

Frequently Misspelled Words

1. Read through 10-15 words at a time to make sure you pronounce them correctly.
2. Ask someone to read each word to you in a sentence.
3. Write each word on paper and check to see if spelled correctly.
4. Cross off the words that you get correctly.
5. Study the words you missed and practice them again.
6. Do this each day until you complete this list.

a lot	all right	artificial	boundary
ability	almost	ascend	brake
absence	already	assistance	breadth
absent	although	assistant	breath
abundance	altogether	associate	breathe
accept	always	association	brilliant
acceptable	amateur	attempt	building
accident	American	attendance	bulletin
accommodate	among	attention	bureau
accompanied	amount	audience	burial
accomplish	analysis	August	buried
accumulation	analyze	author	bury
accuse	angel	automobile	bushes
accustomed	angle	autumn	business
ache	annual	auxiliary	cafeteria
achieve	another	available	calculator
achievement	answer	avenue	calendar
acknowledge	antiseptic	awful	campaign
acquaintance	anxious	awkward	capital
acquainted	apologize	bachelor	capitol
acquire	apparatus	balance	captain
address	apparent	balloon	career
addressed	appear	bargain	careful
adequate	appearance	basic	careless
advantageous	appetite	beautiful	carriage
advantage	apply	because	carrying
advertise	appreciate	become	category
advertisement	appreciation	before	ceiling
advice	approach	beginning	cemetery
advisable	appropriate	being	cereal
advise	approval	believe	certain
advisor	approve	benefit	changeable
aerial	approximate	benefited	characteristic
affect	argue	between	charity
affectionate	arguing	bicycle	chief
again	argument	board	choose
against	arouse	bored	chose
aggravate	arrange	borrow	circumstance
agree	arrangement	bottle	citizen
aisle	article	bottom	clothes

clothing	counselor	disappear	equipment
coarse	courage	disappoint	equipped
coffee	courageous	disappointment	especially
collect	course	disapproval	essential
college	courteous	disapprove	evening
column	courtesy	disastrous	evident
comedy	criticism	discipline	exaggerate
comfortable	criticize	discover	exaggeration
commitment	crystal	discriminate	examine
committed	curiosity	disease	exceed
committee	cylinder	dissatisfied	excellent
communicate	daily	dissection	except
company	daughter	dissipate	exceptional
comparative	daybreak	distance	exercise
compel	death	distinction	exhausted
competent	deceive	division	exhaustion
competition	December	doctor	exhilaration
compliment	deception	dollar	existence
conceal	decide	doubt	exorbitant
conceit	decision	dozen	expense
conceivable	decisive	earnest	experience
conceive	deed	easy	experiment
concentration	definite	ecstasy	explanation
conception	delicious	ecstatic	extreme
condition	dependent	education	facility
conference	deposit	effect	factory
confident	derelict	efficiency	familiar
congratulate	descend	efficient	fascinate
conquer	descent	eight	fascinating
conscience	describe	either	fatigue
conscientious	description	eligibility	February
conscious	desert	eligible	financial
consequence	desirable	eliminate	financier
consequently	despair	embarrass	flourish
considerable	desperate	embarrassment	forcibly
consistency	dessert	emergency	forehead
consistent	destruction	emphasis	foreign
continual	determine	emphasize	formal
continuous	develop	enclosure	former
controlled	development	encouraging	fortunate
controversy	device	endeavor	fourteen
convenience	dictator	engineer	fourth
convenient	died	English	frequent
conversation	difference	enormous	friend
corporal	different	enough	frightening
corroborate	dilemma	entrance	fundamental
council	dinner	envelope	further
counsel	direction	environment	gallon

garden	influential	lightning	negligence
gardener	initiate	likelihood	neighbor
general	innocence	likely	neither
genius	inoculate	literal	newspaper
government	inquiry	literature	newsstand
governor	insistent	livelihood	niece
grammar	instead	loaf	noticeable
grateful	instinct	loneliness	o'clock
great	integrity	loose	obedient
grievance	intellectual	lose	obstacle
grievous	intelligence	losing	occasion
grocery	interceded	loyal	occasional
guarantee	interest	loyalty	occur
guard	interfere	magazine	occurred
guess	interference	maintenance	occurrence
guidance	interpreted	maneuver	ocean
half	interrupt	marriage	offer
hammer	invitation	married	often
handkerchief	irrelevant	marry	omission
happiness	irresistible	match	omit
healthy	irritable	material	once
heard	island	mathematics	operate
heavy	its	measure	opinion
height	it's	medicine	opportune
heroes	itself	million	opportunity
heroine	January	miniature	optimist
hideous	jealous	minimum	optimistic
himself	judgment	miracle	origin
hoarse	journal	miscellaneous	original
holiday	kindergarten	mischievous	oscillate
hopeless	kitchen	mischievous	ought
hospital	knew	misspelled	ounce
humorous	knock	mistake	overcoat
hurried	know	momentous	paid
hurrying	knowledge	monkey	pamphlet
ignorance	labor	monotonous	panicky
imaginary	laboratory	moral	parallel
imbecile	laid	morale	parallelism
imitation	language	mortgage	particular
immediately	later	mountain	partner
immigrant	latter	mournful	pastime
incidental	laugh	muscle	patience
increase	leisure	mysterious	peace
independence	length	mystery	peaceable
independent	lesson	narrative	pear
indispensable	library	natural	peculiar
inevitable	license	necessary	pencil
influence	light	needle	people

perceive	preferential	recuperate	sight
perception	preferred	referred	signal
perfect	prejudice	rehearsal	significance
perform	preparation	reign	significant
performance	prepare	relevant	similar
perhaps	prescription	relieve	similarity
period	presence	remedy	sincerely
permanence	president	renovate	site
permanent	prevalent	repeat	soldier
perpendicular	primitive	repetition	solemn
perseverance	principal	representative	sophomore
persevere	principle	requirements	soul
persistent	privilege	resemblance	source
persuade	probably	resistance	souvenir
personality	procedure	resource	special
personal	proceed	respectability	specified
personnel	produce	responsibility	specimen
persuade	professional	restaurant	speech
persuasion	professor	rhythm	stationary
pertain	profitable	rhythmical	stationery
picture	prominent	ridiculous	statue
piece	promise	right	stockings
plain	pronounce	role	stomach
playwright	pronunciation	roll	straight
pleasant	propeller	roommate	strength
please	prophet	sandwich	strenuous
pleasure	prospect	Saturday	stretch
pocket	psychology	scarcely	striking
poison	pursue	scene	studying
policeman	pursuit	schedule	substantial
political	quality	science	succeed
population	quantity	scientific	successful
portrayal	quarreling	scissors	sudden
positive	quart	season	superintendent
possess	quarter	secretary	suppress
possession	quiet	seize	surely
possessive	quite	seminar	surprise
possible	raise	sense	suspense
post office	realistic	separate	sweat
potatoes	realize	service	sweet
practical	reason	several	syllable
prairie	rebellion	severely	symmetrical
precede	recede	shepherd	sympathy
preceding	receipt	sheriff	synonym
precise	receive	shining	technical
predictable	recipe	shoulder	telegram
prefer	recognize	shriek	telephone
preference	recommend	siege	temperament

temperature
tenant
tendency
tenement
therefore
thorough
through
title
together
tomorrow
tongue
toward
tragedy
transferred
treasury
tremendous
tries
truly
twelfth
twelve
tyranny
undoubtedly
United States

university
unnecessary
unusual
useful
usual
vacuum
valley
valuable
variety
vegetable
vein
vengeance
versatile
vicinity
vicious
view
village
villain
visitor
voice
volume
waist
weak

wear
weather
Wednesday
week
weigh
weird
whether
which
while
whole
wholly
whose
wretched

Capitalization

Review of rules:

Capitalize the first word in a sentence.

Capitalize the names of specific people, places, events, and organizations.

Capitalize the beginning of a sentence in quotation marks.

Never capitalize the names of the seasons.

Always capitalize the titles of people.

Capitalize directions only when they refer to a specific area of the country/world.

In the following sentences, circle the word or words that contain capitalization errors.

although collin had lived in detroit for the last twenty years, he originally came from the south.

mr. maryon, who exercises regularly at the club, called doctor jablecki about the unusual pain in his knee.

florists sell more flowers on mother's day than on any other holiday of the year.

the environmental protection agency last week declared, "pollution is still threatening the future of america."

after mrs. king's son graduated from high school, he worked two years before entering a vocational program at rock valley community college.

since the air controllers' strike last spring, many unions have increased their political activities.

the quality of american cars has increased as a result the sale of japanese and german cars has decreased.

ed j. king reports people are taking cheaper trips in the summer.

she went to lake summit this past summer.

as of friday, april 16 martin luther king's birthday will be a holiday.

the plant will, of course, still be closed on the fourth of july, labor day, and new year's eve.

after a scary flight, she landed on a french beach.

after nixon resigned from the office of the presidency, vice president ford became president.

in michigan, linda farrer broke the coleman lantern, and her mother tried to buy a new one at a camping store.

Comma use

Review of rules:

Use a comma to separate more than two items in a list.

Use commas to separate a descriptive word or phrase from the noun being described.

Use a comma to separate a part of a sentence that cannot stand alone only when that part comes first. Ex: When the rain started, we all ran into the building.

Use comma to set of words or phrases that can be removed from a sentence. Mike, my cousin, is a fine cook.

Use comma's to add facts and information. Ex: The tall, old trees shade the grounds on even the hottest day.

Do not use a comma to separate adjectives that have to stay in a specific order. It took many long days to get to the woods. (Long must come after many. No comma is needed.)

Use commas to separate two complete thoughts. Join the complete parts with a connecting word and put the comma before the connecting word. EX: The weather was bad the first day, so everyone stayed inside.

Insert commas where needed in the following sentences.

Volunteers to prepare food package individual meals and deliver food to elderly shut-ins are needed by the Community Action Center.

The newspaper editor asked the reporter to investigate the accident determine the real cause and identify the person responsible for the damage.

Patients are taught about sound nutrition appropriate exercise and stress reduction.

Table salt a mineral is found in rocks soil and oceans.

Isaac Trow an award winning scientist has also written many books.

On the way to her job Amy Maryon drops off her son at the Sunnyside Child Day Care Center.

On April 3 1968 he gave his last public speech in Memphis Tennessee.

Born in Texas in 1905 billionaire Michael Howes led a sad life.

The cute cuddly Teddy Bear is a popular toy.

However while hunting in 1900 he would not shoot a bear that had been tied to a tree.

The man who drew a picture of the tense exciting scene started a fad.

They saw a lot of rabbits while camping but they saw no deer.

After they left the camp they put all their trash in bins.

If our nation did away with television our young people would probably read more books.

After gathering information from more than 500 county employees Michael concluded , "Most of them get enough protein."

Semicolon and colons

Semicolon connects two complete sentences that are not joined by the words and, or, nor, for, so, but, or yet.

Ex: She liked to eat meat once a day; he wanted to eat only fish.

Use colon to start a list of items. Also after the greeting in a business letter.

Ex: My friend told me to buy these items: milk, bread, cheese, and eggs.

Add semicolons and colons to the following sentences.

People like to watch royal weddings the best they also watch shows about royal birthdays.

The wedding took place July 14, 2014 it was held at 4:30 p.m.

My mom told me to do the following feed the dog, clean the cage, and bath the cat.

Newborn babies are very tiny and helpless they need very special care.

There were TV shows on the following topics parties, cost, and guests.

Quotation marks

Quotation marks are used to set off someone's exact words. Commas and other punctuation marks are placed inside the second quotation mark. A comma is also used to introduce a quotation.

Ex: "It's time for you children to go to bed," said Mom.

Insert quotation marks and commas in the following sentences.

I said, It's very nice to meet you.

We provide the best service claimed the car dealer and can arrange financing for almost anyone.

The lottery winner screamed, I can't believe I won!

I'm not coming in because I am having fun, said Mike.

When the twelve minutes passed, Mick's partner said, It's time to come in.

Get back in here before it gets dark, Michael pleaded.

Maria asked How late do you think you will be

We have to go shopping for the party Maria said.

You know I will try to finish early Lucas replied.

Apostrophes

Review:

Use apostrophes in contractions to take the place of missing letters.

Use apostrophes to show possession.

In the following sentences place apostrophes where needed:

Ten students put test papers on the teachers desk.

The judge replied that he couldnt preside at the hearing.

Floridas residents are generally older than residents in the other states.

My wife promise hed call, but the phone didn't ring and Ive been in the house.

He gets up at six o'clock to make his childrens breakfast.

Matthew drove his wifes car to work yesterday.

The workers goggles were hanging by the door.

Both of my sisters houses are quite large.

I saw him yesterday at Gregs house.

Lets admit that Sarah isnt really that good.

Ending punctuation

Use a period (.) to end a declarative sentence.

Use a question mark (?) at the end of an interrogative sentence.

Use an exclamation mark (!) at the end of an exclamatory sentence.

In the following sentences, use correct ending punctuation.

When are you planning on moving

Don't eat that cake

A circle has 360 degrees

That's great

It's amazing that the show was done live on a budget of less than \$300 per episode

Watch out for the broken glass

How are you feeling today

Spelling practice

Homonyms are words that sound alike but that are spelled differently and have different meanings.

In the following, circle the misspelled word and write the correct spelling on the line. If no mistake, write correct.

_____ For many centuries, leaders have discussed how to achieve world piece.

_____ The policeman was dispatched to the seen of the accident as soon as the report was in.

_____ The famous pear of singers performed at the concert.

_____ After working all weak, many families try and relax on Sunday.

_____ It was to the principle's credit that she went on to college.

_____ My son was concerned about my cars breaks.

_____ The pilot of the plane navigated carefully through the storm.

_____ To apply for the position, contact the personal department.

_____ The desert tasted delicious.

_____ It is our fundemental right to do good in the world.

_____ The tattoo was permenent on my arm.

_____ The whether is going to be hot this summer.

_____ The solution to the problem was practicle.

_____ Did you sign the reciept that they gave you?

Circle the correct word to complete each sentence.

People have a lot to say about (their, they're) jobs.

"(Its/It's/Its') crazy!" says a mom of twelve children.

My parents are always so busy that (they're/their) never available.

(You're/Your) always helping someone out.

(Who's/Whose) going to come over today.

I know one thing about being in a large family (it's/its/its') never boring.

My dad said (they're/their, there) never going to come back over to visit again.

I am happy when (your/you're) at home each evening.

(Who's/Whose) unhappy when dad burns the dinner?

Last (week/weak) we all went to the zoo.

My family thinks the law is (fair/fare) but I don't.

This is the (forth/fourth) baby in our family.

We need to (lessen/lesson) our need on the government.

We need a (hole/whole) plan for taking better care of ourselves.

The store was so crowded that all the (isles/aisles) were packed.

Can we (accept/except) more help?

Contractions

A contraction is a word that is formed by joining two other words. An apostrophe shows where a letter or letters have been left out.

In the following write the word that each contraction replaces.

_____ I'm so happy you are over at our home.

_____ I didn't know that you enjoyed classical music so much.

_____ I'd like to know where you got your perfume.

_____ I'll go with you to the store today.

_____ She can't come over because she has to do her school.

_____ Our family wasn't pleased with all the rain we are having.

_____ Let's admit, we are never going to get done with all these interruptions.

_____ There's not much information about where she came from.

_____ I won't go to the park with you today.

_____ There is a lot of information that we've never even know.

_____ Who's child is this?

_____ I am happy when you're happy.

Nouns

A noun names a person, place or thing. There are two types of nouns: common and proper.

A common noun names a person, place, or thing. Ex. Park, school, test, girl, writer, etc.

A proper noun names a specific person, place, or thing. It ALWAYS begins with a capital letter. Ex. Stephen, First Street, McDonalds

In the following sentences, circle the proper nouns and underline the common nouns.

My daughter, Jady, enjoys the television program Gunsmoke.

The show was the first and most popular adult Western.

The program started on the radio in the spring of 1952 with William Conrad.

Brooklyn lives down the road on Elm Street.

I want to visit Africa one day with my husband, Gregory.

My favorite thing to eat is a banana split dessert from Shelly's Café.

We live in the state of North Carolina, in a town called Tuxedo.

All nouns can be classified as abstract or concrete.

Concrete nouns are nouns that can be identified through one of the five senses. Ex. Phone, noise, rainbow, etc

Abstract nouns are words that name things that are not concrete. Your five physical senses cannot detect an abstract noun—you can't see it, smell it, taste it, hear it, or touch it. In essence, an abstract noun is a quality, a concept, an idea, or maybe even an event.

Examples of abstract nouns: anxiety, beauty, comfort, culture, luxury, energy, warmth, trust, patience, love, courage, desire, ex.

In the following list circle all of the concrete nouns. The others are considered abstract.

dare	music	idea	coffee
imagination	newspaper	life	fear
fish	jealousy	anger	tragedy
sleep	book	chair	shower
thought	beauty	partnership	sympathy
hamburger	CD	lemonade	friendship

Pronouns

Pronouns take the place of a noun.

Case refers to the different forms that the pronouns take. The case shows how the word is used in a sentence.

Personal pronouns have three cases: nominative, objective, and possessive.

Personal pronouns in the nominative case act as the subject of a sentence.

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

Personal pronouns in the objective case act as the direct or indirect object of a verb or the object of a preposition.

Me, you, him, her, it, us, them

Personal pronouns are in the possessive case when it shows ownership.

My, mine, your, yours, his, her, hers, its, our, ours, you, yours, their, theirs

In the following circle the correct pronoun to be used.

(Us/We) have to find a band for the wedding.

(Him/He) wants a band to play the hits.

(We/Me) can't agree on a band at all.

(Her/She) does not know much about music.

My friend gave (us/we) tickets to the concert.

My mother gave (I/me) five dollars towards snacks.

Between the two of (we/us) we should have enough money.

I wanted to include Ron and Marie, so I gave (they/them) tickets.

Among the four of (us/they), we decided to give Ken the fifth ticket.

Jentzen, who works with me, left (his/he's) wallet at home.

(His/He) squinting has become apparent to us.

Do you mind (me/my) giving you some advice?

I thought she would understand (our/us) concern.

Pronoun antecedents

A pronoun gets its meaning from the noun to which it refers. This noun is called the antecedent. An antecedent is the word to which a pronoun it refers. EX. Every **cat** in the shelter received **its** shots. (Cat is the antecedent for the pronoun its.)

In the following circle the pronoun and its antecedent.

After eating, the satisfied cat licked her paws.

Madelyn couldn't recall which box did not have their top sealed.

Neither Paul nor Ashlyn brought along their pictures of the wedding.

Each of the students received their grades at the end of the year.

You may forget the bag if you leave it in the locker room during class.

The Maryon family enjoyed their summer vacation.

The women asked for diet soda to drink with their meal.

I helped my neighbor carry his television into the living room.

Danielle and Amy have to weed their flower garden before dinner.

Adjectives

An adjective describes a noun or pronoun. They answer the following questions: How much? How many? Which one? What kind?

Ex: red light this box any choice hot shower

An adjective can also come after the word it describes. Ex: The tree is **green** with new leaves.

Proper adjectives are proper nouns used as adjectives. Capitalize proper adjectives. EX. I love the **Florida** sunshine.

Circle all the adjectives in the following sentences.

Dogs first served people as skilled hunters.

German shepherds and English collies are a common breed of dog.

Dogs make good workers because many of their senses are strong.

At the restaurant we saw the biggest lobster we've ever seen.

The fender of the car was smoother after the repair shop fixed it.

Our family enjoys the warm, summer evenings in the mountains.

My favorite thing to eat is mint chocolate chip ice cream.

Is your Italian sister going to take a cold shower later?

This is the most dangerous road in the entire county.

Adverbs

An adverb is a word that describes a verb, an adjective, or another adverb. Adverbs answer the following questions: Where? When? How? How often? To what extent? They often end in "ly".

Ex. Arrived **early** moves **aside** **almost** done **fully** healed

In the following sentences circle all the adverbs.

We often eat chicken.

I was very happy to hear about your success.

Stephen moves very slowly until he has his coffee.

Are people ever really happy with their appearance?

They must want to lose weight very badly.

He is completely hopeful for the success of his diet.

The room was lit very brightly.

My son works poorly when it comes to his homework.

My boss lives far from work.

I work very hard at being a mom.

My children eat well.

Is the movie going to start now?

I will help her climb up the ladder.

Comparative and superlative adjectives/adverbs

When you want to compare two or more people, places, or things you use the comparative or superlative form of the adjective or adverb.

Base	comparative comparing two	superlative comparing more than two things
big	bigger	biggest
slow	more slowly	most slowly
short	shorter	shortest
high	more highly	most highest

Circle the correct form of the word in the following:

Shopping on Friday is (harder/more hard) than shopping on Monday.

Sunday is the day the stores are the (most crowded/more crowded).

Even the bags seem (heavier/heaviest) to me on Fridays.

Can you get to work (earlier/more earlier)?

At the restaurant, we saw the most (bigger/biggest) lobster we have ever seen.

It is (difficulter/more difficult) than I thought to put up your own lights.

The fender of the car was (more smoother/smoothen) after the repair shop finished it.

I was drawn to her because I thought she was the (funnier/funniest) person I had ever met.

He said he felt (more rested/most rested) today than he did yesterday.

Of the two friends, Marie was always the (neater/neatest) one.

Irregular adjectives and adverbs

Not all adjectives and adverbs have regular comparative and superlative forms. Here are some irregular ones

Adj/adv	comparative	superlative
Good	better	best
Many	more	most
Bad	worse	worst
Far	farther	farthest
Ill	worse	worst
Little	less	least
Badly	worse	worst
Well	better	best
Much	more	most

Both few and less are adjectives. Use few and fewer to compare things that can be counted. Use less and least to compare things that cannot be counted.

In the following circle the correct form.

Amy is not a good map reader, but Linda is even (worse/worst).

Bill is the (worse/worst) of all, though.

Our new home is (far/farther) from town than the last one.

This group has (fewer/less) free time than the previous group.

Campers who go for a month have the (more/most) time of all.

It is a good thing that Brent was feeling (best/better) when he awoke.

Of all the memory techniques, repetition is the (more effective/most effective) of all.

Verbs

Verbs are words that show action. There are three simple tenses for verbs: past, present, and future.

Circle the correct form of the verb.

1. I collect rocks when I was a child.
 - a. Will collect
 - b. Collects
 - c. Collected
 - d. Collect
2. Yesterday they talk about a car show.
 - a. Talked
 - b. Talk
 - c. Will talk
 - d. Talks
3. I own some rare gems.
 - a. Did owned
 - b. Has owned
 - c. Is owning
 - d. Own
4. I go next Friday.
 - a. Gone
 - b. Did gone
 - c. Went
 - d. Will go
 - e. Go
5. I enjoy going to the movies on next Saturday.
 - a. Enjoy
 - b. Enjoyed
 - c. Will enjoy
 - d. Enjoys
6. Brooklyn play at the park tomorrow.
 - a. Play
 - b. Played
 - c. Will play
 - d. Will played

Perfect tense

There are three perfect tenses: present perfect, past perfect, and future perfect. Use the past participle and the verb "to have" to form all of the perfect tenses.

Tense	form	use
Present perfect	have worked	a completed action or an action that continues into the present.
Past perfect	had worked	one action completed before another in the past
Future perfect	will have worked	one future action completed before another future action

Progressive tenses

There are 6 progressive tenses. The progressive tense shows an ongoing condition or action. Use the verb "to be" And the present participle to form the progressive tense.

Tense	form
Present progressive	am/is/are trying
Past progressive	was/were trying
Future progressive	will be trying
Present perfect progressive	has/have been trying
Past perfect progressive	had been trying
Future perfect progressive	will have been trying

Circle the correct verb to complete each sentence.

My brother (listened/was listening) to the television when he heard his name called.

He (have entered/had entered) the contest a few months ago.

He (is listening/has been listening) to the same preacher for two years.

At this time next month, she (driven/will be driving) a new car.

I had (see/seen) that movie already.

Before leaving camp last year, Jentzen (learn/ had learned) how to tie several kinds of knots.

The airline(had inspected/ have inspected) the plane two weeks before the accident.

Helping verbs

A helping verb is added to another verb to add to or to change the meaning. "To be" is the most common helping verb. It is used to form the progressive tenses. Other verbs can also act as helping verbs.

Use the helping verbs "can" and "could" to show ability.

Use helping verbs "may" or "might" to show possibility or permission to do something.

Use the helping verb "must" to show an obligation to do something or to draw a conclusion.

Use helping verb "should" to show that something is a good idea.

Circle the correct helping verb.

The sheriff (will be/am being/are being) running again.

(Does/Do/Be/Are) you think the mayor has a chance of winning.

Jadyn (did/have/has) never skied before.

I (am/still have/can) not gotten a chance to see the new baby.

(Are/Is/Does) tonight seem like a good night for a walk?

You (are/have/do) learned well; we are proud of you.

Word usage
Commonly confused words

Lie, lay, lain means to rest or recline

Lay, laid, means to place an object

Sit, set, means to place an object

Sit, sat, means to take a seat

Rise, rose, risen means to go up or to get up

Raise, raised, means to lift up

When the patient had (rose/risen) the next morning, the pain had almost disappeared.

During the family picnic, my sister and I went outside and (lay/laid) under the trees where it was cool.

On the way home from the party, our mom (lay/laid) her presents on the back seat of the car.

I have (set/sat) on this seat and read many books to my children.

I picked up over forty shells that I found (laying/lying) on the beach.

The chair is (sitting/setting) in the corner.

Who and whoever are used as subjects

Whom and whomever are used as objects.

To (who/whom) did you send invitations?

Mom, (who/whom) worked very hard was given a party for her efforts.

Only people (who/whom) have car insurance are allowed to drive.

(Whoever/whomever) left their wallet in the church can claim it at the desk.

Most students (who/whom) have used social media like the feedback they receive.

Possessives

The possessive form of a noun shows that something is owned and to whom it belongs.

Form the possessive of a singular noun and plural noun by adding an apostrophe and s. (if it does not end in s)

Wife's children's

To form possessive of plural nouns and other nouns end in s, add only an apostrophe.

Workers' families'

To form possessive of proper nouns, add an apostrophe and s to singular forms. Add an apostrophe alone to plural form.

Bill's Maryons'

Circle the correct spelling.

(Greg's /Gregs) workday begins very early.

He gets up at five o'clock to make his (children's/childrens') lunches.

Greg enjoys his work painting car (body's/bodies).

All of the (worker's/workers') clothing is protected from the paint by uniforms.

Tonight Kim and Jim will go over to a (friend's/friends) home to have dinner.

Subject/verb agreement

Subjects and verbs must agree in number. A singular subject must have a singular verb. A plural subject must have a plural verb.

Circle the correct form of the verb.

The accident victims (was, were) taken to Pardee Hospital.

The members (has, have) been discussing meeting each month.

In the afternoon, I (tries, try) to be home by the time my husband arrives home.

There (has, have) been very little rainfall for the last year; as a result we have had an increase in forest fires.

(Does, Do) anybody want to come to the park with me?

Each of the packages (was, were) examined carefully before being loaded on the plane. Was

The secret videos (was, were) accidentally discovered.

Nothing, not even an increase in gun awareness in America, (has, have) resulted in reduced gun deaths among young children.

Neither the president of the company nor his advisors (want, wants) to take the risk of developing such a controversial product.

Nobody, not even the parents who suggested the activities, (has, have) offered to volunteer at our school carnival.

Several of the packages delivered yesterday (was, were) returned because they (was, were) not made correctly.

(Do, Does) the new phone have more memory?

The recent bills from our electric company (show, shows) an increase in price.

The famous chef, appearing at several local restaurants today, (is, are) calling for an increase in pesticide free ingredients.

Most of us think that the sky (is/are) blue, but it is really not that color.

Stars that shoot across the sky (is/are) a special treat.

In the following, choose which word best describes the given word.

1. describe
 - a. repeat
 - b. depict
 - c. decry
 - d. sanction
2. respond
 - a. delude
 - b. rectify
 - c. reply
 - d. reiterate
3. choose
 - a. pick
 - b. base
 - c. check
 - d. maintain
4. argue
 - a. quarrel
 - b. plead
 - c. hasten
 - d. arrange
5. interpret
 - a. make clear
 - b. flourish
 - c. accumulate
 - d. anticipate
6. construct
 - a. separate
 - b. build
 - c. expand
 - d. verify
7. support
 - a. undergo
 - b. propose
 - c. signal
 - d. uphold
8. refer
 - a. carry
 - b. rush
 - c. reinstate
 - d. attribute
9. convey
 - a. express
 - b. beckon
 - c. commence
 - d. pilfer
10. ascertain
 - a. maintain
 - b. placate
 - c. determine
 - d. polarize

Active and passive voice

Voice refers to the form of the verb that shows whether the subject is doing the action. Only action verbs show voice. We have two voices: the active and passive.

When the subject performs the action of the verb, the verb is in the active voice. Ex. Madelyn lost a gold ring.

When the subject receives the action of a verb, the verb is in the passive voice. Ex. A gold ring was lost by Madelyn.

In the following sentences, write A if the sentence is in the active voice and write P if it is in the passive voice.

___ I always watch the news after dinner.

___ The news is always watched by me after dinner.

___ I look at the top news story first.

___ Next, I scan the celebrity gossip.

___ The sports reports are scanned by me next.

___ The ads are skimmed quickly by me.

___ Social media is saved for last to scroll through.

___ A coat for spring was bought by me.

___ I will buy a coat for spring .

___ Samuel closed the door.

___ The door was closed by Samuel.

*When writing use active-voice sentences because they are more direct than passive-voice. They also contain fewer words. It is also clearer because it shows the action more directly.

**Use the passive voice when you don't know who performed the action.

Ex. The door was broken after we went out.

**Use the passive voice when you want to stress the action, not who did the action. Ex. My co-worker was struck by lightning.

**Use the passive voice when you do not want to name the performer. Ex. A mistake was made.

Sentence Fragments

A sentence must have a subject and a predicate and MUST express a complete thought.

Write C if the sentence is COMPLETE and write F if it is a FRAGMENT.

___ Mr. Maryon, the only resident who is against the plan.

___ To repair over half of the state's crumbling bridge.

___ It was the highest rated series of all time.

___ Tend to be poorer, older, and alone.

___ Mark is taking a Spanish class.

___ Studied for a long time.

___ Most of the drug related deaths reported in 2012.

___ Children are afraid they will become.

___ I like to play at the park with my children.

___ The mountains are a beautiful sight to behold.

Run on sentences.

A run-on sentence is two or more complete thoughts that are not correctly joined or separated by punctuation. It is strung together and makes a very long sentence. It can confuse readers. These types are best corrected by separating the ideas into two or more sentences. They can also be corrected by using appropriate conjunctions and punctuation.

Correct the following run-on sentences and rewrite them to make a smaller or more broken up sentence to make sense.

More than 5,100 athletes attend they come from fifty nations.

Everyone is a winner each athlete gets a ribbon or medal.

Children are also afraid that they will become latchkey kids, sometimes they fear that they will become homeless or have to live in a shelter, or they may have fantasies about the absent parent returning, or become victims of custody battles and have to choose between their mother and father.

Choose the word closest in meaning.

1. narrator
 - a. salesman
 - b. manager
 - c. storyteller
 - d. accountant
2. universal
 - a. exceptional
 - b. exclusive
 - c. far-reaching
 - d. makeshift
3. implied
 - a. specific
 - b. inferred
 - c. obvious
 - d. fictional
4. contrast
 - a. difference
 - b. solution
 - c. light
 - d. exponential
5. excerpt
 - a. volume
 - b. journey
 - c. part
 - d. difficulty
6. criticism
 - a. decorative
 - b. evaluation
 - c. notation
 - d. progressive
7. image
 - a. sensory impression
 - b. information
 - c. ability
 - d. particle
8. similar
 - a. loud
 - b. alike
 - c. style
 - d. link
9. relationship
 - a. connection
 - b. inkling
 - c. memorable
 - d. forecast
10. ridicule
 - a. praise
 - b. relate
 - c. pose
 - d. mock

Compound sentences

A compound sentence is made up of two or more complete thoughts. Each of these thoughts can stand alone as a sentence.

There are two ways to create a compound sentence:

1. Join the complete sentence with a connecting word (conjunction) “an, but,or, for, nor, yet, so.
2. Join the complete sentences with a semi colon. Use this method only when they ideas are very closely related. Ex. Mary liked the movie; she thought the book was better.

Combine the following sentences into a compound sentence.

I really like living on the East Coast. I miss the change of season in the Midwest.

Plants are not very expensive gifts. They are readily available almost everywhere.

I was really upset. I knew things had to get better.

I tried as hard as I could. I really wanted to keep the job.

I decided not to go to the party. I planned to call you and apologize.

Some people prefer city living. Others prefer the country.

Choose the best synonym

1. thesis
 - a. temperature
 - b. main idea
 - c. brain storm
 - d. exercise
2. topic
 - a. extremity
 - b. fabric
 - c. subject
 - d. sensitivity
3. structure
 - a. façade
 - b. engage
 - c. rustle
 - d. plan
4. conclusion
 - a. command
 - b. brink
 - c. ending
 - d. absolution
5. introduction
 - a. prelude
 - b. condemnation
 - c. explanation
 - d. supposition
6. develop
 - a. expand
 - b. destroy
 - c. command
 - d. general
7. essay
 - a. recipe
 - b. composition
 - c. purpose
 - d. special
8. organize
 - a. direct
 - b. transfer
 - c. arrange
 - d. believe
9. outline
 - a. stamp
 - b. artistic
 - c. form
 - d. end game
10. body
 - a. figure
 - b. main part
 - c. pinpoint
 - d. struggle

Parallel structure

Your writing will be clearer if all the ideas within each sentence agree or match. To make your ideas match, put them all in parallel or similar form. Parallel structure connects matching words or phrases. For example, use parallel adjectives, nouns, verbs, and adverbs when you write a list. To have parallel structure, verbs should be all in the same tense and form.

Ex. Parallel: The meal was tasty, quick, and healthful.

Not parallel: The meal was tasty, quick, cheap, and the food was good for you.

Rewrite each sentence so that it has parallel structure.

The car is sleek, sturdy, and has a lot of room.

At noon, I'll deposit my paycheck , put gas in the car, and we need some bread.

The audience stomped their feet, clapped their hands, and were cheering the speaker.

Learning to write clearly, correctly, and be effective is a goal.

Choose the best synonym

1. cause
 - a. purpose
 - b. reason
 - c. casual
 - d. mitigation
2. compares
 - a. likens
 - b. reduces
 - c. entitles
 - d. strives
3. status
 - a. strident
 - b. makeshift
 - c. sensation
 - d. position
4. valid
 - a. opposition
 - b. sound
 - c. distinct
 - d. appreciably
5. graph
 - a. container
 - b. solace
 - c. chart
 - d. proscription
6. distribution
 - a. district
 - b. allocation
 - c. interception
 - d. quantity
7. emphasis
 - a. instinct
 - b. immediate
 - c. stress
 - d. dissertation
8. evidence
 - a. heading
 - b. makeshift
 - c. plausible
 - d. proof
9. control
 - a. regulate
 - b. haunt
 - c. motion
 - d. provide
10. empty
 - a. harness
 - b. provide
 - c. bring about
 - d. vacate

Complex sentences

Independent clauses

A clause is a group of words with its own subject and verb. Some clauses can stand alone as sentences; these are called independent clauses.

Ex. He woke up at five o'clock, just in time to say goodbye to his father.

He woke up at five o'clock can stand alone as a sentence. It is an independent clause.

Subordinate clauses

A clause that cannot stand alone as a complete sentence is a subordinate clause. Many subordinate clause begins with a connector word called a subordinating conjunction. Here are some of the common ones:

after, although, as, as if, though, when, because, before, even though, unless, if, while, since, so that, until

A sentence that has BOTH an independent clause and a subordinate clause is called a complex sentence. In a complex sentence, you can place the subordinate clause at the beginning or the end of the sentence.

Ex. Before the rain begins, bring the laundry inside.

Draw a line under each subordinate clause in each complex sentence.

When they reached the top, they could see five of the states surrounding them.

Because you are late, you will not get a break.

Put the dog out, unless you want him to pee on the floor.

I heard a loud crash in the kitchen before I went to bed.

I finally got up after I heard the dog barking.

I pulled the blankets over my head because I was afraid.

Sentence revision

Rewrite the following sentences to combine them. The meaning must remain the same when you rewrite.

I have a headache. I don't have time to lie down now.

We didn't have any hot water. The electricity that runs the water heater has been off since the wildfires.

The woman who provided the information was given the reward money. The information led to the conviction.

Brooklyn is the best cook in the family. Everyone says she could open a restaurant.

My boss decided to go home early. He had been feeling ill for the last couple of hours.

Penicillin is a commonly used antibiotic. There are some people who have a severe allergy to it.

REVIEW

Decide if each underlined part is correct. If so, write C on the line. If it is wrong, write it correctly on the blank.

_____ Raleigh is the capital of north Carolina.

_____ In 1947; the settlers came into our mountains.

_____ By the end of the year, over 200 inches of rain fell.

_____ Mr. maryon made peace with his family before departing.

_____ After the civil war, the first railroad across the continent was completed.

_____ Alaska finally became a state in 1930.

_____ Amy Maryon, of tuxedo donated the ice cream for the party.

Choose the correct verb.

Each person (try/tries) to win the game.

Family game night (is/are) very popular among our friend groups.

I had (began/begun) a three week fast.

The car sank after it had (went/gone) over the bridge into the river.

He (lay/laid) his wallet on the table.

The office manager (set/sit) down the coffee on the table.

To make good bread, let it (rise/raise) for at least an hour before placing into the oven.

Mr. Maryon had (laid/lain) in the hospital for two days before they could identify him.

As we were driving in the mountains, the sun was (raising/rising) over the horizon.

Choose the best synonym

1. mass
 - a. bulk
 - b. round
 - c. length
 - d. size
2. factor
 - a. harmony
 - b. path
 - c. divisor
 - d. amount
3. aquatic
 - a. umbrage
 - b. on or in water
 - c. agile
 - d. blue-green
4. orbit
 - a. circular path
 - b. map
 - c. minion
 - d. alignment
5. intensity
 - a. precipitous
 - b. rugged
 - c. informal
 - d. strong effect
6. generate
 - a. handle
 - b. reproduce
 - c. portray
 - d. act
7. vapor
 - a. halo
 - b. gaseous state
 - c. pleasure
 - d. vacant
8. vacuum
 - a. site
 - b. cove
 - c. hideout
 - d. empty space
9. pure
 - a. link
 - b. unadulterated
 - c. masked
 - d. depleted
10. dormant
 - a. obvious
 - b. active
 - c. noisy
 - d. latent

They (has/have) little time to do anything else.

Children between the ages of five and ten (watches/watch) an average of forty hours of media a week.

The government (is/are) studying whether media promotes violence.

February and December (is/are) two months when people watch the most television.

Shows with low ratings (is/are) sometimes cancelled.

He had trouble swinging the bat (good/well/better) on the first few throws.

Lauren cleaned her room (slow/slower/slowest) than Jadyn.

At the game, the crowd cheered (loud/loudly/loudest)

The (cities/city's/citys') residents love to support any event.

Actually, the (authors/author's/authors') ideas led to many great improvements in our town.

Some (readers/reader's/readers') have formed support groups for their favorite authors.

Decide if each underlined part is correct. If so, write C on the blank. If part is wrong write the correct words on the blank.

_____ Lauren maryon is the new receptionist.

_____ Please help she learn your names and extensions.

_____ You will find all the information you need in you're email.

_____ Look up your name and make sure its' correct.

_____ I appreciate your hard work.

Here are some strategies for taking multiple-choice questions

- Read the question carefully and make sure you know what it is asking. Read each question slowly so that you won't miss a key word that could cost you the correct answer. You might want to run your pencil under the question as you read it to be sure that you don't miss anything in the question. If you don't understand the question after the first time you read it, go back, and read it another time or two until you do understand it.
- Don't overanalyze the questions or read something into the question that just isn't there. Many test takers make the mistake of over analyzing questions, looking for some trick or hidden meaning that the test creators added for the sake of confusion. Each question will say exactly what it means so don't try to interpret something unusual into the questions.
- Circle or underline the key words in the questions. As you read through the question, locate any important words in the question and either circle or underline the word or words. Important words will be anything taken directly from the chart, table, graph, or reading passage on which the question is based. Other important words will be words like compare, contrast, similar, different, or main idea. By circling or underlining the key words, you will understand the question better and will be more prepared to recognize the correct answer.
- After the read the question, try to answer the question in your head before you look at the answer choices. If you think you know the answer to the question without even looking at the answer choices, than you most likely will recognize the correct answer right away when you read the possible answer choices. Also, if you think you know the correct answer right away, then you should be very confident in your answer when you find it listed among the possible answer choices.
- Carefully read all the answer choices before answering the question. You need to look at all the possibilities before you choose the best or correct answer. Even if you think you know the answer before looking at the possible answer choices, read all of the answer choices anyway. If you read through two of the answer choices and you find that choice (a) is a good answer, keep reading because choices (b) or (d) may very well be a better answer. Finally, by reading all the answer choices, you can be more confident in your answer because you will see that the others are definitely incorrect.

- Eliminate answer choices that you know are wrong. As you read through all the choices, some will obviously be incorrect. When you find those answer choices, mark through them. This will help you narrow the possible choices. In addition, marking through incorrect answers will prevent you from choosing an incorrect answer by mistake.
- Don't spend too much time on one question. If you read a question and can't seem to get the answer, circle the question and come back to it later. Your time will be better spent answering questions that you can answer. Remember you have time limits so don't struggle with those you don't know. Move on.
- Go with your first answer. There is a reason your brain told you to pick something the first time, go with it.
- Don't go back and change your answer unless you have a good solid reason to do so. Remember that your first hunch is usually the best, so don't change your answer on a whim. One of the only times it is a good idea to change your answer is if you find something later in the test that contradicts what you chose.
- Watch out for absolutes. These are words that include "always, never, only, or completely." These words limit the possibility of that answer being correct because only under certain circumstances are they right.

Indicate if the word is spelled correctly or incorrectly. If you believe it is misspelled, then spell it correctly in the space provided.

decition _____ inoculate _____

desend _____ itself _____

desperate _____ gellous _____

develope _____ kindergartan _____

diferent _____ knowlege _____

disappoint _____ leson _____

dizease _____ liklihood _____

distence _____ loyal _____

estatic _____ mariage _____

eliminate _____ miscellaneos _____

english _____ misspelled _____

exagerate _____ muscle _____

exhaustion _____ news stand _____

exorbitant _____ ocassion _____

experence _____ omition _____

fasinating _____ oporttunity _____

forehead _____ opinion _____

foreteen _____ osillate _____

Do 2 pages today.

The writing process has five steps:

1. Prewriting
2. Writing the first draft
3. Editing and revising
4. Writing the final draft
5. Publishing or sharing the final draft

Prewriting means planning before you begin to write. Your writing will flow more smoothly if you do some prewriting tasks.

Define or choose your topic. Before selecting a topic, define your purpose for writing and the audience for whom you are writing. Use these questions to help:

Why am I writing? Identify your purpose

- a) To tell a story
- b) To give information
- c) To describe something
- d) To explain something
- e) To persuade someone to do something

Who will I write to? Identify your audience

- a) Friend
- b) Co-worker
- c) Teacher
- d) Potential employer

Choose a topic that is not too general or too limited. If you are going to write a 2 page paper about World War II, that is a pretty broad topic, choose a specific event or topic about that war to write on. Choose something that you know about, it makes writing easier.

Example:

Evan is attending college classes at a community college. His instructor asked the student's to write an essay on a topic that would help fellow student do well in the class. Evan thought about what might help other students. First he defined his purpose and audience.

Purpose: to explain Audience: students in my class

Then he made a list of possible topics:

1. Good study habits
2. How to use the computer
3. Places to study on campus
4. Finding your way around the library

Your turn:

You write two topic ideas for the following ideas.

Subject: sports
Purpose: to explain
Audience: a group of children

Topic 1: _____

Topic 2: _____

Subject: movies
Purpose: to describe
Audience: your friends

Topic 1: _____

Topic 2: _____

Subject: exercise
Purpose: to describe
Audience: your friends

Topic 1: _____

Topic 2: _____

Subject: animals
Purpose: to persuade
Audience: fellow students

Topic 1: _____

Topic 2: _____

Now you are going to generate ideas. When the above is made clear in your mind you can start to generate ideas.

- ✓ Explore thoughts about the topic. Do you already have information or will you need to research it? Anything interest you about it?
- ✓ Brainstorm ideas. Ask yourself a series of questions about the topic to get ideas flowing. Answer the “W’s” Who? What? Where? When? Why?How?
- ✓ Talk to other people. If you have a strong opinion on a topic, it might help to listen to something who opposes the topic to get the other side of it. Ask an expert or talk to several people to gather information.
- ✓ Read and research. Get information online, videos, or at your library

While you are generating ideas , write them down so that you can refer to them when you begin writing. You can make an outline or draw an idea map.

Your turn: brainstorm and list your ideas for this essay topic: the advantages or disadvantages of a small or large family. Make an outline or idea map. If you are unsure what those are-look online to get an idea. Do that on this page.

Step two. Writing the first draft. In the first step you created a plan for what you were going to write. Now you are going to follow your plan and write the first draft. You will typically write 2-3 drafts of your paper before being finalized.

When writing your first draft, the main goal is to get your ideas on paper in an organized way. As you write choose your words and develop sentences that best express your ideas. Perfect word choices, spelling, and punctuation are not necessary at this stage.

The first draft of the essay will have several paragraphs. Each paragraph will consist of a topic sentence and supporting details. The topic sentence states the main idea that will be developed in the paragraph. The supporting details are sentences that relate to the main idea.

The first topic sentence you write is an opening statement that tells the main idea of the entire piece. It tells your reader the purpose for writing the essay. A good opening statement should be clearly written so that it summarizes the main idea.

You don't want to be vague. For example, "I am going to write about my favorite car." Or "Owning a car isn't as hard as you think." You want it to be attention grabbing. For example, "Owning your own car can be an exciting and scary time in a young person's life."

Your turn:

For each topic below it is followed by three opening statements. Choose the best statement to introduce each topic. Think "most" specific.

Topic: Avoiding sun exposure

___ There are all kinds of sunscreens and sunscreen clothing options on the market.

___ You don't have to stay inside to avoid the danger of too much sun.

___ Many people like to spend hot summer days outside.

Topic: Every citizen should vote.

___ Some people don't believe in voting.

___ Voting in elections is a strong American tradition.

___ Voting is not a right, it is a duty of every American citizen.

Developing support details.

Every paragraph in an essay has a topic sentence and other sentences that support the topic sentence. Your outline will guide you through the main points of the essay. As you get to each main point, begin a new paragraph.

There are several type of detail sentences you can write to support a topic examples include:

- ✓ Facts or reasons that prove or disprove a point.
- ✓ Examples that explain or prove a main idea.
- ✓ List in time order, according to how they occur.
- ✓ List in order of importance, from most to least important or vice versa.
- ✓ Show cause and effect, how one thing causes another thing to happen.
- ✓ Compare or contrast to show things are alike or different.

As you write, use several different types of detail to support your topic sentence.

In the following there is a topic sentence and supporting details. Find the topic sentence and write a 1 beside it and then number the others in order.

- ___ If you don't eat before an interview, you might feel weak and less talkative.
- ___ Don't let nervousness spoil your appetite.
- ___ Your physical condition can be important to your job interview.
- ___ Go to bed early the night before.
- ___ Otherwise you might not be alert during the interview.

Conclusion

The last paragraph is the conclusion. The topic sentence should signal that you are coming to a close. Some of the most common words to use are: "in conclusion, to conclude, finally, last, as a result, consequently, therefore." Here are some ways to end it:

- ✓ End with a summary and a final thought.
- ✓ End with a prediction for the future.
- ✓ End with a recommendation.
- ✓ End with a question

Your turn:

Use one of the following topic sentences and use any of the above detail sentences to support the topic given. Write it on the next page.

A morning person and a night person are like oil and water.

Family is one of the most important things in life.

Step three is to revise and edit.

Use the following checklist to evaluate your work.

EDITING CHECKLISTS	YES	NO
Does the content reflect your original purpose		
Is the content right for your intended audience		
Is the main idea stated clearly		
Does each paragraph have a topic sentence		
Are topic sentences supported by details		
Are details written in logical order		
Is the right amount of information included		
Will the writing hold the reader's interest		
Are thoughts and ideas expressed clearly		
Are any ideas repeated		
Are some words used too many times		
Are all sentences complete sentences		
Are any sentences too long and hard to understand		
Are any sentences too choppy and short		
Are nouns and pronouns used correctly		
Are verbs used correctly		
Are adjectives and adverbs used correctly		
Is correct punctuation used in every sentence		
Is correct capitalization used in every sentence		
Are all words spelled correctly		
Are new paragraphs clearly shown		
If handwritten is the handwriting as neat as possible		
Is there enough space between words and lines		
Are the margins too wide or narrow		

Now go back and fix the above in your previous writing and rewrite on the following page as your final draft.

Narrative writing is a form of writing in which you tell a story about you or someone else. If you write about yourself it is called a personal narrative. When writing about yourself, use the first-person point of view. This means you refer to yourself by using the personal pronouns, I, me, my, or mine.

When you write about someone else, the point of view is the third person. Use the pronouns, she, her, he, him, his, hers, they, and them.

The second point of view is you, the one who is reading the narrative.

On the following page, write two paragraphs. Write one from the first person point of view and one from the third point of view.

A personal narrative written for others to read about your life is called an autobiography. A short narrative about an event that happened to you is called anecdote.

When you write about other person's life it is called a biography.

In narrative writing, the details of a story are told in order in which they happened. This holds the readers interest. It is also a good way to make sure the details are told in a way that make sense. Here are some words that relate to events in time order:

First, second, next, then, after, after a while, soon, later, during, until, before, after that, last week, last year, etc.

Choose one of the following topics and write a brief narrative. Use the order words to help put it together. Do it on the next page.

Topics:

- A childhood memory
- An unforgettable experience
- A hard decision

Indicate if the word is spelled correctly or incorrectly. If you believe it is misspelled, then spell it correctly in the space provided.

freind _____

paralelism _____

goverment _____

pencil _____

guess _____

perserverence _____

persuede _____

seasin _____

potatos _____

similiar _____

predictible _____

sophmore _____

persue _____

succesful _____

pronounciation _____

sinonim _____

pshychology _____

technical _____

quarel _____

temperiture _____

rebellion _____

recipe _____

reccomend _____

repeat _____

rythm _____

scedual _____

respectibitliy _____

wrteched _____

wensday _____

visiter _____

vengeance _____

vacume _____

undoubtedley _____

title _____

Descriptive writing is to create a clear picture in the mind of the reader. When people read about something they will be more interested if you describe things in specific terms. When you describe specific details, use words that create images in the reader's mind.

Don't use words that are too general. Instead of man use welder. Instead of closed say slammed.

On the next page, write a descriptive paragraph on one of the topics listed below. Concentrate on providing specific details using precise, vivid words.

The view from my window.

My favorite clothes.

Another way to create description in someone's mind is to use words that appeal to the senses: sight, touch, heart, taste, and smell. These are called sensory details.

Write a sentence that describes each item. Use specific details that appeal to the senses of each topic.

Sight: sunset

Hearing: construction site

Taste: ice cream

Touch: a kitten

Smell: a flower

You are going to write a descriptive essay and apply all that you have learned about it. Use the following topic:

My favorite movie character

Prewrite and do the following:

1. Make a list of several movie characters you like.
2. Think about each character on your list. Get a good picture of them in your mind.
3. Think of three things you can describe about your character like the following:
 - a. Personality
 - b. What the character did
 - c. What they look like
 - d. Any other ideas?
4. If you cannot think of three things, cross that name off and choose another.

Do that in the space below.

Now you are going to identify your audience and purpose. For this exercise, assume your audience is a group of people who are similar to you in their taste of movies. You are telling them about the character because you think that after reading about it, they will want to see the movie your character is in.

Develop and organize your ideas. Make a list or an idea map about your main ideas you want to cover. Then list smaller ideas under the main ones to give more specific ideas. Do that in the area below. You can use circles or an outline.

Write the first draft.

Use the following tips:

1. Write the topic sentence---have a strong one that will make your readers want to continue reading.
2. Develop supporting details---make sure each main point starts a new paragraph. Each paragraph has a topic sentence.
3. Write the conclusion—develop a strong concluding paragraph that goes with the rest of the essay.

Do this on the following page. It must be at least one page.

Today let's review what you wrote yesterday by reading through the entire thing. Do it out loud to see if it makes sense to you.

Go through this general editing list to see if there are any corrections to make.

EDITING CHECKLISTS	YES	NO
Does the content reflect your original purpose		
Is the content right for your intended audience		
Is the main idea stated clearly		
Does each paragraph have a topic sentence		
Are topic sentences supported by details		
Are details written in logical order		
Is the right amount of information included		
Will the writing hold the reader's interest		
Are thoughts and ideas expressed clearly		
Are any ideas repeated		
Are some words used too many times		
Are all sentences complete sentences		
Are any sentences too long and hard to understand		
Are any sentences too choppy and short		
Are nouns and pronouns used correctly		
Are verbs used correctly		
Are adjectives and adverbs used correctly		
Is correct punctuation used in every sentence		
Is correct capitalization used in every sentence		
Are all words spelled correctly		
Are new paragraphs clearly shown		
If handwritten is the handwriting as neat as possible		
Is there enough space between words and lines		
Are the margins too wide or narrow		

**For descriptive writing use the following as well:

Did you use descriptive detail		
Did you use precise words		
Did you use sensory details		
Did you use adjectives and adverbs		
Did you vary the sentence structure		

Your writing will be clearer if you put all the ideas in a sentence in the same form. Parallel structure is a way to join equal and linked words and phrases. Use parallel adjectives, nouns, verbs, and adverbs in a list.

Ex: The internet is good for news, movies, and sports.—Parallel

The internet is good for news, movies, and to watch sports.-not parallel.

Ex: The home was clean, nearby, and low priced. –parallel

The home was clean, nearby, and did not cost a lot.-not parallel

Ex. For an interview, dress neatly, carefully, and plainly.-parallel

For an interview, dress neatly, carefully, and plain.-no parallel

Correct the following sentences to make them parallel.

It is good for people to go jogging, run, and swim.

My puppy is kindly, friendly, and resting.

The guys like watching football, playing baseball, and to grill.

Exercise can help you look better, be stronger, and wise.

Write an explanatory essay.

The subject of your essay is a skill you perform well. The skill you pick to write about is your topic.

1. List several skills you do well.
2. Read your list. Think about each skill you wrote. Get a clear picture of each skill in your mind.
3. Think of three things you could explain about each skill, such as how you learned it, what makes you good at it, and what others say about your skill. If you cannot list three things, cross it off and choose another.
4. Pick the skill you know the most about, the one you feel most confident about.

Identify your audience and purpose. Let's assume your audience is going to be someone who shares your background but who does not know a lot about your skill. Your purpose is to explain your skill to them.

Develop main ideas.

Organize your ideas.

Do all of the above on this page.

Today let's review what you wrote yesterday by reading through the entire thing. Do it out loud to see if it makes sense to you.

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Is correct capitalization used in every sentence		
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Also check the following:

Did you use correct verb tenses		
Did you write clear sentences		
Did you use parallel structure		

Compare and contrast. One way to help persuade readers to agree with your point is to write sentences that compare and contrast the point. Compare is to show how things are the same. To contrast is to show how things are not the same.

Use these words to help compare: and, same as, as

Use these words to help contrast: but, yet, than, still, however, likewise, in the same way, in contrast to, at the same time, on the other hand.

Remember these points when you write sentences that compare and contrast.

1. Avoid obvious statements. If you are writing about two girls and the differences, don't say they both have eyes. That is an obvious fact.
2. Stick to two subjects at a time. You cannot compare/contrast more than two topics in one sentence.
3. Select subjects that are members of the same group. For example two jobs, two peoples, etc are all similar enough to be good topics.

Your turn:

Write one sentence that compares and one that contrasts each topic.

Two siblings

Compare _____

Contrast _____

Two places you have lived

Compare _____

Contrast _____

Writing a letter to the editor of a newspaper based on the topic:
Taxes should (or should not) be raised on alcohol and tobacco related products.

Make sure you follow the writing process.

1. Define your topic by choosing which side you are going to argue.
2. Make a list of pros and cons of raising taxes on these items. You can make a side by side list.
3. Read your list. Think about both sides of your argument. Which side makes more sense to you?
4. Think about which side of the topic you support. Why do you feel this way about the issue? Look at your list to see which side has more facts, opinions, and reasons to support.
5. Pick the side you feel strongly about, the one which you have more facts, reasons, etc to use in your letter.

Identify your audience and purpose. For this exercise you are going to be writing the editor of the newspaper and to the readers of the newspaper. Your purpose is to persuade the editor and readers to support your side of the issue. After they read your letter, they may change their minds about the issue.

Develop main ideas.

Organize your ideas. You can put all the points against your topic first. Write about each point one at a time to show how they are not valid. Then present the point that supports your side.

Do this on this page.

Today let's review what you wrote yesterday by reading through the entire thing. Do it out loud to see if it makes sense to you.

Go through this general editing list to see if there are any corrections to make.

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For this type of writing also consider the following:

Did you write compare/contrast sentences		
Did you use specific, not vague language		
Did you replace any overused words and phrases		
Do all your subjects and verbs agree		
Did you use connecting words to link your ideas		
Did you support your ideas with facts, opinions, and reasons		

Report writing

A report is an organized summary of facts and information on a topic. A report usually contains an analysis of the information. An analysis is the writer's conclusion about the meaning of the information in the report.

There are three basic reports:

1. Book report—writer summarize the contents of a book they have read.
2. Research report—writer gathers information from many sources.
3. Business report-writer gathers and analyzes information from sources on the job. Typically they report to others who need it to make business decisions.

A report sums up information. Summarizing is a way to take a large amount of material and trim it down to a few major points. To summarize read the material and pick out the facts that support the information you want to include in your report. A summary may be a phrase, several sentences, or several paragraphs in length.

When you write a summary, put the information into your own words. This is called paraphrasing. If you copy the information word for word, enclose it in quotation marks. Only a small amount of information can be quoted without the permission of the author. Quoting material without permission is called plagiarism and is illegal.

An informal report has three points:

1. Introduction
2. Body
3. Conclusion

If you have a formal report, such as a research paper it has extra parts:

1. Title page-includes title, name of writer, and the person whom the report is begin submitted to, and the date
2. Introduction
3. Body
4. Conclusion
5. Bibliography- this is a list of sources that were used to gather information for your report

I want you to write a book report about a book that you have recently read. Give a one page report on it. On this page do your prewriting skills---outlining or idea circles.

Today let's review what you wrote yesterday by reading through the entire thing. Do it out loud to see if it makes sense to you.

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Expanding your words with synonyms. This is a great way to make your writing less boring and flow better with varying words. Use a thesaurus to find four synonyms for each word.

said				
win				
walk				
good				
big				

In the following, circle the word that is NOT a synonym of the words given.

careless	hasty	rushed	neat
still	racket	hushed	quiet
mansion	cabin	hut	cottage
decrease	explore	survey	probe
stony	rigid	steely	gentle
yearn	crave	scorn	wish

Are there any words that you notice you use a lot in your writing? List them and look up some synonyms of these words.

Write an expository based on one of the following topics:

You do (do not) learn more from life than you do I school.
It should be easier(harder) to get a divorce.
Should gambling be legalized?

Prewriting.

- Define your topic.
- Make your lists.
- Identify your audience and purpose.
- Develop main ideas
- Organize your ideas

Do that on this page.

Today let's review what you wrote yesterday by reading through the entire thing. Do it out loud to see if it makes sense to you.

Go through this general editing list to see if there are any corrections to make.

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If handwritten is the handwriting as neat as possible		
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Are the margins too wide or narrow		

Also check for the following:

Did you use a thesaurus to find good synonyms for overused words		
Did you revise your work and cut out extra words		
Did you revise your work so that there is no changes in point of view		

I want you to write seven goals for the upcoming year. Under each goal, I want you to write a sentence that tells how you are going to make your goal come true. Use words that make your goal clear and exact.

Goal: _____

Goal: _____

Goal: _____

Goal: _____

Goal: _____

Goal: _____

Goal: _____

From all of the information you have learned, I want you to write a one page paper about one of the following topics:

Saturday nights-whom do you like to be with? Where do you like to do? What do you like to do?

Write about one of your dreams for the future.

Think about a relationship you have with someone. What do you like most about this person? What does this person do that drives you crazy?

Do all your prewriting on this page.

On the following page do your first draft today.

Subjects and predicates

Underline the subjects in the following sentences with one line. Double underline the predicates—the verb and the rest of the sentence.

A truck loaded with pigs overturned on Kenockee Road.

Several confused pigs wandered through the backyards of local residents.

The dogs in the neighborhood barked themselves hoarse.

The elderly gentleman tripped over a skateboard on the sidewalk.

The shy young woman found a book at the library.

Alaska has a much harsher winter than Texas.

Max has been hit by a car!

This technique is fund to use.

Dr. Clark was the physician on duty last night.

What are the common 8 linking verbs:

--	--	--	--	--	--	--	--

What are the subject pronouns

--	--	--	--	--	--	--

What are the object pronouns

--	--	--	--	--	--	--

Circle the correct form of the verb.

The dog has been (lying, laying) on my bed again.

Don't (sit/set) on that chair with the broken leg.

A cadet (rises/raises) the flag at exactly 6:00 a.m.

She (sat/set) the coffee cup carefully on the table.

Who (lay/laid) this money on my desk?

Mike (rose/raised) from his seat and strode to the platform.

The jewelry has (laid/lain) in the bank vault for years.

Are you (sitting/setting) in the front row?

We've (lain/laid) our plans carefully.

I'd love to be (lying/laying) on a beach right now.

I want to go over (there/their/they're) and get the ball.

I want to go to (there/their/they're) home for a visit.

Are you sure that (there/their/they're) going to come tonight?

We would like to thank you for you're kind words.

What changes should be made to the above sentence?

- a) Change would to wood
- b) Capitalize thank you
- c) Change you're to your
- d) All of the above

When we got there, we discovered _____ car was missing.

What word would go in the space above?

- a) Their
- b) They're
- c) There

As a manufacturer, we try to produce the best possible goods for consumers.

What corrections need to be made in the above sentence?

- a) Change manufacturer to manufactures
- b) Change produce to produse
- c) Delete the comma after manufacturer
- d) None of the above

The keyboard's we produce do not often receive the recognition your review gives us, and it is much appreciated.

What corrections need to be made to the above sentence?

- a) Change keyboard's to keyboards
- b) Change receive to recieve
- c) Change appreciated to appreciation
- d) Capitalize keyboard's

But not all brands of bottled water are the same.

What corrections need to be made to the above sentence?

- a) But not all brands of bottled water are
- b) Not all brands of bottled water are
- c) But, not all brands of bottled water is
- d) Not all brands of bottled water is

Bottled spring waters are different.

What corrections need to be made to the above sentence.

- a) Bottled spring waters are different.
- b) Bottled, spring waters are different.
- c) Bottled spring waters were different.
- d) Bottled spring waters is different.

In the following sentences, circle the letters that are to be capitalized.

This year, senator Smith will visit our school.

The girl scouts of America sell delicious cookies.

Kim said, "let me know when you are finished eating."

greg and amy are both graduates of marysville high school.

ashlyn's new car is a red dodge neon, which she purchased at the dodge dealership in detroit.

glaciers from the ice age still exist today.

our english teacher will be reviewing the first thirty pages of the book of mice and men with the class.

The case went as high as the United States court of appeals.

at the baseball game last night, the los angeles dodgers beat the new york yankees by ten runs.

we will be spending easter day with our aunt clara who lives near the mississippi river.

In the following sentences correctly supply periods, question marks, and exclamation points.

“Goodness” she said “Didn’t you know that I was coming”

Mr. Maryon works for the FBI

Evan wondered if it was time to go

“How many boxes did you buy” asked Dr. Carrs

Mady asked if anyone had the time

Who cried “Help”

What else can I do I lost all my money

Place a colon and semi colon where needed.

I have only one thing to say don’t do it.

They seemed compatible yet they did not get along.

By the end of the day there were only two things on her mind rest and relaxation.

For camp, you will need the following a tent, a lantern, and a backpack.

Place commas wherever necessary.

However I am willing to reconsider.

She descended the long winding staircase.

While driving Evan never took his eyes off the road.

Miss can I ask you for the time?

He was after all an ex-convict.

I'm so bored aren't you?

The author James Grace was awarded the prize.

The family who won the lottery lives in New York.

Incidentally he called last night.

Autumn did you see Jentzen at the party last night?

Really I can't believe that is the truth.

Circle the following word in the list that is misspelled.

alot
ability
absence
absent

agree
asle
all right
almost

abundance
accept
accident
accomodate

angel
althoght
already
amateur

accomplish
accumulate
accuse
acustomed

antiseptic
anxious
apologize
apparatus

ache
achieve
acknoledge
acquaintance

appearance
appear
apply
apetite

across
address
adequete
advantage

approximete
approval
argue
arouse

advice
adviser
aerial
affect

article
ascend
assistance
artificial

Indicate if the word is spelled correctly or incorrectly. If you believe it is misspelled, then spell it correctly in the space provided.

a lot _____

beggining _____

abcent _____

benifit _____

axident _____

breathe _____

adviseable _____ bisness _____

agressive _____

cafeteria _____

angel _____

capten _____

appropriate _____

category _____

arangement _____

cheif _____

auful _____

congdrulate _____

awkward _____

coffee _____

bargen _____

compitition _____

beautiful _____

concientious _____

controled _____

hapiness _____

courage _____

humurus _____

curteious _____

heroes _____

curiosity _____

imaginery _____

day break _____

independant _____

Choose the correct homophone.

Brooklyn was so (bored/board) with the lectures that she left early.

Washington, D.C., is the (capital/capitol) of the United States.

The sand felt (coarse/course) against his (bear/bare) feet.

You should (council/counsel) Collin on his inappropriate behavior.

I had (two/too) ice cream (sundaes/Sundays) for dessert after lunch.

You (great/grate) the cheese and I'll make the salad.

Jadyn will graduate (forth/fourth) in her class.

The cat fed (its/it's) kittens.

I saw a good (sail/sale) on a (pear/pair) of shoes.

The (soul/sole) of my sneaker is wearing away.

(Here/hear) today and gone tomorrow.

There's a (whole/hole) in my pocket.

Essay writing.

Give yourself 45 minutes to write an essay on the topic below.

Media often causes the viewer to lose touch with reality and become completely passive and unaware. Like other addictions, television provides a pleasurable escape route from action to inaction.

Is this statement true or false? Do you feel media's effects are good or bad? Respond to this statement in an essay of approximately 250 words, making sure to support your view with examples using your own past experiences or knowledge of other people's experiences.

Do prewriting on this page and write your paper on the following page.

1. Lauren likes blueberry pie _____ it is made with freshly picked blueberries.
 - a. Whether
 - b. Because
 - c. When
 - d. As if
2. Stephen loves listening to classical music. Jentzen, _____ will only listen to country.
 - a. However
 - b. Then
 - c. Too
 - d. Therefore
3. _____ our low annual fee, you will receive a 20% discount if you sign up this week.
 - a. Because
 - b. While
 - c. In spite of
 - d. In addition to
4. My neighbor is deathly afraid of dogs; _____, I never let my Boxer, Mitch, outside without a leash.
 - a. Moreover
 - b. Yet
 - c. Mainly
 - d. Consequently
5. Ashlyn wasn't feeling well. _____ she decided to stay home from work.
 - a. Therefore
 - b. Meanwhile
 - c. However
 - d. Anyway
6. _____ he waited for the doctor to call him in, Evan sat in the waiting room and read the newspaper.
 - a. So that
 - b. While
 - c. Even if
 - d. Besides when
7. I _____ the speech you gave last Friday night, but I was in bed with the flu.
 - a. Will have heard
 - b. Would hear
 - c. Might hear
 - d. Would have heard
8. Amy is trying to read all three books in the series before summer _____.
 - a. Ended
 - b. Will have ended
 - c. Will end
 - d. Ends

1. We have _____ more sweets since that wonderful bakery opened down the block.
 - a. Ate
 - b. Been eating
 - c. Been eat
 - d. Eat
2. _____ the police immediately.
 - a. Call
 - b. Called
 - c. Been calling
 - d. To call
3. The biggest problem with Greg's garden _____ too many weeds.
 - a. Will have been
 - b. Were
 - c. Will have
 - d. Was
4. The noise from the lawn mowers _____ louder as the morning progresses.
 - a. Gets
 - b. Get
 - c. Have gotten
 - d. Are getting
5. The person _____ made these delicious candied figs has my vote.
 - a. That
 - b. Whom
 - c. Who
 - d. Whose
6. If you don't stop playing _____ video games, you will miss the bus.
 - a. That
 - b. Those
 - c. Them
 - d. This
7. Craig and Alex left _____ backpacks at school.
 - a. His
 - b. Their
 - c. There
 - d. Its
8. My parent's approved of _____ taking piano lessons.
 - a. My
 - b. Me
 - c. I
 - d. Mine

1. We arranged the flowers and placed _____ in the center of the table.
 - a. It
 - b. This
 - c. Them
 - d. That
2. _____ met more than nine years ago at a mutual friend's birthday party.
 - a. Her and I
 - b. Her and me
 - c. She and me
 - d. She and I
3. In many popular books, the heroes are _____ armed than the villains.
 - a. More heavily
 - b. More heavy
 - c. Heavier
 - d. More heavier
4. The cake I made last week tasted _____ than the one I made today.
 - a. Best
 - b. More better
 - c. Better
 - d. More good
5. Of the three sisters, Kim is the _____.
 - a. Taller
 - b. Tallest
 - c. More tall
 - d. Most tallest
6. After winning the baking contest, Jadyn skipped ___ down the street.
 - a. Happy
 - b. Happiest
 - c. More happily
 - d. Happily
7. This year our company sold _____ magazine subscriptions than ever before.
 - a. Less
 - b. Lesser
 - c. Few
 - d. Fewer
8. Riding the roller coaster was _____ than I thought it would be.
 - a) more terrifying
 - b) more terrifyingly
 - c) terrifying
 - d) most terrifying

Circle the word in each row that is spelled incorrectly

wretched	whose	wholy	whole	while
wether	weird	weigh	week	Wednesday
wear	weak	week	wiast	voice
visiter	village	villian	view	vicinity
versatile	vengeance	vein	vegetable	varietie
useful	unusual	unecessary	undoubtedly	valley
tiranny	twelve	twelfth	tries	truly
toward	tongue	title	together	tenent
sympathy	synonim	surprise	telegram	sweet
write	soldier	solem	telephone	site
rhythm	ridiculus	roll	role	secretary

Choose the word that is most nearly the opposite in meaning to the first word.

vacate	abandon	charter	sever	occupy	discharge
amass	disperse	meld	muster	compile	infuse
enamor	entice	enlighten	loathe	subdue	fascinate
festive	serene	hearty	gruesome	jaunty	dreary
forgo	despise	revere	indulge	abstain	waive
porous	fragile	waterproof	consolidated	dense	spongy
amplify	magnify	intensify	allay	withdraw	lessen
expend	stash	dispatch	splurge	exhaust	smother
renown	acclaim	prestige	infamy	villainy	obscurity

Choose the word that is most nearly the opposite in meaning to the first word.

Chide	Notice	Admonish	Laud	Scold	Allow
Barren	Moist	Parched	Sterile	Dewy	Fertile
Deny	Corroborate	Commend	Renounce	Verbalize	Muffle
Avert	Abide	Preclude	Divert	Gaze	Skipper
Bewitch	Invite	Revolt	Ravage	Inflict	Allure
Irritate	Mollify	Acknowledge	Appreciate	Peeve	Vex
Mutilate	Deface	Adapt	Augment	Mar	Mend
Luminous	Brilliant	Mournful	Pessimist	Gloomy	Radiant
Verify	Justify	Equivocate	Invalidate	Corroborate	Approximate
Ingenious	Crafty	Inane	Incompetent	Inventive	skillful

Write a synonym for each of the listed words

victory	
scared	
harmony	
greatness	
fondness	
leisure	
talent	
delicious	
angry	
quick	
starving	
eager	
tidy	
entice	
clever	
athletic	
woozy	
uneven	

Write a synonym and an antonym for the given words:

word	synonym	antonym
courageous		
copy		
funny		
homely		
rise		
evil		
tiny		
unite		
playful		
work		
capture		
center		
sorrowful		
devious		
filthy		

Write a synonym and an antonym for the given words:

word	synonym	antonym
purchase		
above		
absent		
accept		
constant		
achieve		
advance		
exactly		
illegal		
decline		
exit		
ashamed		
destroy		
clutter		
hazard		
discard		

Choose the best synonym for the following words:

1. precious
 - a. necessary
 - b. valuable
 - c. irregular
 - d. simple
 - e. usual
2. bulky
 - a. skinny
 - b. simply
 - c. tender
 - d. sick
 - e. awkward
3. advocate
 - a. predict
 - b. pronounce
 - c. support
 - d. determine
 - e. celebrate
4. unique
 - a. simple
 - b. allowed
 - c. typical
 - d. special
 - e. alike
5. assist
 - a. attend
 - b. apply
 - c. reproach
 - d. help
 - e. intend
6. authorize
 - a. protect
 - b. question
 - c. empower
 - d. verify
 - e. neglect

Choose the best antonym for the following words:

1. vicious
 - a. gentle
 - b. healthy
 - c. helpful
 - d. dangerous
 - e. cruel
2. conquer
 - a. surrender
 - b. descend
 - c. punish
 - d. divide
 - e. triumph
3. criticize
 - a. berate
 - b. enjoy
 - c. fault
 - d. acclaim
 - e. disapprove
4. enormous
 - a. very thin
 - b. very loose
 - c. very large
 - d. very small
 - e. very light
5. instigate
 - a. incite
 - b. create
 - c. mediate
 - d. flourish
 - e. hesitate
6. relegate
 - a. prevaricate
 - b. promote
 - c. import
 - d. secrete
 - e. revitalize

Choose the best synonym for the following words:

1. cogent
 - a. tentative
 - b. forced
 - c. convincing
 - d. truculent
 - e. brusque
2. tenuous
 - a. salubrious
 - b. lengthy
 - c. delicate
 - d. significant
 - e. ponderous
3. juvenile
 - a. apathetic
 - b. immature
 - c. fawning
 - d. painful
 - e. nascent
4. ponderous
 - a. contemplative
 - b. compact
 - c. unwieldy
 - d. dreamy
 - e. abstract
5. contrite
 - a. stolid
 - b. disheartened
 - c. fascist
 - d. apologetic
 - e. defeated
6. austere
 - a. destitute
 - b. ostentatious
 - c. lavish
 - d. strict
 - e. prodigal

Choose the best antonym for the following words

1. cautious
 - a. elusive
 - b. playful
 - c. circumspect
 - d. foolhardy
 - e. jovial
2. turbid
 - a. transparent
 - b. bemused
 - c. muddled
 - d. auspicious
 - e. dark
3. ingenuous
 - a. shady
 - b. bucolic
 - c. candid
 - d. frank
 - e. honest
4. surreptitious
 - a. venerable
 - b. tricky
 - c. clandestine
 - d. hazy
 - e. artless
5. jovial
 - a. lewd
 - b. heterogeneous
 - c. depraved
 - d. energetic
 - e. melancholy
6. ascetic
 - a. lachrymose
 - b. erudite
 - c. acclaimed
 - d. prodigal
 - e. disciplined

Carefully read the essay-writing topics and write a one page paper-400 words about the following:

Should public school students be required to wear uniforms? Supporters argue that, among other things, uniforms improve discipline and build a strong sense of community and identity. On the other hand, opponents believe that uniforms limit students' freedom of expression and their development as individuals.

Write an essay in which you take a position on whether or not public school students should be required to wear uniforms to school. Be sure to support your position with logical arguments and specific examples.

Use this page to do your prewriting and the following page to do your draft on.

Carefully read the essay-writing topics and write a one page paper-400 words about the following:

Is it ever all right to lie? Some people say that “little white lies” are acceptable to spare someone else’s feelings. Other people believe it is never right to lie, that telling a few little lies leads to telling more and bigger lies.

Which position do you hold? Is it possible to never lie? Is it possible to tell just the right amount of lies? Use examples to illustrate your position.

Use this page to do your prewriting and the following page to do your draft on.

Carefully read the essay-writing topics and write a one page paper-400 words about the following:

Most people have faced a situation-perhaps in a class or just with a group of friends, in which they held a strong, but unpopular, opinion.

Write about a time when you were in this circumstance. Did you speak up? Did you keep quiet? Why did you think you made the choice you did?

Use this page to do your prewriting and the following page to do your draft on.

Sharpening your listening skills

Listening is an active process. When you listen you must pay attention and make an effort to recall what is said. You have to think with the speaker, separate facts from opinions and the important facts from the trivial, and judge the value of what is said. You have to fight against distractions and other barriers to good listening.

Listening to gain information

Everyone forgets much of what he learns within an hour after learning it. To retain the important facts of what you hear, pay close attention to what is said and review it immediately.

Give this part to your teacher and have them read the following to you while you answer on a separate piece of paper:

Exercise I

1. In the series of numbers: 7-6-3-5-8...the fourth number is.....
2. In the list of words: cat boy grass car shirt....the third word is....
3. In the list of words: and off in under car sat....the word beginning with o is....
4. In the announcement....."send your entries together with \$1 to Food Contest, Post Office Box 155, New York, NY 10006.....the post office box number is...
5. In the statement.....Kim and Jim will make the campfire, Lauren and Matthew will set up the tent, and Collin will cook the food. What is Lauren's job?

Exercise II

1. Read aloud the following ten names. Then ask your student to write as many of the names as they can recall. (Steve, Jim, Jeff, Bob, Frank, Kim, Patty, Stacy, Abbey, Megan)

Exercise III

1. Read the following how to instruction. There is some information missing. Ask the student what is missing:
 - a. To make pancakes ,put milk, egg, and butter in a bowl. Mix lightly. Grease the griddle. Turn the pancakes when the edges look cooked and when the tops are covered with bubbles.
 - i. ANSWER: it omits the amount of flour or pancake mix and of pouring the batter onto the griddle.

Listening for instructions

Nearly everyday you receive instructions on how to do something. Business people give instructions to assistants, plant managers give information to foremans who give information to factory workers, a mother will give them to her children for instructions.

Here are some tips to help remember instructions:

- Ask questions if you are unsure or don't understand.
- Take notes if instructions are long.
- Pay attention so you do not miss anything.

Exercise I

Describe a "how-to" to your teacher. Pick something simple as: how to make a peanut butter sandwich, how to put on shoes, or how to sit in a car. Make sure you give each step of the process in the correct order. This is a great "exact" challenge. As you say the steps, have your teacher act them out to see if that is "exactly" the correct way or in the correct order. You would be surprised at the steps you miss.

Exercise II

Teacher: give directions on how to get from one place to another. Do something within a few miles drive. Then let the student relay the information back to you.

Remember as you are listening to someone speak, sometimes they will say things that you want to hear or things you want answered. At other times questions will form in your mind as you listen. Remember if you focus on your purpose for listening, to learn the answer to certain questions, you will be alert and attentive in finding the answers. Listen to find out whether the speaker answers your question and when they are finished if they have not answered, ask to get your answer.

Accurate listening

When you are reading something and you do not understand it, you can always go back and reread it. When it comes to listening you don't have that option. You have to think about what is said and understand it. You need to evaluate the things you hear and ask yourself: What did the speaker say that was new to me? What did he say that was helpful and why was it helpful? Do I agree with what the speaker said and why or why not? Was this a firsthand experience or where did they get the information from and was it reliable? All these things to think about and investigate.

It is important to distinguish the main idea from details.

Exercise I

Compose a paragraph which has detailed facts to prove a point. Avoid opinions in this paper. Choose one of the following topics:

- Texting and driving
- Smoking causes lung cancer
- Drinking alcohol and driving

Use an encyclopedia or online reliable source.

Underline your main idea in your paragraph. Read this out loud to your teacher.

Remember facts are important for ideas but if you try and recall all the facts that a speaker mentions, you may miss the main point. Learn to tune in and hear the main idea of a person's speech.

Remember facts can be proven. An opinion is something that cannot be proving. It represents someone's beliefs.

Exercise II

Compose a paragraph based on your above topic and add in opinions to it. Read this to your teacher and see if they can pick out your main idea.

Learning propaganda in the media

When speakers attempt to persuade listeners they sometimes use propaganda devices. Here are some of the following ways in which they do this:

- Name-calling. In this way they attempt to defeat an opponent not by rational arguments, but by name-calling or smearing his reputation. This is not a way to disprove anyone, when someone does this, do not repeat it. It is only their opinion of that person. You need to allow the person to reply or you will have to examine the evidence yourself before coming up with a conclusion. Always look at the other side of an argument on things until you have been proven otherwise.
- Slogans. Slogans are a catchy, simple, and easily remembered way to sell things. When something is involved or hard to follow, slogans make thinking unnecessary. It oversimplifies by reducing a chain of arguments to a few words. This place an important part in advertising and politics. When you hear a slogan remember it does not tell a complete story. Always exam the issues.
- Testimony. Sometimes statements by well-know celebrities are used to persuade you to vote a certain way to buy a product, or adopt a belief. You should always ask yourself the following before basing your conclusion about something or someone:
 - Is the speaker an authority in the field? A well known saying, “The proof is in the pudding”, is a great saying to remember. If you are looking at getting counseling from a couple, don’t go to one that has been divorced a bunch of times, get it from an older couple who has been married for 40 plus years. A divorced couple is only going to tell you how to “endure” or what not to do. Get advice from one who knows WHAT to do.
 - Is the speaker unbiased? Is he paid for his testimony or does he stand to gain in any way by saying it? Sometimes it is hard to know the bias. This is big for brand deals online or for political parties. Typically they get compensated for speaking things a certain way.
 - The bandwagon. Most people like to do what others are doing and believe as other’s believe. Propagandists know and capitalize on this human tendency. When ideas and trends start manifesting themselves, people jump on the bandwagon and be like everyone else.

As a listener you should be alert to the propagandist’s art. Do not be misled by appeals to your emotions or by statements that have nothing to do with the issue.

Exercise I

Give an example of each of the following propaganda devices. For each example, tell how an alert listener should respond.

Speaking before groups of people

The ability to speak easily and naturally will help you to succeed in school and later in a career. When you have some training it will help to boost your confidence in that area.

When speaking it is important to choose a topic that you have knowledge about. It is much easier to speak on something that you know something about than something you do not. Your topic should be something that will interest your readers.

Example I

List five subjects that you feel competent to speak about because of your experience. In a sentence or two explain the nature of your experience.

Life in a large family. In my family, there are 12 people total. I am the oldest and have always shared a room with a sibling. I have never had to live life alone and know nothing else.

Your turn:

- 1 _____

- 2 _____

- 3 _____

- 4 _____

- 5 _____

List two topics that might appeal to each of the groups below:

Group	Topic idea #1	Topic idea #2
Youth group		
History class		
Over 65+ age group		
Young mom group		

Have a definite purpose when you speak. Know before why you are speaking:

- To inform
- To convince
- To impress
- To entertain
- To move to action

Let's suppose you were to speak to a group on one of the topics listed below. Explain how the content of your talk would be affected by your purpose.

Speech topic	What purpose would you use and how would that affect your audience?
Pollution	
Modern music	
Earning money	
Your neighborhood	
Nonmedical use of drugs	
Modern inventions	
Making something useful	
Football	

After you have chosen your topic and purpose, your next step is to gather material. Here are some steps in how you go about getting information:

1. Explore your own background. What do you already know about the subject?
2. Observe. Keep your eyes and ears open for material pertaining to your topic. You may hear something from media or other people.
3. Question. Ask someone who knows a great deal about your topic and glean information.
4. Read. The last place you should gain information from is from books, articles, encyclopedias, etc. Record down any facts that you can use. Always gather more information than needed. You can always wean down any that you do not use.
5. Reflect. You should grow your speech gradually. Choosing a subject well in advance of your speaking date, will ensure that you have had plenty of time to gather information and think about your ideas.

Exercise I

Select a topic for a 3 minute speech. Make a list of sources of information you intend to consult. They could include the following:

- Your own experience by describing it.
- Situations you may observe for important information.
- People you are going to question and what you will ask them.
- Books and media sources.

Choose one of the topics listed below:

- The rewards of travel
- The person whom you admire most
- My hobby
- Cat and cat lovers
- How young people can earn money

Arrange your material by preparing an outline.

Do not write out your speech, choose main topics and those will be the I and II and III and then under those headings you can choose your supporting ideas. Those are your A, B, and C's.

An outline for a short speech should only cover one side of page.

It should look like the following:

Purpose: to inform

- I. the importance of training a dog
 - A. value to owners
 - B. value to dog
- II. basic training
 - A. housebreaking
 - i. crate training
 - ii. bell training
 - B. walking on a leash
 - C. learning to come
- III. advanced training
- IV. things to avoid

PREPARE AN OUTLINE FOR A 3 MINUTE SPEECH ON THE FOLLOWING PAGE

Now that you have your outline it is time to prepare your introduction and conclusion. Avoid being boring. For example: "Today I am going to talk about basketball." Or "I want to share some things about our baseball season." That is boring and will not develop an interest in your listeners. If you begin with an exciting introduction like, "State champions! Is that an impossible feat for a team with no wins last season?"

A common problem for beginning speakers is knowing how to stop. They often drift to a weak halt. The conclusion is your last chance to drive home main ideas. You can conclude by summarizing the major points you have covered in your speech.

Today you are to practice your speech from your outline. You can write it out but know that when you speak, you won't read it word for word, you are just going to glance at the main points and share from that. You can write on the next page.

Being nervous when giving a speech is a natural way for your body to be ready for action. Every good speaker, even ones who have spoken multiple times in front of people, still get a little on edge before a speech. Here are some points to help deliver your speech:

- Know your subject thoroughly. Do lots of research and know your subject well, so that you will be confident when speaking on it.
- Practice. Rehearse in front of a mirror out loud. Notice your facial expressions. You can memorize your introduction and conclusion. The rest of your speech you are going to be going off your outline so that it isn't word for word. Each time you talk through your speech, you will use different words. As you practice more you will be able to speak with a flavor of spontaneity.
- Keep your purpose in mind. Remember what you want your listeners to believe, feel, or do. This will help you in why you are speaking about your topic.
- Relax. Take a deep breath or a couple before you speak to ward off any nervousness.
- Stand, move around, and gesture naturally. You may feel more relaxed if you can move around a bit. Don't move aimlessly, do it naturally. Use gestures as you would with your friends not something that is unnatural. Make them convey your message. For example, show the size and shape of an object with your hands, point to parts of an article, a chart, etc.
- Talk directly to your listeners. Look at your audience, pick out a few faces on each side and look at them periodically. Remember you are talking not reciting.

Today take an recite your speech to your family. Practice all of the above tips and ask for pointers and feedback from your family.

Pronunciation and enunciation.

When a speaker mispronounces or mumbles a word, the listener is distracted. It is important to learn the correct saying of words and practice them. Whenever you have a word you do not know, look it up on a dictionary and practice saying it.

See if you can say the following words correctly:

absolutely	faucet	khaki
admirable	February	laboratory
alloy	final	orchestra
ally	finale	parliamentary
alternate	finance	particular
banquet	forehead	penalize
champion	chastisement	column
comfortable	corpse	coupon
decade	interesting	influence
hospitable	hearth	grievous
gesture	formerly	usually
solemnity	secretive	salve
romance	recipe	positively

Write ten sentences with words used in the above chart. Try saying the sentences as you would in conversation, use fluid sentences.

Here is a list of sentences, practice reading them out loud clearly to someone.

My mom drove me to school fifteen minutes late on Tuesday.
The girl wore her hair in two braids, tied with two blue bows.
The mouse was so hungry he ran across the kitchen floor without even looking for humans.
The tape got stuck on my lips so I couldn't talk anymore.
Susie asked whether it is humid in the arctic.
My shoes are blue with yellow stripes and green stars on the front.
The chocolate chip cookies smelled so good that I ate one without asking.
He had a sore throat so I gave him my bottle of water and told him to keep it.
Is there likely to be a prodigy among a hundred children?
I went to the dentist the other day and he let me pick a prize out of the prize box.
What is the average length of an Antarctica summer?
Are you going to have a blue birthday cake for your next birthday?
My mom made a milkshake with frozen bananas and chocolate sauce.
He was driving me crazy so I told a joke and made him laugh.
Given a pencil and a blank wall, any young child will be tempted to draw.
I piled my books in my arms and then they fell all over the floor.
My lunch box had a peanut butter sandwich, crackers, juice, and a cheese stick in it.
I accidentally left my money in my pants pocket and it got ruined in the washer.

Often the final consonant combinations are difficult to say correctly. Practice saying each word clearly and easily.

breadth	width	hundredth	lifts
shifts	crafts	tufts	hyacinths
lengths	respects	acts	sects
facts	tracts	mists	tests
fifths	twelfths	months	folds
fields	builds	adjusts	masks
desks	youths	faiths	accepts
depths	precincts	tastes	asks

more words to practice enunciating

accept	asked	exactly	length
library	picture	probably	recognize
strength	huge	human	humane
humble	humor	humorous	accidentally
actually	average	champion	chocolate
cruel	electric	family	finally
generally	geography	giant	grocery
history	mathematics	memory	mystery
suppose	realm	known	grown
athlete	burglar	chimney	draw
grievous	hindrance	idea	laundry
lightning	translate	umbrella	perspiration
poinsettia	prescription	prodigy	tragedy
modern	irrelevant	hundred	youths
precepts	bitten	riding	writing
medal	metal	pedal	petal
padding	patting	beading	beating
true	through	taught	thought
tent	tenth	tree	three
tie	thigh	tow	throw
tinker	thinker		

Sometimes you are asked to relate an experience or a personal narrative. You should learn to do this smoothly and entertainingly. Here are some tips to help:

- Begin with action. Long, explanatory openings are usually not necessary and dull. Start with the middle of things.
- Use direct conversation. The exact words of a speaker are more interesting and lively than an indirect statement.
- Maintain suspense. Include details and episodes to lead to a climax in your story. Don't reveal the ending too soon.
- Use action packed verbs. A good storyteller uses verbs that are specific rather than general.

Your turn:

Briefly relate an unusual experience you have had or have heard about. It may be exciting, amusing or both. The only thing is that the outcome has to be unusual. Be sure you begin with action, use conversation and specific verbs, and maintain suspense.

Now you are to relate an unusual incident in the life of a famous man or woman. You can look up any famous person and then retell the story that has an unusual ending.

Today I want you to share about an unforgettable person you have met. Your listeners may want to know how you happened to meet them, what kind of person they are, and what their achievements are. Remember to avoid using a long explanatory beginning. Use direct rather than indirect quotations and fill in with action packed verbs.

Current events

When talking about current events, choose ones that would interest your listeners.

Make sure when choosing a current event, don't choose something too broad. Be specific. Like the dangers of drinking alcohol. That is a broad subject but you can pinpoint and write about the dangers of drinking and driving.

Make sure you choose a topic which you know enough to talk intelligently about.

Your turn: deliver a three minute speech on an important current event. Prepare an outline to guide you when speaking. Do that on this page.

A report on a book, movie, or television program should include a description of your subject and your estimate of it. This includes two elements: a description of the plot and your evaluation of it. Make sure not to reveal the entire plot, because you want your listeners the chance to read and enjoy it.

Here are some points to make when writing the report, don't include all of them:

- Setting (time and place)
- Climax
- Style (vocabulary, ease or difficulty of reading)
- Comparison with motion picture version
- Comparisons with other books by same author
- Comparisons with other books about the same subject
- Humor, illustrate a few paragraphs aloud.
- A brief account of the author's life
- The theme
- An incident that reveals character

Your listener will want to hear your opinion of the book. Do not say I enjoyed the book immensely or I thought it was dull. Explain why you found it interesting or boring.

Your turn: read and report orally to your class a nonfiction book. Prepare an outline to guide you when speaking.

Orally review a good movie or tv show. Prepare an outline to help guide you when speaking.

Writing stories

The setting: the place and the time of a story form the setting of the story.

The characters: every story usually has at least one leading character. This hero or heroine of the story is called the protagonist. Often there will be another character called the antagonist, who opposes the plans or wishes of the hero or heroine. There can also be other characters of major and minor importance.

The conflict: something has to happen in the story. You have to have a plot. Typically the leading character has a problem and he finds himself in conflict with someone or something.

The action: things then begin to happen and the situation starts acting and the plot thickens.

The climax: the action comes out of the situation and continues until it reaches the point of its highest interest, this I called the climax.

The outcome: after the climax has peaked, the situation is resolved.

Your turn:

Select a personal experience or incident which you can base a short story on. Describe in a brief essay form. This is short, an idea.

Now write a story plan about the story you chose. Fill in the following chart:

The setting	
The characters	
The conflict	
The action	
The climax	
The outcome	

Now you choose a point of view.

You can choose 1st person and write with the words, “I think” or “I am surely.” You can also write 3rd person by saying, “When looking at the life of Amy, the best time was when she was ten.” You use the words she and he.

This is one of the first decisions you make. It might be easier to write in first person when it is a personal experience but you may choose third so that you can everything that the character feels and thinks.

Your turn: describe the incident you chose in the previous lesson as someone who participated in it or heard about it. You are going to learn how to tell from a different point of view.

Dialogue tips:

Remember to keep things natural and make the conversations seem alive.

- The words should fit the character. Let them sound like the character who is saying them. If they have attitude, portray that.
- Long speeches are unnatural. When people talk, if they are long, usually they are interrupted by impatient people. Keep it short.
- Conversations can help get your story going and move it along.

Write a short, but complete description of one of the characters in your story plan.

Write a description of the setting of the story you have planned.

Write some personal dialogue about your character.

You have already gone over the spelling words in the beginning of the book, here are some ones for review. Have your teacher ask them to you and mark if you know them.

plain	plane	principal	principle	quiet
quite	shone	shown	stationary	stationery
than	then	their	there	they're
threw	through	to	too	two
waist	waste	week	weak	weather
whether	who's	whose	your	you're
ache	again	always	answer	blue
built	busy	buy	can't	color
cough	could	country	doctor	does
don't	early	easy	every	friend
guess	half	hour	instead	knew
know	laid	meant	minute	often
once	ready	said	says	shoes
since	sugar	sure	tear	through
tired	tonight	trouble	wear	where
which	whole	women	won't	write
absence	absolutely	acceptance	accidentally	accommodate
accompany	accomplish	accurate	accustomed	achievement
acquaintance	actually	administration	affectionate	agriculture
amateur	ambassador	analysis	analyze	anticipate
apology	apparent	appearance	approach	approval
arguing	argument	assurance	attendance	authority
varies	vacuum	vacancies	using	useful
urgent	unnecessary	unfortunately	unanimous	truly
tremendous	transferring	thorough	tendency	temperament
suspicion	suspense	survey	surprise	suppress
superior	summary	sufficient	successful	succeed
subtle	substitute	substantial	straighten	sponsor
specific	source	sophomore	solemn	skis
similar	sheriff	shepherd	several	sergeant
separate	sensibility	senate	scissors	scholarship
scheme	scarcely	satisfied	satire	sacrifice
available	basically	beginning	believe	benefit
benefited	boundary	Britain	calendar	campaign
capital	category	certificate	characteristic	chief
circuit	circumstance	civilization	column	commissioner

committees	comparison	competent	competition	conceivable
conception	confidential	conscience	conscious	consistency
constitution	continuous	control	cooperate	corporation
correspondence	criticism	criticize	cylinder	debtor
decision	definite	definition	deny	description
despise	diameter	disappearance	disappointment	discipline
disgusted	distinction	distinguished	dominant	duplicate
economic	efficiency	eighth	elaborate	eligible
embarrass	emergency	employee	encouraging	environment
equipped	essential	evidently	exaggerate	exceedingly
excellent	excessive	excitable	exercise	existence
expense	extraordinary	fascinating	fatal	favorably
fictitious	financier	flourish	fraternity	frequent
further	glorious	grabbed	gracious	graduating
grammar	gross	gymnasium	happiness	hasten
heavily	hindrance	humorous	hungrily	hypocrisy
hypocrite	icy	ignorance	imagination	immediately
immense	incidentally	indicate	indispensable	inevitable
innocence	inquiry	insurance	intelligence	interfere
interpretation	interrupt	investigation	judgment	knowledge
leisure	lengthen	lieutenant	likelihood	liveliness
loneliness	magazine	maneuver	marriage	marvelous
mechanical	medieval	merchandise	minimum	mortgage
multitude	muscle	mutual	narrative	necessary
niece	noticeable	obligation	obstacle	occasionally
occurrence	offense	official	omit	operations
opportunity	oppose	optimism	orchestra	organization
originally	paid	paradise	parallel	particularly
peasant	peculiar	percentage	performance	personal
personality	perspiration	persuade	petition	philosopher
picnic	planning	pleasant	policies	politician
possess	possibility	practically	precede	precisely
preferred	prejudice	preparation	pressure	primitive
privilege	probably	procedure	proceed	professor
proportion	psychology	publicity	pursuit	qualities
quantities	readily	reasonably	receipt	recognize
recommendation	referring	regretting	reign	relieve
remembrance	removal	renewal	repetition	representative
requirement	residence	resistance	responsibility	restaurant
rhythm	ridiculous	glimpse	naturally	