Utilizing Southwestern American Indian myths, legends, history, information on religious beliefs, architecture, fine arts, and social practices, the Adult Basic Education (ABE) Writing Skills workbook presents well-researched information about the rich heritage of the Indian culture of the Southwest, whilst offering a sequential, systematic approach to adult learning. The lessons in the workbook, which is divided into seven units, are arranged so that each lesson instructs a skill. An information presentation section is provided, explaining the particular skill or concept to the student, and giving examples. This is followed by exercises requiring the application of the skill. The seven units are: parts of speech, sentence structure, paragraph development, punctuation, capitalization, practical writing, and spelling (including abbreviations). Tests are provided to measure mastery of the skills, and as a means of assessing progress. A glossary is appended. (JMM)
PATHWAYS

AN ADULT BASIC SKILLS WRITING WORKBOOK

LEVEL II

Rosemeri Barabe
Curriculum Specialist

Laurie Polhill
Curriculum Writer

Ollie M. Lovett
Director, Planning Project
Adult Education Program

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16491
This workbook has been written to help you learn to read and write better. You can enjoy these skills whether you are at home, at school, or at work.

In the workbook, you will be reading and writing about Southwest Indian tribes and their exciting and colorful ways of life. This may be a little different from the usual classroom books because it is mainly about Indian cultures and things that you may find interesting.

The workbook is set up in parts called units. Each unit has lessons and exercises. There are rules on how to do the lessons and they are given at the beginning of each lesson. You need to read the rules and follow the examples. Your instructor will help you along with the lessons and will check your answers to the workbook questions. At the end of each unit, there is a test called the post-test. This test is a review of what was given in the lessons as the skill to be learned. It helps you and your instructor know how well you are doing from unit to unit.

At the back of the book, there is a list of words and what they mean. This list is called the glossary. It is there to help you build your word usage.
ACKNOWLEDGEMENTS

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I. PARTS OF SPEECH

A.1. Common and proper nouns

The names of all things are called nouns. Nouns name people, places, things, or ideas.

A noun can name a person or people: children, student, babies, grandfather, tribe.

A noun can name a place or places: desert, valleys, canyon, village, town, garden.

A noun can name a thing or things: rain, horse, days, sunshine, corn, foot. The names of colors are nouns, too: red, green, yellow.

A noun can name an idea: wisdom, love, hate, pain, fear, liberty, freedom.

All of these nouns are called common nouns.

Put a line under all of the common nouns in this story about Pueblo hunters. There are 20 common nouns.

All hunters of the Pueblo tribes made bowguards. These guarded their left wrists from the pain of the snapping bowstring. Bowguards were made from pieces of tough leather. The leather came from the hide of antelope, buffalo, wildcat, or mountain lion. The hunter tied the bowguard around his arm with a strip of leather.

Pueblo Crafts
Ruth Underhill
I.A.1 Common and proper nouns

The name of one special person or group of people, one special place, or one special thing is called a proper noun. Your name is a proper name.

People: Arlene is a person.
Lagunas are a tribe.

Places: Mexico is a country.
The Pima Reservation is a place.

Things: December is a month of the year.
Sunday is a day of the week.
The Colorado River is a river.

Remember that all proper nouns start with a capital letter.

Now, you write a proper noun on the lines below, for each item.

1. The name of a person: _____________________________
2. The name of a tribe: ______________________________
3. The name of a place: ______________________________
4. The name of a month of the year: ___________________
1.A.1. **Common and proper nouns**

Here is a story about Hopi religious dances. There are common nouns and proper nouns in this story. Write all the proper nouns on the lines under the list called Proper Nouns. Write all the common nouns under the list called Common Nouns.

The Hopis still have many religious dances during the year. They have more dances than any other tribe in the Southwest. Dances of the Kachinas are held from January until July. Other dances, like the Snake Dance, start in August. They end in December. These rites are prayers for rain, good crops, and health for the Hopis and all people.

*Southwestern Indian Tribes*  
Tom Bahdi

Fill in the blanks below with the nouns in the story. You must decide if they are a proper noun or a common noun.

<table>
<thead>
<tr>
<th>Proper Nouns</th>
<th>Common Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ___________</td>
<td>11. ___________</td>
</tr>
<tr>
<td>2. ___________</td>
<td>12. ___________</td>
</tr>
<tr>
<td>3. ___________</td>
<td>13. ___________</td>
</tr>
<tr>
<td>4. /</td>
<td>14. ___________</td>
</tr>
<tr>
<td>5. ___________</td>
<td>15. ___________</td>
</tr>
<tr>
<td>6. /</td>
<td>16. ___________</td>
</tr>
<tr>
<td>7. ___________</td>
<td>17. ___________</td>
</tr>
<tr>
<td>8. ___________</td>
<td>18. ___________</td>
</tr>
<tr>
<td>9. ___________</td>
<td>19. ___________</td>
</tr>
<tr>
<td>10. ___________</td>
<td>20. ___________</td>
</tr>
</tbody>
</table>
I. PARTS OF SPEECH

A.2. Singular and plural nouns

All nouns name people, places, things, or ideas.

A singular noun names only one person, place, thing, or idea.

A plural noun names more than one.

Usually, you add s to the singular noun to make the plural.

<table>
<thead>
<tr>
<th>Singular (one)</th>
<th>Plural (two or more)</th>
</tr>
</thead>
<tbody>
<tr>
<td>arrow</td>
<td>arrows</td>
</tr>
<tr>
<td>basket</td>
<td>baskets</td>
</tr>
<tr>
<td>star</td>
<td>stars</td>
</tr>
<tr>
<td>fear</td>
<td>fears</td>
</tr>
</tbody>
</table>

Write the plurals of these words by adding s.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. feather</td>
<td></td>
</tr>
<tr>
<td>2. drum</td>
<td></td>
</tr>
<tr>
<td>3. chant</td>
<td></td>
</tr>
<tr>
<td>4. star</td>
<td></td>
</tr>
<tr>
<td>5. trail</td>
<td></td>
</tr>
<tr>
<td>6. bear</td>
<td></td>
</tr>
</tbody>
</table>
I.A.2.  *Singular and plural nouns*

Rule #1: When a word ends in s, ss, ch, sh, z, or x, you add *es* to make the plural.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>bus</td>
<td>buses</td>
</tr>
<tr>
<td>glass</td>
<td>glasses</td>
</tr>
<tr>
<td>peach</td>
<td>peaches</td>
</tr>
<tr>
<td>buzz</td>
<td>buzzes</td>
</tr>
</tbody>
</table>

Write the plurals of these words by adding *es*.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
</tr>
</tbody>
</table>
1.A.2. **Singular and plural nouns**

Rule #2: When a word ends in y that comes after a, e, i, o, or y, you add s to make the plural.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>boy</td>
<td>boys</td>
</tr>
<tr>
<td>day</td>
<td>days</td>
</tr>
<tr>
<td>key</td>
<td>keys</td>
</tr>
</tbody>
</table>

BUT, if a word ends in a y that comes after any letter except a, e, i, o, u, you must change the y to i, and then add es

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>sky</td>
<td>skies</td>
</tr>
<tr>
<td>city</td>
<td>cities</td>
</tr>
<tr>
<td>berry</td>
<td>berries</td>
</tr>
</tbody>
</table>

Write the plurals of these words. Remember the rule!

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>family</td>
<td></td>
</tr>
<tr>
<td>ray</td>
<td></td>
</tr>
<tr>
<td>pony</td>
<td></td>
</tr>
<tr>
<td>country</td>
<td></td>
</tr>
<tr>
<td>story</td>
<td></td>
</tr>
<tr>
<td>fly</td>
<td></td>
</tr>
<tr>
<td>donkey</td>
<td></td>
</tr>
<tr>
<td>valley</td>
<td></td>
</tr>
</tbody>
</table>
I.A.2. **Singular and plural nouns**

Rule #3: When a word ends in o that comes after a, e, i, o, u, you make the plural by adding s.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>radio</td>
<td>radios</td>
</tr>
<tr>
<td>zoo</td>
<td>zoos</td>
</tr>
</tbody>
</table>

BUT, if a word ends in o that comes after a consonant, you make the plural by adding es.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>potato</td>
<td>potatoes</td>
</tr>
<tr>
<td>zero</td>
<td>zeroes</td>
</tr>
</tbody>
</table>

Write the plurals of these words.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. rodeo</td>
<td></td>
</tr>
<tr>
<td>2. tomato</td>
<td></td>
</tr>
<tr>
<td>3. zoo</td>
<td></td>
</tr>
<tr>
<td>4. stereo</td>
<td></td>
</tr>
<tr>
<td>5. zero</td>
<td></td>
</tr>
<tr>
<td>6. potato</td>
<td></td>
</tr>
</tbody>
</table>
I.A.2. *Singular and plural nouns*

Rule #4: When a word ends in f or fe, you usually add an s to make the plural.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>staff</td>
<td>staffs</td>
</tr>
<tr>
<td>roof</td>
<td>roofs</td>
</tr>
</tbody>
</table>

BUT, there is a small group of words where the f or fe is changed to a v. You must add es to make the plural. Here are some of those words.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>calf</td>
<td>calves</td>
</tr>
<tr>
<td>half</td>
<td>halves</td>
</tr>
<tr>
<td>leaf</td>
<td>leaves</td>
</tr>
<tr>
<td>self</td>
<td>selves</td>
</tr>
<tr>
<td>shelf</td>
<td>shelves</td>
</tr>
<tr>
<td>thief</td>
<td>thieves</td>
</tr>
<tr>
<td>wolf</td>
<td>wolves</td>
</tr>
<tr>
<td>life</td>
<td>lives</td>
</tr>
<tr>
<td>wife</td>
<td>wives</td>
</tr>
<tr>
<td>loaf</td>
<td>loaves</td>
</tr>
<tr>
<td>knife</td>
<td>knives</td>
</tr>
</tbody>
</table>
### 1.A.2. Singular and plural nouns

Write the plurals of these words.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. wolf</td>
<td></td>
</tr>
<tr>
<td>8. bluff</td>
<td></td>
</tr>
<tr>
<td>9. life</td>
<td></td>
</tr>
<tr>
<td>10. chief</td>
<td></td>
</tr>
<tr>
<td>11. thief</td>
<td></td>
</tr>
<tr>
<td>12. belief</td>
<td></td>
</tr>
<tr>
<td>13. staff</td>
<td></td>
</tr>
<tr>
<td>14. sheriff</td>
<td></td>
</tr>
<tr>
<td>15. calf</td>
<td></td>
</tr>
<tr>
<td>16. knife</td>
<td></td>
</tr>
<tr>
<td>17. loaf</td>
<td></td>
</tr>
<tr>
<td>18. self</td>
<td></td>
</tr>
<tr>
<td>19. half</td>
<td></td>
</tr>
<tr>
<td>20. leaf</td>
<td></td>
</tr>
</tbody>
</table>
## I.A.2. Singular and plural nouns

Some nouns are the same in the singular and the plural.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>sheep</td>
<td>sheep</td>
</tr>
<tr>
<td>elk</td>
<td>elk</td>
</tr>
<tr>
<td>swine</td>
<td>swine</td>
</tr>
<tr>
<td>fish</td>
<td>fish</td>
</tr>
<tr>
<td>deer</td>
<td>deer</td>
</tr>
<tr>
<td>trout</td>
<td>trout</td>
</tr>
<tr>
<td>moose</td>
<td>moose</td>
</tr>
</tbody>
</table>

Some nouns change spelling to form the plural.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>woman</td>
<td>women</td>
</tr>
<tr>
<td>man</td>
<td>men</td>
</tr>
<tr>
<td>child</td>
<td>children</td>
</tr>
<tr>
<td>foot</td>
<td>feet</td>
</tr>
<tr>
<td>tooth</td>
<td>teeth</td>
</tr>
<tr>
<td>goose</td>
<td>geese</td>
</tr>
<tr>
<td>mouse</td>
<td>mice</td>
</tr>
<tr>
<td>ox</td>
<td>oxen</td>
</tr>
</tbody>
</table>

Write the plurals on the line.

1. moose
2. woman
3. elk
4. ox
5. man
6. tooth
I.A.2. Singular and plural nouns

The story below is part of the Quechan creation story. Draw one line under each singular noun in the story. Draw two lines under each plural noun. There are 28 nouns in the story.

HOW OUR PEOPLE CAME TO BE

In the first days there were no people. The maker of the world wanted people to walk in the desert. He made them out of sand and water. Out of mud, he made them. He showed them what plants to eat. He showed the people which ceremonies would make the rain come. He gave them his own special colors, red and black. Red is for blood that gives life. Black is for the darkness that means death. These colors are used in special clothes. They remind us how we started, and that life and death are part of every person.

AND IT STILL IS THAT WAY
Byrd Baylor
I. PARTS OF SPEECH

A.3. Noun used as a subject

You have already learned that nouns name things and can be common or proper, or singular or plural, like these.

- desert
- Phoenix
- baby
- freedom
- villages
- Gila River
- Jacob
- town

Nouns have work that they do in sentences. A noun that is the doer of the action is called the subject. For example, look at this sentence.

Melvin ran.

What is happening in this sentence? What is the action? Did you say ran or running? Good. Ran is the action part of the sentence. Look at the sentence again. Who is the doer of the action? Did you say Melvin? Good. Melvin is the doer, or subject, of this sentence. In many sentences, the doer or subject is a noun. Look at this sentence:

Jacob lives in the village

What is the action of this sentence? What is happening? Did you say lives or living? Good. There are two nouns in this sentence, Jacob and village. Ask yourself who or what lives? It is Jacob. Jacob is the subject of this sentence.

Any noun, common or proper, singular or plural, can be the subject of a sentence.
I.A.3. *Noun used as a subject*

Look at this sentence and answer the questions.

_The spotted horse stepped into the stream._

1. What is happening in the sentence (action word)?

2. What are the nouns in this sentence?

3. Who or what is the doer in this sentence?

4. Which noun is the subject of this sentence?
I.A.3. *Noun used as a subject*

So, to find out if a noun is the subject in a sentence, you ask these questions:

1. **What is happening in the sentence?**
   Look for the action word.

2. **Who or what is the doer of the sentence?**
   Look for the nouns.

3. **Who or what is the sentence about?**
   Decide which noun is the subject.

Put a line under the subject noun in each of these sentences. Remember to ask the questions above.

1. The men of the village made their own weapons.
2. The desert wild flowers covered the canyon.
3. Corn grew in the dry desert without much rain to water it.
4. The Navajo Reservation is located in northern Arizona.
5. Colors had special meaning for the Pomo basketmakers.
6. Red was a symbol of bravery.
7. Success was shown by yellow.
8. Blue was a symbol of cruelty.
1. A.3. Noun used as a subject

Choose a noun from the list to be the subject of the sentences below.

<table>
<thead>
<tr>
<th>Pimas</th>
<th>women</th>
<th>Uncle Harry</th>
</tr>
</thead>
<tbody>
<tr>
<td>plants</td>
<td>Colorado River</td>
<td>Rain</td>
</tr>
<tr>
<td>Baskets</td>
<td>Freedom</td>
<td></td>
</tr>
</tbody>
</table>

1. The ________ planted crops of corn, beans, and pumpkins.
2. Wild ________ provided some food for the Pimas.
3. The ________ gathered wild plants to eat.
4. ________ of yucca fiber were made by the women.
5. ________ drove his pick-up truck into the ditch.
6. ________ falls mostly in the summer.
7. The ________ flows through the Grand Canyon.
8. ________ is worth fighting for.
I.A.3.  *Noun used as a subject*

Now, you think of a noun for each sentence below and write it in on the line provided.

9. The ________ shines brightly in the desert.

10. ________ is my favorite color.

11. ________ makes the best tortillas.

12. ________ have wooly coats.
A.4. Forming possessive nouns

You have already learned that nouns name people, places, things, or ideas. A noun can come together with another noun in a special way. One noun can belong to another noun, like

   the boy's coat

This is a short way of writing

   the coat that belongs to the boy

You use an apostrophe (') plus an s ('s) after the first noun to show that it owns the second noun.

Here are some other examples:

   the dog's tail (the tail of the dog)
   Rena's house (the house that belongs to Rena)
   the mesa's edge (the edge of the mesa)

There are some rules about adding the apostrophe plus the s ('s) to a noun to show that something belongs to it.

   Rule #1: Add an apostrophe plus an s ('s) to a singular noun.
           Harry's office (the office that belongs to Harry)
           the cat's claws (the claws of the cat)
           the coyote's howl (the howl of the coyote)
I.A.4. *Forming possessive nouns*

Now, you add the apostrophe plus the s ('s) to these nouns.

1. Ann ___ new dress
2. the singer ___ voice
3. the snake ___ skin
4. the child ___ doll
5. the lady ___ purse
6. the rancher ___ sheep
7. Dawn ___ rifle
8. the man ___ hat

Rule #2: Add just an apostrophe (') to plural nouns that end with s.

- the boys' books (the books that belong to the boys)
- the babies' cradleboards (the cradleboards that belong to the babies)
- the ponies' hoofs (the hoofs of the ponies)
I.A.4.  **Forming possessive nouns**

Now, you do these. Write the word with the apostrophe after it on the line.

9. students  __________  13. cows  __________
10. chiefs  __________  14. eagles  __________
11. thieves  __________  15. cars  __________
12. plants  __________  16. Navajos  __________

**Rule #3:** Add an apostrophe plus an **s (’s)** to a **plural noun** that does not end in **s**.

- the men’s hats (the hats that belong to the men)
- the deer’s antlers (the antlers of the deer)
- the oxen’s pen (the pen of the oxen)

Write each of these words with the apostrophe plus the **s (’s)** on the line.

17. trout  ______________
18. geese  ______________
19. women  ______________
20. elk  ______________
I.A.4. Forming possessive nouns

Read the sentences below. Put a circle around the right word.

1. Did the two (womens', women's) husbands leave for work?
2. The (sheep's, sheeps') wool was very long and thick.
3. Those (Apache's, Apaches') homes are in the White Mountains.
4. (Gus's, Gus') dancing is well known in Arizona.
5. The (councilmens', councilmen's) seats are reserved in the council house.
6. A (bird's, birds') nest was found in the tree. 
   be heard across the canyon.
7. The (rancher's, ranchers') home was on the mesa.
8. The (lady's, ladies') hair is long.
I. PARTS OF SPEECH

B.1. Pronouns used as nouns

A pronoun is a word that can take the place of a noun. A pronoun is used in a sentence so that a noun does not have to be used over again.

Fred owns a truck. **He** drove to Zuni for the weekend.
The word **he** is a pronoun. In this sentence, **He** takes the place of **Fred**. Other pronouns are: **I, you, he, she, it, we, and they.**

Use **I** when talking about yourself.
   **I** live in Acoma.

Use **you** when talking to someone else, or a group of people.
   **You** may have the burden basket.
   **You** will all have to stay here.

Use **he** when talking about a male and **she** when talking about a female.
   **He** can smoke in the kiva.
   **She** is from Taos.

Use **it** when talking about something that is neither male nor female.
   **It** is an old truck.

Use **we** when talking about yourself and someone else.
   **We** will both go to the rite.

Use **they** when talking about two or more people or things.
   **They** believe the kachinas live on the San Francisco Peaks.
   **They** are beautiful horses.
1.8.1. Pronouns used as nouns

Write the correct pronoun for each sentence.

1. ______ is the girl from Zia.
   (He, She)

2. Can ______ all go to the pow-wow?
   (they, I)

3. ______ makes beautiful jewelry.
   (He, It)

4. Tell the boy that ______ will run next.
   (she, he)

5. ______ is a colorful rug.
   (it, You)

6. Will ______ speak at the next meeting?
   (you, it)

7. ______ make good cornbread.
   (I, It)

8. Ask the girl if ______ can ride.
   (he, she)
I.B.1.  Pronouns used as nouns

On the line to the right, write a pronoun that can be used in place of the underlined noun(s) in each sentence.  The first one is done for you.

1. Helen and Bill live near the Salt River.  
   They

2. Albert won his event at the rodeo.
   

3. The corn is ready to harvest.
   

4. Sara and I are planning a trip to Mesa Verde.
   

5. Will Frank and Henry go hunting with you?
   

6. Corn and squash were dried and stored away for winter.
   

7. Susan, Gary, and I attended a boarding school off the reservation.
   

8. Geronimo was captured in 1886.
   


I. PARTS OF SPEECH

B.2. Pronouns used as question words

Some other pronouns that can take the place of nouns are who, what, and which. These pronouns are used to ask a question.

Use who when asking about a person or persons.

Who is the tall dancer?
(A dancer is a person)

Use what and which when asking about places, things, and animals.

What is your name?
(A name is a thing)

Which is your horse?
(A horse is an animal)

Which is used to show which one.

Choose the correct pronoun for each sentence. Write the word on the line.

1. _________ of these shirts do you like best?
   (Who, Which)

2. _________ will perform the Night Chant?
   (What, Who)

3. _________ is the name of the rite?
   (What, Who)

4. _________ owns this goat?
   (Which, Who)
1.B.2. *Pronouns used as question words*

5. ________ of the dancers is the best?  
   (Who, Which)

6. ________ can Barbara bring to eat?  
   (What, Who)

7. ________ will drive us to town?  
   (Who, Which)

8. ________ is the fastest horse here?  
   (Who, Which)

Write the correct pronoun — who, what, or which — for each of these questions.

1. ________ is the man cutting wood?

2. ________ did you do today?

3. ________ can you do to help?

4. ________ made this kachina?

5. ________ is your mother’s name?

6. ________ is the best costume?

7. ________ can ride this horse?

8. ________ of these trucks belongs to Hank?
I. PARTS OF SPEECH

C.1. Simple verb tenses

You will recall that a verb is a word that shows action.

I sing
he dances
you walked
they hunted

A verb can also show the time of the action. The verb tense tells you when the action happens. To show different times, a verb has different tenses. The simple verb tenses are present, past, and future.

Action which goes on every day or just in general is called the present tense.

I drive my truck to work.
He works in town.
They own many sheep.

The present tense of a verb is used like this.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>I hunt</td>
<td>we hunt</td>
</tr>
<tr>
<td>you hunt</td>
<td>you hunt (as in all of you)</td>
</tr>
<tr>
<td>he, she, it</td>
<td>they hunt</td>
</tr>
<tr>
<td>hunts</td>
<td></td>
</tr>
</tbody>
</table>

Note that an -s is added to the verb when it is used with he, she, or it. This is true for all verbs in the present tense.

He works
She writes
It shines
I.C.1. *Simple verb tenses*

Action which has already happened and has ended is called the **past** tense.

- I talked to him yesterday.
- She worked all of last week.
- We played basketball last night.

The past tense is formed by adding `-ed` to the verb. The past tense is used like this.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>I hunted</td>
<td>we hunted</td>
</tr>
<tr>
<td>you hunted</td>
<td>you hunted</td>
</tr>
<tr>
<td>he, she, it hunted</td>
<td>they hunted</td>
</tr>
</tbody>
</table>

Note that in the past tense the verb does not change for he, she, or it.

Action that has not happened yet, but will happen sometime in the future, is called the **future** tense.

- I will go next year.
- It will happen again.
- They will sing later.

The future tense is formed by using **will** in front of the verb.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will hunt</td>
<td>we will hunt</td>
</tr>
<tr>
<td>you will hunt</td>
<td>you will hunt</td>
</tr>
<tr>
<td>he, she, it will hunt</td>
<td>they will hunt</td>
</tr>
</tbody>
</table>

Note that in the future tense, the verb does not change with he, she, or it.
I.C.1. *Simple verb tenses*

On the line at the right, tell if the action in each sentence is happening in the *present*, the *past*, or the *future*. The first one is done for you.

1. He **planted** corn in his field. __past__
2. I **played** on the basketball team. ____________
3. They **share** the squash and beans. ____________
4. We **will raise** the orphaned colt. ____________
5. Pauline **voted** in the last council elections. ____________
6. Sharon and Harry **will shear** the sheep tomorrow. ____________
7. Frank **carves** beautiful animal figures. ____________
8. I **finished** the rug last night. ____________
I.C.1. Simple verb tenses

Many verbs in English do not form the past tense by adding -ed to the verb. These are called irregular verbs. Irregular verbs have their own special form for the past tense.

Here is a list of common irregular verbs. The only way to remember the past tense form of these verbs is to memorize it. Study this list until you know it.

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>are</td>
<td>were</td>
<td>hide</td>
<td>hid</td>
</tr>
<tr>
<td>am, is</td>
<td>was</td>
<td>hold</td>
<td>held</td>
</tr>
<tr>
<td>become</td>
<td>became</td>
<td>know</td>
<td>knew</td>
</tr>
<tr>
<td>begin</td>
<td>began</td>
<td>lay</td>
<td>laid</td>
</tr>
<tr>
<td>bend</td>
<td>bent</td>
<td>lead</td>
<td>led</td>
</tr>
<tr>
<td>blow</td>
<td>blew</td>
<td>pay</td>
<td>paid</td>
</tr>
<tr>
<td>break</td>
<td>broke</td>
<td>rise</td>
<td>rose</td>
</tr>
<tr>
<td>catch</td>
<td>caught</td>
<td>raise</td>
<td>raised</td>
</tr>
<tr>
<td>choose</td>
<td>chose</td>
<td>see</td>
<td>saw</td>
</tr>
<tr>
<td>dig</td>
<td>dug</td>
<td>sing</td>
<td>sang</td>
</tr>
<tr>
<td>do</td>
<td>did</td>
<td>sleep</td>
<td>slept</td>
</tr>
<tr>
<td>draw</td>
<td>drew</td>
<td>speak</td>
<td>spoke</td>
</tr>
<tr>
<td>drink</td>
<td>drank</td>
<td>strike</td>
<td>struck</td>
</tr>
<tr>
<td>eat</td>
<td>ate</td>
<td>swim</td>
<td>swam</td>
</tr>
<tr>
<td>fly</td>
<td>flew</td>
<td>take</td>
<td>took</td>
</tr>
<tr>
<td>forgive</td>
<td>forgave</td>
<td>tear</td>
<td>tore</td>
</tr>
<tr>
<td>freeze</td>
<td>froze</td>
<td>tell</td>
<td>told</td>
</tr>
<tr>
<td>go</td>
<td>went</td>
<td>throw</td>
<td>threw</td>
</tr>
<tr>
<td>grow</td>
<td>grew</td>
<td>wear</td>
<td>wore</td>
</tr>
<tr>
<td>hear</td>
<td>heard</td>
<td>write</td>
<td>wrote</td>
</tr>
</tbody>
</table>
### Simple verb tenses

Write in the missing tense for each verb. The first one is done for you.

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. pay</td>
<td>paid</td>
</tr>
<tr>
<td>2. drew</td>
<td></td>
</tr>
<tr>
<td>3. tell</td>
<td></td>
</tr>
<tr>
<td>4. hide</td>
<td></td>
</tr>
<tr>
<td>5. struck</td>
<td></td>
</tr>
<tr>
<td>6. freeze</td>
<td></td>
</tr>
<tr>
<td>7. bent</td>
<td></td>
</tr>
<tr>
<td>8. went</td>
<td></td>
</tr>
<tr>
<td>9. am</td>
<td></td>
</tr>
<tr>
<td>10. choose</td>
<td></td>
</tr>
<tr>
<td>11. wore</td>
<td></td>
</tr>
<tr>
<td>12. do</td>
<td></td>
</tr>
<tr>
<td>13. tore</td>
<td></td>
</tr>
<tr>
<td>14. grow</td>
<td></td>
</tr>
<tr>
<td>15. drank</td>
<td></td>
</tr>
<tr>
<td>16. hear</td>
<td></td>
</tr>
</tbody>
</table>
I.C.1. *Simple verb tenses*

Change the verb in each sentence to the past tense. The first one is done for you.

1. I **catch** rabbits in a trap. **caught**
2. He **speaks** in a low voice.
3. She **sings** softly.
4. John **tells** long stories.
5. I **am** a slow runner.
6. Marie **holds** the sleeping baby.
7. That horse **throws** every rider.
8. The wind **blows** the dust around.
9. The lake **freezes** over in winter.
10. The sun **rises** every morning.
11. The children **draw** pictures in the dirt.
12. I **know** the tribal chairman.
I. PARTS OF SPEECH

C.2. Helping verbs

You have seen that a verb can be a single word such as run, sings, or pray. Sometimes, the verb will have more than one word like will run, shall sing, or will pray. The words will and shall are called helping verbs because they help the main verb. The main verb can have one or more helping verbs in front of it.

Here is a list of the most common helping verbs.

<table>
<thead>
<tr>
<th>be</th>
<th>was</th>
<th>had</th>
<th>should</th>
<th>must</th>
</tr>
</thead>
<tbody>
<tr>
<td>is</td>
<td>were</td>
<td>will</td>
<td>could</td>
<td>do</td>
</tr>
<tr>
<td>am</td>
<td>has</td>
<td>can</td>
<td>would</td>
<td>did</td>
</tr>
<tr>
<td>are</td>
<td>have</td>
<td>may</td>
<td>might</td>
<td>does</td>
</tr>
</tbody>
</table>

A main verb with one or more helping verbs can look like this.

- has broken
- can be seen
- will be worn
- would like
- have worked
- does go

The main verb is always the last word in the verb.

Put a line under the main verb in the sentence. Write the helping verb(s) on the line at the right. The first one has been done for you.

1. Melvin will be leaving early in the morning. _______ will be

2. I can go hunting with you next week. ________________

3. She is going to Gallup today. ________________

4. I might win this race. ________________
I.C.2. *Helping verb*

5. The eagle has flown to the nest.

6. From the edge of the mesa, I can see for miles.

7. The bobcat cubs are growing fast.

8. He should have attended the council meeting.

Underline the main verb and helping verb(s) in each sentence. The first one is done for you.

1. Each Papago village was led by a headman called “The Keeper of the Smoke.”

2. The pueblo of Santa Clara was built in the 14th century.

3. The Anasazi had left Mesa Verde by 1300 A.D.

4. The Hohokam ruins of Snaketown are located south of Phoenix.

5. In Zuni, the Shalako ceremony usually is held in early December.

6. Coronado thought he had found the seven cities of Cibola.

7. The Girl’s Puberty Rite is important to the Apaches.

8. Only Tewa Indians are allowed at the San Juan Rain-Power Ceremony.
I. PARTS OF SPEECH

J.1. Descriptive adjectives

As you may recall, a word that describes a noun is called an adjective. An adjective can often answer the question what kind?

- a tall man
- a blue shirt
- a fast horse
- a round pole
- a hot day
- a happy child
- a sleepy girl
- a loud noise

Sometimes, two or more adjectives are used to describe a noun.

- the icy, blue water
- a lazy, yellow cat
- the tall, Apache man
- a dark, misty day

Choose an adjective to describe the noun in each item below. Use a word from this list or one of your own. Do not use the same words over again.

```
blue  large  pretty  dry  high
gray  small  woven  hot  cool
dark  tall  red  sunny  shady
```

1. The _______ house
2. The _______ boys
3. A ____ ____ sky
4. The _______ baskets
5. A _______ tree
6. The _______ desert
7. A _______ mountain
8. A _______ stream
I.D.1. *Descriptive adjectives*

Find the words that describe the nouns in each of these sentences. Draw a circle around the adjective and put a line under the noun it describes. The first one has been done for you.

1. The **sleepy** dog slept under the **tall**, **shady** tree.

2. The old, rusty rifle was left in a dark corner of the room.

3. The **black** horse stopped to drink the clear, cool water.

4. The tired children slept on the soft, white sheepskin.

5. The hot sun beat down on the dry, barren land.

6. Only small, desert creatures now live in the old, weathered ruins.

7. Soft, wispy clouds drifted across the blue sky.

8. The faded, blue shirt was hung by the warm fire to dry.

9. At the **foot** of the stone cliff, a small spring bubbled up from **under**ground.

10. The **old** potter shaped the round bowl with her skilled hands.

11. The long, **narrow** leaves of the yucca plant have sharp, pointed tips.

12. The dry, desert wind whipped the sand into a large dust cloud.
I. PARTS OF SPEECH

D.2. Adjectives indicating number

So far, you have learned about adjectives that describe nouns: a fast horse, a hot day. Another kind of adjective tells you the number of nouns. It will answer the question How many? Words like, some, many, five, any, each, and both are adjectives that show how many.

- some boys
- ten trucks
- each girl
- every man
- many people
- few friends
- each star
- every day
- one room

The adjectives each, every, and one are only used with singular nouns.

Underline the adjectives in each sentence that tell how many.

1. Many homes were damaged in the storm.
2. Frank paid ten dollars for his new shirt.
3. I saw several boys climbing the cliff.
4. Any woman can enter the contest.
5. It rained for two days.
6. Every girl in her family learned to weave.
7. A few people came to the meeting.
8. Both trucks needed to be fixed.
### I.D.2. Adjectives indicating number

Write an adjective that tells how many for each noun below. Use as many different ones as you can think of.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>_______ beavers</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>_______ men</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>_______ mesas</td>
<td>11</td>
</tr>
<tr>
<td>4</td>
<td>_______ bird</td>
<td>12</td>
</tr>
<tr>
<td>5</td>
<td>___ day</td>
<td>13</td>
</tr>
<tr>
<td>6</td>
<td>_______ tribes</td>
<td>14</td>
</tr>
<tr>
<td>7</td>
<td>_______ women</td>
<td>15</td>
</tr>
<tr>
<td>8</td>
<td>_______ melons</td>
<td>16</td>
</tr>
</tbody>
</table>

Now you have learned about adjectives that describe nouns and adjectives that tell the number of nouns. In this exercise, underline all the adjectives in each sentence. The first one is done for you.

1. Tom took **three ripe** melons to his **sick** friend.

2. The mother wolf had **five frisky** pups in her **litter**.

3. Several men tried to herd **ten wild** horses into the **corral**.
I.D.2. Adjectives indicating number

4. Clara can make three beautiful pots every week.

5. The dark, heavy clouds looked like they would burst at any minute.

6. Each girl was dressed in a white buckskin dress for the ceremony.

7. Many dancers wore bright, colorful costumes.

8. My family harvested two fields of corn and one field of squash.
I. PARTS OF SPEECH

E.1. Adverb as modifier of verb

You have already learned about some different parts of sentences, like subjects and verbs. In this lesson you will learn about another sentence part called the adverb. Look at this sentence.

James ran quickly.

You know that James is the subject and ran is the verb. What about that other word? What does it do in this sentence? Did you say that it tells how James ran? Good! That is what many adverbs do. Adverbs can be used to tell more about or to describe the action words in sentences.

Many adverbs, but not all of them, end in ly. Adverbs are often written after the verb that they describe.

In the sentences below, the verbs are underlined. The adverbs that explain or describe them are in bold type.

The bear growled fiercely.
Chief Little Cloud sang loudly.
Gary often hunted with his father.
The fire burned brightly.
The squash finally dried.
I.E.1.  Adverb as modifier of verb

Underline the adverbs in these sentences. The first one has been done for you.

1. Chief Thunderbold spoke wisely.
2. Coyote growled suddenly at the rabbit.
3. Carol's horse galloped swiftly.
4. Speak politely to your grandmother.
5. You must try hard in school.
6. The kachina danced slowly.
7. Mother scolded the dogs sharply.
8. Jacob finally trapped the badger.
9. Tribal members often traded at local trading posts.
10. The smoke from the pipe rose thickly.
I.E.1. **Adverb as modifier of verb**

Underline the adverb in each sentence. Write the verb it describes on the line. The first one has been done for you.

1. Snow fell silently into the canyon.  
   **VERB** fell

2. The men planted the rows of corn evenly.
   
3. The medicine man made the sandpainting carefully.
   
4. Stew simmered slowly on the stove.
   
5. A rabbit jumped suddenly from behind the brush.
   
6. The Apaches fled swiftly across the border.
   
7. Stella sang sweetly enough to please all the listeners.
   
8. The black cat stretched lazily.
   
9. They have already left.
   
10. We divided the corn evenly.
I. **PARTS OF SPEECH**

**E.2. Adverbs and adjectives**

You have learned that adjectives describe nouns. They often tell what kind.

Adverbs can describe verbs and tell how, when, where, how often, or how much. Sometimes adjectives and adverbs look a little alike.

- The **bad** dog bit the girl.  (*bad* is an adjective that tells what kind of dog)
- Dave drove **badly** after the wreck.  (*badly* is an adverb telling how Dave drove)
- The **warm** sun felt wonderful.  (*warm* is an adjective that tells what kind of sun)
- She smiled **warmly** at the child.  (*warmly* is an adverb that tells how she smiled)

There are other adverbs and adjectives that are often confused. Here are some examples.

<table>
<thead>
<tr>
<th>ADJECTIVE</th>
<th>ADVERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>quiet</td>
<td>quietly</td>
</tr>
<tr>
<td>real</td>
<td>really</td>
</tr>
<tr>
<td>careful</td>
<td>carefully</td>
</tr>
<tr>
<td>poor</td>
<td>poorly</td>
</tr>
<tr>
<td>slow</td>
<td>slowly</td>
</tr>
<tr>
<td>sure</td>
<td>surely</td>
</tr>
<tr>
<td>easy</td>
<td>easily</td>
</tr>
<tr>
<td>eager</td>
<td>eagerly</td>
</tr>
<tr>
<td>good</td>
<td>well</td>
</tr>
</tbody>
</table>

Remember that most, but not all, adverbs have *ly* at the end.
I.E.2. Adverbs and adjectives

Circle the correct adjective or adverb form in these sentences. The noun or verb being described is underlined.

1. A (loud, loudly) crash woke us up.
2. Be sure to drive (careful, carefully).
3. Rena cooks (good, well).
4. Rena is a (good, well) cook.
5. She reads (poor, poorly).
6. The (mean, meanly) dog ran away.
7. Those are (awful, awfully) tortillas!
8. They picked the cactus fruit (easy, easily).
9. The (slow, slowly) horse walked across the trail.
10. We drove (slow, slowly) through the creek.
11. The eagle flew (silent, silently) over our heads.
12. The sounds of thunder were (loud, loudly) during the rain.
I.E.2. Adverbs and adjectives

Decide if the underlined word is an adjective or an adverb. Write your answer on the line.

1. The chief spoke quietly. _______
2. There is real butter in the refrigerator. _______
3. Rena is a good weaver. _______
4. The fierce bear growled at the rancher. _______
5. The bear growled fiercely. _______
6. Arlene arrived late. _______
7. This is an easy book to read. _______
8. You have to drive slowly. _______
I. PARTS OF SPEECH

F.1. Time word prepositions

Some special words are used to tell you when something happens. They are called time words. These words can be hard to understand unless you study them. The time words you will study in this lesson are: after, before, since, and until.

After: first one thing happens, then, another thing happens.

I came home at three o’clock.
He came home at four o’clock.
So, he came home after me.

First, I must get my GED.
Then, I can get a good job.
I can get a good job after I get my GED.

Before: in the past.

First, Madonna lived in Winslow.
Then, she moved to Phoenix.
So, Madonna lived in Winslow before she moved to Phoenix.

Since: from a past time to the present.

Dave left last week.
He hasn’t come back.
So, Dave has been gone since last week.
I.F.1. *Time word prepositions*

**Until:** up to the time of.

I need to call Harry.
Harry gets home at eight o'clock.
So, I must wait until eight o'clock to call Harry.

Put a line under the time word in each sentence.

1. After dinner, they are going to the movies.

2. The coyote tracked the sheep until dark.

3. We have not seen eagles here before.

4. Stella has lived with her grandmother since 1969.

5. Since Lance was a baby, he has hated milk.

6. Before the whiteman came, the Indians did not know about peaches.

7. After the Long Walk, the Navajos had to stay at Ft. Sumner.

8. We can't go home until we finish our work.
1. **Time word prepositions**

Choose the answer that explains the underlined word.

1. Harry won’t be here until 10 o’clock.
   a. Harry will be here at 9 o’clock.
   b. Harry isn’t coming here.
   c. Harry will be here at 10 o’clock, but not before that.

2. A rainbow comes out after a rain.
   a. A rainbow comes out when it is raining.
   b. A rainbow comes out before a rain.
   c. When it stops raining, the rainbow comes out.

3. The Havasupai cut the rind off the squash before they dried it.
   a. They dried the squash first, then they cut off the rind.
   b. They cut the rind off, then dried the squash.
   c. They cut the rind off, then they ate the squash.

4. Irwin has been a welder since 1980.
   a. Irwin became a welder in 1980, and he still is a welder.
   b. Irwin was a welder in 1970.
   c. Irwin will always be a welder.
UNIT I POST-TEST: PARTS OF SPEECH

Underline the common and proper nouns in this story.

1–12:

There are many reservations in Arizona. The Hopis are neighbors to the Navajos who have the largest reservation. The Quechans have a reservation in Yuma, and the Havasupai live in Havasu Canyon. The Tohono O'Odham live close to Mexico.

Write the plural form of these words.

13. lady  
14. fly  
15. deer  
16. wolf  

Write the possessive form of these nouns.

17. men  
18. bird  
19. Apaches  
20. Harry  

Underline the noun subject in each sentence. On the blank line write a pronoun that can be used in place of the noun you underlined.

21. The Pimas planted corn and beans. ________

22. Dave works in Flagstaff. ________

23. The mare jumped the fence and ran away. ________

24. The cornbread is good. ________

Write a question word pronoun in the blank space. Use who, what, or which.

25. ________ is the owner of this ranch?

26. ________ will we eat for dinner?

27. ________ of these kachinas is Mudhead?

Write in the missing tense for each verb.

<table>
<thead>
<tr>
<th>PRESENT</th>
<th>PAST</th>
</tr>
</thead>
<tbody>
<tr>
<td>28. fly</td>
<td>________</td>
</tr>
<tr>
<td>29. ________</td>
<td>drank</td>
</tr>
<tr>
<td>30. lead</td>
<td>________</td>
</tr>
<tr>
<td>31. tear</td>
<td>________</td>
</tr>
<tr>
<td>32. ________</td>
<td>learned</td>
</tr>
</tbody>
</table>
Underline the main verb and helping verb(s) in each sentence.

33. Sandals were always worn by the Pueblos of the desert.
34. The coyote might not see us behind this rock.
35. Dave has been waiting for over an hour.
36. Arlene has made jewelry for several years.

Underline the descriptive adjectives and the adjectives indicating number in this passage.

37–48:

Native Americans have always been good singers. Many songs are prayers. Some prayers are sung to a special spirit. Hunting songs are common among all tribes. Soft songs are sung to sleeping babies. Brave men are honored with new songs. Noise rattles and drums are used with the tribal songs.

Indian Music Makers
Robert Hofsände

Underline the adverbs that describe verbs in these sentences.

49. The mountain lion growled fiercely.
50. Dave finally shot the wolf.
51. The sheep grazed slowly.
52. The young girls work quietly.
Put a circle around the correct adverb or adjective in these sentences.

53. Sandra drove (slow, slowly) in the fog.

54. The students finished their work (easy, easily).

55. The (quick, quickly) coyote ran from the rancher.

56. Irvin (real, really) frightened me when he came in late.

Choose the answer that explains the underlined word.

57. The Hopis cook the cornmeal before they make it into piki bread.
   a. First, they make the piki bread, then they cook the cornmeal.
   b. First, they eat the piki bread, then they cook the cornmeal.
   c. First, they cook the cornmeal, then they make it into piki bread.

58. We are going home after the dance.
   a. First, we are going to the dance, then we are going home.
   b. First, we are going home, then we are going to the dance.
   c. We are going to the dance, then we are going to Phoenix.

59. We won’t be finished until 5:00 o’clock.
   a. We will be finished at 4:00 o’clock.
   b. We won’t ever finish.
   c. We will finish at 5:00 o’clock, but not before then.

60. Margery has lived in Yuma since 1975.
   a. Margery has always lived in Yuma.
   b. Margery lived in Yuma in 1975 and she still lives there.
   c. Margery will always live in Yuma.
UNIT II
II. SENTENCE STRUCTURE

A. Types of simple sentences

Most of the time when you speak or write, you express your thoughts in sentences. A sentence is a group of words that has one whole thought. There are four kinds of sentences: statement, question, command, and exclamation.

A statement is a telling sentence. It gives you information about something. Every statement begins with a capital letter. Every statement ends with a period (.). These are statements:

  The snow is very wet.
  Stella is a Navajo.
  I don’t like tortillas.

A question is an asking sentence. It asks you for information. Every question starts with a capital letter. Every question ends with a question mark (?). These are questions:

  Where is the rodeo?
  Are you Hopi?
  May I buy this book?

Every question has a statement for its answer.

  Is there a rodeo next week? (question)
  There is a rodeo next week. (statement)

  Where does Evelyn live? (question)
  Evelyn lives on the Hopi Reservation. (statement)
II.A. Types of simple sentences

Match the answers from list B to the questions in list A. Put the letter of the answer on the blank line.

A

_____ 1. How did James learn to dance?

_____ 2. Why did the Hopis hunt rabbits?

_____ 3. When did the singer start the pow wow?

_____ 4. Where do the boys go to school?

_____ 5. How many tortillas can you eat?

_____ 6. How far is the ranch from here?

_____ 7. Do your grandparents live in Gallup, New Mexico?

_____ 8. Is Lance a good shot?

B

a. The boys go to school in Montana.

b. I can eat five tortillas.

c. Grandfather taught James to dance.

d. The Hopis hunted rabbits for food.

e. The ranch is ten miles away.

f. The singer started the pow wow at sunset.

h. Lance is a good shot.

i. My grandparents don't live in Gallup.
II.A. Types of simple sentences

A command is a directing sentence. A directing sentence tells or requests someone to do something. Every command starts with a capital letter. Every command ends with a period (.). These are commands:

Bring me that plate.
Turn to page seven.
Open the door, please.

An exclamation is an exclaiming sentence. An exclaiming sentence shows surprise or strong feeling. An exclaiming sentence can show fear, anger, happiness, surprise, excitement, love, or admiration. Every exclamation starts with a capital letter. Every exclamation ends with an exclamation point (!). These are exclamations:

What a great game!
Help!
That makes me so mad!

Read the sentences below. Put an E on the line if the sentence is an exclamation. Put a C on the line if the sentence is a command. The end marks have been left out.

_____ 1. What a wonderful surprise
_____ 2. Get me a towel, please
_____ 3. Turn down that loud music
_____ 4. Watch out
_____ 5. It's a boy
_____ 6. Go to the store for me, Sam
ii.A. *Types of simple sentences*

Read the sentences below. Put an **S** on the line if the sentence is a statement. Put a **Q** on the line if it is a question. Put an **E** on the line if it is an exclamation. Put a **C** on the line if it is a command. The marks at the ends of the sentences have been left off. You must read carefully to decide which kind of sentence it is. The first one has been done for you.

**E** 1. What a mess!

2. Did Arlene move to Phoenix

3. Evelyn is a good cook

4. Call the doctor quickly

5. Why are you so late

6. My brother-in-law is Hopi

7. Is there a dance tonight

8. Look at that eagle soar

9. I can see the peaks from here

10. Rena has a blue pick-up truck

11. Are you mad at me

12. Turn left at the next corner

13. Where do the Kachinas live

14. Drop that gun
II. SENTENCE STRUCTURE

B. Subject and predicate

You have learned that a sentence has one whole thought or idea. Every sentence has an action or verb that tells you what is happening. This part of the sentence is called the predicate. There is also a doer (or subject) of the action in every sentence. The subject is what the sentence is about. The action or predicate tells something the subject is or does.

You have already learned how to find the subject by looking for the noun that names what the sentence is about.

The subject can be one word, or a group of words. The subject in these sentences is underlined.

- The old chief had six tall sons.
- California is a state on the coast.
- The beautiful sunset filled the sky with colors.
- Dr. Maria Sanchez visits the reservation on Saturdays. (The subject of this sentence is more than one word because it is the complete name of a person.)

The action or verb (predicate) of the sentence can also be one word, or a group of words. The verb is made up of the main verb plus all the helping verbs. The verb is underlined in each of the following sentences.

- The deer ran swiftly away.
- My grandmother should have written a book about her life.
- Our cousins will attend the sunrise dance.
- The old truck stopped.
II.B. Subject and predicate

In the following sentences, look for the subject and underline it. Then, look for the verb and circle it. The first one is done for you.

1. Melvin works for Arizona State University.
2. The coyote was captured by the young boy.
3. An eagle was flying high over the canyon.
4. The Pimas made their own string for weaving.
5. The Havasupai dried squash to eat in the winter.
6. Pueblo Bonito is an old ruin in the desert.
7. A rainbow appeared shortly after the storm.
8. You can eat some types of cactus.
9. The people are voting at the chapter house.
10. I have been waiting for over an hour.
11. Dave's favorite dog died.
12. Two crooked trails led off the mesa.
13. The tribal policeman gave me a speeding ticket.
II.B. *Subject and predicate*

14. Twenty lost sheep were found on the mesa.
15. You can see the peaks from here.
16. Ira Hayes was a war hero.
17. Our team lost the basketball game last week.
18. Your hair is a lot longer than my hair.
19. Corn is the only crop we plant in this field.
20. Melvin Little Deer made this bow for me.
UNIT III
III. PARAGRAPH DEVELOPMENT

A. Characteristics of a paragraph

When you open a book to read, you see that the page is not one big mass of words. Instead, the sentences are grouped by the subject they are about. This group of sentences is called a paragraph. A paragraph tells about one main idea or subject. This subject is called the topic.

A topic can be about anything. It might be something about a person, an idea, an object, or a place. Every sentence in the paragraph must tell you about the topic. This is called unity. Unity is the way sentences relate to the topic. If a sentence doesn’t relate to the topic, it doesn’t belong in the paragraph.

Read this paragraph about how the Havasupai teach their children to care for the old. Ask yourself if every sentence belongs in the paragraph.

1. When your grandparents are old and blind, lead them gently where they want to go. 2. Break off chunks of the good corn bread and put them into their mouths. 3. The women of the village bake the bread in hot ashes. 4. If they have no teeth, feed them the warm corn mush.

Did you notice any sentence that does not belong in this paragraph? The topic of the paragraph is on the care of the elderly in the tribe. Sentence 3 is about how the bread is baked. It does not belong in this paragraph.

Read the paragraph again, leaving out Sentence 3. Now, it will make more sense because it has unity.
III.A. Characteristics of a paragraph

Now, read each of these paragraphs. At the end of each paragraph, write the number of the sentence which does not belong.

1. After the harvest, corn was stored for the winter.
2. Sometimes it was buried underground in baskets.
3. The baskets were covered with deerskin and sealed with pitch tar.
4. Beautiful baskets were woven with yucca leaves.
5. In colder climates, the corn was sometimes sewed inside dried animal skins and hung high in trees.

Foods the Indians Gave Us
Wilma P. Hays

1. The sentence that does not belong is ___.

1. A Jicarilla Apache girl had to know how to gather food and grind corn.
2. She also learned how to take care of horses.
3. The young men were good hunters.
4. She could not only ride well, but could also stay on a horse as it jumped dry washes.
5. An Apache girl also had to develop her strength by becoming a strong swimmer.

Southwestern Indian Tribes
Tom Bahli

2. The sentence that does not belong is ___.

68 71
III.A. Characteristics of a paragraph

1. Hurusuki [her zu' su ke] is a special Hopi dish often called “cornmeal pudding.” 2. It is made by mixing ground cornmeal with boiling water. 3. The mixture is stirred without stopping. 4. The dough mush is served when it is thick enough to pinch off small pieces. 5. The Hopis live in northern Arizona.

Hopi Tales
Ekkehart Molotki

3. The sentence that does not belong is ____.

1. The Havasupai mother taught her small daughter to play grownup. 2. The child learned to weave baskets, sweep the floor, carry water, and make fiber brooms. 3. This taught the child to care for a home of her own. 4. Young boys must rise early and run swiftly toward the rising sun. 5. The little girl was also taught to be kind to her husband’s people.

People of the Blue Water
Flora Grgas-lliff

4. The sentence that does not belong is ____.
III. PARAGRAPH DEVELOPMENT

B. Descriptive paragraph writing

If you wanted to describe a beautiful Hopi basket, how would you do it? You would describe its shape, size, and color. You could describe the design, the feel of the weave, and even the smell of the basket. You want to describe an object so that someone can picture it in his own mind. This way, you can share an experience with someone else. You do the same thing when you write a description of a basket someone has not seen.

A paragraph that describes can tell the look, feel, smell, taste, or sound of something. It can tell the color, the size, or the shape. Descriptive writing helps you picture something in your mind.

Now read this description of the Rain-god in the Zuni ceremony called the Shalako. Answer the questions that follow.

“First comes the Rain-god of the North. He is draped in white buckskin and weighted with turquoise, shell, and coral jewelry. His moccasins are beaded and painted red and blue. His mask of black and white stripes has a long horn of bright turquoise-blue on the right side. Shining black goat’s hair is on the top of the mask. He carries a bow and arrow in one hand and deer bones in the other, which he shakes sharply with each step.”

_Dancing Gods_
_Erna Fergusson_
III.B. Descriptive paragraph writing

1. Who is being described in this paragraph? 

2. What kind of jewelry is he wearing? 

3. What colors are the moccasins painted? 

4. What color is the mask? 

5. What side of the mask is the turquoise-blue horn on? 

6. What is on top of the mask? 

7. What does he carry in each hand? 

8. What does he do with the deer bones? 

---

[Image of a person wearing a mask and moccasins]
UNIT II & III POST-TEST:
SENTENCE STRUCTURE
PARAGRAPH DEVELOPMENT

Read the sentences below.  Put an S on the line if the sentence is a statement.  Put a Q on the line if it is a question.  Put an E on the line if it is an exclamation.  Put a C on the line if it is a command.  The marks at the ends of the sentences have been left off.

_____ 1.  Where is my grandfather
_____ 2.  Help
_____ 3.  Desert flowers bloom in the spring
_____ 4.  Put the stew on the table
_____ 5.  Follow that road for one mile
_____ 6.  Can you see any rain clouds

In each sentence, put a line under the subject and circle the verb.

7.  The Hohokam built canals for water.

8.  Small wooden stick figures were found in the Grand Canyon.

9.  Corn is planted every summer.

10.  Corn has been grown in North America for centuries.

11.  The Anasazi lived in Mesa Verde a long time ago.

12.  We could have waited for you last night.
Hahawuctqi wears a black dress and a white mantle and leggings. Her mask is a flat black face. Her hair is in pigtails, and feathers are on top of her head. She wears a fox-skin collar. In her hands she carries a long juniper whip and a flat tray of gifts for the children. On the tray are ears of corn, seeds, bundles of sticks for the girls, and tiny squares of yucca fiber for the boys.

13. What does the Hahawuctqi's mask look like? ________________

14. What kind of collar does she wear? ________________

15. What color is her mantle and leggings? ________________

16. How does she wear her hair? ________________

17. What two things does she carry in her hands? ________________

18. Name two of the things she has on her tray?
   a. ________________
   b. ________________
Read each of these paragraphs. Put a line under the sentence which does not belong.

19.

1. Deer and buffalo supplied the Apaches with most of the things they needed.
2. Clothing was made from the animal skins.
3. Apaches often raided other Southwest tribes.
4. The meat provided food.
5. Household tools were made from the bones.

The Apache Indians
Sonia Bleeker

20.

1. The Indians of the Southwest made rattles from gourds and turtle shells.
2. The turtle shell rattles were tied to the legs.
3. Gourd rattles were held in the hands.
4. Gourds grow in many shapes.
5. Rattles were used in dancing and medicine ceremonies.

Indian Music Makers
Robert Holsinde
UNIT IV
IV. PUNCTUATION

A.1. Use of period at end of sentence

All sentences must end with an end mark. An end mark is used to show where to stop. If you did not use end marks, it would be hard to tell where one sentence ends and the next one begins.

One of the most used end mark is the period. It is always used to end a statement.

A statement is a telling sentence. It is not the same as an asking sentence.

A question, or asking sentence, uses a different end mark, as you will soon learn.

Try reading this.

The shiny black horse ran across the mesa he stopped to eat the tender, new grass he wandered over to a hidden spring there, he drank the cool, clean water

Did you find this hard to read? Now read this.

The shiny black horse ran across the mesa. He stopped to eat the tender, new grass. He wandered over to a hidden spring. There, he drank the cool, clean water.

This time an end mark has been used to show where each sentence ends. This should be much easier for you. A period tells where each sentence ends.
IV.A.1. Use of period at end of sentence

Read the following passage. There are four sentences here. Put the periods in where each sentence ends. You must read carefully because the capital letters that should start each sentence have been left out.

Tomatoes were first planted by Indians in the Americas the seeds were carried back to the Old World only the Spanish and the Italians would eat them everyone else thought they were poison

Foods the Indians Gave Us
Wilma P. Hays

Now, read this passage and put the periods where they belong at the end of each sentence.

The Hopi Snake clan were once reptiles they traveled in a buckskin bag the bag hung at the end of a rainbow where the bag fell to earth, they make their home
A2. Use of period in abbreviations

In the last lesson, you learned that a period (.) is used at the end of a sentence.

A period (.) is also used in some abbreviations. An abbreviation is a short way of writing some words. Dr. is abbreviation for doctor. Notice the period after the r. The period tells you that this group of letters is a short way of writing a word. Here are some words and their abbreviations.

<table>
<thead>
<tr>
<th>WORD</th>
<th>ABBREVIATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mister</td>
<td>Mr.</td>
</tr>
<tr>
<td>Mistress</td>
<td>Mrs.</td>
</tr>
<tr>
<td>Reverend</td>
<td>Rev.</td>
</tr>
</tbody>
</table>

Days of the week and months of the year are often abbreviated. These abbreviations have a period at the end, too.

<table>
<thead>
<tr>
<th>WORD</th>
<th>ABBREVIATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Mon.</td>
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<td>Tuesday</td>
<td>Tues.</td>
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<td>Sunday</td>
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<td>January</td>
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<td>March</td>
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<td>April</td>
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<tr>
<td>May</td>
<td>No abbreviation</td>
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<tr>
<td>June</td>
<td>No abbreviation</td>
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<tr>
<td>July</td>
<td>No abbreviation</td>
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<tr>
<td>August</td>
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<tr>
<td>September</td>
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<td>October</td>
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<tr>
<td>November</td>
<td>Nov.</td>
</tr>
<tr>
<td>December</td>
<td>Dec.</td>
</tr>
</tbody>
</table>
IV.A.2. Use of period in abbreviations

Some people like to write their names in an abbreviated way. For example, Melvin Russell Thompson might write his name M. R. Thompson. You use a period after each initial.

Some abbreviations do not use periods. These are abbreviations for the names of states. Here are some state names and their abbreviations. Do not put a period after these abbreviations.

- Utah
- Nevada
- Arizona
- New Mexico

Look at the abbreviations below. Put a period after each abbreviation that needs one. Put an X on the line if a period is not needed.

5. R____ Begay 10. Dr____ 15. Apr____
IV. PUNCTUATION

A.3.64. Question mark and exclamation mark

You have already learned that all sentences must start with a capital letter and end with an end mark. The asking sentence, or question, must end with its own special mark, the question mark (?).

Where is the rodeo going to be held?
When will you be back?

Put a question mark at the end of these questions.

1. Who is the beautiful girl in the beaded dress?
2. Why did you come to the dance alone?
3. Do you remember the old chief from Oraibi?
4. Is Harry’s mother Navajo or Hopi?
5. Can you help me with my homework?
6. When did you first go to school?

An exclamation shows strong feeling, a sentence with an exclamation must end with its own special mark of punctuation, the exclamation mark (!).

What a beautiful car!
Look out for that falling rock!
Quick! Stop the car.

You must read carefully to see if a sentence really is an exclaiming sentence. Remember that an exclamation shows strong feeling. If you need to review types of sentences, look at Unit II of this book.
IV.A.3.64. *Question mark and exclamation mark*

Put an exclamation mark at the end of these exclamations.

7. Look out____
8. Stop that thief____
9. I think you’re wonderful____
10. Oh, no____ He fell off the horse.
11. Hurry____ We’ll be late.
12. What a terrible accident____
IV.A.3. & 4.  Question mark and exclamation mark

Put a question mark at the end of each question. Put an exclamation mark at the end of each exclamation. If the sentence is some other type of sentence, put an X at the end.

1. What a beautiful day____
2. Where is my fiddle____
3. The sly raccoon stole our food____
4. Put your books down and look at the blackboard____
5. Call the police____
6. Fire____
7. Is that basket for sale____
8. Where can I catch the bus for downtown____
IV. PUNCTUATION

B.1. Comma in a series

A comma (,) is a mark that can be used to make the meaning of a sentence more clear. A comma is used to show slight pause and not a full stop, like the period does.

One way in which the comma is used is in a series. A series is three or more words or groups of words written one after the other: Apaches, Hopis, Pueblos, and Utes; wind, rain, sun, and snow.

Read this sentence:

The Utes live on reservations in Utah, Colorado, and New Mexico.

In this sentence, three states — Utah, Colorado, and New Mexico — are listed in a series.

To make this sentence easier to read and understand, commas are used, like this:

The Utes live on reservations in Utah, Colorado, and New Mexico.

Note that a comma is used before the word and in a series.

Another example of words listed in a series is in this sentence.

The Basket Makers used stone knives, wooden clubs, and throwing sticks as weapons.

Again, see how much easier it is to read when commas are used.

The Basket Makers used stone knives, wooden clubs, and throwing sticks as weapons.
IV.B.1. Comma in a series

Now, you make these sentences easier to read by adding the commas where they belong in a series.

1. I own sheep goats and horses.
2. Yellow red and gold were the colors of the sunset.
3. Gifts of corn silver and pollen were given to the holy man.
4. The hot air dry wind and blowing sand made it hard to breathe.
5. I am going to visit Taos Zia and Acorna pueblos.
6. The trading post sold baskets rugs jewelry and pottery.
7. He sold his silver ring blanket and horse.
8. She made stew corn and fry bread for the meal.
9. Frank Tom and Harry are going to the rodeo.
10. He traded his silver belt for turquoise eagle feathers and shells.
11. Beverly Sara and Barbara went to Flagstaff for the weekend.
12. I have friends living in Zuni Window Rock and Gallup.
IV. PUNCTUATION

B.2. Comma after introductory words

A comma is also used after some words that begin or introduce a sentence. Words like yes, no, however, first, next, well, and the name of a person being spoken to are set off by a comma if they are not a necessary part of the main sentence.

For example:

Hank, will you drive into town?  (This sentence can stand alone without the word Hank.)

BUT

Hank will drive into town.  (The word Hank is a part of the main sentence and should not be followed by a comma.)

Here are more examples:

Nancy, I will pay you for the rug.  (The comma is needed to make this sentence clear. Nancy is not part of the main sentence.)

BUT

Nancy will pay you for the rug.  (No comma is used. Nancy is part of the main sentence.)

Yes, he plans to attend the council meeting.  (The comma is needed.)

No one knew about the council meeting.  (The comma is not needed.)
IV.B.2. Comma after introductory words

If a comma is needed after the first word in each sentence, put in the comma. If no comma is needed, mark an X under No Comma Needed. The first one has been done for you.

No Comma Needed

1. No Cochiti Kachina dances are opened to the public. X

2. Yes I am going to Zuni for the Shalako.

3. Beverly is going to San Carlos next week.

4. First Elbert went to Walpi.

5. However he didn’t stay there long.

6. Well the Mountain Spirit dancers stand for the four sacred directions.

7. No visitors are allowed at the pueblo of Santa Ana.

8. Louis Tewanima was a Hopi teammate of Jim Thorpe.


10. Next he was named to the All-Time United States Olympic Track and Field Team.

11. Louis was the first person to be named to the Arizona Sports Hall of Fame.

12. He lived out his life on Second Mesa.
IV. PUNCTUATION

B.3. Comma in dates and places

Commas are used when writing dates to make them easier to read. A comma is used to separate the day from the year or the month from the year. A comma is also used after the year if it is in a sentence and more words follow it.

January 25, 1981
May, 1861
On June 10, 1971, my son was born.

Commas are also used to separate the name of a city and a state. In a sentence, a comma comes between the name of a city and a state and after the state if more words follow it.

Winslow, Arizona
I was in Cedar City, Utah, last year.

When dates and places are both used in a sentence, they will look like this.

On July 7, 1540, Coronado stood before the walls of old Zuni, New Mexico.
IV.B.3. *Comma in dates and places*

Put commas where they are needed with the dates and places in each sentence.

1. The Pueblo Revolt began on August 10, 1680.

2. On June 1, 1868, the Navajos left E'osque Redondo, New Mexico and returned to their homes.

3. In the Time of the Big Leaves, April 1873, soldiers captured the Tonto Apaches.

4. The first meeting of the Navajo Tribal Council was held on July 7, 1923.

5. The Warm Springs Apaches were sent to the reservation in San Carlos, Arizona in 1877.


7. On August 18, 1846, General Kearney entered Santa Fe, New Mexico.

8. On August 3, 1948, all the pueblos in New Mexico were given the right to vote.
IV.B.3. **Comma in dates and places**

Now, using all that you have learned about commas, put commas where they are needed in each sentence.

1. Carla were you born on May 18 1949?

2. The Navajos have reservation lands in Utah Arizona and New Mexico.

3. The ruins of Cliff Palace Spruce Tree and Square Tower are located at Mesa Verde.

4. Yes I will brin- stew and beans to eat after the ceremony.

5. First Mesa Second Mesa and Third Mesa are all located on the Hopi reservation.

6. The Havasupai traded buckskin salt and red mineral paint for Hopi cloth and pottery.

7. Louis was born in Whiteriver on July 3 1950.

8. Tom did you ever live in Kanab Utah?
IV. PUNCTUATION

C.1. Quotation marks

Quotation marks are the marks that set off the speaker's exact words. They are placed in front of the first word spoken and after the last word spoken, like this:

Steve said, "My grandmother is building an Apache Wickiup."

"I will bake some bread in the outdoor oven," Beverly said.

The quotation marks (" ") tell you the exact words the speaker says. The other words in the sentence are not put inside the quotation marks.
IV.C.1. Quotation marks

As you read this story about the Frog and the Locust, you will see that some words have quotation marks around them. Draw a line under the words that are spoken by the Frog and the Locust. The first one is done for you.

THE FROG AND LOCUST SING FOR RAIN

The sun was very hot. The clouds had all gone away. No rain fell.

Frog knew he would die if no rain came. He made a song to the Rain Cloud. But no rain came down.

Locust also sang a song to the Rain Cloud, but the Rain Cloud could not hear his song. No rain came down.

The Locust began to cry. Frog heard the crying and said, "Friend Locust, are you crying because you are afraid to die?"

"I do not want to die," said the Locust. "I want to sing. But I will die if the Rain Cloud does not send some rain."

"Have you made a song to the Rain Cloud?" asked the Frog.

"Yes," said the Locust "but I am so little that he cannot hear my song. Now, I am going to die."

Then the Frog began to cry.
IV.C.1. Quotation marks

The Locust stopped crying and looked at the Frog.

"Are you afraid to die, Friend Frog?" asked the Locust.

"No, I am not afraid to die," said the Frog, "but I do not want you to die. I want to hear you sing."

"Let us sing together," said the Frog. "Maybe the Rain Cloud will hear us if we sing together."

The Locust and the Frog sang a song to Rain Cloud together.

The Rain Cloud in the sky heard the Frog and the Locust singing. Rain Cloud filled the sky with black clouds. The rain came down. All the water holes were filled with water because the Locust and the Frog sang together.

Pueblo Stories
Edward Dolch
IV.C.1. Quotation marks

Now, put in the quotation marks around the words the speaker is saying. Remember, the quotation marks will go around only the words that are spoken and not any other words in the sentence.

1. Who carved this Kachina? Frank asked.

2. Susan said, My aunt is teaching me how to dye the wool.

3. These jeans cost too much, Joe said.

4. I can ride that horse better than anyone, Pete remarked.

5. Arlene answered, I can make the rug for you.

6. Who is the fastest runner here? Sam asked.

7. We are building a new hogan near the spring, Tom said to his friend.

8. George said, I grew up on the Salt River Reservation.
UNIT V

Pages 97 & 98 are blank.
V. CAPITALIZATION

A. Use of capitals

When you write in English, some words are more important than other words. Arizona, a proper noun, is the name of one special state. To show that a word is a proper noun, you write it with a capital letter. Common nouns and other less important words are not written with a capital letter.

<table>
<thead>
<tr>
<th>PROPER NOUNS</th>
<th>COMMON NOUNS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mayor Goddard</td>
<td>the mayor of a city</td>
</tr>
<tr>
<td>Tuesday</td>
<td>a day of the week</td>
</tr>
<tr>
<td>Phoenix College</td>
<td>any college</td>
</tr>
<tr>
<td>Dr. Johnson</td>
<td>my mother's doctor</td>
</tr>
</tbody>
</table>

Use the following rules to help you capitalize words correctly.

RULE #1: Capitalize the first letter of the abbreviation for these words: doctor, mistress, mister, reverend, days of the week, months of the year.

<table>
<thead>
<tr>
<th>WORD</th>
<th>ABBREVIATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>doctor</td>
<td>Dr.</td>
</tr>
<tr>
<td>mistress</td>
<td>Mrs.</td>
</tr>
<tr>
<td>mister</td>
<td>Mr.</td>
</tr>
<tr>
<td>reverend</td>
<td>Rev.</td>
</tr>
<tr>
<td>Monday</td>
<td>Mon.</td>
</tr>
<tr>
<td>December</td>
<td>Dec.</td>
</tr>
</tbody>
</table>
V.A. Use of capitals

Underline the abbreviations in these sentences that need to be capitalized. Write the abbreviation on the line using the correct capitalization.

1. Where is dr. Ramirez? ☐ ☐ ☐

2. The store has a sign showing that it is open ☐ ☐ ☐
   mon.-fri.

3. The letter is dated dec. 20. ☐ ☐ ☐

4. mr. Pratt was my teacher. ☐ ☐ ☐

RULE #2: Capitalize all the words in the name of an organization or company.

Phelps Dodge Company
American Heart Association
National Indian Education Association

Circle the words that should be capitalized in these sentences.

5. He works for the coca-cola company.

6. phelps dodge company closed many copper mines in this state.

7. Let's go to the phoenix indian center.

8. I donate money to the american cancer society.
V.A. Use of capitals

RULE #3: Capitalize the names of places. Do not capitalize small words like, the, of, or a in the name of a place.

United States of America
State of Alaska
Santa Fe, New Mexico
Gila River Reservation
Seminole Tribe of Florida

Write the names of these places using capitals where they belong.

9. state of new mexico
10. the colorado river
11. yuma, arizona
12. the hopi reservation

RULE #4: Capitalize the title of a person when the title comes before a personal name.

Governor Carruthers of New Mexico
Aunt Stella

BUT NOT the governor of the state
my aunt in Kayenta
V.A. *Use of capitais*

Circle the titles that should be capitalized in these sentences.

13. Navajo tribal chairman Peterson Ĥah supported the program for urban Indians.

14. Sally is my favorite aunt.

15. grandmother Rena is ninety years old.

16. doctor McKenzie is here now.
V.A.  Use of capitals

Capitalize all the words in this list that should be capitalized.

1. councilman billie of tuba city
2. president ronald reagan
3. flagstaff, arizona
4. american heart association
5. dec.
6. mrs. Davis
7. united states of america
8. motorola company
9. senator Wilson
10. saturday and sunday
11. state of california
12. the senator from utah
UNIT IV & V POST TEST:
PUNCTUATION, CAPITALIZATION

Use the correct end punctuation for these sentences.

1. Hand me that rope, please ____
2. This stew tastes great ____
3. Where is your hometown ____
4. Corn is planted here every year ____
5. Drop that gun ____
6. Is your name Arthur ____
7. Put the bread here, please ____
8. Fire ____

Correctly punctuate the following abbreviations.

9. Sept
10. Dr Benally
11. Mon
12. Mrs Sanders
Put commas in the following sentences where needed.

13. Indian tribes in Arizona include Yavapai Cocopah Quechan and Maricopa.

14. First I'm going to ride into town.

15. Tony was born in Sacaton Arizona on June 17 1955.

16. Arlene are you from Santa Fe New Mexico?

17. We're having beans chili and fry bread for lunch.

18. By 1875 most Apaches had been placed on reservations.

19. Oak Creek Canyon Havasu Canyon and the Grand Canyon are all in Arizona.

20. On June 23 1984 she moved to New Mexico.

In the following story, draw a line under the sentences that show exact words being spoken.

21–25

The Talking God of the East would visit the hogans. Sometimes the people were sleeping, and the nogan was not clean. Then he would say, "These people are wealthy. They don't need good fortune. Let them sleep." And he would leave.

But sometimes a hogan would be clean. It had been swept by an early riser. Then he would say, "They have risen early to get ahead. They seek to better themselves." He would leave blessings with that home.

Child of the Hogan
Ray Baldwin Louis
Put a line under all the words that should be capitalized in these sentences.

26. Amanda worked at the Yuma Indian Center.
27. I have an appointment with Dr. Daves today.
28. James lives in the state of Colorado.
29. On Friday, the Rev. Jesse Jackson will be in Phoenix.
30. The New Mexico senator will speak at the council meeting.
31. The Hopi tribe has a new school at Polacca, Arizona.
32. Many Indian students attend Phoenix College.
A. **Writing a note**

There are times when it is necessary to write a note or short letter to someone. You might need to write to your child’s teacher or to a friend. Whatever the reason, there is a certain way the note should be written.

Carefully read this note that is written to a friend.

```
Dear Jim,

June 10, 1986

(name) (date)

(body) I went to Gallup to see about a job. I should be back tomorrow. Will you feed the horses for me? I'll see you when I get back.

Steve

(signature)
```

This is a simple type of note, but there are four main parts to it.

1. There is the name of the person the note is written to at the top and to the right of the page.

2. The date the note is written is across from the person’s name, on the left side of the page.

3. The middle or “body” of the note has the message or reason for writing the note.

4. And finally, at the bottom of the note, is your name or signature.
VI.A. Writing a note

All notes should have these four main parts. A note to a friend might be written a little differently than a note to your child’s teacher, though. Look at this example.

Dear Mrs. Smith, April 7, 1985

My son, Kelly, missed school yesterday because he was sick and had to stay home. If there is any school work that he needs to make up, please let me know. Thank you.

Mrs. Nancy Wilson

Now, answer these questions about the second note.

1. Who is this note written to? ____________________________
2. When was the note written? ____________________________
3. Why did the child miss school? ____________________________

4. Who sent the note? ____________________________
VI.A. Writing a note

Now you try writing a short note. You can make up a message to a friend or to a teacher. Make sure the four main parts of the note are in their right places.

1. __________________________  2. ______________
3. __________________________________

4. _______________________________
VI. PRACTICAL WRITING

B. Personal information

Filling out a job application correctly may help you get a job. Most forms will ask you to write your name, address, social security number, and telephone number. They also ask the names of the schools you have attended. This part of the form may look like the one below.

Name ___ Lisa Littlesinger ___ Telephone ___ 627-8095

Address ___ Rt. 1 Box 30 ___ Tuba City ___ AZ ___ 85603
Street ___ City ___ State ___ Zip

Social Security Number ___ 250 ___ - ___ 89 ___ - ___ 6341___

Education:

<table>
<thead>
<tr>
<th>School</th>
<th>Name and address</th>
<th>Dates attended</th>
<th>Graduated</th>
<th>Degree earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>Kaibeto Boarding Sch.</td>
<td>1964-1972</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kaibeto, Arizona</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>Page High School</td>
<td>1972-1975</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Page, Arizona</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

114. x 110
VI.B. Personal information

Another important part of a job application is your work history. This section asks you to list the places you have worked before. Most forms ask you to begin by listing the company you just finished working for. Then, going backwards in time, you will list all the other jobs you have worked at and the dates you worked at them. You will also be asked to write the kind of work you did on each job and why you left the job. Some forms will ask how much you earned on each job. In this part, you can write how much you made per hour. Look at the sample of the Work History part of a job application. See how each section is filled in. Your own work history should look similar to this sample.

<table>
<thead>
<tr>
<th>EMPLOYED</th>
<th>EMPLOYER</th>
<th>NATURE OF WORK DURING EACH EMPLOYMENT</th>
<th>EARNINGS</th>
<th>REASON FOR LEAVING</th>
</tr>
</thead>
<tbody>
<tr>
<td>FROM</td>
<td>TO</td>
<td></td>
<td>STARTING</td>
<td>LEAVING</td>
</tr>
<tr>
<td>6/80</td>
<td>3/84</td>
<td>U.R. Strong Co. Sales Clerk sporting goods</td>
<td>2.75</td>
<td>3.95</td>
</tr>
<tr>
<td>5/78</td>
<td>12/79</td>
<td>Willie Makit Co. Secretary</td>
<td>2.50</td>
<td>2.90</td>
</tr>
</tbody>
</table>

Now practice filling out these sections of a job application. Use true information about yourself. This will help you when you need to fill out a real form. Be sure to ask your teacher if you have any questions about this work.
## PERSONAL

<table>
<thead>
<tr>
<th>Last name</th>
<th>First</th>
<th>Middle</th>
<th>Date of application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present address (number and street)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>City</td>
<td>State</td>
<td>Zip</td>
<td>Length of time at present address</td>
</tr>
<tr>
<td>Home phone</td>
<td>( )</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business phone</td>
<td>( )</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social security no.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pay expected</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Are you available for full-time work? | Yes | No | Position applying for |
| Are you over 21 years of age? | Yes | No | If no, date of birth: |
| Can you, after employment, submit a birth certificate and proof of legal right to work in this state? | Yes | No | When will you be available to begin work? |

Other special training or skills (languages, retail sales experience, etc.)

## EDUCATION

<table>
<thead>
<tr>
<th>School</th>
<th>Name and location of school</th>
<th>Course of study</th>
<th>No. of years completed</th>
<th>Did you graduate?</th>
<th>Diploma received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>High School</td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

## EMPLOYMENT HISTORY

<table>
<thead>
<tr>
<th>Employer</th>
<th>Telephone ( )</th>
<th>Dates Employed From</th>
<th>To</th>
<th>Work Performed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job Title</td>
<td></td>
<td>Hourly Rate/Salary Starting</td>
<td>Final</td>
<td></td>
</tr>
<tr>
<td>Supervisor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reason for Leaving</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employer</td>
<td>Telephone ( )</td>
<td>Dates Employed From</td>
<td>To</td>
<td>Work Performed</td>
</tr>
<tr>
<td>Address</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job Title</td>
<td></td>
<td>Hourly Rate/Salary Starting</td>
<td>Final</td>
<td></td>
</tr>
<tr>
<td>Supervisor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reason for Leaving</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Name: ___________________________  Social Security #: _______________________

Address: ___________________________  Home Phone: _______________________

______________________________________  Work Phone: _______________________

### EDUCATION

<table>
<thead>
<tr>
<th>High School, College, or Vocational School</th>
<th>City</th>
<th>State</th>
<th>Years Attended</th>
<th>Year Graduated</th>
<th>Areas of Study or Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

### WORK EXPERIENCE

<table>
<thead>
<tr>
<th>Employer's Name and Address</th>
<th>Position</th>
<th>From</th>
<th>To</th>
<th>Salary</th>
<th>Starting</th>
<th>Present</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### REFERENCES

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Position</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### ADDITIONAL JOB-RELATED INFORMATION

List hobbies, awards, extra-curricular activities and other skills:

|                                                               |
|                                                               |
|                                                               |
UNIT VII
VII. SPELLING

A. Spelling of days, months, and numbers

Learning to spell words correctly is important. You can use a dictionary to look up the spelling of difficult words. You should try to learn to spell some common words. Some of these common words are days of the week, months of the year, and numbers. You may have to use these words when filling out a job application, driver's examination form and other forms.

The following list contains the days of the week. Always begin these words with capital letters. Study the spelling carefully. Some of the words are not spelled the way they sound.

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

Now, practice writing the days of the week on these lines.

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
6. ____________________________
7. ____________________________
VII.A. **Spelling of days, months, and numbers**

The following words are the names of the months. Always begin these words with capital letters.

January
February
March
April
May
June
July
August
September
October
November
December

Practice writing the names of the months. Remember to spell them correctly as shown in the list above:

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 
11. 
12. 

Remember to spell them correctly as shown in the list above:
VII.A. Spelling of days, months, and numbers

Numbers are sometimes hard to spell. Often, they sound similar but are spelled differently, like four and forty.

Here are the numbers from 1–19.

1 = one
2 = two
3 = three
4 = four
5 = five
6 = six
7 = seven
8 = eight
9 = nine
10 = ten
11 = eleven
12 = twelve
13 = thirteen
14 = fourteen
15 = fifteen
16 = sixteen
17 = seventeen
18 = eighteen
19 = nineteen

Here are the numbers 20, 30, 40, 50, 60, 70, 80, 90, 100

20 = twenty
30 = thirty
40 = forty
50 = fifty
60 = sixty
70 = seventy
80 = eighty
90 = ninety
100 = one hundred

When you want to write numbers like 21, you have to use the word twenty and the word one. You write these two words together with a hyphen (-).

21 = twenty-one
54 = fifty-four
99 = ninety-nine
47 = forty-seven
VII.A. *Spelling of days, months, and numbers*

Spell out each number by writing it on the lines below.

13. 18 __________
14. 62 __________
15. 4 __________
16. 44 __________
17. 86 __________
18. 28 __________
19. 17 __________
20. 39 __________
VII.A. *Spelling of days, months, and numbers*

Underline the word in each sentence that is spelled wrong. Write the correct spelling on the line.

1. Rena made thirteen baskets to sell last Decemer. _____________

2. The tribal council meets the first Wenesday of every month from November through April. _____________

3. The month of february only has twenty-eight days. _____________

4. The cattle are put out to pasture in September, October, and November. _____________

5. Forty three clan members attended the dance on Friday, Saturday, and Sunday. _____________
VII.A. **Spelling of days, months, and numbers**

One word in each line is misspelled. Put a line under the word spelled wrong. Write the correct spelling on the line. The first one has been done for you.

<table>
<thead>
<tr>
<th></th>
<th>Mondy</th>
<th>Tuesday</th>
<th>Friday</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td><strong>Monday</strong></td>
</tr>
<tr>
<td>2.</td>
<td>nine</td>
<td>nineteen</td>
<td>ninety</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>sixty</td>
<td>sixteen</td>
<td>sixty six</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>January</td>
<td>Julay</td>
<td>August</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>February</td>
<td>September</td>
<td>December</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>forty</td>
<td>fourteen</td>
<td>forty-four</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Sataday</td>
<td>Sunday</td>
<td>Wednesday</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>seventy-one</td>
<td>eigty-six</td>
<td>ninety-two</td>
<td></td>
</tr>
</tbody>
</table>

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VII. SPELLING

B. Abbreviations

An abbreviation is a short way of writing a word. A period comes after most (but not all) abbreviations. Here are some abbreviations of words that have a period after them.

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>ft.</td>
<td>foot or feet</td>
</tr>
<tr>
<td>in.</td>
<td>inch or inches</td>
</tr>
<tr>
<td>yd.</td>
<td>yard</td>
</tr>
<tr>
<td>yds.</td>
<td>yards</td>
</tr>
<tr>
<td>lbs.</td>
<td>pounds</td>
</tr>
<tr>
<td>oz.</td>
<td>ounce or ounces</td>
</tr>
<tr>
<td>doz.</td>
<td>dozen or dozens</td>
</tr>
<tr>
<td>tsp.</td>
<td>teaspoon</td>
</tr>
<tr>
<td>tbsp.</td>
<td>tablespoon</td>
</tr>
</tbody>
</table>

Write the abbreviation for each underlined word.

1. He is six feet _________ tall.

2. Jane bought ten pounds _________ of cornmeal.

3. The recipe calls for one tablespoon _________ of sugar.

4. I want one yard _________ of ribbon.
VII.B. Abbreviations

Here are some abbreviations for places. A period comes after these abbreviations.

St. street
Ave. avenue
Rd. road
Ft. Fort (in a name like, Fort Defiance)
Mt. Mount (in a name like, Mount Taylor)

Write the abbreviation for each underlined word.

5. Christy lives on Apache Street _________.

6. Have you ever seen Fort _________ Verde?

7. I live on 24th Avenue _________.

8. Mount _________ Ord is on the Fort Apache Reservation.
VII.B. Abbreviations

Here are some abbreviations that do not have periods after them. Notice that these abbreviations are all capital letters.

AZ  Arizona
NM  New Mexico
CA  California
UT  Utah
CO  Colorado
N  North
S  South
E  East
W  West
NE  Northeast
SW  Southwest
NW  Northwest
SE  Southeast

Write the abbreviation for each underlined word.

The **Southwest** has many interesting places to see.  
(1)
Fort **Apache** is east of Phoenix.  Mount **Humphries** is northwest of Flagstaff, Arizona.  Fort **Sumner** is in New Mexico.

(2) (3) (4) (5) (6)
VII.B. Abbreviations

Write the words that these abbreviations stand for.

7. AZ

8. doz.

9. in.

10. St.

11. NE

12. CO
C. Spelling demons

There are many words in English that sound alike. Often, they are spelled differently. You must learn to use these words correctly. The only way to learn these words is to memorize them.

1. dear greatly loved. Stella is my dear friend.
   deer a wild animal that has hoofs. Deer can run very fast.

2. desert 1. a hot dry sandy place. Phoenix is in the desert.
   2. to go away and leave. The man deserted his family.
   dessert a sweet food served at the end of a meal. Let's have ice cream for dessert.

3. flour a fine powder made from wheat. Flour is used to make tortillas.
   flower the part of plant that blossoms. Daisies are my favorite flower.

4. hole a hollow place in something. There is a big hole in that cactus.
   whole having all its parts, complete. Have you eaten that whole pie?

5. its belonging to it. The cat licked its paw.
   it's contraction for “it is.” It's a cold day.
VII.C. **Spelling demons**

6. **steak** a slice of meat. I like my **steak** rare.

   **stake** a stick that can be driven into the ground. Tie your horse to that **stake**.

7. **tall** the part of an animal’s body that sticks out the back end. The dog wagged his **tail**.

   **tale** a story. Grandfather told us the **tale** of coyote.

8. **their** belonging to them. Where is **their** house?

   **there** a place. Put the drum **there**.

   **they’re** a contraction for “they are.” **They’re** my best friends.

9. **to** toward. Turn **to** the left.

   **too** also. Her sister is a good rider, **too**.

   **two** the number 2. Jake has **two** shotguns.

10. **weather** the condition of the air. The **weather** will be good for the pow-wow.

    **whether** this word is for a choice. You must decide **whether** to take the bus or to walk.
VII.C. Spelling demons

1. Ask Doreen (weather, whether) or not she is going to the dance.

2. We listened to the (tail, tale) of the Kachinas.

3. It's hard to grow corn in the (desert, dessert).

4. Irwin hunts (dear, deer) every year.

5. The sheep looked funny without (it's, its) wool.

6. Sharon makes good (flour, flower) tortillas.

7. Put the baskets (there, their).

8. We saw (two, too) eagles.

9. Dave dug a (hole, whole) for the fence post.

10. Keith made a (steak, stake) from a dry branch.
VII.C. Spelling demons

Using the list of words that sound alike, write the word that belongs to each definition.

1. greatly loved
2. the part of a plant that blossoms
3. a contraction for "they are"
4. a story
5. toward
6. a slice of meat
7. also
8. belonging to it
9. a sweet food eaten after a meal
10. having all its parts
UNIT VII POST-TEST: SPELLING

Underline the misspelled word in each line. Write the correct spelling in the blank space.

1. seventy-six  eigty-eight  ninety-nine
   ____________

2. nine  nineteen  ninty
   _________

3. September  December  July
   ____________

4. Sunday  Monday  Firday
   ____________

5. forty  forty-four  fourteen
   ____________

6. sixty  sixty seven  sixteen
   ____________

7. Wensday  Thursday  Tuesday
   ____________

8. five  fifty  fifty five
   ____________

Write the abbreviations for each word.

9. feet
   ____________

10. inches
    ____________

11. Arizona
    ____________

12. Fort
    ____________

13. Southwest
    ____________

14. avenue
    ____________

15. pounds
    ____________

16. ounce
    _______  _______
Choose the correct word, and write it on the line.

17. Rosemary has to read this (hole, whole) book by Friday.

18. The eagle landed in (its, it's) nest.

19. The soldier refused to (desert, dessert) his post.

20. Coyote hid his heart at the tip of his (tail, tale).

21. We're all going (to, too) the pow-wow.

22. The (weather, whether) looks good for planting.

23. (They're, Their) my cousins.

24. Dawn killed two (dear, deer) last fall.

25. (Flour, Flower) is used to make tortillas.

26. Let's have (steaks, stakes) for supper.

27. James owns (two, too) pick-up trucks.

28. We're having strawberries for (desert, dessert).
GLOSSARY

abbreviation  a short way of writing some words
   Example: Dr. is an abbreviation for doctor

adjective     a word that is used to change a noun by pointing
   out which one or describing the noun; it usually
   comes before a noun but can also follow a noun

adverb        a word that tells more about or describes verbs; it
   often answers the question how, when, where, how
   often, how much

command       a directing sentence; it always ends with a period

complete subject  the simple subject and all the words that explain it

contraction    a shortening of a word, syllable, or word group by
   omission of a sound or letter

descriptive adjective  a word that describes or tells about a noun; an adject-
   tive can tell size, color, shape, number, and so on; it
   often answers the question what kind?

directing quotation the speaker's exact words; it is set off by quotation
   marks

exclamation    an exclaiming sentence; it always ends with an excla-
   mation point
helping verb: a word that helps the main verb; the main verb can have one or more helping verbs in front of it.

noun: a word that names a person, place, thing, or idea.

paragraph: a group of sentences that tells about one main idea or subject.

plural: more than one.

possessive noun: a noun that shows ownership of another noun; this is shown by an apostrophe on the first noun. Example: the dog's tail.

predicate: the part of a sentence or clause that expresses what is said of the subject.

pronoun: a word that takes the place of a noun; it can be used the same way a noun is used — to name a person, place, or thing.

proper noun: names a particular person, place, or thing and is capitalized. Example: Alice, Kingman, Verde River.

question: an asking sentence; it always ends with a question mark.

sentence: a group of words that has one whole thought or idea.

simple sentence: the most important word in the subject.

statement: a telling sentence, it always ends with a period.
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>subject</td>
<td>what a sentence is about; the doer of the action in the sentence</td>
</tr>
<tr>
<td>tense</td>
<td>the time (present, past, future) expressed by a verb</td>
</tr>
</tbody>
</table>
| time word | a word that tells you when something happens  
Example: since, before, until, after |
| topic   | the main idea or subject that a paragraph is about                       |
| unity   | the way the sentences in a paragraph relate to the topic                  |
| verb    | a word that shows action                                                  |