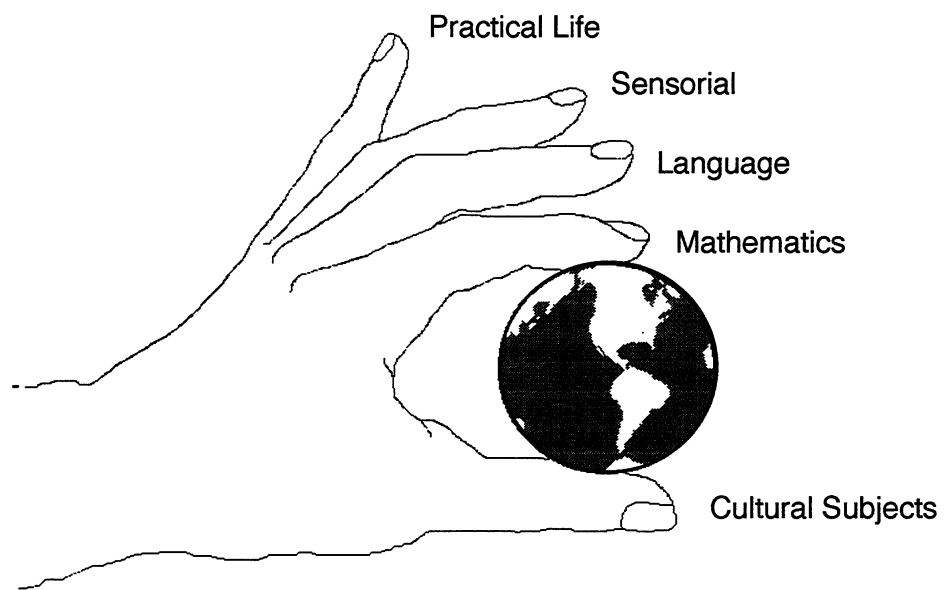


Montessori Educators International, Inc.



Language Manual Level Two

Prefixes and Suffixes	1
Foreign Words Used in the English Language	2
Conjugation of Verbs	3
Symbolic Grammar	5
Punctuation Marks	7
Capitalization	8
Sentence Analysis	9
Procedure for Chart 1	9
Procedure for Chart 2	10
Procedure for Chart 3	10
Procedure for Chart 4	11
Procedure for Chart 5	11
Procedure for Chart 5 with Predicate Adjective Chart	12
Procedure for Chart 5 with Predicate Nominative Chart	12
Procedure for Chart 3 with Predicate Adjective Chart	13
Procedure for Chart 3 with Predicate Nominative Chart	13
Clause Identification	15
Sentence Sorting According to Form	16
Sentence Sorting According to Pattern	17
Clause Analysis	18
Individualized Spelling	19
Calligraphy	20
Preparation of Materials for Categories of Parts of Speech	21
Preparation of Materials for Conjugation of the Verb	21
Preparation of Materials for Latin and Greek Roots	21
Preparation of Contraction Materials	21
Preparation of Proofreading Materials	22
Preparation of of Cards Containing Pictures, Drawings, Definitions and Labels	23
Lamination by Hand Using Transparent Matte Finish Contact Paper	24
Preparation of Containers for Pictures or Drawings	25

Prefixes and Suffixes

Purposes

- To identify prefixes and suffixes
- To learn meanings of common prefixes and suffixes
- To aid understanding of changes in parts of speech through the use of prefixes and suffixes
- To enrich both written and spoken vocabulary

Preliminary Exercises

- Practice with primary materials for prefixes and suffixes

Materials

- Seventeen containers, one for each series of base words on cream colored cards with white cards having identical prefixes for each series, white label for prefix and cream label for base word
- Nineteen containers, one for each series of base words on cream colored cards with a gray label for suffix and cream label for base word
 - Series 1, nouns, nouns; Series 2, nouns to adjectives; Series 3, adjectives to nouns; Series 4, verbs to nouns; Series 5, verbs to adjectives; Series 6, adjectives to adverbs
- Definition labels for each prefix on white and each suffix on gray
- Container of base words with attached prefixes and suffixes on control cards color-coded to indicate the alteration in the part of speech
- Paper and pencil

Procedure for Prefixes

1. Invite a child to bring any container of base words and prefixes and place at the front of a table.
2. Ask the child to place the base heading card at the upper center of the table, then to arrange the base word cards in a column under it. Explain that a base word is a basic word which can be changed by adding a prefix to the left of the base word.
3. Tell the child to place the prefix heading card to the left of the base heading card, then read the definition label for that prefix and place it above the heading.
4. Have the child arrange the prefix cards to the left of the base word cards, write the base words with the prefixes, then read the resulting new words. Call attention to the new meaning of the word once the prefix has been added to the base word.
5. Invite the child to continue using other prefix and base word cards or to put the materials away.

Procedure for Suffixes

1. Invite a child to bring a container of Series 1 base word cards, suffix definition and label, paper and pencil, and place at the front of a table.
2. Ask the child to place the base heading card at the upper center of the table, then to arrange the base word cards in a column under it. Explain that a base word is a basic word which can be changed by adding a suffix to the right of the base word.
3. Tell the child to place the gray suffix heading card to the right of the base heading card, read the definition label for that suffix and place it above the heading.
4. Have the child arrange the suffix cards to the right of the base word cards, write the base words and suffixes, then read the resulting new words. Call attention to the new meaning once the suffix has been added.
Note: The Series 1 cards remain nouns even after the addition of the suffix.
5. Invite the child to continue using other Series 1 base word cards or to put the materials away.

Control of Error

Color coding of heading cards with base words, prefixes and suffixes
Containers for each series
Control cards for checking parts of speech determination

Variations:

Invite the child to use the other series of suffixes, noting not only the change in the meaning but also recording the change in the part of speech which can be checked against the control cards.

Foreign Words Used in the English Language

Purposes

- To develop awareness of foreign words used in English language
- To provide understanding of the meanings of foreign words
- To aid development of written and spoken language skills

Preliminary Exercises

Experience with primary foreign language materials

Materials

- Container of Spanish words on 2" by 3" white cards with S on the reverse, cream heading card labeled Spanish
- Container of Italian words on 2" by 3" white cards with I on the reverse, cream heading card labeled Italian
- Container of French words on 2" by 3" white cards with F on the reverse, cream heading card labeled French
- Container of German words on 2" by 3" white cards with G on the reverse, cream heading card labeled German

Procedure:

1. Invite a child to bring any container of foreign words and place it to the left front of a table.
2. Tell the child to place the heading card at the top center, then to read each card before placing it under the heading. Give help with pronunciation if needed or provide the pronunciation on the reverse of the card, for example, adobe (uh-dō - bē).
3. Invite the child to use the other containers of foreign words or to put the materials away.

Control of Error

- Letter designating the foreign country on the reverse of each card
- Heading card with name of foreign language

Variation

Invite the child to remove the cards from all the boxes, mix them and sort under the appropriate heading cards, then to check the letter on the reverse to determine if each word is in its proper category

Conjugation of Verbs

Purposes

- To develop understanding of the conjugation of verbs
- To facilitate the use of correct grammar in speaking and writing

Preliminary Exercises

- Practice with simple verb tense materials
- Exercises with pronouns
- Use of definition materials for terms used in conjugation

Materials

- Control for the conjugation of a verb
- Note: The example given in the white pages is the verb, love.
- Paper chart for writing the conjugation of a verb
- Pencil

Procedure

1. Invite a child to the lesson and place the verb conjugation control on a table in front of the child.
2. Review the voices, moods, tenses and forms, having the child refer to definition materials as needed.
3. Give the child a Conjugation of the Verb chart and call attention to its format.
4. Invite the child to write the appropriate tenses on the chart by referring to the control.
5. Tell the child that this work may be carried on over a period of time.

Control of Error

- Control for conjugation
- Chart with headings for placement of conjugation of the verb

Variations

- Invite the child to fill in the chart without referral to the control until the work is complete.
- Invite the child to conjugate other verbs.

Symbolic Grammar

Purposes

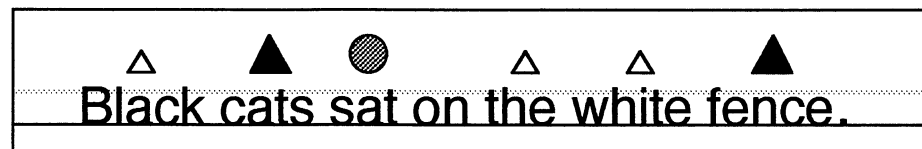
- To develop reading skills
- To improve comprehension
- To prepare for advanced sentence writing
- To further understanding of grammar at a more abstract level
- To facilitate understanding of syntax
- To develop analytical skills
- To improve oral and written expression
- To develop appropriate vocabulary

Preliminary Exercises

- Work with grammar boxes

Materials

- Large sentence strips approximately 3" high with space above the words on which to place symbols
- Note: The sentence strip will vary according to the length of each sentence
- Grammar symbols: large black equilateral triangles with 1" sides for the noun; smaller blue equilateral triangles with 3/4" sides for the adjective; large red circles 1" in diameter for the verb; large red circles 1" in diameter with a smaller white circle in the center for auxiliary or helping verb; small orange circles 3/4" in diameter for adverb; green crescents 1" wide for prepositions; pink acute-angled isosceles triangles 3/4" high and 1/2" wide for pronouns; purple bars 3/4" wide and 1/2" high for conjunctions; yellow exclamation points 3/4" high for interjection; large black equilateral triangle with 1" sides with red circle inside labeled gerund, large black equilateral triangle with 1" sides with red circle inside labeled infinitive; blue equilateral triangles with 3/4" sides with red circle inside labeled participle
- Containers for each series of symbolic grammar sentences
 - Series 1: nouns
 - Series 2: nouns, adjectives
 - Series 3: nouns, adjectives, verbs
 - Series 4: nouns, adjectives, verbs, prepositions
 - Series 5: nouns, adjectives, verbs, prepositions, adverbs
 - Series 6: nouns, adjectives, verbs, prepositions, adverbs, pronouns
 - Series 7: nouns, adjectives, verbs, prepositions, adverbs, pronouns, conjunctions
 - Series 8: nouns, adjectives, verbs, prepositions, adverbs, pronouns, conjunctions, interjections
- For each container, small envelopes to hold each type of symbol with the exact number of symbols needed for the sentences in the container
- Copies of famous quotations from speakers and authors



Procedure

1. Invite a child to the lesson and take the materials to a table. Place the Series 1 container at the top of a table in front of the child who is seated on your dominant side.
 2. Ask the child to remove the first sentence strip and place it in front of the container.
 3. Have the child read the sentence and place a black triangle over each noun. If the child appears to understand the exercise, tell the child to continue reading the sentences in Series 1 and marking the nouns with black triangles.
 4. Invite the child to use subsequent series once work at each level is understood.
- Note: This work will be carried out over a period of months.

Control of Error

Exact number of symbols in each container for each series

Matching color of symbols with colors used in grammar boxes and grammar cards

Variations

Invite the child to use new sentences which are provided frequently.

Invite the drawing of symbols on the child's own written work.

Invite the child to draw symbols on selected sentences from a favorite story.

Note: The teacher provides the printed copy for this work.

Invite the child to draw symbols on quotations from famous people.

Invite the child to draw symbols on sentences which include gerunds, infinitives or participles.

Vocabulary

auxiliary gerund infinitive participle

Punctuation Marks

Purposes

- To provide a means for further recognition of punctuation marks
- To facilitate the use of correct punctuation
- To aid reading comprehension
- To improve writing skills

Preliminary Exercises

- Exercises with primary punctuation marks
- Practice in writing sentences and paragraphs

Materials

- Container with labeled white control cards with a different punctuation mark on each :
period, comma, question mark, exclamation mark, colon, semicolon, quotation marks, apostrophe, parentheses, brackets, hyphen, dash, virgule, points of ellipsis
with unlabeled white cards having punctuation marks as above, separate label cards for each
- Sentence sheets for punctuation practice
- Paper and pencil

Procedure

1. Invite a child to the lesson and take the container of labeled and unlabeled punctuation marks to a table.
2. Tell the child to read the labels and to place them appropriately on unlabeled cards according to the control.
3. Once it has been observed that the child understands the names of the punctuation marks, suggest that the labels be placed on the mute cards without referral to the control

Control of Error

- Control cards

Variations

- Invite the child to write the correct punctuation marks on provided sentences, then to check with the control.

Vocabulary

- virgule points of ellipsis quotation marks apostrophe

Capitalization

Purposes

- To facilitate an understanding of sentence structure
- To aid the development of correct writing form

Preliminary Exercises

- Exercises with primary work on capitalization
- Practice in writing sentences and paragraphs

Materials

- Container with booklet of rules for capitalization and examples of each rule
- Activity sheets for capitalization practice with controls

Procedure

1. Invite a child to the lesson and take the container of rules and examples to a table.
2. Tell the child to read the rules and the examples for each.
3. Have the child capitalize appropriate words on the activity sheets, then check the work against the control.

Control of Error

- Rule booklets with examples
- Control for work sheets

Variations

- Invite the child to write sentences with correct capitalization, referring to the rules when necessary.

Sentence Analysis

Purposes

- To develop an understanding of sentence structure
- To foster creative writing
- To further the understanding of grammar
- To prepare for sentence diagraming
- To develop appropriate vocabulary

Preliminary Exercises

- Practice with symbolic grammar materials

Materials

- Sentence analysis chart 1: subject and predicate
- Sentence analysis chart 1: unlabeled
- Label for subject
- Label for predicate
- Sentence analysis chart 2: subject and intransitive verb
- Sentence analysis chart 3: subject, transitive verb and direct object
- Sentence analysis chart 4: subject, transitive verb, direct object and indirect object
- Sentence analysis chart 5: subject and linking verb
- Appositive chart
- Predicate adjective chart
- Predicate nominative chart
- Infinitive symbol
- Gerund symbol
- Participle symbol
- Conjunction symbol
- Pronoun symbol
- Prepositional phrase chart
- Container of movable modifier strips for adjectives and adverbs
- Appropriate sentences on paper strips one inch wide, about 20 different sentences for each chart, with each category in a separate labeled container

Procedure for Chart 1

1. Invite a child to the lesson and take the materials to a table.
2. Place chart 1 and the container of chart 1 sentences on a table in front of the child.
3. Call attention to the headings **subject** and **predicate**.
4. Ask the child to select a sentence, read it, locate the verb and draw a red circle.
5. Have the child tear the sentence strip at the left of the verb and place the verb portion of the sentence under the predicate heading. The remainder of the sentence strip is placed under the subject heading.
6. Tell the child to remove the torn sentence.
7. Invite the child to continue using the chart 1 sentences.
8. Tell the child to dispose of the torn sentence strips once the activity is terminated.

Procedure for Chart 2

1. Invite a child to the lesson and take the materials to a table.
2. Place chart 2, the container of chart 2 sentences, the subject and predicate labels and the container of movable **modifier** strips on a table in front of the child.
3. Ask the child to place the subject and predicate labels above the chart in the appropriate places.
4. Have the child choose a sentence, read it and locate the verb.
5. Tell the child to tear the sentence strip to the left and right of the verb and place the verb on its symbol on the chart.
6. Have the child locate the noun in the same sentence, tear it and place it on the noun symbol.
7. Ask the child to determine if there are adjectives. If so, have the child select the adjective strip with the appropriate question for each adjective and place under the noun on the chart. The adjectives from the same sentence are torn and placed on the appropriate adjective symbols.
8. Ask the child to determine if there are adverbs. If so, have the child select the adverb strip with the appropriate question for each adverb and place under the verb on the chart. The adverbs from the same sentence are torn and placed on the appropriate adverb symbols.
9. Tell the child to remove the torn sentence.
10. Invite the child to continue using the chart 2 sentences.
11. Tell the child to dispose of the torn sentence strips once the activity is terminated.

Procedure for Chart 3

1. Invite a child to the lesson and take the materials to a table.
2. Place chart 3, the container of chart 3 sentences, the subject and predicate labels and the container of movable modifier strips on a table in front of the child.
3. Ask the child to place the subject and predicate labels above the chart in the appropriate places.
4. Have the child choose a sentence, read it and locate the verb.
5. Tell the child to tear the sentence strip to the left and right of the verb and place the verb on its symbol on the chart.
6. Ask the child to remove the noun to the left of the verb and to place it on the noun symbol under the subject heading.
7. Have the child remove the noun to the right of the verb and place it on the noun symbol labeled **direct object**.
8. Tell the child to place adjective and adverb strips as for chart 2.
9. Tell the child to remove the torn sentence.
10. Invite the child to continue using the chart 3 sentences.
11. Tell the child to dispose of the torn sentence strips once the activity is terminated.

Procedure for Chart 4

1. Invite a child to the lesson and take the materials to a table.
2. Place chart 4, the container of chart 4 sentences, the subject and predicate labels and the container of movable modifier strips on a table in front of the child.
3. Ask the child to place the subject and predicate labels above the chart in the appropriate places.
4. Have the child choose a sentence, read it and locate the verb.
5. Tell the child to tear the sentence strip to the left and right of the verb and place the verb on its symbol on the chart.
6. Ask the child to remove the noun to the left of the verb and to place it on the noun symbol under the subject heading.
7. Have the child place the noun which is the direct object on its symbol and the adjective and adverb strips as before.
8. Tell the child to place the remaining noun from the sentence on the noun symbol labeled **indirect object**.
9. Tell the child to remove the torn sentence.
10. Invite the child to continue using the chart 4 sentences.
11. Tell the child to dispose of the torn sentence strips once the activity is terminated.

Procedure for Chart 5

1. Invite a child to the lesson and bring the materials to a table.
2. Place chart 5, the container of chart 5 sentences, the subject and predicate labels and the container of movable **modifier** strips on a table in front of the child.
3. Ask the child to place the subject and predicate labels above the chart in the appropriate places.
4. Have the child choose a sentence, read it and locate the verb.
5. Tell the child to tear the sentence strip to the left and right of the verb and place the verb on its symbol on the chart.
6. Have the child locate the noun in the same sentence, tear it and place it on the noun symbol.
7. Ask the child to determine if there are adjectives. If so, have the child select the adjective strip with the appropriate question for each adjective and place under the noun on the chart. The adjectives from the same sentence are torn and placed on the appropriate adjective symbols.
8. Ask the child to find the adverb and select the adverb strip with the appropriate question and place under the verb on the chart. The adverb from the same sentence is torn and placed on the appropriate adverb symbol.
9. Tell the child to remove the torn sentence.
10. Invite the child to continue using the chart 5 sentences.
11. Tell the child to dispose of the torn sentence strips once the activity is terminated.

Procedure for Chart 5 with Predicate Adjective Chart

1. Invite a child to the lesson and bring the materials to a table.
2. Place chart 5, the container of chart 5-1 sentences, the subject and predicate labels, the container of movable modifier strips and the **predicate adjective** chart on a table in front of the child. The predicate adjective chart is placed touching the right side of chart 5.
3. Ask the child to place the subject and predicate labels above the chart in the appropriate places.
4. Have the child choose a sentence, read it and locate the verb.
5. Tell the child to tear the sentence strip to the left and right of the verb and place the verb on its symbol on the chart.
6. Ask the child to remove the noun to the left of the verb and to place it on the noun symbol under the subject heading.
7. Have the child remove the adjective to the right of the verb and place it on the adjective symbol on the predicate adjective chart.
8. If there are adjectives and/or adverbs, these are labeled as before.
9. Tell the child to remove the torn sentence.
10. Invite the child to continue using the chart 5-1 sentences.
11. Tell the child to dispose of the torn sentence strips once the activity is terminated.

Procedure for Chart 5 with Predicate Nominative Chart

1. Invite a child to the lesson and bring the materials to a table.
2. Place chart 5, the container of chart 5-2 sentences, the subject and predicate labels, the container of movable modifier strips and the **predicate nominative** chart on a table in front of the child. The predicate nominative chart is placed touching the right side of chart 5.
3. Ask the child to place the subject and predicate labels above the chart in the appropriate places.
4. Have the child choose a sentence, read it and locate the verb.
5. Tell the child to tear the sentence strip to the left and right of the verb and place the verb on its symbol on the chart.
6. Ask the child to remove the noun to the left of the verb and to place it on the noun symbol under the subject heading.
7. Have the child remove the noun to the right of the verb and place it on the noun symbol on the predicate nominative chart.
8. If there are adjectives and/or adverbs, these are labeled as before.
9. Tell the child to remove the torn sentence.
10. Invite the child to continue using the chart 5-2 sentences.
11. Tell the child to dispose of the torn sentence strips once the activity is terminated.

Procedure for Chart 3 with Predicate Adjective Chart

1. Invite a child to the lesson and bring the materials to a table.
2. Place chart 3, the container of chart 3 predicate adjective sentences, the subject and predicate labels, the predicate adjective chart and the container of movable modifier strips on a table in front of the child.
3. Ask the child to place the subject and predicate labels above the chart in the appropriate places, and the predicate adjective chart to the right touching chart 3..
4. Have the child choose a sentence, read it and locate the verb.
5. Tell the child to tear the sentence strip to the left and right of the verb and place the verb on its symbol on the chart.
6. Ask the child to remove the noun to the left of the verb and to place it on the noun symbol under the subject heading.
7. Have the child remove the noun to the right of the verb and place it on the noun symbol labeled **direct object**.
8. Ask the child to place the adjective to the right of the direct object on adjective symbol of the predicate adjective chart.
9. Tell the child to place adjective and adverb strips as for chart 2.
10. Tell the child to remove the torn sentence.
11. Invite the child to continue using the chart 3 predicate adjective sentences.
12. Tell the child to dispose of the torn sentence strips once the activity is terminated.

Procedure for Chart 3 with Predicate Nominative Chart

1. Invite a child to the lesson and bring the materials to a table.
2. Place chart 3, the container of chart 3 predicate nominative sentences, the subject and predicate labels, the predicate nominative chart and the container of movable modifier strips on a table in front of the child.
3. Ask the child to place the subject and predicate labels above the chart in the appropriate places, and the predicate nominative chart to the right touching chart 3..
4. Have the child choose a sentence, read it and locate the verb.
5. Tell the child to tear the sentence strip to the left and right of the verb and place the verb on its symbol on the chart.
6. Ask the child to remove the noun to the left of the verb and to place it on the noun symbol under the subject heading.
7. Have the child remove the noun to the right of the verb and place it on the noun symbol labeled **direct object**.
8. Ask the child to place the noun to the right of the direct object on noun symbol of the predicate nominative chart.
9. Tell the child to place adjective and adverb strips as for chart 2.
10. Tell the child to remove the torn sentence.
11. Invite the child to continue using the chart 3 predicate nominative sentences.
12. Tell the child to dispose of the torn sentence strips once the activity is terminated.

Control of Error

- Prepared sentences appropriate for each chart
- Headings on each chart
- Symbols on charts
- Red circle over verb
- Questions on modifier strips

Variations

- Using the unlabeled chart 1 , invite the child to place the labels subject and predicate appropriately, then tear the sentence strips and place as before.
- Using the prepositional phrase chart with charts 2 through 5, invite the child to analyze sentences containing **prepositional phrases**.
- Using the appositive chart with charts 2 through 5, invite the child to analyze sentences containing **appositives**.
- Using the infinitive chart with charts 2 through 5, invite the child to analyze sentences containing **infinitives**.
- Using the gerund chart with charts 2 through 5, invite the child to analyze sentences containing **gerunds**.
- Invite the child to diagram prepared sentences without referring to the charts.
- After the child is able to use any chart with ease, analyzed sentences may be copied without the symbols. A line is drawn to separate the subject and predicate. Other lines are drawn on which the components of the analyzed sentence are recorded.

Vocabulary

- subject predicate appositive predicate nominative predicate adjective infinitive gerund direct object indirect object modifier prepositional phrase participle

Clause Identification

Purposes

- To develop skill in identifying clauses
- To develop understanding of compound sentences
- To develop understanding of complex sentences
- To develop understanding of sentence structure
- To provide experience in analyzing compound and complex sentences
- To improve composition skills

Preliminary Exercises

- Work with symbolic grammar materials
- Experience with sentence analysis charts

Materials

- Labeled container with compound sentences on strips of paper to be cut apart and used by the child
- Labeled container with complex sentences on strips of paper to be cut apart and used by the child
- Note: Sentences should not contain infinitives or gerunds.
- Container labeled Compound Sentences with two red heading cards labeled Coordinate Clause and a purple heading card labeled Coordinating Conjunction
- Container labeled Complex Sentences with a red heading card labeled Independent Clause, a red heading card labeled Subordinate Clause and a purple heading card labeled Subordinating Conjunction
- Red and purple pencils

Procedure

1. Invite the child to the lesson and take the containers of compound sentences and heading cards to the table.
2. Have the child place the heading cards at the top of the table with the Coordinating Conjunction card between the two Coordinate Clause cards.
3. Have the child choose a sentence strip from the container.
4. Tell the child to mark verbs with a red circle and the conjunction with a purple bar.
5. Have the child tear the sentence strip at either side of the conjunction to make three parts.
6. Ask the child to place clauses and conjunction under the appropriate heading cards.
7. Have the child continue with additional sentences.
8. Tell the child to dispose of torn sentences once the activity is terminated.

Control of Error

- Prepared sentences
- Heading cards in colors for verb and conjunction

Variations

- Invite the child to use complex sentences to tear and label
- Invite the child to analyze the clauses on the sentence analysis charts.

Vocabulary

- clause
- compound sentence
- complex sentence

Sentence Sorting According to Form

Purposes

- To develop skill in identifying sentence types
- To develop understanding of sentence structure
- To improve composition skills

Preliminary Exercises

Practice with clause identification materials

Materials

White container labeled Sentence Forms with the following: cream heading cards labeled Simple Sentences, Compound Sentences, and Complex Sentences; six simple sentences on white cards with "simple sentence" written on the reverse; six compound sentences on white cards with "compound sentence" written on the reverse; six complex sentences on white cards with "complex sentences" written on the reverse

Procedure

1. Invite the child to the lesson and bring the materials to a table.
2. Have the child lay the heading cards in a row at the top of the table.
3. Tell the child to sort the sentences under the heading cards, then to check the reverse of the cards to determine correct placement.

Control of Error

Labels on reverse of sentence cards

Variations

Invite the child to identify simple, compound and complex personally written sentences.
Invite the child to identify simple, compound and complex sentences from famous authors.

Sentence Sorting According to Pattern

Purpose

- To develop skill in recognizing sentence patterns
- To develop composition skills

Preliminary Exercises

- Practice with sentence analysis materials
- Experience with clause identification materials

Materials

- Prepared sentence strips for each sentence pattern, labeled on the reverse
- Cream heading card for each sentence pattern: Subject and Intransitive Verb; Subject, Transitive Verb and Direct Object; Subject, Transitive Verb, Direct Object and Indirect Object; Subject, Linking Verb and Predicate Adjective; Subject, Linking Verb and Predicate Nominative
- Container for sentences and heading cards

Procedure

1. Invite the child to the lesson and bring the materials to a table.
2. Have the child lay the heading cards in a row at the top of the table.
3. Tell the child to sort the sentences under the heading cards.

Control of Error

- Labels on back of sentence cards

Clause Analysis

Purposes

- To develop understanding of the functions of clauses
- To improve composition skills

Preliminary Procedures

- Clause identification
- Sentence analysis

Materials

- Prepared complex sentences on strips of paper to be used by the child
- Sentence analysis charts
- Red Pencil
- Labeled container for sentence strips

Procedure

1. Invite the child to the lesson and bring the container of sentences to the table.
2. Ask the child to choose a sentence, identify and mark the verbs with a red pencil.
3. Have the child find the verb for the principal clause, tear the principal cause out of the sentence and identify the sentence pattern of the clause.
4. Have the child place the verb from the principal clause on the appropriate sentence analysis chart.
5. Tell the child to place other clauses from the same sentence on the chart according to their function in the sentence.

Control of Error

- Prepared sentences for analysis

Variations

- Invite the child to analyze each clause on its appropriate chart.
- Invite the child to analyze personally written sentences.
- Invite the child to analyze sentences by famous authors.
- Show the child how to do traditional diagramming of complex sentences.

Individualized Spelling

Purposes

- To improve spelling ability
- To facilitate writing skills

Preliminary Exercises

- Practice with primary spelling materials

Materials

- Small address book with thumb index for ease of locating each letter of the alphabet to serve as a personal spelling book
- or
- Card file with index cards and alphabetized dividers

Procedure

1. Tell the children that they are to enter into their personal spelling books or onto a file card any words which they have misspelled in their daily work. The entries are made alphabetically for easy access.
2. Once the spelling of the word has been recorded, children may give out the words to each other from personal spelling books or file cards to determine if troublesome words have been mastered.
3. Words which have been learned may be crossed off in the personal spelling book or the cards may be removed from the card file box.

Control of Error

- Words in personal spelling books or on file cards

Calligraphy

Purposes

- To improve penmanship
- To prepare for formal writing

Preliminary Exercises

- Use of ruler
- Practice using pens for writing

Materials

- Felt tip calligraphy pens
- Calligraphy pens with metal nibs
- Paper prepared with guide lines for practice
- Parchment or other special paper
- Books with examples of calligraphy styles
- Ruler
- Light pencil for marking guidelines

Procedure

1. Invite the child to the lesson and bring the lined paper and felt tip pen to a table.
2. Demonstrate the correct angle for holding the pen, usually 45 degrees with respect to the base line.
3. Demonstrate some basic strokes on practice paper. Invite the child to practice holding the pen and making practice strokes.
4. Once the child is comfortable holding the pen and making practice strokes, invite the child to practice making letters according to the examples given in the examples.

Control of Error

- Guidelines on practice paper
- Appearance of practice strokes and letters

Variations

- Invite the child to draw guidelines on unlined paper after a demonstration.
- Invite the child to use different kinds of pens and pen nibs.
- Invite the child to use different kinds of paper.
- Invite the child to use new calligraphy styles after a demonstration.
- Invite child to use calligraphy for invitations or other forms of correspondence.

Vocabulary

- calligraphy nib

Resources

- Morris, Noelene. The Lettering Book. New York: Scholastic, 1984
- Grislis, Peter. The Calligraphy Book. Gosford: Ashton Scholastic, 1988
- Angel, Marie. The Art of Calligraphy, A Practical Guide. New York: Charles Scribner's Sons, 1977

Preparation of Materials for Categories of Parts of Speech

1. Copy the word lists from each category of types of nouns, verbs, adjectives, adverbs, adverbs, pronouns.
2. Working with one category at a time, cut the words in 1" widths but in lengths appropriate for the length of the word. Center and mount on cover stock cards 2" by 3" of the color designated to represent that part of speech. For example, verbs will be on red cards, nouns on black, etc. Cut and mount the headings for each type on 2" by 3" neutral cover stock cards.
3. For control of error, label the reverse of the card with a letter representing the type of the part of speech. For example, adverbs of manner are labeled M on the reverse, adverbs of degree are labeled D, etc.
4. Laminate all cards and place in suitable labeled containers, a separate container for each part of speech.

Preparation of Materials for Conjugation of the Verb

1. Copy the control for conjugation of the verb, love, and laminate it.
2. Make many copies of the conjugation chart and tape sheets together to make complete charts. .

Preparation of Materials for Latin and Greek Roots

1. Copy the word lists of Latin and Greek roots with their English definitions.
2. Cut the words in 1" widths but in lengths appropriate for the length of the word. Center and mount the Latin or Greek roots on 2" by 3" neutral color cover stock cards. Cut and mount the English definitions on 2" by 3" white cover stock cards.
3. For control of error, number the reverse of the card with the foreign root and place the same numeral on its matching English equivalent.
4. Laminate all cards and place in suitable labeled containers, a separate container for each root.

Preparation of Contraction Materials

1. Cut cover stock to make 36 cards 2" by 3" for pronouns (pink), 26 cards 2" by 3" for verbs (red) and 8 cards 2" by 3" for adverbs (orange).
2. Cut cover stock to make 26 red cards 2" by 1 1/2" and 8 orange cards 2" by 1 1/2".
3. Cut cream colored cover stock to make 2" by 3" heading cards to be labeled as follows: 8 for pronoun; 10 for verb; 3 for adverb.
4. Letter the words given in the "white pages" titled Contractions on the appropriate colors of 2" by 3" cards or copy the page, cut the words and mount on the cards. Prepare the heading cards in the same way.
5. Mount the 2" by 1 1/2" red cards to the right of the pink cards and the 2" by 1 1/2" orange cards to the right of the red cards.
6. Letter the contractions on the cards so that the pronoun part of the contraction is on the pink half and the verb part on the red half, or cut the words from the copy and mount in the same way.
7. Follow the same procedure for the verb-adverb contractions.
8. Laminate the cards and place in containers color coded pink and red or red and orange.

Preparation of Proofreading Materials

1. Make two copies of each page of proofreading symbols and their descriptive terms.
Note: If possible, use a copy machine that will accommodate cover stock so that cutting and mounting paper on cover stock will be eliminated.
Refer to size given in step 3.
2. For the control, cut each symbol and its descriptive word(s) horizontally to 1" by 7 1/2", except for the symbol for "no paragraph" which is 1 1/2" by 7 1/2", and mount on white cover stock 2" by 8 1/2".
3. Cut separate symbols 1" by 2" and mount on white cover stock 2" by 2 1/2".
4. Cut the descriptive items 1" by 5 1/2", except for "no paragraph" which is 1 1/2" by 5 1/2".
5. Mount on white cover stock 2" by 8 1/2", leaving a 1/2" margin at the right edge.
There will be a 2 1/2" space at the left edge for placement of the separate symbol.
6. Laminate all materials and place in a container labeled Proofreading Symbols.

Preparation of Analogy Materials

1. Make one copy of the analogy sentences and one copy of the control and mount on white cover stock, or copy directly onto cover stock if possible.
2. Laminate the control and the sentences as previously instructed.
3. Cut the sentences into strips 1" wide and 8 1/2" long.
4. Cut the separate words so that they are 1" by 2 1/2", leaving the remainder of the sentence 1" by 6".
5. Place the cut cards and the control in a labeled container.

Preparation of Cards Containing Pictures, Drawings, Definitions and Labels

1. Using a paper cutter to insure straight edges and right-angled corners, cut index or cover stock, using the color given in the materials section of any procedure requiring such material. Sizes are as follows: 5 1/4 by 6 3/4 inches for drawings given in manual; 5 1/4 by 2 inches for separate labels; 5 1/4 by 3 1/2 inches for definition cards. Pictures should not exceed 7 1/2 by 10 inches so that they can be mounted on regular 8 1/2 by 11 inch index or cover stock. Smaller pictures up to 4 1/2 by 7 1/2 inches should be mounted on 5 1/2 by 8 1/2 inch index or cover stock. No matter how small the picture, **do not** use index or cover stock smaller than 5 1/2 by 8 1/2 inches.
2. Using a paper cutter to insure straight edges and right-angled corners, cut copies of drawings from manual 4 1/4 by 4 1/4 inches; definitions 2 1/2 by 4 1/4 inches; labels 1 by 4 1/4 inches. On any card with drawing and label, the space at the bottom of the card will be 2 inches so that the label can be placed to maintain the half inch border on all four side of the label.
3. When using drawings supplied in the manual, make three copies of each and preserve the manual original for any future use.
4. To make sure the margins will be even, place the picture or drawing on the colored card and, if necessary, use a ruler to measure where the picture or drawing is to be placed to ensure even boarders. Make light pencil dots on the colored card to indicate where the corners of the picture, drawing, definition or label will be affixed.
5. Use a small amount of Glue-stick or spray adhesive on the back of the picture, drawing, definition or label to adhere in position on the colored card. Do not use rubber cement or white glue
6. Laminate both sides of all materials, either on a laminating machine or by hand. If possible, do not use shiny laminate. A matte finish is preferable.

Lamination by Hand Using Transparent Matte Finish Contact Paper

(See video tape supplied with the course manuals for a demonstration.)

1. On a large table, unroll about 18 inches of matte finish Contact paper with the paper backing upward. Peel off the paper backing and place the back side of prepared colored cards on the exposed adhesive, pressing down carefully. Do not generate wrinkles and be sure there is no lint or dust on the adhesive surface. Several cards may be placed, leaving a small space between each card so that cutting will not damage the edges of the card.
2. When the exposed Contact has been filled with cards, cut that part away from the roll. Cut around each card very carefully so that no part of the card is trimmed away.
3. Unroll additional Contact as before, place the front side which contains the picture or drawing face down on the adhesive surface, press down carefully.
4. When the exposed Contact has been filled with cards, cut that part away from the roll. Cut around each card very carefully so that no part of the card is trimmed away. Rub both sides of the laminated card to insure good adhesion.
5. Repeat the procedure for laminating both sides of the labels.

Alternate Laminating Procedure

1. On a large table, unroll about 18 inches of matte finish Contact paper with the paper backing upward. Peel off the paper backing and place the back side of prepared colored cards on the exposed adhesive, pressing down carefully. Do not generate wrinkles and be sure there is no lint or dust on the adhesive surface. Several cards may be placed, leaving a small space between each card so that cutting will not damage the edges of the card.
2. When the exposed Contact has been filled with cards, cut that part away from the roll. Cut around each card very carefully so that no part of the card is trimmed away.
3. Unroll additional Contact as before, place the front side which contains the picture or drawing face down on the adhesive surface **but leave a 1 inch space between each.**
4. When the exposed Contact has been filled with cards, cut that part away from the roll. Cut between each card so that there is a 1/2 inch border of Contact around each card. Cut the corner of the laminating material diagonally up to the corner of the card, being careful not to trim the card's corner.
5. Carefully fold each edge of laminating material over the back of the card which already has been laminated.
6. Rub both sides of the laminated card to insure good adhesion.
7. Repeat the procedure for laminating both sides of the labels.

Preparation of Containers for Pictures or Drawings

1. Materials for preparing containers may be fabric-backed vinyl, heavy cloth or heavy paper. Vinyl may be dyed with Rit dye to obtain appropriate colors if the needed color is not available. Do not use vinyl which has no fabric backing. The fabric backing prevents splitting and gives a longer lasting product. If heavy cloth is used, it must be the appropriate color. Fabric containers require an extra compartment to hold a piece of reinforcing cardboard or plastic, so this requires additional fabric as well as reinforcing material. Do not use felt because it is not durable, thus requiring frequent replacement. Paper containers must be laminated but the laminating material tends to wear out quickly where it holds edges together.
2. Color of container must match the mounting color of the items to be contained. For example, if the pictures are mounted on red, the container must be red.
3. To prepare a container, cut material appropriate sizes as follows:
for pictures, 13 inches wide, 21 inches long (to produce a container 12 inches wide and 9 inches high, not including the flap which will be approximately 12 inches wide by 3 inches); for cards with drawings from manual, 7 1/2 inches wide, 18 inches long (to produce a container 6 1/2 inches wide and 7 1/2 inches high, not including the flap which will be approximately 6 1/2 inches wide by 3 inches).
Note: If there are more than 8 cards, 8 controls and 8 definitions, cut the material 1 inch wider so that the total width is 8 1/2 inches.
4. Place right sides of fabric together, leaving 3" at top for flap, and sew the two sides in 1/2 inch seams. For the large containers, the seam will be on the 9 inch sides, the 9 inches having been obtained by folding the longest dimension of the fabric. For the smaller containers, the seam will be on the 7 1/2 inch sides, the 7 1/2 inches having been obtained by folding the longest dimension of the fabric.
5. Miter the bottom of the seams to reduce bulk in the corners. Trim 1/2 inch from the short sides of the flap and carefully round the corners of the flap after first drawing on the reverse in pencil in ensure equal curves. Turn right side out. Write name of contents on the flap.
6. Place pictures mounted on colors in their container of matching color.

Forms of Sentences

A sentence is a group of words expressing a complete thought.

1

A declarative sentence makes a statement.

We will run to the house.

An interrogative sentence asks a question.

Did you run to the house?

2

3

An imperative sentence
gives a command or
makes a request.

Run to the house now.

4

An exclamatory sentence
expresses strong feelings.

Run to the house!

5

SENTENCE FORMS

Declarative Sentences

There is a dolphin leaping from the water.

The trip to Disney World was a big success.

Butterflies are attracted to the colors of flowers.

The sunset was beautiful to behold.

Winter in Canada is colder than winter in Florida.

Heavy rains are causing flash floods in California.

Interrogative Sentences

Did you see the dolphin leaping from the water?

What is your favorite attraction at Disney World?

Have you seen a butterfly sip nectar from a flower?

Have you ever seen such a beautiful sunset?

Get a camera quickly to catch the colors in the sunset.

Stay out of the cold.

Send a donation to the Red Cross to help flood victims.

Do you prefer cold or warm weather?

Can you tell me the latest news about the floods shown on TV?

Exclamatory Sentences

Look! The dolphin leaps very high!

Wow! That space ship ride makes me scared!

My! There are many butterflies in the garden!

Oh! That is a spectacular sunset!

Brrr! I am too cold!

Oh no! There is a house being swept away by the flood!

Imperative Sentences

Take a picture of the leaping dolphin before it is too late.

You must go on the space ship ride.

Be careful not to disturb the butterflies.

Material	Number of Pages
Prefixes	11
Suffixes.....	13
Contractions.....	5
Synonyms.....	1
Antonyms.....	4
Homonyms.....	2
Homonym Sentences.....	2
Homophones.....	3
Homophone Sentences.....	2
Homographs.....	2
Homograph Sentences.....	2
Homo Definitions.....	1
Types of Nouns.....	3
Types of Adjectives.....	1
Types of Verbs.....	1
Types of Adverbs.....	2
Types of Pronouns.....	3
Types of Conjunctions.....	2
Analogy Information Booklet.....	3
Analogy Lists.....	2
Word Origins Booklet.....	2
Latin Roots	10
Latin Root Words.....	4
Latin Root Exercises.....	1
Greek Roots.....	3
Greek Root Words.....	2
Greek Root Exercises.....	1
Foreign Words.....	3
Syllabication Booklet.....	5
Syllabication Activities.....	1
Conjugation of Love.....	13
Tense Definitions.....	2
Tense Work Sheets.....	4

©MEI, Inc. 1997 Language Level 2 Contents of Language "White Pages"

All of the "White Pages" are copyrighted. Permission is given to make two (2) copies (unless otherwise noted) of the above listed material only to those who have enrolled in MEI, Inc. Course Level 2.

Permission is granted to make more than 2 copies of some materials as stated in the footnote or in the manual text.

Material	Number of Pages
Symbolic Grammar Sentences.....	2
Symbolic Grammar.....	2
Noun Booklet.....	4
Noun Gender.....	2
Nouns Number.....	4
Adjective Booklet.....	2
Comparison of Adjectives.....	3
Descriptive Adjectives.....	2
Limiting Adjectives.....	4
Verbs.....	3
Person & Number.....	2
Voice.....	1
Mood.....	2
Verb Tense.....	3
Verbals.....	3
Adverb.....	3
Degree of Adverb.....	2
Prepositions.....	2
Pronouns.....	2
Cases of Pronouns.....	3
Personal & Impersonal Pronouns.....	2
Demonstrative Pronouns.....	1
Relative Pronoun.....	2
Interrogative Pronouns.....	2
Indefinite & Reciprocal Pronouns.....	3
Conjunctions.....	5
Interjections.....	1
Capitalization.....	2
Capitalization Practice.....	1
Periods, Question Marks, Exclamation Marks.....	3
Commas.....	5
Apostrophe, Quotes, Underlining.....	3
Colon & Semicolon.....	4
Hyphen/Dash.....	2
Parentheses & Brackets.....	3

©MEI, Inc. 1997 Language Level 2 Contents of Language "White Pages"

All of the "White Pages" are copyrighted. Permission is given to make two (2) copies (unless otherwise noted) of the above listed material only to those who have enrolled in MEI, Inc. Course Level 2.

Permission is granted to make more than 2 copies of some materials as stated in the footnote or in the manual text.

Material	Number of Pages
Points of Ellipsis, Bar Booklet.....	3
Punctuation Marks.....	4
Punctuation Activities.....	16
Forms of Sentences Booklet.....	2
Forms of Sentences.....	3
Sentence Analysis Sentences.....	8
Sentence Analysis Charts.....	9
Diagramming Symbols.....	1
Phonology.....	2
Phonology Consonants Booklet.....	5
Phonology Vowels Booklet.....	4
Phonology Definitions Booklet.....	3
Vowel Sound Sorting.....	6
Figures of Speech.....	2
Idioms Booklet.....	2
Idioms Cards.....	1
Idiom Exercises 1.....	1
Idiom Exercises 2.....	1
Reading Comprehension Booklet.....	2
Procedure for Listening Booklet.....	1
Skimming Booklet.....	2
Literature Definitions.....	4
Poetry Definitions.....	12
Oral language Booklet.....	1
Storytelling Booklet.....	2
Drama Booklet.....	2
Oral Language Activities.....	3
Drama Definitions.....	6
Written Expression.....	24
Inspiring Written Expression.....	3
Definitions for Letter Writing.....	6
Letter Forms Cards.....	3
Business Letters Definitions.....	2
Personal Letters Definitions.....	2
Proofreading.....	4
Abbreviations.....	4
State Abbreviations.....	4
Note Taking.....	3

©MEI, Inc. 1997 Language Level 2 Contents of Language "White Pages"

All of the "White Pages" are copyrighted. Permission is given to make two (2) copies (unless otherwise noted) of the above listed material only to those who have enrolled in MEI, Inc. Course Level 2.

Permission is granted to make more than 2 copies of some materials as stated in the footnote or in the manual text.

Material	Number of Pages
Library Classification Booklet.....	4
Dewey Decimal Cards.....	1
Research Tools.....	3

pre-: before

view
determine
arrange
date
suppose
judge
heat

re-: again

view
write
appear
live
paint
do
pay

un-: not

happy
able
beaten
certain
comfortable
paid
eaten
cooked
finished

mid-: middle

day
night
summer
year
way
afternoon

extra-: outside or beyond

sensory
terrestrial
ordinary
curricular

dis-: opposite

agree
continue
honest
arm
appear
charge
order
interest
organize

im-: not

possible
polite
balance
mature
mobilize
modest
patient
mortal
proper

non-: not

sense
conformist
partisan
entity
profit
stop
negotiable
fiction
aggressive
abrasive

anti-: against

social
war
nuclear
slavery
aircraft
climax
freeze
lock
oxidant
perspirant

il-: not

legible
legal
liberal
legitimate
literate
logical

co-: together

author
operate
worker
exist
sign
education
editor
partner
produce

auto-: self

mobile
biography
graph
pilot
suggestion
hypnosis

by-: near, aside

pass
stander
way
play
road
law

bi-: two

cycle
focal
lateral
fold
directional
annual
plane
partisan
pinnate
section
weekly

micro-: small

scope
phone
film
culture
bus
meter
wave

Inter-: between

state
national
faith
collegiate
action
agency
change
mingle
marry

pre-: before

view

able

view

write

beaten

determine

appear

certain

arrange

live

comfortable

date

paint

paid

suppose

do

eaten

judge

pay

cooked

heat

un-: not

finished

re-: again

happy

mid-: middle

day	terrestrial	charge
night	ordinary	order
summer	curricular	interest
year	dis-: opposite	organize
way	agree	im-: not
afternoon	continue	possible
extra-: outside or beyond	honest	polite
	arm	balance
sensory	appear	mature

mobilize

entity

war

modest

profit

nuclear

patient

stop

slavery

mortal

negotiable

aircraft

proper

fiction

climax

non-: not

aggressive

freeze

sense

abrasive

lock

conformist

anti-:against

oxidant

partisan

social

perspirant

il-: not

operate

mobile

legible

worker

biography

legal

exist

graph

liberal

sign

pilot

legitimate

education

suggestion

literate

editor

hypnosis

logical

partner

by-:near,aside

co-: together

produce

pass

author

auto-: self

stander

way

directional

phone

play

annual

film

road

plane

culture

law

partisan

bus

bi-: two

pinnate

meter

cycle

section

wave

focal

weekly

inter-:between

lateral

micro-: small

state

fold

scope

national

faith		pre	re
collegiate		pre	re
action		pre	re
agency		pre	re
change		pre	re
mingle		pre	un
marry		pre	un
		re	un
		re	un

un mid dis

un mid dis

un extra dis

un extra dis

un extra dis

mid extra dis

mid dis im

mid dis im

mid dis im

im

non

anti

im

non

anti

im

non

anti

im

non

anti

im

non

anti

im

non

anti

non

non

anti

non

anti

anti

non

anti

il

il

co

auto

il

co

auto

il

co

by

il

co

by

il

co

by

co

auto

by

co

auto

by

co

auto

by

co

auto

bi

bi	bi	inter
bi	micro	inter
bi	micro	inter
bi	micro	inter
bi	micro	inter
bi	micro	inter
bi	micro	inter
bi	micro	inter
bi	inter	

prefix	prefix	base word
prefix	prefix	base word
prefix	prefix	base word
prefix	prefix	base word
prefix	prefix	base word
prefix	base word	base word
prefix	base word	base word
prefix	base word	base word
prefix	base word	base word
prefix	base word	base word

Series 1 -ist: one who practices	noun art biology botany humor journal piano zoology geology	noun artist biologist botanist humorist journalist pianist zoologist geologist	Series 2 -less: without	noun age child father help hope mercy penny price wit worth	adjective ageless childless fatherless helpless hopeless merciless penniless priceless witless worthless	Series 2 -al, -ial: having the nature of	act of noun commerce occasion ornament accident music resident	adjective commercial occasional ornamental accidental musical residential
Series 1 -hood: state of being	noun boy brother child maiden neighbor woman man priest	noun boyhood brotherhood childhood maidenhood neighborhood womanhood manhood priesthood	Series 2 -ic: having to do with	noun ocean angel artist athlete atmosphere drama class history volcano poet romance	adjective oceanic angelic artistic athletic atmospheric dramatic classic historic volcanic poetic romantic	Series 4 -ery: a place for	verb bake nurse cream bind	noun bakery nursery creamery bindery
Series 1 -ship: condition of being	noun salesman champion fellow friend relation partner sportsman horseman marksman	noun salesmanship championship fellowship friendship relationship partnership sportsmanship horsemanship marksmanship	Series 2 -ful: full of	noun awe beauty grace help plenty skill success wonder sorrow	adjective awful beautiful graceful helpful plentiful skillful successful wonderful sorrowful	Series 2 -ous: full of	noun adventure courage danger fame humor joy nerve ridicule poison	adjective adventurous courageous dangerous famous humorous joyous nervous ridiculous poisonous
Series 1 -age: house of or place of state or rank of	noun anchor orphan parson person peer	noun anchorage orphanage parsonage personage peerage	Series 2 -en: cause to be	noun black fat rough short straight wide flat thick	adjective blacken fatten roughen shorten straighten widen flatten thicken	Series 2 -en: cause to be	black fat rough short straight wide flat thick	blacken fatten roughen shorten straighten widen flatten thicken
Series 1 -age: house of or place of state or rank of	noun anchor orphan parson person peer	noun anchorage orphanage parsonage personage peerage	Series 3 -ness: state or quality of	adjective blind glad good kind like thick weak	noun blindness gladness goodness kindness likeness thickness weakness	Series 4 -ment: act or state of	verb enjoy commit move place punish treat pay settle	noun enjoyment commitment movement placement punishment treatment payment settlement

Series 4
-er: one who does or is concerned with

verb	noun
teach	teacher
dance	dancer
jump	jumper
preach	preacher
run	runner
work	worker

Series 4
-able: that which can be

verb	noun
perish	perishable
read	readable
enjoy	enjoyable
rely	reliable
love	lovable
wash	washable
pay	payable

Series 4
-ant, -ent: one who

verb	noun
inform	informant
assist	assistant
reside	resident
preside	president
confide	confidant
serve	servant
immigrate	immigrant

Series 4
-or: one who does or is concerned with

verb	noun
act	actor
audit	auditor
sculpt	sculptor
credit	creditor
execute	executor
supervise	supervisor

Series 4
-ion: act or process of

verb	noun
attract	attraction
educate	education
correct	correction
elect	election
narrate	narration
admit	admission
object	objection

Series 2
-ish: relating to

noun	adjective
child	childish
fifty	fiftyish
Scot	Scottish
boy	boyish
book	bookish
sweet	sweetish

Series 4
-ence, -ance: act of or state of being

verb	noun
attend	attendance
resist	resistance
differ	difference
excel	excellence
perform	performance
prefer	preference

Series 3
-cy: state of being

adjective	noun
lenient	leniency
bankrupt	bankruptcy
redundant	redundancy
proficient	proficiency
truant	truancy
efficient	efficiency
frequent	frequency
vacant	vacancy

Series 2
-ive: having to do with

verb	adjective
support	supportive
attract	attractive
elect	elective
act	active
attend	attentive
correct	corrective

Series 1
-et, -let, -ette: little or small

noun	noun
pig	piglet
book	booklet
owl	owlet
kitchen	kitchenette
ring	ringlet
circle	circlet
cigar	cigarette
basin	bassinet

Series 5
-ly: in the manner

adjective	adverb
quick	quickly
happy	happily
slow	slowly
sad	sadly
silent	silently
noisy	noisily
playful	playfully

Series 1

Series 1

noun	noun	noun	noun
art	artist	boy	boyhood
biology	biologist	brother	brotherhood
botany	botanist	child	childhood
humor	humorist	maiden	maidenhood
journal	journalist	neighbor	neighborhood
piano	pianist	woman	womanhood
zoology	zoologist	man	manhood
geology	geologist	priest	priesthood

Series 1

Series 1

noun

noun

salesman

salesmanship

noun

noun

champion

championship

anchor

anchorage

fellow

fellowship

orphan

orphanage

friend

friendship

parson

parsonage

relation

relationship

person

personage

partner

partnership

peer

peerage

sportsman

sportsmanship

horseman

horsemanship

marksman

marksmanship

Series 2

worth

worthless

Series 2

noun

adjective

age

ageless

noun

adjective

child

childless

ocean

oceanic

father

fatherless

angel

angelic

help

helpless

artist

artistic

hope

hopeless

athlete

athletic

mercy

merciless

atmosphere

atmospheric

penny

penniless

drama

dramatic

price

priceless

class

classic

wit

witless

history

historic

volcano

volcanic

success

successful

poet

poetic

wonder

wonderful

romance

romantic

sorrow

sorrowful

Series 2

Series 3

noun

adjective

adjective

noun

awe

awful

blind

blindness

beauty

beautiful

glad

gladness

grace

graceful

good

goodness

help

helpful

kind

kindness

plenty

plentiful

like

likeness

skill

skillful

thick

thickness

weak

weakness

Series 2

verb

noun

bake

bakery

nurse

nursery

noun

adjective

cream

creamery

commerce

commercial

bind

bindery

occasion

occasional

Series 2

ornament

ornamental

accident

accidental

noun

adjective

music

musical

adventure

adventurous

resident

residential

courage

courageous

Series 4

danger

dangerous

fame famous straight straighten

humor humorous wide widen

joy joyous flat flatten

nerve nervous thick thicken

ridicule ridiculous Series 4

poison poisonous

Series 2

verb

noun

enjoy enjoyment

black blacken commit commitment

fat fatten move movement

rough roughen place placement

short shorten punish punishment

treat treatment work worker

pay payment Series 4

settle settlement

Series 4

verb noun

act actor

verb noun audit auditor

teach teacher sculpt sculptor

dance dancer credit creditor

jump jumper execute executor

preach preacher supervise supervisor

run runner

Series 4

verb

adjective

support

supportive

attract

attractive

verb

noun

elect

elective

attend

attendance

act

active

resist

resistance

attend

attentive

differ

difference

correct

corrective

excel

excellence

Series 5

perform

performance

prefer

preference

adjective

adverb

Series 2

quick

quickly

happy

happily

slow

slowly

love

lovable

sad

sadly

wash

washable

silent

silently

pay

payable

noisy

noisily

Series 4

playful

playfully

Series 4

verb

noun

attract

attraction

verb

noun

educate

education

perish

perishable

correct

correction

read

readable

elect

election

enjoy

enjoyable

narrate

narration

rely

reliable

admit

admission

object

objection

Series 1

Series 3

noun

noun

adjective

noun

pig

piglet

lenient

leniency

book

booklet

bankrupt

bankruptcy

owl

owlet

redundant

redundancy

kitchen

kitchenette

proficient

proficiency

ring

ringlet

truant

truancy

circle

circlet

efficient

efficiency

cigar

cigarette

frequent

frequency

basin

bassinet

vacant

vacancy

Series 4

verb

noun

inform

informant

assist

assistant

reside

resident

preside

president

confide

confidant

serve

servant

immigrate

immigrant

Series 2

noun

adjective

child

childish

fifty

fiftyish

Scot

Scottish

boy

boyish

book

bookish

sweet

sweetish

-ist: one who practice

-ment: act or state of

-hood: state of being

-en: cause to be

-ship: condition of being

-or: one who does or is

-age: house of or place of

concerned with

state or rank of

-er: one who does or is

-less: without

concerned with

-ic: having to do with

-ence, -ance: act of or state

-ful: full of

of being

-ness: state or quality of

-ly: in the manner

-ery: a place for

-ive: having to do with

-al, -ial: having the nature of

-ion: act or process of

act of

-able: that which can be

-ous: full of

-et, -let, -ette: little or small

-et, -let, -ette: little or small

-cy: state of being

-ant, -ent: one who

-ish: relating to

CONTRACTIONS

not

is not isn't does not doesn't

do not don't would not wouldn't

has not hasn't did not didn't

is

he is he's she is she's

it is it's what is what's

who is who's where is where's

are

we are we're

you are you're

they are they're

have

I have I've they have they've

you have you've where have where've

we have we've why have why've

will

I	will	I'll	you	will	you'll
it	will	it'll	he	will	he'll
she	will	she'll	we	will	we'll

would

I	would	I'd	you	would	you'd
we	would	we'd	she	would	she'd
he	would	he'd	they	would	they'd

had

I had I'd you had you'd

she had she'd he had he'd

we had we'd they had they'd

has

she has she's it has it's

what has what's where has where's

who has who's he has he's

other

I

am

I'm

will

not

won't

cannot

can't

SYNONYMS

gaze

stare

verb

synonym

adjective

synonym

ate

consumed

rich

wealthy

attach

fasten

big

large

begin

start

wide

broad

buy

purchase

smelly

odorous

choose

select

dirty

filthy

close

shut

little

small

disperse

scatter

enlarge

expand

fix

repair

SYNONYMS

verb	synonym
ate	consumed
attach	fasten
begin	start
buy	purchase
choose	select
close	shut
disperse	scatter
enlarge	expand
fix	repair
gaze	stare
adjective	synonym
rich	wealthy
big	large
wide	broad
smelly	odorous
dirty	filthy
little	small

Adjective Antonyms

boisterous	quiet
hot	cold
large	small
big	little
narrow	wide
heavy	light
top	bottom
cowardly	brave
difficult	easy
happy	sad
mild	severe
loose	tight
thick	thin
awake	asleep
good	bad
safe	dangerous
unique	common
even	odd
comic	tragic
stubborn	cooperative
foolish	wise
ugly	beautiful
calm	anxious
guilty	innocent
ancient	modern

Adverb Antonyms

up	down
in	out
over	under
quickly	slowly
gently	roughly
early	late
carefully	carelessly
sadly	happily
on	off
backwards	forwards
loudly	softly
meekly	aggressively

Verb Antonyms

borrow	lend
help	hinder
find	lose
raise	lower
shout	whisper
praise	condemn
collect	disperse
sow	reap
love	hate
give	take
smile	frown
enlarge	reduce

Adjective Antonyms

loose

tight

boisterous

quiet

thick

thin

hot

cold

awake

asleep

large

small

good

bad

big

little

safe

dangerous

narrow

wide

unique

common

heavy

light

even

odd

top

bottom

comic

tragic

cowardly

brave

stubborn

cooperative

difficult

easy

foolish

wise

happy

sad

ugly

beautiful

mild

severe

calm

anxious

guilty

innocent

backwards

forwards

ancient

modern

loudly

softly

Adverb Antonyms

meekly

aggressively

up

down

Verb Antonyms

in

out

borrow

lend

over

under

help

hinder

quickly

slowly

find

lose

gently

roughly

raise

lower

early

late

shout

whisper

carefully

carelessly

praise

condemn

sadly

happily

collect

disperse

on

off

sow

reap

love

hate

give

take

smile

frown

enlarge

reduce

Homonyms

bat

bat

mail

mail

die

die

bow

bow

coach

coach

rose

rose

club

club

leaves

leaves

sound

sound

lie

lie

smart

smart

light

light

pan

pan

might

might

page

page

tie

tie

waffle

waffle

right

right

heat

heat

bowl

bowl

calf

calf

company

company

bear

bear

exact

exact

bay

bay

patient

patient

present

present

board

board

hide

hide

hedge

hedge

Has the mail arrived yet?

The knight wore a suit of mail.

The actors took a bow at the end of their performance.

The captain stood at the bow of his ship.

The children tossed a die to see who would go first.

The gerbils will die if they are not fed.

She ate a bowl of cereal for breakfast.

They learned to bowl when they were young.

He paid the clerk with exact change.

The IRS will exact heavy fines from tax evaders.

The heirs were present at the reading of the will.

She will receive a present for her birthday.

A family of rabbits lived in the hedge.

When pressed for an explanation they began to hedge their answers.

The heat from the fireplace radiated into the room.

She swam in the second heat of the match.

We might go to the movies tonight.

He pulled with all his might.

The leaves fall from the trees when the weather turns colder.

After the teacher leaves, the class continues working.

The audience rose for the ovation.

He picked a yellow rose for his mother.

Homophones

scene

seen

way

weigh

pain

pane

ant

aunt

rode

road

creek

creak

male

mail

great

grate

root

route

here

hear

hour

our

flower

flour

sea

see

made

maid

none

nun

need

knead

wait

weight

stake

steak

fir

fur

there

their

hole

whole

waste

waist

hare

hair

won

one

air

heir

knows

nose

hale

hail

dear

deer

fair

fare

groan

grown

serial

cereal

heal

heel

course

coarse

dye

die

peace

piece

sleigh

slay

you

ewe

cents

sense

tale

tail

two

to

wood

would

week

weak

stair

stare

straight

strait

threw

through

How many eggs do you need for your cake?

After you knead the dough, let it rise to double its size.

Please do not waste paper.

He wore a leather belt around his waist.

It takes several weeks for a broken bone to heal.

Walk the line by placing your heel against your toe for each step.

The ship sailed carefully through the narrow strait.

Draw a straight line down the middle of your paper.

The package should arrive next week.

The prisoner was weak from lack of food.

The injured man began to groan from the pain.

How much has the plant grown this week?

They gathered wood for a campfire.

They would like to help us.

The left fielder threw the ball to first base.

They drove through a storm on their way to school.

Do you know the answer to that question?

The lamb remained close to the ewe.

They cut through a root from the tree when they dug the hole.

Which route do you take to go to school?

They waded across the small creek.

When the wind blew, the trees began to creak.

Homographs

gill

gill

console

console

incense

incense

buffet

buffet

intimate

intimate

converse

converse

invalid

invalid

commune

commune

lead

lead

content

content

live

live

desert

desert

minute

minute

does

does

peaked

peaked

excise

excise

primer

primer

refrain

refrain

row

row

slaver

slaver

sow

sow

tarry

tarry

tear

tear

wind

wind

wound

wound

Find a homograph which will correctly complete both sentences.

1. She wore a red _____ in her hair.
The captain stood in the _____ of the ship.
2. Who would like to do a _____ on the pyramids?
If we _____ this spending trend, we will run out of money next month.
3. For the _____, she does not own a red coat.
She wants to _____ the program so she can watch it later.
4. Old watches must be _____ each day.
The _____ must be cleaned and bandaged.
5. A single _____ fell from the corner of her eye.
The _____ in the fabric will have to be mended.
6. Please _____ the window before it rains.
We sat _____ to the stage.
7. Do you _____ in the city or the country?
We watched a _____ debate on television.
8. She could not _____ his kind invitation.
There was _____ piled around the abandoned house.
9. The _____ rattled the shutters of the old house.
Please _____ the yarn into a ball.
10. They rode camels across the _____.
Don't _____ your friends when they need you.

Term	Definition	Examples
Homonyms	words having the same sounds and spelling but different meanings	bow-the front of a ship bow- bend forward
Homographs	words spelled the same which sound different and have different meanings	tears- rips tears- happens when crying
Homophones	words which sound the same but have different spellings and meanings	bare- naked bear- an animal

Concrete Nouns

creativity

book

book

murder

company

water

injustice

car

New York

beauty

Proper Nouns

teacher

love

Douglas

mountain

Common Nouns

Boston

factory

boy

Nile

Abstract Nouns

city

Little Women

honor

river

Microsoft

Ford

chairs

class

Mass Nouns

keys

pack

milk

jewels

set

jewelry

pages

wardrobe

concrete

ideas

Common Case

weight

buildings

girl

interest

Collective Nouns

team

wind

flock

flower

Countable Nouns

crowd

horse

teacher

artist

Possessive Case

artist's

teacher's

horse's

flower's

team's

girl's

Common

English

many

yellow

Russian

more

pretty

African

one

large

Italian

fourth

smooth

Canadian

Articles

turbulent

Asian

the

extensive

Number

a

Proper

some

an

American

three

Action Verbs

is

walk

are

say

feels

bounce

was

tickle

were

read

wag

Linking Verbs

seems

Adverbs of Degree

now

carefully

too

presently

well

not

soon

quickly

very

yesterday

Adverbs of Place

hardly

often

back

sufficiently

early

out

quite

Adverbs of Manner

away

exceedingly

briefly

inside

Adverbs of Time

plainly

off

elsewhere

up

**Demonstrative
Pronouns**

this

that

these

those

such

Personal Pronouns

I

we

she

you

he

they

who

what

which

**Absolute
Possessive
Pronouns**

mine

yours

hers

his

ours

theirs

**Simple Indefinite
Pronouns**

both

each

someone

which

I

nobody

**Nominative Case
Pronouns**

**Possessive Case
Pronouns**

all

they

my

many

you

your

**Simple Relative
Pronouns**

it

her

whose

who

his

what

we

our

that

he

their

who

she

**Objective Case
Pronouns**

me

you

her

him

us

them

whom

it

Types of Conjunctions

Coordinate Conjunctions

and

or

Correlative Conjunctions

either----or

neither----nor

both----and

Subordinate Conjunctions

Relationship of Time

after

until

when

as

before

during

since

while

Relationship of Manner

as

as if

as though

Relationship of Condition

if

provided that

unless

Relationship of Concession

although

though

while

Relationship of Cause or Reason

as

because

since

Relationship of Degree

as as

Relationship of Comparison

as as

soas

than

Relationship of Result

so that

so. . . . that

such. . . .that

Analogy Information Booklet

Analogies show relationships between things. A verbal analogy compares two pairs of words. The two words in the first pair must be related in some way. The same relationship must exist for the second pair.

1

A verbal analogy may be written as a sentence using the words *is to* between the word pairs.

Dog is to puppy as cat is to kitten.

Analogies may also be written with colons.

dog : puppy :: cat : kitten

2

3

Pairs of words may be related through the use of synonyms.

Fast is to swift as wide is to broad.

4

Pairs of words may be related through the use of antonyms.

Heavy is to light as deep is to shallow.

5

Pairs of words may be related through the use of words related to whole and part of the whole.

Person is to foot as house is to room.

6

Pairs of words may be related through the use of names with descriptive terms.

Fire is to hot as ice is to cold.

7

Pairs of words may be related through the use of category and -an item within it.

Furniture is to chair as vegetable is to squash.

8

Pairs of words may be related through the use words relating to item and function.

Scissors are to cutting as pen is to writing.

9

Analogy Exercise

Determine the relationship of the first pair of words.
Find the appropriate word to complete the analogy.

Sheep is to flock as wolf is to	pack.
Eye is to sight as nose is to	smell.
Food is to famine as water is to	drought.
Shopkeeper is to customer as doctor is to	patient.
London is to England as Paris is to	France.
Conductor is to orchestra as coach is to	team.
house : room :: hand :	finger
astronomer : stars :: doctor :	medicine
author : typewriter :: surgeon :	scalpel
foot : leg :: hand :	arm
Albany : New York :: Washington, DC:	USA
page : book :: state :	country
money : bank :: book :	library
judge : court :: teacher :	classroom

Analogy Exercise Control

Sheep is to flock as wolf is to pack.

Eye is to sight as nose is to smell.

Food is to famine as water is to drought.

Shopkeeper is to customer as doctor is to patient.

London is to England as Paris is to France.

Conductor is to orchestra as coach is to team.

house : room :: hand : finger

astronomer : stars :: doctor : medicine

author : typewriter :: surgeon : scalpel

foot : leg :: hand : arm

Albany : New York :: Washington, DC: USA

page : book :: state : country

money : bank :: book : library

judge : court :: teacher : classroom

Word Origins

Etymology gives an account of the origin and history of words as well as of changes in meaning which take place over a period of time.

1

An **etymon** is a primary word from which other words have been formed or derived.. The word etymon is exactly as it was used in both Latin and Greek.

In most dictionaries the etymology of a word is at the end of the definition, appearing in brackets. The symbol < appears after the first bracket and means “derived from”. The symbol + sometimes is used to mean **and**.

2

3

An example of a dictionary entry is as follows:

aberrant (ab er' ant), *adj.*, *n.* -
adj. deriving from what is regular, normal, or right.
SYN: abnormal, deviant, eccentric.
- **n.** a person who deviates from normal behavior.

[< Latin *abberans*, *-antis*, present participle of *aberrare* wander away
< *ab-* away + *errare* wander]
Aberrant can be used as a noun or an adjective. Its origin is from the Latin root word *errare* with the prefix *ab*.

4

Sometimes longer words are shortened to form another part of speech. This is called a **back formation** because short words usually are used to form longer ones. The noun *admonition* was shortened to *admonish*, a verb.

6

A word with indefinite history is indicated as follows:

[origin uncertain] or
[origin unknown] or
[apparently < (probable source is given)]

5

Two or more words that come from a common source but each by different routes are known as **doublets**. An example is the Latin *cadere* from which cadence, cadenza and chance have been derived to enter the English language. Cadence is from French, cadenza is from Italian, chance is from Old French but all originated from Latin.

7

Latin Roots

anim

life, spirit

root

meaning

ann, enn

year

act

do

apt, ept

suitable

agri

field

aqua

water

alt

high

art

skill

alter

other

aud

hear

ambul

walk, go

belli

war

amo, ami

love

brev

short

ang

bend

cad, cas

fall

cam	field	cip	take, receive
cand	glow, white	claim, clam	shout
cap	head	clar	clear
cede, ceed	go, yield	cline	lean
cept	take, receive	clud	shut
centr	center	cogn	know
cert	sure	commun	common
cess	go, yield	cor	heart
cide, cise	cut, kill	corp	body

credit

believe

duc, duct

lead

cum

heap

fac

make, do

cura

care

fer

bear, carry

dent

tooth

fic

make, do

dict

speak

fid

faith

div

divide

fig

form

doc

teach

firm

securely fixed

domin

master

flect, flex

bend

don, donat

give

form

shape

fract, frag

break

homo

man

frater

brother

hosp, host

host

fric

rub

imag

likeness

fug

flee

init

beginning

funct

perform

integ

whole

grad, gress

step

ject

throw

grat

pleasing

junct

join

greg

gather

jud, jus

law

hab, hib

hold

jur

law, swear

lab work man hand

laps slip mand to order

lat side mar sea

liber free mater, matri mother

loc place max greatest

luc light mem mindful

lum light ment mind

luna moon merge, mers dip, dive

lust shine migr move

mim	same	narr	tell
min	small, lesses	nat	born
minist	servant, officer	nav	ship
miss, mit	send	neg	no
mob	move	not	mark
mon	warn, advise	noun,nunc	declare
mort	death	nov	new
mot, mov	move	numer	number
mut	change	ocu	eye

opt

best

pon

place

ord

row

pop

people

orig

beginning

port

carry

pater

father

pos

place

ped

foot

pug

fight

pel

drive

pul

urge

pend, pens

hang

put

think

plic, plex

fold

quer, ques

ask, seek

plur

more

rad

ray, spoke

ras	scrape	sect	cut
rect	straight	sed	settle
reg	guide, rule	sens, sent	feel
rid	laugh	serv	save, keep
rupt	break	serv	serve
san	health	sign	mark
scend	climb	sim	like
sci	know	sist	stand
scribe,script	write	sol	alone

solv loosen sum highest

son sound surg, surr rise

spec see tact, tang touch

spir breathe tain, ten hold

sta stand temp time

stell star ten stretch

stimu goad term end

strict draw tight terr land

struct build tex weave

tort	twist	ver	truth
tract	pull, drag	vid	see
trib	give	vict, vinc	conquer
trud, trus	push	viv, vit	live
turb	confusion	voc, vok	voice
urb	city	void	empty
vac	empty	vol	wish
vag	wander	volv	roll
var	different	vor	eat

Underline the Latin root in the following English words:

action	allocate	populace	providence
react	manual	portable	evolve
transact	manuscript	transport	revolver
actor	manipulate	import	involve
angle	migrate	rupture	ambulance
angular	immigrant	erupt	amble
triangle	emigrate	abrupt	preamble
auditorium	missile	signature	amiable
audience	dismiss	signal	amorous
audible	missionary	insignia	amity
credit	mission	inspect	animate
credulous	mobile	spectacle	animal
incredible	automobile	suspect	animosity
predict	mobility	tractor	annual
contradict	motion	subtract	anniversary
dictate	motor	attraction	annuity
conduct	promote	urban	aquarium
aqueduct	demote	suburban	aquatic
educate	pedal	urbane	aquamarine
factory	biped	vacant	artist
manufacture	pedestrian	vacuum	artifact
facsimile	pedestal	vacation	artificial
locate	population	video	bellicose
location	popular	evidence	antebellum

Underline the Latin root in the following English words:

brevity	central	recognize	doctrine
abbreviation	centrifugal	cognition	doctor
breve	eccentric	incognito	document
cadence	certain	community	dominion
cadaver	certificate	communism	dominate
decadence	ascertain	communal	indomitable
calorie	process	cordial	donation
cauldron	cessation	accord	donor
scald	recess	discord	pardon
campus	suicide	corpse	transfer
encamp	incisor	corporation	ferry
campaign	scissor	corpus	refer
candle	proclaim	current	figure
incandescent	clamor	concur	effigy
candidate	exclaim	excursion	figment
cap	clarity	manicure	firmament
capital	declare	curable	confirm
decapitate	clarify	pedicure	affirm
proceed	incline	dentist	deflect
antecedent	decline	indent	infect
exceed	recline	dental	reflect
reception	include	divide	flexible
accept	conclude	divorce	reflex
conception	seclude	dividend	flexor

Underline the Latin root in the following English words:

uniform	jury	maternal	natal
conform	perjury	matrix	nation
transform	jurisdiction	matron	native
fracture	labor	memory	notation
fraction	elaborate	remember	notice
fragile	laboratory	commemorate	denote
friction	collapse	mental	announce
fricative	relapse	demented	enunciate
dentifrice	elapse	mention	pronounce
gradual	lucid	mimic	novel
graduation	translucent	mimeograph	innovate
degrade	elucidate	pantomime	novice
gratify	ludicrous	minute	numeral
congratulate	interlude	minimize	numerous
gratitude	illusion	minus	enumerate
gregarious	luster	submit	optimist
congregation	lackluster	transmit	optimize
segregation	illustrate	admit	optimum
integrate	command	admonish	order
integer	mandate	monitor	ordinary
integrity	demand	premonition	ordinal
reject	maritime	mortician	origin
interject	submarine	mortal	aborigine
trajectory	mariner	mortuary	original

Underline the Latin root in the following English words:

pendulum	erase	conserve	construct
suspend	rasp	reservoir	instruct
appendix	abrasive	preserve	structure
complicate	erect	similar	summit
multiplication	rectangle	simultaneous	summation
duplicate	direction	simulate	summary
complex	regal	consist	resurrect
plexiglass	regulate	assist	insurgent
perplex	regime	resist	insurrection
position	ridiculous	solo	tactile
deposit	deride	solitary	contact
compose	ridicule	desolate	intact
compulsory	ascend	solve	retain
repulse	transcend	resolve	container
expulsion	descendent	solvent	detain
computer	science	sonar	temporary
deputy	conscious	sonnet	tempo
reputation	omniscient	resonate	contemporary
inquest	dissect	statue	terrain
question	intersect	stationary	territory
request	section	stagnant	terrace
radius	sensory	strict	intrude
radio	sensitive	restrict	protrude
radiology	sensation	stricture	abstrusive

Latin Root Words

Find English words with these Latin roots.

agri

rupt

cor

spec

dent

struct

duct

urb

flex

vag

fric

ject

liber

mand

min

pop

Greek Roots

		cardi	heart
Root	Meaning	chron	time
aero	air	cosmos	universe
aesthet	sense perception	crat	rule
andr	man	cycl	circle, ring
anthro	man	dem	people
arch	chief	dont	tooth
archa/e	primitive, ancient	dogma	opinion
ast	star	dox	belief
baro	weight	esth	feeling
biblio	book	gam	marriage
bio	life	gen	birth, race

geo	earth	lys	break down
gnos	know	mania	madness
gon	angle	mech	machine
gram	letter, written	mega	large
graph	write	meter	measure
gyn	woman	micro	small
hemo	blood	mono	single
hydr	water	morph	shape
iatr	medical care	neo	new
kine, cine	movement	opt	eye
lith	stone	onym	name
log	word	ortho	straight, right

paed, ped	child	scop	see
paleo	old	soph	wise
path	feeling, suffer	theos	god
philo	love	therm	heat
phob	fear		
phon	sound		
photo	light		
phys	nature		
pod	foot		
poly	many		
poli	city		
psych	mind, soul		

Underline the Greek roots in the following words.

aerate	philanthropist	bureaucracy	monolith
aerial	monarchy	demagogy	prologue
aerodynamics	archbishop	democracy	monologue
astronaut	oligarchy	epidemic	apology
disaster	bibliography	polygamy	eulogy
asterisk	Bible	monogamy	analysis
bicycle	bibliophile	bigamy	paralysis
cyclone	biology	generation	catalyst
cyclops	biography	progeny	maniac
telegram	biopsy	generate	kleptomania
diagram	cardiac	geography	pyromania
grammar	cardiology	geology	mechanic
monogram	cardiogram	geometry	mechanize
autograph	chronology	pentagon	mechanism
telegraph	synchronize	octagon	amorphous
phonograph	anachronism	diagonal	metamorphosis
thermometer	chronicle	gynecology	polymorphous
diameter	chronic	misogynist	neoclassic
barometer	cosmos	androgynous	neophyte
phonics	cosmonaut	hydrant	neon
microphone	microcosm	hydroelectric	neonatal
symphony	cosmopolitan	dehydrate	optician
anthropology	democrat	lithograph	optometry
misanthrope	aristocrat	neolithic	optic

Underline the Greek roots in the following words.

synonym	tripod
antonym	police
pseudonym	political
orthodontist	metropolis
orthodox	psychiatrist
orthopedic	psychology
pediatrician	psychopath
pedagogical	sophomore
encyclopedia	sophisticated
pathology	philosophy
sympathy	theology
empathy	atheism
pathos	monotheism
philosophy	
philharmonic	
Anglophile	
claustrophobia	
xenophobia	
hemophobia	
physical	
physician	
physique	
podiatrist	
podium	

Greek Root Words

Find English words with these Greek roots.

bi (two)

neo

tri (three)

auto

tetra (four)

hyper

pent (five)

epi

hex (six)

proto

hept (seven)

etymos

octa (eight)

deca (ten)

hemi (half)

kilo

photo

Spanish

cafeteria

siesta

lava

adobe

chili

vigilante

minestrone

amigo

coyote

Italian

mozzarella

armada

fiesta

a cappella

opera

avocado

mascara

alfresco

piano

banana

mesa

alto

pizza

bonanza

mosquito

bravo

prima donna

brocade

plaza

casino

ravioli

burro

pronto

incognito

ricotta

scenario

à la carte

fiasco

résumé

spaghetti

arcade

hors d'oeuvre

vis-a vis

stanza

ballet

laissez faire

German

stucco

bon voyage

mardi gras

allergen

tempera

carte blanche

nom de plume

blitzkrieg

torso

coup d'etat

nuance

dachshund

volcano

cul-de-sac

pastel

ersatz

zucchini

entourage

protégé

gestalt

French

fiancée

raison d'être

kindergarten

kraut

stein

marzipan

streusel

menthol

strudel

muesli

verboten

paraffin

wanderlust

poltergeist

wiener

pretzel

wunderkind

pumpernikel

zwieback

spiel

Syllabication

A syllable is a letter or group of letters pronounced with a single uninterrupted sounding of the voice. Words are divided into syllables according to their pronounceable parts.

1

If there is more than one syllable in a word, one of the syllables is given greater stress. This is indicated by an accent mark placed immediately following the syllable which is to be stressed by speaking in a slightly louder voice.

There is a raised period centered between syllables where there is no accent mark.

Examples

dis·turb´

car´pen·ter

won´der·ful

2

3

In long words of four or more syllables, there may be more than one accented syllable. The syllable with the primary accent is marked with a heavier accent mark and is to be stressed or spoken more loudly than the syllable with the secondary accent. The syllable with the secondary accent is marked with a lighter accent mark and is not spoken as loudly as the primary accented syllable.

Examples

sym´pa·thet´ic
char´ac·ter·is´tic
doc´u·men´tary

4

A shift in accent in words spelled the same changes the meaning of the word. Usually when the accent is on the first syllable, the word is used as a noun.

Examples

trans´port (noun)
trans·port´ (verb)
con´test (noun)
con·test´ (verb)

5

Rule 1

Words of only one syllable are not divided.

6

Rule 2

Compound words usually are divided between the two words which compose it.

Example

grandson
grand-son

7

Rule 3

Words having prefixes are divided between the prefix and the base word.

Example

preview

pre-view

8

Rule 4

Words having suffixes are divided between the root word and the suffix.

Example

slowly

slow-ly

9

Rule 5

Words having two consonants between two vowels usually are divided between the two consonants except when a suffix follows double consonants.

Example

happy

hap-py

Exception

telling

tell-ing

10

Rule 6

Words beginning with a single vowel that is sounded alone are divided after the vowel.

Example

apron

a-pron

11

Rule 7

In words with a consonant separating two vowels, usually the consonant is pronounced with the second vowel when it has a long sound.

Example

sedate

se-date

12

Rule 8

In words with a consonant separating two vowels, usually the consonant is pronounced with the first vowel when it has a short sound.

Example

timid

tim-id

13

Rule 9

In words with two consonants together, usually each belongs to a separate syllable unless pronounced as a single sound.

Example

rustic

rus-tic

14

Rule 10

Words having vowels that are sounded alone are divided before and after the vowel.

Example

cabinet

cab-i-net

15

Rule 11

Words having a consonant blend between two vowel sounds usually are divided so that the consonant blend begins the second syllable.

Example

program

pro-gram

Words to Divide into Syllables

head dump vane watch screw mole waste

through brought where brake bike drain book

towel understood fireplug outcome sidewalk indoors outside cowboy

popcorn grapefruit childlike namesake hardship sunburn downstairs

recall misguide delight displace foretell dismiss unclean

unfair replace disown discharge renew displeasure mistreat fearful

panted patching golden countless kindness foolish counted loaded

sleepy inning meekly boosted

cabbage collect alley garden jolly morsel corral flatter corner

content balloon arrest whimper harness

asleep alarm odor unite even open over apron

able unit above alive elect alike awoke

violin Florida holiday charity citizen chocolate pioneer glorious

Trinidad delicate animal president Samuel elephant

deprive reprove decline sacred reply retreat migrate declare program

degree refresh vibrate digraph refrain

Conjugation of the Verb **Love**

ACTIVE VOICE

INDICATIVE MOOD

Present Tense (Simple Form)

I love	we love
you love	you love
he, she, it loves	they love

Present Tense (Progressive Form)

I am loving	we are loving
you are loving	you are loving
he, she, it is loving	they are loving

Present Tense (Emphatic Form)

I do love	we do love
you do love	you do love
he, she, it does love	they do love

Past Tense (Simple Form)

I loved	we loved
you loved	you loved
he, she, it loved	they loved

Past Tense (Progressive Form)

I was loving	we were loving
you were loving	you were loving
he, she, it was loving	they were loving

Past Tense (Emphatic Form)

I did love	we did love
you did love	you did love
he, she, it did love	they did love

Future Tense (Simple Form)

I shall love	we shall love
you will love	you will love
he, she, it will love	they will love

Future Tense (Progressive Form)

I shall be love loving	we shall be loving
you will be loving	you will be loving
he, she, it will be loving	they will be loving

ACTIVE VOICE

INDICATIVE MOOD

(continued)

Future Tense (Emphatic Form)

I will love	we will love
you shall love	you shall love
he, she, it shall love	they shall love

Future Tense (Emphatic Progressive Form)

I will be loving	we will be loving
you shall be loving	you shall be loving
he, she, it shall be loving	they shall be loving

Present Perfect Tense (Simple Form)

I have loved	we have loved
you have loved	you have loved
he, she, it has loved	they have loved

Present Perfect Tense (Progressive Form)

I have been loving	we have been loving
you have been loving	you have been loving
he, she, it has been loving	they have been loving

Past Perfect Tense (Simple Form)

I had loved	we had loved
you had loved	you had loved
he, she, it had loved	they had loved

Past Perfect Tense (Progressive Form)

I had been loving	we had been loving
you had been loving	you had been loving
he, she, it had been loving	they had been loving

Future Perfect Tense (Simple Form)

I shall have loved	we shall have loved
you will have loved	you will have loved
he, she, it will have loved	they will have loved

Future Perfect Tense (Progressive Form)

I shall have been loving	we shall have been loving
you will have been loving	you will have been loving
he, she, it will have been loving	they will have been loving

ACTIVE VOICE

(continued)

SUBJUNCTIVE MOOD

Present Tense (Simple Form)

(If) I love	(If) we love
(If) you love	(If) you love
(If) he, she, it loves	(If) they love

Present Tense (Progressive Form)

(If) I be loving	(If) we be loving
(If) you be loving	(If) you be loving
(If) he, she, it be loving	(If) they be loving

Present Tense (Emphatic Form)

(If) I do love	(If) we do love
(If) you do love	(If) you do love
(If) he, she, it does love	(If) they do love

Past Tense (Progressive Form)

(If) I were loving	(If) we were loving
(If) you were loving	(If) you were loving
(If) he, she, it were loving	(If) they were loving

IMPERATIVE MOOD

Simple: love
Progressive: be loving
Emphatic: do love

PASSIVE VOICE

INDICATIVE MOOD

Present Tense (Simple Form)

I am loved	we are loved
you are loved	you are loved
he, she, it is loved	they are loved

Present Tense (Progressive Form)

I am being loved	we are being loved
you are being loved	you are being loved
he, she, it is being loved	they are being loved

Past Tense (Simple Form)

I was loved	we were loved
you were loved	you were loved
he, she, it was loved	they were loved

Past Tense (Progressive Form)

I was being loved	we were being loved
you were being loved	you were being loved
he, she, it was being loved	they were being loved

Future Tense (Simple Form)

I shall be loved	we shall be loved
you will be loved	you will be loved
he, she, it will be loved	they will be loved

Future Tense (Emphatic Form)

I will be loved	we will be loved
you shall be loved	you shall be loved
he, she, it shall be loved	they shall be loved

Present Perfect Tense

I have been loved	we have been loved
you have been loved	you have been loved
he, she, it has been loved	they have been loved

Past Perfect Tense

I had been loved	we had been loved
you had been loved	you had been loved
he, she, it had been loved	they had been loved

Future Perfect Tense

I shall have been loved	we shall have been loved
you will have been loved	you will have been loved
he, she, it will have been loved	they will have been loved

PASSIVE VOICE

(continued)

SUBJUNCTIVE MOOD

Present Tense

(If) I be loved	(If) we be loved
(If) you be loved	(If) you be loved
(If) he, she, it be loved	(If) they be loved

Past Tense (Simple Form)

(If) I were loved	(If) we were loved
(If) you were loved	(If) you were loved
(If) he, she, it were loved	(If) they were loved

Past Tense (Progressive Form)

(If) I were being loved	(If) we were being loved
(If) you were being loved	(If) you were being loved
(If) he, she, it were being loved	(If) they were being loved

IMPERATIVE MOOD

Simple: be loved
Emphatic: do be loved

PARTICIPLES

ACTIVE VOICE Present: loving Perfect: having loved Perfect Progressive: having been loved	PASSIVE VOICE Present: being loved Past: loved Perfect:having been loved
---	--

GERUNDS

ACTIVE VOICE Present: loving Perfect: having loved	PASSIVE VOICE Present: being loved Perfect: having been loved
---	--

INFINITIVES

ACTIVE VOICE

Present Infinitive (Simple Form): to love
Present Infinitive (Progressive Form): to be loving
Perfect Infinitive (Simple Form): to have loved
Perfect Infinitive (Progressive Form): to have been loved

PASSIVE VOICE

Present Infinitive : to be loved
Perfect Infinitive : to have been loved

Conjugation of the Verb **Love**

ACTIVE VOICE

INDICATIVE MOOD

Present Tense (Simple Form)

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Present Tense (Progressive Form)

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Present Tense (Emphatic Form)

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Past Tense (Simple Form)

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Past Tense (Progressive Form)

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Past Tense (Emphatic Form)

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Future Tense (Simple Form)

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Future Tense (Progressive Form)

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Future Tense (Emphatic Form)

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Future Tense (Emphatic Progressive Form)

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Present Perfect Tense (Simple Form)

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Present Perfect Tense (Progressive Form)

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Past Perfect Tense (Simple Form)

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Past Perfect Tense (Progressive Form)

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Future Perfect Tense (Simple Form)

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Future Perfect Tense (Progressive Form)

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

ACTIVE VOICE

SUBJUNCTIVE MOOD

Present Tense (Simple Form)

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Present Tense (Progressive Form)

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Present Tense (Emphatic Form)

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Past Tense (Progressive Form)

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

IMPERATIVE MOOD

<hr/>
<hr/>
<hr/>

PASSIVE VOICE

INDICATIVE MOOD

Present Tense (Simple Form)

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Present Tense (Progressive Form)

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Past Tense (Simple Form)

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Past Tense (Progressive Form)

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Future Tense (Simple Form)

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Future Tense (Emphatic Form)

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Present Perfect Tense

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Past Perfect Tense

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Future Perfect Tense

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

PASSIVE VOICE

SUBJUNCTIVE MOOD

Present Tense

_____	_____
_____	_____
_____	_____

Past Tense (Simple Form)

_____	_____
_____	_____
_____	_____

Past Tense (Progressive Form)

_____	_____
_____	_____
_____	_____

IMPERATIVE MOOD

PARTICIPLES

ACTIVE VOICE

PASSIVE VOICE

GERUNDS

ACTIVE VOICE

PASSIVE VOICE

INFINITIVES

ACTIVE VOICE

PASSIVE VOICE

Definitions for Tenses

present tense

expresses action or makes a statement about something occurring now, a habitual action, historical present and may involve the progressive form or the emphatic form.

Examples:

I live here.

She lives here all of the time.
(habitual action)

Washington crosses the river and
surprises the enemy.
(historical present)

I am living here now.
(progressive form)

I do live here.
(emphatic form)

1

past tense

expresses action or makes a statement about something occurring in the past, usually formed by adding **-e d** or **-d** but may involve the use of **was** with a gerund or the terms, **used** or **did**.

Examples:

I lived there as a child.

I was living there as a child.
(past progressive)

I used to live there as a child.

I did live there as a child.
(emphatic form)

2

future tense

expresses action or makes a statement about something occurring in the future, formed by using **will** or **shall** but may involve the use of **am going**, **am about to** or the present tense with a word to indicate future time.

Examples:

I shall live there.

I shall be living there.
(future progressive)

I am going to live there.

I am about to live there.

3

present perfect tense

expresses action or makes a statement about something occurring at no definite time in the past or past action continuing into the present, formed by using **have** or **has**.

Examples:

I have lived here a long time.

I have been living here a long time.
(present perfect progressive)

4

past perfect tense

expresses action or makes a statement about something completed in the past before some other past action or event, formed by using **had**.

Examples:

When I had lived there a week, I invited a friend to visit.

When I had been living there a week, I invited a friend to visit.
(past perfect progressive)

5

future perfect tense

expresses action or makes a statement about something which will be completed in the future before some other future action or event, formed by using **will have** or **shall have**.

Examples:

By this time next week, I will have lived here one year.

By this time next week, I will have been living here one year.
(progressive)

6

Identifying Tenses

Write the name of the tense used in the following:

1. Mary went to college for four years
Mary has gone to college for four years.
2. How long has she been sick?
How long was she sick?
3. What went on at the meeting?
What has been going on at the meeting?
4. Have the books been returned?
Had the books been returned?
5. I heard that she had been home for a week.
I heard that she has been home for a week.
6. I think he will have completed the project next week.
I think he will complete the project next week.

Using Past Perfect Tense

In these sentences, two actions did not occur at the same time.
Correct the incorrect forms.

1. Later John remembered that he lost the book yesterday.
2. All the pictures she showed me I looked at before.
3. There was a desert where the lake was.
4. If she would have run faster, she would have won the race.
5. If you would have been late, we would have missed the boat.

Misuse of Tenses

Correct the errors in tenses, referring to the rules if necessary.

1. She canceled the trip after I bought the plane tickets.
2. By the time I arrive, John will be waiting for ten minutes.
3. Even though her singing career was previously established, she was not famous.
4. If he would have arrived earlier, he would have seen the parade.
5. When she finally came home, her mother already departed for the park.
6. The club invited her to speak because she worked for ten years in a nursery.
7. She thought that Mother went already.
8. The class appreciated the art lesson given by the artist who was in New York.
9. She already lost her self-esteem before she failed the exam.
10. If they would have asked us, we could have collected the mail.

Correct the tenses

We had been invited by the teacher to see the new equipment. A box was sitting on the bench. He opens the lid and we saw many packages. We help unpack the box, unwrapped the objects and place the objects where directed. We would have liked to know what some of the equipment is. By the time the box had been unpacked, we would have no chance to learn more about the contents.

Always use a capital letter at the beginning of a sentence.

Dad took Peter to the store for new shoes.

Sentences for nouns, adjectives, verbs, prepositions and adverbs:

The computer sometimes crashes for no reason.

Paul arrived late for the important meeting.

The young gymnast gracefully flipped off the narrow beam.

Mary clutched the broken doll and wept silently with dismay.

An injured player limped painfully off the field.

Sentences for nouns, adjectives, verbs, prepositions, adverbs and pronouns:

We already saw the latest news about the earthquake.

She got a nasty cut from the broken glass yesterday.

Dad reluctantly told us about the bad news.

Sarah marched directly to the principal and told him about the ugly scene in the cafeteria.

After the severe storm, we waited forlornly in the dark.

Copy sentences onto sentence strip paper.

Sentences for nouns:

The girls played with the trucks and cars.

Some snowflakes stuck to the ground.

Many children worked on the computers.

My house has a big front yard.

Jill put the lesson on the shelf.

Sentences for nouns and adjectives:

Several big dogs chewed on the ragged old towel.

One child got some little splinters from the rough wood.

Mom and Dad left a mysterious package by the front door.

Some ugly weeds grew in the green grass.

The incorrect answers were marked with a red pen.

Sentences for nouns, adjectives and verbs:

Hannah skipped down the long lane.

The frisky puppy gave Mom a big, wet kiss.

The tired cyclist huffed and puffed up the long hill.

The waiter poured cold water into the tall glasses.

The students picked fresh flowers for the classroom.

Sentences for nouns, adjectives, verbs and prepositions:

Many little kids like pudding for dessert.

The whole class received letters from the President.

Most young children take naps in the afternoon.

Sentences for Symbolic Grammar

Our knowledge is a receding mirage in an expanding desert of ignorance.

Will Durant, historian

Justice is too good for some people, and not good enough for the rest.

Norman Douglas, novelist

I not only use all the brains I have, but all I can borrow.

Woodrow Wilson, president

Knowledge of what is possible is the beginning of happiness.

George Santayana, philosopher

Most of the trouble in the world is caused by people wanting to be important.

T.S. Eliot, author

His eminence was due to the flatness of the surrounding landscape.

John Stuart Mill, British philosopher

He has a right to criticize, who has the heart to help.

Abraham Lincoln, president

Originality is nothing but judicious imitation.

Voltaire, French author

When I think over what I have said, I envy dumb people.

Seneca, Roman statesman

What's done to children, they will do to society.

Karl Menninger, psychiatrist

Children need love, especially when they do not deserve it.

Harold S. Hulbert

A prophet is not without honor, save in his own country.

Matthew 13:57

I paint objects as I think them, not as I see them.

Pablo Picasso, artist

Better be quarreling than lonesome.

Irish proverb

Good architecture lets nature in.

I.M. Pei, architect

Trouble is the common denominator of living.

Ann Landers, columnist

The sorrows and disasters of Europe always brought fortune to America.

Stephen Leacock, Canadian author

How old would you be if you didn't know how old you are?

Satchell Paige, baseball player

Have more than thou showest; speak less than thou knowest.

Shakespeare, 'King Lear'

I am easily satisfied with the very best.

Winston Churchill, British Prime Minister

They are able who think they are able.

Virgil, Roman poet

Do what you can, with what you have, where you are.

Theodore Roosevelt, president

Practice yourself in little things and thence proceed to the greater.

Epictetus, Greek philosopher

Good is not good where better is expected.

Thomas Fuller, British author

Give me where to stand, and I will move the earth.

Archimedes, Greek physicist

All glory comes from daring to begin.

Anonymous

The great end of life is not knowledge, but action.

Thomas Huxley, British zoologist

What does not destroy me, makes me strong.

Nietzsche, German philosopher

Music is the shorthand of emotion.

Tolstoy, Russian author

NOUNS

A **noun** is a name. It indicates a person, place, object, activity, quality or idea.

fireman mountain book

1

Nouns may be grouped into classifications which sometimes overlap. These classifications are noncountable or mass and countable nouns; concrete and abstract nouns; common and proper nouns; collective nouns; nominals; singular and plural nouns (number); masculine and feminine nouns (gender); common case and possessive case.

A **noncountable** or **mass noun** names things that cannot be divided into separate units.

oil fruit cement

2

3

A **countable** noun names things that can be counted as individual units.

potato airplane violet

4

A **common noun** names a class or group of persons, places, or things. It can be any person, place, or thing.

teacher dog country

5

A **proper noun** names a specific person, place, or thing. Proper nouns are always capitalized

Paul Rover

United States of America

6

A **concrete noun** refers to a material thing. It may be a **compound noun** consisting of two or more words.

sister-in law

melody

perfume

7

An **abstract noun** names a feeling, quality or concept.

freedom sympathy addition

8

A **collective noun** is a common or proper noun which names a group of persons or things.

crowd class pack

9

Nominals are phrases or parts of speech other than nouns that function as nouns.

The **weakest** is not always the smallest.

Running is fun.

To sleep too little may be harmful.

10

A **common case noun** is a noun other than the possessive form.

girl mother John

11

A **possessive case noun** denotes its relationship to other words in a sentence.

girl's mother's John's

12

A noun which precedes a gerund is in the possessive case.

Carl's singing is lovely.

The boy's slurping is rude.

13

GENDER OF NOUNS

Nouns may have **gender**.

1

Nouns which refer to **males**
belong to the **masculine**
gender.

uncle king boy butler

Nouns which refer to
females belong to the
feminine gender.

mother hen

daughter queen

2

3

Nouns which refer to **either**
males or females belong to
the **common** gender.

teacher baby cousin
student

4

Nouns which are **neither**
masculine nor feminine
belong to the **neuter**
gender.

book sky store ball
mountain

5

NOUNS NUMBER

A noun which refers to a single person, place, object, quality or idea is **singular** in number.

book loaf man box baby

1

A noun which refers to more than one person, place, object, quality or idea is **plural** in number.

books loaves men

boxes babies

Most plural nouns are formed by adding **s** to the singular form.

girls flowers beds

nails windows

2

3

Nouns ending with the sibilant sounds **s, sh, ch** or **x** form their plurals by adding **es** to the singular form.

glasses bushes

churches boxes

4

Nouns ending with **y**, before which there is no vowel, form their plurals by changing the **y** to **i** before adding **es**.

berry city

berries cities

factory country

factories countries

5

Nouns ending with **y**, before which there is a vowel, form their plurals by adding **s**.

keys days

monkeys pulleys

6

Some nouns which end with **f** form their plurals by changing the **f** to **v** and adding **es**.

leaf calf wolf
leaves calves wolves

thief
thieves

7

Noun which end with **fe**
form their plurals by
changing **fe** to **v** before
adding **es**.

wife knife life
wives knives lives

8

Some nouns ending with **o**
form their plurals by adding
es.

potatoes echoes
heroes volcanoes

9

Other nouns ending with **o**
form their plurals by adding **s**.

pianos banjos
dynamos curios

10

Some nouns have no
singular form.

trousers scissors
tongs pliers

11

Some nouns have the same form for both singular and plural.

sheep deer fish salmon

12

Some nouns form their plurals by changing an internal vowel.

man foot tooth goose
men feet teeth geese

13

The plurals of some hyphenated words are formed by adding **s** to the first word.

sons**s**-in-law

passers**s**-by

maids**s**-of-honor

14

ADJECTIVES

An **adjective** is a word that modifies a noun or noun equivalent. To modify means to point out, to limit or to describe.

the cat

seven pennies

purple violets

shaggy dogs

1

Adjectives usually answer the questions How many? Which one? What kind? Whose?

How many?

Chris ate **three** donuts.

Many students waited in line.

We sang for **thirty** minutes.

2

3

Which one?

Did you make **that** mess?

She wrote **the** story.

I bought **this** book.

4

What kind?

Anne picked **fresh** flowers.

Rolf liked **sour** pickles.

Priscilla writes **dull** stories.

5

Whose?

Is that **your** dog?

Bring me **her** book.

Do you like **my** dress?

(These are possessive
pronouns used as
adjectives.)

6

COMPARISON OF ADJECTIVES

Most adjectives possess three degrees of comparison: **positive**, **comparative**, and **superlative**.

1

The **positive degree** is used when no comparison is made.

They bought a **frisky** kitten.

The **comparative degree** is used when two nouns are being compared.

There was a **friskier** kitten in the cage which they did not buy.

2

3

The **superlative** degree is used when three or more nouns are being compared.

Some friends own the **friskiest** kitten I have ever seen.

4

Most adjectives form the **comparative** and **superlative** by adding **er** and **est** to the positive adjective.

small smaller smallest

long longer longest

plain plainer plainest

5

Adjectives which end with **e** do not need a second **e** when forming the **comparative** and **superlative**.

nice nicer nicest

brave braver bravest

large larger largest

6

When the adjective ends with **y**, it is changed to **i** before adding **er** and **est**.

heavy heavier heaviest

lucky luckier luckiest

noisy noisier noisiest

7

When the adjective ends with a consonant preceded by a short vowel, the ending consonant is doubled before adding **er** and **est**.

thin thinner thinnest

big bigger biggest

hot hotter hottest

8

Longer adjectives have **more** written before them for the **comparative degree** and **most** written before them for the **superlative degree**.

delicate
more delicate
most delicate

patient
more patient
most patient

9

Some adjectives are irregular and have different words for the **comparative** and **superlative** forms.

good better best

little less least

many more most

bad worse worst

10

DESCRIPTIVE ADJECTIVES

A **descriptive adjective** gives some quality or attribute to the noun or pronoun it modifies so that concept or mental picture may be formed.

The **haughty old** warrior carried a **sharp, heavy** sword.

1

Descriptive adjectives, like nouns, can be **common** or **proper**.

Italian food

red dress

2

Most descriptive adjectives are common adjectives.

She wore **twenty gold** bracelets.

3

A proper adjective is an adjective derived from a proper noun. It is written with a capital letter.

We toured the **Scottish** highlands.

LIMITING ADJECTIVES

A **limiting adjective** designates a noun without painting a mental picture. Limiting adjectives can be any of the following types:

**demonstrative adjectives,
numeral adjectives,
interrogative adjectives,
relative adjectives,
double relative adjectives,
indefinite adjectives
identifying adjectives
and articles.**

1

The words **this**, **that**, **these** and **those** are called **demonstrative adjectives** when used to modify nouns.

We laughed at **that** funny joke.

Please complete **these** forms.

2

Numeral adjectives are the cardinal and ordinal numbers when they are used to modify nouns.

The dress cost **thirty** dollars.

During his **first** year of competition he was the **third** swimmer to break the record.

3

The **interrogative adjectives, which** and **what**, are used before nouns to introduce a direct or indirect question.

What excuse do you have for being late?

She asked **which** dress looked best.

4

The **relative adjective, which**, is used to modify a noun, to refer to a preceding idea, and to help introduce a subordinate clause.

They were studying geometry, **which** subject was Anne's nemesis.

5

The **double relative adjectives, what, whatever, whichever**, etc. are used as adjectives when they modify nouns.

I enjoyed **what** few stories I heard him read.

He will do **whatever** job you name, by **whichever** method you prefer.

6

The **identifying adjectives** include such adjectives as **same, such, and similar**.

She had read the **same** story.

7

The **articles** compose a special type of adjective which does nothing but point out. There are two articles: the **definite** and the **indefinite**.

8

The definite article, **the**, designates one, or more than one particular person, place, thing, or idea. It defines which one or ones from among a selection.

The trees are thickest in **the** middle of **the** forest.

9

The indefinite article, **a** or **an**, is not specific in its designation. It could be any one from among a selection.

They bought **a** doll.

I have **an** idea we may have **a** problem.

10

A is used before a word beginning with a consonant.

a book

a garden

a request

11

An is used before a word beginning with a vowel or vowel sound.

a n experiment

a n Indian

a n hour

VERBS

A **verb** is a word or a group of words that indicates action, condition (being) or process.

1

A **transitive** verb requires a direct object to complete its meaning.

We **saw** the movie.

saw - transitive verb

movie - object of the verb

An **intransitive** verb is complete within itself and does not require a direct object.

All the children **laughed**.
The campers **ran** from the bear.

2

3

Most verbs can be either transitive or intransitive.

The two friends **hugged**.

The girl **hugged** her mother.

4

A **linking verb** joins the subject to its complement, which is a predicate nominative or predicate adjective. The more common linking verbs are:

appear	look
be	seem
become	smell
feel	taste
grow	turn

5

Most of these linking verbs can also be used as other verbs.

It **grew** colder.
(linking verb)

He **grew** a beard.
(transitive verb)

The baby **grew**.
(intransitive verb)

6

An **auxiliary verb** helps the main verb of the sentence. It may be formed from **have, can, may, be, shall, will, might, must, and do**, and appears before the main verb in verb phrases.

I **have** seen that movie.

She **will be** going on vacation soon.

We **might be** moving to Texas.

7

Verbs have five properties:

person,

number,

voice,

mood,

tense.

**PERSON
AND
NUMBER**

A verb must agree with its subject in person.

1

A verb is in the first, second or third person as its subject is in the first, second or third person.

I **am** going to town. (first person)

You **are** going to town. (second person)

He **is** going to town. (third person)

A verb must agree with its subject in number.

I **am** going to town. (singular)

We **are** going to town. (plural)

2

3

When two single subjects are connected by **and**, the verb should be plural.

John and Marsha **were** tired.

4

When two single subjects are connected by **or**, **either... or**, or **neither... nor**, the verb is singular.

Neither John nor Marsha **was** tired.

5

When a singular and plural subject are connected by **or**, **either... or**, or **neither... nor**, the verb agrees with the nearer subject.

The players or the coach **is** in the gymnasium.
The coach or the players **are** in the gymnasium.

6

VOICE

Voice is the property of a verb which shows whether the subject does or receives the verb's action.

1

When the subject does the action, the verb is in the **active** voice.

Richard **broke** the new vase.

Sally **witnessed** the robbery.

When the subject is the receiver of the action, or when the subject is acted upon, the verb is in the **passive** voice.

The new vase **was broken** by Richard.

The robbery **was witnessed** by Sally.

2

3

MOOD

Mood is that property of a verb showing the verb's manner of expression. There are three moods: **indicative**, **subjunctive**, and **imperative**.

1

The **indicative mood** is the mode of statements and questions.

How much does this cost?
It costs more than we can afford.

Did you see Wendy?
We saw Wendy at the store.

2

The **imperative mood** gives a command.

Come back here.

Try this new toothpaste.

Give us a hint.

3

(

A verb in the **imperative mood** is always in the second person, present tense. The subject, you, is understood.

4

The **subjunctive mood** expresses a wish, a doubt, or a condition contrary to fact.

I wish he **were** a little older.

If he **were** older he would understand.

5

VERB TENSES

Tense means time.

Tense is the property of a verb which shows whether the action has taken place, is taking place, or will take place.

1

There are six tenses: **present, past, future, present perfect, past perfect, and future perfect.** These tenses also have special forms. These are: **simple, progressive and emphatic.**

The main function of the **present tense** is to express present time and customary action.

She **enjoys** reading.
(simple form)

She **is enjoying** reading.
(progressive form)

She **does enjoy** reading.
(emphatic form)

2

3

The **past tense** of a verb indicates actions in past time which do not continue into the present.

Andy **flew** the airplane.
(simple form)

Andy **was flying** the airplane. (progressive form)

Andy **did fly** the airplane.
(emphatic form)

4

The **future tense** indicates future action not continuing from the present. The future tense is made by adding the auxiliary verb **shall** or **will** to the present infinitive of the main verb. **Shall** is used for the first person and **will** is used for the second and third persons.

I **shall go** to the store.
(simple form)

She **will go** to the store.
(simple form)

5

The **present perfect tense** indicates past action continuing to the present. It is formed by adding the past participle to **have** or **has**.

You **have learned** your lesson.

She **has looked** everywhere.

6

The **past perfect tense** indicates past action occurring before a definite time in the past. It is formed by adding the past participle to **had**.

We **had left** by the time he arrived.

She **had forgotten** the combination to the safe.

7

The **future perfect tense** indicates action which will occur before a definite time in the future. It is formed by adding the past participle to the future tense of **have**. (will or shall have)

I **shall have finished** my homework by the time they arrive.

They **will have left** without us.

8

9

The **progressive form** of the future tense indicates action which will continue in the future. This form is made by using the future tense of the auxiliary verb **be** with the present participle of the main verb.

I **shall be waiting** at the corner.

They **will be expecting** an answer.

The **emphatic form** of the future tense expresses determination to act or to be in future time. This form is made by prefixing the present infinitive of the main verb with the auxiliary verb **will** in the first person and **shall** in the second and third persons.

No matter what happens, I **will wait** for you.

They **shall listen** to everything I say.

10

11

VERBALS

An **infinite verb** or **verbal** does not have a distinct subject. Instead, a **verbal** acts as another part of speech. There are three kinds of verbals: **participles, gerunds** and **infinitives**.

1

A **participle** is a form of a verb which does the work of an adjective.

Growing boys need lots of good food.

Could you lend me a **helping** hand?

We live in the **painted** house.

2

A **gerund** is the form of the verb which does the work of a noun.

Many people enjoy **fishing**. (direct object)

Speeding is very dangerous. (subject)

My favorite pastime is **reading**. (predicate nominative)

3

An **infinitive** is a form of a verb, frequently preceded by **to**, that performs the work of a noun, of an adjective, or of an adverb.

4

Infinitives used as nouns:

To sleep is necessary for good health.

Dad's dream was **to fly** around the world.

The child wanted **to be noticed**.

5

Infinitives used as adjectives:

The news **to be released** will be interesting.

She did not know the proper way **to dress**.

We do not have any time **to lose**.

6

Infinitives used as adverbs:

He went **to look** at the picture.

I am sorry **to have disturbed** you.

She will be glad **to help** you.

7

In some sentences an **infinitive** is used with a subject. The subject of an infinitive is in the objective case.

The infinitive functions as a verb.

Nobody wanted her **to sing**.

They asked us **to leave**.

ADVERBS

An **adverb** is a word that modifies a verb, an adjective, or another adverb.

She **slowly** walked down the lane. .(modifies a verb)

The box was **too** heavy.
(modifies an adjective)

He spoke **very** earnestly.
(modifies an adverb)

1

The chief kinds of adverbs, according to the ideas they express, are adverbs of

time,
place,
manner,
degree,
cause,
assent
and
dissent.

2

An adverb of **time** asks or answers the question,

When? or
How long? or
How often?

When will they perform?

Sally left **yesterday**.

They **often** argue

3

An adverb of **place** asks or answers the question,
Where?

She sat **down**.

Wait for us **here**.

The children played
outside.

Where is the newspaper?

4

An adverb of **manner** asks or answers the question,
How?

They talked **quietly**.

He ran **fast**.

How can we finish the job?

5

An adverb of **degree** answers the question,

How much? or
To what extent?

The car moved **very** slowly.

The children could **hardly** wait for summer.

They loved their mother
deeply.

6

An adverb of **cause** involves the question,
Why?

Please tell me **why** are you late.

Why do stars twinkle?

7

An adverb of **assent** presents an affirmative answer to an asked or implied question.

Certainly, you may borrow my book.

Yes, I have several brothers.

8

An adverb of **dissent** presents a negative answer to an asked or implied question.

No, I have **not** finished my assignment.

We will **not** go with you today.

9

DEGREE OF ADVERBS

Adverbs, like adjectives, have three degrees of comparison: positive, comparative and superlative.

1

In some instances, the comparative adverb adds **er** and the superlative adverb adds **est**.

low
lower
lowest

fast
faster
fastest

The comparative and superlative of the majority of adverbs are formed by adding **more** and **most** before the adverb.

slowly
more slowly
most slowly

neatly
more neatly
most neatly

2

3

For the comparison of
some adverbs there is an
entire word change

well better best

bad worse worst

PREPOSITIONS

A **preposition** is a word which takes an object and connects that object with some other word in the sentence.

They walked **to** the store.
She sat **between** her parents.

1

A **phrasal preposition** is a combination of words doing the work of a single preposition.

She waited **according to** directions.

The garden thrived **in spite of** the drought.

Some words may be used as either prepositions or adverbs. They are prepositions when they take objects. They are adverbs when they simply indicate an idea like place or direction without an object. The following are used as prepositions:

She climbed **up** the steps.

The cow jumped **over** the moon.

They floated **down** the river.

2

3

The following are used as adverbs:

The audience stood **up**.
His milk tipped **over**.

A tree in the back yard fell **down**.

4

In formal writing it is incorrect to end a sentence with a preposition unless it sounds natural to the flow of the sentence.

Where did you come **from**?

From where did you come?

6

A preposition with its object is called a **prepositional phrase** and is used as an adjective or an adverb.

They sat **near the door**.
(adverbial phrase
modifying sat)

The man **with Paul** is my father.
(adjectival phrase
modifying man)

5

Frequently a word which is ordinarily an adjective or an adverb is used idiomatically as the **object** of a preposition.

They sawed the log in **two**.

The stars twinkled on **high**.

They arrived at **last**.

7

Phonology

Phonology is study of the smallest units of language or phonemes. Phonemes are sounds which can make a difference in meaning. There are thirty-five phonemes in the English language. Each language has its own set of phonemes and these may even be the same sounds, but they probably have different meanings.

1

Consonants are one type of phoneme. There are twenty-four consonants which includes two glides.

Another type of phoneme is the vowels. There are eleven of these.

2

3

There are three diphthongs which are combinations of vowels and glides.

4

A diacritical mark is a written sign which indicates a change in sound and pronunciation. All the phonemes may be identified by their diacritical marks.

5

Consonants

Consonants can be categorized according to manner of articulation, place of articulation and voicing. Voiced consonants cause the vocal cords to vibrate as the air passes through them. Unvoiced consonants cause no vibration.

1

The way the in which the air is disturbed when producing a sound is the basis for the manner of articulation. When it is completely stopped, the consonants are called stops. When it is only partially obstructed, the consonants are called fricatives. The combination of stops and fricatives is called affricates.

The consonants /b/ and /p/ are bilabial stops. The sound is stopped at the lips. The difference between these consonants is that /b/ is voiced and /p/ is unvoiced.

2

3

The consonants /d/ and /t/ are alveolar stops. The sound is stopped by tip of the tongue just behind the teeth at the alveolar ridge. The voiced consonant is /d/ and /t/ is unvoiced.

4

The consonants /g/ and /k/ are velar stops made with the back of the tongue stopping the sound at the velum. The /g/ is voiced and the /k/ is unvoiced.

5

The air is not completely stopped in the production of the consonants classified as fricatives. For this reason the sound of a fricative can be sustained.

6

The consonants /v/ and /f/ are labio-dental fricatives. The sound is obstructed by the lower lip and upper teeth. The /v/ is voiced and the /f/ is not voiced.

7

The interdental fricatives may be the most difficult to distinguish since they are spelled the same.

The sound is stopped by the tongue between the teeth in voiced (th as in thy) or unvoiced (th as in thigh) interdental fricatives.

8

In the production of the consonants known as alveolar fricatives the air is obstructed with the tongue at the alveolar ridge just as in the alveolar stops. Air is allowed to pass by the sides of the tongue in a buzz for the voiced /z/ or as a hiss in the unvoiced /s/.

9

In making the sounds for the alveopalatal fricatives, the tongue obstructs the air in the oral cavity for the voiced consonant (s as in pleasure) and the unvoiced consonant (s as in sugar).

10

For the voiceless glottal fricative the sound is produced by air passing through the glottis to form the consonant /h/ (as in hot).

11

The voiced alveopalatal affricate combines the voiced alveolar stop and the voiced alveopalatal fricative (/j/ as in badge or jug). The unvoiced alveopalatal affricate represents the /ch/ sound.

12

Nasals are sounds produced by the bilabial voiced /m/, alveolar voiced /n/ and velar voiced /ng/ consonants.

13

Liquids are sounds produced by air passing by the sides of tongue /l/ as a lateral consonant or by the backward bending of the tongue tip /r/.

14

Glides are sounds produced by lip and tongue movement in /w/ and /y/ consonants. Glides can also join with vowels to form diphthongs.

15

The s-like and z-like sounds are also classified as sibilants. When a sibilant comes at the end of a word it will affect the pronunciation and spelling when adding an “s” suffix.

Vowels

Every syllable in a word has a vowel. By counting the number of vowel sounds in a word it is possible to determine the number of syllables.

1

Vowels are classified by the position of the tongue in the oral cavity. All vowels are voiced.

The positions are classified from front to central to back and from high to mid to low.

	Front	Central	Back
HIGH	beat bit		boot put
MID	bait bet	but	boat bought
LOW	bat		cot

2

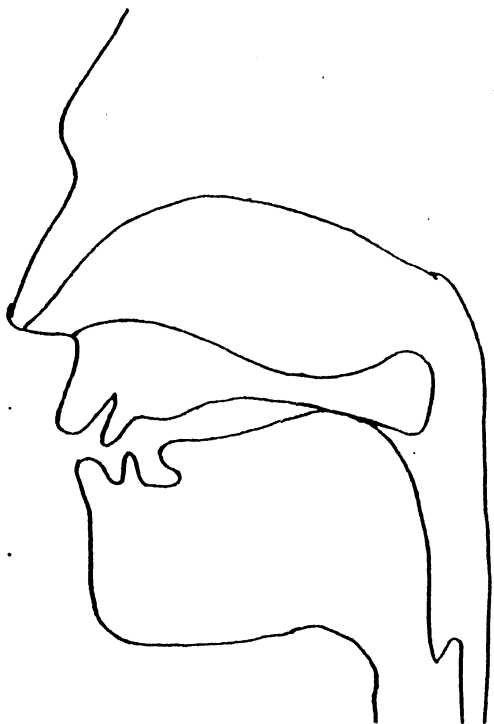
3

Diphthongs are sounds produced by a combination of a vowel sound and a glide. They are vowel sounds accompanied with lip and tongue movement to produce a new sound. The /ou/ in bout and the /oy/ in boy are examples of diphthongs.

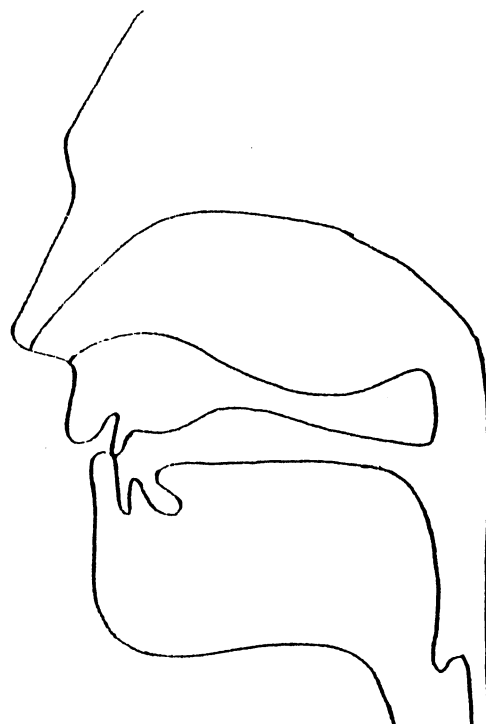


alveolar stops

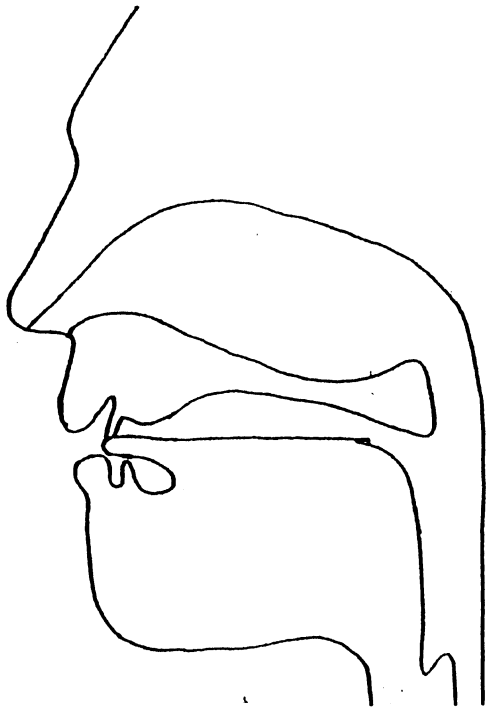
4



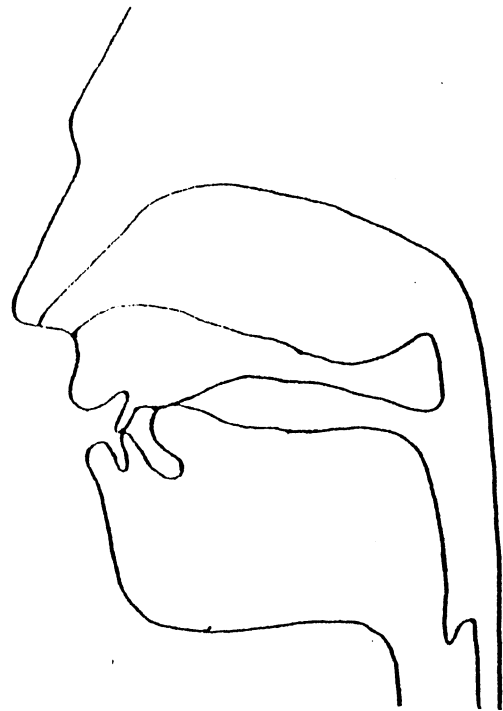
velar stops



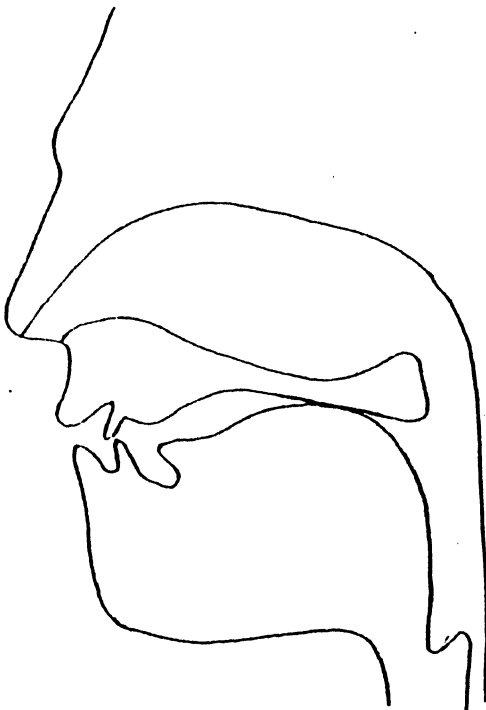
labio-dental fricatives



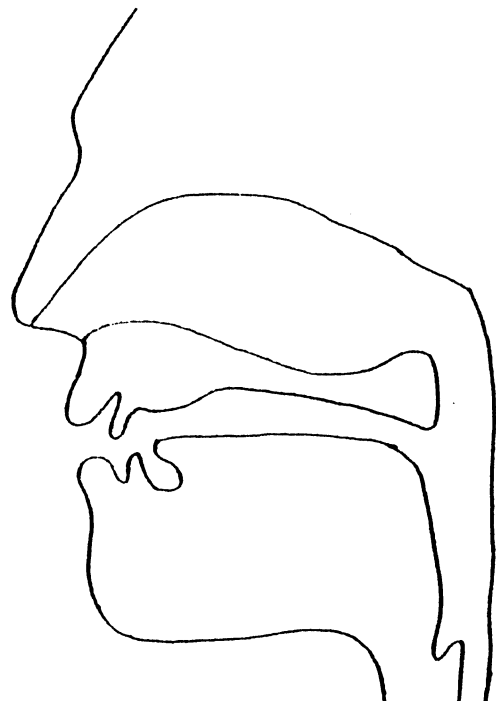
interdental fricatives



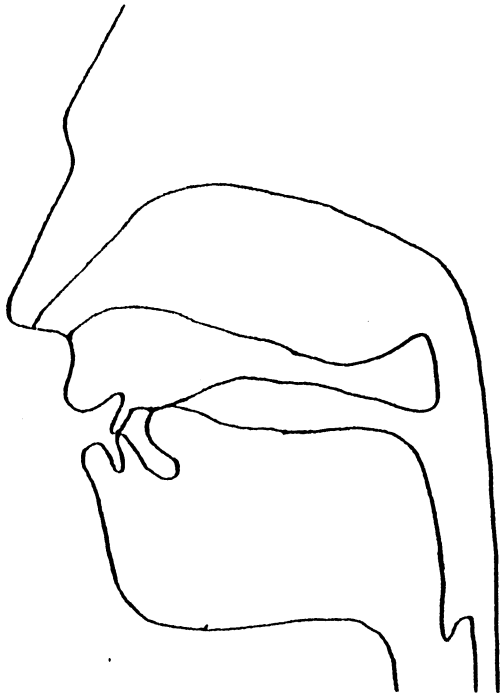
alveolar fricatives



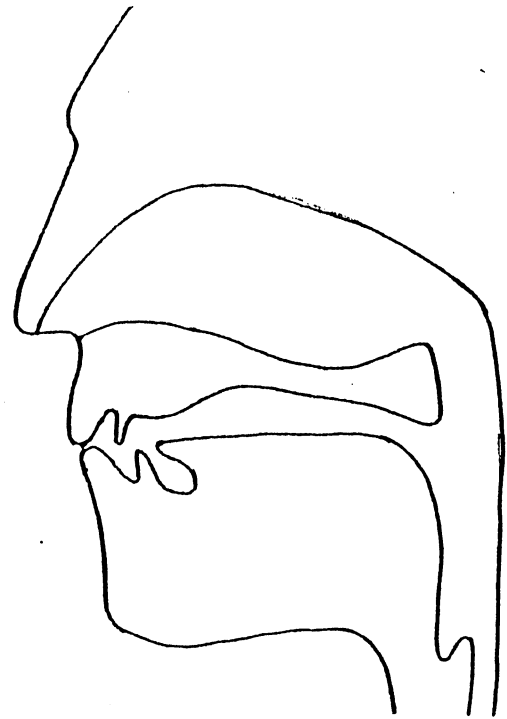
alveopalatal fricatives



glottal fricative



affricates



bilabial stops

two fleshy folds forming the edges of the mouth

structure of muscle and cartilage at the upper end of the trachea containing the vocal cords

soft fleshy part at the back of the palate

roof of the mouth

hard bone-like structures set in the jaw

movable muscular structure attached to the floor of the mouth

lips

larynx

velum

palate

opening within the head
connecting the nose with
the larynx

ridge of the gums behind
the upper teeth

Parts of the Speech Apparatus

teeth

tongue

nasal cavity

alveolar ridge

Parts of the Speech Apparatus

lips

two fleshy folds forming the edges of the mouth

larynx

structure of muscle and cartilage at the upper end of the trachea containing the vocal cords

velum

soft fleshy part at the back of the palate

palate

roof of the mouth

teeth

hard bone-like structures set in the jaw

tongue

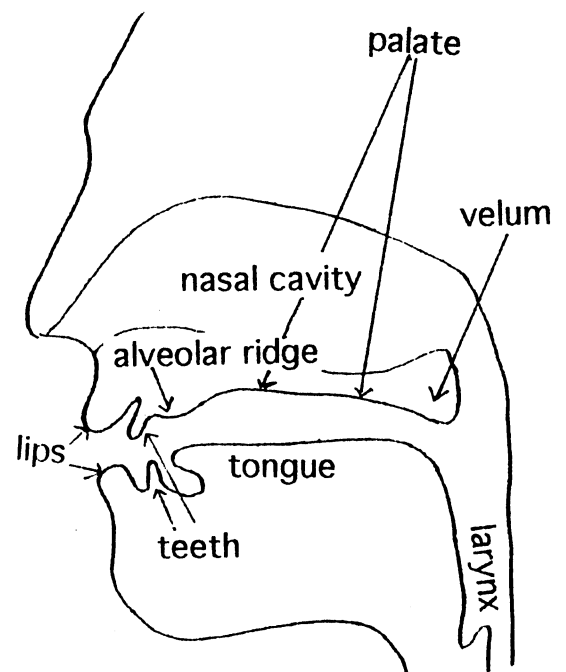
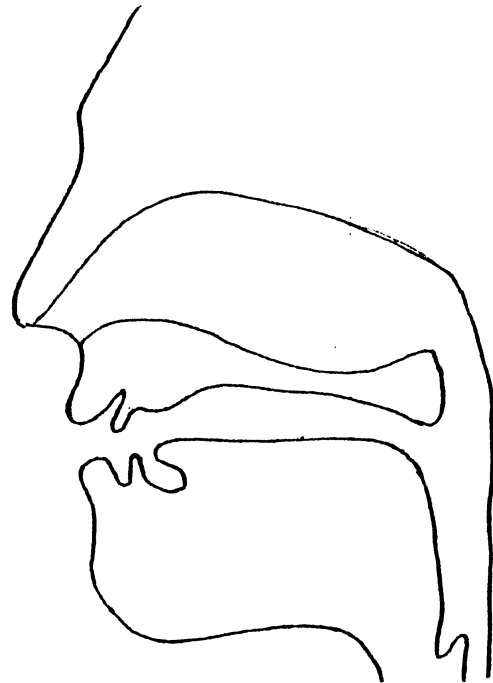
movable muscular structure attached to the floor of the mouth

nasal cavity

opening within the head connecting the nose with the larynx

alveolar ridge

ridge of the gums behind the upper teeth



Short	mope	rod	slide
hat	tape	dud	Short
mop	site	slid	crud
tap	pine	Long	dim
sit	tube	jibe	cam
pin	Short	made	van
tub	jib	hide	fin
Long	mad	rode	ten
hate	hid	dude	Long

crude	at	pail	Long
dime	net	file	paid
came	pal	Short	weed
vane	fill	pad	flake
fine	Long	wed	slide
teen	mean	flak	gape
Short	goat	slid	stripe
men	ate	gap	Short
got	neat	strip	shin

sham

main

set

lad

paint

Long

man

plane

rate

pant

Short

slate

plan

rat

beet

Long

slat

breed

shine

bet

read

shame

bred

seat

laid

red

scientific study of languages
which includes syntax,
morphology, phonetics

pattern of sentence formation
from words in a particular
language

pattern of word formation in a
particular language including
inflection, derivation and
composition

morphine added to a base word
which changes meaning or part of
speech
(legal + il: illegal; friend + ly: friendly)

pertaining to the sounds of
speech and their production

grammatical correspondence
between syntactically connected
words according to a formal
category such as case, number,
person or gender

linguistics

syntax

morphology

derivational affix

shows relationship of nouns and pronouns to other parts of speech in a sentence, indicated by the form or position of the words

expresses a quantity as singular for one and plural for more than one

denotes nouns and pronouns as being masculine, feminine or neuter

classification of pronouns with verbs to distinguish between the speaker (first person), the one addressed (second person) and anything else (third person)

words from different languages having the same original source (English, water; German, wasser)

invented word usually used to identify a product or special event (zipper)

phonetics

number

agreement

cases

expression, not slang, used in informal speech
("He hasn't got any", instead of the correct "He has none.")

variations in pronunciation, word choice or accent within a common language
(afraid-afred-afeered)

literary expression such as metaphor, simile, personification, antithesis, in which words are used outside of their literal sense
(sharp as a tack)

linguistic study of the origin and development of words

word whose parts come from two or more languages
(automobile- auto from Greek, mobile from Latin)

expression peculiar to certain people or regions which cannot be translated through the individual words in it
("blow your top", meaning an explosive expression of anger)

gender

cognates

person

coinage

inability to read and write

words and expressions used
by one particular group of
people
(medical jargon, street jargon)

word borrowed from another
language usually in its original form
(spaghetti (Italian); brochette
(French))

word used in a new meaning
(fun used as an adjective rather
than a noun)

study of word meanings or
their changes in meaning

unconventional use of words
or phrases
("rip off" meaning steal)

idiom

hybrid word

etymology

figure of speech

language native to the place of its
use not used in formal
communication
("Ain't you fixin' to carry him to the
doctor?", for "Aren't you going to
take him to the doctor?")

illiteracy

neologism

loan word

Definitions for Language

vernacular

jargon

dialect

colloquialism

slang

semantics

Definitions for Language

linguistics

scientific study of languages which includes syntax, morphology, phonetics

syntax

pattern of sentence formation from words in a particular language

morphology

pattern of word formation in a particular language including inflection, derivation and composition

derivational affix

morphine added to a base word which changes meaning or part of speech
(legal + il: illegal; friend + ly: friendly)

phonetics

pertaining to the sounds of speech and their production

agreement

grammatical correspondence between syntactically connected words according to a formal category such as case, number, person or gender

case

shows relationship of nouns and pronouns to other parts of speech in a sentence, indicated by the form or position of the words

number

expresses a quantity as singular for one and plural for more than one

gender

denotes nouns and pronouns as being masculine, feminine or neuter

person

classification of pronouns with verbs to distinguish between the speaker (first person), the one addressed (second person) and anything else (third person)

cognates

words from different languages having the same original source
(English, water; German, wasser)

coinage

invented word usually used to identify a product or special event
(zipper)

colloquialism

expression, not slang, used in informal speech
("He hasn't got any", instead of the correct "He has none.")

dialect

variations in pronunciation, word choice or accent within a common language
(afraid-afred-afeered)

figure of speech

literary expression such as metaphor, simile, personification, antithesis, in which words are used outside of their literal sense
(sharp as a tack)

etymology

linguistic study of the origin and development of words

hybrid word

word whose parts come from two or more language
(automobile- auto from Greek, mobile from Latin)

idiom

expression peculiar to certain people or regions which cannot be translated through the individual words in it
("blow your top", meaning an explosive expression of anger)

illiteracy

inability to read and write

jargon

words and expressions used by one particular group of people
(medical jargon, street jargon)

loan word

word borrowed from another language usually in its original form
(spaghetti (Italian); brochette (French))

neologism

word used in a new meaning
(fun used as an adjective rather than a noun)

semantics

study of word meanings or their changes in meaning

slang

unconventional use of words or phrases
("rip off" meaning steal)

vernacular

language native to the place of its use not used in formal communication
("Ain't you fixin' to cary him to the doctor?", for "Aren't you going to take him to the doctor?")

Term	Definition	Examples
simile	a comparison using like or as	as good as gold
metaphor	a comparison that states one thing is another	The river is a ribbon.
personification	giving human qualities to a nonhuman object	The wind screams around the house.
irony	expressing the opposite of the literal meaning	Having the flu is such fun!
metonymy	using a name of a thing to stand for something with which it is associated	lands belonging to the crown
hyperbole	extravagant exaggeration	a ton of burgers

onomatopoeia	using words which imitate sounds	buzz, murmur
--------------	----------------------------------	--------------

alliteration	repetition of initial sounds	The girls giggled and grinned.
--------------	------------------------------	--------------------------------

Idioms

An idiom is a form of expression in any given language. The combination of words infers a meaning different from that of the individual words. Being peculiar to itself in grammar, syntax and structure, it is difficult, if not impossible, to make a word for word or literal translation of idioms. In learning any language, idioms must be learned along with vocabulary.

1

An idiom is also an expression of a particular idea through conventional joining of words. The combinations of words may vary from region to region within a country,

for example,

sick to my stomach,
sick at my stomach,
sick on my stomach,
sick in my stomach.

2

Regional speech or dialect may be considered idiomatic.

For example, in Australia,

“Emma Chisit?” means
“How much is it?”

3

Specialized vocabulary used by a group of people contains idioms peculiar to the group.

For example, in New Zealand,

“He is dragging the chain,” means that he is working slowly.

4

Another meaning of idiom refers to a style of artistic expression, characteristic of a particular period, individual, school or medium.

For example, the “idiom of the French Impressionists” refers to the impressionistic style used by artists.

5

Slang

Slang is a deliberately undignified form of speech which may contain words not acceptable in normal conversation. It changes constantly. The use of slang indicates that the speaker is “in” and not part of the Establishment.

Examples of slang are the substitution of
waste for kill,
dig for like,
far out for extreme,
split for leave,
no-no for taboo.

6

Examples of American Idioms

Refer to the chapter, Idioms, in The Dictionary of Cultural Literacy, by Hirsch, Kett and Trefil, Houghton Mifflin, publisher.

7

Meaning	Idiom		
		wait	hold on
teasing	pulling a leg	reduce noise	pipe down
help	lend a hand	manage	make do
avoid blame	get away with	disappoint	let down
act upset	carry on	why	how come
find	come up with	waiting	cooling one's heels
learn	find out		
refused	turned down	impossible	out of the question
arrived	turned up		
tolerate	put up with	nervous	on pins and needles
recover	pull through		
ignore	brush off	insist	put one's foot down
surrender	give up		

Idiom Exercise 1

Use appropriate idioms from the following list in the blank spaces of the sentences.

Idiom	Meaning
all thumbs	clumsy
as the crow flies	the most direct route between two places
blow one's top	get angry
bury the hatchet	agree to end a quarrel
behind the eight ball	in an uncomfortable position
cold feet	fearful of taking an action
keep tabs on	to stay aware of what someone is doing
elbow grease	strenuous physical effort
know the ropes	to be familiar with details of a procedure
lay an egg	to fail
let the cat out of the bag	to let a secret be known
play it by ear	to improvise without of predetermined plan
put on the dog	to make a show of wealth
red tape	bureaucratic procedures that delay progress
strange bedfellows	unlikely companions
take the rap	to be punished when innocent
sink or swim	to save oneself by one's own means or fail
under the wire	just in time
wet blanket	person who destroys enthusiasm

1. After I told her my secret, she _____.
2. He tried hard to fix the clock, but he was _____.
3. Not knowing when they are coming, we can't make plans so we will have to _____.
4. He will _____ for the joke the boys played on the teacher.
5. Please don't invite her to the party because she is a _____.
6. When your parents no longer support you, it is your responsibility to _____.
7. We did not get the government proposal submitted on time because of the _____.
8. Politics makes _____ to get the winning votes to make a law.
9. I had thought I would try bungee jumping, but at the last minute, I got _____.
10. The warring tribes agreed to _____.
11. When we asked the directions to the river, we were told it was two miles _____.
12. Please don't _____ when someone disagrees with you.
13. The mayor certainly _____ when the the governor came to town.
14. The comedian's joke _____.
15. All it takes to get the table polished is a little _____.
16. If you don't help me get this work finished, we will all be _____.
17. Those former prisoners who are on parole have a probation officer to _____.
18. If you want to learn how to do the job, watch the supervisor because he _____.

Idioms Exercise 2

Write sentences using appropriate idioms from the following chart:

Meaning	Idiom
teasing	pulling a leg
help	lend a hand
avoid blame	get away with
act upset	carry on
find	come up with
learn	find out
refused	turned down
arrived	turned up
tolerate	put up with
recover	pull through
ignore	brush off
surrender	give up
wait	hold on
reduce noise	pipe down
manage	make do
disappoint	let down
why	how come
waiting	cooling one's heels
impossible	out of the question
nervous	on pins and needles
insist	put one's foot down

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

Reading Comprehension

Reading comprehension is the ability to understand fully material which has been read.

1

Make a reading selection which is of interest. The selection could be a chapter from a book, an article from a magazine or encyclopedia, a pamphlet or other reading selection.

Choose a comfortable place to read without distractions.

2

3

Survey the reading selection. Read the title. Look at any illustrations and read the captions. Read the first paragraph, section headings and the last paragraph. Recall facts already known about the topic.

4

Ask questions based on the information gathered during the survey and information already known about the subject. Consider what might be answered by the selection.

5

Read the selection. As questions are answered, ask new questions. Determine whether the selection makes sense. Read difficult parts more slowly than the easier parts. Compare new information to what was previously known. Use context clues for unfamiliar words. If the meaning of a word is still not clear, make a note of it and look it up.

6

Review the selection. Skim over parts again that were not clear. If there are comprehension questions to be answered, read through them before reviewing the reading selection.

7

Procedure for Listening

Pay attention to the speaker and identify the topic. Mentally review what is already known about the topic and formulate questions that the speaker might answer.

1

Stay focused to the speaker by reviewing what has been said and relating that to what is being said. Try to identify main ideas from the points given.

After the speaker is finished immediately review what was said. Summarize the main points. Determine whether all questions were answered.

2

3

Procedure for Skimming

Skimming is a reading technique used for quickly finding a particular item in a reading selection.

1

Determine what information is needed from the selection.

Quickly scan the selection for key words which indicate the part of the selection where the information can be found.

2

3

When the key word or words are found, slow the rate of reading to gain the needed information.

Literature Examples

autobiography - the story of a person's life written by that person

Frank, Anne. Diary of a Young Girl

Keller, Helen. The Story of My Life

Naylor, Phyllis Reynolds. How I Came to be a Writer

biography - the written story of a person's life

Meigs, Cornelia. Invincible Louisa

Fritz, Jean. The Great Little Madison

myth - a story or legend written to explain something in nature

Evslin, Evslin and Hoopes. Heroes and Monsters of Greek Myths

Osborne. Favorite Greek Myths

nonfiction - form of writing which deals with factual material

Titanic: Lost... and Found

Exploring the Titanic

Nickell, Joe. Magic Detectives

historical fiction - fiction based on historical events

Hunt, Irene. Across Five Aprils

Gray, Elizabeth Janet. Adam of the Road

Dalgliesh, Alice. The Courage of Sarah Noble

mystery - a story with events that are not explained until the conclusion

Keene, Carolyn. Nancy Drew Mysteries

Christie, Agatha. Murder of Roger Ackroyd

Sobol, Donald. Encyclopedia Brown Books

adventure - a story of an exciting or bold undertaking, usually somewhat dangerous

Kipling, Rudyard. Captains Courageous

Twain, Mark. Adventures of Huckleberry Finn

O'Dell, Scott. The Black Pearl

novel - a story long enough to fill one or more volumes with characters and a plot which is usually about situations which could be found in real life

Alcott, Louisa May. Little Women
Cleary, Beverly. Ramona the Brave
Montgomery, L. M. Anne of Green Gables
Rawls, Wilson. Summer of the Monkeys

poetry - writing that expresses emotion through rhythm, metrics and sound

Lear, Edward. Book of Nonsense

short story - prose narrative which concentrates more on mood than plot

Twain, Mark. Complete Short Stories
Henry, O. Stories

play - a story written for dramatic performance

Shakespeare, William. The Tempest

shared inquiry - collaborative investigation of a reading selection through answering interpretive questions

Junior Great Books

the story of a person's life
written by that person

the written story of
a person's life

a story or legend written
to explain something in
nature

form of writing which deals
with factual material

fiction based on
historical events

a story with events that
are not explained until
the conclusion

autobiography

biography

myth

nonfiction

a story of an exciting or bold undertaking, usually somewhat dangerous

a story long enough to fill one or more volumes with characters and a plot which is usually about situations which could be found in real life

writing that expresses emotion through rhythm, metrics and sound

prose narrative which concentrates more on mood than plot

collaborative investigation of a reading selection through answering interpretive questions

historical fiction

mystery

adventure

novel

poetry

short story

shared inquiry

Literature Definitions

autobiography	the story of a person's life written by that person
biography	the written story of a person's life
myth	a story or legend written to explain something in nature
nonfiction	form of writing which deals with factual material
historical fiction	fiction based on historical events
mystery	a story with events that are not explained until the conclusion
adventure	a story of an exciting or bold undertaking, usually somewhat dangerous
novel	a story long enough to fill one or more volumes with characters and a plot which is usually about situations which could be found in real life
poetry	writing that expresses emotion through rhythm, metrics and sound
short story	prose narrative which concentrates more on mood than plot
shared inquiry	collaborative investigation of a reading selection through answering interpretive questions

poetry	a type of literature which uses meaning and sound to create ideas and feelings
lyric poetry	any short poem
narrative poetry	poetry which tells a story
epic poem	long narrative poem which describes the deeds of heroes
ballad	narrative poem which tells the story of a particular person
dramatic poetry	drama acted out with poetic elements
meter	the pattern of rhythm in a poem produced by stressed and unstressed syllables
foot	a metrical unit of two or more syllables
anacrusis	one or more unstressed syllables at the beginning of a line which do not form part of the regular meter
anapest	a three-syllable foot in which the greatest stress falls on the final syllable
catalexis	the omission of an expected unstressed syllable from the end of a line
dactyl	a three-syllable foot in which the first syllable receives the greatest stress
dimeter	a line of two feet
heptameter	a line of seven feet
hexameter	a line of six feet
iamb	a two-syllable foot in which the second syllable has the greater stress
iambic pentameter	a line of five iambs
monometer	a line of one foot
octameter	a line of eight feet
pentameter	a line of five feet
tetrameter	a line of four feet
trimeter	a line of three feet
trochee	a two syllable foot in which the first syllable has the greater stress
Alexandrine	a line of verse having 12 syllables, the most common meter in French poetry
rhyme scheme	the pattern of rhymes in a stanza or poem
stanza	a repeated pattern of lines, usually with a meter and rhyme scheme
octave	an eight-line stanza, commonly the first eight lines of an Italian sonnet
quatrain	a four-line stanza or poem
rondel	a 13- or 14-line line poem in which the first line, A, and the second line, B, are repeated near the middle and at the end (ABba abAB abbaAB)
tercet or triplet	a three-line stanza or poem

sestet	the last six lines of an Italian sonnet or any six-line stanza or poem
triolet	a complex eight-line French form in which the first line, A, is repeated twice and the second line, B, is repeated once (ABaAabAB)
limerick	a five-line form of humorous verse written in Poulter's Measure consisting of 13 beats with a rhyme scheme of aabba
villanelle	an elaborate 19-line French form which repeats two rhyming lines, A and A' in an intricate pattern (AbA' abA abA' abA abAA')
sonnet	a 14-line form with several possible rhyme schemes
Italian sonnet	a sonnet which usually rhymes aabbaabba cdecde or aabbaabbaccddcd
English sonnet	a sonnet which rhymes abab cdcd efef gg
couplet	a pair of rhyming lines
closed couplet	a complete sentence in two lines
open couplets	couplets which continue sentences from from pair of lines to another
heroic couplet	a couplet in iambic pentameter
blank verse	poetry in unrhymed iambic pentameter
assonance	the repetition of vowel sounds with varying consonant sounds
consonance	the repetition of consonant sounds
double rhyme	two rhyming syllables as in market and park it
free verse	poetry without rhyme or meter
caesura	a pause indicated by a comma, period or other punctuation mark
elision	the omission of part of a word as in ne'er for never
tanka	a five-line poem with 31 syllables, five syllables each in lines 1 and 3, seven syllables each in lines 2, 4 and 5
cinquain	a five-line poem with a definite form (line one, one word which repeats the title; line two, two descriptive words; line three, three words expressing action; line four, four words expressing feeling; line five, one word referring to the title)
haiku	usually a three-line poem about nature with 17 syllables
scanning	marking poetry to indicate its metrical pattern

a type of literature which uses meaning and sound to create ideas and feelings

narrative poem which tells the story of a particular person

any short poem

drama acted out with poetic elements

poetry which tells a story

the pattern of rhythm in a poem produced by stressed and unstressed syllables

long narrative poem which describes the deeds of heroes

a metrical unit of two or more syllables

one or more unstressed syllables at the beginning of a line which do not form part of the regular meter

a line of two feet

a three-syllable foot in which the greatest stress falls on the final syllable

a line of seven feet

the omission of an expected unstressed syllable from the end of a line

a line of six feet

a three-syllable foot in which the first syllable receives the greatest stress

a two-syllable foot in which the second syllable has the greater stress

a line of five iambs

a line of four feet

a line of one foot

a line of three feet

a line of eight feet

a two syllable foot in which the first syllable
has the greater stress

a line of five feet

a line of verse having 12 syllables, the most
common meter in French poetry

the pattern of rhymes in a stanza or poem

a 13- or 14-line line poem in which the first line, A, and the second line, B, are repeated near the middle and at the end (ABba abAB abbaAB)

a repeated pattern of lines, usually with a meter and rhyme scheme

a three-line stanza or poem

an eight-line stanza, commonly the first eight lines of an Italian sonnet

the last six lines of an Italian sonnet or any six-line stanza or poem

a four-line stanza or poem

a complex eight-line French form in which the first line, A, is repeated twice and the second line, B, is repeated once (ABaAabAB)

a five-line form of humorous verse written in Poulter's Measure consisting of 13 beats with a rhyme scheme of aabba

a sonnet which rhymes abab cdcd efef gg

an elaborate 19-line French form which repeats two rhyming lines, A and A' in an intricate pattern (AbA' abA abA' abA abAA')

a pair of rhyming lines

a 14-line form with several possible rhyme schemes

a complete sentence in two lines

a sonnet which usually rhymes aabbaabba cdecde or aabbaabbacdcdd

couplets which continue sentences from one pair of lines to another

a couplet in iambic pentameter

two rhyming syllables as in market and park it

poetry in unrhymed iambic pentameter

poetry without rhyme or meter

the repetition of vowel sounds with varying
consonant sounds

a pause indicated by a comma, period or
other punctuation mark

the repetition of consonant sounds

the omission of part of a word as in ne'er for
never

poetry

a five-line poem with 31 syllables, five syllables each in lines 1 and 3, seven syllables each in lines 2, 4 and 5

lyric poetry

narrative poetry

a five-line poem with a definite form (line one, one word which repeats the title; line two, two descriptive words; line three, three words expressing action; line four, four words expressing feeling; line five, one word referring to the title)

epic poem

ballad

usually a three-line poem about nature with 17 syllables

dramatic poetry

meter

marking poetry to indicate its metrical pattern

foot

anacrusis

iambic pentameter

anapest

monometer

catalexis

octameter

dactyl

pentameter

dimeter

tetrameter

heptameter

trimeter

hexameter

trochee

iamb

Alexandrine

rhyme scheme

limerick

stanza

villanelle

octave

sonnet

quatrain

Italian sonnet

rondel

English sonnet

tercet or triplet

couplet

sestet

closed couplet

triolet

open couplets

heroic couplet

tanka

blank verse

cinquain

assonance

haiku

consonance

scanning

double rhyme

free verse

caesura

elision

Oral Language

Speech is the act of communicating through the creation of an audible code by the use of speech sounds which form an understandable language.

1

Informal speech is used in conversation and storytelling.

Formal speech is used for debates, lectures, dramas, orations and broadcasts.

2

3

Storytelling

There are several kinds of stories.

1

Folk tales are simple stories handed down from generation to generation. These were down orally in ancient times. More recently folk tales are in written form.

Myths are religious stories which try to explain the nature of the world and of humans.

2

3

Epics are collections of stories about a hero. The earliest known written epic is Beowulf.

4

Legends are stories relating to the history of a culture.

5

Fables are short stories which teach a lesson or express a moral principal. These sometimes use animal characters which act like humans.

6

Drama

There are several kinds of drama.

1

Drama is the performance through speech and actions of characters that tell a story to convey feelings, desires, conflicts and resolutions.

Tragedy is drama in which the hero meets disaster or death.

2

3

Serious drama concentrates on unhappy events but can end happily.

4

Melodrama is drama in which good and evil are defined in moral conflict with a villain as the evil one who threatens the good characters.

5

Comedy is drama which causes laughter and usually ends happily.

6

Public Speaking

1. Choose a **subject** relating to a **direct experience** or to knowledge acquired from reading or listening to experts as **indirect experience**.
2. Decide if the **purpose** of the speech is to **entertain, inform** or **persuade**.
3. Try to determine the interests and the degree of knowledge of the **audience** so that the speech will be appropriate and the audience will be attentive.
4. Determine the **main ideas** to be presented. An informative speech answers the questions who? what? where? when? why? how? A persuasive speech presents reasons for a belief or action. An entertaining speech amuses.
5. Choose supporting visual aid material such as models, samples, maps, videos, slides, photographs, diagrams, charts, demonstrations.
6. Use other **supporting material** such as statistics, examples, description, narration, comparisons and testimony.
7. Prepare an **opening** to arouse interest in the subject, then make a statement of the **specific purpose** so that the audience will know what to expect.
8. Make an outline of the points to be covered in a logical order as the **body** of the speech.
9. As a **conclusion**, summarize the main points to show that the specific purpose of the speech has been fulfilled.
10. Practice reading the speech aloud as many times as it takes to be able to follow the outline with only brief glances at it. Be certain that words are correctly pronounced and that the voice is projected so that all can hear.

©MEI, Inc. 1997

Extemporaneous Speaking

1. Although the speaker has no choice of the subject, first determine if the topic can be use to **entertain, inform** or **persuade**.
2. Make an **opening statement** about the purpose of the speech.
3. Cover as many points as necessary to fulfill the purpose of the speech, using personal experiences and information to convey knowledge of the subject.
4. Conclude by restating the main ideas that were presented.

©MEI, Inc. 1997

Presenting a Drama

1. Choose a producer to be responsible for the entire production, including the choice of a script which is within the scope of those who will be participating.
2. Choose a director to oversee the drama and its interpretation.
3. Hold auditions for the parts with casting decisions to be made by the director.
4. Select those who have read and who understand the intent of the drama to be in charge of scenery, costumes, lighting and props under the supervision of the director.
5. Have each character study the script, then read through the drama without any actions, taking the advice of the director as to interpretation.
6. Rehearse the memorized parts with actions determined by the director.
7. Hold the dress rehearsal in which costumes, props, lighting and scenery are combined with the dramatization.
8. Present the production before an audience.

©MEI, Inc. 1997

Debate

1. Study the carefully worded statement or **proposition** which indicates that there are both the affirmative and negative positions. Propositions are never obviously true or false, therefore debatable. Propositions are always stated in the affirmative and begin with Resolved.
2. Choose a **position** and gather an equal number of speakers, usually two, for each team.
3. Have each team analyze the proposition for its origin and history, define its terms and review the evidence both for and against it.
4. Prepare a **case** or group of arguments. The **affirmative side** attempts to show that change is needed to solve a problem and urges action to improve the situation. The **negative side** defends the present situation or may present an alternative to the presentation of the affirmative side.
5. The affirmative side presents a **plan** which involves a **main issue** or goal and states how it is to be achieved, funded and enforced. **Subordinate issues** may be raised.
6. The negative side states objections to each main and subordinate issue of the affirmative side.
7. The debaters find **evidence** to prove that the issue is true or false. Evidence may be facts of true incidents, statistics and physical evidence as well as testimonial evidence in the form of expert opinions.
8. The debaters attack arguments and evidence of the opponents by means of **rebuttal**.
9. The **traditional format** may be used with two speakers on each side making a constructive speech (ten minutes each) and a rebuttal speech (five minutes each).
10. A **cross examination format** may be used with each constructive debater cross-examined by one from the opposing team.
11. Judges make a **decision** as to which team presented the most convincing arguments.

©MEI, Inc. 1997

Telling a Story

1. Determine the type of audience to be addressed and select a story which is appropriate in content and complexity.
2. Set a time limit for the story according to the age of the listeners so that they will be able to pay attention throughout the story. The younger the listeners, the shorter the story should be.
3. Learn the story by reading it many times to get the sequence of events and the characters in mind.
4. Memorize key sentences or phrases.
5. Mentally visualize the characters and scenes.
6. Practice telling the story aloud until referring to the written story is no longer necessary.
7. Let the words tell the story so that acting and miming are not necessary.

©MEI, Inc. 1997

Presenting a Dramatic Reading

1. After reading several selections, choose a dramatic reading which is personally interesting.
2. Study the selection to understand the meaning which the author intends to convey and to gain insight into the character to be portrayed.
3. Practice reading the selection aloud, being sure to pronounce the words correctly and clearly.
4. Read the selection to another person and ask for suggestions.
5. A dramatic reading does not require any actions or movement, but relies on the oral presentation alone.
6. Present the dramatic reading to an audience.

©MEI, Inc. 1997

a form of literature that tells a story usually before an audience. Actors take the parts of characters by speaking and through actions usually on a stage in a theater.

describes conflict between a character and a superior force. This can be other persons, events or destiny. There is a sad or seriously unpleasant end.

can end happily although it deals with unhappy events.

depicts good and evil in moral conflict. There is a villain whose evil actions are directed against good characters and a hero who saves them.

developed in medieval times to depict the life of martyrs or saints.

attempts to cause laughter by arousing scorn for human vices. Serious questions can be evoked but there is a happy ending.

Drama

drama

serious drama

melodrama

attempts to cause laughter through joyful situations and a happy ending.

attempts to produce humorous results through ridiculous situations and clowning.

dramatizes the story and provides the structure for a sequence of events.

sets the premise of the drama by giving orientation information about the situation and characters.

presents the conflict and the motive for action.

prevails throughout the drama to tie the actions and events together.

miracle play

satiric comedy

romantic comedy

farce

direct the course of action through events such as decisions or discoveries.

the turning point for better or worse, when antagonistic elements confront each other, sometimes synonymous with climax.

main division of the action of a play.

direct remark made to the audience by a dramatic character which the other characters on stage are not supposed to hear

a theatrical role in which the person has distinctive traits and action

critical point with the greatest emotional intensity in the drama

plot

exposition

inciting incident

dramatic question

exchange of words between characters in drama

central character of the drama, around whom the action revolves, usually an admirable person

main character who disappoints the audience's expectations of an admirable hero or who deliberately reverses them.

smallest subdivision of a play, or the setting of the play

dramatic speech expressing thoughts, emotions, and intentions given by a character, alone on the stage

a less important plot that accompanies the main plot in a contrasting or complementary relationship

complications

crisis

act

aside

tragedy

dialogue

climax

scene

subplot

hero

anti-hero

soliloquy

character

Drama

drama - a form of literature that tells a story usually before an audience. Actors take the parts of characters by speaking and through actions usually on a stage in a theater.

tragedy - describes conflict between a character and a superior force. This can be other persons, events or destiny. There is a sad or seriously unpleasant end.

serious drama - can end happily although it deals with unhappy events.

melodrama - depicts good and evil in moral conflict. There is a villain whose evil actions are directed against good characters and a hero who saves them.

miracle play - developed in medieval times to depict the life of martyrs or saints.

satiric comedy - attempts to cause laughter by arousing scorn for human vices. Serious questions can be evoked but there is a happy ending.

romantic comedy - attempts to cause laughter through joyful situations and a happy ending.

farce - attempts to produce humorous results through ridiculous situations and clowning.

plot - dramatizes the story and provides the structure for a sequence of events.

exposition - sets the premise of the drama by giving orientation information about the situation and characters.

inciting incident - presents the conflict and the motive for action.

dramatic question - prevails throughout the drama to tie the actions and events together.

complications - direct the course of action through events such as decisions or discoveries.

crisis--the turning point for better or worse, when antagonistic elements confront each other, sometimes synonymous with climax.
act--main division of the action of a play.

aside--direct remark made to the audience by a dramatic character which the other characters on stage are not supposed to hear

character--a theatrical role in which the person has distinctive traits and action

climax--critical point with the greatest emotional intensity in the drama

dialogue--exchange of words between characters in drama

hero--central character of the drama, around whom the action revolves, usually an admirable person

anti-hero - main character who disappoints the audience's expectations of an admirable hero or who deliberately reverses them.

scene--smallest subdivision of a play, or the setting of the play

soliloquy--dramatic speech expressing thoughts, emotions, and intentions given by a character, alone on the stage

subplot--a less important plot that accompanies the main plot in a contrasting or complementary relationship.

Keeping a Journal

A journal or diary is a written record of experiences, activities, events, transactions and observations of an individual for private use. Ideas, thoughts, feelings and reflections may be included. It is best kept on a daily basis or at least at frequent intervals.

Procedure

1. Obtain a diary or journal with lined paper and a sturdy cover.
2. Each day or at regular intervals, record important or interesting events which occurred in that time period and write reflections about the events and their related activities or experiences. Include feelings, thoughts and ideas. Note the month, date and year for each entry.

©MEI, Inc. 1997

Note Taking

Note taking involves collecting information about a subject, event or person in written form. It is used to prepare a report, story, narrative, instructions or any written document requiring research or investigation.

Procedure:

1. Read the material or information appropriate for its intended use.
2. Think about the facts which are needed to write the report or story.
3. Make a list of questions or facts which might be needed for the report or story.
4. Reread the same material or information.
5. Copy a heading or subheading at the top of each index card. Write a question related to the heading or subheading below it.
6. Put the title and author of the source at bottom of card. Write notes to provide the appropriate information without changing the meaning. Include the page number from which notes are taken.
7. Use quotation marks if a statement is to be used word-for-word.
8. Group or sequence notes for one topic to use as reference when writing article or story. Number the sequence in the upper right corner of the card.

©MEI, Inc. 1997

Prewriting Activities

4

1. Understand the assignment or, if free choice, decide on the type of writing to be done. Determine if there is a length requirement.
2. Explore topics within the confines of the assignment.
3. List possible topics of interest.
4. Think about each topic as to availability of information, scope, enjoyment in writing, enjoyment of others who might read it.
5. Discuss the possible topics with others.
6. Locate sources of information about the subject in a library or an encyclopedia
7. Read and research the topic. Take notes.
8. Generate ideas to develop the topic by the following methods:
 - free writing whatever comes to mind;
 - clustering relative ideas around topic word written in the center of the paper;
 - charting by making columns on paper with headings such as ideas, sensory words, descriptive words, similarities, differences, cause, effect, research, interview, etc., then listing ideas in appropriate columns.
9. Outline the information to organize thoughts and to guide writing.

©MEI, Inc. 1997

3a

Outline Preparation

An outline is a summary of important ideas presented in an organized manner about a subject. A topic outline uses words and phrases. A sentence outline uses complete sentences.

Preliminary Exercises
Prewriting activities
Note taking

Preliminary procedure

1. Gather the important points about the topic by taking notes from research or reading.
2. Group the information into logical categories.
3. Organize the categories in appropriate sequences.
4. Give a title to the outline which can be used for the final document.

©MEI, Inc. 1997

Procedure

1. Capitalize the first word of each heading and subheading.
2. Place periods after each numeral and letter used to identify headings.
3. Use Roman numerals for main headings.
4. Use capital letters for primary subheadings and indent under the main headings.
5. Use Arabic numerals for secondary subheadings and indent under primary subheadings.
6. Use lower case letters for tertiary subheadings and indent under secondary subheadings.
7. Use Arabic numerals in parentheses for quaternary subheadings and indent under tertiary subheadings.
8. Use lower case letters in parentheses for the fifth order subheadings and indent under quaternary subheadings.

Example

- I . Main heading
 - A. Subheading (primary)
 - 1 .Subheading (secondary)
 - a. Subheading (tertiary)
 - (1). Subheading (quaternary)
 - (a). Subheading (fifth order)

©MEI, Inc. 1997

Writing a Paragraph**5a**

A paragraph is a group of sentences concerning one topic or subject. The main idea is stated in the topic sentence which usually is the first sentence in the paragraph. The other sentences in the paragraph offer details which support the main idea.

Preliminary Exercises

- Prewriting activities
- Note taking
- Outlining
- Proofreading

Preliminary Procedure

1. Decide on a purpose, such as to be humorous, to be suspenseful, to inform, to persuade.
2. Decide on the age for which the topic is to appeal, such as young children, peers, older children, adults.
3. Choose a topic if one is not assigned and research it if necessary.
4. Prepare an outline of the information to be presented in a paragraph.

©MEI, Inc. 1997

Writing a Paragraph

Procedure

1. Determine the main idea and write a topic sentence.
2. Complete the paragraph by writing sentences from the information in the outline to support the topic sentence. Use vivid language to make the information more interesting.
3. If several paragraphs are composed about one topic, the first serves as an introduction which gives an overview of what follows. In the next paragraph or paragraphs, details are presented about the main idea expressed in the introductory paragraph. The final paragraph summarizes the topic and states conclusions which may be drawn from the preceding statements.
4. Edit and proofread the paragraph or paragraphs, then rewrite before submitting for evaluation.

©MEI, Inc. 1997

Titles

A title is a heading which indicates the content of the material following it.

Preliminary Exercises

- Prewriting activities
- Note taking
- Outlining

Procedure:

1. After completing a written text, choose words which give a hint of the content without revealing the essential point or “punch line.” Example: “Are There Bugs in Your Eyes?”
2. Make the title as short and interesting as possible so that it generates a desire to read the written text. Example: “Found Alive!”
3. Capitalize the first and last words in the title and all the other words except short ones not at the beginning or ending of the title. Short words not capitalized within the title include a, an, the, and, at, or, to, for, up. Example: It's Not the End of the World

©MEI, Inc. 1997

Description

Descriptive writing presents detailed observations which may generate mental pictures of persons, places, objects, events, etc.

Preliminary Exercises

- Prewriting activities
- Note taking
- Outlining
- Titles
- Paragraph writing
- Similes and metaphors
- Proofreading

Preliminary Procedure:

1. Decide on a subject to be described.
2. Decide on the age for which it is to appeal, such as young children, peers, older children, adults.

©MEI, Inc. 1997

Description**Procedure:**

1. Make a list of appropriate words which describe the topic, using terms for appearance, sound, feeling, odor, taste. Organize the list using spatial order, temporal order or order of importance.
2. Write a topic sentence which makes the purpose, main idea or point of view clear.
3. Using the words from the organized list, write a precise description which may generate a mental picture. Use similes and metaphors to enhance the description.
4. Decide on a title which arouses interest.
5. Edit and proofread the paragraphs, then rewrite before submitting for evaluation.

©MEI, Inc. 1997

Dialogue

Dialogue is conversation expressed in writing which quotes exact words as said by a person. It may also express thoughts as if these were spoken.

Preliminary Exercises

Prewriting activities
 Note taking
 Outlining
 Proofreading
 Titles

Preliminary Procedure:

1. Decide on the conversation to be presented, taking notes if needed.
2. Decide on the age for which it is to appeal, such as young children, peers, older children, adults.

©MEI, Inc. 1997

Dialogue**Procedure**

1. Write the conversation using notes if prepared.
2. Place quotation marks in the correct place. The words of the person speaking are indicated by quotation marks before and after the conversation. The first word in the quotation is always capitalized.
 Sam said, "Let's go home."
3. A comma separates the speaker from the words of the speaker.
 "Come here," said the teacher.
4. If either a question mark or exclamation point is used at the end of a quote, a comma is not needed.
 "What time is it?" asked John.
 "Run quickly!" shouted Tom.
5. Quotation marks are placed outside of commas, periods, question marks and exclamation points.

©MEI, Inc. 1997

Dialogue

6. If a quote is not a question but is included in an interrogative sentence, the question mark is placed outside the quotation marks.
Who said, "Give me liberty or give me death"?
7. Whenever another person is quoted, a new paragraph is begun.
Mother prepared soup and chicken salad sandwiches. "Let's eat lunch," said Mother.
"I'm not hungry," replied Father.
8. If a quotation is interrupted, place quotation marks after the first part. Separate the interrupted quote from the speaker by commas. Place quotation marks before the interrupted quote which follows the speaker as well as at the end.
"My friend will be here soon," said Liz, "if the plane is on time."
9. Use a period after the speaker if the second part is a new sentence.
"The sandwiches are gone," said Bill. "Shall we get more?"
10. Edit and proofread the paragraph or paragraphs, then rewrite before submitting for evaluation. Provide a title.

©MEI, Inc. 1997

Personal Narrative

A personal narrative is a story about a real individual experience.

Preliminary Exercises

Prewriting activities
 Note taking
 Outlining
 Paragraph writing
 Proofreading
 Titles
 Dialogue

Preliminary Procedure:

1. Decide on the experience to be presented and the style to be used, such as humorous, suspenseful, informative.
2. Decide on the age for which the narrative is to appeal, such as young children, peers, older children, adults.

©MEI, Inc. 1997

Personal Narrative**Procedure:**

1. Think about the experience and make notes on the important points to be presented, arranging them in a logical sequence.
2. Write a title and an introduction which arouse interest in the narrative.
3. Give a description of the setting of the story.
4. Use dialogue to reveal the true nature of the characters, indicating what they think and believe.
5. Provide interesting details to describe events and sensory experiences.
6. Edit and proofread the story, then rewrite it before submitting for evaluation.

©MEI, Inc. 1997

News Story

A news story gives information about an event that occurred recently, usually something unusual or unexpected.

Preliminary Exercises

Note taking
 Prewriting activities
 Outlining
 Paragraph writing
 Proofreading
 Titles
 Descriptive writing
 Quotations
 Interviewing
 Dialogue

Preliminary Procedure:

1. Decide on a recent event which would be of interest to many people.
2. Decide on the age for which it is to appeal, such as young children, peers, older children, adults.
 The younger the person, the simpler the story must be.

©MEI, Inc. 1997

News Story**Procedure:**

1. Research the topic of the event chosen and take careful notes about what happened, where it happened, when and why. Find out who was involved and how it happened.
2. Interview eyewitnesses or those who were in some way connected with the event and take careful notes. Try to take verbatim notes for any statements to be directly quoted. Use a tape recorder if available.
3. Check with two sources to verify the information which has been gathered.
4. Write the news story, edit and proofread it.
5. Compose a brief, interesting headline to convey the main idea and arouse interest of the story. Be sure to capitalize the first word of the headline and all the important words. (See instructions for Titles.)
6. Rewrite the story before submitting for evaluation.

©MEI, Inc. 1997

Character Sketch

A character sketch provides insight into a person's inner being and mode of action. Usually a character sketch is written about a character in a book or story.

Preliminary Exercises

Prewriting activities
 Note taking
 Outlining
 Paragraph writing
 Proofreading
 Titles
 Description

Preliminary Procedure:

1. Read the chosen book or story and select a character for the written sketch.
2. Decide on the age to which the subject is to appeal, such as young children, peers, older children, adults.

©MEI, Inc. 1997

Short Story

16

A short story is a brief written work of fiction, shorter than a novel or novelette. Parables are a form of short story. There is a plot with conflict, a climax and resolution. A surprise ending is not unusual.

Preliminary Exercises:

Note taking

outlining

Proofreading

Titles

Description

Dialogue

Character sketch

Procedure:

1. Decide on a purpose, such as to be humorous or suspenseful, to inform, to teach a moral lesson.
2. Choose a dramatic event, an event of ordinary life or a moral lesson as the topic.
3. Think about the use of elements such as surprise, fear, unexpected events, revealing explanations.
4. Use the skills gained in the preliminary exercises which have provided preparation for short story writing.
5. Edit and proofread the story, then rewrite before submitting for evaluation.

©MEI, Inc. 1997

15b

Character Sketch

Procedure

1. Reread the book or story and take notes pertaining to the character about which the sketch is to be written.
2. When writing the character sketch, pay particular attention to the actions and thoughts of the person. A description of the physical attributes may be included.
3. Edit and proofread the paragraph or paragraphs, then rewrite before submitting for evaluation.

©MEI, Inc. 1997

Cause and Effect

17a

Writing about cause and effect involves determining why an event occurred and what happened as a result. There may be more than one cause or effect. Causes may be direct or indirect. Causes and effects may occur in a series.

Preliminary Exercises

- Prewriting activities
- Note taking
- Outlining
- Paragraph writing
- Proofreading
- Titles
- Description

Preliminary Procedure:

1. Decide on the cause and effect to be presented, taking notes for reference.
2. Decide on the age for which it is to appeal, such as young children, peers, older children, adults.

©MEI, Inc. 1997

Cause and Effect

17b

Procedure

1. Decide if the cause will be given first, followed by the effect, or if the effect will be presented before the cause.
2. State the main idea in a topic sentence. Provide supporting details to develop the main idea and to stimulate interest.
3. Compose a title which arouses interest.
4. Edit and proofread the paragraph or paragraphs, then rewrite before submitting for evaluation.

©MEI, Inc. 1997

Comparison and Contrast

18a

Comparative writing describes similarities between or among events, objects, persons, etc.

Writing involving contrast describes differences between or among events, objects, persons, etc.

Preliminary Exercises

Prewriting activities

Note taking

Outlining

Paragraph writing

Proofreading

Titles

Description

Similes and metaphors

©MEI, Inc. 1997

18b

Comparison and Contrast

Preliminary Procedure:

1. Decide on a topic which has at least two aspects which can be compared and/or contrasted. Decide on a purpose such as humorous, suspenseful, informative, persuasive.
2. Decide on the age for which the topic is to appeal, such as young children, peers, older children, adults.

Procedure:

1. Make a list of similarities for the topic of comparison and a list of differences for contrasting. Expand the lists to include greater detail.
2. Write a topic sentence which makes the purpose or main idea clear.
3. From the information on the lists, compose paragraphs which elaborate on the purpose or main idea and provide essential details.
4. Decide on a title which arouses interest.
5. Edit and proofread the paragraphs, then rewrite before submitting for evaluation.

©MEI, Inc. 1997

Instructions

Written instructions give detailed, ordered, step by step directions which tell how to make or do something, or find a location.

Preliminary Exercises

Prewriting activities
 Note taking
 Outlining
 Paragraph writing
 Proofreading
 Titles
 Description

Preliminary Procedure:

1. Decide on a topic of instruction.
2. Decide on the age for which it is to appeal, such as young children, peers, older children, adults. The younger the person, the simpler the directions must be.

©MEI, Inc. 1997

Instructions**Procedure:**

1. Do the task, make the object or find the location for which instructions are to be written. Write each step after it has been done.
2. Choose a title, stating what the topic of instruction will be.
3. Make a list of materials required, giving specific descriptions and exact quantities as well as possible sources.
4. Write detailed instructions for each step of the procedure in the required sequence. Number the steps or use order words such as first, after, before, finally.
5. Have someone do the task by following the written instructions. Observe to determine which steps are not clear or where additional instruction is needed.
6. Once the instructions have been revised so that they can be followed without difficulty, rewrite the entire paper.
7. Edit and proofread the instructions, then rewrite before submitting for evaluation.

©MEI, Inc. 1997

Book Report

A book report or review presents a brief synopsis of the book's content. In fiction, some information concerning the setting, characters and plot is given without revealing the outcome. The person reviewing the book states an opinion of the writing style as well as the content.

Preliminary Exercises

- Prewriting activities
- Note taking
- Outlining
- Paragraph writing
- Proofreading
- Description

Preliminary Procedure

1. Choose a book of interest and read it.
2. Reread parts of the book and take notes about the setting, characters, plot or important information.

©MEI, Inc. 1997

Book Report**Procedure**

1. Write the title and name of author.
2. Compose an introduction to arouse interest. State whether the book is fiction or nonfiction.
3. Write the report, including information about the setting, characters and plot without giving away the story. If it is a non-fiction book, there may be no characters, setting or plot, but only factual information. In this case, summarize important points and conclusions, if any.
4. Relate one important event or fact without telling the ending so that others will want to read the book to learn the outcome.
5. Write a conclusion stating an opinion of the book and why it should or should not be read.
6. Edit and proofread the review, then rewrite before submitting for evaluation.

©MEI, Inc. 1997

Essay or Short Report

12a

A short report or essay presents information in one's own words. Usually it is from 300 to 500 words in length. It may be a summary report or essay in which no opinions or judgments are given. It may be a critical report or essay in which one's opinion is expressed.

Preliminary Exercises

Prewriting activities

Note taking

Outlining

Paragraph writing

Proofreading

Titles

Description

Bibliography preparation

Preliminary Procedure

1. Determine the kind of short report which is to be written by assignment or free choice.
2. Choose a topic if one has not been assigned.
3. Do some background reading to get an overview of the topic.

©MEI, Inc. 1997

12b

Essay or Short Report

Procedure:

1. Locate and read appropriate research materials, take notes and prepare an outline.
2. Present the main idea as a thesis sentence at the beginning of the report.
3. Provide details which support the thesis.
4. In the last paragraph, express an opinion if it is to be a critical report, otherwise, summarize the report.
5. Provide a title.
6. Edit and proofread the report or essay, then rewrite before submitting for evaluation.

©MEI, Inc. 1997

Editorial Writing

An editorial is a newspaper or magazine article in which an opinion is expressed by the editor or publisher.

Preliminary Exercises

Prewriting activities
 Note taking
 Outlining
 Paragraph writing
 Proofreading
 Titles
 Description

Preliminary Procedure

1. Decide on a issue on which the expression of an opinion is desired.
2. Read about the issue and the opinion of others on it. Take notes and make an outline.

©MEI, Inc. 1997

Editorial Writing**Procedure**

1. Using the outline, write the editorial.
2. State the facts of the issue and then give opinions. There must be evidence to support each opinion.
3. The opinions of others may be mentioned with a statement of agreement or disagreement about them.
4. Keep the editorial short and to the point, eliminating any irrelevant statements.
5. Edit and proofread the editorial, then rewrite before submitting for evaluation.

©MEI, Inc. 1997

Research Report Preparation

A term paper is a written report of research usually at least eight pages long.

Preliminary Exercises

- Prewriting activities
- Note taking
- Outlining
- Paragraph writing
- Proofreading
- Titles
- Dialogue
- Description
- Interviewing
- Bibliography preparation

Preliminary Procedure

1. Determine the kind of paper which is to be written by assignment or free choice.
2. Choose a topic if one has not been assigned.
3. Do some background reading to get an overview of the topic.

©MEI, Inc. 1997

Research Report Preparation

Procedure:

1. Prepare a working bibliography after location appropriate research materials.
2. Read the materials from the bibliography, take notes and review the purpose of the paper, revising if necessary. Arrange notes in order, group as to main topics and subtopics.
3. Prepare an outline.
4. Decide on the most appropriate approach to the topic: comparison or contrast, chronological, descriptive, proof or disproof, pro or con, analytical.
5. Write the first draft from the notes and outline. Present the main idea as a thesis sentence at the beginning of the report.
6. Provide details which support the thesis in the body of the paper.
7. In the last paragraph, draw conclusions which restate the thesis.
8. Choose a title.
9. Edit, revise and proofread the report. Prepare footnotes.

©MEI, Inc. 1997

Research Report Preparation

23c

10. If Possible, type the research report on one side of the page only. Make margins 1 1/2 inches on the left and 1 inch on the right, top and bottom. Double space and indent paragraphs 5 spaces.
11. Number the first text page and the first bibliography page with Arabic numerals centered at the bottom. On other pages, center the numeral at the top. The title page has no numeral.
12. Prepare a bibliography from the bibliography cards. Each entry begins at the left margin with the following lines indented 5 spaces. Double space between entries and single space within entries.
13. Prepare a title page and an appendix if needed.
14. Assemble the pages in a binder as follows: title page, final outline if required, text with TITLE in all capital letters on first page, page titled ENDNOTES containing the list of footnotes if not placed at the bottom of each page, bibliography, appendix if needed. Submit for evaluation.

©MEI, Inc. 1997

Précis Writing

24

A précis is a condensed summary of a longer written work. Only the most important ideas are included. The object is to use as few words as possible to convey the meaning of the selected writing.

Preliminary Exercises

- Prewriting activities
- Note taking
- Outlining
- Paragraph writing
- Proofreading
- Indirect quotes

Preliminary Procedure

1. Read the selected document and take notes on the key ideas.

Procedure

1. Write the essential meaning of the key ideas. Always use indirect quotes.
2. Try to condense the sentences even more without losing the meaning of the ideas. The completed précis should be no longer than one fourth of the original.
3. Edit and proofread the précis, then rewrite before submitting for evaluation.

©MEI, Inc. 1997

Genre Writing

The French word genre means kind. Different forms of writing have specific traditions.

Examples of genre writing include mysteries, comedies, science fiction, nature adventures, love stories, autobiographies, fantasy, myths, fables, tragedies, animal stories.

Preliminary Exercises

Prewriting activities

Note taking

Outlining

Paragraph writing

Proofreading

Titles

Description

Dialogue

Character sketch

Bibliography preparation

Procedure

1. Write an example of one of the above.

©MEI, Inc. 1997

Quotations

A quotation is the repetition of exact words. It must be copied exactly as it appears or as it was spoken. It is enclosed by quotation marks.

Procedure

1. If the entire quotation is not used, an ellipsis marks the place where words were omitted.

Example:

“If a quote is not a question but is . . . an interrogative sentence, the question mark is placed outside the quotation marks.” (Words were omitted between is and an.)

2. If words have been added to give a clearer meaning to the quotation, these words are enclosed by brackets.

Example:

“Obtain a diary or journal with lined paper [or unlined paper] and a sturdy cover.” (The words in the brackets were not in the original source but were added by the writer.)

3. If a quotation is longer than five lines of type, it is not enclosed in quotation marks. Instead, it is single-spaced and indented from the body of the document.
4. Footnotes identify the source of quotations.

©MEI, Inc. 1997

Bibliography Preparation

A bibliography is a list of sources used to gather information in preparation of a written document. It is arranged alphabetically by the authors' last names. It is placed at the end of the written document, following the End Notes.

A bibliography card is prepared for each source used in conducting research. Standard-sized file cards are used with writing on only one side.

Preliminary Exercises

Prewriting activities

Note taking

Outlining

Proofreading

Preliminary procedure for card preparation

1. Write the name of the author, the title of the source, city of publication, publisher and date at the bottom of an index card for each source. Follow the directions which are given for each type of entry.
2. Begin each entry at the left margin with the subsequent lines indented 5 spaces. Use single spacing within entries.

©MEI, Inc. 1995

Bibliography Preparation

Procedure for card noting book with one author

1. The author's last name is followed by a comma and the first name is followed by a period. The title is printed in italics or underlined with a period at the end. Next is the city of publication with a colon after it. The publisher's name follows with a comma separating it from the date of publication. There is a period after the date.

Example:

Montessori, Maria. The Montessori Elementary Material. New York: Schocken Books, 1973.

Procedure for card noting book with two or three authors

1. The procedure is the same as for one author, but the second and third authors' names are not listed with last name first.

Example:

Ornstein, Robert, and Richard Thompson. The Amazing Brain. Boston: Houghton Mifflin, 1984.

©MEI, Inc. 1995

Bibliography Preparation**Procedure for card noting book with more than three authors**

1. The procedure is the same as for one author, but the other authors' names are not mentioned. Latin words, et. al., meaning and others, are used in place of their names.

Example:

Dutcher, J.S., et. al. Montessori Manuals. Louisville, TN: C and A Press, 1995.

Procedure for card noting many authors' writings collected by an editor in one book

1. The procedure is the same as for books except that the editor's name is used instead of the author's name.

Example:

Bennett, William J., ed. The Book of Virtues. New York: Simon & Schuster, 1993.

©MEI, Inc. 1997

Bibliography Preparation**Procedure for articles from encyclopedias, journals, magazines or other periodicals**

1. The author's last name is followed by a comma and the first name is followed by a period. The title of the article is placed within quotation marks and followed by a period. The title of the source is printed in italics or underlined. A comma separates the title of the source from the volume number which is followed by a comma, then the date with a comma between it and the page number. There is a period after the page number.

Example:

Cowan, M. "The Development of the Brain." Scientific American, 241, Sept. 1979, pp.112-133.

Procedure for card noting interview

1. The last name of the person who was interviewed is followed by a comma and the first name has a period after it. The position or identity of the interviewee is given next with a period after it. Personal interview and its date are separated by a comma with a period after the date.

Example:

Einstein, Albert. Princeton University Professor. Personal interview, May 10, 1945.

©MEI, Inc. 1997

Bibliography Preparation

21e

Procedure for card, noting CD-ROM disk source

1. The title of the disk is printed in italics or underlined with a period at the end.
Next is the place of publication followed by a colon, then the name of the publisher. A comma separates the publisher from the year of issue. A period follows the year.

Example:

Dinosaur Safari. Portland: Creative Multimedia, 1993.

Preliminary procedure for bibliography page

1. Arrange the bibliography cards in alphabetical order by the author's last name.

©MEI Inc. 1997

Bibliography Preparation

21f

Procedure for preparation of bibliography

1. Copy information from bibliography cards in alphabetical order by the name of the author.
Single space within each entry. Double space between entries.
2. If a source has no author, place it in the alphabetical order by title.
3. If there is more than one source with the same author, the titles determine the order under the author's name. A line replaces the author's name for the second entry.

Example:

Montessori, Maria. The Montessori Elementary Material. New York: Schocken Books, 1973.

_____. The Secret of Childhood. New York: Ballantine Books, 1981.

©MEI, Inc. 1997

©MEI Inc. 1997 Language Level 2 Written Expression/Interview

22 of 24

(Permission granted only to MEI Inc. students to make copies for personal use. All rights reserved. Not for resale or redistribution.)

Interview

An interview is a meeting of persons in which facts or statements are elicited from the interviewee by the interviewer. An account of the conversation is written by the interviewer. An interview may be conducted for the assessment of the qualifications of an applicant for a job, but this usually is not written except in note form for the applicant's file.

Preliminary Procedure:

1. Research the event, topic, subject, person or place for background information in preparation for formulating questions.
2. Develop direct questions to cover who, what, when, where, why and how, and list them in a logical order with space between each for writing answers. Do not use questions that can be answered by yes or no.
3. Place an X before the most important questions or highlight them.
4. Make an appointment with the person to be interviewed, being sure to identify yourself and your purpose. Allow the person to determine the time and the site where the interview is to take place.

©MEI Inc. 1997

Procedure During Interview:

1. Arrive on time at the designated site, introduce yourself and restate the purpose of the interview.
2. Be polite and courteous, keeping the interviewee on the topic through your questions.
3. Pay close attention to what is said and ask for clarification or examples if statements are not understood.
4. If other questions arise during the interview, ask them. Ask the interviewee if there are any other comments since the questions asked may not have elicited all the information which is deemed important by the interviewee.
5. Take careful but abbreviated written notes. Do not attempt to write complete sentences.
6. Thank the interviewee and leave at the designated time, if one had been determined.

Procedure Following Interview

1. As soon as possible, go over the notes taken during the interview and elaborate on them before the remarks and conversation are forgotten.
2. Write a note of thanks to the interviewee.
3. Make a written account of the interview from the interview notes.
4. Edit and proofread the interview. Rewrite before submitting for evaluation.
5. Send a copy of the composition to the interviewee.

©MEI Inc. 1997

Footnote Preparation

22a

A footnote is the means by which credit is given for the source of information, quotations, facts or figures used in any written document. It may appear on the bottom of the page where documentation is required or it may be listed separately on a page headed "Endnotes" which is placed in the Appendix. The Endnote procedure is described here.

Preliminary Exercises

- Prewriting activities
- Bibliography preparation
- Proofreading

Preliminary Procedure

1. Be sure the bibliography cards are in the same sequence as used for writing the paper.

©MEI Inc. 1997

Footnote Preparation

22b

Procedure

1. When the first draft of the paper is written, put a numeral for each footnote following the statement that requires documentation, write the same numeral on the appropriate bibliography card and circle it.
2. Continue to number the footnotes consecutively throughout the document and to place the corresponding numeral on the bibliography card.
3. Prepare a page titled ENDNOTES. Copy each numeral and the information as to author, title and page number from which information was taken.

Example:

1. Maria Montessori, The Montessori Elementary Material, p.56.
4. When the final draft of the paper is made, the footnote numerals are raised above the line common to the letters following the sentence requiring documentation. This is known as superscript.

Example:

The poet was known as "Mad Jack" as a young man and "Dr. Donne" in later life. 1

The Endnote entry would be

1. Hollis Summers, The World Book Encyclopedia, Vol. 12, p. 354.

The Bibliography entry would be

Sommers, Hollis. "Literature." The World Book Encyclopedia, 1990, Vol.12, p. 354.

© MEI Inc. 1997

Inspiring Written Expression

Write a paragraph describing a favorite item of clothing.

Write about eating watermelon on a hot day.

Write a description of your most prized possession.

Write a description of your favorite sport.

You are fishing and you reel in a ...

Write a newspaper advertisement for your favorite sport.

You are in a cabin in the woods and the snow is so deep that it covers the windows.

You saved enough money to buy a new CD you want or a gift for a friend's birthday. Which will you do?

Everyone has gone to sleep. You go outside to look at the stars on a warm summer night. Describe your feelings.

Imagine you are hiking in the mountains. It is peaceful and quiet when suddenly ...

Suppose you could choose to spend a day anywhere you wanted. Where would it be? Why? What would you do?

Describe a time when you took responsibility for something. Include how it made you and others feel.

You and a friend disagree about something important. Write a letter to convince your friend to agree with you.

Write a paragraph about how you prepare for school each morning.

Imagine that you meet a famous person you admire. Write a conversation that you might have with that person.

Write a review of a book you have read as if you were a book reviewer for a newspaper.

Write detailed directions to get from school to your house for a person who has never been there before.

Write step by step directions for making an object, playing a game or preparing a particular food from a recipe.

Your mother has asked you to go into the store to buy her a list of things. After purchasing them you realize you were not given the correct change. What do you do?

Your favorite musical group has come to town, but your parents will not allow you to go to the concert. Your friend invites you to spend the night and go without telling your parents. Write about how you decide what to do, including the conversation with your friend.

You find a puppy in the parking lot of the mall. Write about how you would handle the situation.

You get a letter announcing that you have won a thousand dollars in a contest. What would you do with it?

While you are babysitting you accidentally break an expensive lamp. Describe how you feel and how you would tell the family for which you are working.

letter container made of folded paper with a flap which can be sealed or fastened

street name and number or post office box number, city, state and zip code of person to whom letter is sent

numerals indicating the routing of mail, the first three indicating the postal sectional center and the last two indicating the zone

placed in the upper right corner of an envelope, a small adhesive piece of paper on which is printed a design, issued and sold by a government to show that a charge has been paid

imprinted shape, usually a circle, placed over the stamp and containing the date and name of the place from which the letter was dispatched to indicate that the stamp has been used

mark on the stamp to indicate that it has been used

envelope

address

zip code

stamp

placed in the upper right corner of an envelope instead of a stamp, a strip of adhesive paper bearing the postmark and the amount of postage paid through a machine known as a postage meter

address of person sending the letter, placed in the upper left corner of an envelope

paper on which letter is written

preprinted name, address and kind of company, business or profession at top of stationery

arrangement with all parts of letter beginning at the left margin and with a line of space between paragraphs

arrangement with heading in upper right corner, complimentary close and signature in vertical alignment with heading and salutation and body beginning at left margin with a line of space between paragraphs

postmark

cancellation

meter tape

return address

the name of the person to whom the business letter is written on the first line; person's title on the second, street address on the third; city, state and zip code on the fourth, placed at the left margin two lines below the heading

greeting placed two lines below the inside address with the person's name preceded by "Dear" and followed by a colon in a business letter or a comma in a personal letter

paragraphs conveying the message or intent of the letter, beginning two lines below the salutation, each paragraph being separated by a line of space

way of saying good-bye following the body of the letter, usually "Sincerely", "Sincerely yours" or "Very truly yours" in a business letter and in a personal letter, "Best regards", "Cordially", "With warmest regards", all followed by a comma

space below complimentary close for handwritten signature, followed in a business letter by the typed name with abbreviation for degree if appropriate (M.D., Ph.D.) with title under the name (President, Director) and in parentheses at the left of the name the manner in which one wants to be addressed (Ms. Miss)

signature with given name and surname, then Mrs. with husband's name in parenthesis under it

stationery

letterhead

block form

semi block form

note appended to a completed letter below signature, abbreviated P.S.

word placed at lower left of completed letter to indicate enclosed item

abbreviated cc. followed by list of names of those receiving a copy of the letter

Definitions for Letter Writing

heading

inside address

salutation

body

complimentary close

signature block

signature for married woman

postscript

enclosure

distribution of copies

Definitions for Letter Writing

envelope

letter container made of folded paper with a flap which can be sealed or fastened

address

street name and number or post office box number, city, state and zip code of person to whom letter is sent

zip code

numerals indicating the routing of mail, the first three indicating the postal sectional center and the last two indicating the zone

stamp

placed in the upper right corner of an envelope, a small adhesive piece of paper on which is printed a design, issued and sold by a government to show that a charge has been paid

postmark

imprinted shape, usually a circle, placed over the stamp and containing the date and name of the place from which the letter was dispatched to indicate that the stamp has been used

cancellation

mark on the stamp to indicate that it has been used

meter tape

placed in the upper right corner of an envelope instead of a stamp, a strip of adhesive paper bearing the postmark and the amount of postage paid through a machine known as a postage meter

return address

address of person sending the letter, placed in the upper left corner of an envelope

stationery

paper on which letter is written

letterhead

preprinted name, address and kind of company, business or profession at top of stationery

block form

arrangement with all parts of letter beginning at the left margin and with a line of space between paragraphs

semi block form

arrangement with heading in upper right corner, complimentary close and signature in vertical alignment with heading and salutation and body beginning at left margin with a line of space between paragraphs

heading

letter writer's street or post office box number on first line, city, state and zip code on second and date on third, placed at the upper right of the stationery in semi block form or at the left margin in the block form

inside address

the name of the person to whom the business letter is written on the first line; person's title on the second, street address on the third; city, state and zip code on the fourth, placed at the left margin two lines below the heading

salutation

greeting placed two lines below the inside address with the person's name preceded by "Dear" and followed by a colon in a business letter or a comma in a personal letter

body

paragraphs conveying the message or intent of the letter, beginning two lines below the salutation, each paragraph being separated by a line of space

complimentary close

way of saying good-bye following the body of the letter, usually "Sincerely", "Sincerely yours" or "Very truly yours" in a business letter and in a personal letter, "Best regards", "Cordially", "With warmest regards", all followed by a comma

signature block

space below complimentary close for handwritten signature, followed in a business letter by the typed name with abbreviation for degree if appropriate (M.D., Ph.D.) with title under the name (President, Director) and in parentheses at the left of the name the manner in which one wants to be addressed (Ms. Miss)

signature for married woman

signature with given name and surname, then Mrs. with husband's name in parenthesis under it

postscript

note appended to a completed letter below signature, abbreviated P.S.

enclosure

word placed at lower left of completed letter to indicate enclosed item

distribution of copies

abbreviated cc. followed by list of names of those receiving a copy of the letter

Business Letter

(letterhead)
company name/logo

type of business or occupation
location of offices

street address or
post office box number
city, state, zip code
(heading)
month, date, year

(inside address)
name of person to whom letter is addressed
person's title
street address or post office box number
city, state, zip code

(salutation)
Dear Mr., Ms., Mrs. or any title appropriate for the person to whom the letter is written,

(body)

Sincerely or
Very truly yours,
(complimentary close)

(signature block)
space for signature

name of letter writer
title of letter writer

(postscript)
P.S.
(enclosure)
encl.
initials of person who typed letter
(distribution of copies)
names of those to whom copies were sent

Friendly Letter

(heading)
street address or
post office box number
city, state, zip code
month, date , year

(salutation)
Dear,

(body)

(complimentary close)
Sincerely, or
With kindest regards,

(signature block)
space for signature

(postscript)
P.S.

Envelope

(return address)
name (optional)
street address or
post office box number
city, state, zip code

stamp or
meter tape

name
title (if applicable)
street address or post office box number
city state zip code

seeks information, an object or the possibility of a service

seeks employment usually accompanied by a resume

calls attention to a problem and to seek action for solving it

gives notification of disassociation with a position, organization or group

attempts to persuade the reader to buy an article or service

seeks payment of past due bill

letter of request

letter of application

letter of complaint

letter of resignation

Types of Business Letters

letter of request

seeks information, an object or the possibility of a service

letter of application

seeks employment usually accompanied by a resume

letter of complaint

calls attention to a problem and to seek action for solving it

letter of resignation

gives notification of disassociation with a position, organization or group

sales letter

attempts to persuade the reader to buy an article or service

collection letter

seeks payment of past due bill

sales letter

collection letter

Types of Business Letters

printed or written in third person
beginning with name of person or
group extending the invitation
followed by a description of the
event, its date, time and place and
request for response

handwritten letter with name or
description of event, location,
date, time and request for
response

written in same form
as the invitation

brief handwritten letter to
show good manners and
gratitude for gift or hospitality

handwritten expression of sympathy

handwritten acknowledgement of
someone's special event, award
or recognition

letter of condolence

letter of congratulations

personal correspondence

Types of Personal Letters

letter to a friend

Types of Personal Letters

formal invitation

printed or written in third person beginning with name of person or group extending the invitation followed by a description of the event, its date, time and place and request for response

informal invitation

handwritten letter with name or description of event, location, date, time and request for response

letter of acceptance or declining invitation

written in same form as the invitation

thank-you note

brief handwritten letter to show good manners and gratitude for gift or hospitality

letter of condolence

handwritten expression of sympathy

letter of congratulations

handwritten acknowledgement of someone's special event, award or recognition

personal correspondence

letter to a friend

formal invitation

informal invitation

letter of acceptance or
declining invitation

thank-you note

Ɔ

delete

^ *at this*

insert marginal copy ^ point

#

insert word^Δspace

⊂

close up sp⊂ace

⌒

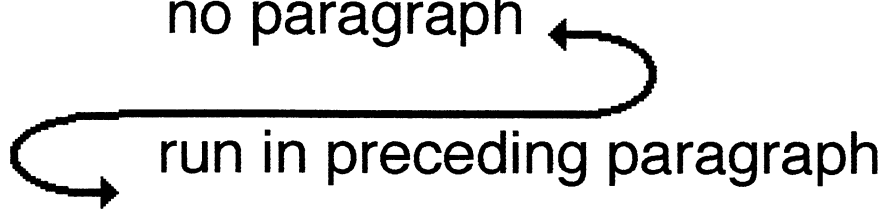
less space ⌒ here

¶

start paragraph ¶ here

no ¶

no paragraph



Composition

Ⓢ comp., spell out

Ⓢ

tr

transpose letters words or

’

insert apostrophe [John’s]

^
,

comma ^

”

quotation mark [‘ quotes’]

●

period ●

caps

capitals [or ring word]

lcc

LOWER CASE, thus



insert



let marked ~~text~~ stand as set



[set farther to the left



set] farther to the right

ital

set in italic (*italic*)

bf

set in boldface (**boldface**)



insert hyphen

∨

superscript X_2 X^2

∧

subscript H_2O H_2O

;/

semicolon

⓪

colon

(/)

parentheses

Time		Before Christ	B.C.
year	yr.	ante meridian	a.m.
week	wk.	post meridian	p.m.
minute	min.	common era	C.E.
hour	hr.	before common era	B.C.E.
century	cent.	Linear measurement	
month	mo.	foot	ft.
second	sec.	inch	in.
Anno Domini	A.D.	yard	yd.

mile

mi.

kilogram

kg

centimeter

cm

dozen

doz.

millimeter

mm

Liquid Measurement

meter

m

pint

pt.

kilometer

km

cup

c.

Solid Measurement

quart

qt.

pound

lb.

liter

l

ounce

oz.

gallon

gal.

gram

g

milliliter

ml

Addresses

Circle

Cr.

Street

St.

Titles

Drive

Dr.

Professor

Prof.

Road

Rd.

Mister

Mr.

Boulevard

Blvd.

Mistress

Mrs.

Avenue

Ave.

Doctor

Dr.

Apartment

Apt.

Governor

Gov.

Route

Rt.

Senior

Sr.

Court

Ct.

Junior

Jr.

Honorable Hon.

Madame Mme.

Saint St.

Colonel Col.

Lieutenant Lt.

Sister Sr.

Senator Sen.

Control for:**States** (No periods are required)

Alaska	AK	Montana	MT
Alabama	AL	Nebraska	NE
Arizona	AZ	Nevada	NV
Arkansas	AR	New Hampshire	NH
California	CA	New Jersey	NJ
Colorado	CO	New Mexico	NM
Connecticut	CT	New York	NY
Delaware	DE	North Carolina	NC
Florida	FL	North Dakota	ND
Georgia	GA	Ohio	OH
Hawaii	HI	Oklahoma	OK
Idaho	ID	Oregon	OR
Illinois	IL	Pennsylvania	PA
Indiana	IN	Rhode Island	RI
Iowa	IA	South Carolina	SC
Kansas	KS	South Dakota	SD
Kentucky	KY	Tennessee	TN
Louisiana	LA	Texas	TX
Maine	ME	Utah	UT
Maryland	MD	Vermont	VT
Massachusetts	MA	Virginia	VA
Michigan	MI	Washington	WA
Minnesota	MN	West Virginia	WV
Mississippi	MS	Wisconsin	WI
Missouri	MO	Wyoming	WY
		District of Columbia	DC

States		Delaware	DE
Alaska	AK	Florida	FL
Alabama	AL	Georgia	GA
Arizona	AZ	Hawaii	HI
Arkansas	AR	Idaho	ID
California	CA	Illinois	IL
Colorado	CO	Indiana	IN
Connecticut	CT	Iowa	IA

Kansas	KS	Missouri	MO
Kentucky	KY	Montana	MT
Louisiana	LA	Nebraska	NE
Maine	ME	Nevada	NV
Maryland	MD	New Hampshire	NH
Massachusetts	MA	New Jersey	NJ
Michigan	MI	New Mexico	NM
Minnesota	MN	New York	NY
Mississippi	MS	North Carolina	NC

North Dakota	ND	Texas	TX
Ohio	OH	Utah	UT
Oklahoma	OK	Vermont	VT
Oregon	OR	Virginia	VA
Pennsylvania	PA	Washington	WA
Rhode Island	RI	West Virginia	WV
South Carolina	SC	Wisconsin	WI
South Dakota	SD	Wyoming	WY
Tennessee	TN	District of Columbia	DC

Note Taking at a Lecture

Before a lecture begins,
write the topic or title at the
top of the page.

Leave a wide margin at
the left for editing the
notes.

1

It is important to listen
carefully to the lecture being
given.

Try to determine the main
points of the lecture.

Write the main ideas as
headings at the left margin.

Indent and write details
under the main points or
headings.

Write only phrases or
very short sentences for
each note.

Write each note on a
separate line.

2

3

Listen for key phrases which mark important points such as “First, In the first place, Second, In the second place.”

If the speaker numbers points in the lecture it is advisable to number them in the notes taken.

4

Speakers also alert listeners to what is coming with phrases like, “I will list ...” or “An important point is....”

Listeners should be prepared to take notes when these listening clues are given.

5

After the lecture is over, review the notes which were taken and write a summary of the main points.

Edit the notes to improve clarity, readability and completeness.

Rewrite any illegible words.

6

If points or important details have been omitted, add them to the margin on the left in the appropriate area.

7

If main points have been mistakenly written as details, underline the point and draw an arrow from the indented note to the margin to indicate that it should be a main point.

8

Write out any words which have been abbreviated.

Fill in words or phrases which will improve later recall.

9

Tie together points into a larger main point if it will improve organization.

10

Dewey Decimal Classification

In 1876, Melvil Dewey published a forty-two page booklet, **Decimal Classification and Relative Index**, outlining his classification scheme for cataloging books and other library materials such as periodicals, encyclopedias and newspapers. In 1979, the nineteenth revision of Dewey's original scheme required three volumes.

1

Dewey divided all knowledge into ten main classes with a one hundred number span in each class. For example, 800-899 is the main class for literature. There are ten subclasses in each main class. For example, 810 is the subclass for American literature. Each subclass is further divided. For example, 811 is the designation for American poetry, 813 for American fiction.

More specific divisions in each designation indicate chronological period, geographic location or the material's form. These further divisions are designated by additional numerals which follow a decimal point placed after the third subclass numeral. For example, American fiction of the period 1861 to 1900 is designated by 813.4. Any writings of or about a specific American novelist of that period are designated by yet another numeral. For example, any writings about or by the American novelist Henry James are designated by 813.46.

2

3

The ten main classes of the Dewey Decimal Classification and Relative Index are:

- 000-099 general works such as encyclopedias, dictionaries, newspapers, periodicals;
- 100-199 philosophy, psychology;
- 200-299 religion, mythology;
- 300-399 social sciences;
- 400-499 language;
- 500-599 pure science;
- 600-699 technology;
- 700-799 the arts, sports, recreation;
- 800-899 literature;
- 900-999 history, geography, biography, travel.

4

Library of Congress Classification

The staff of the Library of Congress in Washington, DC, developed a classification system for cataloging larger and more specialized library collections. This classification system is under continuous revision. The Library of Congress Classification System (LC) specifies twenty-one large classes into which all knowledge is categorized. Capital letters designate each class.

Each class has its material classified from general to specific and from theoretical to practical applications. Combinations of capital letters designate specific classes. Three-digit numbers designate further specific aspects of specific classes. The LC classification allows specific identification of subject matter in a simplified and flexible manner without long numerical designations. Therefore, it is better able to meet needs of larger or special libraries.

2

Computerized Cataloging of Library Holdings

The twenty-one large classes of the LC system are:

A, General Works;
B, Philosophy, Religion;
C, History, Auxiliary Sciences;
D, Universal History;
E,F, American History;
G, Geography, Anthropology;
H, Social Sciences;
J, Political Science;
K, Law; L, Education;
M, Music; N, Fine Arts;
P, Language, Literature;
Q, Science; R, Medicine;
S, Agriculture; T, Technology;
U, Military Science;
V, Naval Science;
Z, Bibliography, Library Science.

3

Since the beginning of the twentieth century, libraries have been able to purchase catalog cards from the Library of Congress for every U.S. copyrighted book. After the advent of computers, cataloging information has been made available by the Library of Congress for library computer systems. This is accomplished by means of Machine Readable Cataloging tapes.

1

Cataloging information is distributed by networks such as Online Computer Library Center and Research Libraries Information Network. At this time, information available from networks is not complete.

2

Books may be ordered from wholesalers with cards to be filed in the library's card catalog, pockets, classification codes and protective covers. This saves the acquisitions librarian time and effort as well as making the books available more quickly to the library's patrons.

3

Books may be ordered from wholesalers with cards to be filed in the library's card catalog, pockets, classification codes and protective covers. This saves the acquisitions librarian time and effort as well as making the books available more quickly to the library's patrons.

4

Since the 1980's, online public access catalogs have reduced the manual work of producing the card catalog. More efficient access to library holdings is possible through this automated equivalent of a card catalog. Many libraries enter their own cataloging information into their computer system. This can be communicated to other libraries. There are inter library loan systems which allow libraries to borrow from each others holdings.

5

000-099	general works: encyclopedias, dictionaries, newspapers, periodicals	800-899	literature
100-199	philosophy, psychology	900-999	history, geography, biography, travel
200-299	religion, mythology		
300-399	social sciences		
400-499	language		
500-599	pure science		
600-699	technology		
700-799	the arts, sports, recreation		

Research Tools Definitions

dictionary

book containing words of a language arranged alphabetically with name of part of speech, definitions, information about pronunciation, origin

1

encyclopedia

book containing alphabetically arranged information, treated separately, about all branches of knowledge

2

CD ROM

compact disc that functions as Read Only Memory for the computer and may contain programs, text, video files, audio files

3

data base

collection of information
which may be accessed by
the computer for rapid
search and retrieval

4

on-line service

organization which
allows one's individual
computer to be
connected to a
computer network to
access other users and
information sources

5

microfiche

sheet of film with
reproductions of miniature
copies of documents read
by inserting into a
magnifying viewer and
allowing for compact
storage

6

thesaurus

book of synonyms and
sometimes antonyms

7

almanac

book published annually which contains a calendar of weeks and months in a year, gives times of various events such as anniversaries, sunset, sunrise, tides, moon phases, and other brief information on topics such as population, weather predictions, astronomy

8

atlas

bound collection of maps and geographical information

9

Dewey Decimal System

classification system devised by Melvil Dewey in 1876, used in libraries for cataloging books and other publications and utilizing numbers 000 to 999 for general fields of knowledge with decimals and letters for the ten subclasses of each field

10

Library of Congress Classification

classification system devised by the staff of the Library of Congress, used in libraries for cataloging books and other publications and utilizing capital letters for twenty-one large classes with specific topics indicated by combinations of capital letters and 3-digit numbers

11

PRONOUNS

A **pronoun** is a word which is used in place of a noun.

she

it

somebody

you

me

them

1

The use of pronouns is a convenient way to avoid the awkward repetition of nouns.

Mary found Mary's book under Mary's bed.

Mary found **her** book under **her** bed.

When the noun for which the pronoun stands is expressed, it is known as the **antecedent** of the pronoun.

Although the **book** is an antique, **it** is not valuable.

The chief kinds of pronouns are:

personal,
impersonal,
demonstrative,
relative,
interrogative,
indefinite, and
reciprocal.

4

Most pronouns take a different form for each of the three cases:

nominative,
objective, and
possessive.

5

CASES OF PRONOUNS

Like nouns, pronouns have three cases. A pronoun is in the nominative, the possessive, or the objective case according to its use in the sentence. The case of the antecedent has nothing to do with the case of the pronoun.

1

A pronoun is in the **nominative** case when it is the subject of any part of a verb except the infinitive.

They walked quietly.

It was a sad tale.

Who ate the last piece of cake?

A pronoun is in the **nominative** case when it is the complement of a linking verb.

The answer is **this**.

Are you sure it was **he**?

"It is **I**," answered Mary.

2

3

The **possessive** case of a pronoun denotes ownership.

Whose toys are those?

The bird left **its** nest.

4

The only pronouns which use the apostrophe in forming the possessive case are pronouns ending in **one, body, else, other,** and **others**.

This takes so much of **one's** time.

Everybody's business is **nobody's** business.

5

A noun or pronoun which precedes a gerund (verbal noun) is in the **possessive** form.

We are late because of **his** taking so long at the store.

I do not mind **your** reading over my shoulder.

6

A pronoun is in the **objective** case when it is the direct or indirect object of a verb or the direct object of a preposition.

By **whom** was the note sent?

They gave **me** a lift.

7

A pronoun is in the **objective** case when it is the subject of an infinitive.

They wanted **him** to leave.

He needs **us** to sing, too.

PERSONAL PRONOUNS AND THE IMPERSONAL PRONOUN

A **simple personal** pronoun is a direct substitute for the name of

a person,
place,
thing or
idea.

1

First Person:

	Singular	Plural
Nom.	I	we
Poss.	my, mine	our, ours
Objec.	me	us

2

Second Person:

	Singular	Plural
Nom.	you	you
Poss.	your,yours	your,yours
Objec.	you	you

3

Third Person:

	Singular	Plural
Nom.	he, she, it	they
Poss.	his, her, its	their, theirs
Objec.	him, her, it	them

The impersonal pronoun **it** stands for nothing definite. The impersonal pronoun has no antecedent.

It was raining.

I couldn't help **it** if the rain ruined the picnic.

DEMONSTRATIVE PRONOUNS

A **demonstrative** pronoun is a pronoun which points out objects or ideas. (These are sometimes called determiners)

I cannot explain **that**.

This was an exciting day.

These are the correct answers.

1

They are declined as follows:

	Singular	Plural
Nom.	this	these
Objec.	this	these
Nom.	that	those
Objec.	that	those

Such may be used as the singular or plural demonstrative pronoun, being equivalent to **this, that, those, or these**.

Such was his intention.

Such were his intentions.

2

3

RELATIVE PRONOUNS

A **relative pronoun** is a pronoun which refers to an antecedent, introduces a subordinate clause, and joins this clause to the rest of the sentence.

He was a man **whose** wealth seemed unlimited.

These are the times that **try** men's souls.

1

A **relative pronoun** is a pronoun which refers to an antecedent, introduces a subordinate clause, and joins this clause to the rest of the sentence.

He was a man **whose** wealth seemed unlimited.

These are the times that **try** men's souls.

2

Simple relative pronouns are **who**, **which**, and **that**.

Who refers to persons.

Which refers to places, things, and ideas.

That refers to persons, places, things, and ideas.

3

Who is declined as follows:

	Singular & Plural
Nominative	who
Possessive	whose
Objective	whom

4

Which has only two cases.

	Singular & Plural
Nominative	which
Possessive	---
Objective	which

5

That has only two cases.

	Singular & Plural
Nominative	that
Possessive	---
Objective	that

6

The **compound relative pronouns** are **whoever, whosoever, whichever, whichsoever, what, whatever, and whatsoever.**

The compound relative pronouns are regularly singular in number.

7

INTERROGATIVE PRONOUNS

An **interrogative pronoun** is a pronoun that introduces a direct or indirect question.

The pure interrogative pronouns are

who,
what, and
which.

1

The interrogative pronouns have the following case forms:

	Singular & Plural		
Nom.	who	which	what
Poss.	whose	---	---
Objec.	whom	which	what

Examples in the nominative case:

Who called last night?

Do you know **which** book we need?

What are you going to wear?

2

3

Examples in the
possessive case:

Whose house is that?

I have asked several
people **whose** car that is.

4

Examples in the
objective case:

From **whom** did you get
that call?

To **what** do you attribute
the cause of death?

5

INDEFINITE AND RECIPROCAL PRONOUNS

An **indefinite pronoun** has no expressed antecedent and does not point out a definite person, place, thing or idea.

1

An indefinite pronoun is neither specific nor limited.

Many are called, but **few** are chosen.

All wanted **somebody** strong as a leader.

Numerals may be used as pronouns as may ordinals and fractions.

Three of the prisoners escaped.

Two-thirds chose the leading brand.

The **second** of the group was taller.

2

3

Some of the indefinite pronouns include:

any,
each,
all,
many,
everybody,
something,
nothing,
nobody,
more,
either.

4

Indefinite pronouns may be used as adjectives.

Exceptions are

none and **plenty**.

5

The pronouns **each other** and **one another** are called **reciprocal pronouns** because they indicate a mutual relationship between two or more persons or things.

6

When the antecedent refers to two persons or things **each other** is used.

The duelists killed **each other**.

The lovers lived only for **each other**.

7

When the antecedent refers to more than two persons or things **one another** is used.

Everyone in the dance company saw **one another** each week.

The members of the committee respected **one another's** opinions.

CONJUNCTIONS

A **conjunction** connects words, phrases, and clauses.

We bought pencils **and** pens.

The speaker sounded impressive, **but** hardly made any sense.

I saved my money all summer **so** I have enough for a bicycle.

1

The two main kinds of conjunctions are **coordinate** and **subordinate** conjunctions.

Coordinate conjunctions connect words, phrases, or clauses of equal grammatical value.

We saw Michael **and** David at the show.

We can go to the movies **or** visit the zoo.

2

3

Correlative conjunctions are two-part coordinate conjunctions

Give me **either** a pen **or** a pencil.

They had **neither** pens **nor** pencils.

We need **both** fruits **and** vegetables.

4

Groups of words may also act as conjunctions.

We tried the engine, **but in the meantime**, the tire had gone flat.

They could afford a new car, **yet on the other hand**, they wanted to save for a swimming pool.

5

Subordinate conjunctions are connecting words which introduce dependent or subordinate clauses and connect them to independent clauses. The **subordinate conjunction** establishes the relationship between the two clauses.

6

The relationship may be one of time, place, manner, condition, concession, cause or reason, purpose, degree, comparison or result.

7

Subordinate conjunctions showing relationship of time are **after, until, when, as, before, since, while.**

Do not expect him **until** you see him.

They must finish their work **before** they go home.

The villagers were in danger **when** the river rose.

8

Subordinate conjunctions showing relationship of place are **where, wherever, whence.**

Our friends have a good time **wherever** they go.

Go **where** you are told to go.

9

Subordinate conjunctions showing relationship of manner are **as, as if, as though.**

He waited **as** he had been told.

They danced **as though** their lives depended on it.

10

Subordinate conjunctions showing relationship of condition are **if, provided that, unless.**

Our guests will be pleased **if** you treat them nicely.

You won't be able to catch her **unless** you run.

11

Subordinate conjunctions showing relationship of concession are **although, though, while.**

He makes little progress **although** he works hard.

They were best friends **though** they lived in different towns.

12

Subordinate conjunctions showing relationship of purpose are **in order that, so that, that.**

They died **that** we might live.

Take only as much as you need **in order that** there will be enough for everyone.

14

Subordinate conjunctions showing relationship of cause or reason are **as, because, since.**

We went in, **as** it had grown dark.

He ran **because** he was scared.

13

Subordinate conjunctions showing relationship of degree are **as.....as.**

They ran **as** fast **as** they could run.

There was corn **as** far **as** they could see.

15

Subordinate conjunctions showing relationship of comparison are **as.....as, so.....as, than.**

He could read faster **than** I could.

Algebra is not **so** difficult **as** you may think.

He felt **as** strong **as** an ox.

16

Subordinate conjunctions showing relationship of result are **so that, so....that, such....that.**

The student was **so** late **that** the teacher had begun without her.

He studied hard **so that** he could become an expert.

17

INTERJECTIONS

An **interjection** is a word which shows sudden feeling or emotion. It has no grammatical relation to the rest of the sentence and is merely an exclamatory word.

Wow! Oh! Ha!

Hurrah! Yippee!

1

Frequently an interjection is followed by an exclamation point.

Yippee! We won the race.

Wow! She found the treasure.

Any part of speech may be used as an interjection.

Help! The house is on fire!
(verb)

My, you draw so well.
(pronoun)

Heavens! We are going to be late. (noun)

Slowly! You might drop it!
(adverb)

2

3

CAPITALIZATION

A capital letter is used
for the

first word in a sentence.

Example:

The weather is cold.

1

A capital letter is used for
proper nouns.

Example:

My best friend is Carl.

2

A capital letter is used for
days of the week,
months of the year and
names of holidays.

Example:

The fourth Thursday in
November is Thanksgiving.

3

A capital letter is used for words denoting relatives when replacing the relative's real name.

Example:

I asked Mother to help me.

My mother will help.

(Name of relative is not capitalized in this case.)

4

A capital letter is used for titles.

Example:

We read about General Lee and President Lincoln.

6

A capital letter is used for I.

Example:

Karen and I went home.

5

A capital letter is used for all the words in a title except a, an, the, short conjunctions and short prepositions unless these appear as the first or last words.

Example:

What Men Live By

7

Rewrite these sentences with correct capitalization.

1. i saw alice at wal-mart on tuesday.
2. senator smith is a member of congress and spends most of his time in washington.
3. the book i am reading is the swiss family robinson.
4. bob went to the grocery store for his mother.
5. i called, "where are you, mother?"
6. the following statement was made to the press: after the president announces the new members of his cabinet, he will hold a brief conference.
7. the child replied, "oh! yes!" to the question from the teacher.
8. the question is,"who will get the mail?"
9. we crossed the mississippi river near st. louis, missouri.
10. the largest lake is lake superior.
11. the irishman's name is sean o'connell.
12. have you been to yosemite national park?
13. when we drive south for the winter, first we head to the east.
14. the cowboy likes to wear western clothes
15. Is he an american citizen?
16. my dog is an irish setter which we got from long island.
17. the state legislature is composed of native americans, hispanics, blacks and caucasians.
18. they served coca-cola and fritos for a snack.
19. my grandfather received a purple heart medal because he was wounded during the battle of the bulge in world war two.
20. i said, "hello, doctor."

PERIODS

QUESTION MARKS

EXCLAMATION MARKS

A period is used at the end
of a declarative sentence.

She went to the store.

1

A period is used at the end
of an imperative sentence.

Go to the store.

A period is used after
numerals and letters in
outlines.

- I. History of flight
 - A. propeller
 - B. jet
 - C. man-powered
 - D. space flight

2

3

A period is used at the end of a business request stated in question form.

Please send me a copy of your catalog.

4

A period is used after an abbreviation or an initial.

Dr. Brown

Main St.

E. B. White

5

A question mark is used at the end of an interrogative sentence.

Are you going to the store?

6

A question mark is used inside parentheses after a date or statement to show doubt.

His birth in 1862(?) was surrounded by mystery.

7

An exclamation mark is used at the end of an exclamatory sentence.

I can hardly wait until Christmas!

8

And exclamation mark is used after a very strong interjection.

Help! The boat is sinking!

9

An exclamation mark is used at the end of an imperative sentence that exclaims.

Watch out!

10

COMMAS

A comma is used to separate items in a series.

We bought tape, scissors, string, paper and glue.

1

A comma is used to separate adjectives of equal value.

He is an honest, conscientious, dedicated teacher.

A comma is used to separate a direct quotation from the rest of a sentence.

She said, "I want to go home."

2

3

A comma is used to separate the day of the month from the year.

I was born on
November 10, 1951.

4

A comma is used to separate the names of a city and state or city and country.

I live near Knoxville,
Tennessee.

We visited Paris, France.

5

A comma is used to separate a name from a title.

John Butcher, President,
called the meeting to order.

6

A comma is used to set off introductory words like **no** and **now**.

Yes, I want to see the
movie.

Now, we are going to get
our coats on.

7

A comma is used to set off words like

however,
moreover,
nevertheless and
too.

Nevertheless, they decided to leave.

We are going to the theater, too.

8

A comma is used to set off a name used in a direct address.

Jim, bring me that book.

I want you to wait here, Susan.

9

A comma is used to set off words in apposition.

Sammy, our Labrador retriever, is well trained.

My teacher, Mrs. Smith, lives near me.

10

A comma is used after the greeting in a friendly letter.

Dear Mom,
I really miss you.

11

A comma is used after the closing in any letter.

Sincerely,
James

12

A comma is used after a last name preceding a first name.

White, Bobby
Hunter, Sally

13

A comma is used after a mild interjection within a sentence.

Gee, I didn't know you were here.

14

A comma is used after an introductory adverbial phrase.

Before leaving the house, check to make sure the doors are locked.

15

A comma is used before the conjunction in a compound sentence.

Jim and Susan wanted to bake a cake, but they did not have all the ingredients.

16

A comma is used whenever necessary to make the meaning of the sentence clear.

17

HYPHEN DASH

A **hyphen** is used in writing compound numbers.

We ordered twenty-three copies of the text book.

1

A **hyphen** is used to divide a word at the end of a line.

There were hardly enough dictionaries to go around.

A **hyphen** is used between parts of a compound adjective preceding a noun.

That was a three-toed sloth hanging from the tree.

2

3

A **dash** is used to indicate an abrupt break in thought or structure.

They thought they might go see the Empire State Building-out of the question.

4

A **dash** is used to indicate a parenthetical or explanatory phrase or clause.

We bought a new refrigerator-the kind which dispenses water and ice.

5

A **dash** is used between numbers in a page reference.

Please read pages 57-63 for homework tonight.

6

POINTS OF ELLIPSIS

BARS

The **points of ellipsis** indicate an omission, a lapse of time, or a particularly long pause. When the points of ellipsis fall at the end of a sentence, a fourth (the terminal period) is added.

1

The **points of ellipsis** indicate the deliberate omission of one or more words from a quoted passage.

We all know, “Four score and seven years ago. . . .”

The **points of ellipsis** indicate passage of time.

Three . . . two . . . one . . . zero.

2

3

APOSTROPHE QUOTATION MARKS UNDERLINING

An **apostrophe** is used to show possession.

Andy's house

Sarah's desk

Dad's car

1

An **apostrophe** is used in contractions.

didn't won't we'd she'll

An **apostrophe** is used to form the plurals of letters, figures, signs, and words.

Watch your p's and q's.

The school zip code has four 7's in it.

2

3

An **apostrophe** is used to show the omission of figures.

We have the Spirit of '76.

She was in the class of '84.

4

Quotation marks are used to enclose the exact words of a speaker.

“May I go over to his house?” Sid asked.

Randy said, “I didn't get my work done.”

5

Quotation marks are used around titles of short plays, short stories, short poems, chapter titles, and songs.

We sang “Dixie” before lunch.

We read “The Gift of the Magi.”

6

Underlining is used below handwritten or typewritten titles of movies, newspapers, books, magazines, ships, and trains.

We saw Star Wars eleven times.
Have you read Anne of Green Gables?

7

Underlining is used to set off foreign words and phrases which are not yet part of the English language.

He thought the young girl was tres jolie.

PUNCTUATION

PARENTHESES BRACKETS

Parentheses are used to enclose material which is supplementary, explanatory, or interpretive.

Her speech (delivered in a dull monotone) was about the development of telephones.

1

Parentheses are used to enclose a question mark after a date or a statement to show doubt.

She was born in 1864(?) and died in 1947.

2

Parentheses are used to enclose references and directions.

The book was hailed by at least one critic (see The Saturday Review, Nov. 30, 1963, page 43).

3

Parentheses are used to enclose figures or letters marking the order of a series.

I want to make three important points: (1) I do not like animals, (2) I am allergic to animal fur, (3) I have the right to refuse to let you bring your two dogs, seven cats and twenty-three gerbils into my home.

4

Brackets are used to enclose an explanatory comment in quoted material.

She [Gertrude Stein] used to counsel Hemingway at great length.

5

Brackets are used to enclose a correction of a quoted statement of fact.

Douglas Fairbanks, Junior [Senior] was married to Mary Pickford.

6

Brackets are used to enclose the word, **sic**, which means **thus**, to call attention to an error in a quotation.

They moved to the city from the planes [sic] of the Midwest.

7

Brackets are used to take the place of parentheses inside of parentheses.

The comment is contained in the author's previous book (see Medieval Europe, pp. 204-229 [2d ed.]).

COLON SEMICOLON

A **colon** is used in writing time.

6:45 12:15 3:37 8:02

1

A **colon** is used to introduce a list.

Bring the following items to camp: extra shoes and socks, flashlight, raincoat, canteen, swimming suit and towel.

A **colon** is used after the greeting in a business letter.

Dear Sir:

Please send a copy of your literature to the above address.

2

3

A **colon** is used in written plays and in other forms of written dialogue, after the name of the person who is speaking.

Anne: Look at that beautiful sunset.

Shirley: It just takes my breath away.

4

A **colon** is used to introduce a formal quotation.

Franklin D. Roosevelt said:
“We have nothing to fear but fear itself.”

5

A **colon** is used to separate a subtitle from a main title.

Wheat: The Staff of Life

My Father: A Memoir of Mark Twain

6

A **colon** is used to separate a scene from an act in a play.

Act III: Scene ii

7

A **colon** is used to separate verse from chapter in the Bible.

The Song of Solomon 2:1

Ezekiel 10:6

8

A **semicolon** is used to join independent clauses in a compound sentence when a conjunction is not present.

The class elected John Brown for president; he was the only choice on the ballot.

9

A **semicolon** is used to precede a conjunctive adverb (therefore, however, furthermore, etc.) used between the coordinate clauses of a compound sentence.

Fractions were difficult for her; therefore, she avoided them.

10

A **semicolon** is used in place of a comma when a more distinct pause is needed.

The roast was in the oven, a cake was cooling in the pantry, the vegetables were bubbling on the stove; in fact, everything was ready for dinner.

11

A **semicolon** separates items in a series when parts of the items are already separated by commas.

The winners were: John, first; Alice, second; Jane, third.

They had branch offices in Chicago, Illinois; Columbus, Ohio; and Richmond, Virginia.

The **points of ellipsis** may be used as a substitute for the expression and so forth.

We often worship the heroes of television, John Wayne, Paul Newman, Clint Eastwood,

4

The **points of ellipsis** may be used to indicate that a statement is deliberately left unfinished.

When he said he would bring it right back, I thought, "Well"

5

The **points of ellipsis** are often used in textbooks, forms, and examinations to indicate that words need to be filled in.

Name

Address

Date

6

The **bar or virgule** is a diagonal line. When running lines of poetry together, the bar is used to indicate the correct ending of each line.

Twinkle, twinkle, little star,/ How I wonder what you are,/ Up above the world so high,/ Like a diamond in the sky.

7

The **bar** is used to indicate that one of two words may be used.

You will need a comb **and/or** brush.

The student knows what is expected of him/**her**.

8

The **bar** is used in addresses to separate the letters **c** and **o** to form the symbol meaning **in care of**.

Please send it **c/o** Donald White.

9

The **bar** is sometimes used in the contractions of dates.

November 10, 1951
11/10/51

July 4, 1976
7/4/76

10

The **bar** is sometimes used to indicate the omission of such words as **per**, **of**, or **as**.

barrels per day barrels/day

bill of lading B/L

11

,

comma

!

**exclamation
mark**

.

period

?

**question
mark**

’

apostrophe

“ ”

**quotation
marks**

**■
■**

colon

**■
;**

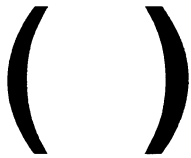
semicolon



**points of
ellipsis**



**bar or
virgule**



parentheses



brackets



hyphen



dash

line

underline

Punctuation Activities

Directions: Copy the sentences and punctuate, using periods.

1. Mother always fixes my lunch
2. Go play on the swings
3. Please send me a new bicycle
4. Bob is absent today
5. Our teacher brought us a special treat

Directions: Copy the sentences and punctuate, using periods.

1. We live on Main St next to the park
2. Mother took me to Dr Spock
3. This is Mr J J Jones
4. The U S A is my native land
5. Lt Frank is being promoted

Directions: Copy the sentences and punctuate, using question marks and periods.

1. Will you come to my party
2. "Shall we go " she asked
3. They moved away didn't they
4. The chair was made in 1960 () by my grandfather
5. Is it likely to rain

Directions: Copy the sentences and punctuate, using exclamation marks and periods.

1. It is a beautiful day
2. I can hardly wait to see Grandmother
3. Ouch The bee stung me
4. Watch out
5. Run for your life

Directions: Copy the sentences and punctuate, using commas and periods.

1. We saw monkeys tigers lions and zebras at the zoo
2. Please bring me paper pencil crayons and a clip board
3. His favorite foods are hot dogs potato chips and ice cream
4. He is an honest conscious dedicated teacher
5. She is a talented beautiful self-confident singer

Directions: Copy the sentences and punctuate, using commas, exclamation marks and periods.

1. She said "I want to go home "
2. "Let us have lunch " she pleaded
3. The boy shouted "Fire "
4. "Please let me know " I begged
5. "You are getting better " the doctor stated

Directions: Copy the sentences and punctuate, using commas, periods, question marks.

1. Were you born on May 4 1980
2. The attack on Pearl Harbor occurred on December 7 1941
3. He was born in Knoxville Tennessee
4. The largest city in the area is Atlanta Georgia
5. They visited us from Moscow Russia

Directions: Copy the sentences and punctuate, using commas and periods.

1. Bill Clinton President lives in the White House
2. Dr Smith Chairman called the meeting to order
3. Elizabeth Queen of England lives at Buckingham Palace
4. Yes I want some candy
5. No I cannot attend the party

Directions: Copy the sentences and punctuate, using commas and periods.

1. Mary wants to come too
2. Father however has a different point of view
3. Nevertheless she will do her best
4. John wait here for the bus
5. Please bring me the tray Kathy

Directions: Copy the sentences and punctuate, using commas and periods.

1. My best friend Bob lives next door
2. Hanna our old dog has been sick
3. Oh I don't know about that
4. Wait I have found the keys
5. Really you are too kind

Directions: Copy the sentences and punctuate, using commas and periods.

1. Before leaving for school check to see that you have your books
2. When you have finished your homework, you may go out to play
3. I wanted to attend the concert but all the tickets were sold
4. She ate all the chocolate cake and we did not to get any of it
5. The holidays will be enjoyed by all those who are not required to work during that period depending upon the schedule.

Directions: Copy the sentences and punctuate, using apostrophes and periods.

1. Mother s car had a flat tire
2. This is Sarah s coat
3. The school s zip code has four 7 s in it
4. He can count by 2 s and 5 s all the way to one hundred
5. Dad graduated in the Class of 56

Directions: Copy the sentences and punctuate, using quotation marks, periods, commas question marks.

1. May I come in she asked
2. Elizabeth said Please put the work away
3. Come here ordered the teacher and bring your notebook
4. The Swing is my favorite poem
5. The children like to sing Bingo

Directions: Copy the sentences and punctuate, using colons, commas, periods.

1. Please bring the following to camp flashlight boots and raincoat
2. These people have clean-up duty Andy Joe Bob and George
3. Wheat The Staff of Life is an interesting book
4. My Father A Memoir of Mark Twain
5. Star Trek The Next Generation

Directions: Copy the sentences and punctuate, using semicolons, periods and commas.

1. The class elected Hunter for president he was the only candidate
2. It does not take long to finish the work you must concentrate
3. The long trip was tiring however we enjoyed every minute of it
4. The children were in bed therefore Santa could arrive
5. The officers elected were Dave president Sally vice-president

Directions: Copy the sentences and punctuate, using periods, quotation marks and underlining.

1. My favorite book is Little House on the Prairie
2. He has seen The Empire Strikes Back more times than Star Wars
3. The children like to sing Old McDonald Had a Farm
4. The title of the lecture is How to Become a Millionaire
5. The Prince and the Pauper is being read to the class

Directions: Copy the sentences and punctuate, using hyphens and periods.

1. She will be twenty five tomorrow
2. He counted eighty eight birds in the field
3. That was a three toed sloth hanging from the tree
4. The Siamese cat looks cross eyed
5. Please read pages 19 25 for the test tomorrow

Directions: Copy the sentences and punctuate, using parentheses, periods, commas, colons.

1. Alice went through the looking-glass an unexpected journey
2. His creative story quite surprising to the teacher won the award
3. The TV show will be very popular see TV Guide Nov 18 96 p 4
4. My points are 1 the law is unnecessary 2 it will cause problems
5. He wrote that he will help in planning the celebration sic

Directions: Copy the sentences and punctuate, using periods, commas, quotation marks, points of ellipsis.

1. Three blind mice See how they run
2. We all know Four score and seven years ago
3. Three two one zero
4. We should be inspired by our past leaders Jefferson Lincoln
5. When she said she was ready to leave I thought Well

Directions: Copy the sentences and punctuate, using periods, commas, virgules.

1. Twinkle twinkle little star How I wonder what you are
2. Ask the parents to provide transportation and or help with lunch
3. Each person is to bring his her favorite food
4. The speed of the bus was fifty miles hour
5. Send the letter to me c o Mrs Susan Lee

Rewrite these sentences to include direct quotations.

1. The teacher told them to put their work away.
2. She wondered if there would be time to finish the book by noon
3. Dad told us that he would be home late.
4. Ralph complained that he did not have time to finish lunch.
5. Sarah screamed for help.

Punctuation Activities Controls

Periods

1. Mother always fixes my lunch.
2. Go play on the swings.
3. Please send me a new bicycle.
4. Bob is absent today.
5. Our teacher brought us a special treat.

Periods

1. We live on Main St. next to the park.
2. Mother took me to Dr. Spock.
3. This is Mr. J. J. Jones.
4. The U. S. A. is my native land.
5. Lt. Frank is being promoted.

Question marks and periods

1. Will you come to my party?
2. "Shall we go?" she asked.
3. They moved away didn't they?
4. The chair was made in 1960 (?) by my grandfather.
5. Is it likely to rain?

Exclamation marks and periods

1. It is a beautiful day!
2. I can hardly wait to see Grandmother!
3. Ouch! The bee stung me!
4. Watch out!
5. Run for your life!

Commas and periods

1. We saw monkeys, tigers, lions and zebras at the zoo.
2. Please bring me paper, pencil, crayons and a clip board.
3. His favorite foods are hot dogs, potato chips and ice cream.
4. He is an honest, conscious, dedicated teacher.
5. She is a talented, beautiful, self-confident singer.

Commas, exclamation marks and periods

1. She said, "I want to go home. "
2. "Let us have lunch, " she pleaded.
3. The boy shouted, "Fire! "
4. "Please let me know, " I begged.
5. "You are getting better, " the doctor stated.

Commas, periods, question marks

1. Were you born on May 4, 1980?
2. The attack on Pearl Harbor occurred on December 7, 1941.
3. He was born in Knoxville, Tennessee.
4. The largest city in the area is Atlanta, Georgia.
5. They visited us from Moscow, Russia.

Commas and periods

1. Bill Clinton, President , lives in the White House.
2. Dr. Smith, Chairman, called the meeting to order.
3. Elizabeth, Queen of England, lives at Buckingham Palace.
4. Yes, I want some candy.
5. No, I cannot attend the party.

Commas and periods

1. Mary wants to come, too.
2. Father, however, has a different point of view.
3. Nevertheless, she will do her best.
4. John, wait here for the bus.
5. Please bring me the tray, Kathy.

Commas and periods

1. My best friend, Bob, lives next door.
2. Hanna, our old dog, has been sick.
3. Oh, I don't know about that.
4. Wait, I have found the keys.
5. Really, you are too kind.

Commas and periods

1. Before leaving for school, check to see that you have your books.
2. When you have finished your homework, you may go out to play.
3. I wanted to attend the concert, but all the tickets were sold.
4. She ate all the chocolate cake, and we did not get any of it.
5. The holidays will be enjoyed by all those who are not required to work during that period, depending upon the schedule.

Apostrophes and periods

1. Mother' s car had a flat tire.
2. This is Sarah' s coat.
3. The school 's zip code has four 7' s in it.
4. He can count by 2 's and 5' s all the way to one hundred.
5. Dad graduated in the Class of '56.

Quotation marks, periods, commas, question marks

1. " May I come in?" she asked.
2. Elizabeth said, "Please put the work away."
3. "Come here," ordered the teacher, "and bring your notebook."
4. " The Swing" is my favorite poem.
5. The children like to sing "Bingo."

Colons, commas, periods and underlining

1. Please bring the following to camp: flashlight, boots and raincoat.
2. These people have clean-up duty: Andy, Joe, Bob and George.
3. "Wheat: The Staff of Life" is an interesting book.
4. My Father: A Memoir of Mark Twain
5. Star Trek: The Next Generation

Semicolons, periods, commas

1. The class elected Hunter for president; he was the only candidate.
2. It does not take long to finish the work; you must concentrate.
3. The long trip was very tiring; however, we enjoyed every minute of it.
4. The children were in bed ; therefore, Santa could arrive.
5. The officers elected were Dave, president ; Sally, vice-president.

Periods and underlining

1. My favorite book is Little House on the Prairie.
2. He has seen The Empire Strikes Back more times than Star Wars.
3. The children like to sing “Old McDonald Had a Farm.”
4. The title of the lecture is “How to Become a Millionaire.”
5. The Prince and the Pauper is being read to the class by the teacher.

Hyphens and periods

1. She will be twenty- five tomorrow.
2. He counted eighty-eight birds in the field.
3. That was a three-toed sloth hanging from the tree.
4. The Siamese cat looks cross- eyed.
5. Please read pages 19 -25 for the test tomorrow.

Commas, periods, parentheses, colons, semicolons

1. Alice went through the looking-glass (an unexpected journey).
2. His creative story (quite a surprise to the teacher) won the award..
3. The TV show will be popular (see TV Guide, Nov. 18, '96, p. 4).
4. My points are: (1) the law is unnecessary, (2) it will cause problems.
5. He wrote that he will help in planning the celebration (sic).

Periods, commas, quotation marks, points of ellipsis

1. Three blind mice....See how they run.
2. We all know, “ Four score and seven years ago ...
3. Threetwoone ... zero.
4. We should be inspired by our past leaders, Jefferson , Lincoln ...
5. When she said she was ready to leave, I thought , “ Well ...

Periods, commas, virgules

1. Twinkle, twinkle, little star,/ How I wonder what you are,
2. Ask the parents to provide transportation and / or help with lunch.
3. Each person is to bring his / her favorite food.
4. The speed of the bus was fifty miles / hour.
5. Send the letter to me c / o Mrs. Susan Lee.

Direct quotations

1. The teacher said, "Put your work away."
2. She wondered, "Will there be time to finish the book by noon?"
3. Dad said, "I will be home late."
4. Ralph complained, " I do not have time to finish my lunch."
5. Sarah screamed , " Help!"

Chart One

His little sister likes puppies.

Joe bought a new bicycle.

Many older people moved to Florida.

A drink of water might cure the hiccups.

Paula wrote a story on the computer.

Chart Two

Many young children sing beautifully.

My two little dogs barked joyfully.

The silver bells tinkled merrily.

All the older students worked hard yesterday.

Today his special gift finally arrived.

Chart Two with prepositional phrase(s)

An error appeared in the newspaper.

Yesterday bunches of white snow fell on the city.

Sarah's friends from school came for a short visit.

The computer with the color monitor broke.

Always talk quietly in the library.

Chart Three

The two friends recently published a local newsletter.

The brilliant scientist received the honorary award.

Connie's older brother always helps her.

Some ambitious students opened a thriving business.

Several local farmers suffered hardships.

Chart Three with Prepositional Phrase(s)

Connie's older brother helps her with the chores.

Several local farmers suffered hardships from the drought.

Some ambitious students in our class opened a thriving business.

The brilliant scientist received the award for his research.

The rest of the hungry men chose sandwiches from the buffet.

Chart Four

The satisfied audience heartily gave the guest a standing ovation.

We secretly bought Mom some flowers.

The naughty little boy called his sister an unkind name.

The obedient dog promptly brought Dad the evening paper.

The romantic young lady wrote her sweetheart a long love letter.

Chart Five with Predicate Adjective

All the students were really tired.

Some Italian food is very spicy.

My leather purse is lost.

Every snowflake is different.

Most puppies are frisky.

Chart Five with Predicate Nominative

A man's home is his castle.

Your wish is my command.

Tiffany's father is an engineer.

Beethoven was a famous composer.

The boys were already team members.

Chart Three with Predicate Adjective

The children considered their mother beautiful.

The audience found the movie dull.

The enthusiastic class thought the presentation informative.

The gullible girl believed the explanation perfectly true.

Many patrons considered the menu too expensive.

Chart Three with Predicate Nominative

Many cult members believed the leader their savior.

Many astronomers consider space the ultimate frontier.

My family considers Mom the boss.

Many students find calculus a challenge.

Other students consider algebra a cinch.

Chart Five with Adverb

The dog is outside.

The long boring movie is over.

The computer is down.

Today's mail is in.

Your time is up.

Subject

Predicate

Chart 1

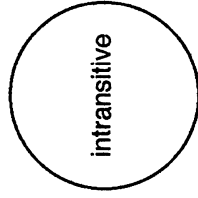
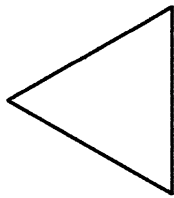


Chart 2

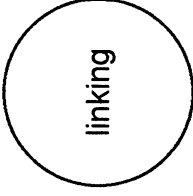
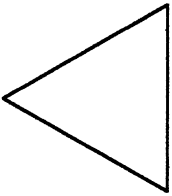
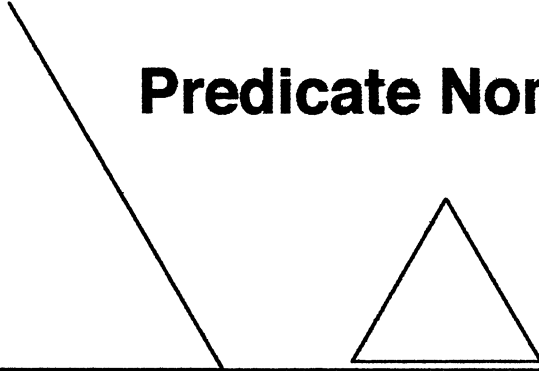
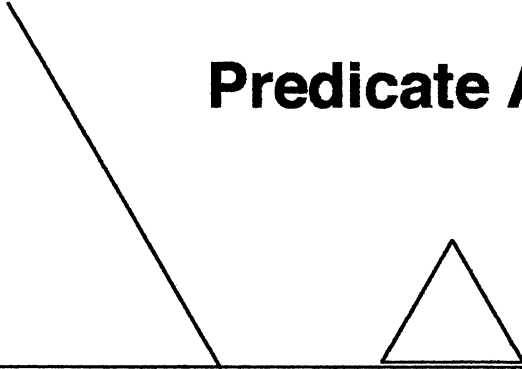


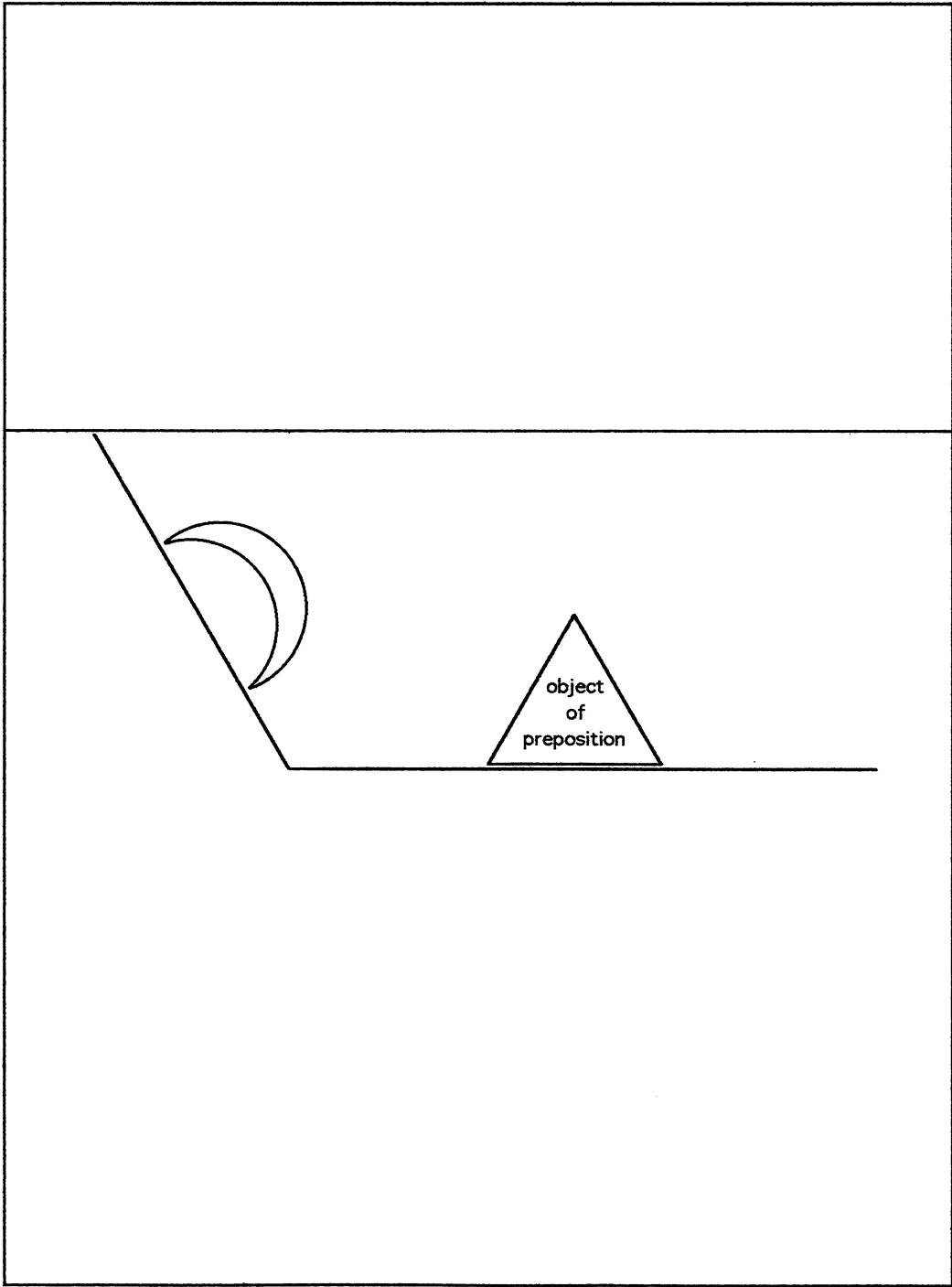
Chart 5

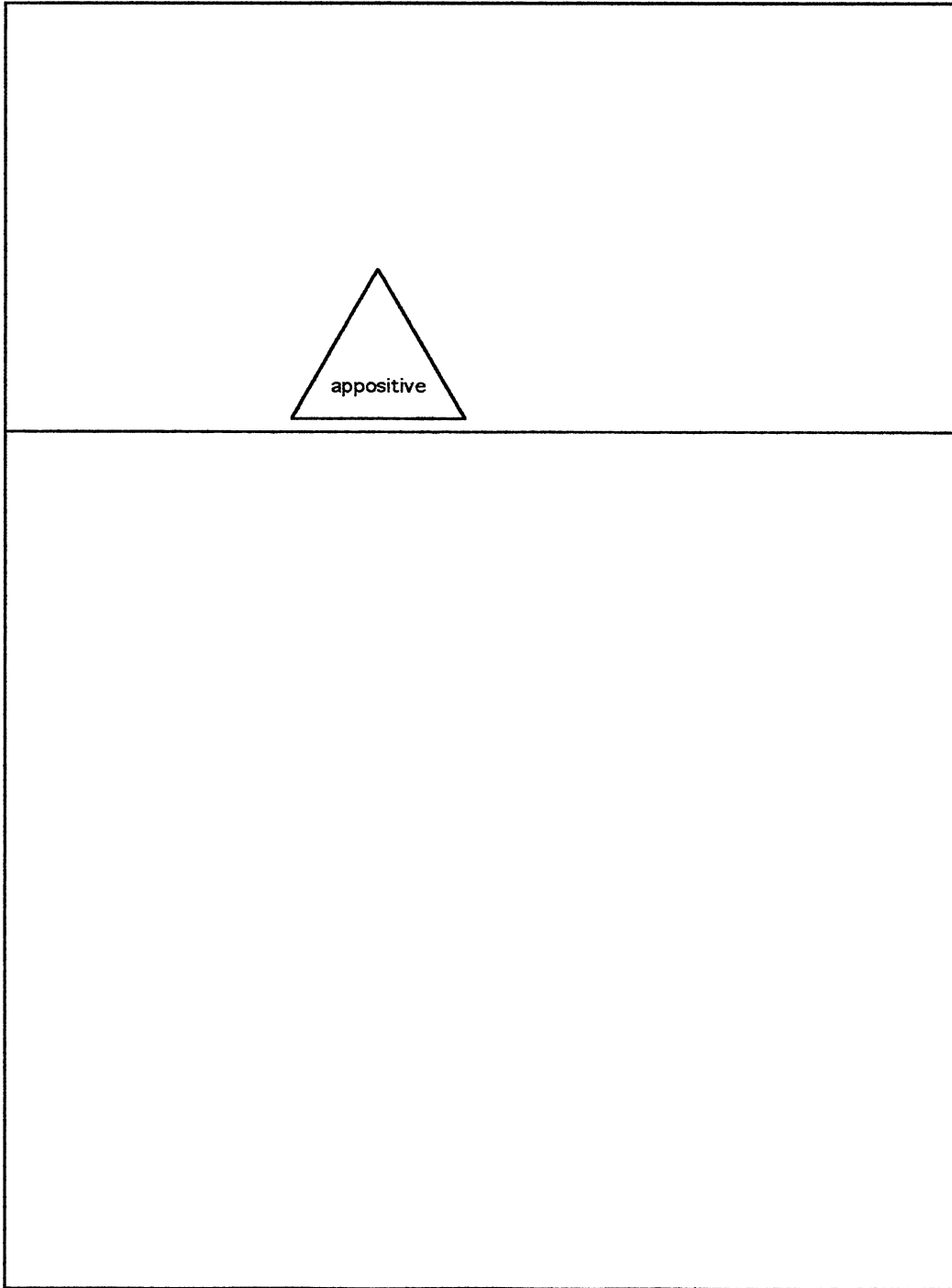
Predicate Nominative

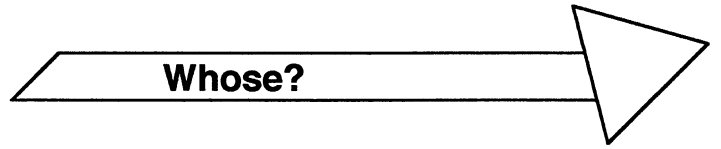
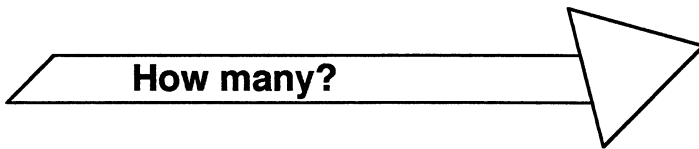
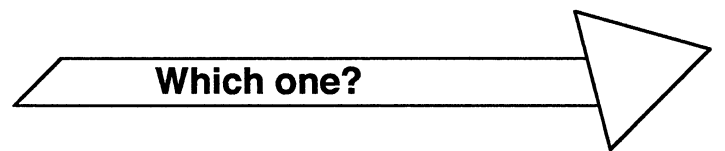
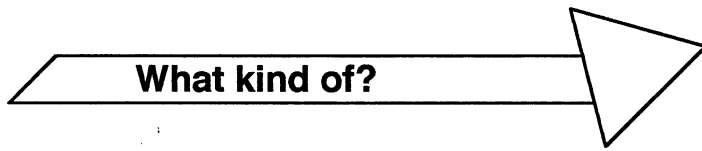
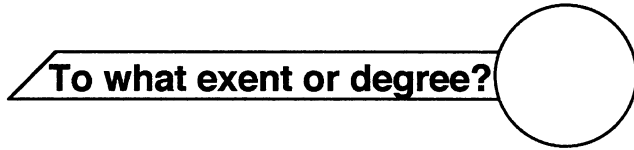
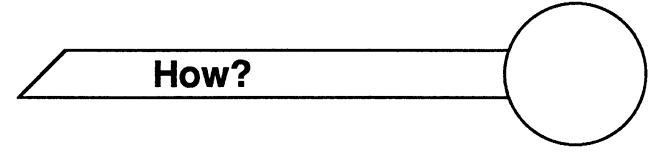
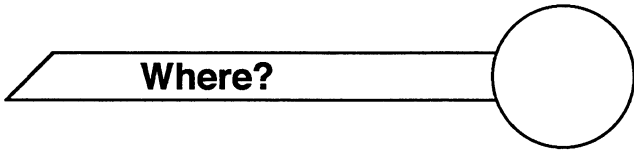
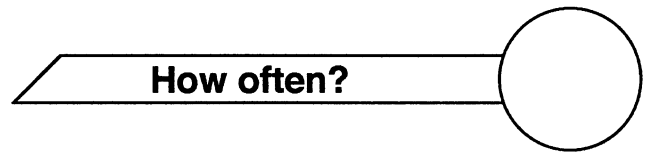
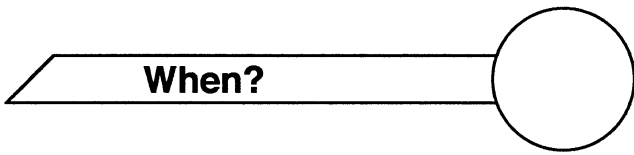


Predicate Adjective

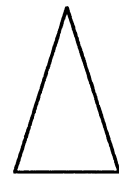
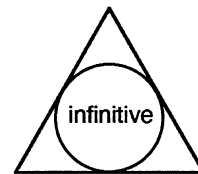




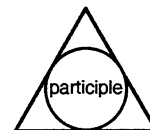
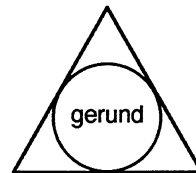
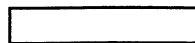




Subject



Predicate



Simple, Compound and Complex Sentence Sorting

Sentences

We talked and told stories all night.

The birds flew south for the winter.

Can you bring me a pencil and a piece of paper?

Crystal and Richard worked on the lesson together all afternoon.

Yesterday we built a cage for the rabbits.

After the thunderstorm we were cold and wet.

Sentences

We will buy the drinks and you can get the cookies for the party.

George lost the race, but he wants to try again.

Ann addressed the envelopes and Shirley put the stamps on them.

Pam wrote the articles for the newspaper and Sean took the pictures.

The job was easy, yet it took all day.

Phillip will spend the day at the beach or he will go to the movies.

Sentences

After Chris folded the laundry, Meagan put it away.

If Rachel can't go with us, we won't go either.

Howard was tired this morning although he went to bed early last night.

Paul missed his bus because he overslept.

When you finish your book, please let me borrow it.

They did not go to the movies since Jason had a cold.

complex

compound

simple

Sentence Analysis Sentence Pattern Sorting

Subject and Intransitive Verb (Chart One)

The happy campers slept soundly.

Many of the spectators cheered for their team.

The man who lived next to us moved away.

Birds of a feather flock together.

The stars twinkled brightly in the night sky.

Many of the men with whom my father works have retired recently.

Subject, Transitive Verb, Direct Object (Chart Two)

Our dog chases rabbits.

The team with the most points will win the game.

Each student may choose a lesson.

The museum has an interesting display on modern art.

We bought tickets for the Symphony concert.

The newspaper recently published an article about the epidemic in Africa.

Subject, Transitive Verb, Direct Object, Indirect Object (Chart Three)

Jennifer wrote the President a long letter about pollution.

Yesterday Mother gave our new puppy a bath.

The visitors from Russia told the class a story about their school.

Rich desserts always gave him indigestion.

Ingrid sent her pen pal a recent photograph.

Jimmy Wrote his mom a beautiful poem for Mother's Day.

Subject, Linking Verb, Predicate Adjective

Angela was late for class.

The casserole which Mom left in the refrigerator for two weeks was disgusting.

Many of the of the answers given during the hearings were misleading.

That movie was great.

We are interested in hearing more about the dinosaur fossils found in Argentina.

After the hike, the students were tired.

Subject, Linking Verb, Predicate Nominative

The winners of the trophy were Ben and Jerry.

Evelyn's mother is president of her own company.

Farming can be a dangerous occupation.

Computers are certainly useful tools for many activities.

Harriet Tubman was a brave woman.

The Earth is our home.

Clause Identification

Directions: Draw a red circle over each verb and divide the sentences into clauses.

One group wanted to play soccer but another group preferred kick ball.

We can have our ice cream now or we can wait until later.

If Sara saves her allowance, she will be able to buy a CD player next month.

Gregory read a book on rockets, but it had no information on Sputnik.

The dessert was simple, yet it tasted delicious.

When it gets too dark we'll move our game indoors.

I finished my report, but I can't find it.

After Carl read the book about computers he loaned it to Michelle.

Hester wrote a good story, but she still wants to revise it.

The sheep are in the meadow and the cow is in the corn.

They planned their class trip after they had gathered all the available information.

While Sydney looked for appropriate pictures, Amy planned the poster.

It is getting late and I will be leaving soon.

Our teacher composes sentences and we analyze them.

Although they worked on the project all day, by dinner they were still not finished.

Clause Analysis Sentences

Directions: Identify and divide the sentences into clauses. Analyze each clause on the appropriate chart.

While we waited patiently for the doctor to return, another ambulance arrived at the emergency room.

Many of the flowers growing along the path withered because the drought was severe.

Since Dan had not done his chores, he could not go to the movies with us.

Sandy can rest after she finishes cutting the yard.

When Martha has a difficult lesson to finish, she concentrates better.

Vanessa won the spelling bee because she studied every night for a month.

In case you have not noticed, we got a new car.

Nathan bought a newspaper so he could read the classified section.

When the copier is not working properly, they call the service representative.

If David is late for work again, he might get a pink slip.

When Fred answered the difficult question, Dad flashed him a big smile.

Lillian gave Anne a bouquet after they won the piano duet competition.

Frank sent his mom some chocolates when she needed cheering up.

That guy was so rude, I would not give him the time of day.

If you prepare carefully for your interview, it should be easy.

After the storm passed through, the air seemed fresh.

Carla was late for dinner since she had to take a shower after soccer practice.

If the baby misses her nap, she will be cranky all afternoon.

After he passed the examination, he became a certified pilot.

She was thrilled when she got the news.

Everyone is a winner when we work together.

If you listen carefully, you might hear the call of the barred owl in the woods.

When I gave my dad a hand with his project, he seemed really proud of me.

Sometimes the keys on the keyboard stick, so proofreading your work is important.

We had a free afternoon, so we planned several activities.

When the weather changes, her arthritis usually gives her trouble.

Some of the students who went to school here many years ago have grown up and have children of their own.

The sky darkened and the wind began blowing, but we were warm and cozy in from of the fire.

He enjoyed knitting, but his father frowned on the hobby.

As we watched in fascination, the chicks emerged from their shells.

Your parents will buy you new glasses if you need them.

Don't lose your money or you won't be able to be able to buy your dinner.

Can you watch your little sister while I do to the store?

Are you the oldest child in your family or do you have older brothers or sisters?

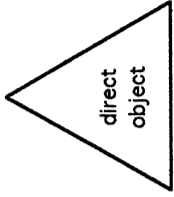
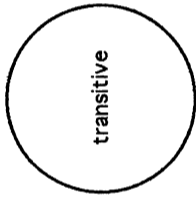
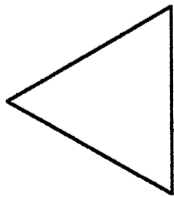


Chart 3

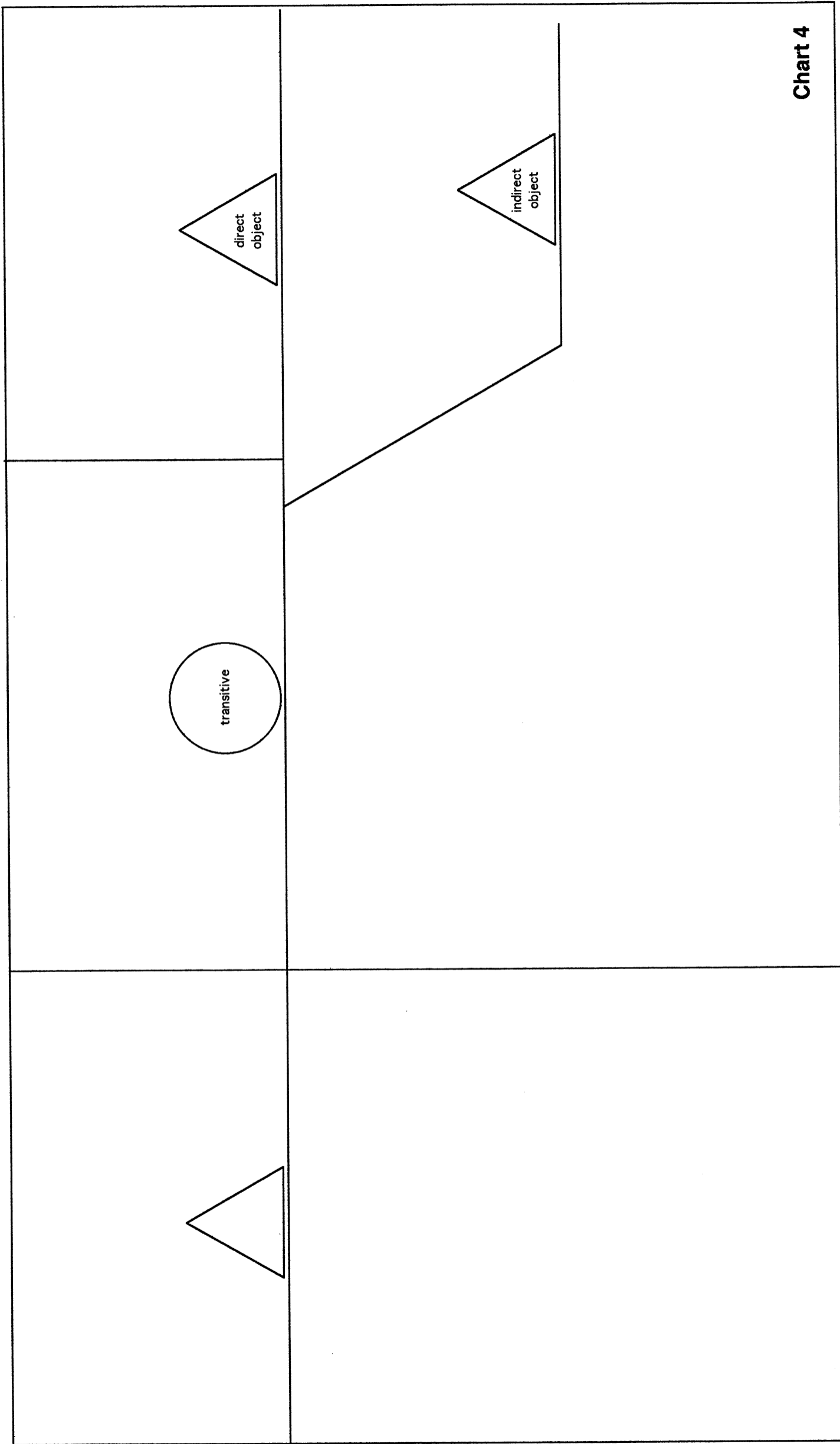


Chart 4