

Grammar and Writing

Grade 7 Sampler

Grammar and Writing is a language arts program created for easy reading and instruction. Behind this program is a team of dedicated teachers who care about your students' success.

This program presents incremental teaching material in a simple format. It consists of a series of **daily lessons**, **review sets**, and **tests** that are carefully sequenced to develop a variety of skills and concepts. Because of the incremental nature of this program, it is essential that all of the lessons be taught in order and that students complete all review sets.

In addition to the daily lessons, this program includes a series of **writing lessons**. These are designed to guide students through the process of composing a complete essay. This program also contains suggested **journal topics** for more writing practice and weekly **dictations** for practice in spelling and punctuation.

This program includes lessons on capitalization, punctuation, parts of speech, sentence structure, spelling rules, and correct word usage with a focus on improving writing. To increase students understanding of grammar, they will learn to diagram sentences. Diagramming a sentence helps learners understand its structure and the function of its parts. It will help them with correct word usage and punctuation as they write. Knowing how to diagram an English sentence will also make their future study of foreign languages much easier.

It is our hope that this program provides your students with a strong foundation not only for future language arts studies, but also for a lifetime of satisfying and successful writing.

Grammar and Writing 7 Sampler

Table of Contents

Student Textbook Table of Contents	3
Lesson 93: The Colon	9
Student Workbook Table of Contents	15
Writing Lesson 1: Parts of a Complete Essay	18
More Practice Lesson 89	23
Slapstick Story #5: The Invention Convention	24
Solutions to More Practice Lesson 89	25
Test 18, Form A	26

Contents

	Introduction	1
Lesson 1	Four Types of Sentences	2
Lesson 2	Simple Subject • Simple Predicate	6
Lesson 3	Complete Sentences, Sentence Fragments, and Run-on Sentences	11
Lesson 4	Action Verbs • Diagramming the Simple Subject and Simple Predicate	18
Lesson 5	Capitalizing Proper Nouns	24
Lesson 6	Present and Past Tense of Regular Verbs	29
Lesson 7	Concrete, Abstract, and Collective Nouns	36
Lesson 8	Helping Verbs	42
Lesson 9	Singular, Plural, Compound, and Possessive Nouns • Noun Gender	46
Lesson 10	Future Tense	52
Lesson 11	Capitalization: Sentence, Pronoun <i>I</i> , Poetry	58
Lesson 12	Irregular Plural Nouns, Part 1	63
Lesson 13	Irregular Plural Nouns, Part 2	68
Lesson 14	Irregular Verbs, Part 1: <i>To Be, Have, Do</i>	74
Lesson 15	Four Principal Parts of Verbs	79
Lesson 16	Simple Prepositions	84

Lesson 17	Complex Prepositions	91
Lesson 18	The Perfect Tenses	96
Lesson 19	Verbals: The Gerund as a Subject	101
Lesson 20	Capitalization: Titles, Outlines, Quotations	107
Lesson 21	The Progressive Verb Forms	112
Lesson 22	Linking Verbs	119
Lesson 23	The Infinitive as a Subject	125
Lesson 24	Phrases and Clauses	131
Lesson 25	The Direct Object • Diagramming the Direct Object	137
Lesson 26	Capitalization: People Titles, Family Words, and School Subjects	143
Lesson 27	Descriptive Adjectives • Proper Adjectives	148
Lesson 28	The Limiting Adjectives • Diagramming Adjectives	154
Lesson 29	Capitalization: Areas, Religions, Greetings	160
Lesson 30	No Capital Letter	165
Lesson 31	Transitive and Intransitive Verbs	170
Lesson 32	Object of the Preposition • The Prepositional Phrase	175
Lesson 33	The Prepositional Phrase as an Adjective • Diagramming	181
Lesson 34	The Indirect Object	187
Lesson 35	The Period • Abbreviations	193
Lesson 36	Coordinating Conjunctions	200

Lesson 37	Compound Subjects and Predicates • Diagramming Compounds	205
Lesson 38	Correlative Conjunctions	211
Lesson 39	Diagramming Predicate Nominatives	216
Lesson 40	Noun Case	223
Lesson 41	Diagramming Predicate Adjectives	230
Lesson 42	Comparison Adjectives	235
Lesson 43	Irregular Comparison Adjectives	243
Lesson 44	The Comma, Part 1: Dates, Addresses, Series	249
Lesson 45	Appositives	255
Lesson 46	The Comma, Part 2: Direct Address, Appositives, Academic Degrees	260
Lesson 47	Overused Adjectives • Unnecessary Articles	267
Lesson 48	Verbals as Adjectives: Infinitives and Participles	272
Lesson 49	Pronouns and Antecedents	279
Lesson 50	The Comma, Part 3: Greetings and Closings, Last Name First, Introductory and Interrupting Elements, Afterthoughts, Clarity	286
Lesson 51	Personal Pronouns	294
Lesson 52	Irregular Verbs, Part 2	301
Lesson 53	Nominative Pronoun Case	307
Lesson 54	Objective Pronoun Case	313
Lesson 55	Personal Pronoun Case Forms	320
Lesson 56	Possessive Pronouns and Possessive Adjectives • Diagramming Pronouns	326

Lesson 57	Dependent and Independent Clauses • Subordinating Conjunctions	333
Lesson 58	Gerunds vs. Participles and Verbs • Gerund Phrases	339
Lesson 59	Participial Phrases • Diagramming Participial and Gerund Phrases	346
Lesson 60	Reflexive and Intensive Pronouns	352
Lesson 61	The Comma, Part 4: Descriptive Adjectives, Dependent Clauses	359
Lesson 62	Compound Sentences • Coordinating Conjunctions	365
Lesson 63	The Comma, Part 5: Compound Sentences, Direct Quotations	372
Lesson 64	Relative Pronouns • Diagramming the Dependent Clause	378
Lesson 65	The Comma, Part 6: Nonessential Parts • <i>That</i> or <i>Which</i>	387
Lesson 66	Pronoun Usage: Appositions and Comparisons	393
Lesson 67	Interrogative Pronouns	399
Lesson 68	Quotation Marks, Part 1	406
Lesson 69	Quotation Marks, Part 2	411
Lesson 70	Demonstrative Pronouns	416
Lesson 71	Indefinite Pronouns	422
Lesson 72	Italics or Underline	429
Lesson 73	Irregular Verbs, Part 3	435
Lesson 74	Irregular Verbs, Part 4	441

Lesson 75	Irregular Verbs, Part 5	446
Lesson 76	The Exclamation Mark • The Question Mark • The Dash	451
Lesson 77	Subject-Verb Agreement, Part 1	458
Lesson 78	Subject-Verb Agreement, Part 2	465
Lesson 79	Subject-Verb Agreement, Part 3	472
Lesson 80	Subject-Verb Agreement, Part 4	479
Lesson 81	Negatives • Double Negatives	484
Lesson 82	The Hyphen: Compound Nouns, Numbers	491
Lesson 83	Adverbs that Tell “How”	497
Lesson 84	Using the Adverb <i>Well</i>	503
Lesson 85	The Hyphen: Compound Adjectives	509
Lesson 86	Adverbs that Tell “Where”	516
Lesson 87	Word Division	521
Lesson 88	Adverbs that Tell “When”	527
Lesson 89	Adverbs that Tell “How Much”	532
Lesson 90	Comparison Adverbs	539
Lesson 91	The Semicolon • The Conjunctive Adverb	545
Lesson 92	Descriptive Adverbs • Adverb Usage	551
Lesson 93	The Colon	558
Lesson 94	The Prepositional Phrase as an Adverb • Diagramming	564
Lesson 95	Preposition or Adverb? • Preposition Usage	570

Lesson 96	The Infinitive as an Adverb • The Infinitive Phrase • Diagramming	576
Lesson 97	The Apostrophe: Possessives	583
Lesson 98	The Apostrophe: Contractions, Omitting Digits and Letters	589
Lesson 99	The Adjective Clause • The Adverb Clause • The Noun Clause	595
Lesson 100	The Complex Sentence • The Compound-Complex Sentence • Diagramming the Adverb Clause	600
Lesson 101	Parallel Structure	607
Lesson 102	Active or Passive Voice	615
Lesson 103	Dangling or Misplaced Modifiers	621
Lesson 104	Parentheses • Brackets	628
Lesson 105	Interjections	634
Lesson 106	Spelling Rules: Silent Letters <i>k, g, w, t, d,</i> and <i>c</i>	640
Lesson 107	Spelling Rules: Silent Letters <i>p, b, l, u, h, n,</i> and <i>gh</i>	645
Lesson 108	Spelling Rules: Suffixes, Part 1	650
Lesson 109	Spelling Rules: Suffixes, Part 2	657
Lesson 110	Spelling Rules: <i>ie</i> or <i>ei</i>	662
	Appendix	667
	Index	683

LESSON

93

The Colon

Dictation or Journal Entry

Vocabulary: Three more Greek numerical prefixes include *hepta*, *octo*, and *ennea*.

Hepta means seven. A *heptose* is a molecule containing seven atoms of carbon. A *heptose* does not react with water to create a new compound.

Octo means eight. An *octoroon* is a person with one-eighth black ancestry. The *octoroons* displayed great pride in their African heritage.

Ennea means nine. An *ennead* is a group of nine persons. A baseball team consists of an *ennead* on the field.

The **colon** (:) signals to the reader that more information is to come. In this lesson we will learn to use the colon correctly.

Between Independent Clauses

We have learned that a semicolon can join two independent clauses that contain related thoughts. A colon can join two independent clauses when the first clause introduces the second or the second clause illustrates the first.

I have one more request: pray for me.

My dog Remington looked awful: his fur was matted, his ears were drooping, and his paws were caked with mud.

Example 1 Insert colons where they are needed in these sentences.

- (a) She still has a concern she is afraid it might rain.
- (b) His desk was tidy the papers were stacked neatly, and the pencils stood upright in their holder.

Solution (a) The first independent clause introduces the second, so we place a colon between them:

She still has a concern: she is afraid it might rain.

- (b) The second independent clause illustrates the first. We place a colon between them:

His desk was tidy: the papers were stacked neatly, and the pencils stood upright in their holder.

Salutation of a Business Letter

We use a colon after a salutation in a business letter.

Ladies:

Dear Mr. Frappe:

Time When we write the time of day with digits, we use a colon to separate the hours and minutes.

The space shuttle departs at 10:00 a.m.

Example 2 Insert colons where they are needed in these sentences.

(a) Please be at work at 800 a.m. sharp!

(b) Dear Dr. Hare
I wish to inquire about the carrots...

Solution (a) We place a colon between the hours and minutes when we write about time, so we write **8:00** a.m.

(b) We use a colon after the salutation in a business letter, so we write **Dear Dr. Hare:**

Introducing a List We use a colon at the end of a sentence to introduce a list.

Here are some American authors: William Faulkner, Jack London, Mark Twain, Ralph Waldo Emerson, and Ernest Hemingway.

We will study these works by Charles Dickens: *The Old Curiosity Shop*, *Bleak House*, *Oliver Twist*, *David Copperfield*, and *Great Expectations*.

We do not use a colon if the sentence is grammatically correct without it.

NO: You should bring: a pencil, a book, and an eraser.

YES: You should bring these things: a pencil, a book and an eraser.

The Following, As Follows We often use a colon with the words *the following* or *as follows* when they introduce a list. Sometimes the list will begin on a separate line.

The recipe calls for *the following* ingredients: flour, sugar, eggs, and milk.

We bathe a dog as follows:

Fill a tub with lukewarm water.

Gently lift the dog into the water.

Shampoo the dog...

Quotations We can use a colon to introduce a citation or quotation.

Many of us can recite the Preamble to the Constitution of the United States:

We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare...

Aunt Bertha continued her story: "During the night, I heard a thump..."

Bible References We use a colon between the chapter and verse in a Bible reference.

Our assignment was to read from Psalm 1:1 to Psalm 150:6.

Example 3 Insert colons where they are needed in these sentences.

- (a) For the Bible class, each student was asked to memorize John 3 16.
- (b) To paint the chair, you will need the following items sandpaper, paint brush, rags, drop cloth, and paint.
- (c) Please tell me who said these words "Ask not what your country can do for you; ask what you can do for your country!"

Solution (a) We use a colon between the chapter and verse in a Bible reference, so we write **John 3:16**.

- (b) We use a colon to introduce a list, so we write the sentence as follows:

To paint the chair, you will need the following items: sandpaper, paint brush, rags, drop cloth, and paint.

- (c) We can use a colon to introduce a quotation, so we write the sentence as follows:

Please tell me who said these words: "Ask not what your country can do for you; ask what you can do for your country!"

Practice Rewrite a–e and insert colons where they are needed

- a. This airplane flight arrives at 7 35 p.m. daily.
- b. Bible verses on trust can be found in Proverbs 3 5–6.
- c. To take the standardized test, you will need the following items picture I.D., #2 pencil, dictionary, calculator, and scratch paper.
- d. Dear Assemblyman Mountjoy
This household would like you to vote “no” on...
- e. Paul Revere is famous for these words “The British are coming!”

For f–k, replace each blank with the correct vocabulary word.

- f. A person with one-eighth African ancestry is a(n)

- g. The Greek prefix meaning “seven” is _____.
- h. The Greek prefix meaning “eight” is _____.
- i. The _____ of judges consisted of four men and five women.
- j. The Greek prefix meaning “nine” is _____.
- k. A _____ molecule contains seven atoms of carbon.

More Practice See “Slapstick Story #5” in Master Worksheets.

Review set Choose the best word to complete sentences 1–11.

93

- 1. Osteochondritis is inflammation of the (liver, kidney,
⁽⁸⁹⁾ bone).
- 2. Keyboards, mice, and printers are all computer (backups,
⁽⁸⁸⁾ peripherals, compressions).
- 3. A prototype is the (latest, earliest, best) model of
⁽⁹¹⁾ something.

4. The Greek prefix (*eu-*, *miso-*, *deutero-*) means “second.”
(91)
5. The Greek prefix (*micro-*, *ortho-*, *tri-*) means “three.”
(91)
6. Mr. Poovey and his poodle (wasn’t, weren’t) (ever, never)
(14, 81) home on time.
7. (Those, Them) lazy pirates don’t do (anything, nothing)
(70, 81) all day long.
8. A large bag of potato chips (feed, feeds) the entire family.
(73, 74)
9. Whenever (we, us) shepherds see a wolf, we panic.
(53, 66)
10. Max and (they, them) are as hungry as (me, I).
(53, 66)
11. *Well* is usually an (adjective, adverb) modifying an action
(42, 84) verb and explaining “how.”
12. She swept the floor (real, really) (good, well) after the
(84, 92) party.
13. Each of those clowns (have, has) (their, his/her) shoes on
(77, 78) the wrong feet.
14. Debby has (strove, striven) for excellence in editing.
(74, 75)
15. Will you please fix Jake and (me, myself, I) a sandwich?
(25, 54)
16. There are three types of verbals: the gerund, the
(19, 48) infinitive, and the (appositive, participle, antecedent).
17. A(n) (antecedent, gerund, infinitive) ends in *-ing* and
(19, 23) functions as a noun.
18. Rewrite the following, adding capital letters and correct
(63, 68) punctuation marks: whew exclaimed mrs poovey to the
driver whose car she had hit i did not injure you however
i badly dented your car
19. Write whether the following is a phrase or a clause: with
(24, 57) an angry, fire-spewing dragon ravaging the kingdom

- 20.** In this sentence, write the verb phrase, name its tense, and label it action or linking: The dragon guarding the heathen gold seems furious.
(6, 22)
- 21.** In this sentence, write the dependent clause, circling the subordinating conjunction: The Goths will not live in safety unless Beowulf can destroy the dragon.
(24, 57)
- 22.** In this sentence, write the indefinite pronoun and label it singular or plural: Was either of the detectives carrying a magnifying glass?
(71)
- 23.** Write the comparative form of the adverb *carefully*.
(90)
- 24.** Write the four principal parts of the irregular verb *think*.
(74, 75)
- 25.** Write whether the following is a complete sentence, sentence fragment, or run-on sentence: Beowulf carries a bright sword this is his dependable weapon.
(1, 3)
- 26.** Write the conjunctive adverb in this sentence: The fiery dragon appears fearsome; on the other hand, Beowulf looks well prepared for the battle.
(91)
- 27.** For a and b, write the word from each pair that is divided correctly.
(87)
(a) wouldn't, would-n't (b) cobble-stone, cob-blestone
- 28.** Rewrite this sentence, replacing a comma with a semicolon as needed: Jenny will bring lettuce, tomatoes, and condiments, and Beth will bring meat, buns, and chips.
(91)

Diagram sentences 29 and 30.

- 29.** Don't give me a reason to worry.
(23, 25)

- 30.** The jealous Unferth deserts Beowulf and hatefully discredits him.
(25, 62)

Student Workbook 7 Contents

Writing Lessons

Review Lesson	The Paragraph	2
Lesson 1	Parts of a Complete Essay	5
Lesson 2	Preparing to Write a Complete Essay	10
Lesson 3	Writing a Complete Essay	12
Lesson 4	Evaluating your Essay	13
Lesson 5	Different Ways of Expanding a Topic Sentence into a Paragraph	17
Lesson 6	Preparing to Write a Persuasive Essay	20
Lesson 7	Writing the Persuasive Essay	23
Lesson 8	Evaluating the Persuasive Essay	25
Lesson 9	Writing a Strong thesis Statement	28
Lesson 10	Preparing to Write an Expository Essay	30
Lesson 11	Writing the Expository Essay	33
Lesson 12	Evaluating the Expository Essay	35
Lesson 13	Developing an Outline	38
Lesson 14	Preparing to Write a Research Paper: The Working Bibliography	41
Lesson 15	Preparing to Write a Research Paper: Notes, Thesis, Outline	44
Lesson 16	Writing the Research Paper	46
Lesson 17	Evaluating the Research Paper	49
Lesson 18	Preparing to Write a Personal Narrative	52
Lesson 19	Writing a Personal Narrative	54
Lesson 20	Evaluating the Personal Narrative	55
Lesson 21	Preparing to Write a Descriptive Essay	58
Lesson 22	Writing a Descriptive Essay	61

Lesson 23	Evaluating the Descriptive Essay	62
Lesson 24	Preparing to Write an Imaginative Story	65
Lesson 25	Writing an Imaginative Story	69
Lesson 26	Evaluating the Imaginative Story	70
Lesson 27	Writing a Chapter Summary	73
Lesson 28	Writing a Short Story Summary	74
Lesson 29	Preparing to Write Poetry	76
Lesson 30	Writing a Traditional Poem	80
Lesson 31	Writing a Free-verse Poem	82
	Answers for Practice (Review Lesson, Lessons 1 & 13)	84

More Practice and Slapstick Stories

More Practice Lesson 2	85
More Practice Lesson 5	86
More Practice Lesson 8	87
Slapstick Story #1	88
More Practice Lesson 20	89
More Practice Lesson 26	90
Slapstick Story #2	91
More Practice Lesson 28	92
More Practice Lesson 29	93
More Practice Lesson 30	94
More Practice Lesson 37	95
More Practice Lesson 44	96
Slapstick Story #3	97
More Practice Lesson 46	98
More Practice Lesson 50	99
More Practice Lesson 57	100
More Practice Lesson 59	101

More Practice Lesson 61	102
More Practice Lesson 63	103
More Practice Lesson 68	104
More Practice Lesson 69	105
More Practice Lesson 72	107
More Practice Lesson 73	108
More Practice Lesson 74	110
More Practice Lesson 75	112
Slapstick Story #4	114
More Practice Lesson 89	115
More Practice Lesson 91	116
Slapstick Story #5	117
More Practice Lesson 98	118
More Practice Lesson 100	119

LESSON 1

Parts of a Complete Essay

Our goal is to write clear, coherent, focused essays. To accomplish this, we must keep in mind the structure of a complete essay. In this lesson, we shall briefly review the **parts of a complete essay**.

Complete Essay

A **complete essay** is constructed of three main parts:

1. Introductory Paragraph
2. Body or Support Paragraphs
3. Concluding Paragraph

Now let us recall all that is included in these three main parts of an essay.

Introductory Paragraph

The **introductory paragraph**, the first paragraph of an essay, introduces the general theme or subject of the essay. To do this, and to attract the reader's interest, the introductory paragraph contains a very clear sentence that tells exactly what the entire essay will be about. That one, very clear sentence comes near the beginning of the introductory paragraph and is called the *thesis statement*. For this reason, the introductory paragraph is often called the *thesis paragraph*.

Thesis Statement

Every essay that attempts to persuade, influence, or explain something must have a **thesis statement** in the introductory paragraph. The thesis statement not only tells the reader exactly what the essay is about but also clearly states the writer's position on the topic.

Introductory Sentence

The first sentence of an essay, the **introductory sentence**, should grab the reader's interest. This sentence can be long or short. It can be opinion or fact. It can even be more than one sentence. It is an introduction to the thesis statement, and it should make the reader want to know more about the subject of the essay.

Body Paragraphs **Body paragraphs**, or support paragraphs, come after the first paragraph and before the final paragraph. Body paragraphs prove your point, and they provide the information that makes the reader understand exactly what you, the writer, want to communicate.

Topic Sentence A **topic sentence** is a complete sentence, usually at the beginning of a body paragraph. It tells the reader exactly what the paragraph is about and is followed by supporting sentences.

Supporting Sentences: Experiences **Experience sentences**, relating stories or events that you have experienced or observed, may follow a topic sentence to begin to create a full body paragraph.

Supporting Sentences: Opinions Your opinions are your thoughts or feelings about a particular subject. **Opinion sentences**, communicating thoughts and feelings that are directly related to the topic sentence, may follow experience sentences to further develop the body paragraph.

Supporting Sentences: Facts, Examples, or Other Kinds Some kinds of essays require more than just experience and opinion to prove a point. **Facts** or **examples** from research are sometimes necessary to support a thesis or the topic sentence of a body paragraph. Other kinds of sentences, which we shall discuss in a later lesson, include definitions, anecdotes, arguments, and analogies.

Transition A **transition** is a word, phrase, or clause that links one subject or idea to another. A transition is placed at the beginning of a body paragraph to help the essay “flow” from one paragraph to another. Effective transitions make the ideas easier for the reader to follow. Typical transitions include the following:

Another thing...	Likewise...
The second reason...	Similarly...
Furthermore...	In the same way...
As a result...	Consequently...
However...	On the other hand...
Therefore...	In conclusion...

Concluding Paragraph

The final paragraph of an essay, the **concluding paragraph**, should both summarize and reinforce the ideas and opinions expressed in the body of the essay. The concluding paragraph includes two important parts:

1. a restatement of the thesis statement
2. a reference to each of the topic sentences

Good writers know that “last words” leave a lasting impression.

Example Here is an example of a five-paragraph essay that contains all the essential parts:

Introductory Paragraph {

Why should we learn to write well? *The ability to communicate clearly and effectively in writing connects us with people and enhances our prospects for future success in school and in the workplace.*

Body Paragraphs {

In the first place, writing well allows us to communicate with other people. We can share our thoughts and feelings with others by writing personal letters, business letters, notes, and emails. Often, people’s friendships and/or business relationships are dependent on their ability to keep in touch with people by way of written correspondence.

Secondly, our success in school both now and in the future depends on our ability to write well. Teachers may require us to be able to express on paper what we have learned in classes such as social studies, English, and science. We will also need to be able to write effectively on college applications.

In addition, we shall use our writing skills in our future work place. A well-written job application might help us to acquire the job we desire. Moreover, most jobs and professions entail writing. Teachers, doctors, pastors, secretaries, mechanics, and business people all have to write daily in their workplaces.

Concluding Paragraph {

In conclusion, the ability to write skillfully will help us in our relationships with people, in our schooling, and in our future workplace. No skill is more important to our success than writing.

introductory sentence

thesis statement (italics)

restatement of thesis with reference to each topic sentence

In the essay above, transitions are circled and topic sentences are underlined.

Answers for this Practice are found on the last page of the Writing packet.

Practice Refer to the sample five-paragraph essay from the previous page to complete 1–5 on the blank lines provided.

1. Write the thesis statement of the essay.

2. Write the introductory sentence of the essay.

3. Write the topic sentence for the first body paragraph.

4. Write the word group used as a transition for the first body paragraph of the essay. _____

5. Write the words used as a transition to the concluding paragraph. _____

A Memory Tool The chart below helps us remember the essential parts of a complete, five-paragraph essay.

ESSAY PLAN	
Introductory Paragraph	Introductory Sentence(s) Thesis Statement
Body or Support Paragraph	<i>Topic Sentence</i> Support Sentences: Experience, Opinion, Fact, Example, or Other
Body or Support Paragraph	<i>Topic Sentence</i> Support Sentences: Experience, Opinion, Fact, Example, or Other
Body or Support Paragraph	<i>Topic Sentence</i> Support Sentences: Experience, Opinion, Fact, Example, or Other
Concluding Paragraph	Restatement of the thesis Reference to each topic sentence

Example Study the chart from the previous page. Then try to reproduce it from memory on a separate piece of paper.

We simply use this chart as a memory tool to help us keep in mind the structure of a complete essay. We may abbreviate in order to reproduce it quickly.

Essay Plan	
Intro. Para.	Intro. Sent. Thesis Statement
Body Para.	Top. Sent. Sup. Sents.: Exp., Op., Fact, Ex., or Other
B. P.	T. S. S. S.: Exp., Op., Fact, Ex., or Other
B. P.	T. S. S. S.: Exp., Op., Fact, Ex., or Other
Concl. Para.	Restatement of thesis Ref. to each T. S.

Practice Study the chart showing the parts of a five-paragraph essay. Then reproduce it from memory, abbreviating if you wish. After checking your reproduction of the chart to be sure it contains all the essential parts, place this assignment in your three-ring binder for quick reference in the future.

**More
Practice
Lesson 89**

Underline each adverb in these sentences.

1. Now, I clearly remember what happened yesterday.
2. It was snowing very hard, so I went out to shovel the driveway.
3. I had not quite finished when the snowplow drove by.
4. Rather rudely, the driver laughed and told me I would be shoveling forever.
5. Completely annoyed, I shoveled more energetically to prove to the driver that I was not a weakling.
6. I tossed snow everywhere and barely felt the cold.
7. My family sat cozily inside; they were quite oblivious to my labor.
8. Soon, I looked around and realized that snow still covered the driveway.
9. Then snow began falling too heavily for me to make any progress.
10. I wouldn't give up.
11. Highly motivated to maintain my pride, I shoveled frantically.
12. My neighbor shook her head slightly in disbelief.
13. "It is not very smart to shovel snow today," she said simply.
14. Even more determined, I ignored her.
15. I looked down and never glanced up, so I didn't notice the branch that sagged above.
16. It was heavily loaded with snow.
17. It cracked loudly, but the snow fell silently.
18. I was underneath.

Slapstick Story #5

The Invention Convention

Follows Lesson 93

(1) _____ liked (2) _____,
proper noun (person) infinitive—present tense
(3) _____, and (4) _____. He also liked to
infinitive—present tense infinitive—present tense
invent things. At the up-coming invention convention, he
would display (5) _____ (6) _____ new
number adjective descriptive adjective
gismos for which he had obtained patents.
(7) _____, he would begin packing these objects
adverb that tells “when”
(8) _____ for his trip to the convention in
adverb that tells “how”
(9) _____. He searched (10) _____ and
proper noun (place) adverb that tells “where”
(11) _____ for the right-sized boxes and cartons to
adverb that tells “where”
pack his (12) _____, ingenious (13) _____
descriptive adjective common, concrete,
singular noun
scraper and his handy, (14) _____
descriptive adjective
(15) _____ shampooer made from recycled
common, concrete,
singular noun
(16) _____. Proud of his gadgets, he thought his
common, concrete,
plural noun
(17) _____ and (18) _____ device was the
present participle form of verb present participle form of verb
(19) _____ in the world. Indeed, it was
superlative adjective
(20) _____ than any invention of his friend
comparative adjective
(21) _____.
proper noun (person)

However, his favorite, most-prized product was his

(22) _____, new (23) _____ zapper, which
descriptive adjective concrete, common noun
he (24) _____ stowed away in his
adverb that tells “how”

descriptive adjective (25) _____ briefcase to protect it. He thought how
fortunate that his friend, (26) _____ worked for the
proper noun (person)
government patent office.

**More
Practice
Lesson 89**

Underline each adverb in these sentences.

1. Now, I clearly remember what happened yesterday.
2. It was snowing very hard, so I went out to shovel the driveway.
3. I had not quite finished when the snowplow drove by.
4. Rather rudely, the driver laughed and told me I would be shoveling forever.
5. Completely annoyed, I shoveled more energetically to prove to the driver that I was not a weakling.
6. I tossed snow everywhere and barely felt the cold.
7. My family sat cozily inside; they were quite oblivious to my labor.
8. Soon, I looked around and realized that snow still covered the driveway.
9. Then snow began falling too heavily for me to make any progress.
10. I wouldn't give up.
11. Highly motivated to maintain my pride, I shoveled frantically.
12. My neighbor shook her head slightly and pointed up.
13. "It is not very smart to shovel snow today," she said simply.
14. Even more determined, I ignored her.
15. I looked down and never glanced up, so I didn't notice the branch that sagged above.
16. It was heavily loaded with snow.
17. It cracked loudly, but the snow fell silently.
18. I was underneath.

Circle the correct word(s) to complete sentences 1–10.

1. The Greek root *osteo* means (form, world, bone).
(89)
2. Psychology studies the (earth, mind, universe).
(83)
3. She (don't, doesn't) want (no, any) help.
(81)
4. She (isn't, ain't, aren't) as tall as (me, I).
(66, 80)
5. (Me and you, You and me, You and I) shall meet Rob and (he, him) at the library.
(53, 54)
6. The word *not* is an (adjective, adverb, appositive).
(89)
7. The underlined part of this sentence is a(n) (essential, nonessential) part: In the fresco, the man who is holding a mackerel is a Cretan fisherman.
(65)
8. Hector plays basketball (good, well). He plays a (good, well) game of basketball.
(84)
9. The Minoan civilization, on the island of Crete, had (it's, its) own script, called *Linear A*.
(56)
10. I haven't (ever, never) (saw, seen) the island of Crete.
(81)
11. Write the comparative form of the adverb *peacefully*. _____
(90)
12. In the blank, write the correct verb form: Archaeologists _____ for large jars that
(21) once held grain or olive oil in the palace. present progressive tense of *search*

For 13 and 14, add quotation marks and punctuation marks as needed, circle each letter that should be capitalized, and underline each part that should be italicized.

13. professor minos asked me do you remember from your reading in barker's world history what major crops
(68, 72) the minoans raised
14. yes professor minos i answered the major crops were wheat barley vegetables grapes and olives
(11, 68)
15. Underline the dependent clause and circle the subordinating conjunction in this sentence: We shall sail to
(57) the island of Crete as soon as everyone has boarded the ship.
16. Add hyphens where they are needed in this sentence: Twenty-two plus twenty-one equals forty-three.
(85, 87)
17. Circle the gerund phrase in this sentence: The archeologist purchased a new shovel for digging the ancient
(58) ruins.
18. Underline the participial phrase in this sentence and circle the word it modifies: Digging around ancient
(59) Minoan palaces, archaeologists have uncovered old thrones and decorations.

Diagram sentences 19 and 20 in the space to the right.

19. The Minoans, whom I studied, designed highly
(64, 89) efficient plumbing for their palaces.
20. An erupting volcano seriously threatened the
(33, 48) inhabitants of the island.