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
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 lists of words.

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,
Choosing the Right Word

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.
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)
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
2. spitting 5. happiness
3. noticeable 6. careless, statements

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. Similes
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.
6  

**SECTION 1**

1–19. **TRANSITIVE AND INTRANSITIVE VERBS**

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

1–20. **LINKING VERBS**

*Sentences will vary.*

1–21. **IRREGULAR VERBS**

1. rang  
2. drove  
3. sang  
4. taken  
5. blew  
6. brought  
7. forgot  
8. sworn  
9. sped  
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, arrangements, neighbor, 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
1–1. **WORDS OFTEN CONFUSED (PART ONE)**

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

<table>
<thead>
<tr>
<th>Ancestor</th>
<th>refers to a family member who lived before, in the past.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descendant</td>
<td>refers to the subject’s children, their children, and on into the future.</td>
</tr>
<tr>
<td>Personal</td>
<td>refers to things or qualities that belong to a particular person.</td>
</tr>
<tr>
<td>Personnel</td>
<td>refers to people who are employed in a particular place.</td>
</tr>
<tr>
<td>Persecute</td>
<td>means to harass or annoy cruelly and constantly.</td>
</tr>
<tr>
<td>Prosecute</td>
<td>means to try a defendant in a courtroom.</td>
</tr>
<tr>
<td>Conscious</td>
<td>means to be awake or aware.</td>
</tr>
<tr>
<td>Conscience</td>
<td>refers to an inner feeling of right and wrong.</td>
</tr>
</tbody>
</table>

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

1. People who commit terrible crimes seem to have no ___________.
   - (conscious, conscience)
2. Mr. Abado is in charge of hiring ___________ for his company.
   - (personal, personnel)
3. 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)
6. Is there enough evidence to ___________ this defendant?
   - (persecute, prosecute)
7. It is wrong to ___________ others for their religious beliefs.
   - (persecute, prosecute)
8. I won’t answer your question because it is too ___________.
   - (personal, personnel)
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 _________ the girls in my class. (between, among)

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 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 _________ Sara can roast a turkey? (beside, besides)

8. I wish I lived in a house _________ the sea. (beside, besides)
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.

1. What message do you ____________ from the mayor’s speech? (imply, infer)
2. His speech ____________ there is no money in the budget for new programs. (implies, infers)
3. 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)
6. 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)
1–4. WORDS OFTEN CONFUSED (PART FOUR)

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

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emigrate</td>
<td>means to leave a country. (Joe Morales emigrated from Mexico.)</td>
</tr>
<tr>
<td>Immigrate</td>
<td>means to come into a country. (Joe Morales immigrated to the United States.)</td>
</tr>
<tr>
<td>Compliment</td>
<td>means praise. (Rose liked the compliment about her dress.)</td>
</tr>
<tr>
<td>Complement</td>
<td>refers to completing or perfecting something else. (The dessert was a perfect complement to the meal.)</td>
</tr>
<tr>
<td>Forward</td>
<td>means ahead. (The line moved forward slowly.)</td>
</tr>
<tr>
<td>Foreword</td>
<td>means an introduction. (Did you read the foreword to this book?)</td>
</tr>
<tr>
<td>Incredible</td>
<td>means unbelievable or astonishing. (The story about aliens is incredible.)</td>
</tr>
<tr>
<td>Incredulous</td>
<td>means unbelieving or skeptical. (I was incredulous about that story.)</td>
</tr>
<tr>
<td>Envelop</td>
<td>is to cover completely or surround. (The fog will soon envelop the town.)</td>
</tr>
<tr>
<td>Envelope</td>
<td>is a container for a letter. (Put the stamp on the envelope.)</td>
</tr>
</tbody>
</table>

**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 __________________________________________________________
2. incredulous ________________________________________________________
3. emigrate __________________________________________________________
4. immigrate __________________________________________________________
5. compliment _________________________________________________________
6. complement _________________________________________________________
7. envelop ___________________________________________________________  
8. envelope ___________________________________________________________
9. forward ____________________________________________________________
10. 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.
1–6. **Words Often Confused (Review)**

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

1. ❑ a. After the test, I lay down my pen without being conscience I was doing it.
   ❑ b. After the test, I laid down my pen without being conscious I was doing it.
   ❑ c. After the test, I laid down my pen without being conscience I was doing it.

2. ❑ a. Are you inferring that I should lay down for a nap this afternoon?
   ❑ b. Are you implying that I should lay down for a nap this afternoon?
   ❑ c. Are you implying that I should lie down for a nap this afternoon?

3. ❑ a. My Boston ancestors imported lace from Belgium in the nineteenth century.
   ❑ b. My Boston descendants imported lace from Belgium in the nineteenth century.
   ❑ c. My Boston ancestors exported lace from Belgium in the nineteenth century.

4. ❑ a. It is not moral to persecute a person because of his race.
   ❑ b. It is not morale to persecute a person because of his race.
   ❑ c. It is not morale to prosecute a person because of his race.

5. ❑ a. You will be able to breath more easily if you lay on the couch.
   ❑ b. You will be able to breathe more easily if you lie on the couch.
   ❑ c. You will be able to breathe more easily if you lay on the couch.

6. ❑ a. Everyone except Tim is lying down for a nap.
   ❑ b. Everyone accept Tim is laying down for a nap.
   ❑ c. Everyone except Tim is laying down for a nap.

7. ❑ a. Who is going to dress formally for the dance beside Rose?
   ❑ b. Who is going to dress formerly for the dance beside Rose?
   ❑ c. Who is going to dress formally for the dance besides Rose?

8. ❑ a. This is a personnel matter among Matt and me.
   ❑ b. This is a personal matter between Matt and me.
   ❑ c. This is a personal matter among Matt and me.
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:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>without</td>
<td>anemia, amoral, atypical</td>
</tr>
<tr>
<td>mono</td>
<td>one, single, alone</td>
<td>monarchy, monotone, monosyllabic</td>
</tr>
<tr>
<td>mis</td>
<td>hate or badly</td>
<td>mischief, misguided, misconduct, misantherope</td>
</tr>
<tr>
<td>poly</td>
<td>many</td>
<td>polygamy, Polynesian</td>
</tr>
<tr>
<td>auto</td>
<td>self</td>
<td>autograph, autobiography</td>
</tr>
</tbody>
</table>

Here are some common Latin prefixes:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>ab</td>
<td>away</td>
<td>abduct, abnormal, abscond</td>
</tr>
<tr>
<td>ante</td>
<td>before</td>
<td>antechamber, antecedent</td>
</tr>
<tr>
<td>post</td>
<td>after</td>
<td>postpone, postgraduate</td>
</tr>
<tr>
<td>semi</td>
<td>half</td>
<td>semiconscious, semiskilled, semicolon</td>
</tr>
<tr>
<td>super</td>
<td>above, greater</td>
<td>superhero, superstructure, superstar</td>
</tr>
</tbody>
</table>

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

1. a- ________________________________________________________________

2. mono- ____________________________________________________________

3. mis- ______________________________________________________________

4. super- ____________________________________________________________

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:

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

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

1. ____________________________________________________________
2. ____________________________________________________________
3. ____________________________________________________________
4. ____________________________________________________________
5. ____________________________________________________________
6. ____________________________________________________________
7. ____________________________________________________________
8. ____________________________________________________________
9. ____________________________________________________________
10. ____________________________________________________________
DIRECTIONS: Circle the correct spelling in parentheses for each sentence.

1. My Uncle Jason has very ____________ (changeable, changable) moods.

2. ____________ (Spiting, Spitting) on the ground is a disgusting habit.

3. The scar on Maria's forehead is not ____________ (noticable, noticeable) because it is covered by her bangs.

4. The ____________ (motorrist, motorist) in the blue Camaro is ____________ (driving, driveing) too fast.

5. My ____________ (happiness, happyness) was complete when I got an A in science.

6. It is ____________ (careless, carless) to make ____________ (statments, statements) without thinking.

7. Mrs. Arcaro is a ____________ (lovy, lovely) and ____________ (caring, careing) teacher.

8. The ____________ (arrangement, arrangement) of the furniture is perfect for that room.

9. Is the spot on this jacket ____________ (noticable, noticeable)?
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.

<table>
<thead>
<tr>
<th>Words Using er, or, and ar</th>
<th>Words Using able or ible</th>
</tr>
</thead>
<tbody>
<tr>
<td>announcer, baker, barber, believer, cheater, commissioner, computer, lawyer, manager, messenger, passenger, quieter</td>
<td>acceptable, attainable, believable, charitable, comfortable, honorable, irritable, lovable, noticeable, peaceable, probable, regrettable, unspeakable, usable, valuable</td>
</tr>
<tr>
<td>ancestor, author, behavior, counselor, creator, doctor, elevator, major, minor, neighbor, pastor, professor, supervisor</td>
<td>admissible, digestible, edible, eligible, flexible, forcible, horrible, invisible, irresistible, legible, responsible, sensible, visible</td>
</tr>
<tr>
<td>burglar, calendar, circular, collar, grammar, liar, particular, peculiar, regular, similar, stellar, sugar, unpopular, vinegar, vulgar</td>
<td></td>
</tr>
</tbody>
</table>

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

1. -ar ______________________________________________________________
2. -ar ______________________________________________________________
3. -er ______________________________________________________________
4. -er ______________________________________________________________
5. -or ______________________________________________________________
6. -or ______________________________________________________________
7. -able ____________________________________________________________
8. -able ____________________________________________________________
9. -ible ____________________________________________________________
10. -ible ____________________________________________________________
1–11. PREFIXES AND SUFFIXES (REVIEW)

A. DIRECTIONS: Change each of the words below by adding a prefix. Then write a sentence containing the new word.

<table>
<thead>
<tr>
<th>Base Word</th>
<th>New Word with Prefix</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. like</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. conscious</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. gram</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. moral</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. graduate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. light</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. DIRECTIONS: Change each of the words below by adding a suffix. Then write a sentence containing the new word.

<table>
<thead>
<tr>
<th>Base Word</th>
<th>New Word with Suffix</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. forget</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. peace</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. regret</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. force</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. ready</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. accept</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 ____________________________________________________________

2. happy ____________________________________________________________

3. big ______________________________________________________________

4. strong ____________________________________________________________

5. tired ____________________________________________________________

6. small ____________________________________________________________

7. want ____________________________________________________________

8. hit ______________________________________________________________

9. fight ____________________________________________________________

10. many __________________________________________________________

11. event __________________________________________________________

12. talk ____________________________________________________________

13. look ____________________________________________________________

14. kill ____________________________________________________________

15. angry __________________________________________________________
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 ___________________________________________
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

1. __________________________________________________________________

2. __________________________________________________________________

3. __________________________________________________________________

4. __________________________________________________________________

5. __________________________________________________________________

Copyright © 2004 by John Wiley & Sons, Inc.
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.

1. New England can be cold in the winter.

2. My cousin Angelo is funny.

3. My favorite actor is very good-looking.

4. Maria’s little brother is wild.

5. I don’t like to visit Aunt Marisa because she is too strict.

6. Our classroom is very noisy today.

7. Matthew pitched well in the last Little League game.

8. 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,
1–17. SENSORY LANGUAGE (PART TWO)

A. DIRECTIONS: For each sense, write two sentences containing words that refer to that sense.

1. Taste: ______________________________________________________________
   ______________________________________________________________

2. Touch: ____________________________________________________________
   ______________________________________________________________

3. Sight: ______________________________________________________________
   ______________________________________________________________

4. Sound: ____________________________________________________________
   ______________________________________________________________

5. Smell: ____________________________________________________________
   ______________________________________________________________

B. DIRECTIONS: On the line next to each word, write all the sensory words that the word brings to mind. (Example: Turtle: shy, green, hard shell, wet)

1. Worm: ______________________________________________________________

2. Ocean: ______________________________________________________________

3. SUV: ______________________________________________________________

4. Rap artist: __________________________________________________________

5. Sci-fi film: __________________________________________________________

6. Pizza: ______________________________________________________________

7. Football stadium: _________________________________________________

8. Dog: ______________________________________________________________
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?”

“Yes,” 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
1–21. IRREGULAR VERBS

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

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>am</td>
<td>was</td>
<td>been</td>
<td></td>
</tr>
<tr>
<td>become</td>
<td>became</td>
<td>become</td>
<td></td>
</tr>
<tr>
<td>bring</td>
<td>brought</td>
<td>brought</td>
<td></td>
</tr>
<tr>
<td>buy</td>
<td>bought</td>
<td>bought</td>
<td></td>
</tr>
<tr>
<td>break</td>
<td>broke</td>
<td>broken</td>
<td></td>
</tr>
<tr>
<td>choose</td>
<td>chose</td>
<td>chosen</td>
<td></td>
</tr>
<tr>
<td>come</td>
<td>came</td>
<td>come</td>
<td></td>
</tr>
<tr>
<td>do</td>
<td>did</td>
<td>done</td>
<td></td>
</tr>
<tr>
<td>drink</td>
<td>drank</td>
<td>drunk</td>
<td></td>
</tr>
<tr>
<td>drive</td>
<td>drove</td>
<td>driven</td>
<td></td>
</tr>
<tr>
<td>eat</td>
<td>ate</td>
<td>eaten</td>
<td></td>
</tr>
<tr>
<td>forget</td>
<td>forgot</td>
<td>forgotten</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>go</td>
<td>went</td>
<td>gone</td>
<td></td>
</tr>
<tr>
<td>grow</td>
<td>grew</td>
<td>grown</td>
<td></td>
</tr>
<tr>
<td>ride</td>
<td>rode</td>
<td>ridden</td>
<td></td>
</tr>
<tr>
<td>run</td>
<td>ran</td>
<td>run</td>
<td></td>
</tr>
<tr>
<td>see</td>
<td>saw</td>
<td>seen</td>
<td></td>
</tr>
<tr>
<td>sing</td>
<td>sang</td>
<td>sung</td>
<td></td>
</tr>
<tr>
<td>speed</td>
<td>sped</td>
<td>sped</td>
<td></td>
</tr>
<tr>
<td>steal</td>
<td>stole</td>
<td>stolen</td>
<td></td>
</tr>
<tr>
<td>swear</td>
<td>swore</td>
<td>sworn</td>
<td></td>
</tr>
<tr>
<td>ring</td>
<td>rang</td>
<td>rung</td>
<td></td>
</tr>
<tr>
<td>take</td>
<td>took</td>
<td>taken</td>
<td></td>
</tr>
<tr>
<td>wear</td>
<td>wore</td>
<td>worn</td>
<td></td>
</tr>
</tbody>
</table>

\textbf{DIRECTIONS:} Write the correct past verb form in the blank spaces below.

1. When the warden \textit{________} the bell, the prisoners came out of their cells. (\textit{ring})
2. Rachel has \textit{________} her father’s car many times.
4. I have \textit{________} the bus to school twice during the past week.
5. The tornado \textit{________} the roofs off three houses on my block.
6. My aunt \textit{________} two kinds of pies to Thanksgiving dinner.
7. I \textit{________} to bring home the homework assignment in math.
8. I could have \textit{________} that it was in my book bag.
9. The green sports car \textit{________} away after the crash.
10. You were right to have \textit{________} white shoes to wear with that outfit.
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.  
    ___________________________________________________________
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 ____________________________________________________________

2. furious, wild _________________________________________________________

3. lonely, sad __________________________________________________________

4. sweet, mouth-watering ______________________________________________

5. red, large ___________________________________________________________

6. scary, exciting _____________________________________________________

7. icy, frigid _________________________________________________________

8. orange, ugly ______________________________________________________

9. fifteen, brilliant ____________________________________________________

10. rare, green _________________________________________________________

11. rocky, enormous ____________________________________________________

12. impressive, short __________________________________________________

13. thunderous, clear __________________________________________________

14. bloody, brave _____________________________________________________

15. old-fashioned, funny _______________________________________________
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 tennis racket is broken.
   **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.
CHOOSING THE RIGHT WORD
REVIEW TEST

TENTH-GRADE LEVEL
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.
REVIEW TEST: CHOOSING THE RIGHT WORD (PART TWO)

A. DIRECTIONS: Write a new word by adding a prefix or a suffix to each of the following words.

1. graduate ________________ 6. star ________________
2. operate ________________ 7. popular ________________
3. change ________________ 8. believe ________________
4. forget ________________ 9. serve ________________
5. manage ________________ 10. care ________________

B. DIRECTIONS: Place a checkmark next to the correct sentence in each of the following groups.

1. ❑ a. It is regrettable that Marla did not dress formally for the dance.
   ❑ c. It is regrettible that Marla did not dress formally for the dance.
   ❑ b. It is regrettable that Marla did not dress formally for the dance.

2. ❑ b. I wonder what kind of incredible life my ancestors will have in the future.
   ❑ a. I wonder what kind of incredible life my ancestors will have in the future.
   ❑ c. I wonder what kind of incredible life my descendants will have in the future.

   ❑ c. The New York baker imports olive oil into the United States.
   ❑ b. The New York bakor exports olive oil into the United States.

4. ❑ c. My mother goes, “You are going nowhere until you finish your homework.”
   ❑ b. My mother says, “You are going nowhere until you finish your homework.”
   ❑ a. My mother goes, “You are going nowhere until you finish your homework.”

5. ❑ a. It is peaceful in my home except when my brother is around.
   ❑ c. It is peaceful in my home except when my brother is around.
   ❑ b. It is peaceful in my home except when my brother is around.