GRAMMAR, LANGUAGE, AND COMPOSITION
Digital Resource Sampler

DIGITAL RESOURCE SAMPLER

Over 800 Grammar and Composition Skill Lessons
Spelling Lists and Grammar Quizzes
Sentence Diagramming Workshops and Practice

GRADE 9
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.

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1 Click on **CORE ELAR** at the top navigation

2 Choose **Grade 9, Unit 1**
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.

3 **Your Turn**
   Students are able to answer questions in the style of state assessments.
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Unit 6: Verb Tenses and Voice

Lesson 36
Regular Verbs: Principal Parts

Verbs have four main parts: a base form, a present participle, a simple past, and a past participle. A regular verb forms its past and past participle by adding -ed or -d to the base form. All verbs form the present participle by adding -ing to the base form. Both the present participle and past participle require a helping verb.

<table>
<thead>
<tr>
<th>Base Form:</th>
<th>The sisters talk to each other every day.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Participle:</td>
<td>The sisters are talking about their summer vacations.</td>
</tr>
<tr>
<td>Past Form:</td>
<td>The sisters talked earlier this morning.</td>
</tr>
<tr>
<td>Past Participle:</td>
<td>The sisters have talked often about their children.</td>
</tr>
</tbody>
</table>

Exercise 1 Complete each sentence by writing the form of the verb indicated in parentheses.

1. Grandma has [discussed] her childhood. (past participle/discuss)
2. Clancy is [searching] for his hockey stick. (present participle/search)
3. Yesterday he [hunted] high and low but with no luck. (past/hunt)
4. Clancy and his twin sister, June, have often [wondered] what happened to their belongings. (past participle/wonder)
5. Last week Clancy [placed] his softball and glove on the kitchen table before he went to his room to study. (past/place)
6. When he came back, Clancy [discovered] his ball and glove under the stove. (past/discover)
7. Recently, June [followed] a muddy trail outside, where she found the dirty boots she had left in the hallway. (past/follow)
8. Clancy and June are [wondering] if they should hire a private detective to find the culprit. (present participle/wonder)
9. Clancy and June have [decided] to leave one of their belongings in a certain place and then watch to see what happens. (past participle/decide)
10. They [leave] a baseball glove in the kitchen. (base form/leave)
11. However, their dogs [want] to go for a walk. (base form/want)
12. Fido and Spike, who [love] to see them, jump up eagerly when they open the door. (base form/love)
13. On their walk, Clancy and June see that the dogs have [burrowed] a spot under the fence. (past participle/burrow)
13. Curious, they hurry over to the hole the dogs have ________________. (past participle/excavate)

14. Looking into the hole, they ________________ with laughter. (base form/howl)

15. There in the hole are ________________ three of their missing items—a scarf, a pair of gloves, and a knee pad. (present participle/rest)

16. “We have ________________ the mystery,” Clancy laughs. (past participle/solve)

17. “When you see us with a ball or a glove, you know we are ________________ you,” adds June. (present participle/abandon)

18. “You ________________ that if we don’t have our belongings, we can’t leave you,” says Clancy. (base form/reason)


20. “From now on you can go with us and ________________ from the sidelines,” the twins agree. (base form/watch)

Exercise 2  Write the three principal parts of each verb—present participle, past, and past participle.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Present Participle</th>
<th>Past Tense</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>cough</td>
<td>coughing</td>
<td>coughed</td>
<td>coughed</td>
</tr>
<tr>
<td>admit</td>
<td>admitting</td>
<td>admitted</td>
<td>admitted</td>
</tr>
<tr>
<td>study</td>
<td>studying</td>
<td>studied</td>
<td>studied</td>
</tr>
<tr>
<td>hike</td>
<td>hiking</td>
<td>hiked</td>
<td>hiked</td>
</tr>
<tr>
<td>return</td>
<td>returning</td>
<td>returned</td>
<td>returned</td>
</tr>
<tr>
<td>complete</td>
<td>completing</td>
<td>completed</td>
<td>completed</td>
</tr>
<tr>
<td>refuse</td>
<td>refusing</td>
<td>refused</td>
<td>refused</td>
</tr>
<tr>
<td>plot</td>
<td>plotting</td>
<td>plotted</td>
<td>plotted</td>
</tr>
<tr>
<td>pitch</td>
<td>pitching</td>
<td>pitched</td>
<td>pitched</td>
</tr>
<tr>
<td>dance</td>
<td>dancing</td>
<td>danced</td>
<td>danced</td>
</tr>
<tr>
<td>elect</td>
<td>electing</td>
<td>elected</td>
<td>elected</td>
</tr>
<tr>
<td>recycle</td>
<td>recycling</td>
<td>recycled</td>
<td>recycled</td>
</tr>
<tr>
<td>conserve</td>
<td>conserving</td>
<td>conserved</td>
<td>conserved</td>
</tr>
<tr>
<td>disappear</td>
<td>disappearing</td>
<td>disappeared</td>
<td>disappeared</td>
</tr>
<tr>
<td>tape</td>
<td>taping</td>
<td>taped</td>
<td>taped</td>
</tr>
<tr>
<td>practice</td>
<td>practicing</td>
<td>practiced</td>
<td>practiced</td>
</tr>
</tbody>
</table>
Lesson 37
Irregular Verbs: Principal Parts

Irregular verbs form their past and past participle in ways different from the -ed and -d additions used for regular verbs. See the examples below for the verb to be.

**Present Participle:** I am being very patient with you.
**Past Form:** I was sixteen yesterday. You were at my party.
**Past Participle:** I have been happy today.

The principal parts of some common irregular verbs are shown below.

<table>
<thead>
<tr>
<th>Base Form</th>
<th>Present Participle</th>
<th>Past Form</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>break</td>
<td>(am, is, or are) breaking</td>
<td>broke</td>
<td>(has, have, or had) broken</td>
</tr>
<tr>
<td>come</td>
<td>coming</td>
<td>came</td>
<td>come</td>
</tr>
<tr>
<td>do</td>
<td>doing</td>
<td>did</td>
<td>done</td>
</tr>
<tr>
<td>drive</td>
<td>driving</td>
<td>drove</td>
<td>driven</td>
</tr>
<tr>
<td>give</td>
<td>giving</td>
<td>gave</td>
<td>given</td>
</tr>
<tr>
<td>go</td>
<td>going</td>
<td>went</td>
<td>gone</td>
</tr>
<tr>
<td>have</td>
<td>having</td>
<td>had</td>
<td>had</td>
</tr>
<tr>
<td>know</td>
<td>knowing</td>
<td>knew</td>
<td>known</td>
</tr>
<tr>
<td>say</td>
<td>saying</td>
<td>said</td>
<td>said</td>
</tr>
<tr>
<td>see</td>
<td>seeing</td>
<td>saw</td>
<td>seen</td>
</tr>
<tr>
<td>sing</td>
<td>singing</td>
<td>sang</td>
<td>sung</td>
</tr>
<tr>
<td>speak</td>
<td>speaking</td>
<td>spoke</td>
<td>spoken</td>
</tr>
<tr>
<td>tell</td>
<td>telling</td>
<td>told</td>
<td>told</td>
</tr>
<tr>
<td>think</td>
<td>thinking</td>
<td>thought</td>
<td>thought</td>
</tr>
<tr>
<td>write</td>
<td>writing</td>
<td>wrote</td>
<td>written</td>
</tr>
</tbody>
</table>

Notice that these verbs, though irregular, still form their present participle form by adding -ing.

**Exercise 1** Underline the word in parentheses that correctly completes each sentence. In the space provided, identify the form of the verb used as base form, present participle, past form, or past participle.

1. **base form**
   My fish (swim, swimming) all day long.

2. __________ 1. Howard (spoke, speaking) for one hour.

3. __________ 2. How many miles have you (drive, driven) today?

4. __________ 3. The chorus (sung, sang) the school song.

5. __________ 4. I (know, known) how much Carla likes horses.

6. __________ 5. I (think, thought) of the answer after the test.

7. __________ 6. We are (giving, given) some money to the hunger center.
7. Marsha has not (wrote, written) to me lately.
8. The team has (gone, went) to the scrimmage early.
9. I hope the birthday gift has (came, come) in time.
10. She has (did, done) that assignment already.
11. My pets often (break, broke) things while I am away.
12. They (say, saying) we can borrow their video.
13. Are you (tell, telling) me you have the flu?
14. We (seen, saw) the lovely sunset yesterday.
15. The neighbors are (having, have) a party tonight.
16. What are you (doing, done) for Thanksgiving?
17. The explorer has (spoke, spoken) to the group before.
18. She has (gave, given) the problem much thought.
19. Cara just (wrote, write) in her journal.
20. I have (knew, known) Mr. Janus for years.
21. That music is (driven, driving) me crazy!
22. The club members (see, seen) a movie once a week.
23. We have (thought, think) of a name for the baby.
24. Deliveries (come, coming) early in our neighborhood.
25. I’m (tell, telling) you I don’t know!
26. The climber (gone, went) to the top of the cliff.
27. I have (break, broken) two glasses today.
28. They have (say, said) they are sorry.
29. I (gave, given) you a snack already!
30. She has (driving, driven) that route many times.
31. Who is (sang, singing) in the shower?
32. I (told, tell) you I would think about it.
33. We have (had, have) enough of this noise!
34. Stan has (did, done) his good deed for today.
35. I (known, knew) I had seen you before.
36. With his new glasses, he is (seen, seeing) more clearly.
Verb tenses show time. They tell when events happen, happened, or will happen.

The present tense and the base form of a verb are the same, except for the third person singular (he, she, or it), which adds -s or -es. The verb be is also an exception to this rule.

The present tense may express an action that is repeated or ongoing. It can also express an action that is happening right now or a situation that is always true.

Malachi plays the trumpet well. (repeated action, always true)
I feel a cold draft. (right now)

The past tense expresses an action that has already occurred. In regular verbs, the past tense is formed by adding -ed or -d to the base form. In irregular verbs, the past tense takes a variety of forms. The verb be uses two past tense forms—was and were.

We trounced our archrivals last night. (regular)
Jackie leapt for the branch and missed. (irregular)

The future tense expresses an action that will take place in the future. The future tense is formed by adding will to the base form.

I will reserve tickets on the morning flight.
The students will debate the issues tomorrow.

Exercise 1 Complete each sentence by writing the form of the verb in parentheses.

The football team ______ scored ______ a touchdown. (past tense/score)

1. Cosmo __________________ for Europe Tuesday. (future tense/leave)
2. The travel agent __________________ a fantastic trip for him. (past tense/plan)
3. Michelle __________________ to hear all the details. (present tense/want)
4. Cosmo __________________ to tell us at lunchtime. (present tense/promise)
5. All our friends __________________ under the elm tree. (future tense/eat)
6. We __________________ at noon. (future tense/meet)
7. Because he had so many things to do, Cosmo __________________ late. (past tense/arrive)
8. Michelle and our friends _________________ patient. (past tense/be)
9. However, I __________________ around the tree. (past tense/pace)
10. Cosmo __________________ us jovially and sat down to eat his lunch. (past tense/greet)
11. “We __________________ to finish eating before you begin,” I said. (future tense/try)
12. “I __________________ you about my trip in a minute.” Cosmo replied. (future tense/tell)
13. George _______________ toward the basketball court. (present tense/wander)
14. He _______________ if anyone is interested in a game. (present tense/ask)
15. Cosmo _______________ that he is ready to describe his trip. (present tense/announce)
16. George _______________ back just in time to hear about the journey. (past tense/come)
17. Cosmo’s first stop _______________ Rome. (future tense/be)
18. He _______________ to visit relatives who live nearby. (present tense/plan)
19. He also _______________ to find the perfect plate of pasta. (present tense/hope)
20. “What about the famous places?” Michelle _______________. (past tense/demand)
21. Smiling, Cosmo _______________ that he planned to see many of the well-known sights. (past tense/explain)
22. The Vittoriano _______________ a monument to Victor Emmanuel II, the first king of united Italy. (present tense/be)
23. Romans _______________ the Piazza del Popolo to serve as a ceremonial entrance to the city. (past tense/construct)
24. Michelle, who is interested in architecture, _______________ us that the Spanish Steps were built from a French design. (present tense/inform)
25. I _______________ to wonder what other cities Cosmo would visit. (past tense/begin)
26. He _______________ he would also be going to Venice. (past tense/say)
27. This Italian city _______________ famous for its many canals. (past tense/become)
28. In Venice, people often _______________ in a gondola, a special kind of boat. (present tense/travel)
29. Cosmo is certain he _______________ in one. (future tense/ride)
30. He _______________ in Venice for the Biennale, an art festival. (future tense/stay)
31. Then he _______________ to Paris. (future tense/journey)
32. I _______________ about the capital of France in history class. (past tense/learn)
33. The Seine River _______________ through the city. (present tense/flow)
34. Built for the International Exposition of 1889, the Eiffel Tower _______________ unattractive to some people. (past tense/look)
35. However, it _______________ to be the most recognizable symbol of Paris. (present tense/continue)
36. Cosmo _______________ quick to encourage me to take a similar trip. (past tense/be)
37. I _______________ ruefully and shook my head. (past tense/smile)
38. I _______________ until I have saved more money. (future tense/wait)
Lesson 39
Perfect Tenses: Present, Past, and Future

The present perfect tense is used to express an action that took place at some indefinite time in the past. The present perfect tense is formed with the past tense of the verb and the helping verb has or have. The present perfect tense can also be used to express an action that began in the past and continues now.

She has read that book.
I have tried several times to reach my grandmother.

The past perfect tense is used to show that one action in the past began and ended before another action in the past started. The past perfect tense is formed with the past participle of the verb and the helping verb had.

They had seen the movie before I rented it. (past perfect tense, past tense)

The future perfect tense is used to show that one action or condition in the future will begin and end before another event in the future starts. The future perfect tense is formed with the past participle of the verb and the construction will have.

By the time the school year ends, I will have completed ten book reports.

Exercise 1 Draw two lines under each simple predicate in the main clause. Write the verb tense: present perfect, past perfect, or future perfect.

past perfect

1. He had watched football all day long.
2. By Saturday, we will have finished our recycling project.
3. My dog had stolen the cat’s food.
4. The gymnast has never lost her confidence.
5. The farm workers had generally gone before dawn.
6. By Tuesday Tisha will have landed her plane for the first time.
7. Raul has exhausted himself with his project.
8. I had turned at the wrong corner.
9. Before next week, Ms. Rashad will have corrected over one hundred themes.
10. Mother has already found her lost ring.
11. By mid-afternoon the tide will have gone out.
12. She has always wanted a book on whales.
13. The explorers had hoped to reach the peak by nightfall.
13. My grandmother has taught me both knitting and quilting.

14. They will have finished dinner before the performance.

15. The flower pot had narrowly missed the bystanders.

16. We have warned you about this before.

17. The VCR has failed to record three times this week.

18. The band will have played its program before the second half starts.

19. I had snubbed her before she apologized.

20. Before the speech ended, I had decided whom to vote for.

21. By the time the sun rises, the icicles will have melted.

22. Sue will have completed her morning exercises before her brothers get up.

23. The dog has chewed her bone down to the nub.

24. Trapeze artists have always fascinated me.

25. The spy had switched off the light before the agents even reached the doorway.

26. Kaoru has visited her brother in the hospital every day.

27. By nightfall, I will have gotten very sick of the train.

28. We have rehearsed this scene until it is perfect.

29. The dogs had gone for hours without a walk when I came home.

30. The movie had played for a half hour by the time we got there.

31. Our team has won ten of its last eleven games.

32. If we wait awhile, most of the crowd will have left.

33. Rocco will have gotten his degree by the end of the term.

34. Doug has struggled for months to learn Spanish.

35. That volcano has already erupted twice this year.

36. Kyra had rearranged the furniture since the last time I visited.

37. I have repeatedly told you not to stand on that rickety ladder!

38. You have never missed a rock concert!

39. We will have fallen asleep before our parents arrive.

40. The freighter had sunk before the rescue ship could reach it.
Lesson 40
Tenses of Verbs

The present tense expresses an action that is repeated, always true, or happening right now.

I watch for the early bus at Third Street. He watches for the early bus at Third Street. I am happy. You are happy. He, she, or it is happy. They are happy.

The past tense expresses an action that has already occurred.

I watched for the bus and caught it at First Avenue. (regular and irregular verbs) I was late, but the rest of the students were on time. (the verb be)

The future tense expresses an action that will take place in the future.

Shannon will connect the wires.

The present perfect tense expresses an action that took place sometime in the past.

I have searched everywhere for my telescope.

The past perfect tense shows that one action in the past began and ended before another action started.

I had already completed the puzzle when you came.

The future perfect tense shows that an action in the future will begin and end before another action starts.

I will have swum forty laps by the end of the hour.

Exercise 1 Draw two lines under the simple predicate in each sentence. Then write the tense of the verb in the space provided.

past tense Many citizens signed the petition.

1. Historians have called the time from 1870 to 1890 the Gilded Age.
2. This name comes from a novel by Charles Dudley Warner and Mark Twain.
3. The novel described life in the United States at that time.
4. Before writing the book, the authors had decided on a theme.
5. They wanted to expose the corruption beneath the pretty, polished surface of their world.
6. However, the Gilded Age has produced positive results as well.
7. We will have seen these accomplishments by the end of the year.
8. Victoria Woodhull was the first woman to attempt to run for president.
9. She had asked to be on the ballot in the election of 1872.
10. However, she had not reached the age of thirty-five by the time of the election.
11. In 1884, the newly formed National Equal Rights party nominated Belva Lockwood, a New York lawyer, for President.
12. Some prominent women will be against her candidacy.
13. Belva Lockwood received over four thousand votes.
14. None of these votes will have come from women.
15. Women had not received the right to vote yet.
16. Women had achieved many distinctions and honors.
17. Many, such as Mary Bonney and Amelia Quinton, work to improve the lives of Native Americans.
18. Colleges have opened their doors to women.
19. Writing is one way for women to earn money in the Gilded Age.
20. I will have finished reading Little Women by Friday.

Exercise 2  Complete each sentence by writing the form of the verb listed in parentheses.

The submarine submerges in the ocean. (present tense/submerge)

1. John Philip Sousa was a famous musician of the Gilded Age. (past tense/be)
2. He had studied music since the age of six. (past perfect tense/study)
3. He develops an interest in band music. (present tense/develop)
4. Believe it or not, he will have learned how to play every instrument used in military bands by the time he becomes leader of the United States Marine Corps band. (future perfect tense/learn)
5. After twelve years, he leaves the Marine Corps band to create a band of his own. (present tense/leave)
6. He becomes a composer as well as a band leader. (past tense/become)
7. Sousa has composed many famous marches, including “Washington Post March” and “Stars and Stripes Forever.” (present perfect tense/compose)
8. His marches have excited crowds for more than a century. (present perfect tense/excite)
9. When his music was still new, Sousa’s band traveled around the world. (past tense/travel)
10. Admirers of his work will name him the March King. (future tense/name)
Lesson 41
Verbs: Progressive and Emphatic Forms

The progressive form of a verb tense expresses an action that is continuing at the time referred to in the sentence. The progressive form uses the present participle of the verb with the suitable tense of the verb be.

Present Progressive They are laughing.
Past Progressive They were laughing.
Future Progressive They will be laughing.
Present Perfect Progressive They have been laughing.
Past Perfect Progressive They had been laughing.
Future Perfect Progressive They will have been laughing.

Exercise 1 Write the required form of each verb listed. Use the subject that heads each group as the subject of the verb.

I; past progressive/eat I was eating.

1. future progressive/sail ____________________________
2. past perfect progressive/ask ____________________________
3. present progressive/arrive ____________________________
4. past progressive/wait ____________________________
5. present perfect progressive/move ____________________________

YOU

6. future perfect progressive/swim ____________________________
7. present progressive/testify ____________________________
8. past perfect progressive/hope ____________________________
9. past progressive/play ____________________________
10. future progressive/go ____________________________

THEY

11. present perfect progressive/wonder ____________________________
12. past progressive/follow ____________________________
13. past perfect progressive/challenge ____________________________
14. future perfect progressive/write ____________________________
15. present progressive/buy

SHE

16. future progressive/rest

17. past perfect progressive/catch

18. present progressive/hide

19. future perfect progressive/knit

20. present perfect progressive/collect

The **emphatic form** adds emphasis to the verb. The emphatic form uses the base form of the verb with the addition of *do, does,* or *did.*

<table>
<thead>
<tr>
<th>Present Emphatic</th>
<th>Past Emphatic</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do mow the lawn every week.</td>
<td>Carla does mow hers twice each week.</td>
</tr>
<tr>
<td>Ralph did mow it while we were gone.</td>
<td></td>
</tr>
</tbody>
</table>

**Exercise 2** Complete each sentence by writing the emphatic verb form described in parentheses.

Regardless of the weather, I _____________ did visit the amusement park. (past emphatic/visit)

1. Despite what you say, I ________________ the car yesterday. (past emphatic/wash)

2. Although she hates them, Rachel ________________ her exercises each morning. (present emphatic/complete)

3. Even though you think you’re alone, I ______________ your feelings. (present emphatic/understand)

4. Before I forget, Aunt Cora ________________ after you left. (past emphatic/call)

5. Apparently the machine ________________ on batteries. (present emphatic/work)

6. Laugh if you want to, but I ________________ how to do a somersault. (present emphatic/know)

7. When you pass the park, ________________ at the new monument. (present emphatic/look)

8. The electrician says he ________________ the outside wiring. (past emphatic/fix)

9. They hope the game ________________ on time. (present emphatic/end)

10. I ________________ the garbage! (past emphatic/empty)
Lesson 42
Verbs: Compatibility of Tenses

Sometimes one event occurs before or after another event in a sentence. In these cases, it is appropriate to shift tenses.

Incorrect: By the time the police arrived, the thief escaped.

This is incorrect because the verbs are both past tense forms and suggest that the two events took place at the same time.

Correct: By the time the police arrived, the thief had escaped.

Here the tense shifts from the past (arrived) to past perfect (had escaped) to show that the thief escaped before the police arrived.

When two or more events take place at the same time in a sentence, the verb tenses must remain the same.

Incorrect: When Paul registered for the summer class, he is filling out seven forms.

This is incorrect because the tense changes from past to present, even though the events in the sentence both took place in the past.

Correct: When Paul registered for the summer class, he filled out seven forms.

Exercise 1 Complete each sentence with the appropriate tense of the verb in parentheses.

We went backstage to see the actor, but he ___________________________ home. (go)

1. Taylor's family will plan their vacation before she ________________ for school. (leave)
2. If she waits until ten o'clock, she ________________ out when they are leaving. (find)
3. I had expected her to be late, but she ________________ early. (arrive)
4. Taylor says they are going to Hawaii, which ________________ their original destination. (be)
5. By the time she left, Taylor ___________________________ several books about Hawaii. (purchase)
6. Last week she read about a luau, which ________________ a Hawaiian banquet. (be)
7. If you look up the word luau, you ________________ that it was originally the name for the leaves of the taro plant. (discover)
8. Luau had referred to dishes made with these leaves before the word ________________ the name of the feast itself. (become)
9. Taylor has waited several years, so she ________________ attending a luau. (enjoy)
10. If she remembers to bring her camera, she ________________ photographs. (take)
11. She had hoped for nice weather, but a storm ________________ . (appear)
12. She will visit her friend Niki, whose family ____________________________ the luau. (prepare)

13. If she watches carefully, she __________________________ how to cook the meal. (learn)

14. The host __________________________ a pig before the guests arrived. (roast)

15. Lau lau is a dish that __________________________ of luau leaves and pork wrapped in a ti leaf. (consist)

16. By the time she reached the luau, the others __________________________ the table. (decorate)

17. Niki’s family had expected to serve twelve dishes, but their friends __________________________ three more. (bring)

18. Ti leaves cover the table at which the guests __________________________ later. (eat)

19. Before Taylor finished her poi, her host __________________________ the pig. (serve)

20. The meal will not be over before the dancing __________________________. (begin)

Exercise 2  Draw two lines under the two verbs or verb phrases. In the blank, rewrite the second verb or verb phrase to match the tense of the first.

Elena built a bookcase in industrial arts class, and then she paints it. painted

1. The first Hawaiians were of Polynesian origin and come from the Marquesas Islands.

2. A group of immigrants left Tahiti and traveling to the Hawaiian Islands.

3. In 1778, Captain James Cook discovers the islands and will name them the Sandwich Islands.

4. Kamehameha I will become monarch because he seemed to be the strongest leader.

5. The islands will begin to change but continuing to develop.

6. Other nations recognized the kingdom’s independence when the country adopts a constitution.

7. While Great Britain and France were fighting each other for control of the islands, Kamehameha III seeks protection from the United States.

8. President Cleveland is against annexation, but the United States had received permission to build a naval base at Pearl Harbor.

9. In 1959, Hawaii joins the Union, so flagmakers added a fiftieth star to the U.S. flag.

10. Many people consider Hawaii the most beautiful state, though each state will have its own unique beauty.
Lesson 43
Voice of Verbs: Active and Passive

Action verbs can be used in two ways—in the active voice and in the passive voice. A sentence has a verb in the **active voice** when the subject performs the action. A sentence has a verb in the **passive voice** when the action is performed on the subject.

**The catcher caught the ball.** (active voice)
**The ball was caught by the catcher.** (passive voice)

The passive voice is formed by using the past participle of the verb with a form of the helping verb **be**.

**The ball is caught by the catcher.** (present tense)
**The ball was caught by the catcher.** (past tense)
**The ball will be caught by the catcher.** (future tense)

The passive voice can give variety to your writing. In general, however, the active voice is more interesting, more direct, and makes for livelier writing.

**Exercise 1** Draw two lines under the verb or verb phrase. Write **A** (active voice) or **P** (passive voice) over the verb to tell which voice it is.

**P**

**Study hall was changed to second period.**

1. The puppy chewed the bone.
2. Carla is known by everybody.
3. Ron fed the birds.
4. The kitten was found by Bev.
5. The baby will be fed by Dad.
6. Curt showed the photographs.
7. The dog guards the house.
8. The team won the trophy.
9. The car was washed by Sarah.
10. Mom will lock the door.
11. George took the medicine.
12. The data were relayed by satellite.

13. Curly read the minutes.

14. A meeting will be held by the committee.

15. The vote was taken by our chairperson.

16. The rescue planes dropped food.

17. The flood destroyed three towns.

18. The mail was delivered by Jake.

19. Our house will be painted by Marge.

20. Dad bought groceries.

**Exercise 2** Write A over the verb if the verb is in the active voice and P if it is in the passive voice. Then rewrite each active voice sentence in the passive voice and each passive voice sentence in the active voice.

A

Raul planted tomatoes. **Tomatoes were planted by Raul.**

1. Money was needed by the band. __________________________________________

2. The group’s budget had been depleted by inflation. __________________________

3. The band members planned a fund-raiser. _________________________________

4. The band members discussed several ideas. _______________________________

5. The trombone players suggested an instrument sale. _________________________

P

6. A car wash was proposed by the clarinet players. __________________________

7. Several of the drummers recommended a raffle. ____________________________

8. That idea was liked by everyone. _________________________________________

9. A new trumpet was donated by a local instrument seller, Mr. Majeske. ________

10. The band members sold raffle tickets after school. _________________________
Unit 6 Review

Exercise  Draw two lines under each verb or verb phrase. Then write the tense of each verb in the blank before the sentence. Some sentences have more than one verb.

1. Sheilda will finish her homework before dinner.
2. Our cooking class has watched three videos to learn how to prepare this dish.
3. If you crouch very quietly, you will see the raccoon.
4. The alligator had disappeared by the time we reached the edge of the swamp.
5. The teacher is talking about Thomas Edison.
6. Yesterday I toured the natural history museum.
7. We have been laughing at Sara’s joke for five minutes.
8. The new train will have traveled two hundred miles by noon.
9. The playwright was hoping for a positive review.
10. Their team will be jogging around the Lincoln Memorial.
11. Colleen did hear the speech by the Russian scientist.
12. In December, she will have been knitting that scarf for six months.
13. My dog, Juno, does like to jump over the fence.
14. The Tates had been expecting fifty guests, but sixty people came to the banquet.
15. Uncle Yuri sends his regards to the entire family.
16. We had waited nearly an hour for the bus to arrive.
17. The florist will arrange a lovely centerpiece for Cousin Darla’s wedding.
18. Claude sailed his boat across Lake Erie.
19. We are watching a movie about space exploration.
20. Rochelle has been studying medicine for three years.
Unit 5: Diagraming Sentences

Lesson 33
Diagraming Simple Sentences

Write the simple subject and the verb on a horizontal line and then draw a vertical line between them. Draw a shorter vertical line between the verb and the direct object. If there is a predicate nominative or a predicate adjective instead of a direct object, slant the shorter line toward the subject. Place an indirect object on a horizontal line under the verb, and draw a slanted line from the horizontal line to the verb. The following examples show how to diagram simple sentences.

The new student worked very hard.

Rosa and Maria gave their brother a haircut.

She sent me a letter.

Our results were predictable.

Exercise 1 Diagram the following simple sentences.

1. Bruno finished his homework.
2. This recipe requires sugar and oil.
3. The tennis coach plays the mandolin.
4. Did Inez call anyone?
Lesson 34
Diagraming Simple Sentences with Phrases

The following examples demonstrate how to diagram sentences with phrases.

**PREPOSITIONAL PHRASE**
The mother of twins drove her children to school in her new car.

**GERUND PHRASE**
Diagraming sentences is the subject of this lesson.

**PARTICIPIAL PHRASE**
The doctor found the patient studying his chart.

**APPOSITIONAL PHRASE**
The dessert, chocolate cake, was a real treat.

**INFINITIVE PHRASE AS ADJECTIVE OR ADVERB**
*Tom Sawyer* is a good book to read.

**INFINITIVE PHRASE AS NOUN**
My plan is to get a job.

#### Exercise 1
Diagram the following simple sentences with phrases.

1. We stayed at the mall until evening.
2. Somebody sent this book to my mother by mistake.
Lesson 35
Diagraming Sentences with Clauses

The following examples demonstrate how to diagram sentences with clauses.

COMPOUND SENTENCES
He removed the lid, and the small dog barked playfully.

COMPLEX SENTENCES WITH ADJECTIVE CLAUSES
The country that interests me is Kenya.

COMPLEX SENTENCES WITH ADVERB CLAUSES
Because the foreign exchange student had never been skiing, he went in my place.

COMPLEX SENTENCES WITH NOUN CLAUSES
Elston believed that Echo was his friend.
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A narrative is a story. Narrative writing can be personal, allowing the author to focus on important people or events from 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 in a narrative</td>
</tr>
<tr>
<td>Conflict</td>
<td>a struggle between two opposing forces</td>
</tr>
<tr>
<td>Resolution</td>
<td>the ending or final outcome of a narrative</td>
</tr>
<tr>
<td>Characters (or Figures)</td>
<td>the individuals in a fictional (or real-life) narrative</td>
</tr>
<tr>
<td>Theme</td>
<td>the overall message of a 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>the general feeling or emotion that a narrative creates</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 or figure development 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-life figures 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. The **theme** is the central message that a writer wishes to convey. 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 is 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 its 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 or figure 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 eyes of the main character or figure.</td>
</tr>
<tr>
<td>Third-person</td>
<td>The narrator is not a character or figure in the narrative but tells the story from outside the action, referring to others as he, she, or they.</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 the names of the characters (or real people) of your narrative. For each character or person, provide examples of

- how the individual looks
- what the individual thinks, feels, and says
- how the individual acts and interacts with others
- what the narrator or others think and say about the individual

You can list words or phrases that describe the individual and then think of details that illustrate each word or phrase. The details you choose should be related to the narrative 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 figure faces. The ending usually presents the **resolution**, or the final outcome of the narrative. 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 or figures 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 others</td>
</tr>
<tr>
<td>Multiple plot lines</td>
<td>Often exist in longer narrative works and involve various characters or figures. 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 (or real people).
Use Sensory Details to Define the Mood

Writers use sensory details to describe the setting in order to establish the mood of the story.

- **Sensory details** consist of descriptive language that appeals to one or more of the five senses of sight, hearing, touch, taste, and smell.
- **Setting** is the time and place in which the events of a narrative occur.
- **Mood** is the feeling or emotion that the details in a story create. The mood can be described with an adjective. For example, *joyful* or *frightening* may describe the mood of a narrative.

Setting often helps create the mood of a 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 real-life figure) and the conflict he or she faces.

Incorporate descriptive details about your character (or figure) 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 a place 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 (or figures) and events.
Identify the purpose of the dialogue and the language you will use to reflect the age and the personality as well as the thoughts and feelings of the individual speaking.

Writing Tip
Use tag lines, such as “said Charlie,” to identify each speaker within a dialogue. Without tag lines, readers might be confused about who is speaking. However, too many tag lines can make your writing choppy. Avoid using “said” repeatedly in tag lines and instead use a variety of descriptive words.

Write the Body
Next, use your planning notes to write the body of your narrative. Remember the following steps:
• follow the sequence of events you mapped out
• include a literary device to enhance the plot of your narrative
• use descriptive details to develop the characters (or figures) of your narrative
• use sensory details to define the mood of your narrative
Write the Ending

Finally, write the ending of your narrative. Make sure that your ending presents the resolution to the conflict of the story. 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.
- **Remove** distracting or unnecessary words or ideas.
- **Replace** bland or overused language with more precise or stronger words.
- **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 my narrative 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 figure and the 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 individuals fully developed?
✓ Are they presented in an interesting, believable, and meaningful way?

**Voice–Word Choice**
Ask yourself:
✓ Does my writing include lively and vivid words so that readers can visualize characters or real-life figures and events?
✓ Have I made effective language choices for meaning or style?

**Voice–Sentence Fluency**
Ask yourself:
✓ Do the sentences vary in length and structure?
✓ Does my writing flow smoothly?
✓ Have I emphasized important points?

---

**18.4 EDIT**

**Correct Errors in Grammar**
Editing involves correcting errors in grammar, usage, mechanics, and spelling.
Begin the editing stage by taking a careful look at your sentences. Make sure that each sentence expresses a complete thought in a way that is grammatically correct. Use the checklist below to edit your sentences.

**Sentence-Editing Checklist**

✓ Have I avoided sentence fragments?
✓ Have I avoided run-on sentences?
✓ Do verbs agree with their subjects?
✓ Are pronouns used correctly?
✓ Are verbs used correctly?
✓ Have I avoided misplaced and dangling modifiers?

**Correct Errors in Mechanics and Spelling**

Next, check for and correct any errors in mechanics (punctuation and capitalization) and spelling. Use the checklist below to edit your narrative. You should also use a dictionary to check and confirm spellings.

**Proofreading Checklist**

✓ Are commas and other punctuation marks used as needed?
✓ Are possessives written correctly?
✓ Are all words spelled correctly?
✓ Are capital letters used as needed?
Peer and Teacher Review

In addition to revising and editing your own narrative you will be revising your work through peer review and teacher review. Peer review involves sharing your writing with a partner or classmates in a writing group and discussing how you can each improve your writing. Teacher review involves submitting your paper to your teacher, who will read it and make suggestions on how you can make your story better.

You can use the Peer Review Guide on page 494 to guide your response to your classmate’s writing.

18.5 PUBLISH

After you have written and polished your narrative, you will want to publish and present it. You may wish to consider the following publishing and presenting options, some of which require collaboration with your classmates and the use of technology:

• enter your narrative into a writing contest
• create a class anthology
• perform your narrative as readers’ theater
• publish a multimedia version of your story online with images and video clips

Reflecting on your own writing can help you improve your writing skills. You can use the Reflection Guide on page 495 to reflect on the writing you did in this workshop.
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 9, Unit 1**
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.

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