7th ELA LEAP Practice
Week 4

1. Complete each day's work. Read the information and answer the Practice Questions on the pages for each day.
2. Read for 30 minutes each day.
3. Complete the reading log on the next page after you read each day.
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<th>Date</th>
<th>Title</th>
<th>Pages</th>
<th>1 question or prediction</th>
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<tr>
<td>3/23/2020</td>
<td>The Three Little Pigs</td>
<td>1-20</td>
<td>I wonder why the third pig didn’t help his brothers build better houses?</td>
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Week 4 Day 1
Topic
Your response to the writing prompt will be focused around the topic or controlling idea of your essay. The topic is the main point—the idea you are trying to prove. It is what you want to say. The topic must be broad enough to invite discussion but narrow enough to be manageable in five paragraphs. It summarizes the topic and purpose of your essay in one sentence and includes the general topic, your focus, and supporting points. Look at the example below:

General Topic Focus: How television affects young children in a negative way.

A sentence which states the topic would look like this: Television has a negative effect on young children because they can watch programs that are not meant for their age, see commercials for products they don't need, and miss out on the playtime they do need.

The statement of the topic or controlling idea for your essay is similar to the topic sentence of a paragraph. It provides the reader with valuable information about what is to come, and it gives you a way to keep your essay on track.

The Second Step in the Essay Writing Process: Drafting
Now you are ready to start drafting. Remember, when you write a draft, it does not have to be perfect on the first try. You have time to revise and proofread later. As you write, leave wide margins and plenty of space between each line. That way, you will have room to make changes later. As you practice writing, you will develop your own personal writing process. Some writers follow their outlines exactly. Other writers begin with the body paragraphs, write a strong conclusion, and then go back and write an introduction. There are no rules for this part of writing. Find the best way for you to get your ideas on paper.

Clarity and Coherence
Clarity refers to how easily readers can understand what you write. Your writing is clear when it uses precise language and logical organization. This goes hand in hand with coherence, which means “to stick together.” When your essay has coherence, it means the ideas stick together. They are connected and lead from one to the other. Tying your ideas together is important to help the reader understand your writing. Three ways you can link the ideas and make them clearer include organization, using transitions, and repeating key words and phrases.

Organization
Organizing your ideas is the first step to developing a coherent essay. As you know, there are several ways to organize your ideas. These are called organizational patterns. You will also use these patterns to organize your own essays.

A common pattern is chronological order, which starts with a first event, followed by a second event, then a third event, and so forth. This pattern works well for writing a narrative. A similar pattern is sequential order. This pattern is perfect for describing how to do something or get somewhere.
You can also compare and/or contrast ideas to make a point. This is the **comparison and contrast** pattern. You can make a strong case by comparing your position with similar ideas that are proved. Or you can contrast your position with its opposite, pointing out differences to show why your position is better. This pattern works for argumentative and informative essays.

Explaining **cause and effect** is another way to organize. For example, say that you are writing an essay about your favorite class in school. You would probably explain the causes for liking this subject. You can use transitions to make the causes and effects clear. Cause and effect can be used to organize an informative essay.

Another way to organize a paragraph is in **order of importance**. All of the points should be relevant to the topic, but some points can be emphasized more than others. You can place the most important idea in the first body paragraph and then follow it with less-important ideas mentioned in other paragraphs. Or you can build up to the most important point, placing it in the last body paragraph. This pattern works well for any type of essay.

**Using Transitions**

**Transitional words and phrases** link ideas from one sentence to another. They also link ideas between paragraphs. They help an essay "stick together." Without these transitional words and phrases, the writing becomes less interesting or even less understandable.

Each organizational pattern has transitional words and phrases that help make it clear. For example, consider these transitions: *like, similarly, just as, however, on the other hand, yet, but*. They all signal that comparison/contrast order is being used. When you choose a pattern to organize your writing, don't forget the transitions.

**Repeating Key Words and Phrases**

You don't want to say the same thing over and over. But **repeating key words and phrases** can improve the reader's understanding of the topic. Key words or ideas from your central idea can be included in the topic sentences of your paragraphs. This will make it easier for the reader to follow your train of thought. These repeated words are like landmarks along the road of your essay. They remind the reader where you have been and where you are going. For example, look at the following plan for an essay in which the topic sentences repeat key words from the central idea:

**Central Idea:** Citizens of the United States could greatly improve the country by obeying the law, protecting the environment, and being kind to each other.

**Topic Sentence:** The most basic step to improve the country is to obey the law.

**Topic Sentence:** In addition, citizens can make this country even more beautiful by protecting the environment.

**Topic Sentence:** A third way to make the United States a better place to live is for citizens to reach beyond their own self-interest and be kind to one another.

Do you see how repeating the steps and various terms for "improve" tied together all the main points? This also helps focus on the central idea through the whole essay. Yet the phrasing is varied enough so that it does not become boring.

Read this excerpt from a newspaper editorial. Then, answer the questions that appear after it, and
read the explanations for each one.

People should always be aware of their surroundings. This is particularly true in parking lots at night. First, they need to look around the lot carefully. It is important to see any potential danger spots. This includes especially dark areas. Next, drivers should find their keys ahead of time and have them in hand. The police encourage people to have their car keys already in hand, so they are not fumbling around for them, unable to get into their car. In addition, keys can serve as a weapon in case someone does jump out and try to assault a driver. The alarm button for a car found on many key chains also can be helpful in case of emergency. Finally, before actually getting in the car, drivers should look through the car windows to make sure no one is hiding inside.

What organizational pattern does the writer use?
If you said chronological or sequential order, you are correct. The author walks readers through a series of safety tips for going to their cars in a parking lot at night.

What transitions provide clues to this pattern?
The transition words first, next, and finally help readers to understand the order in which the sequence takes place.

What else does the author do to bring coherence to the passage?
The author introduces the idea of safety in the opening sentence. The second sentence narrows down surroundings to parking lots. Each point is reinforced with an example or a related idea. For instance, the passage mentions “drivers should find their keys ahead of time and have them in hand.” The next sentence reinforces this idea by saying what police have to say about it. These related details throughout the passage build coherence.

Practice 4: Drafting
Take out the chart or diagram that you completed in Practice 3. You will now begin writing a first draft five paragraph essay for the writing prompt that you chose in Practice 3, Part A. Remember that your essay should have an introductory paragraph, three body paragraphs, and a conclusion paragraph.

The Third Step in the Essay Writing Process: Revising

Even if you plan your writing well and draft carefully, you will still have room to improve. The next step of the writing process is revising. This is the time to make your essay the best it can be. Sometimes that means making small changes like changing words to be more precise. Other times it might mean rewriting sections for better organization or to add details.

There is one other possibility that you should be prepared for. Once in a while, you may need to try a new approach. As you revise, you might see that changes you have made just don’t work. Maybe you discover that using your first plan won’t properly answer the question in the prompt. When this happens, consider starting over. If you have the time to do so, go back to the planning stage and try a different way to approach the task.
Week 4 Day 2
Guidance and Support
Revising is a good time to get guidance and support. For example, you can talk with your teacher or a tutor about how to improve your writing. You can also work with other students to review each other’s writing.

When you ask others to look at your draft and offer suggestions on how to improve it, be sure to tell them what advice you need. For example, as they read your draft, have them consider the following questions:
- Are the ideas easy to understand?
- Is each paragraph clearly about one idea?
- Does your essay flow logically from beginning to end?

Making Improvements
Read your essay as if you were the audience. Put yourself in the place of the people who will be reading it, and read it as if you were seeing the essay for the first time. Here are some questions you can ask yourself to help pinpoint the revisions you need to make:
- Did I write on the assigned topic?
- Did I present a clear central idea?
- Did I give enough details to elaborate my central idea?
- Did I present my supporting points in a logical order?
- Did I write with my audience in mind?
- Did I use vocabulary that expresses my meaning well?
- Did I use sentences that make my central idea interesting to my audience?
- Did I write in complete sentences and use a variety of sentence patterns?

When you write your draft, you know what you mean, but you want to be sure it will be clear to your audience. As you revise your essay, imagine that you are the reader. Do you have enough information? Do you still have questions? Are there details missing? Would adding an example improve the writing? When you revise, you can add support and details to make your ideas clearer.

Using sentence variety means writing sentences of different kinds and lengths. It includes using different types of phrases. Varying sentences makes your writing more interesting. This includes combining simple sentences into longer ones or starting a sentence differently, like with a phrase or dependent clause. Simple, direct sentences can be the best way to say what you mean. However, if you use only simple sentences, your writing becomes repetitive and boring.

Deleting unrelated sentences helps focus the reader’s attention on your topic. You might need to add details to parts of your essay. In other cases, you will want to delete unrelated sentences. This means eliminating ideas, statements, or examples that do not relate directly to the topic of your essay.

Developing Style
Writers use language to convey style. A writer’s style is a unique way of conveying a point. It becomes almost like a signature. All writers have a style and voice, from the giants of literature to the most inexperienced writing student. You have a voice yourself, and though you are just beginning to develop it, it is your own. Word choice is a key component of creating your own style. Your style is the way that you use language and tone in your writing.

Part of style depends on the words and phrases you use. Vivid writing helps readers understand your
Chapter 8 The Essay Writing Process

ideas. Try to use clear, precise language and details that appeal to the senses. Choosing the right words helps readers know what you mean, creates images, and sets a tone.

When you write a school assignment or an essay on a test, you should use **formal style**. You can write more informally when you send e-mail to friends or make notes in your journal. Here are some qualities of formal and informal language.

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<th>Informal Language</th>
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<td>includes broader vocabulary</td>
<td>uses simple vocabulary words</td>
</tr>
<tr>
<td>uses complex sentence structure</td>
<td>contains simple sentences</td>
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<tr>
<td>maintains proper grammar</td>
<td>loosely follows grammar rules</td>
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For example, look at this sentence:

As its super-hot outside layer got cooler and hardened into different kinds of rock, the moon was totally messed up with enormous asteroids and teeny flying bits.

The language is informal; it sounds like something you would tell your best friend about a new space movie. Now look at this sentence:

As its molten outer layer gradually cooled and solidified into different kinds of rock, the moon was bombarded with huge asteroids and smaller objects.

This sentence is much more formal; it is probably used in a science book.

**Practice 5: Revising**

Take out your first draft that you wrote for Practice 4. You will now revise it. If you can, get guidance and support from a teacher or tutor. You can also work with other students using peer review. Read over your own paper, and make improvements to it. Be sure it is clear, coherent, and descriptive. Save your work. You will work on this essay again in Practice 6.

**Sample Essay**

The following is a sample essay that contains an introduction, four body paragraphs, and a conclusion.

**Understanding Different Types of Politics**

1. **Politics** is the process of making decisions that apply to all citizens living in a country or society. It involves issues, such as voting and lawmaking. It's important to learn about the governments of other countries, as well as your own.

   **Autocracies and Democracies**

   2. Some governments are **autocracies**. They are ruled by a dictator. Citizens do not have much say in an autocracy. The ruler usually does what he or she wants. He or she does not need the approval of the people. Autocratic leaders rule until they die, are overthrown, or decide to resign from office. Many rule for years, or even decades. Cuba, North Korea, and Russia have autocratic governments.

   **Democracies**

   3. It was in ancient Greece that democracy was first developed and thousands of years later is still used in many countries as a primary form of government. In **democracies**, citizens have a voice in their government. They elect their leaders and often get to vote on laws. If the people do not
like their leaders, they can vote to replace them. The United States is a democracy. People of all classes who are qualified citizens are allowed to vote and have a say in their government. There are two major forms of democratic government: parliamentary systems and presidential systems.

**Parliamentary Democracy**

4 In a **parliamentary system**, most of the power rests with a legislative body or parliament. The parliament selects government ministers. It also elects a **prime minister** who serves as both the leader of the legislature and the nation's head of government. The people have a say in their government through parliamentary elections. They elect members of parliament who will then choose government leaders. Often, there is also a head of state, such as a president or a monarch (king or queen). But, the head of state has very little power. England is a parliamentary democracy.

**Presidential Democracy**

5 In a **presidential system**, power is divided between the legislature and an executive, usually called the **president**. The people have a say (or vote) in how the government is run. This is where the people elect representatives to run the government. Another name for this type of democracy is a **democratic republic**. The United States is a representative democracy. The citizens elect representatives such as the president, members of congress, and senators to run the government. The president and the legislature work together, but neither has authority over the other.

6 As you can see, politics is a complex concept that has been around for thousands of years, and how countries are governed differ dramatically depending on whether they have autocratic or democratic governments. Citizens who live in dictator ruled countries have no say in how their governments are run; however, citizens who live in democratic countries do have a say in how their governments are run. The parliamentary system and the presidential system are similar in that both governments have an elected legislative body to represent citizens and to protect democracy.

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The Fourth Step in the Essay Writing Process: Proofreading and Editing

| Planning | Drafting | Revising | **Proofreading/Editing** | Publishing |

The final steps of going over your essay are some of the most important. In the last few steps, you will look for errors in spelling, punctuation, and grammar that can bring down your grade. Making sure your writing is error-free in these areas is called **proofreading**. Correcting these errors is called **editing**.
Chapter 8 The Essay Writing Process

Don't try to proofread as you revise. You will not be able to sort out your ideas, refine word choices, and add details at the same time that you look for spelling and punctuation errors. You will miss more mistakes that way. Take it one step at a time. It makes more sense to look for errors when the essay is completed.

Again, read your essay as if you were the audience. Put yourself in the place of the people who will be reading it, and read your words as if you were seeing them for the first time. Make your changes by using the spaces in between the lines and in the margins. Here are some questions to ask yourself at this point:

- Did I write using appropriate subject-verb agreement, verb tenses, word meaning, and word endings?
- Did I write using correct punctuation?
- Did I write using correct capitalization?
- Did I write using appropriate formatting (e.g. indentations, margins)?
- Did I write using correct spelling?
- Did I remember to print, type, or write neatly?

**Practice 6: Proofreading and Editing**

Take out your revised essay from Practice 5. You will now proofread it. Chapter 7 covers some of the conventions you should know. Review that chapter, and then proofread your essay for grammar, spelling, and punctuation errors. If you need more practice with conventions, review the grammar book you use in school. Save your work. You will have one final step to take with your essay in Practice 7.

**The Fifth Step in the Essay Writing Process: Publishing**

When you write reports for class, the final step might be publishing your work. After revising your essay and completing your final draft, you can share it with others. Publishing allows others to view and read what you have written. You might want to print out a clean copy of your essay for your classmates to read. You could post your essay to a blog or website using the Internet. However you choose to publish your work, you are allowing others to read and comment about what you have accomplished.

Before you publish, make sure that you have cited your sources and have a bibliography ready.

A great thing about today's technology is that it allows multimedia interaction. Therefore, you can even link to sources that are available online.

Whether you print your paper in hard copy or post it online, you can add graphics to enhance it. These can help your readers to better understand what you have written. Keep in mind that images, just like texts, have creators and owners. You must give credit (use citations) for the graphics you use, just as you must for quoted text.
Chapter 8 Key Term Activity

Fill in the blank with the correct word.

**Word Bank**

<table>
<thead>
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<th>topic</th>
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In this chapter, you learned that (1) __________________ is making sure your easy is error free. Making sure readers can understand what you write is called (2) __________________.

(3) __________________ is writing down and listing everything you can think of about a topic. When you (4) __________________ your writing, you find and fix errors. (5) The __________________ is the main point of the essay. Improving your essay and looking for ways to make it better is called (6) __________________.

See the Teacher Guide for the Chapter 8 Review.

People write for the purposes of entertaining, informing, or persuading.
Week 4 Day 3
Chapter 7

Conventions of Standard English

This chapter covers the following standards: L.1 a-c, L.2 a-b, L.3 a

Conventions

Conventions are the standard features of writing, speaking, and reading. If you want to excel as a communicator, you not only need the skills of verbal and non-verbal language, you also need to know the rules of grammar and punctuation. Conventions make writing easier to read by putting it in a form that the reader expects and is comfortable with by use of mechanics, usage, and sentence formation.

The conventions you will learn in this chapter include using language correctly in the following areas:

- Phrases and clauses
- Types of sentences
- Modifiers
- Commas
- Punctuation
- Spelling

Phrases

A phrase is a group of words that acts as a single unit in a sentence, but it lacks either a subject or a predicate or both. Phrases can function as nouns, verbs, adjectives, or adverbs. In your writing, you can mix up the types of phrases you use to make the writing fresh and engaging.

Noun Phrases

A noun phrase is a group of words that work together to name and describe a person, place, thing, or idea. A noun phrase has two parts: a noun and any modifiers connected to that noun.

A noun phrase can act as a subject, an object, or a complement. (A complement renames a subject or object as in "She is my friend.” Friend is the subject complement renaming she.)

Examples: The old stamp collection belongs to Grandpa. (Noun phrase is a subject.)

Lisa bought a new computer. (Noun phrase is an object.)

Mark was the first person in line. (Noun phrase is a complement.)

Verb Phrases

A verb phrase is a group of words working together to act as a verb. The main verb is joined by a helping verb to sharpen its meaning by creating a verb phrase. Helping or linking verbs are used when a sentence needs more than one verb to be clear and make sense. Helping verbs “help” main verbs complete a sentence. The following are helping/linking verbs, and when you see them, there will be one or two verbs after it. When there is more than one verb in a sentence, it is called a verb phrase.
Chapter 7 Conventions of Standard English

List of Helping Verbs

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Examples: Mrs. Jones has decorated all of the cupcakes. (*Has* is a helping verb.)
I should have studied for the test. (*Should* and *have* are helping verbs.)
Tim did seem excited about going to zoo. (*Did* is a helping verb.)

Sometimes parts of the verb phrase are separated by other words. These words are not part of the verb phrase.

Examples: I would never buy shoes online.
Should Donna have woken the baby up early?
She did not like the new action movie.

Adjectival Phrases

An *adjectival phrase* is a group of words acting as an adjective. It modifies a noun. The main adjective of the phrase may be joined by modifiers (adverbs and other adjectives) and/or determiners (such as *the*, *a*, *an*, *both*, *few*, *little*, and *many*). Adjectival phrases can appear before the noun.

Examples: Eating the creamy, vanilla ice cream made Gretchen's mouth pucker.
We planted five, small, trees in our yard.
The creepy, old, white house will be torn down next week.

Adverbial Phrases

An *adverbial phrase* is a group of words acting as an adverb. The adverbial phrase may contain an adverb, or it may be a prepositional phrase.

Examples: Derek got his bike in August last year.
Andy wanted the ordeal over with as quickly as possible.
Mom took the news surprisingly well.

Participial Phrases

A *participle* is a verb form used as an adjective. Participial phrases are made up of a past or a present participle plus any objects and/or modifiers. Participial phrases always function as adjectives within a sentence.

A present participial phrase uses the *-ing* form of the verb within it.
Example: The woman quietly reading the book did not realize the library was closing.

A past participial phrase uses an *-ed* form of the verb within the phrase.
Example: Glazed with chocolate, the doughnut looked delicious.

Prepositional Phrases

A *prepositional phrase* is made up of the *preposition*, a noun or pronoun (the *object of the*
preposition), and any modifiers of the object.

Examples: The black jacket in the closet belongs to Mike.
          I will give you a list of what I need for camp in the morning.
          After breakfast, Dad painted the porch while Mom planted flowers in the garden.

Absolute Phrases
An absolute phrase is a group of words that modifies an entire independent clause. Containing a noun, a participle, and modifiers, an absolute phrase describes a specific part or aspect of a whole object or idea. An absolute phrase can come at the beginning, the middle, or the end of a sentence.

Examples: Her stomach clenched in knots, Jackie went to the podium to give her speech.
          The cat, muscles loosened up by stretches, curled up for a long nap.
          The band members made their way to the stage, their faces lined with excitement.

Clauses
A clause is a group of words that includes a subject and predicate. Clauses can stand alone, or they can go with other clauses. Varying the structure of your sentences with different clauses can add interest to your writing.

Independent Clauses
An independent clause can stand alone as a sentence. It contains a subject and a verb.

Example: Doug ran for county council.

If another independent clause is linked to it, the two clauses must be joined by punctuation (either a semicolon or a comma and a coordinating conjunction). FANBOYS is a memory aid to help you remember the most common conjunctions: for, and, nor, but, or, yet, so.

Examples: Doug campaigned for months, and he won the election in a landslide.
           (The two independent clauses are linked by a comma and the conjunction and)
           Doug campaigned for months; he won the election by a landslide.
           (The two independent clauses are linked in a semicolon)

Dependent Clauses
A dependent clause relies on the controlling independent clause in a sentence. It has a subject and a verb, but the dependent clause cannot stand alone. Independent and dependent clauses are often linked together by a relative pronoun such as which, that, whose, or those, or by a subordinating conjunction like while, because, since, or after.

Examples: Because it was raining, the boys had to play inside.
           Peter, who was born in Florida, is running for town council.
           The quilt that Mom made is made from my old baby clothes.

Noun Clauses
A noun clause is a dependent clause that functions as a noun. Most noun clauses begin with that or question words (such as who, what, where, when, how, and why).

Examples: We didn't know who baked the delicious brownies.
           That Jerry was a gifted musician was not a question.
           Whoever tracked mud in the house needs to clean it up.
Relative Clauses

A relative clause modifies a noun. It starts with a relative pronoun such as which, that, who, whom, and whose. The noun being modified by the relative clause is called the antecedent.

Examples: This is the first time that I have seen the ocean.
Hannah, who loves animals, volunteers at the local animal shelter.

Relative clauses can be restrictive or nonrestrictive. When the relative clause is not necessary to the meaning of the sentence, it's nonrestrictive and gets set off by commas. Restrictive clauses are not set off by commas because they are necessary to the meaning of the sentence.

Example (nonrestrictive): Tina, who planned the party, is my cousin.
Example (restrictive): The girls who planned the party received flowers.

In the first example, the clause who planned the party could be removed without altering the meaning of the sentence. The same clause, however, could not be removed from the second example because it limits the meaning of the noun it modifies, girls.

Adverbial Clauses

An adverbial clause modifies a verb, adverb, or other part of speech. An adverb clause begins with a subordinating conjunction and has a subject and a predicate. It's also dependent and cannot stand alone as a sentence.

Common Subordinating Conjunctions

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Adverbial clauses are used to show the reason, time, condition, or manner of something.

Examples: When I fly on an airplane, I like to sit by the window.
If Mom gets off work early, she will take me to the mall.
Before Marcy makes the cookies, she needs to make sure she has enough flour.
Practice 1: Phrases and Clauses

1. All sports teams have similar ways of celebrating exciting victories. Even swim teams have big, festive celebrations after they swim for six hours or longer in meets. Popular expressions of group joy, such as head butting and team “dances,” are not seen beside the pool; however, there is cheering, eating, dunking, and body art on display.

2. The display of body art is created with permanent markers. Coaches write a swimmer’s schedule of events on the swimmer’s wrist with the markers. During the closing two hours of the meet, the swimmers make their own statements on their bare skin—usually their arms, and then their legs, and then their backs. (They need help with that part.) The body art at the beginning of a meet is kept to a minimum because it shows the swimmer’s race list and a “Go team!” But when a team begins to win, the body art becomes more rowdy and silly. The teams try to outdo each other by inventing funny sayings that won’t get them thrown out of the pool area by their coaches.

3. Although the coaches stay busy watching for any problems, they manage to lead the cheering and celebrating. Parents, grandparents, and other team members cheer especially loudly when their favored ones are in the water. Coaches often order pizza to celebrate before the last race begins. There is one other big difference between swim teams and other types of sports teams, which involves the party aspect of the sport. While other teams throw water on their coaches after a big win, swimmers throw their coaches into water.

Read this sentence from Paragraph 2.

“The display of body art is created with permanent markers.”

1. The underlined portion of the sentence functions as a(n)
   A. relative clause.
   B. absolute phrase.
   C. noun phrase.
   D. participial phrase.

Read this sentence from Paragraph 2.

“Parents, grandparents, and other team members cheer especially loudly when their favored ones are in the water.”

2. The underlined portion of the sentence acts as a(n)
   A. adverbial phrase.
   B. verb phrase.
   C. independent clause.
   D. adjectival phrase.
Chapter 7 Conventions of Standard English

Read this sentence from Paragraph 2.

“Although the coaches stay busy watching for any problems, they manage to lead the cheering and celebrating.”

3. The underlined portion of the sentence is a(n)
   A. independent clause.
   B. relative clause.
   C. adverbial clause.
   D. noun clause.

4. Which sentence from Paragraph 3 contains a relative clause?
   A. “Coaches often order pizza to celebrate before the last race begins.”
   B. “While other teams throw water on their coaches after a big win, swimmers throw their coaches into water.”
   C. “There is one other big difference between swim teams and other types of sports teams, which involves the party aspect of the sport.”
   D. “Parents, grandparents, and other team members cheer especially loudly when their favored ones are in the water.”

Read this sentence from Paragraph 1.

“All sports teams have similar ways of celebrating exciting victories.”

5. What part of the sentence is the noun clause?
   A. sports teams have
   B. have similar ways of celebrating
   C. All sports teams
   D. celebrating exciting victories

Read this sentence from Paragraph 1.

“While other teams throw water on their coaches after a big win, swimmers throw their coaches into water.”

6. The underlined part of the sentence is a(n)
   A. prepositional phrase.
   B. dependent clause.
   C. relative clause.
   D. independent clause.
Chapter 7 Conventions of Standard English

Read this sentence from Paragraph 1.

“Even swim teams have big, festive celebrations after they swim for six hours or longer in meets.”

7. The underlined part of the sentence is a(n)
   A. noun phrase.
   B. participle phrase.
   C. adjectival phrase
   D. verb phrase.

8. Underline all of the prepositional phrases in Paragraph 2.

Modifiers
A modifier is a word or phrase that describes something. Modifiers should be placed close to the noun or verb that they are describing so that the meaning is clear.

Misplaced Modifiers
A modifier that is put in the wrong place can make the meaning of the sentence unclear. These modifiers are called misplaced modifiers. Read the following examples in which the modifiers are incorrectly placed.

Incorrect Example: Sitting on a scarecrow in a cornfield, the farmer saw a crow.
The placement of words in the sentence confuses the meaning. It sounds like the farmer is sitting on a scarecrow. To correct the sentence, move the modifier closer to what it is describing.
Correct Example: The farmer saw a crow sitting on a scarecrow in a cornfield.

Incorrect Example: We almost sold all of the pies at the fair.
The placement of words in the sentence confuses the meaning. What the writer meant to say is that we sold almost all of the pies. To correct the sentence, move the modifier almost closer to what it is describing.
Correct Example: We sold almost all of the pies at the fair.

Incorrect Example: On her way to school, Lisa found a pink girl’s shoe.
The placement of words in the sentence confuses the meaning. It sounds like Lisa found a pink girl. To correct the sentence, move the modifier closer to what it is describing.
Correct Example: On her way to school, Lisa found a girl’s pink shoe.

Dangling Modifiers
Another type of modifier error is a dangling modifier. A dangling modifier is a phrase or clause that comes at the beginning of a sentence but does not modify (describe) the subject in the sentence. In fact, the true subject of the modifier is usually absent.
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Incorrect Example: Baking brownies in the kitchen, the smoke detectors started blaring. In this example, the phrase *Baking brownies in the kitchen* modifies the subject, *smoke detectors*. Since smoke detectors cannot bake brownies, the phrase *Baking brownies in the kitchen* cannot be the modifier of *smoke detectors*. Therefore, this phrase is a dangling modifier. To correct the dangling modifier, we need to add the true subject of the modifier to the sentence.

Correct Example: Baking brownies in the kitchen, I heard the smoke detectors start blaring.

Incorrect Example: Looking in the bookbag, the homework could not be found. We need to add the true subject of the modifier to the sentence.

Correct Example: Looking in the bookbag, *Freddy* could not find his homework.

Incorrect Example: After cooking all day, the food was placed on the table. We need to add the true subject of the modifier to the sentence.

Correct Example: After cooking all day, the *chef* placed the food on the table.

Practice 2: Modifiers

Rewrite the following dangling or misplaced modifiers correctly.

1. My mother gave chocolate chip cookies to my friends with pecans in them.

2. Swimming in the pond, we saw a family of ducks.

3. Wearing Mickey Mouse pajamas, Grandpa read a story to his two-year-old grandson.

4. The Parkers saw some deer driving alongside the forest.

5. I bought a kitten from a salesman with gray and white fur.
Week 4 Day 4
Types of Sentences

Simple Sentences
A simple sentence has a subject and a verb. It is one independent clause. An independent clause is a sentence that can stand on its own.

Here are some examples of simple sentences. The subject in each sentence is underlined. The verb is in italics (slanted type).

Examples:
- Randy cooked barbeque ribs on the grill.
- Tonya planted lettuce in her vegetable garden.
- Mrs. Cantor adopted a two-year-old poodle from the animal shelter.

Compound Sentences
A compound sentence contains two independent clauses.

One way to combine two sentences together is to use a semicolon.

Examples:
- Jenna is my sister; Taylor is my brother.
- Daniel likes reading comic books; Sonya likes reading mystery novels.
- Mom needs to buy cereal at the store; she also needs to buy some milk.

You can also join two sentences together with a comma and a coordinating conjunction (FANBOY).

<table>
<thead>
<tr>
<th>Definition</th>
<th>Example Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOR</td>
<td>Introduces a reason for something</td>
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<tr>
<td></td>
<td>I did not get enough sleep last night, for I stayed up late watching a funny movie.</td>
</tr>
<tr>
<td>AND</td>
<td>Joins elements that are equal in importance</td>
</tr>
<tr>
<td></td>
<td>David wanted to go fishing, and he wanted to go hiking.</td>
</tr>
<tr>
<td>NOR</td>
<td>Presents an alternative idea or thought</td>
</tr>
<tr>
<td></td>
<td>Jeremy does not like carrots, nor does he like broccoli.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>BUT</th>
<th>Presents a contrasting element</th>
<th>Walter does not like learning about geometry, but he does enjoy learning about history.</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR</td>
<td>Implies that an alternative option will follow</td>
<td>We can go to the mall, or we can go to the park.</td>
</tr>
<tr>
<td>YET</td>
<td>Presents a contrast or an exception</td>
<td>Buying a house is a good idea, yet we do not have the money to buy a house at this time.</td>
</tr>
<tr>
<td>SO</td>
<td>Presents a consequence</td>
<td>My brother didn't eat everything on his plate, so he didn't get any dessert.</td>
</tr>
</tbody>
</table>

When joining two sentences using a FANBOY, **always** put a comma before the conjunction. Here are some examples of compound sentences. The conjunctions and commas are underlined.

**Examples:** I want to play soccer, **but** I also want to swim.

Do you want pizza for dinner, **or** do you want hamburgers?

He sings really well, **and** he can dance, too.

Samantha doesn't want to go to the park, **nor** does she want to go to the mall.

Derek moved to California, **but** he will come back to visit this summer.

I will read a book, **or** I will take a nap.

**Complex Sentences**

A complex sentence contains one independent clause (complete sentence) and a dependent clause (incomplete sentence). A dependent clause is a group of words that cannot stand alone as a complete sentence. A dependent clause might be missing a subject or a verb. Or a dependent clause might be missing a complete thought. You can use subordinating conjunctions to join sentences together.

Look at this independent clause (complete sentence).

```
My daughter wants to be a ballerina.
```

Now, watch what happens when a subordinating conjunction is attached to the sentence.

```
Because my daughter wants to be a ballerina.
```

If someone said, “Because my daughter wants to be a ballerina,” you would be thinking Because my daughter wants to be a ballerina what? The sentence needs to be completed.

**Example:** Because my daughter wants to be a ballerina, she takes ballet lessons every day.

```
Dependent Clause

Independent Clause
```

Now, let’s turn two independent clauses into a complex sentence.

Read these two sentences.

```
Randy takes the subway to work. He likes to sit by the window.
```

We need to attach a subordinating conjunction to one of the sentences.

**Example:** When Randy takes the subway to work, he likes to sit by the window. **Note:** If the subordinating conjunction is attached to the first sentence, put a comma after the dependent clause.
Example: Randy likes to sit by the window when he takes the subway to work.
Note: The subordinating conjunction is attached to the second sentence, so do not use a comma.

The following table lists some common subordinating conjunctions used in dependent clauses.

<table>
<thead>
<tr>
<th>Common Subordinating Conjunctions</th>
</tr>
</thead>
<tbody>
<tr>
<td>after, if, until</td>
</tr>
<tr>
<td>although, since, when</td>
</tr>
<tr>
<td>as, so that, whenever</td>
</tr>
<tr>
<td>because, than, where</td>
</tr>
<tr>
<td>before, that, wherever</td>
</tr>
<tr>
<td>even if, though, whether</td>
</tr>
<tr>
<td>even though, unless, while</td>
</tr>
</tbody>
</table>

Example: Before you go in the house, please wipe your feet.
  Dependent Clause    Independent Clause

Example: Since Mom is a great baker, she will enter a baking contest.
  Dependent Clause    Independent Clause

Example: Paul gave his speech even though his teeth were chattering from fear.
  Independent Clause    Dependent Clause

Example: We could see clearly last night because the moon was so bright.
  Independent Clause    Dependent Clause

Example: I like to play video games when I get home from school.
  Independent Clause    Dependent Clause

Compound-Complex Sentence

A compound-complex sentence is a sentence with more than one independent clause and at least one dependent clause.

Example: Running across the yard, the boy grabbed the football, and he threw it to his friend.
  Dependent Clause    Independent Clause    Independent Clause

Example: Reaching the corner, Mike found out he missed the bus, so he had to walk to school.
  Dependent Clause    Independent Clause    Independent Clause    Independent Clause
Chapter 7 Conventions of Standard English

Practice 3: Types of Sentences

Read the passage. Then answer the questions that follow.

Ellis Island is likely to connect with more Americans than any other spot in the country. Towards the end of the 1800s, the number of people immigrating to the U.S. increased because many of these immigrants came to the U.S. to escape religious persecution. In his book, A Nation of Immigrants, President John F. Kennedy writes, “There were probably as many reasons for coming to America as there were people who came. It was a highly individual decision.” Historians agree that the three chief motivators for the mass migration to America were religious persecution, political oppression, and economic hardship.

Some of these immigrants were wealthy and well-educated people, but most of the immigrants were very poor. Poor passengers had to be checked for proper hygiene and contagious diseases, and poor immigrants had to inform government officials if they had a friend or family member in the U.S. who could help them adjust to their new lives in America. Since many immigrants could not speak English or understand why they were being examined, Ellis Island was a confusing and terrifying experience. After admitting over twelve million immigrants, the federal government closed Ellis Island in 1954. Genealogy experts estimate that about forty percent of Americans can trace their roots through Ellis Island.

Read this sentence from the passage.

“Some of these immigrants were wealthy and well-educated people, but most of the immigrants were very poor.”

1. This sentence is a
   A. compound-complex sentence.
   B. compound sentence.
   C. complex sentence.
   D. simple sentence.

Read this sentence from the passage.

“Ellis Island is likely to connect with more Americans than any other spot in the country.”

2. This sentence is a
   A. simple sentence.
   B. complex sentence.
   C. compound sentence.
   D. compound-complex sentence.
Read this sentence from the passage.

“Since many immigrants could not speak English or understand why they were being examined, Ellis Island was a confusing and terrifying experience.”

3. This sentence is a
   A. compound sentence.
   B. simple sentence.
   C. complex sentence.
   D. compound complex sentence.

Read this sentence from the passage.

“Poor passengers had to be checked for proper hygiene and contagious diseases, and poor immigrants had to inform government officials if they had a friend or family member in the US who could help them adjust to their new lives in America.”

4. This sentence is a
   A. compound-complex sentence.
   B. compound sentence.
   C. complex sentence.
   D. simple sentence.

For questions 5 through 8, determine if the sentence is simple, compound, complex, or compound-complex.

5. Before we buy shoes, my mom looks for bargains.

6. The human body is very resilient, but it can't be pushed to extremes for too long.

7. They enjoy playing kickball during gym class.

8. After we finished dinner, we all went out to a movie, and we stopped at Tasty Cones for ice cream after the movie was over.
Week 4 Day 5
Chapter 7 Conventions of Standard English

Comma Use for Coordinate Adjectives and Introductory Subordinate Clauses

Adjectives are words that describe or modify another person or thing in the sentence. Coordinate adjectives, or paired adjectives, are two or more adjectives that describe the same noun.

Examples: a dirty, torn, white shirt
           an early, unknown law
           the little, brown, smiling puppy
           an early, unknown law
           a dirty, torn, white shirt

Deciding when a comma is needed

Rule 1: If you can replace the comma with the word "and," a comma is needed.

Example: I love my new, shiny boots. (new and shiny boots.)

Rule 2: If you can reverse the order of the adjectives, the comma is necessary.

Example: Matthew needs paint, glue, and markers for his art project. (reverse adjectives: markers, glue, and paint)

Knowing when a comma is not needed

Sometimes adjectives go together in a certain order to create one description. These adjectives are not separated by a comma.

Example: My favorite dessert is a hot fudge sundae.

In this sentence, hot is being used to describe the fudge, not the sundae. In other words, the fudge is hot, not the sundae. So hot and fudge go together.

It isn't always easy to know if you need to put a comma between two or more adjectives. If you are not sure, try placing an "and" between the adjectives or reversing the order of the adjectives.

Examples: Steve bought a new, red car.

           Kim and David saw fourteen pink flamingos at the zoo.
           The little, gray kitten is cute.
           I saw a big, green, slimy, scary snake in the backyard.

Introductory Subordinate Clauses

Introductory subordinate clauses are dependent clauses that provide background information for the independent clause. Commas are used after an introductory clause at the beginning of a sentence. An introductory subordinate clause—also called a dependent clause—will begin with a subordinate conjunction. A comma is needed after the subordinate clause.

Example: Since my alarm clock did not go off this morning, I was late to school.

<table>
<thead>
<tr>
<th>Dependent Clause</th>
<th>Independent Clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>after</td>
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<td>whether</td>
<td>whenever</td>
</tr>
<tr>
<td>wherever</td>
<td>while</td>
</tr>
</tbody>
</table>
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Other Examples: If I make enough money babysitting, I will buy a new pair of jeans. Until I have my morning coffee, I don't feel like talking to anyone. When I ride the bus, I like to sit by the window. After Dennis sneezed all over the pizza, my mom threw it in the garbage. Because of the pouring rain, the baseball game was cancelled.

Practice 4: Commas

Insert commas as needed.

1. I have a black long-sleeved high-neck sweatshirt.
2. If the reviews are true the new action movie will be a huge success.
3. My young eager acting students are energetic efficient and skilled.
4. Although the roads are fine now slippery dangerous roads are common after winter storms.
5. Villagers were scared of the huge hairy roaring monster.
6. Because it has been abandoned for many years the creepy old white house will be torn down.
7. The little brown caterpillar turned into a graceful beautiful yellow butterfly.
8. After the thunderstorm ended a bright glorious shimmering rainbow appeared over our house.

Spelling

Spelling correctly is not only an important tool for writing, but it also plays an important role in vocabulary building and reading comprehension. There is no magic way to learn to spell, but you can improve your spelling by using some of the following methods.

- In a notebook, keep a list of words that you find challenging to spell. Circle the part of the word you have difficulty with and master the correct spelling of the word.
- Pronounce the word correctly. This can often help you correctly spell the word.
- Learn to spell by syllables, especially if you have trouble spelling long words or tricky-sounding words.
- Instead of guessing at the spelling of a word, use a dictionary, a thesaurus, a glossary, or your computer's spellchecker. A dictionary will also give you the correct pronunciation and the division of the word into syllables.

Spelling Rules

Rule 1 Put i before e, except after c, or when sounded like a as in neighbor and weigh.

Examples: friend, receive, eight, perceive

Exception: Most of the time, rule 1 gives you the correct spelling of a word. However, there are some words that do not follow this rule: foreigner, forfeit, height, leisure, neither, science, scientific, seizes, and weird, to name a few. When you come across one of these exceptions, write it in your notebook to remember its spelling in the future.
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**Rule 2** When prefixes are added to root words, the spelling of the root word does not change.

*Examples:* dis + satisfied = dissatisfied; un + noticed = unnoticed; over + see = oversee; il + logical = illogical; un + selfish = unselfish; in + exact = inexact

**Rule 3** When a suffix starting with a vowel is added to a word ending in a silent e, such as receive and smile, the e is dropped, making words such as receiving and smiling.

*Examples:* imagine + able = imaginable; continue + ous = continuous

*Exception 1:* The e is not dropped when it would change the meaning of the root word.

*Examples:* dye + ing = dyeing (not dying); singe + ing = singeing (not singing)

*Exception 2:* The e is not dropped if the e clarifies pronunciation.

*Examples:* flee + ing = fleeing (not fleing); toe + ing = toeing (not toing)

*Exception 3:* The e is not dropped if the sound c or g must be kept soft.

*Examples:* notice + able = noticeable (not noticable); courage + ous = courageous (not couragous)

**Rule 4** If the suffix starts with a consonant, keep the e.

*Examples:* large + ly = largely; excite + ment = excitement; state + ly = stately; force + ful = forceful; brave + ly = bravely

*Exceptions:* true + ly = truly; argue + ment = argument; whole + ly = wholly; awe + ful = awful; judge + ment = judgment

**Rule 5** When a suffix is added to root words ending in y, change the y to an i, such as in silliness and beautiful.

*Examples:* fancy + ful = fanciful (not fancyful); whimsy + cal = whimsical (not whimsycal)

*Exception 1:* Keep the y if the suffix being added is -ing.

*Examples:* fly + ing = flying (not fliing); try + ing = trying (not triing)

*Exception 2:* Keep the y if a vowel in the root word comes before the y.

*Examples:* stay + ed = stayed (not staied); play + ful = playful (not plaful)

*Exception 3:* Keep the y in some one-syllable root words.

*Examples:* dry + ness = dryness (not driness); shy + er = shyer (not shier)

**Rule 6** When adding a suffix, double the final consonant if the following conditions apply:
- the word ends in a consonant + vowel + consonant
- the suffix begins with a vowel
- the word contains only one syllable or an accented ending syllable

If any of these conditions do not apply, do not double the last consonant in the root.

*Examples:* stop + er = stopper; sun + ed = sunned; occur + ed = occurred; drop + ed = dropped; sit + ing = sitting; begin + ing = beginning
Chapter 7 Conventions of Standard English

There are a lot of words in the English language that look or sound alike but have very different meanings. When you write, if you are not sure about the meaning of a certain word or how to spell a certain word, use a dictionary or thesaurus to make sure you use the correct meaning and spelling.

### Commonly Misspelled and Confused Words

<table>
<thead>
<tr>
<th>a lot</th>
<th>describe/description</th>
<th>humorous</th>
<th>principal/principle</th>
<th>technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>all right</td>
<td>embarrass</td>
<td>knowledge</td>
<td>receive/receiving</td>
<td>they/their/there</td>
</tr>
<tr>
<td>accidentally</td>
<td>environment</td>
<td>lose/loose</td>
<td>restaurant</td>
<td>unnecessary</td>
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<tr>
<td>believe</td>
<td>experience</td>
<td>mysterious</td>
<td>rhyme/rhythm</td>
<td>to, too, two</td>
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<td>beginning</td>
<td>February</td>
<td>necessary</td>
<td>ridiculous</td>
<td>weather/whether</td>
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<td>opportunity</td>
<td>schedule</td>
<td>weird</td>
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<td>hypocrite</td>
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<td>canvass</td>
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</table>

### Practice 5: Spelling

1. Read the paragraph. Then, mark through the misspelled words and write the correctly spelled words. The first misspelled word has been done for you.

   looking
   Corrina sat quietly looking out her bedroom window, wondering where Simon, her wonderful, tigre-striped, daredevil cat, had gone this time? Ever since the day in January when Corrina’s dad brought Simon home, Corrina felt like Simon belonged too her. With his crooked ears and always-twitching noose, Simon was as funny and full of personality as he was adventurous. Corrina remembered when Simon had somehow gotten lose and wondered off for four days. By day five, Corrina was just a blubbering, bawling mess. Then, she heard a little scratch and meow at back door. Sure enough, it was Simon, smiling his cute smile. He had accidentaly gotten locked in a neighbor’s shed, where he hapily chased insects and mice for a few days.
2. Read the paragraph and look at the italicized words. Determine if the italicized words are correct or incorrect. If they are incorrect, mark through and correct the words.

Every year on Dad's birthday, Mom always planned a huge feast. She always ran out of spices or other ingredients, which meant I would have to get on my bicycle and *peddle* to the store to buy stuff she needed for the dinner. The routine was always the same: I would *canvas* the store, pretend I was driving the grocery cart through an obstacle *coarse*, and wonder if Mom would make chocolate cake for *desert*. After I got home, I ate some *serial*, signed Dad's birthday card, and put it in an *envelop*.

Chapter 7 Key Term Activity

Fill in the blank with the correct word.

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>phrase</td>
</tr>
<tr>
<td>clause</td>
</tr>
<tr>
<td>modifiers</td>
</tr>
<tr>
<td>coordinate adjectives</td>
</tr>
<tr>
<td>introductory clause</td>
</tr>
<tr>
<td>subordinate clause</td>
</tr>
<tr>
<td>absolute phrase</td>
</tr>
</tbody>
</table>

In this chapter, you learned that (1) _____________ should be placed close to the noun or verb they are describing so the meaning is clear. A group of words that includes a subject and a predicate is called a(n) (2) ________________. A(n) (3) ________________ is a group of words that modifies an entire independent clause. Adjectives that appear next to each other to modify the same noun are called (4) ________________. A dependent clause that provides background information for the independent clause is called the (5) ________________. A(n) (6) ________________ is a group of words that acts as a single unit in a sentence.

See the Teacher Guide for the Chapter 7 Review.