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T A B L E O F C O N T E N T S

Lesson	Page	Lesson	Page
UNIT I		UNIT VII	
To the Student	1	55 Adverbs	117
Unit I Introduction	2	56 Using Adverbs Correctly and Effectively	120
1 Reviewing Capitalization, Rule 1 (a-j)	3	57 Letter Form	123
2 Reviewing Capitalization, Rules 2-5	4	58 Letter Quality	128
3 Reviewing Punctuation — End Marks and Commas	5	59 More About Letters and Addresses	133
4 Reviewing the Colon, the Hyphen, and the Apostrophe	6	60 Business Letters Continued	135
5 Reviewing Italics (Underlining) and Quotation Marks	8	61 Everyday Letters	135
6 Reviewing Verbs	9	62 Parallel Structure; Review	136
7 Reviewing Nouns	12	63 Unit VII Test	275
8 Reviewing Nouns and Pronouns	15	UNIT VIII	
9 Reviewing Sentences	18	64 Prepositions	139
UNIT II		65 Using Prepositional Phrases Effectively	142
10 More About Sentences	22	66 Using Prepositions Correctly	144
11 Developing Good Paragraphs	24	67 Studying Poetic Figures of Speech	146
12 Writing Paragraphs	31	68 Writing Short Verse	149
13 Revising and Proofreading	32	69 Writing Longer Poems	152
14 Order in a Paragraph	34	70 Conjunctions	156
15 Revising and Proofreading	36	71 More Conjunctions; Interjections	158
16 Review: Capitalization and Punctuation	36	72 Unit VIII Test	277
17 Review: Verbs, Nouns, Pronouns	37	UNIT IX	
18 Review: Sentences	39	73 Improving Your Writing Style	160
UNIT III		74 Use Phrases to Save Words	163
19 Tying Your Ideas Together	42	75 More About Phrases and Clauses	167
20 Connecting Paragraphs	45	76 More Word-Saving Tricks	170
21 Revising and Proofreading	47	77 Variety in Sentences	173
22 Identifying Verbs	47	78 Common Pitfalls of Writers	175
23 Verbs in Harder Sentences	50	79 Revising and Proofreading	179
24 Understanding Verb Forms	53	80 Writing Numbers; General Review	181
25 Verb Tense Agreement	55	81 Unit IX Test	279
26 Using Exact and Vivid Verbs	57	UNIT X	
27 Unit III Test	267	82 More About Commas	184
UNIT IV		83 Parentheses and Dashes; Revising	187
28 Identifying Nouns	58	84 Colons and Semicolons	189
29 Paraphrasing and Summarizing	60	85 Quotations	192
30 Writing Summaries	65	86 Using Dialogue to Write a Story	196
31 Subject-Verb Agreement	65	87 Live Writing	197
32 Using Nouns as Complements (Direct and Indirect Objects)	68	88 Writing With a Flourish	199
33 Using Nouns as Subject Complements	70	89 Good Endings	201
34 Using Nouns as Appositives and Direct Address	72	90 Unit X Test	281
35 Using Exact and Vivid Nouns	73	UNITS XI & XII	
36 Unit IV Test	269	91 Writing Short Stories	204
UNIT V		92 Writing Your Own Short Story	208
37 Improving Your Vocabulary	75	93 Revising	209
38 Finding the Right Words	78	94 Noun Forms; Verb Usage	210
39 Pronouns	81	95 Gerunds; Subject-Verb Agreement; Complements	211
40 Special Problems with Pronouns	84	96 Revising Your Story	213
41 More Pronouns	86	97 Reviewing Nouns, Verbs, Subjective Complements	214
42 Pronoun Agreement	89	98 Reviewing Uses of Nouns and Pronouns	216
43 Puzzling Pronouns	92	99 Reviewing Adjectives	217
44 Revising and Proofreading	94	100 Reviewing Adverbs	219
45 Unit V Test	271	101 Reviewing Prepositions	220
UNIT VI		102 Reviewing Conjunctions and Interjections	222
46 Adjectives	95	103 Reviewing Business Letters	224
47 Using Adjectives Correctly and Effectively	98	104 End of Term Test	283
48 Taking Notes	101	Handbook	226
49 Organizing Notes	105	Thesaurus	256
50 Writing Your Report	111		
51 Using Outline Form for Study	113		
52 Revising and Proofreading	114		
53 General Review	115		
54 Unit VI Test	273		

Rules for Writing Good Paragraphs

1. **Make an outline** — State your topic; add notes for supporting sentences.
2. **Revise the outline** — Decide which notes are good enough to use and which should be discarded. Decide whether you have enough details to establish your point; if not, add some more. Decide on the best order in which to present your details and your topic — which order gives the desired effect.
3. **Write the first copy** — Use your notes to write interesting sentences. Write quickly, just as if you were *telling* it instead of writing it. Write on every other line.
4. **Revise and proofread the first copy** — Carefully reread your first copy (preferably not the same day you wrote it). Try to read it as if you were the teacher and you had never read it before. Use the symbols below to show what changes should be made. If whole lines need to be changed or deleted (discarded), cross them off, and write the changes above them.
5. **Rewrite the first copy**, carefully making all the changes and corrections.

capital letter	correction made	paragraph indent	no new paragraph	add	delete	move	transpose	space	join
≡ god	b Be Its It's	#	no #	^	~	⤴	↔	#	∩

Choose three suitable topics below. Develop one by giving reasons, one by giving examples, and one by giving an illustration in the form of a story or incident. Follow Rules 1, 2, and 3 for Writing Good Paragraphs above.

Reasons

Good habits should be learned when one is young.
 Being a good sport takes courage.
 (Any title) is a good book to read.

Examples

All animal life depends on plants.
 Our country has many climates.
 Courtesy brings many rewards.

Illustration

Sometimes we need to change our plans quickly.
 Some dogs have a great deal of intelligence.
 Don't make snap judgments.

Lesson 14: ORDER IN A PARAGRAPH

The natural order of telling a story is to give the events in the order they happened. This is called *chronological*, or *time order*. Chronological order is also used in telling how to do something (giving explanations). For example, a paragraph explaining how to play a game or how to make a box kite can best be managed by simply taking each step in order. The paragraph below uses chronological order to explain a process.

Leaf Prints

Leaves are great for art projects. Try this idea: Place several leaves of different shapes on white or light-colored plain paper. Spatter Tempera paint over them and the paper. A good way to spatter is to use an old toothbrush and a small piece of window screen. Hold the screen an inch or so above the paper and leaves. Dip the points of the toothbrush bristles into the paint; then rub it across the screen. A fine spray of paint will coat the leaves and paper. Remove the leaves, and you'll find a crisp, clear outline of the leaves you used.

In describing something, it is natural to use *space order*; that is, by their position in relation to each other. Suppose you want to describe your home place to a pen pal. It would never do to write about your home like this:

"We live on a small farm."

Your pen pal wants to know much more. He wants you to tell him what the farm is like. You have to make him see the place — lead him around it in your letter. Here is a plan you might start with:

Landscape, Setting, Buildings, Other details

The paragraph might start like this:

Our small cluster of farm buildings sits on a gentle rise with the fields fanning out on each side. A gravel lane dips from the highway, crosses a winding stream, then turns sharply before sloping up between the house and barn. The two-story house, on the left, is white clapboard with a green shingled roof and a wide front porch running the width of the house. . .

A paragraph that does not involve time or position requires a different kind of order, such as a paragraph that builds up an idea. In such a paragraph, the details, examples, or reasons may be organized in *order of importance*. Usually, it's best to begin with the least important, or weakest, point and progress to the most important, or strongest, point. Notice how it's done in the paragraph below.

- Idea: Mothers are true examples of patience.
Details: (In order of importance)
- 3 Are always on call
 - ~~Display tact, foresight, courage~~
 - 1 Teach, guide, sympathize
 - 2 Sacrifice own interests

Mothers are true examples of patience. If you don't believe it, try teaching an inquisitive two-year-old to stay off the table when you place your purse there for one minute. Or try your success at speeding up two chattering girls at lunch when you have an appointment to meet. Witness the sympathy shown to the son who has just lost his pet toad, though the natural reaction for the mother would have been one of rejoicing. Recently I observed the seemingly unconscious sacrifice made when Mother laid aside her painting (the one hobby close to her heart) to spend a free afternoon searching the woods for

mushrooms with her teenagers. (A free afternoon for Mother was rare indeed.) But perhaps the crowning patience of all is the fact that Mother is always on call. Whether you need a splinter pulled, help with your lessons, or just a listening ear, Mother's always there. Some people might call this love, or dedication, or a number of other things, but patience is all of these done up in one package.

One more point about this kind of paragraph — be sure you know exactly what the idea is. There is no trouble on that score with ideas like "Leaf Patterns" or "Description of our farm," but be careful when you are writing up more general ideas like the one above. *What is the exact meaning of each word? What exactly did the writer have in mind when he wrote "Mothers are true examples of patience"?* First he wrote the idea; then he added details to support the idea. Finally, he organized the details by numbering them in order of importance, crossing off one that led away from the idea he had in mind. Notice how he developed the paragraph from his notes.

Once you are quite sure what your idea means — what you want to tell the reader — you will also know what *kind* of details you need to write up. To describe something, you have to tell the reader about things to see; to explain a process, you have to tell about things to do. What kind of details do you need for other types of ideas? Naturally, only those that fit. You will have to pick your details in such a way that *together* they will give the reader exactly the idea you want them to give.

Remember these three points:

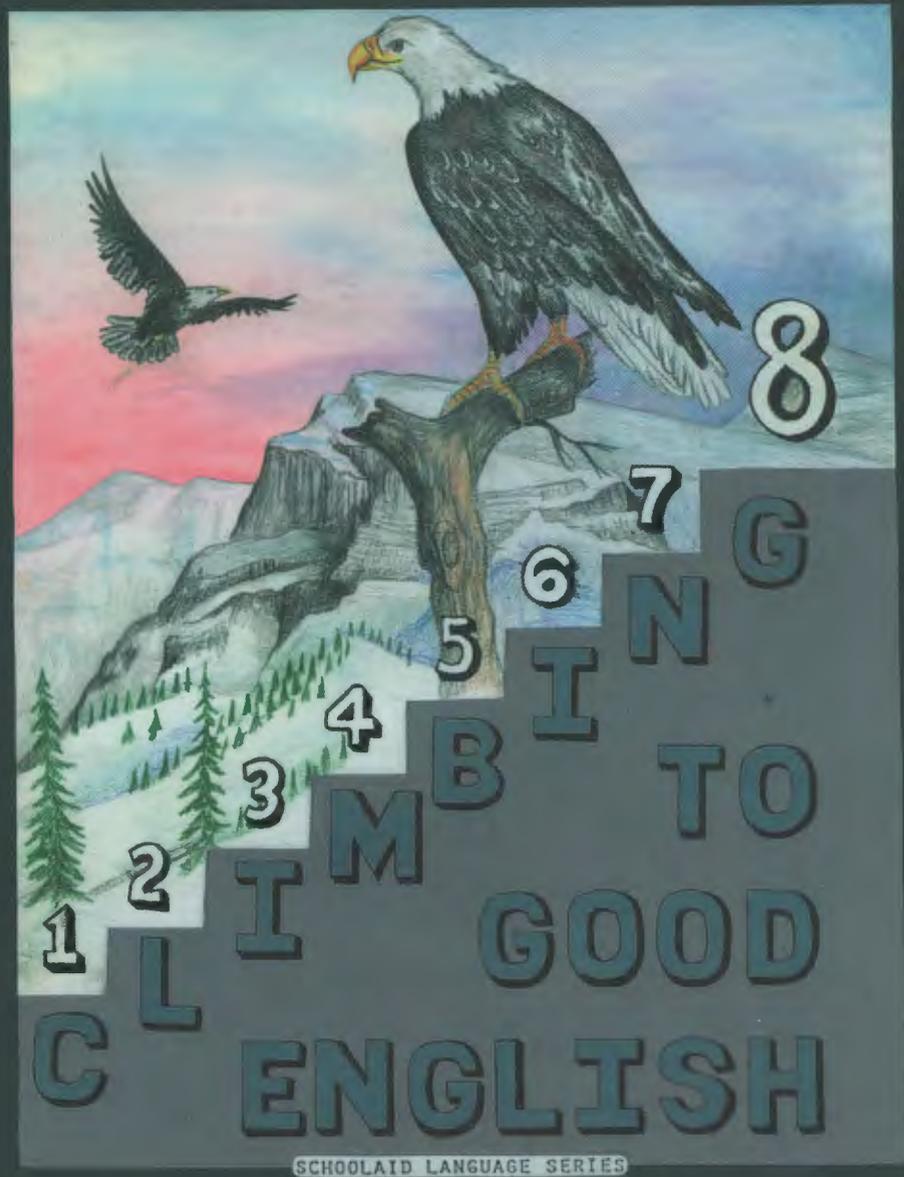
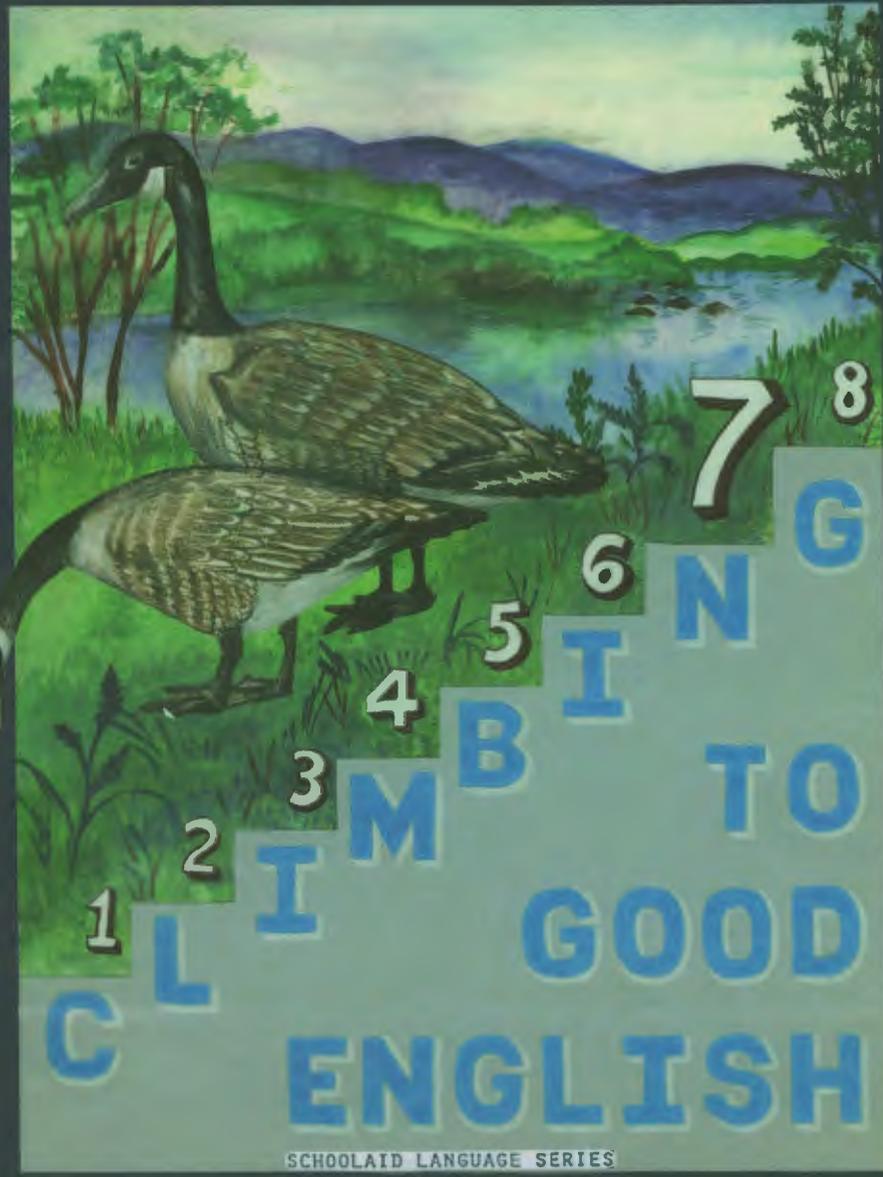
1. Use enough details.
2. Follow a natural order.
3. Stick to your subject.

Use any detail that will help the reader think along with you: details to see, steps in a process, facts, reasons, examples, comparisons, or illustrations. Always be as specific (exact) as you can.

If you are in doubt about the natural order, put the strongest idea last.

* Choose one topic from each group below. Use chronological order to write the first one, space order for the second one, and order of importance for the third one. Follow the rules stated in Lesson 12 for Writing Good Paragraphs, doing only steps 1, 2, and 3 for this time.

Chronological (time) order	Space order	Order of importance
The best way to fix (your favorite food)	Along our street/road	What I like about autumn (or your favorite season)
Sewing a doll dress (or shirt or . . .)	A hectic beginning	Little brothers keep one on his toes
How to play (a game)	A trailer home	Everyone should have a big sister
How to get the lawnmower to run (or . . .)	Our school playground	A childhood fear (or fantasy, or dream. . .)
How to keep your desk in good order	Sights on my way to school	Seagulls — useful scavengers



Rules for Writing Good Paragraphs

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5. **Rewrite the first copy**, carefully making all the changes and corrections.

capital letter	correction made	paragraph indent	no new paragraph	add	delete	move	transpose	space	Join
≡	b Be It's	¶	no ¶	∧	∂	↻	∩	#	∩

• Choose three suitable topics below. Develop one by giving reasons, one by giving examples, and one by giving an illustration in the form of a story or incident. Follow Rules 1, 2, and 3 for Writing Good Paragraphs above.

⑦

Reasons

Skill and patience are needed to teach a dog tricks.
Honesty is always best.
I like our home place.

Examples

The last century brought many farming improvements.
Home accidents are often caused by carelessness.
I have several favorite sandwiches.

Illustration

First impressions are often faulty.
Some horses seem to have minds of their own.
Sometimes missing objects turn up in unusual places.

P31

LESSON 12 QUIZ:

Name the five rules as listed in your book for writing paragraphs.

NOTES

⑧

Reasons

Good habits should be learned when one is young.
Being a good sport takes courage.
(Any title) is a good book to read.

Examples

All animal life depends on plants.
Our country has many climates.
Courtesy brings many rewards.

Illustration

Sometimes we need to change our plans quickly.
Some dogs have a great deal of intelligence.
Don't make snap judgments.

P31

Lesson 13: REVISING AND PROOFREADING

To revise a piece of writing means to study it carefully, looking for ways to improve it. It has been said that *writing is mostly rewriting*. Very rarely does a professional writer use his first copy. He gathers information in the form of notes, revises and organizes his notes, then writes the first copy, just as we're telling you to do.

Later on he revises his first copy — sometimes much later. This period in between is important because it helps him to read it with a fresh mind, trying to read it from the viewpoint of a reader who has never read this before. He continually asks himself: Is this clear? Is there enough information? Have I stuck rigidly to my topic? Should this be deleted, or reworded, or rearranged? Does this say exactly what I want it to say — give exactly the picture or impression I want it to give?

After an article has been revised to your satisfaction, give it another kind of examination. This time look for mechanical mistakes such as capitalization, punctuation, spelling, word usage, etc. Use the proofreading symbols below to mark needed changes on your copy — this is faster and neater than erasing and correcting. (Your teacher may use these symbols to mark your compositions when checking them.)

capital letter	correction made	paragraph indent	no new paragraph	add	delete	move	transpose	space	join
<u>god</u>	b Bo its its	¶	no ¶	^	o	o	u	#	o

A. In the paragraph below, each correction symbol has been used to give you practice in recognizing the symbols and the changes they indicate. Copy the paragraph correctly on the lines below, making all indicated changes.

⑦ General Goethals was a capable engineer. he realized the difficulties involved in the completion of the Panama canal. First, he would rld the area of yellow fever. Then, it would be necessary for long distances to blast through solid rock.

Finally, he would need to devise some means of preventing landslides that kept filling up the excavations. My father works in the excavating business.

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LESSON 13 QUIZ:

1. When you revise your written work, what questions do you keep in mind? (Is it clear? Is there enough information? Did you stick to your topic? Should this be deleted, reworded, rearranged? Does it really say what it's supposed to?)
2. What do you look for when you proofread?

⑧ Canada is called "Our Lady of the Snows" sometimes. This describes her chiefly during the long, hard winters and in the summer no vacationland is lovelier. Her pine forests, jewel lakes, mighty mountains, and above all her sunny, invigorating air draw eager tourists to her great outdoors. Canada is so large, however, that she cannot be described in a few lines. Her great cities in the East, her vast wheat fields in the West, and her brisk and beautiful Pacific Coast have distinct and varied power.

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B. Proofread the paragraph below, using the proofreading symbols. If a punctuation mark is missing, simply place it where it's needed. Then copy the paragraph correctly below.

⑦ The dutch are noted for ~~their~~^{the} neatness and hardwork. "If everyone sweeps his own doorstep," they say, "the whole world is clean." The dutch take pride in doing their part to make the Netherlands pleasant and attractive. ~~Who doesn't enjoy a neat garden?~~ Perhaps you know the story of Peter who held back the sea by plugging a hole with his fingers in the dike. The Dutch have built a statue in in honor of Peter because he symbolizes the feeling hollanders have for their ~~there~~ country.

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the feeling Hollanders have for their country.

⑧ We all know that airplanes provide transportation, ~~we~~^{but} do not always realize that they perform many other services. They are used to drop baby trout into far ~~northern~~^{northern} lakes. ~~They're~~^{They're} also used to spray crops ~~against~~^{against} insect pests. ~~Search flights are very important in our day.~~ When a pilot spots a fire, he sends an alarm to the nearest airport. Injured people from disaster regions are flown ~~are flown~~ to hospitals, and sick people from isolated villages ~~are flown~~ to hospitals. For many people in the united states, air transportation is as common as land transportation.

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many people in the United States, air transportation is as common
as land transportation.

C. Revise and proofread the three paragraphs you wrote for Lesson 12. Recopy them neatly in your best handwriting. (You may wish to place all your composition work in a looseleaf binder, or use a composition book to write the final copy of all your compositions.)

P33

Scoring Composition

There are many different aspects in grading composition. You will want to mark for correct form, as in writing letters, book reports, outlines, etc. All compositions need to have a logical order, such as steps in narratives or expositions. Then, too, the thought content of the composition is important, as well as the use of clear de-

scriptive writing. Quantity of words has little to do with the quality of it. In fact, more meaning packed into fewer words usually makes the better composition. Naturally a composition can't be given an exact percentage score; the point is to try to give as fair a score as you can. Writing a comment or two on a pupil's paper encourages him to do his best.

Give some credit for notes and first drafts too. What we are mainly looking for here is to see if they did their "groundwork" as instructed. Even at this early stage, pupils should realize that good writers do a lot of rewriting. Like every other kind of work, the foundation, or groundwork, is essential.

⑦ Lesson 14: ORDER IN A PARAGRAPH

⑧

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* Choose one topic from each group below. Use chronological order to write the first one, space order for the second one, and order of importance for the third one. Follow the rules stated in Lesson 12 for Writing Good Paragraphs, doing only steps 1, 2, and 3 for this time.

LESSON 14 QUIZ:

1. Every paragraph must follow a plan, or order of some kind. What are the three kinds of paragraph order taught in this lesson?
2. Explain each kind.
3. Where in a paragraph or sentence is the most effective place to put your most important idea or fact? (last)

NOTES

7

Chronological (time) order	Space order	Order of importance
Life cycle of a frog	Scenes from my bedroom window	My little brother resembles a pack rat
How to raise rabbits	Main street of nearby town	Nature teaches us many lessons
Planting tulip bulbs (or a garden or . . .)	Our cellar or attic	What makes good sportsmanship
Making a scarecrow	A favorite hiking trail	Grandfather was the old-fashioned kind of farmer
Building a bird feeder	From the mountaintop	Why going to school is a privilege

P35

8

Chronological (time) order	Space order	Order of importance
The best way to fix (your favorite food)	Along our street/road	What I like about autumn (or your favorite season)
Sewing a doll dress (or shirt or . . .)	A hectic beginning	Little brothers keep one on his toes
How to play (a game)	A trailer home	Everyone should have a big sister
How to get the lawnmower to run (or . . .)	Our school playground	A childhood fear (or fantasy, or dream. . .)
How to keep your desk in good order	Sights on my way to school	Seagulls — useful scavengers

P35

Climbing To Good English 8

PRACTICE SHEETS



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* For each sentence below (1) write *S* (for a simple sentence) or *CX* (for a complex sentence) on the blank, (2) place parentheses around any subordinate clauses, and (3) write the subject | verb pattern for every clause in each sentence. The first two are done to show you how.

S 1. A white-washed pump does not guarantee pure water. pump | does guarantee

CX 2. (Where love is thin,) faults are thick. (love | is) faults | are

___ 3. The greatest love mankind will ever experience is God's eternal love.

___ 4. Today is the tomorrow you worried about yesterday.

___ 5. A sharp tongue and a dull mind are usually found in the same head.

___ 6. The fool doth think he is wise. -Shakespeare

___ 7. Worry ends where faith begins.

___ 8. When you are in the valley read the Sermon on the Mount.

___ 9. If you remind me I shall tell you about it tonight.

___ 10. The days when Grandma was young must have been exciting.

___ 11. Fame and fortune lay before young Penn.

___ 12. Penn's heart told him that he would never be satisfied with that.

___ 13. William sought a deeper meaning for living than fame and money could provide.

___ 14. The king of England owed young William a large sum of money.

___ 15. When the king could not pay it, William asked for a large tract of land instead of the money.

___ 16. Our ancestors stepped through the door Penn opened into Pennsylvania.

___ 17. Quakers, Mennonites, and many other religious groups settled in this state where there was religious freedom.

___ 18. The neighboring Indians, whom Penn treated fairly and kindly, were impressed with him.

___ 19. For fifty years there were no Indian uprisings in Pennsylvania.

___ 20. Because the settlers had practiced the Golden Rule with the Indians, they lived in safety.

