

44. \_\_\_\_\_ My professor who teaches geology is an expert; he's taught for forty years.
45. \_\_\_\_\_ Psychology can give insight into how our minds affect our behaviors.
46. \_\_\_\_\_ It's exciting to read about discoveries in archaeology that correlate with Bible accounts.

## Lesson 3

### Titles—Underline or Quotation Marks?

(140, 142)

You have just written the title of an article from which you took notes for an assignment. Do you underline it or use quotation marks? Can you remember which?

- Underline (*italics* when typing) titles of . . .

- . . . **books, magazines, and newspapers.**

Danger at Half-Moon Lake (book—handwritten title)

the National Geographic (magazine—handwritten title)

the *Wall Street Journal* (newspaper—typed title)

✘ *Exception:* The articles *a*, *an*, and *the* at the beginning of a book title are underlined (italicized) only when they are a part of the title.

✘ *Exception:* The article *the* before a title of a magazine or newspaper is not underlined (italicized) even if it is part of the title.

- . . . **trains, ships, submarines, aircraft, and spacecraft.**

Cannonball Express (train)                      the Silver Dart (airplane)

*Sovereign of the Seas* (ship)                      the *Challenger* (spacecraft)

- . . . **plays and long musical compositions such as symphonies.**

Robert Schumann composed *Symphonic Etudes*. (symphony—typed)

- . . . **works of art such as paintings and sculptures.**

Helen Frankenthaler was the artist who painted Mountains and Sea. (painting—handwritten)

- Put quotation marks around titles of . . .

- . . . **stories, articles, poems, songs, and chapters.**

Did you read “Bothersome Becky” in last week’s Sunday school paper? (story)

Rachel will recite “A Psalm of Life” at the program. (poem)

Dad is helping Tim learn the bass part for “God Is My Refuge.” (song)

I have one chapter left to read: “Danger on the Lake.” (chapter)

✗ *Exception:* The word *Bible* and the divisions or books of the Bible are neither underlined (italicized) nor set off by quotation marks.

Remember, titles of *whole* books and magazines are underlined or italicized. Titles of things *inside* books and magazines are put in quotation marks.



**Underline and put quotation marks where needed.**

1. The first performance of Igor Stravinsky's symphony *The Rite of Spring* caused a riot.
2. Darla's neighbor is a photographer for the *Bethel Daily News*.
3. The article *Carved in Stone* on pages 45 and 46 of *Country Discoveries* tells about a granite carver in Vermont.
4. The *Zephyr* was the first diesel-electric locomotive.
5. The account of Paul's conversion is found in the New Testament Book of Acts.
6. Felix Mendelssohn, only seventeen years old, wrote the music for William Shakespeare's play *A Midsummer Night's Dream*.
7. *A Strange Bedfellow*, the sixth chapter of *The School Train*, tells about Tony and John taking refuge in an abandoned cabin, only to discover they shared it with a huge bear.
8. While touring Alaska, I often thought of the song *How Great Thou Art*.
9. The airship *Hindenburg* exploded on May 6, 1937, when its hydrogen gas caught fire.
10. Gutzon Borglum won a gold medal for his bronze sculpture of stampeding horses called *Mares of Diomedes*.

## We Remember



**Complete the definitions.**

(65, 68, 71)

11. A participle is a verb form that functions as an \_\_\_\_\_ .
12. A gerund is a verb form ending in \_\_\_\_\_ that functions as a \_\_\_\_\_ .
13. An infinitive is a verb form, preceded by the word \_\_\_\_\_ , that functions as a \_\_\_\_\_ .



**Write *compound*, *complex*, or *compound-complex*.**

[1] (82, 83)

14. \_\_\_\_\_ two or more independent clauses and at least one dependent clause
15. \_\_\_\_\_ two or more independent clauses
16. \_\_\_\_\_ one independent clause and at least one dependent clause
17. \_\_\_\_\_ The oil field at Prudhoe Bay is the largest in North America; it exceeds Texas in oil production.
18. \_\_\_\_\_ The Iditarod Trail Sled Dog Race, which begins on the first Saturday of March, covers 1100 miles (1770 km) between Anchorage and Nome.

Lesson 3

19. \_\_\_\_\_ The Iditarod follows an old sled dog mail route; it is also a reminder of a rescue effort, which took place during a diphtheria outbreak in 1925, to get medical supplies to Nome.



**Bracket the dependent clauses. Underline the introductory words.**

[1] (75)

20. In 1982, the starting line for the race was moved to Settlers Bay because there was no snow in Anchorage.
21. Many of the people and dog teams who start the race do not finish.
22. The teams take off at two-minute intervals according to an order that is determined by drawing numbers.



**Go back to Nos. 20-22. Label each dependent clause as *adjective* (adj) or *adverb* (adv).**

(76-78)



**Add single and double quotation marks where they are needed.**

(140, 141)

23. Mary said, According to this book about the Iditarod, one of the founders said, You have to be super-tough physically and mentally to run this race.
24. Tony asked Mike, Have you already read the chapter First Encounter With Blue Bear?
25. Find these places on the map of Alaska, Miss Rachel said. Then locate and label them on your map.



**List the six tenses of verbs.**

(15-17)

26. \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



**Diagram the sentences.**

27. Rick Swenson, who has won the Iditarod five times, holds the record; Susan Butcher has won it four times.

28. In extreme cold, people need high-fat foods; some eat sticks of butter as if they were candy bars.

## Penmanship



Copy these facts about Alaska in your best handwriting.

- |                                   |                                 |
|-----------------------------------|---------------------------------|
| ○ 29. State flower: Forget-me-not | State land animal: Moose        |
| State tree: Sitka spruce          | State sea animal: Bowhead whale |
| State bird: Willow ptarmigan      | State mineral: Gold             |
| State fish: King Salmon           | State sport: Dog mushing        |

## Spelling . . . the pattern



Write the correct spelling word for each pronunciation.

- |                              |                            |
|------------------------------|----------------------------|
| 30. _____ ē kā' lə jē        | 40. _____ kār dē ä' lə jē  |
| 31. _____ pes' i miz' əm     | 41. _____ pā' trē ə tiz əm |
| 32. _____ ā' thē iz əm       | 42. _____ mā' nə thē iz əm |
| 33. _____ sī kā' lə jē       | 43. _____ nyù rä'l ə jē    |
| 34. _____ bī ä' lə jē        | 44. _____ äp' tə miz' əm   |
| 35. _____ mī krō bī ä' lə jē | 45. _____ ör nə thä' lə jē |
| 36. _____ zō ä' lə jē        | 46. _____ kām' yə niz əm   |
| 37. _____ mē' tē ə rä' lə jē | 47. _____ jē ä' lə jē      |
| 38. _____ jē' nē ä' lə jē    | 48. _____ thē ä' lə jē     |
| 39. _____ rā' siz əm         | 49. _____ ärk' ē ä' lə jē  |

## Lesson 4

### Verb Tenses

(15-17)

Do you remember the six verb tenses and how each is formed? There are three simple tenses: present, past, and future.

The *present* tense tells about something that is happening now or that happens habitually.

Lesson 4

Sam **is** at the library.

Jeanne **drives** us to school.

The *past* tense tells about something that happened in the past.

Sam **was** at the library all afternoon.

Jeanne **drove** us to school.

The *future* tense tells about something that will happen in the future. The helping verbs *will* or *shall* are used to form the future tense.

Sam **will be** at the library this afternoon.

Jeanne **will drive** us to school.

Each of the simple tenses has a perfect tense. Perfect tenses show action in relation to another time or event. They use a helping verb plus the past participle form.

The *present perfect* tense tells about something that happened at an indefinite time in the past or that is continuing to happen. It uses the helping verbs *has* or *have* plus the past participle.

Sam **has been** at the library all afternoon.

Jeanne **has driven** us to school before.

The *past perfect* tense tells about something that happened or was completed before something else in the past. It uses the helping verb *had* plus the past participle.

Sam **had been** at the library when his friend David called.

Jeanne **had driven** us to school before it started snowing heavily.

The *future perfect* tense tells about something that will be completed before some time in the future. It uses *will have* or *shall have* plus the past participle.

In ten minutes, Sam **will have been** at the library for an hour.

Jeanne **will have driven** us to school 170 times by the end of the school year.



**Write present, present perfect, past, past perfect, future, or future perfect.**

1. \_\_\_\_\_ will have explained
2. \_\_\_\_\_ will explain
3. \_\_\_\_\_ explains
4. \_\_\_\_\_ has explained
5. \_\_\_\_\_ explained
6. \_\_\_\_\_ had explained



**Write a sentence using the given tense of the verb *work*.**

7. **present** \_\_\_\_\_  
\_\_\_\_\_
8. **present perfect** \_\_\_\_\_  
\_\_\_\_\_
9. **past** \_\_\_\_\_  
\_\_\_\_\_

- 10. **past perfect** \_\_\_\_\_  
\_\_\_\_\_
- 11. **future** \_\_\_\_\_  
\_\_\_\_\_
- 12. **future perfect** \_\_\_\_\_  
\_\_\_\_\_

### Conjugation of the Regular Verb *to walk*

#### Principal Parts

Present	Present Participle	Past	Past Participle
walk	( ) walking	walked	( ) walked

#### Present Tense Family

Present	Present perfect
<i>I walk</i>	<i>I have walked</i>
<i>we, they, you walk</i>	<i>we, they, you have walked</i>
<i>he, she, it walks</i>	<i>he, she, it has walked</i>

#### Past Tense Family

Past	Past perfect
<i>I walked</i>	<i>I had walked</i>
<i>we, they, you walked</i>	<i>we, they, you had walked</i>
<i>he, she, it walked</i>	<i>he, she, it had walked</i>

#### Future Tense Family

Future	Future perfect
<i>I will walk</i>	<i>I will have walked</i>
<i>we, they, you will walk</i>	<i>we, they, you will have walked</i>
<i>he, she, it will walk</i>	<i>he, she, it will have walked</i>

### Conjugation of the Irregular Verb *to see*

#### Principal Parts

Present	Present Participle	Past	Past Participle
see	( ) seeing	saw	( ) seen

#### Present Tense Family

Present	Present perfect
<i>I see</i>	<i>I have seen</i>
<i>we, they, you see</i>	<i>we, they, you have seen</i>
<i>he, she, it sees</i>	<i>he, she, it has seen</i>

#### Past Tense Family

Past	Past perfect
<i>I saw</i>	<i>I had seen</i>
<i>we, they, you saw</i>	<i>we, they, you had seen</i>
<i>he, she, it saw</i>	<i>he, she, it had seen</i>

#### Future Tense Family

Future	Future perfect
<i>I will see</i>	<i>I will have seen</i>
<i>we, they, you will see</i>	<i>we, they, you will have seen</i>
<i>he, she, it will see</i>	<i>he, she, it will have seen</i>

## We Remember



**Circle the correct choice.**

(138)

13. Use commas to set off **essential, nonessential** phrases and clauses.



**Add commas where needed.**

(136-138)

14. Unless you like long summers of daylight and dark cold winters Alaska would not be the place for you to live.
15. The Eskimos ate nearly every part of an animal, including muktuk the thin layer of fat under a whale's skin.
16. Sometimes the outcome of the race is very close; Dick Mackey who won the 1978 Iditarod Race beat Rick Swenson to the finish line by one second.

Lesson 4



Circle the correct choice.

(92-95)

17. Everyone **was, were** busy getting food and water inside the cabin before the weather became too hazardous to be outdoors.
18. Many of the people in remote regions of Alaska **build, builds** caches for their food.
19. But some of the animals **figure, figures** out a way to get inside the caches and steal food.



Bracket the dependent clauses. Underline the independent clauses. Label each sentence as *simple* (s), *compound* (cd), *complex* (cx), *compound-complex* (cd-cx).

[1] (75, 82, 83)

20. \_\_\_\_\_ Fishing, canning, and logging are important jobs in Alaska.
21. \_\_\_\_\_ Fishing had always been important, and in 1878, the first salmon canneries opened.
22. \_\_\_\_\_ Although only a few thousand Alaskans are fishermen, Alaska is the top fishing state, and salmon is the top catch.
23. \_\_\_\_\_ One out of every sixty Alaskans is a pilot, which is the highest rate in the country.
24. \_\_\_\_\_ Mining is another important industry; natural gas, gold, silver, lead, zinc, and oil, which is the state's top mining product, are all mined in Alaska.



Underline the adverbial noun phrases.

(40)

25. Dad said, "Last winter, the temperatures never climbed above zero for a month."
26. All night we could hear the wind howling and snow pelting the window.



Diagram the sentences. In No. 27, treat  $-20^{\circ}F$  as one word.

27. Last January, the temperatures never climbed above  $-20^{\circ}F$ .

28. Benny Benson, who was thirteen at the time, designed Alaska's flag; later he became an airplane mechanic.

29. When Walter Hickel moved to Alaska, he had thirty-seven cents in his pocket; he became the state's governor in 1966.



**Underline and put quotation marks where needed.**

[3] (140, 142)

30. The Rescue Season is a book about those whose job is to rescue people who are trapped on mountains, adrift at sea, or lost in the bush, on the tundra, or on a glacier.
31. Marie Drake wrote the lyrics to Alaska's state song, Alaska's Flag; Elinor Dusenbury wrote the music.
32. In 1989, the Exxon Valdez, an oil tanker, struck a reef, dumping almost 11 million gallons (42 million liters) of crude oil into Prince William Sound.
33. The painting From Euston to Klondike shows two gold prospectors plodding their way over a snowy mountain trail.

## Penmanship

Alaska has over 3,000 rivers and more than 3 million lakes. There are an estimated 100,000 glaciers and 1,800 named islands in the state.



**Copy these facts about Alaska in your best handwriting.**

- 34. Largest glacier: Malaspina, 840 sq mi (2,176 sq km); this is larger than Rhode Island  
 Highest elevation: Mt. McKinley, 20,300 ft (6,194 m)  
 Record high temperature: 100°F (38°C) at Fort Yukon on June 27, 1915  
 Record low temperature: -80°F (-62°C) at Prospect Creek on January 23, 1971  
 Highest recorded wind speed: 143 mph (230 kph) at Dutch Harbor in November 2000

## Spelling . . . the hodgepodge



**Write the spelling word that comes alphabetically between the two words.**

- |              |       |         |
|--------------|-------|---------|
| 35. rabid    | _____ | racket  |
| 36. lynx     | _____ | mettle  |
| 37. aardvark | _____ | archaic |
| 38. optative | _____ | option  |
| 39. eagle    | _____ | egress  |

**Lessons 4, 5**

40. pelt	_____	pester
41. garner	_____	generalize
42. vacuum	_____	zoomorphic
43. monkey	_____	myriad
44. bylaw	_____	ceinture
45. pantry	_____	paunch
46. badger	_____	boar
47. miasma	_____	milestone
48. clutter	_____	correlative
49. placate	_____	punt
50. genuine	_____	Gordian
51. nadir	_____	nuclear
52. tarnish	_____	titanic
53. optometer	_____	otherwise
54. anise	_____	atingle

## Lesson 5

### Review and Quiz 1

**Use this checklist to review for Quiz 1:**

- Can you identify adverbial nouns and adverbial noun phrases in a sentence?
- Can you diagram sentences that contain adverbial nouns and adverbial noun phrases?
- Do you know the differences between participial, gerund, and infinitive phrases, and can you identify each?
- Do you know the difference between a dependent and independent clause, and can you identify each?
- Can you define *compound-complex sentence*?
- Can you identify compound, complex, and compound-complex sentences?
- Write each Section 1 spelling word once.



**When you are ready, ask your teacher for Quiz 1.**