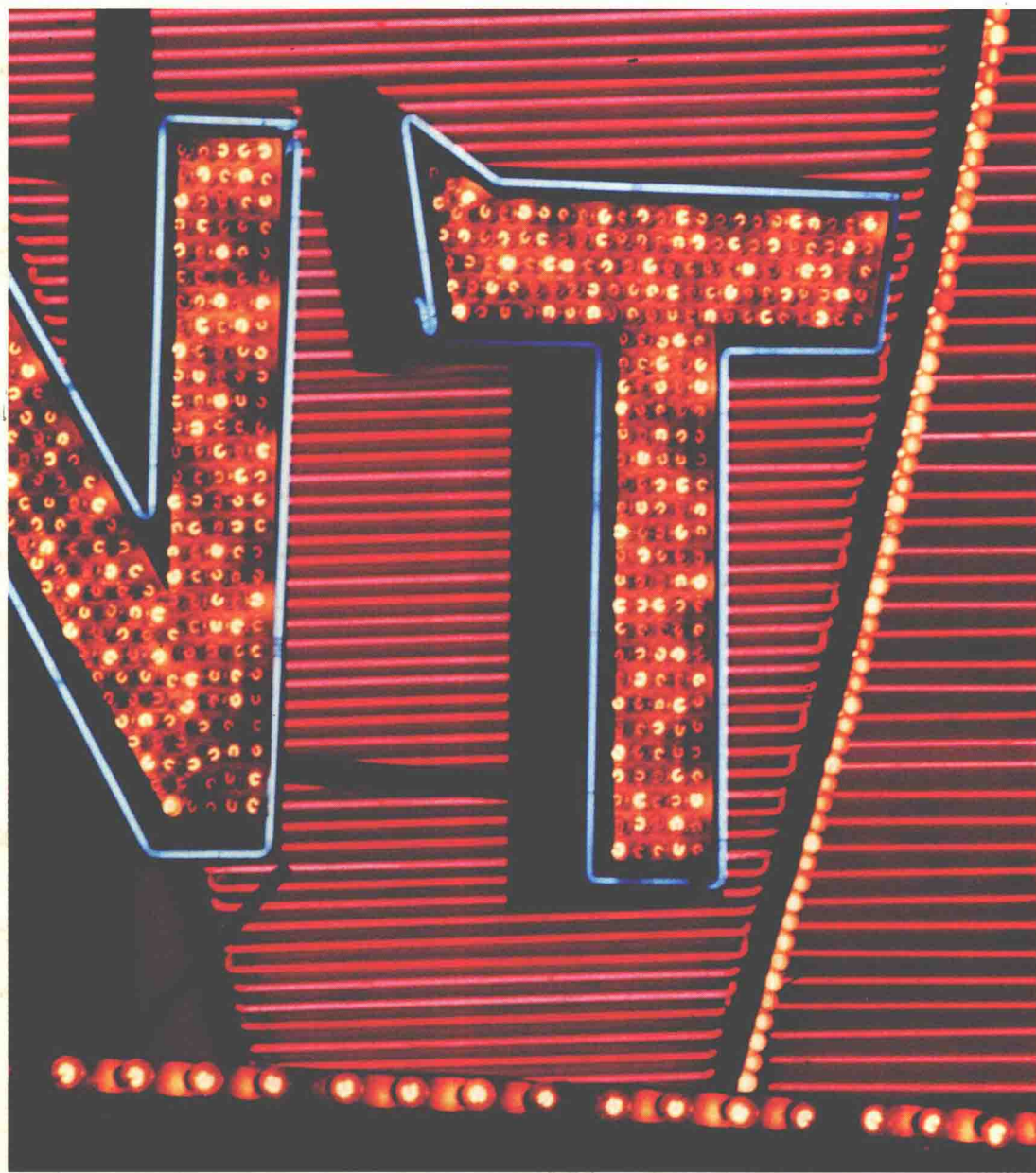


McGraw-Hill

ENGLISH



1 ENGLISH

Authors

Elizabeth Sulzby
The University of Michigan
Marvin Klein
Western Washington University
William Teale
University of Texas at San Antonio
James Hoffman
University of Texas at Austin

Literature Consultant

Sylvia Peña
University of Houston

Contributing Authors

Lois Easton
Arizona Department of Education
Henrietta Grooms
Tyler ISD, Texas
Miles Olson
University of Colorado
Arnold Webb
Research for Better Schools, Philadelphia, Pennsylvania

McGraw-Hill School Division

New York Oklahoma City St. Louis San Francisco Dallas Atlanta

Cover Photograph: © Brownie Harris

Grateful acknowledgment for permission to reprint copyrighted material, illustrations and photographs appearing in this book is made on page 575 of this manual, which is hereby made a part of this copyright page.

ISBN 0-07-042274-5

Copyright © 1989 by McGraw-Hill, Inc. All rights reserved. Printed in the United States of America. Except as permitted under the United States Copyright Act of 1976, no part of this publication may be reproduced or distributed in any form or by any means, or stored in a data base or retrieval system, without the prior written permission of the publisher.

McGraw-Hill School Division
1200 Northwest 63rd Street
Oklahoma City, Oklahoma 73116-5712

2 3 4 5 6 7 8 9 0 8 9 7 6 5 4 3 2 1 0 9 8

McGraw-Hill

ENGLISH

A decorative diamond-shaped symbol is positioned at the bottom center of the page, between two horizontal lines that extend from the left and right edges of the page.

CONTENTS

A Letter to the Student	12
PART ONE • Journeys	16



Composition • Personal Narrative

	What Do You Know?	18
	PLANNING	
Thinking Literature	Thinking About Personal Narratives	19
	“Return to Air” by Philippa Pearce	
	Choosing and Limiting a Topic	26
	Free-writing	28
	Using Time-Order Organization	30
	COMPOSING	
	Writing a First Draft	32
	REVISING	
Speaking/Listening	Discussing a First Draft	33
Sentence Style	Combining Sentences for Style	34
	PROOFREADING	
Mechanics	Punctuating and Capitalizing	36
Spelling	Checking Spelling/Writing a Final Copy	38
	PRESENTING	
Speaking/Listening	Sharing Your Personal Narrative	39
	◆ CONNECTIONS	
Poetry	The Literature Connection: Sentences	40
	The Writing Connection: Sentences	41

Grammar • Sentences I

	Sentences	42
	Subjects and Predicates	44
	Finding Subjects in Sentences	46
	Compound Subjects and Predicates	48
	Simple and Compound Sentences	50
	Avoiding Fragments in Writing	52
	Avoiding Run-on Sentences	54
Mechanics	Dictionary Skills	56
Study Skills	Thesaurus Skills	58
Vocabulary		
Speaking/Listening	Language in Action	
	Conducting a Meeting	60
	History of Language	
	Old and Middle English	62
Test	Unit Review	63



Composition • Feature Story

	What Do You Know?	66
	PLANNING	
Thinking Literature	Thinking About Feature Stories	67
Speaking/Listening	“Mrs. Markham Here” from <i>The New York Times</i>	
	Interviewing	74
	Organizing a Feature Story	78
	Using Cause-and-Effect Organization	80
	COMPOSING	
	Writing a First Draft	84
	REVISING	
Speaking/Listening	Discussing a First Draft	85
Sentence Style	Combining Sentences for Style	86
	PROOFREADING	
Mechanics	Writing Time and Dates	88
Spelling	Checking Spelling/Writing a Final Copy	90
	PRESENTING	
Speaking/Listening	Sharing Your Feature Story	91
	◆ CONNECTIONS	
Poetry	The Literature Connection: Nouns	92
	The Writing Connection: Nouns	93

Grammar • Nouns

	Kinds of Nouns	94
	Singular and Plural Nouns	96
	Possessives	98
Mechanics	Abbreviations	100
	Appositives	102
	Collective Nouns	104
Vocabulary	Prefixes	106
Vocabulary	Suffixes	108
	Life Skills	
	Language in Action	
	Reading a Newspaper	110
	Study Skills	
	Test Taking	
	Studying for a Test	112
	Unit Review	113
Test	Making All the Connections	116
Cooperative Activity	Cumulative Review	120
Test		



Composition • Letters

What Do You Know?

124

PLANNING

Thinking Literature	Thinking About Letters	125
	<i>Across Five Aprils</i> by Irene Hunt	
	Organizing a Business Letter	130
	Using Supporting Examples	132

COMPOSING

	Writing a First Draft	134
--	-----------------------	-----

REVISING

Speaking/Listening Sentence Style	Discussing a First Draft	135
	Combining and Expanding Sentences	136

PROOFREADING

Mechanics Spelling	Punctuating Letters	138
	Checking Spelling/Writing a Final Copy	140

PRESENTING

Speaking/Listening	Sharing Your Business Letter	141
--------------------	------------------------------	-----

COMPOSING

	Writing a Friendly Letter	142
--	---------------------------	-----

◆ CONNECTIONS

Poetry	The Literature Connection: Verbs	144
	The Writing Connection: Verbs	145

Grammar • Verbs I

	Action Verbs	146
	Linking Verbs	148
	Main and Helping Verbs	150
	Present, Past, and Future Tenses	152
	Progressive Forms of Verbs	154
	Perfect Tenses	156
	Principal Parts of Regular Verbs	158
	Principal Parts of Irregular Verbs	160
	More Irregular Verbs	162
Vocabulary	Synonyms and Antonyms	164
Life Skills	Language in Action	
	Filling Out Forms	166
	History of Language	
	Modern English	168
Test	Unit Review	169



Composition • Persuasive Essay

	What Do You Know?	172
	PLANNING	
Thinking Literature	Thinking About Persuasive Essays	173
	“The Curious” by Walden Leeing and James L. Armstrong	
	Using Facts and Opinions	178
	Using Persuasive Techniques	180
	Structuring a Persuasive Essay	182
	COMPOSING	
	Writing a First Draft	186
	REVISING	
Speaking/Listening Sentence Style	Discussing a First Draft	187
	Combining Sentences for Style	188
	PROOFREADING	
Mechanics Spelling	Using Special Punctuation Marks	190
	Checking Spelling/Writing a Final Copy	192
	PRESENTING	
Speaking/Listening	Sharing Your Persuasive Essay	193
	◆ CONNECTIONS	
Poetry	The Literature Connection: Verbs	194
	The Writing Connection: Verbs	195
	Grammar • Verbs II	
	Direct Objects and Indirect Objects	196
	Transitive Verbs and Intransitive Verbs	198
	Predicate Nominatives and Adjectives	200
	Using Complements	202
	Active and Passive Voice	204
Vocabulary	Homophones and Homographs	206
	Language in Action	
	Recognizing Propaganda	208
Study Skills	Test Taking	
	Following Directions	210
Test	Unit Review	211
Cooperative Activity	Making All the Connections	214
Test	Cumulative Review	218



Composition • Descriptive Writing

What Do You Know?

224

PLANNING

Thinking
Literature
Poetry

Thinking About Descriptive Writing

225

The Story of My Life by Helen Keller;
“Recuerdo” by Edna St. Vincent Millay

Organizing Sensory Details

230

Using Precision in Writing

232

Using Figurative Language

234

COMPOSING

Writing a First Draft

236

REVISING

Speaking/Listening
Sentence Style

Discussing a First Draft

237

Expanding Sentences for Style

238

PROOFREADING

Mechanics
Spelling

Using Commas and Semicolons

240

Checking Spelling/Writing a Final Copy

242

PLANNING

Poetry
Poetry

Rhyme and Rhythm in Poetry

243

Forms of Poetry

246

COMPOSING AND REVISING

Writing a First Draft

248

PRESENTING

Speaking/Listening

Sharing Your Descriptive Writing

249

◆ **CONNECTIONS**

Poetry

The Literature Connection: Pronouns

250

The Writing Connection: Pronouns

251

Grammar • Pronouns

Subject and Object Pronouns

252

Pronouns and Antecedents

254

Possessive Forms of Pronouns

256

Interrogative Pronouns

258

Demonstrative Pronouns

260

Indefinite Pronouns

262

Reflexive and Intensive Pronouns

264

Vocabulary

Context Clues

266

Life Skills

Language in Action

Giving Directions

268

History of Language

Words with Greek Origins

270

Test

Unit Review

271



Composition • Reviews

	What Do You Know?	274
	PLANNING	
Thinking Literature	Thinking About Reviews	275
	“I Remember Mama”: A Review by Lewis Nichols	
	Using the Library	280
	Structuring a Review	282
	Analyzing and Evaluating Content	286
	COMPOSING	
	Writing a First Draft	290
	REVISING	
Speaking/Listening	Discussing a First Draft	291
Sentence Style	Combining Sentences for Style	292
	PROOFREADING	
Mechanics	Punctuating Names of Works	294
Spelling	Checking Spelling/Writing a Final Copy	296
	PRESENTING	
Speaking/Listening	Sharing Your Review	297
	◆ CONNECTIONS	
Literature	The Literature Connection: Adjectives and Adverbs	298
	The Writing Connection: Adjectives and Adverbs	299

Grammar • Adjectives and Adverbs

	Adjectives	300
	Predicate Adjectives	302
	Comparisons with Adjectives	304
	Prepositions and Adjective Phrases	306
	Adverbs	308
	Comparisons with Adverbs	310
	Adverb or Adjective?	312
	Adverb Phrases	314
	Avoiding Double Negatives	316
Vocabulary	Troublesome Word Pairs	318
Speaking/Listening	Language in Action	
	Making a Speech	320
Study Skills	Test Taking	
	Using Time Well	322
Test	Unit Review	323
Cooperative Activity	Making All the Connections	326
Test	Cumulative Review	330



Composition • Research Report

	What Do You Know?	336
	PLANNING	
Thinking Literature	Thinking About Research Reports	337
	“The Cicada: Many Things to Many People” by Bruce Benderson	
	Using Reference Sources	346
	Understanding Parts of a Book	350
	Outlining Your Report	354
	Structuring a Research Report	358
	COMPOSING	
	Writing a First Draft	360
	REVISING	
Speaking/Listening	Discussing a First Draft	361
Sentence Style	Combining Sentences for Style	362
	PROOFREADING	
Mechanics	Punctuating Your Report	364
Spelling	Checking Spelling/Writing a Final Copy	366
	PRESENTING	
Speaking/Listening	Sharing Your Research Report	367
	◆ CONNECTIONS	
Poetry	The Literature Connection: Prepositions	368
	The Writing Connection: Prepositions	369

Grammar • Prepositions, Conjunctions, and Interjections

	Prepositions	370
	Prepositional Phrases	372
	Prepositional Phrases as Adjectives	374
	Prepositional Phrases as Adverbs	376
	Coordinating and Correlative Conjunctions	378
	Subordinating Conjunctions	380
	Interjections	382
Vocabulary	Word Roots	384
Speaking/Listening	Language in Action	
	Giving an Oral Report	386
	History of Language	
	Words from Myths	388
Test	Unit Review	389



Composition • Short Story

	What Do You Know?	392
	PLANNING	
Thinking Literature	Thinking About Short Stories	393
	“The Necklace” by Guy de Maupassant	
	Developing a Story Map	404
	Using Space-Order Organization	406
	Writing Dialogue	408
	COMPOSING	
	Writing a First Draft	410
	REVISING	
Speaking/Listening	Discussing a First Draft	411
Sentence Style	Combining Sentences for Style	412
	PROOFREADING	
Mechanics	Punctuating Dialogue	414
Spelling	Checking Spelling/Writing a Final Copy	416
	PRESENTING	
Speaking/Listening	Sharing Your Short Story	417
	◆ CONNECTIONS	
Poetry	The Literature Connection: Sentences	418
	The Writing Connection: Sentences	419
	Grammar • Sentences II	
	Independent and Subordinate Clauses	420
	Adverb Clauses	422
	Adjective Clauses	424
	Noun Clauses	426
	Participles and Participial Phrases	428
	Gerunds and Gerund Phrases	430
	Infinitives and Infinitive Phrases	432
Vocabulary	Denotation and Connotation	434
Life Skills	Language in Action	
	Interviewing for a Job	436
Study Skills	Test Taking	
	Taking Essay Tests	438
Test	Unit Review	439
Cooperative Activity	Making All the Connections	442
Test	Cumulative Review	446
	RESOURCES	
	Resources Table of Contents	452
	Thesaurus	453
	Writing Handbook	481
	Grammar and Mechanics Handbook	500
	INDEX	566

A Letter to the Student

You are at the beginning of a new school year. You are meeting new people, including your teacher and probably some new classmates. This book is also new—at least to you.

As the authors of *McGraw-Hill English*, we want you to know why we wrote the book as we did. We planned this book so that you will make the best possible use of your time.

In the book, you will follow a clear, step-by-step plan to complete each writing assignment. You will also learn how an understanding of grammar helps to improve your writing. Each unit includes strategies for understanding new grammar skills. We feel confident that these features will help you to write better this year.

To help you benefit the most from this book, you will need to keep three kinds of journals or logs:

- ◆ **a personal journal**—in which you will record your thoughts and feelings about any topic you choose. You can use these notes later to give you ideas for writing assignments. This journal is for your eyes only.
- ◆ **a spelling log**—in which you will record the correct spellings of words that you misspelled in your compositions. Keep this log handy in order to review the words before each new writing assignment.
- ◆ **a learning log**—in which you will write about the lessons you found most challenging, how you finally mastered them, and the skills you grasped most easily. By reviewing your learning log regularly, your work will improve steadily.

Our goal in this book has been to meet your personal needs in composition and grammar so that you may communicate more effectively. Please let us know whether we have succeeded in helping you to improve your writing and language skills.

The Writing Process

English: Write a persuasive essay. At least two pages. Due Monday. Reminder: Play review due next Friday.
Social Studies: Research report on the great depression. Due Tuesday.
Science: Complete report on photosynthesis. Due Thursday.

Do these homework assignments sound familiar to you? This book will help you to write reports, stories, letters, and other assignments for all of your subjects. However, your writing does not begin when you put the pencil to paper. Good writing begins long before that.

In each unit, you will complete your own work by following a step-by-step plan called the *writing process*. Here, in brief, are the steps and what each involves.

Planning

- ◆ First, you must know the characteristics of the kind of writing you will do. You will study a literature model of that kind.
- ◆ Next, you must know your audience and your purpose for writing.
- ◆ Then, choose a topic that interests you and that you know about.
- ◆ Then, take notes, make lists, draw a chart, or plan an outline to help you organize your ideas.

Choose a topic you *care* about. Writing is difficult if you are bored with your subject.

Composing

- ◆ Use your plan to write a first draft. Include any new ideas you may have while writing, even though they are not in your original notes.

Do not worry about making mistakes at this point. Later, you will have the chance to go back and correct them.

Revising

- ◆ Have a classmate read your draft. Discuss how you may make your ideas clearer or more interesting. Revise your work for content.
- ◆ Revise for style or for organization. Decide where to combine sentences or when to rearrange them to make your writing clearer. Add details, or remove unnecessary words.

A bit of work can help your draft say *exactly* what you want it to say. Focus on your message.

Proofreading/Writing a Final Copy

- ◆ Read over your draft for errors in punctuation, capitalization, and spelling.
- ◆ Write a final copy, making all your changes in content, style, and proofreading.

Checking for mistakes takes a little time, but it's *important*. Those tiny errors can really get in the reader's way.

Presenting

- ◆ Discover interesting ways to share your work with other people.

People write to communicate. Here's *your* chance!

The more you practice the writing process in this book, the easier it will be to do each new assignment. Your writing will improve steadily throughout the year.

Our Approach to Grammar

Some students like to study grammar; others do not. We have organized the grammar lessons in this book for both kinds of students.

We asked ourselves these questions: What is easy about grammar for students your age, and what is not? Then, we wrote special tests to help us find out. We tested students across the country. The results provided us with valuable information that helped us to determine which aspects of grammar to teach and how to teach them.

Each grammar lesson has a section called **Strategy**. This section gives you a hint to help you understand a part of the grammar skill that is being taught. Using our test results, we wrote strategies that focus on areas students find most difficult in grammar.

The instruction and exercises are divided into **A** and **B** sections. Use the **A** part of the instruction to help you with the **A** part of the exercises; do the same with the **B** parts.

We are aware that sometimes you may wonder why students study grammar. In this book, we show you how knowing grammar can help to improve your writing.

Whether you are someone who enjoys grammar or someone who doesn't, we hope you will find this book the most interesting and helpful English book you have ever used.

We wrote it with you in mind.

