Over 800 Grammar and Composition Skill Lessons
Spelling Lists and Grammar Quizzes
Sentence Diagramming Workshops and Practice
GRAMMAR AND LANGUAGE SKILLS

Digital grammar skill lessons follow the common lesson sequence of Vocabulary, Model, and Your Turn. The model section of each lesson uses authentic, grade-appropriate texts to show how grammar and language rules function to improve writing. In these lessons, students learn about a particular skill or concept, but they also see how great writers use those concepts to communicate effectively to their audiences.

Additional grammar skills can be found in the StudySync Skills Library.

1 Visit my.mheducation.com to log in. Use the username and password provided below.

2 Select the TX StudySync Teacher Edition.
1. Click on **CORE ELAR** at the top navigation.

2. Choose **Grade 10, Unit 3**.
Digital Access (continued)

4. Click on Extended Writing Project

5. Click on Edit and Publish

6. Preview a Grammar Lesson
Grammar Lesson Sample

1. **Vocabulary**
   Practice solidifies understanding.

2. **Models**
   Present clear repeatable processes for applying skills.

**Your Turn**
Students are able to answer questions in the style of state assessments.
Contents

Handbook of Definitions and Rules ......................... 1
Troubleshooter ............................................. 21

Part 1 Grammar ........................................... 45

Unit 1 Parts of Speech
1.1 Nouns: Concrete, Abstract, and Collective .... 47
1.2 Nouns: Proper and Common ..................... 49
1.3 Pronouns: Personal and Possessive; Reflexive and Intensive ................. 51
1.4 Pronouns: Interrogative and Relative; Demonstrative and Indefinite .... 53
1.5 Action Verbs: Transitive and Intransitive .. 55
1.6 Linking Verbs ....................................... 57
1.7 Verb Phrases ......................................... 59
1.8 Adjectives ......................................... 61
1.9 Adverbs ............................................ 63
1.10 Prepositions ....................................... 67
1.11 Conjunctions: Coordinating, Correlative, and Subordinating .......... 69
1.12 Conjunctive Adverbs and Interjections .... 71
Unit 1 Review .......................................... 73
Cumulative Review: Unit 1 ............................. 74

Unit 2 Parts of the Sentence
2.13 Simple Subjects and Simple Predicates .... 75
2.14 Complete Subjects and Complete Predicates ........................................ 77
2.15 Compound Subjects and Compound Predicates ..................................... 79
2.16 Order of Subject and Predicate .......... 81
2.17 Complements: Direct and Indirect Objects ......................................... 83
2.18 Object Complements and Subject Complements .................................. 85
Unit 2 Review .......................................... 87
Cumulative Review: Units 1–2 .......................... 88

Unit 3 Phrases
3.19 Prepositional Phrases ......................... 89
3.20 Appositives and Appositive Phrases .... 91
3.21 Particples and Participial Phrases ........ 93
3.22 Gerunds and Gerund Phrases ............ 95
3.23 Infinitives and Infinitive Phrases .... 97
Unit 3 Review .......................................... 99
Cumulative Review: Units 1–3 ........................ 100

Unit 4 Clauses and Sentence Structure
4.24 Main and Subordinate Clauses .......... 101
4.25 Simple and Compound Sentences .... 103
4.26 Complex and Compound-Complex Sentences .................................... 105
4.27 Adjective Clauses ................................ 107
4.28 Adverb Clauses ................................ 111
4.29 Noun Clauses .................................. 115
4.30 Kinds of Sentences ............................ 119
4.31 Sentence Fragments ......................... 121
4.32 Run-on Sentences ............................. 123
Unit 4 Review .......................................... 125
Cumulative Review: Units 1–4 ........................ 126

Unit 5 Diagraming Sentences
5.33 Diagraming Simple Sentences .......... 127
5.34 Diagraming Simple Sentences with Phrases ....................................... 129
5.35 Diagraming Sentences with Clauses .. 133
Unit 5 Review .......................................... 137
Cumulative Review: Units 1–5 ........................ 138

Unit 6 Verb Tenses and Voice
6.36 Regular Verbs ................................... 141
6.37 Irregular Verbs .................................. 143
6.38 Verb Tenses: Present, Past, and Future 145
6.39 Perfect Tenses: Present, Past, and Future ..................................... 147
6.40 Distinguishing Tenses .................................. 149
6.41 Progressive and Emphatic Forms .......... 151
6.42 Compatibility of Tenses .................................. 153
6.43 Voice of Verbs: Active and Passive ...... 155
Unit 6 Review .......................................... 157
Cumulative Review: Units 1–6 ........................ 158

Unit 7 Subject-Verb Agreement
7.44 Subject-Verb Agreement ................. 161
7.45 Agreement: Intervening Prepositional Phrases .................................... 163
7.46 Agreement: Linking Verbs .......................... 165
7.47 Agreement: Inverted Sentences .............. 167
7.48 Agreement: Special Subjects .................. 169
7.49 Agreement: Compound Subjects .......... 171
7.50 Agreement: Intervening Expressions ........ 173
7.51 Agreement: Indefinite Pronouns as Subjects .................................... 175
Unit 7 Review .......................................... 177
Cumulative Review: Units 1–7 ........................ 178

Unit 8 Using Pronouns Correctly
8.52 Personal Pronouns: Case ..................... 181
8.53 Pronouns with and as Appositives; After Than and As ..................... 183
8.54 Who and Whom in Questions and Subordinate Clauses .......... 185
8.55 Pronoun-Antecedent Agreement: Number and Gender ...................... 187
8.56 Pronoun-Antecedent Agreement: Person .................................. 189
8.57 Pronoun-Antecedent Agreement: Indefinite Pronoun Antecedents .... 191
8.58 Clear Pronoun Reference .......................... 193
Unit 8 Review .......................................... 195
Cumulative Review: Units 1–8 ........................ 196
Unit 9 Using Modifiers Correctly
9.59 Modifiers: Three Degrees of Comparison .................................................. 199
9.60 Modifiers: Irregular Comparisons .................................. 201
9.61 Modifiers: Double and Incomplete Comparisons .................. 203
9.62 Using Good and Well; Bad and Badly .................................. 205
9.63 Double Negatives .................................. 207
9.64 Misplaced and Dangling Modifiers .................................. 209
Unit 9 Review .................................. 213
Cumulative Review: Units 1–9 .................................. 214

Part 2 Usage .................................. 217
Unit 10 Usage Glossary
10.65 Usage: a to altogether .................................. 219
10.66 Usage: amount to would of .................................. 221
10.67 Usage: different from to regardless .................. 223
10.68 Usage: this kind to reason is because .................. 225
10.69 Usage: respectfully to where at .................. 227
Unit 10 Review .................................. 229
Cumulative Review: Units 1–10 .................................. 230

Part 3 Mechanics .................................. 233
Unit 11 Capitalization
11.70 Capitalization of Sentences .................................. 235
11.71 Capitalization of Proper Nouns .................................. 237
11.72 Capitalization of Proper Adjectives .................................. 239
Unit 11 Review .................................. 241
Cumulative Review: Units 1–11 .................................. 242

Unit 12 Punctuation, Abbreviations, and Numbers
12.73 End-of-Sentence Punctuation .................................. 245
12.74 Colons .................................. 247
12.75 Semicolons .................................. 249
12.76 Commas: Compound Sentences .................................. 251
12.77 Commas: Series and Coordinate Adjectives ............. 253
12.78 Commas: Nonessential Elements .................................. 255
12.79 Commas: Interjections, Parenthetical Expressions, and Conjunctive Adverbs .................................. 257
12.80 Commas: Introductory Phrases, Adverb Clauses, and Antithetical Phrases .................................. 259
12.81 Commas: Titles, Addresses, and Numbers ............. 261
12.82 Commas: Direct Address, Tag Questions, and Letters .................................. 263
12.83 Commas in Review .................................. 265
12.84 Dashes to Signal Change and to Emphasize .................................. 267
12.85 Parentheses .................................. 269
12.86 Quotation Marks for Direct Quotations .................................. 271
12.87 Quotation Marks with Titles of Short Works, Unusual Expressions, and with Other Marks of Punctuation .................................. 273
12.88 Italics (Underlining) .................................. 275

12.89 The Apostrophe .................................. 277
12.90 The Hyphen .................................. 279
12.91 Abbreviations .................................. 281
12.92 Numbers and Numerals .................................. 283
Unit 12 Review .................................. 285
Cumulative Review: Units 1–12 .................................. 286

Part 4 Vocabulary & Spelling .................................. 289
Unit 13 Vocabulary and Spelling
13.93 Building Vocabulary: Learning from Context ............. 291
13.94 Building Vocabulary: Word Roots .................................. 293
13.95 Building Vocabulary: Prefixes and Suffixes ............. 295
13.96 Basic Spelling Rules I .................................. 297
13.97 Basic Spelling Rules II .................................. 299
Review: Building Vocabulary .................................. 301
Review: Basic Spelling Rules .................................. 303

Part 5 Composition .................................. 305
Unit 14 Composition
14.98 The Writing Process: Prewriting .................................. 307
14.99 The Writing Process: Drafting .................................. 311
14.100 The Writing Process: Revising .................................. 315
14.101 The Writing Process: Editing .................................. 317
14.102 The Writing Process: Presenting .................................. 319
14.103 Outlining .................................. 321
14.104 Writing Effective Sentences .................................. 323
14.105 Building Paragraphs .................................. 327
14.106 Paragraph Ordering .................................. 331
14.107 Personal Letters .................................. 333
14.108 Business Letters: Letters of Request or Complaint .................................. 337
Index .................................. 343
Unit 8: Using Pronouns Correctly

Lesson 52
Personal Pronouns: Case

Pronouns that refer to persons or things are called personal pronouns. Personal pronouns have three cases, or forms, called nominative, objective, and possessive. The case of a personal pronoun depends on the pronoun’s function in the sentence.

<table>
<thead>
<tr>
<th>CASE</th>
<th>SINGULAR</th>
<th>PLURAL</th>
<th>FUNCTION IN SENTENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominative</td>
<td>I, you, she, he, it</td>
<td>we, you, they</td>
<td>subject or predicate nominative</td>
</tr>
<tr>
<td>Objective</td>
<td>me, you, her, him, it</td>
<td>us, you, them</td>
<td>direct object, indirect object, or object of preposition</td>
</tr>
<tr>
<td>Possessive</td>
<td>my, mine, your, yours, her, hers, his, its</td>
<td>our, ours, your, theirs</td>
<td>replacement for possessive noun(s)</td>
</tr>
</tbody>
</table>

Use the nominative case for a personal pronoun in a compound subject.
Ricardo and she are taking the advanced placement test.

Use the objective case for a personal pronoun in a compound object.
The guide handed the questionnaire to Mom and me.

In formal writing, after a form of the linking verb be, use the nominative case. People often use the objective case, however, in informal writing and speaking.
The person at the door was he. The best player is I.

Use possessive pronouns to indicate ownership and before gerunds (-ing forms used as nouns). Do not spell possessive pronouns with apostrophes.
His playing is getting better. That canoe is theirs.

Exercise 1 Underline the pronoun in parentheses that best completes each sentence.

If your tent is leaking, you can sleep in (our’s, ours).

1. Lina and (she, her) expect to hear from the representative very soon.
2. Dell’s parents are quite pleased about (him, his) attending summer school.
3. Address your complaints to Mr. Bowles and (they, them).
4. Lupe believes that pile of trash is (theirs, their’s).
5. The person on the phone is (he, him).
6. Thomas, Tran, and (I, me) are going to represent the school at the conference.
7. In spite of (it’s, its) injured beak, the seagull was able to feed itself.
8. The heaviest responsibility for the project fell on Sarah and (she, her).
9. Anyone interested in working on the scrap paper drive should contact Gina or (I, me).
10. (Me, My) singing finally put the baby to sleep.
11. The Red Raiders, the Yellow Jackets, and (they, them) are tied for second place in the league.
12. It looks as though the leaders after the first round will be Forrest and (she, her).
13. Frederick Douglass and (him, he) are two well-known African American leaders of the last century.
14. I imagine your parents are happy about (you, your) practicing for the recital.
15. The man standing between my sister and (I, me) is Uncle Drake.
16. Peter and (she, her) will perform a scene from Our Town for the class.
17. Ask Josh about (his, him) joining the Spanish Club.
18. David and Jacob turned the mountain bike on (it’s, its) side to replace the chain.
19. Moira and (he, him) have been researching the Underground Railroad for their presentation.
20. Are you certain that book is (your’s, yours)?
21. The others in the group were getting a little tired of (him, his) joking and teasing.
22. There’s no doubt the championship is (their’s, theirs).
23. Tonya ran to pick up the phone, certain it would be for (she, her).
24. The teachers in charge of the video yearbook are Ms. Ramey and (he, him).
25. Is that prize-winning steer (your’s, yours)?
26. I hope you don’t mind (us, our) laughing so hard at the movie, but it’s awfully funny.
27. What really concerns John and (I, me) is the distance to the cabin.
28. Danielle is convinced the bracelet in the school Lost and Found is (her’s, hers).
29. Michael, Brian, and (we, us) are planning an Open House after the game.
30. The coach tried to encourage (them, their) running to and from school every day.
31. The gloves on the radiator by the art room are (her’s, hers).
32. Do you and (her, she) want to meet us after school by the chemistry lab?
33. The plot of the movie revolved around the wolves and (he, him).
34. That blue truck with the white cap is (ours, our’s).
Lesson 53
Pronouns with and as Appositives; After Than and As

Use the nominative case for a pronoun that is in apposition to a subject or a predicate nominative.

The representatives, Sherlyn and he, attended the meeting. (Representatives is the subject.)
The only other people there were teachers, Mr. Blaine and she. (Teachers is the predicate nominative.)

Use the objective case for a pronoun that is in apposition to a direct object, an indirect object, or an object of a preposition.

The audience applauded the stars of the show, Armando and her. (Stars is a direct object.)
Aunt Rachel sent her nieces, Sonia and me, the book. (Nieces is an indirect object.)
The warning must have been meant for both groups, them and us. (Groups is an object of the preposition for.)

When a pronoun is followed by an appositive, choose the case of the pronoun that would be correct if the appositive were omitted.

We actors have fun at the Drama Club rehearsals. (We instead of us is the correct form because we is the subject of the sentence.)
Uncle Rex sent the package to us nephews. (Us instead of we is the correct form because us is the object of the preposition to.)

In incomplete adverb clauses using than and as, choose the case of the pronoun that you would use if the missing words were present.

Amanda finished her sundae more quickly than she. (The nominative pronoun she is the subject of the incomplete adverb clause than she finished her sundae.)
The comedy amused Robert and Boyd as much as him. (The objective pronoun him is the direct object of the incomplete adverb clause as much as it amused him.)

Exercise 1 Underline the correct pronoun. Identify the case by writing nom. (nominative) or obj. (objective) in the blank.

obj. Mom offered the tickets to her friends, Sally and (her, she).

1. Pablo saw two people, Anita and (I, me), at the movies.
2. We spoke to the artists, Mr. Santiago and (him, he), about their work.
3. Tell the co-captains, Robin and (she, her), what you learned about the equipment.
4. Hakim did more work for the recycling project than (her, she).
5. (Us, We) Salazar sisters always stick together when things get tough!
6. The two girls, Becca and (she, her), asked if they could give their presentation first.
7. Stand between your friends, David and (him, he).
8. Please call one of the organizers, Sandra or (I, me), if you won’t be able to come to the pizza party.
9. The man’s constant talking during the movie bothered everyone else as much as (me, I).
10. The magazine story was about the young scientists who made the discovery, Marcus Hamilton and (they, them).
11. The winners of the award are the best players on the volleyball team, Nikki and (her, she).
12. The boy cheerleaders lifted the girls, Darlene, Tracey, and (I, me), into the air.
13. Both of the musicians, Yuri and (he, him), received the highest marks at the district competition.
14. The lawyer offered his clients, Ms. Constable and (her, she), some useful advice about their legal problem.
15. The subjects of the book were two great photographers, Matthew Brady and (he, him).
16. At the assembly be sure to sit with (we, us) drama club members.
17. Sandra sent cards to her favorite teachers, Ms. Fukuzawa and (he, him).
18. The gorilla watched the zoo visitors, (we, us), carefully.
19. Club members, Carlos, Jalen, and (he, him) share many of the same interests.
20. Jay’s teasing bothers his friends, Rey and (I, me).
21. The president and vice president of the class for next year will be two of my friends, Shawn and (she, her).
22. The zookeeper’s presentation about carnivores impressed me as much as (them, they).
23. Bring the typists, Brian and (he, him), your manuscript as soon as you can.
24. The detective noticed the strangers, the tall one and (he, him), standing by the door ready to run away.
25. The people standing by the popcorn machine are Michael’s cousins, Lillian, Whitney, and (him, he).
26. The senators from our state, Mr. Ortiz and (her, she), will be appearing together on election night.
Lesson 54
*Who* and *Whom* in Questions and Subordinate Clauses

Use the nominative pronoun *who* for subjects of sentences and clauses.

**Who** answered the door? *(Who is the subject.)*

Tell me *who* will give the speech. *(Who is the subject of the noun clause who will give the speech.)*

The person *who* took the cupcake ran out the back door. *(Who is the subject of the adjective clause who took the cupcake.)*

Use the objective pronoun *whom* for the direct or indirect object of a verb or verbal or for the object of a preposition.

To *whom* are you writing? *(Whom is the object of the preposition To.)*

Mr. Kim wondered *whom* we had seen at the library. *(Whom is the direct object of the verb had seen in the noun clause whom we had seen at the library.)*

Joaquin wondered to *whom* the letter was addressed. *(Whom is the object of the preposition to in the noun clause to whom the letter was addressed.)*

**Exercise 1** Complete each sentence by adding *who* or *whom*, whichever is correct.

Do you know anyone ________ who ________ has traveled around the world?

1. ___________ hasn’t dreamed of traveling around the world?
2. Is there anyone to ___________ the life of a traveler doesn’t sound appealing?
3. A woman about ___________ few people have heard made this dream come true.
4. Ida Pfeiffer, ___________ many consider to have been the first female professional traveler, was born in Vienna, Austria, in 1797.
5. The few women of her time ___________ did travel were usually wives of diplomats or missionaries.
6. The thought of an ordinary woman ___________ simply went wherever she wanted to go was preposterous!
7. Ida Pfeiffer, ___________ grew up in a large family with six brothers, was brave and determined from the very beginning.
8. Ida’s father, ___________ had progressive ideas for his time, felt she should receive the same education as her brothers.
9. Ida, to ___________ the long petticoats and skirts that girls wore were a bother, often preferred boys’ trousers.
10. When she was twenty-two, Ida married a man ___________ was much older than she.
11. Her husband, ___________ was a government official, lost his job because of political tensions.
12. Ida and her husband, ____________ moved to a small town, separated in 1835.
13. ____________ could have guessed what lay in store for this amazing woman?
14. Her friends, to ____________ she confided her plans, were shocked.
15. They wondered ____________ she thought she was to harbor such ambitions!
16. Ida, ____________ had conceived a plan to visit the Holy Land, described her trip to friends.
17. Most people ____________ she told agreed that a religious trip was less scandalous for a single woman.
18. However, Ida, ____________ kept quiet about her other plans, was also heading to Egypt.
19. ____________ among her friends didn’t shake their heads when she claimed, “Privation and discomfort had no terrors for me”?
20. Ida, ____________ knew that Egypt was a dangerous place, made out her will before she left.
21. Many travelers ____________ had explored Egypt had never returned.
22. Ida, ____________ spent nine months on her first voyage, did return.
23. Her adventures included an argument with a camel driver ____________ she was certain had cheated her.
24. Friends ____________ read the diary she kept urged her to publish it.
25. When Ida, ____________ sold her book to a publisher in 1846, received money, she embarked on a second trip to Iceland.
26. No one knows from ____________ Ida got her next idea for a trip.
27. Ida, ____________ was now becoming well known as a traveler, set sail for South America in 1846, the first stop on her round-the-world trip.
28. Ida, ____________ carried a pair of pistols for protection, went from South America to China, India, and the Middle East.
29. Those ____________ read her book _A Lady’s Voyage Around the World_ learned of her fearless attitude and unquenchable curiosity.
30. Readers with ____________ she shared her amazing journeys admired her sense of adventure, even if they did not dare duplicate her feats.

► Writing Link  Write a brief paragraph about someone you know who has traveled to another state or country. Use who or whom in at least two of your sentences.

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
Lesson 55
Pronoun-Antecedent Agreement: Number and Gender

An antecedent is the word or group of words to which a pronoun refers or that a pronoun replaces. A pronoun must agree with its antecedent in number (singular or plural) and gender (masculine, feminine, or neuter).

Gabriel García Marquéz published his novel Love in the Time of Cholera in 1985. (singular masculine pronoun)
Edna O’Brien and Gabriel García Marquéz have sold many copies of their books in the United States. (plural pronoun)
The old saying about never judging a book by its cover contains a lot of truth! (singular neuter pronoun)

Exercise 1 Complete each sentence by adding a personal pronoun that agrees with the antecedent. Underline the antecedent.

Cats often give birth to ________ kittens in secluded places.

1. Did your grandparents tell you all about ________ trip to Hawaii?
2. A girl on the soccer team has to buy ________ own soccer shoes.
3. The large sugar maple in the park by the school lost one of ________ limbs in the storm last night.
4. Soldiers are expected to obey ________ commanding officer’s orders.
5. My father is going to ________ twenty-fifth high school reunion this Saturday.
6. Beavers and buffalo were hunted for ________ pelts in the last century.
7. A student in Ms. Archibald’s class has to be ready to do ________ best work.
8. My dog Ellie takes very good care of ________ six new puppies.
9. This computer has something wrong with ________ disk drive.
11. Ms. Sunjoo said you could take ________ aerobic exercise class.
12. The members of the Chess Club want to bring ________ own chess boards and pieces.
13. A person who plans to join the military has to make sure ________ grades are good.
14. A police officer must maintain ________ weight at a certain level.
15. Are Jon and Kyle going to give ________ multimedia presentation today?
16. Ask your mother if she’ll let you borrow ___________ tennis racquet.
17. Do you think this robot can do ___________ job as well as a person?
18. If a singer wants to try out for the choir, ___________ name has to be on the sign-up sheet by this afternoon.
19. A professional football player spends much of ___________ time in training.
20. Our next-door neighbors asked me to water ___________ plants while they are in Chicago.
21. The people who live in that house spend a lot of time working in ___________ garden.
22. Did you tell me that Tina had ___________ job application accepted?
23. Walnut is a favorite wood, prized for ___________ deep brown color.
24. Evergreens don’t lose ___________ leaves in the fall the way deciduous trees do.
25. Susan’s father broke ___________ arm playing rugby.
26. A professional dancer has to work very hard on ___________ flexibility and strength.
27. Don’t let the children lose ___________ gloves at the playground.
28. The mother bird returned to ___________ nest with a fat worm.
29. Allan and Margaret asked if I had seen ___________ paintings in the art show.
30. Janice’s car hit a pothole in the road and lost ___________ muffler.
31. My little sister Louisa took ___________ first step on my birthday.
32. The race cars revved ___________ engines at the starting line.
33. Mr. Lopez and Ms. Tyler take what ___________ students say very seriously.
34. We wanted to play soccer on Saturday, but the ball had lost all ___________ air.
35. The new blouse that we bought for Cassandra was ___________ favorite color.
36. Paula and Jerome were looking for new homes for ___________ pets.
37. We enjoyed the movie you recommended, but we had trouble understanding ___________ plot.
38. My stepfather likes ___________ new job at the branch bank.
39. Australia is famous for ___________ beautiful coral reefs and unusual animals.
40. Can you return the jacket and hat to ___________ rightful owner?
Lesson 56
Pronoun-Antecedent Agreement: Person

A pronoun must agree in person with its antecedent. When a pronoun has another pronoun as its antecedent, the two pronouns should agree in person. Be sure not to refer to an antecedent in the third person by using the second-person pronoun you. Use either an appropriate third-person pronoun or a suitable noun.

POOR Sal and Jarrod are going to a lake where you can catch your limit of bass.
BETTER Sal and Jarrod are going to a lake where they can catch their limit of bass.

Exercise 1 Complete each sentence with the correct personal pronoun.

Dawn carefully hung _______ new jacket in the closet.

1. Two of the most famous American travelers were Fanny Bullock Workman and _______ husband William Workman.

2. For twenty-five years they traveled together, _______ relationship based on equality.

3. Fanny was born into a well-to-do family in Massachusetts, where _______ father was governor.

4. In 1881 Fanny Bullock met _______ partner for life and married the doctor William Workman.

5. Several years later Dr. Workman decided to give up _______ medical practice because of his poor health.

6. You should hope that _______ health is as “poor” as Dr. Workman’s.

7. He lived for another forty-eight years after _______ retirement!

8. After William and Fanny moved to Germany, _______ soon took up an active outdoor life.

9. The Bullocks spent some of _______ time mountain climbing in Norway and Sweden.

10. Fanny showed off _______ skills when she became one of the first women to climb the Matterhorn in Switzerland.

11. Soon the Workmans were ready to abandon _______ ordinary life.


13. At about this time in _______ life, Fanny became involved in women’s rights issues.

14. Her own life, _______ believed, proved that women were just as capable as men.

15. On their next trip, _______ took their bicycles to India, Burma, Java, Cambodia, and Sri Lanka, then known as Ceylon.
16. In northern India they saw the Himalayan Mountains, with ___________ majestic peaks and inaccessible villages.

17. Setting aside their bicycles, the Workmans decided to take up mountaineering in the Himalayan Range and ___________ companion, the Karakoram Range.

18. Fanny’s desire to accomplish things no woman ever had, led ___________ to climb Mt. Koser Gunge, setting a world record for women mountaineers.

19. Fanny continued to set climbing records throughout ___________ life.

20. William Workman was always supportive of Fanny’s exploits and praised ___________ wife for her “courage, endurance, and enthusiasm.”

Exercise 2 Underline each personal pronoun and its antecedent.

I am excited about taking my first trip to New York.

1. Traveling is fun and interesting, but it can also be quite exhausting.

2. When Randall and I visited New York City, we must have walked twenty miles!

3. When Randall packed for the trip, he only put in one pair of shoes.

4. I could have used at least three pairs during my trip!

5. When my parents were in college, they went on backpacking trips.

6. Mom and Dad carried up to fifty pounds in their packs.

7. Many travelers might choose bicycling as one of their favorite methods of transportation.

8. A touring bike has its handlebars twisted low, away from the rider.

9. Handlebars in this shape help a rider use his or her energy more efficiently.

10. The bicycles the Workmans rode across North Africa, however, were very different from their modern counterparts.

11. Where would you like to go on your dream trip?

12. I am interested in seeing China, where my parents were born.

13. When my grandfather retired, he took a trip to Hawaii with a friend.

14. Hawaii, with its warm climate, fascinating culture, and gorgeous scenery, is a favorite tourist destination.

15. I also find that Alaska appeals to me very much.

16. You can make your way up the western coast of Canada on a boat.
Lesson 57
Pronoun-Antecedent Agreement: Indefinite Pronoun Antecedents

In general, use a **singular personal pronoun** when the antecedent is a singular indefinite pronoun such as anybody, anyone, anything, each, either, everybody, everyone, everything, much, neither, nobody, no one, nothing, one, other, somebody, someone, or something.

**Neither** of the girls gave her report on Tuesday.

Use a **plural personal pronoun** when the antecedent is a plural indefinite pronoun like several, both, few, and many.

**Both** of the boys presented their essays on Friday.

Some **indefinite pronouns**, such as all, any, enough, more, most, none, plenty, and some, can be singular or plural depending on the sentence.

**Most** of the tigers in the exhibit had finished their meals. 
**Most** of the cornmeal had spilled out of its box.

---

**Exercise 1** Complete each sentence by inserting a personal pronoun that agrees with the antecedent. Underline the indefinite pronoun antecedent.

Each of the tigers looked at ease in its cage.

1. Does anyone in the Computer Club have her own computer?
2. All of the players on the college basketball team earned their degrees.
3. Something has left its scent on the tent, and I think it might be a skunk!
4. Someone made a big mistake, and I hope he or she corrects it right away.
5. If there is any of that juice left in the container, could you please drink it?
6. Only a few of the soldiers returned from their attack on the fort.
7. All of the water had leaked out of its container.
8. Neither of the pine trees reached its full height.
9. No one should feel that his or her work is finished until the clean-up is complete.
10. If enough of the citizens cast their votes for her, she will win the election.
11. If everyone keeps his or her composure, I’m sure we can resolve this difficult situation.
12. Most of the people in the community lost their homes in the disastrous flooding.
13. Either of the cars seems to be well worth its price.
14. I hope everybody remembers to take ________________ geometry book to class.
15. Both of the orangutans seem to have recovered from ________________ illness.
16. Several of the students who took the test earned ________________ best grades ever.
17. Everybody on the team agreed to do ________________ best.
18. Each of the attendees at the conference received ________________ copy of the speaker’s book.
19. If anybody would like to help with the homecoming committee, ________________ should contact the chairperson.
20. Neither of the boys brought ________________ calculator to school.

Exercise 2 Place a check (✔) beside each sentence in which the pronoun and antecedent are in agreement.

_____ Everybody needs to bring their softball glove to practice.

_____ 1. Several of the play’s cast members have performed their roles before.

_____ 2. Judith couldn’t find anyone who would finish their homework early and then go play tennis.

_____ 3. One of the churches in the village lost its steeple in the windstorm.

_____ 4. Somebody wrote their name on the sign-up sheet without writing a telephone number.

_____ 5. Few of the people knew how much they had done to improve the situation.

_____ 6. Dad and Mom were sure we had plenty of gas in the car, but we ran out of them near El Paso.

_____ 7. Both Paul and Lawrence hoped they would be considered for the role.

_____ 8. Nobody should exit a computer file without saving, unless they want to risk losing their work.

_____ 9. Neither of the teachers could recall anything so odd ever happening in her class.

_____ 10. Much of this newly painted fence has fingerprints on them.

_____ 11. There was no one left in the cafeteria to finish their meal.

_____ 12. Enough of the cake mix had gotten wet to make it unusable.

_____ 13. Every book by that author has a picture of white horses on their cover.

_____ 14. Everybody will just have to wait their turn!

_____ 15. Would either of the foreign exchange students please raise their hand?

_____ 16. Each of the tapirs at the zoo put their nose in the air and sniffed.
Lesson 58
Clear Pronoun Reference

Make sure that the antecedent of a pronoun is clear and that a pronoun cannot possibly refer to more than one antecedent. Do not use the pronouns *this, that, which, or it* without a clearly stated antecedent.

**VAGUE**: Todd is a good writer, and *that* was something that he was proud of.

**CLEAR**: Todd is a good writer, and his writing ability was something he was proud of.

If a pronoun seems to refer to more than one antecedent, either reword the sentence to make the antecedent clear or eliminate the pronoun.

**VAGUE**: After the planes unloaded the passengers, *they* left the terminal.

**CLEAR**: After *they* were unloaded from the plane, the passengers left the terminal.

Avoid the indefinite use of the pronouns *you and they*.

**VAGUE**: At most zoos, *they* feed the animals tons of fresh vegetables.

**CLEAR**: At most zoos, the zookeepers feed the animals tons of fresh vegetables.

---

**Exercise 1** Replace the italicized pronoun in each sentence with a word or phrase that makes the meaning more clear.

Joon does sit-ups every day because *it* is important to her.

1. **staying healthy**

When the trees are full of apples, *they* begin falling to the ground.

2. **the apples**

In some countries *they* do not allow people to own guns.

3. **her sadness**

Indira’s cat had died, and *it* showed in her expression.

4. **the animal**

When Craig opened the door to the cage, *he* got away.

5. **the Golden Bears** or **the Yellow Jackets**

The Golden Bears met the Yellow Jackets in the first game, and *they* won easily.

6. **his apology**

He said he was sorry about the accident, but *it* was too late.
7. She opened the windows and yelled for help, and that made the fire spread.

8. When the sun goes behind the clouds, it gets dark.

9. On the radio they said to leave your home and move to higher ground.

10. Meryl wants to go to college like her sister, because that can help you get a good job.

11. Because of the new law, you can’t construct a building without a permit.

12. If you expect to win, you need to enter before it is over.

13. Both computers had color graphics, and they were state-of-the-art.

14. Amir wants to be a photographer because he likes it.

15. In some restaurants they won’t bring the check unless you ask.

16. Michael was a wonderful person and artist, and this was obvious when you saw his paintings.

17. She wanted to see her favorite musician, but it seemed hopeless.

18. When poachers in Africa hunt elephants, they are slaughtered for their ivory.

19. Kim thought about getting a job because it would help her pay her expenses.

20. When traveling in space, you weigh less because of a lack of gravity.
Exercise 1  Underline the pronoun in parentheses that correctly completes each sentence.

The two best bowlers in my class, Michael and (he, him), tied for the first place trophy.

1. When Alena and (I, me) finished our science project, we had a great feeling of accomplishment.
2. My grandmother is a person for (who, whom) I would do anything.
3. Gymnasts have to spend a lot of time working on (his, their) balance and coordination.
4. While waiting for the bus, I saw your friends, Jamal and (she, her).
5. All of the choir members had to prepare (his, their) audition numbers.
6. Most of the critics felt that the female lead in the play did a better acting job than (he, him).
7. The tomato, because of (its, their) versatility, is found in cuisines from many different parts of the world.
8. The president of the Drama Club reminded everyone to bring (his, their) contribution to the bake sale.
9. In some European countries, (they, students) go to school on Saturday mornings.
10. At summer camp last year, (he, him) and his cabinmates went fishing almost every day.
11. Excuse me, could you tell us (who, whom) to contact about swimming pool memberships?
12. Neither of the puppies would venture far away from (its, their) mother.
13. The poem made a greater impression on Rose than (I, me).
14. Some of the musicians had neglected to learn (her, their) parts by heart.
15. (Who, Whom) is going to be the first to volunteer for the decorations committee?
16. Someone hiking for the first time in the White Mountains has to watch out for (herself, themselves).
17. The assistant principal congratulated (we, us) sophomores on our homecoming float.
18. Sachi and Shannon went to a music store where (you, they) could find the new CD.
19. (Who, Whom) did Thomas say won first prize in the speech contest?
20. The folder lying on the table is (theirs, their’s).
21. Would somebody please raise (her, their) hand and offer to help with the aluminum can drive?
22. Two of the league all-stars are players on our team, Roberto and (he, him).
Unit 5: Diagraming Sentences

Lesson 33
Diagraming Simple Sentences

To diagram a simple sentence, write the simple subject and verb on a horizontal line and then draw a vertical line between them. Add adjectives and adverbs on a slanted line under the words they modify.

The new computer arrived yesterday.

Place a direct object on the same line as the simple subject and the verb. Separate it from the verb with a vertical line. An indirect object is placed under the verb.

Did you lend them money?

To diagram a simple sentence with a compound part, follow the model diagrams below.

I love my dog and my cat.

We roasted and ate marshmallows.

To diagram a simple sentence with a subject complement (a predicate nominative or a predicate adjective), follow the model diagrams below.

This CD sounds great!

She is the team captain.
Table of Contents at a Glance

**Part 1 Ready Reference** ................................................................. 2
  Glossary of Terms ................................................................. 4
  Usage Glossary ................................................................. 42
  Abbreviations ................................................................. 82

**Part 2 Grammar, Usage, and Mechanics** ........................................... 90
  Chapter 1 Parts of Speech .................................................. 92
  Chapter 2 Parts of the Sentence ........................................... 129
  Chapter 3 Phrases ............................................................ 145
  Chapter 4 Clauses and Sentence Structure ................................ 160
  Chapter 5 Verb Tenses and Voice ........................................... 184
  Chapter 6 Subject-Verb Agreement ......................................... 214
  Chapter 7 Using Pronouns Correctly ....................................... 231
  Chapter 8 Using Modifiers Correctly ....................................... 254
  Chapter 9 Diagramming Sentences ......................................... 273
  Chapter 10 Capitalizing ....................................................... 291
  Chapter 11 Punctuation, Abbreviations, and Numbers ................. 312
  Chapter 12 Sentence Combining ............................................. 363
  Chapter 13 Spelling and Vocabulary ....................................... 382

**Part 3 Composition** ................................................................. 430
  Chapter 14 Argumentative Essay ........................................... 432
  Chapter 15 Response Essay .................................................. 442
  Chapter 16 Analytical Essay .................................................. 451
  Chapter 17 Research Report ................................................. 460
  Chapter 18 Narrative ........................................................... 473
  Chapter 19 Graphic Organizers ............................................... 483
  Chapter 20 MLA Style Guide .................................................. 496

**Part 4 Resources** ................................................................. 502
  Chapter 21 The Library or Media Center ................................... 504
Table of Contents

Chapter 22 Using Print and Digital Resources .................................................. 508
Chapter 23 Accessing Digital Resources ............................................................. 545
Common Core State Standards Correlations ...................................................... 548
Index ...................................................................................................................... 556
A narrative is a story of an event. Narrative writing can be personal, allowing the author to focus on important events in his or her life; historical, capturing a moment from the past and presenting it in a story format; or fictional, using imagination to produce a short story. Here are the basic elements of a narrative:

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plot</td>
<td>the sequence of events</td>
</tr>
<tr>
<td>Conflict</td>
<td>a problem the main character faces</td>
</tr>
<tr>
<td>Resolution</td>
<td>the outcome of the conflict</td>
</tr>
<tr>
<td>Characters</td>
<td>the individuals in a literary work</td>
</tr>
<tr>
<td>Theme</td>
<td>overall message of the narrative</td>
</tr>
<tr>
<td>Setting</td>
<td>the time and place in which the events of a narrative occur</td>
</tr>
<tr>
<td>Mood</td>
<td>emotional quality of a literary work</td>
</tr>
</tbody>
</table>
Most authors usually follow several steps before getting the first draft onto paper. These steps allow for planning and organization, as well as character and plot development.

The instruction on the pages that follow will guide you through the process for writing a narrative while meeting the Common Core State Standards for narrative writing. For a list of the writing and grammar Common Core State Standards, see pages 548–555.

18.1 PLAN

Graphic Organizers

During the planning stage, you will be gathering and organizing writing ideas. When you are planning your narrative, you may wish to use graphic organizers like the Story Map, Character Chart, and Setting and Mood Diagram on pages 491–493.

Identify Key Elements

Write down the names of your characters (or real people if you’re writing a personal narrative) and the topic of your narrative. The topic is the general subject you wish to write about. Examples of narrative topics are taking a trip or playing a sport.

Write a possible theme for your narrative, and you can revise it as you draft. The theme is the central message that a writer wants to express. Theme can be expressed as a statement about life, such as “Winning isn’t everything.” Theme may be stated explicitly (directly); or it may be presented implicitly (revealed gradually and indirectly). If your narrative topic were playing a sport, your theme might be “It takes hard work and determination to achieve your goals.”

Identify the setting of your narrative, or the time and place in which the events occur.
Clearly define your narrative’s point of view, or the perspective from which it is told. There are two main points of view.

<table>
<thead>
<tr>
<th>POINT OF VIEW</th>
<th>NARRATOR</th>
<th>USES</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-person</td>
<td>The narrator is a character in the narrative and uses the word I.</td>
<td>Use first-person point of view if you want to reveal the action through the main character’s eyes.</td>
</tr>
<tr>
<td>Third-person</td>
<td>The narrator is not a character in the narrative but tells the story from outside the action, referring to characters as he and she.</td>
<td>Use third-person point of view if you want readers to see the action from outside the narrative.</td>
</tr>
</tbody>
</table>

Create Characters
Write down the names of the main character or person and secondary characters or people of your narrative. For each character or person, provide examples of

- how the character/person looks
- what the character/person thinks, feels, and says
- how the character/person acts and interacts with others
- what the narrator or other characters/people think and say about the character/person

You can list words or phrases that describe the character or person and then think of details that illustrate each word or phrase. The details you choose should be related to the story and should help set up or advance the plot.
**Map Out Conflict and Resolution**

To develop your plot, identify the conflict and the resolution of your narrative and list the events in chronological order. A narrative is driven by a conflict, a struggle or a problem, that the main character or person faces. The ending usually presents the resolution, or the outcome of the conflict. The resolution suggests whether or not the conflict has been solved. The events of the narrative are the situations that show how the conflict unfolds.

**Use Literary Devices to Enhance the Plot**

Writers use various literary devices and narrative techniques to develop experiences, events, and characters. Some of these techniques are listed below.

<table>
<thead>
<tr>
<th>DEVICE OR TECHNIQUE</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dialogue</td>
<td>the conversation between characters in a literary work</td>
</tr>
<tr>
<td>Pacing</td>
<td>the speed with which the action proceeds</td>
</tr>
<tr>
<td>Description</td>
<td>a detailed portrayal of a person, place, or thing</td>
</tr>
<tr>
<td>Reflection</td>
<td>the inclusion of the thoughts, opinions, or attitudes of the narrator or of other characters</td>
</tr>
<tr>
<td>Multiple plot lines</td>
<td>often exist in longer narrative works and involve various characters. One plot line is often dominant while others are minor or subplots.</td>
</tr>
</tbody>
</table>

Identify a literary device that you plan to use in your narrative, describe how you will use it, and explain how it will develop experiences, events, or characters.
Use Sensory Details to Define the Mood

Writers use sensory details, or descriptive language that appeals to one or more of the five senses, to describe the setting in order to establish the mood of the narrative. For example, a writer might describe a dark, rainy night with loud thunder to create a suspenseful mood.

Write the setting of your narrative and the mood you wish to establish. Then write sensory details that describe the setting. Make sure that your sensory details help create the mood.

18.2 DRAFT

Write the Opening

Begin by writing the opening to your narrative. In the opening, you should introduce the main character or person and the conflict.

Incorporate descriptive details about your character or person from your planning notes so that your readers can visualize the person being described and can get a sense of his or her age and personality.

Writing Tip

If you are stuck, just start writing and keep in mind that your first attempt does not have to be perfect. After you have written the first draft of your opening, you can always rewrite it until you are satisfied.
Write Dialogue

Think of places in your narrative where you can use dialogue. Dialogue can serve many purposes. For example, it can introduce the conflict and move along the plot. It is also used to develop characters and events.

**Writing Tip**

Use tag lines so that it is clear which character or person is speaking. Tag lines are the words that identify the speaker, such as “said Charlie.” Without tag lines, readers might be confused about who is speaking.

Write the Body

Next, use your planning notes to write the body of your narrative. Remember to

- follow the sequence of events you mapped out
- include a literary device to enhance the plot
- use descriptive details to flesh out characters or people
- use sensory details to define the mood

Write the Ending

Finally, write the ending of your narrative. Make sure that your ending presents the resolution to the conflict. It should also reflect the theme of your narrative.

**18.3 REVISE**

Introduction to Revision

To revise your narrative, you will be focusing on the content or the message of your writing and possibly applying one or more of these four revision strategies:
• **Add** details and information to make the message clearer.
• **Delete** distracting or unnecessary words or ideas.
• **Substitute** more precise or stronger words for bland or overused language.
• **Rearrange** phrases and sentences to be sure the message is logically presented.

The questions that follow will show you how to use these revision strategies and help you rethink how well issues of purpose, audience, and genre have been addressed.

**Focus and Coherence**
Ask yourself:
✓ Does the story have a clear focus?
✓ Do all the parts work together so that I achieve my purpose?
✓ Will readers be able to follow the story line?

**Organization**
Ask yourself:
✓ Does the beginning introduce the main character or person and conflict?
✓ Does the middle present events in the order in which they happen?
✓ Does the end offer a clear resolution?

**Development of Ideas**
Ask yourself:
✓ Are the characters or people fully developed and presented in an interesting, believable, and meaningful way?
Use Sensory Details to Define the Mood

Writers use sensory details, or descriptive language that appeals to one or more of the five senses, to describe the setting in order to establish the mood of the narrative. For example, a writer might describe a dark, rainy night with loud thunder to create a suspenseful mood.

Write the setting of your narrative and the mood you wish to establish. Then write sensory details that describe the setting. Make sure that your sensory details help create the mood.

18.2 DRAFT

Write the Opening

Begin by writing the opening to your narrative. In the opening, you should introduce the main character or person and the conflict.

Incorporate descriptive details about your character or person from your planning notes so that your readers can visualize the person being described and can get a sense of his or her age and personality.

Writing Tip

If you are stuck, just start writing and keep in mind that your first attempt does not have to be perfect. After you have written the first draft of your opening, you can always rewrite it until you are satisfied.
Write Dialogue

Think of places in your narrative where you can use dialogue. Dialogue can serve many purposes. For example, it can introduce the conflict and move along the plot. It is also used to develop characters and events.

**Writing Tip**

Use tag lines so that it is clear which character or person is speaking. Tag lines are the words that identify the speaker, such as “said Charlie.” Without tag lines, readers might be confused about who is speaking.

Write the Body

Next, use your planning notes to write the body of your narrative. Remember to
- follow the sequence of events you mapped out
- include a literary device to enhance the plot
- use descriptive details to flesh out characters or people
- use sensory details to define the mood

Write the Ending

Finally, write the ending of your narrative. Make sure that your ending presents the resolution to the conflict. It should also reflect the theme of your narrative.

18.3 REVISE

Introduction to Revision

To revise your narrative, you will be focusing on the content or the message of your writing and possibly applying one or more of these four revision strategies:
• **Add** details and information to make the message clearer.

• **Delete** distracting or unnecessary words or ideas.

• **Substitute** more precise or stronger words for bland or overused language.

• **Rearrange** phrases and sentences to be sure the message is logically presented.

The questions that follow will show you how to use these revision strategies and help you rethink how well issues of purpose, audience, and genre have been addressed.

**Focus and Coherence**

Ask yourself:

✓ Does the story have a clear focus?

✓ Do all the parts work together so that I achieve my purpose?

✓ Will readers be able to follow the story line?

**Organization**

Ask yourself:

✓ Does the beginning introduce the main character or person and conflict?

✓ Does the middle present events in the order in which they happen?

✓ Does the end offer a clear resolution?

**Development of Ideas**

Ask yourself:

✓ Are the characters or people fully developed and presented in an interesting, believable, and meaningful way?
DON’T FORGET TO LOG IN

Grammar is integrated into the Texas StudySync curriculum. We also provide additional grammar resources for your range of classroom needs.

1  Visit my.mheducation.com to log in. Use the username and password provided below.

2  Select the TX StudySync Teacher Edition.
1. Click on **CORE ELAR** at the top navigation.

2. Choose **Grade 10, Unit 3**.
Digital Access (continued)

4 Click on Extended Writing Project

5 Click on Edit and Publish

6 Preview a Grammar Lesson
1 Vocabulary practice solidifies understanding.

2 Models present clear repeatable processes for applying skills.

3 Your Turn Students are able to answer questions in the style of state assessments.