The Primary goal of AP Language and Composition is to develop your abilities as a reader and writer of expository prose. We will read and analyze different writing styles. You will further develop writing skills through critical reading and individual writing and journaling. While AP Language and Composition is focused on preparing students for the AP Exam, its larger purpose is to train students for college thinking, speaking, and writing. AP English Language is geared toward passing the Advanced Placement Exam and covering 11th grade California State Standards. The course is writing intensive, with focus on rhetorical devices and stylistic analysis of non-fiction texts. The exam tests understanding and knowledge of style and rhetoric as applied primarily to non-fiction and narratives. The student must be able to discuss these concepts using the correct terminology and write manipulating these devices.

This course is rigorous and demanding. Be prepared to spend a significant amount of time preparing for this class. Remember, your ultimate goal is to pass the AP Language and Composition exam at the end of the school year and gain college credit. This, obviously, takes a considerable amount of diligence. That being said, every activity and assignment is intended to help you pack that toolbox so that you can access it first for the exam and later for academic and personal success.

There are three parts to your summer assignment:

A. AP Terms/Flashcards (150 points)
B. Autobiography of Benjamin Franklin reading & questions (90 points)
C. Grammar Packet (300 points)

TOTAL POINTS: 540*

Upon returning to school in August, all work and worksheets (parts A, B, & C) will be reviewed and students will have an exam on the AP terms, parts of speech, and Autobiography of Benjamin Franklin.

I look forward to working with each of you at the beginning of next school year! If you need any help over the summer, do not hesitate to contact me via e-mail. Good luck!
A. AP Terms/Flashcards: (150 points) Argument and literary analysis are important parts of the Advanced Placement Language and Composition course. To begin analyzing texts, there are some common terms that all students should know. These are all terms you have covered in 9th and 10th grade English. Throughout the year in AP English, we will add more terms and more flashcards.

- Look-up and record definitions AND examples for EACH of the following terms on separate index cards, including the words/phrases that are underlined and capitalized
- DO NOT use a standard dictionary to find the definitions

EXAMPLE:

<table>
<thead>
<tr>
<th>Front</th>
<th>Back</th>
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</thead>
<tbody>
<tr>
<td><strong>WORD</strong></td>
<td><strong>Definition</strong></td>
</tr>
<tr>
<td></td>
<td>Example(s)</td>
</tr>
</tbody>
</table>

You may find help with the AP Terms on the following sites:

1) http://humanities.byu.edu/rhetoric/silva.htm
2) http://www.uky.edu/AS/Classics/rhetoric.html
3) http://www.nt.armstrong.edu/terms.htm
4) http://condor.depaul.edu/~dsimpson/awtech/lexicon.html

<table>
<thead>
<tr>
<th>DICTION TECHNIQUES</th>
<th>POINT OF VIEW</th>
<th>SYNTAX DEVICES</th>
<th>RHETORICAL MODE</th>
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<tr>
<td>Aside</td>
<td>Bias</td>
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<td>Anecdote</td>
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<td>Colloquial</td>
<td>Credibility</td>
<td>Declarative sentences</td>
<td>Argument</td>
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<tr>
<td>Connotation</td>
<td>First Person POV</td>
<td>Ellipses</td>
<td>Autobiography</td>
</tr>
<tr>
<td>Denotation</td>
<td>Second Person POV</td>
<td>Exclamatory sentences</td>
<td>Biography</td>
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<tr>
<td>Dialect</td>
<td>Speaker</td>
<td>Sentence Fragment</td>
<td>Compare/Contrast Writing</td>
</tr>
<tr>
<td>Mood</td>
<td>Third Person, Limited</td>
<td>Imperative sentences</td>
<td>Couterargument</td>
</tr>
<tr>
<td>Oxymoron</td>
<td>Third Person, Omniscient</td>
<td>Modifier</td>
<td>Essay</td>
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<tr>
<td>Pun</td>
<td></td>
<td>Parallelism</td>
<td>Expository Writing</td>
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<tr>
<td>Tone/Attitude</td>
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<td>Paraphrasing</td>
<td>Flashback</td>
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<td>Participial phrases</td>
<td>Foreshadow</td>
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<td></td>
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<td>Predicate</td>
<td>Memoir</td>
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<tr>
<td>FIGURATIVE LANGUAGE</td>
<td>Rhetoric</td>
<td>Predicate nominative</td>
<td>Myth</td>
</tr>
<tr>
<td></td>
<td>Ethos</td>
<td>Prepositional phrase</td>
<td>Narrative Writing</td>
</tr>
<tr>
<td></td>
<td>Pathos</td>
<td>Pronoun</td>
<td>Paradox</td>
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<td></td>
<td>Logos</td>
<td>Punctuation</td>
<td>Persuasion</td>
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<td>Repetition</td>
<td>Prose</td>
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<td></td>
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<td>Subject</td>
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<td></td>
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<td>Subject complement</td>
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<td></td>
<td></td>
<td>Subordinate clause</td>
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<td></td>
<td></td>
<td>Verbal gerunds</td>
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</tbody>
</table>
B. Autobiography of Benjamin Franklin (90 points): Read the Autobiography of Benjamin Franklin, and answer the following questions (200-300 word responses for each number)

1. How does Franklin establish his authority and trustworthiness as a speaker (in other words how does Franklin make the reader trust him)? Look at what specific events make him look good or bad, his word choice, what kind of person he wants the reader to believe he is and how he portrays himself.

2. Why does Franklin leave Boston and his brother’s printing house? Is this a wise decision in the end?

3. In several places in the narrative Ben Franklin discusses means of improving one’s writing and conversing. Identify two of the strategies or practices Franklin advocates for improving writing and/or speaking. Which of these does Franklin find most beneficial? Which do you believe will help you become a better writer?

4. Franklin discusses discovering plagiarism in Hemphill’s speeches. Discuss this situation and what the consequences for Hemphill’s plagiarism were. What do you think is an appropriate punishment for plagiarism in high school? Why?

5. What does the speckled axe symbolize? Why does Franklin decide in the end that he too prefers a speckled axe approach to his own life? Agree, disagree, or qualify his argument.

6. Franklin takes an interesting approach towards women’s education after dealings with a widow. What are Franklin’s attitudes toward educating and employing women? What reasons does he give for these attitudes? Why is this a sound or unsound argument?

7. Several times Franklin has what he refers to as erratas. Select one of these erratas to expand on. Is Franklin better for the errata? Why or Why not?

8. How does the intended audience for the first part of the novel differ from the audience for the second and remaining part of the novel? (Who was Franklin writing to in the first section vs. the second till the end?) How does this change in audience change the way he wrote and what he wrote about?

9. Choose one argument, either what you believe Franklin’s thesis for the entire autobiography is or one argument in a small section of the book. Identify the argument and three ways that Franklin proves the argument. (Look for details, anecdotes, diction, factual reasons.) Does Franklin adequately defend his argument? Why or why not?

***If you are unable to purchase a copy of the text, the full text can be found online (PDF file/Google Books) at the following link:

http://books.google.com/books?id=wf1YOkoBYclC&printsec=frontcover&dq=autobiography+of+benjamin+franklin#PPA2,M2

C. Grammar Packet (300 points): Complete the attached grammar packet (on the next few pages)
Nouns

A noun is a word that names a person, place, thing, or idea.

<table>
<thead>
<tr>
<th>Type of noun</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>common noun</td>
<td>general name for a person, place, thing, or idea</td>
<td>city</td>
</tr>
<tr>
<td>proper noun</td>
<td>name of a particular person, place, thing, or idea</td>
<td>Baltimore</td>
</tr>
<tr>
<td>singular noun</td>
<td>one person, place, thing, or idea</td>
<td>street</td>
</tr>
<tr>
<td>plural noun</td>
<td>more than one person, place, thing, or idea</td>
<td>streets</td>
</tr>
<tr>
<td>collective noun</td>
<td>name of a group regarded as a unit</td>
<td>council</td>
</tr>
<tr>
<td>concrete noun</td>
<td>name of something perceptible by the senses</td>
<td>sign</td>
</tr>
<tr>
<td>abstract noun</td>
<td>name of an idea, quality, or state</td>
<td>law</td>
</tr>
<tr>
<td>compound noun</td>
<td>single noun formed from two or more words</td>
<td>streetlight</td>
</tr>
<tr>
<td>possessive noun</td>
<td>noun that shows ownership or relationship</td>
<td>dog's tail, dogs' tails</td>
</tr>
</tbody>
</table>

Finding Nouns

Underline every noun in each sentence.

1. Most of the people in the world live in cities.
2. Cities offer a number of opportunities for their citizens, from jobs to entertainment.
3. Every city offers its own special attractions.
4. Usually, a city is known for at least one unique landmark.
5. In Philadelphia, look for Independence Hall where the Declaration of Independence was signed.
6. Most older towns developed near a body of water, such as the ocean, or a river or lake.
7. Cleveland, Ohio, grew up by Lake Erie, a waterway that gave local industries a way to transport materials and products.
8. What factors determine a typical citizen’s choice of which city to call home?
9. Weather may play a part in the choice.
10. Many Americans say that they enjoy the warm, dry weather of the Southwest.
11. Other people choose a hometown based on factors such as the presence of a professional sports team.
12. What attracts residents to your hometown?
13. Perhaps your city has many museums, galleries, and libraries where you can spend a quiet Sunday.
14. Could the attraction be the scenery or the schools?
15. In the past, some cities such as Reims, France, were built inside protective walls.
16. The wall was designed to discourage invaders.
17. The cities of Europe usually had one main church that towered over the rest of the buildings.
18. Skyscrapers dominate the skyline of the modern city.
19. Noisy traffic often clogs the streets, especially at rush hour.
20. Do you enjoy the excitement and fast pace of urban life?
Review

A. Identifying Nouns

Identify each numbered and italicized noun by writing common, proper, abstract, concrete, collective, compound, or possessive on the corresponding line below. Each noun belongs to at least two categories.

The stretch of (1) Hudson Street where I live is each day the scene of an intricate sidewalk (2) ballet. I make my own first entrance into it a little after eight when I put out the garbage can, surely a prosaic (3) occupation, but I enjoy my part, my little (4) clang, as the (5) droves of junior high school students walk by the center of the stage dropping candy wrappers. (How do they eat so much candy so early in the morning?) While I sweep up the wrappers I watch the other rituals of the morning: Mr. Halpert unlocking the laundry’s (6) handcart from its mooring to a cellar door, Joe Comacchia’s (7) son-in-law stacking out the empty crates from the delicatessen, the barber bringing out his sidewalk folding chair, . . . I exchange my ritual (8) farewell with Mr. Lofaro, the short, thick-bodied, white-aproned fruit man who stands outside his (9) doorway a little up the street, his arms folded, his feet planted, looking as solid as earth itself. We nod; we each glance quickly up and down the street, then look back to each other and smile. We have done this many a morning for more than ten (10) years, and we both know what it means: All is well.

Jane Jacobs, *The Death and Life of Great American Cities*

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

B. Identifying Nouns

Underline the noun or nouns described in parentheses after each sentence.

1. Antonio emigrated to the United States from Italy. (proper noun)
2. The homeless woman in the doorway often reads the newspaper. (common noun)
3. The bicycle had a basket attached to the handlebars. (common noun)
4. Charlotte’s flower shop is open seven days a week. (possessive noun)
5. I could feel the beat of the drums outside the club. (concrete noun)
6. University students sat on the library steps between classes. (plural noun)
7. On extremely hot days, the stench of garbage can be overwhelming. (concrete noun)
8. The city pulses with energy and excitement. (abstract noun)
**Pronouns**

A pronoun is a word used in place of a noun or another pronoun.

<table>
<thead>
<tr>
<th>Type of pronoun</th>
<th>Example</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>personal</td>
<td>refers to first person, second person, and third person</td>
<td>I, you, he</td>
</tr>
<tr>
<td>possessive</td>
<td>shows ownership or belonging</td>
<td>mine, ours</td>
</tr>
<tr>
<td>reflexive</td>
<td>reflects an action back on a preceding noun or pronoun</td>
<td>himself</td>
</tr>
<tr>
<td>intensive</td>
<td>emphasizes a noun or pronoun in the same sentence</td>
<td>herself</td>
</tr>
<tr>
<td>interrogative</td>
<td>used to ask a question</td>
<td>who, what</td>
</tr>
<tr>
<td>demonstrative</td>
<td>points out specific persons, places, things, or ideas</td>
<td>that, those</td>
</tr>
<tr>
<td>relative</td>
<td>introduces a subordinate clause</td>
<td>who, which</td>
</tr>
<tr>
<td>indefinite</td>
<td>does not refer to a specific person or thing</td>
<td>someone</td>
</tr>
</tbody>
</table>

**Finding Pronouns**

Underline all the pronouns in the following sentences.

**EXAMPLE** The distance it takes to stop your vehicle depends on several factors.

1. Many of the rules of driving involve simple common sense.
2. Patricia changed the flat tire herself.
3. What will they do if it breaks down on the highway?
4. He always stops to get a cold drink when he feels tired.
5. The state troopers themselves stay within the posted speed limit.
6. Moving at a fast speed means you will need more room between you and the car ahead of you.
7. Someone driving below the posted minimum speed poses a potential threat to others.
8. Use your low-beam headlights, not your brights, when driving in fog.
9. Keep your car safe by checking its oil and tire pressure often.
10. Which of the drivers at an intersection without a traffic control device has the right of way?
11. Yoshi prepared himself for the driving test.
12. Natasha blamed herself for not calling sooner to schedule her road test.
13. What should Daniel bring to the exam station?
14. Quiana stood in the line that seemed to move the slowest.
15. Jacqueline signed the card that permits donation of organs.
16. Our car horn was not in working order the day of the driving test.
17. My brother had mixed emotions about taking the driver’s license exam.
18. You may help someone with your gift of a human organ.
19. Where do I sign this?
20. That is where you will have your picture taken.
21. My father himself drove me to the driving test.
22. Anyone who drives a car accepts great responsibility.
Pronouns

A. Finding Pronouns
Underline the pronoun or pronouns described in parentheses after each sentence.

1. Laura admitted she was nervous before her driving test. (possessive)
2. My grandfather claims that he taught himself how to drive. (reflexive)
3. Both of my sisters have their driver’s licenses. (indefinite)
4. The examiner told me to park the car, and then he got out. (personal)
5. I myself passed the test on my first try. (intensive)
6. What can I do to improve my driving? (interrogative)
7. Those are the same officers with whom I spoke at the bureau. (demonstrative)
8. Anyone who has taken driving lessons should be able to pass the test. (indefinite)
9. Can I drive you anywhere? (personal)
10. Are you the person to whom I should report? (relative)
11. Did somebody drop his or her car keys? (indefinite)
12. Sharese told herself to relax before her test. (reflexive)
13. Most of the drivers who have taken lessons pass the test on their first try. (indefinite)
14. The license itself confers on its owner both privileges and responsibilities. (intensive)
15. We are relieved that this day is over. (personal)

B. Identifying Pronouns
Underline the pronoun in each sentence and identify it by writing personal, possessive, reflexive, intensive, interrogative, demonstrative, relative, or indefinite on the line.

1. What are the requirements for obtaining a driver license? _______________________
2. Josh received his temporary license by passing two tests. _______________________
3. The manager of the driving school himself rode with Pat. _______________________
4. You have to study and learn all the material in the vehicle law book. ______________
5. Our state requires drivers to pass a written test and a road test. ______________
6. The examiner who administered Al’s test carried a clipboard. ______________
7. Is that the marker Halle’s front bumper hit? ______________
8. Which of the sections did Elijah pass, driving or maneuverability? ______________
9. Everyone took lessons through the school’s program. ______________
10. Maeve drove herself to school the next day. ______________
Verbs

A verb is a word used to express an action, a condition, or a state of being.

An action verb expresses a physical or mental action. Action verbs may be transitive or intransitive. A transitive verb transfers the action from the subject toward a direct object. An intransitive verb does not transfer action so it does not have an object.

Transitive verb  The lion stalked the antelope. (Antelope is the direct object.)

Intransitive verb  The antelope ran away.

A linking verb connects the subject with a word or words that identify or describe the subject. Some linking verbs are forms of be, such as am, is, was, and were. Others express condition, such as appear, become, feel, look, remain, sound, and taste.

The zebras looked startled.

An auxiliary verb, also called a helping verb, helps the main verb express action or make a statement. A verb phrase is made up of a main verb and one or more helping verbs. Some common auxiliary verbs are had, do, might, will, must, could, and would.

The elephant should be running from the hunters. (The main verb is running.)

A. Identifying Verbs

Underline the verb or verb phrase in each sentence. In the space above each verb, write A if it is an action verb, L if it is a linking verb, or AUX if it is an auxiliary verb.

1. The passengers grew restless during the long train ride.
2. The colors of the fabrics seemed iridescent in the bright light.
3. An incorrect ZIP code might have delayed the letter.
4. Diego Rivera painted many significant murals in Mexico and the United States.
5. Have you measured the temperature of the water?
6. At the bottom of Carlsbad Caverns, the air feels cold and damp.

B. Identifying Transitive and Intransitive Verbs

Underline the verb or verb phrase in each sentence. On the line, write T for a transitive verb or I for an intransitive verb.

1. At the break of day, the lion stretched lazily. ________
2. It gazed at the grass-filled veldt around it. ________
3. Some animal movement in the distance caught its eye. ________
4. The gazelle herd was feeding fearlessly in the grass, unaware of the danger nearby. ________
5. The lion chose a small gazelle from the herd as its prey. ________
A. Identifying Verbs
Underline each verb once. If the verb has a direct object, underline the direct object twice. In the space above each verb, write T for transitive or I for intransitive.

1. P. T. Barnum, the circus king, brought famous performers to America.
2. Opera stars, acrobats, animal trainers, and clowns performed in his circus.
4. The prima donna was then considering complete retirement.
5. Financial problems had troubled her for some time.
6. Both Lind and Barnum felt, at the time, fortunate with their deal.
7. An advance of $187,500 sealed the huge contract.
8. Barnum used many advertising and publicity stunts.

B. Using Verbs
Refer to the passage below to complete these items.

The rhinoceros is a huge, heavy animal. It has thick skin and very little hair. Its magnificent horn grows throughout its lifetime. Although useful in battle, the rhinoceros’s horn has become the source of its troubles in recent decades. Many hunters kill rhinos simply for their horns. They sell the horns, in a powdered form, all over the world. Today, wild rhinoceros live in Africa and in Southeast Asia. Another species of rhinoceros, the Sumatran rhinoceros, is now almost extinct. Aware of the constant threat of extinction, many countries and international organizations are now forbidding the hunting of the rhinoceros.

1. Find examples of two transitive verbs in the passage. On the lines below, write those verbs and the direct objects that receive their actions.
   Transitive verb 1: _________________ Direct object: _________________
   Transitive verb 2: _________________ Direct object: _________________

2. Write three action verbs from the passage on the lines below.
   ___________________ ___________________ ___________________

3. Write two verb phrases from the passage. Underline the auxiliary verbs in each phrase.
   ___________________ ___________________

4. Write one of the sentences from the passage that contains a linking verb. Underline the two words that are connected by the linking verb.
   ____________________________________________________________________________

5. Find examples of two intransitive verbs in the passage. Write them on the lines below.
   ___________________ ___________________
Adjectives and Adverbs

Adjectives and adverbs are modifiers that describe other words in a sentence.

**Adjectives** modify nouns or pronouns. They qualify or specify the meaning of the words they modify. Adjectives answer the following questions: *What kind? Which one? How many? How much?*

- plastic cup
- that sign
- several tables
- some help

**Predicate adjectives** follow linking verbs and modify the subject of a sentence.

- Pizza is delicious.
- The warm bread smells wonderful.

**Adverbs** modify verbs, adjectives, or other adverbs. They answer the following questions about the words they modify: *how* (quickly, brightly); *where* (here, there, up); *when* (now, yesterday); and *to what extent* (very, too).

**Finding Adjectives and Adverbs**

Underline all the adjectives once in the following sentences, ignoring the articles. Underline the adverbs twice.

1. The wide variety of foods we eat every day links us to people everywhere.
2. The number of international foods you eat may surprise you.
3. Let us carefully examine some foods that one family eats.
4. Mrs. Jones eagerly drinks her first large cup of coffee early in the morning.
5. Coffee probably first came from the African country of Ethiopia, and it still grows there.
6. Mr. Jones usually prefers to drink a cup of hot tea.
7. British traders brought tea from China to thirsty people in Great Britain and in European countries.
8. It became a very popular hot beverage among the British.
9. The British brought their favorite drink to the American colonies in the 1700s.
10. The Jones children always have nutritious oatmeal.
11. Hot oatmeal has long been a breakfast tradition in the British Isles.
12. Mrs. Jones chooses some creamy yogurt for her morning snack.
13. This food originated in eastern Europe or central Asia.
14. After playing in the snow, the cold children want their cocoa.
15. Aztec Indians of Mexico enjoyed this rich beverage before Spanish explorers arrived in the Americas.
16. The whole family enthusiastically enjoys juicy hamburgers.
17. The popular hamburger originated as a meat patty in the German city of Hamburg.
18. Tonight the Jones family is eating rice, a food grain from Asia, as a side dish.
19. Mr. Jones never skips his snack of tasty corn chips.
20. These corn chips have recently been adapted from the traditional fried corn tortillas of the Mexican and Central American peoples.
21. These foods, and so many others, make the American diet truly multicultural.
A. Identifying Adjectives

Underline each adjective once and underline the word it modifies twice. Some words are modified by more than one adjective. Do not underline articles.

1. Bread has been a basic food for most people for thousands of years.
2. White bread is quite popular in this country.
3. The French people love their crusty French bread, thin pancakes called crepes, and soft croissants.
4. Quick breads include tasty muffins and corn bread.
5. These breads have a crumbly texture, but can be made in a short time.
6. In some parts of the world, people eat thin, crisp sheets of flat bread.
7. Central American peoples eat various kinds of flat bread called tortillas.
8. These breads are made from corn meal.
9. People in eastern Asia make their flat bread from rice flour.
10. Obviously, bread is one food that can be found in many parts of the world in different forms.

B. Identifying Adverbs

Underline the word the boldfaced adverb modifies. If the word it modifies is a verb, write V, an adjective, write ADJ, or an adverb, write ADV.

1. Our library seldom allows renewal of books on the best-seller list. ________
2. For his age and size, Max is an unusually fine running back. ________
3. Today's assignment on dialects will be thoroughly discussed on Friday. ________
4. You have made that point before, I believe. ________
5. Extremely intense concentration is needed for a good game of chess. ________
6. Two eaglets perched somewhat hesitantly at the edge of their treetop nest. ________
7. George is too critical to enjoy working on a committee. ________
8. Technology and federal subsidies have radically changed farming methods. ________
9. During the puppet program, the toddlers behaved quite well. ________
10. Too quickly, summer’s days shortened into those of fall. ________
A **preposition** is a word used to show the relationship between a noun or pronoun and some other word in the sentence. A preposition always introduces a phrase called a **prepositional phrase**. A prepositional phrase ends in a noun or a pronoun called an **object of the preposition**. Any modifiers of the object are also part of the prepositional phrase.

Hang the large painting on the far wall. (The preposition is *on*, the object of the preposition is *wall*, and the prepositional phrase is *on the far wall*.)

A **compound preposition** is a preposition that consists of more than one word. Some examples of compound prepositions include the following: *according to*, *in addition to*, *aside from*, *in place of*, and *by means of*. **Compound objects** are two or more objects of a single proposition.

The museum displays sculptures *in addition to* paintings and tapestries.

### Finding Prepositions
Underline each preposition once. Remember that compound prepositions have two or more words. Underline each object of the preposition twice.

1. You can visit traditional museums like art museums or planetariums.
2. If you prefer, you can travel across the country seeing unusual museums.
3. You might choose the Banana Museum in California.
4. Within its walls is a great banana article collection.
5. If you want a banana cookie jar, banana magnets, or books about bananas, the Banana Museum is your place.
6. The Toaster Museum has an impressive collection showing the toaster’s impact on popular culture.
7. Unfortunately, the Toaster Museum is presently without a permanent home.
8. Are you a magic fan? Visit the Houdini Historical Center, a museum devoted to the great magician Harry Houdini.
9. The center contains lock picks, handcuffs, and straitjackets used by Houdini.
10. Why not visit one of Florida’s stranger museums, the Teddy Bear Museum?
11. Its teddy bear collection numbers over 2,300 furry friends.
12. You might enjoy stepping into the Shoe Museum.
13. A recent addition includes jogging shoes from Bill Clinton.
14. In New Mexico, see the American International Rattlesnake Museum.
15. You might like Max Nordeen’s Wheel Museum because of its spark plug collection and vintage cars.
16. See the Hamburger Museum and enjoy standing beside a hamburger waterbed and a hamburger motorcycle.
17. If you are Texas-bound, see the Cockroach Hall of Fame.
18. In spite of its name, the museum has some interesting exhibits.
Prepositions

A. Identifying Prepositions
Underline each preposition once. Underline each object of the preposition twice. A sentence may have more than one prepositional phrase.

1. Many clocks are powered by a mainspring.
2. Neither candidate avoided controversy during the presidential debate.
3. After lunch Paul washed the dishes and finished his chores.
4. At the bird feeder, Denise identified three species of sparrows.
5. Out of a thicket a brace of partridges flew.
6. There are many legends about Johnny Appleseed.
7. According to today’s newspaper, a local factory is closing.
8. He carefully placed the extra key inside the brown vase beside the oak bookcase.
9. Searchers found the box beneath fallen rafters.
10. Let’s shoot some baskets after school and before dinner.

B. Writing with Prepositional Phrases
Underline the prepositional phrase in each sentence. Then replace that phrase and write your new sentence on the line. Be sure to use a different preposition and a new object of the preposition.

EXAMPLE
We took a tour through the museum’s new exhibit.

We took a tour with a guide.

1. We visited the Natural History Museum instead of the Art Museum.

2. Standing beside actual dinosaur bones was a big thrill.

3. We liked every exhibit except the insect exhibit.

4. We saw the shell collection in addition to the butterfly collection.

5. The museum is famous on account of its huge dioramas.

6. I bought a book about our state’s geology.
Conjunctions and Interjections

A **conjunction** is a word used to join words or groups of words.

<table>
<thead>
<tr>
<th>Type</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>coordinating</td>
<td>connects words or word groups that have equal importance in a sentence (and, but, or, for, so, yet, nor)</td>
</tr>
<tr>
<td>correlative</td>
<td>pairs of conjunctions that connect words or groups of words (both . . . and, either . . . or, not only . . . but also)</td>
</tr>
<tr>
<td>subordinating</td>
<td>introduce subordinate clauses—clauses that cannot stand alone as complete sentences. Some common subordinating conjunctions include after, because, before, in order that, since, until, when, and while.</td>
</tr>
</tbody>
</table>

A **conjunctive adverb** is an adverb used as a coordinating conjunction. Examples include **finally, still, besides, however, and otherwise**.

An **interjection** is a word or short phrase used to express emotion, such as **wow** and **my goodness**.

### Identifying Conjunctions and Interjections

In the following sentences, underline the conjunctions once and underline the conjunctive adverbs twice. Draw parentheses around any interjections. Remember that there are two parts to a correlative conjunction.

1. Wow! A strange object fell from the sky and crashed into Roswell, New Mexico.
2. Both photographers and reporters covered the story.
3. Honestly, before the object fell, few people had heard of Roswell.
4. No one knows what happened that day; nevertheless, many people find the incident fascinating.
5. People believed that a spaceship had landed, but the Air Force had a different explanation.
6. First the government confirmed the rumors, and then they denied them.
7. A scientist named Stanton Friedman was surprised by the eyewitness stories he heard; consequently, he wrote a book about the incident.
8. “Unbelievable! When I visited the crash site,” one eyewitness claims, “I saw an alien craft.”
9. Ridiculous! Neither Air Force investigators nor government spokespersons support that claim.
10. Some people believe that the government hid the evidence so that they could study the aliens in secret.
11. “The cover-up began then; moreover, it is still going on,” the skeptics say.
12. Men guarding the site saw important details, yet they stayed silent.
13. As long as people enjoy a good mystery, the incident will not be forgotten.
14. Either the witnesses are mistaken or someone is hiding the truth.
15. The Roswell incident continues to puzzle and fascinate the public.
Conjunctions and Interjections

A. Identifying Conjunctions, Conjunctive Adverbs, and Interjections

In the following sentences, underline the conjunctions once and underline the conjunctive adverbs twice. Draw parentheses around any interjections.

1. An unidentified flying object, also called a UFO, is a strange light or object that appears in the sky.
2. Some people believe UFOs are spaceships from other planets, but there is no proof for this.
3. Observers insist UFOs are spaceships since they fly in erratic, unusual patterns.
4. Either people are making up these stories, or they are mistaking one thing for another.
5. After some witnesses reported a UFO sighting, the object was proven to be a weather balloon.
6. Some people believe that aliens have not only visited Earth, but they also have taken humans aboard their ships. Incredible!
7. Your response might be “Crazy!”; still, the Air Force has investigated over 12,000 UFO reports.
8. The Air Force undertook this project to determine whether the UFOs were a threat to national security or a persistent hoax.
9. The Air Force ended the project in 1969; finally, they stated with certainty that the country was under no threat from unidentified flying objects.
10. Some evening, when you are gazing at the sky, you may still want to keep a lookout for a UFO.

B. Using Conjunctions, Conjunctive Adverbs, and Interjections

Complete each of the following sentences with a conjunction, a conjunctive adverb, or an interjection.

EXAMPLE: We put an ad in the newspaper, _________ nobody responded.

1. _________ this pair of leather shoes _________ that pair of suede boots would look fine.
2. Frank Lloyd Wright was known for both his commercial buildings _________ his homes.
3. “Dark horse” was originally a term for a promising _________ untried racehorse.
4. The dodo was a clumsy bird; _________, its wings were useless.
5. Whether Luther goes out _________ stays home, he has to do the dishes.
6. _________ the opera was unusually long, few people left before the end.
7. _________ trigonometry _________ calculus is an easy subject for me.
A **sentence** is a group of words that expresses a complete thought. Every sentence can be divided into two parts: the subject and the predicate. The most basic elements of a sentence are the simple subject and the simple predicate. The **simple subject** tells who or what performs the action in a sentence. The **simple predicate**, or verb, tells what the subject did or what happened to the subject.

**Storytellers** kept the ancient legend alive for centuries.

**SIMPLE SIMPLE SUBJECT PREDICATE**

The **complete subject** includes the simple subject and all the words that modify it. The **complete predicate** includes all the words that tell what the subject did or what happened to the subject.

**The war between the Greeks and the Trojans lasted for many years.**

**COMPLETE SUBJECT COMPLETE PREDICATE**

A **sentence fragment** is a group of words that is only part of a sentence. It may lack a subject, a predicate, or both.

**A. Identifying Subjects and Predicates**

If the simple subject is boldfaced, write **SS** on the line. If the simple predicate is boldfaced, write **SP**. Write **CS** if the boldfaced words are the complete subject or **CP** if they are the complete predicate.

1. Seeds for the Trojan War **were sown at the wedding feast of Peleus.**
2. All the gods and goddesses **were invited** except for Eris, the goddess of discord.
3. The angry goddess **sent a golden apple inscribed “For the most beautiful.”**
4. **Paris, who loved Helen,** settled the dispute of who was most beautiful.
5. Paris **awarded** the apple to the goddess Aphrodite, who had promised him Helen.
6. Helen **had been promised** to King Menelaus.
7. When Paris stole Helen, **Menelaus** became angry.
8. **Menelaus and his brother** assembled an army to fight Troy, Paris’s home.

**B. Identifying Complete Sentences**

Read each of the following groups of words. If the words form a complete sentence, write **S** on the line. If the words form a sentence fragment, write **F** and tell if it is missing a subject (**MS**) or a predicate (**MP**).

1. Retold the story of the epic battles for centuries.
2. The women warriors, the Amazons, fought for the Trojans.
3. The Greek warrior Achilles and his friend Patroclus.
4. Built a huge, hollow wooden horse and filled it with Greek soldiers.
5. The soldiers waiting inside the huge horse that was taken into Troy.
A. Identifying Subjects and Predicates

Draw a vertical line between the complete subject and the complete predicate. Then underline the simple subject once and underline the simple predicate twice.

**EXAMPLE**  The *Iliad* by the Greek poet Homer tells the story of the Trojan War.

1. The poet describes various incidents in the final year of the long war.
2. The army of Greece eventually defeats the Trojans.
3. Brave heroes such as Achilles and Hector are featured in the poem.
4. The story of the *Iliad* covers a period of 54 days.
5. The poet focuses particularly on the events in the Greek camp.
6. Achilles, one of the greatest heroes of the Greeks, has withdrawn from the battle over a disagreement with his leaders.
7. The Trojans take advantage of the Greeks after Achilles’ departure.
8. The Trojan warrior Hector kills Achilles’ friend Patroclus.
9. An enraged Achilles seeks revenge against Hector.
10. The story of the *Iliad* ends with Hector’s funeral in Troy.

B. Using Complete Subjects and Predicates

On the line to the right of each item, write how each of the following groups of words could be used: **CS** for a complete subject or **CP** for a complete predicate. Then use each group of words to write a complete sentence, adding a complete subject or complete predicate as necessary.

**EXAMPLE**  lost the game in the bottom of the ninth inning  **CP**

This frustrating team lost the game in the bottom of the ninth inning.

1. some of the science projects

________________________________________________________________________________________

2. swam to a small island in the middle of the river

________________________________________________________________________________________

3. downhill skiers with years of experience

________________________________________________________________________________________

4. tastes best cold

________________________________________________________________________________________

5. hot buttered pancakes

________________________________________________________________________________________

6. hung from the lowest branch of the tree

________________________________________________________________________________________
A. Writing Subjects and Predicates

Write sentences on the lines below by adding both a subject and a predicate to each fragment. Do not use the fragment as the subject of the sentence.

**EXAMPLE**
during the heat of battle
Many soldiers showed courage during the heat of battle.

1. a long column of numbers

2. her brother and sister

3. the elements on the periodic table

4. the editor of the school newspaper

5. a bus schedule for the downtown area

6. a wrench from the plumber’s toolbox

B. Adding Subjects and Predicates

Read this paragraph carefully. It contains several sentence fragments. When you find a sentence fragment, insert this proofreading symbol ^ and write the words necessary to complete the sentence above the symbol.

**EXAMPLE**
The poet Homer ^the Odyssey.

The poet Homer known not only for the epic poem the *Iliad* but also for the poem the *Odyssey*. Like the *Iliad*, the *Odyssey* deals with the Trojan War. However, in this poem the main is Odysseus, one of the heroes in the Greek army and the king of Ithaca. Odysseus a series of adventures on his way home from the historic battle. For example, encounters a one-eyed giant called Cyclops. The Cyclops captures Odysseus and his men, but they eventually escape by blinding the monster with a hot stake. Odysseus finally home. There meets noblemen trying to take over his kingdom. He defeats them in a contest of strength and skill and takes his rightful place on his throne.
Compound Sentence Parts

A **compound subject** is made up of two or more subjects that share the same verb.

*Dogs and cats* often fight.

A **compound verb** is made up of two or more verbs or verb phrases that share the same subject.

*Cats hiss and scratch.*

A **compound predicate** includes a compound verb and all the words that go with each verb.

*Sometimes cats arch their backs and puff out their fur.*

**Conjunctions** join compound sentence parts and make the relationship between the parts clear. For example, *and* shows a combination, *or* or *either . . . or* shows a choice, and *neither . . . nor* shows a negative choice.

**Identifying Simple Subjects and Verbs**

In each sentence, underline the simple subject(s) once and the verb(s) twice. Write **CS** if the sentence has a compound subject or **CV** if it has a compound verb. The sentences with compound predicates have already been identified.

**Example**  
*Veterinarians diagnose and treat illnesses in animals.*  
**CV**

1. Dogs and cats visit vets regularly for checkups and shots.  
2. After all, rabies and tuberculosis may be transmitted to humans from animals.  
3. Vets check animals for disease and teach their owners effective pet care.  
4. Neither house pets nor farm animals stay perfectly healthy all their lives.  
5. Vets understand the needs of farmers and fight widespread outbreaks of disease.  
6. Either injuries or disease is the cause of most visits to vets.  
7. On office visits, healthy pets undergo and benefit from thorough checkups.  
8. Vets diagnose and medicate diseased animals.  
9. Farm vets test dairy cattle for disease and often prescribe antibiotics.  
10. Graduates of four-year veterinary college first receive their licenses and then make decisions about where to work.  
11. Either private practice or research may be the choice of the graduating vet.  
12. The U.S. Public Health Service and the U.S. Department of Agriculture employ some research-oriented vets.  
A. Identifying Compound Sentence Parts
All of these sentences have either a compound subject, a compound verb, or a compound predicate. In every sentence, underline simple subject(s) once and the verb(s) twice.

**EXAMPLE**  Many talented singers and dancers work long hours.

1. Careers in entertainment attract a large number of people but are notoriously elusive.
2. Many actors and singers enjoy the excitement of stage acting or live TV shows.
3. Some actors either perform in films or find parts in television shows.
4. Neither long hours of practice nor high hopes guarantee success.
5. Luck is unpredictable and often plays a huge part in an actor’s career.

B. Using Compound Subjects, Compound Verbs, and Compound Predicates
Combine the sentence pairs to form a new sentence with the sentence part indicated in parentheses. Use the conjunction (*either . . . or; neither . . . nor; and, or, nor, or but*) that makes the most sense.

**EXAMPLE**  Bicycles are environment-friendly alternatives to cars. In-line skates are also alternatives. (compound subject)

| Bicycles and in-line skates are environment-friendly alternatives to cars. |

1. Jill cleaned the old silverware. She polished it too. (compound verb)

2. The audience applauded for the world-famous pianist. Then they cheered for her. (compound verb)

3. The volunteers sandbagged the river. They could not prevent the floodwaters from overflowing the banks. (compound predicate)

4. The legends did not keep Peter from staying the night in the old house. The newspaper reports, also, did not have any effect on him. (compound subject)

5. Brandy loves winter and participates in as many winter sports as she can. Her father is the same. (compound subject and compound predicate)

6. Greg will paint the props. Perhaps Diane will paint them. (compound subject)
There are four types of sentences, each with a specific function. In most sentences, the subject comes before the verb. A **declarative sentence** states a fact, a wish, an intent, or a feeling. An **interrogative sentence** asks a question. An **imperative sentence** gives a command, a request, or a direction. The subject of an imperative sentence is you, and it is usually understood, not stated. An **exclamatory sentence** expresses strong feeling.

- **Declarative**: Abigail Becker lived on Long Point on Lake Erie.
- **Interrogative**: Can the average person become a hero?
- **Imperative**: Stay in port when bad weather is predicted.
- **Exclamatory**: How brave Abigail was that night!

In an **inverted sentence**, the subject appears after the verb or between the words that make up the verb phrase. An inverted sentence can be used for variety or emphasis. Inverted word order is used in most interrogative sentences, to change the emphasis in declarative or exclamatory sentences, and in sentences beginning with **here** or **there**.

- **How could the sailors survive?** (The subject interrupts the verb phrase *could survive.*)
- **Into the wild lake swam Abigail.**
- **Here was a brave woman.**

### Identifying Kinds of Sentences

On the line to the right of each sentence, identify the sentence as **DEC** for declarative, **INT** for interrogative, **IMP** for imperative, or **EXC** for exclamatory. Add the proper punctuation mark at the end of each sentence: question mark for interrogative, exclamation point for exclamatory or emotional imperative, and period for all others.

1. Bad weather struck the schooner *Conductor* on Lake Erie in November 1984  
2. Could the captain avoid the hidden sandbars and return to port safely  
3. Swim for shore or you will die  
4. How cold the water was  
5. Abigail Becker swam to the crew members and pulled them back to shore  
6. Thank the quiet young woman who saved your life

### B. Finding Subjects and Verbs in Sentences

In the following sentences, underline each simple subject once and each verb or verb phrase twice. If the subject is understood, write **You** in parentheses on the line.

1. Within each gene is information about a hereditary trait.
2. Why do we shiver in cold weather?
3. Stop at the third intersection after the traffic signal.
Subjects in Sentences

Using Different Kinds of Sentences

On the line to the right of each sentence, identify each sentence as **DEC** for declarative, **INT** for interrogative, **IMP** for imperative, or **EXC** for exclamatory. Add the correct end punctuation to each of these sentences. Then rewrite the sentences according to the instructions in parentheses. Use the same subject and verb. You may have to add or delete words and change word order.

**EXAMPLE**  
The sunshine certainly feels good on my back  **Dec**

(Change to an interrogative sentence.)

*Does the sunshine feel good on your back?*

---

1. Did you hear the weather forecast for today  **DEC**

(Change to a declarative sentence.)

---

2. Set your alarm for 6 o’clock sharp  **DEC**

(Change to an interrogative sentence.)

---

3. Did you notice the symmetry in this painting  **DEC**

(Change to an imperative sentence.)

---

4. That sound could be the fire alarm  **DEC**

(Change to an exclamatory sentence.)

---

B. Writing Sentences

Rewrite each sentence to make the verb come before the subject. You may rewrite it as a question or an inverted sentence, or you may begin the sentence with **here** or **there**. Then underline each subject once and underline each verb twice in your new sentence.

**EXAMPLE**  
The manta ray swam over the ocean floor.

*Over the ocean floor swam the manta ray.*

---

1. The coral reefs are there.

---

2. The brave rescuer waded into the surf.

---

3. A week’s supply of newspapers is piled up by your front door.