past	Past Participle (with has, have, had)
am	was	been	go	went	gone
become	became	become	grow	grew	grown
bring	brought	brought	ride	rode	ridden
buy	bought	bought	run	ran	run
break	broke	broken	see	saw	seen
choose	chose	chosen	sing	sang	sung
come	came	come	speed	sped	sped
do	did	done	steal	stole	stolen
drink	drank	drunk	swear	swore	sworn
drive	drove	driven	ring	rang	rung
eat	ate	eaten	take	took	taken
forget	forgot	forgotten	wear	wore	worn

**DIRECTIONS:** Write the correct past verb form in the blank spaces below.

1.	When the warden	the bell, the prisoners came out of their cells	s. (ring)
2.	Rachel has	her father's car many times.	(drive)
3.	Jonathan	in a deep, baritone voice.	(sing)
4.	I have	the bus to school twice during the past week.	(take)
5.	The tornado	the roofs off three houses on my block.	(blow)
6.	My aunt	two kinds of pies to Thanksgiving dinner.	(bring)
7.	I to	bring home the homework assignment in math.	(forget
8.	I could have	that it was in my book bag.	(swear
9.	The green sports car	away after the crash.	(speed
0	You were right to have	e white shoes to wear with that outfit	(choose

# 1–22. ADJECTIVES (PART ONE)

A sharp, clear photograph is better than a blurry one. A color picture is usually more exciting than one that is black and white. Adjectives are a handy tool for writers to use to make their work sharper and more exciting. **Adjectives** answer one of the following questions:

What kind? *muscular* guy; *loving* family Which ones? *these* books; *various* houses How much? *few* people; *ten* dollars

**DIRECTIONS:** Take out your palette of colorful, vivid adjectives and use them to make these sentences clearer and more exciting. Rewrite each sentence on the line below it, adding at least one adjective.

- 1. The teacher came into the room.
- 2. He held books in his hands.
- 3. He put the books down on the desk.
- 4. He asked the students if they had read any books lately.
- 5. A student immediately raised his hand.
- 6. "I don't read books," he said. "I see the movie instead."
- 7. All the kids laughed, but the teacher's voice stopped them.
- 8. He gave the class an assignment.
- 9. Everyone had to read a book from a list he had prepared.
- 10. A report was due by the end of the week.

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# 1–23. ADJECTIVES (PART TWO)

**DIRECTIONS:** For each item, write a sentence containing the two adjectives at the beginning of the line. (Use the back of this sheet if you need more room for your sentences.)

1.	neat, small
	furious, wild
	lonely, sad
	sweet, mouth-watering
	red, large
	scary, exciting
	icy, frigid
	orange, ugly
	fifteen, brilliant
	rare, green
	rocky, enormous
	impressive, short
	thunderous, clear
	bloody, brave
	old-fashioned, funny

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## 1–24. ILLITERACIES

The language you hear on the street is not always acceptable for written English. **Illiteracies** are words and phrases that are incorrect in formal spoken and written English. Here are some common illiteracies and how they can be corrected:

1. Goes indicates movement. It should NEVER be used to show speech.

WRONG: Alan goes, "I didn't finish the math homework."

**RIGHT:** Alan *says*, "I didn't finish the math homework."

2. The phrase *this here* should be *this*.

**WRONG:** *This here* is an exciting computer game.

**RIGHT:** This is an exciting computer game.

3. Ain't is incorrect in formal English. It should be isn't, aren't, or am not.

**WRONG:** I *ain't* going to the prom this year.

**RIGHT:** I *am not* going to the prom this year.

4. Other common **illiteracies** that should never be used in formal English are as follows: Drownded should be drowned, as in A man drowned at the beach last summer. Nowheres should be nowhere, as in He seems to be going nowhere in his career. Brung should be brought, as in Tom brought me flowers on Mother's Day. Alls should be all, as in All I know is that I didn't see the crime being committed. Nohow should be at all, as in Patti did not understand the lesson at all.

**DIRECTIONS:** Circle the illiteracy in each of the following sentences. Then write the sentences correctly on the lines below.

- 1. My dad often goes, "Watch out for cars when you are on your bike."
- 2. This here tennis racket is broken.
- 3. Luci ain't so smart as she thinks she is.
- 4. I almost drownded when that idiot pushed me into the pool.
- 5. My mom told me I was going nowheres until I cleaned up my room.



# TENTH-GRADE LEVEL

# CHOOSING THE RIGHT WORD REVIEW TEST

Name	Date
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# REVIEW TEST: CHOOSING THE RIGHT WORD (PART ONE)

**DIRECTIONS:** The following paragraph contains **thirteen** errors in word usage. Can you find all thirteen? Circle the mistakes. Then copy the paragraph correctly on the lines below. (Continue on the back of this sheet, if necessary.)

My dad went to the hospital last week. He was having shortness of breathe and peculier pains in his chest. We were all worried, but Dad's moral was great. The family felt happyer after the tests were completed and we spoke to the docters. We implied from their reports that nothing was seriously wrong with Dad and that it was probible he had been doing too much exercise. We made arrangments with a neighber who drived Dad home. He was told to rest and eat sensably. Everyone accept my sister, Rose, was there to greet him when he arrived. Mom even sung a song to him.

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	REVIEW TEST: CHOOSING TO	не R	RIGHT WORD (PART TWO)	
	<b>DIRECTIONS:</b> Write a new word by addwords.	ding a	a prefix or a suffix to each of the follow-	
1.	graduate	6.	. star	
2.	operate	7.	. popular	
3.	change	8.	s. believe	
4.	forget	9.	. serve	
5.	manage	10.	. care	
<b>B. DIRECTIONS:</b> Place a checkmark next to the correct sentence in each of the folowing groups.				
1.	<ul> <li>□ a. It is regrettible that Marla did no</li> <li>□ b. It is regrettable that Marla did no</li> <li>□ c. It is regrettable that Marla did no</li> </ul>	ot dres	ess formally for the dance.	
2.	<ul> <li>□ a. I wonder what kind of incredible life my ancestors will have in the future.</li> <li>□ b. I wonder what kind of incredable life my descendants will have in the future.</li> <li>□ c. I wonder what kind of incredible life my descendants will have in the future.</li> </ul>			
3.	<ul> <li>□ a. The New York baker exports oliv</li> <li>□ b. The New York baker exports oliv</li> <li>□ c. The New York baker imports oliv</li> </ul>	ve oil i	into the United States.	
4.	☐ a. My mother goes, "You are going☐ b. My mother says, "You are going☐			

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☐ c. My mother goes, "You are going nowhere until you finish your homework."

5. □ a. It is peaceful in my home accept when my brother is around. □ b. It is peacful in my home except when my brother is around. □ c. It is peaceful in my home except when my brother is around.