This At-Home Activity Packet is organized as a series of journal entries. Each entry has two parts. In part 1, the student writes in response to a prompt. In part 2, the student completes a Language Handbook lesson and practices the skill in the context of their writing from part 1. We recommend that the student completes one part each day.

Most lessons can be completed independently. However, there are some lessons that would benefit from the support of an adult. If there is not an adult available to help, don't worry! Just skip those lessons.

Encourage the student to do the best they can with this content. The most important thing is that they continue to work on their writing and language skills.

Directions for this packet:

Part 1:
• Read the writing prompt.
• If needed, use the sentence frames to help you get started writing.

Part 2:
• Complete Guided Practice.
• Complete Independent Practice.
• Complete the Try It prompt.

Flip to see the Grade 8 Writing and Language activities included in this packet!
## Gerund Phrases

**Introduction**

Gerunds are a word that is formed from a verb but is used in a sentence as a noun. Like a noun, a gerund can be a subject, a predicate nominative, a direct object, or the object of a preposition. To distinguish between a gerund phrase and a verb phrase, look at how the phrase is used.

A dependent clause is usually starts with **when**, **if**, **after**, **before**, **as long as**, **just as**, **although**, **until**, **despite**, **because**, **unless**, **while**, **except**, **in case**, **for example**, **so that**, **in order that**, **considering**, **even though**, **therefore**, **although**.

**Gerund Phrases**

A gerund phrase is made up of a gerund and other words that tell how the gerund is used. A gerund phrase can be a subject, a predicate nominative, or the object of a preposition.

**A key to success is**

- **Gerund**: Working together
- **Object of Preposition**: to tell how the gerund is used
- **Verb Phrase**: Conserving energy
- **Subject**: Many people
- **Predicate Nominative**: making an effort
- **Direct Object**: reducing our trash
- **Verb Phrase**: recycling certain materials
- **Object of Preposition**: to tell how the gerund is used
- **Verb Phrase**: saving energy
- **Object of Preposition**: in order that
- **Verb Phrase**: saving water
- **Object of Preposition**: so that
- **Verb Phrase**: saving time
- **Object of Preposition**: because
- **Verb Phrase**: saving money

**Hint**

- A gerund phrase is an infinitive phrase with a gerund as the main word.
- A gerund phrase is a noun phrase with a gerund as the main word.
- A gerund phrase cannot be the subject of a verb.

**Guided Practice**

Write gerund phrases for the following sentences:

1. **Helping the environment is**
2. **Singing is**
3. **Planning is**
4. **Conserving energy is**
5. **Turning off extra lights is**
6. **Involving your family in conservation is**
7. **Making an effort to conserve water is**
8. **Working together is**
9. **Advertising is**
10. **Advertising to the community is**

**Common Error**

A common error in gerund phrases is to confuse a gerund phrase with a verb phrase. A verb phrase must have a verb as its main word, while a gerund phrase has a gerund as its main word.

**Lesson Resources**

- Grade 8 Ready Language Handbook, Lesson 1: Gerunds
- Grade 8 Ready Language Handbook, Lesson 2: Gerund Phrases

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Journal Entry 1

Describe an activity or a hobby that is important to you. How did you begin doing this activity? What do you enjoy about it, and why is it important to you?

An activity that’s important to me is ____ because it ____.
Lesson 1
Gerunds

**Introduction**

A verbal is a word that is formed from a verb but is used in a sentence as a noun, an adjective, or an adverb.

- A gerund is one kind of verbal. It is a verbal that functions as a noun. Like a noun, a gerund can be a subject, a predicate nominative, a direct object, or the object of a preposition. To form a gerund, add -*ing* to a verb.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Singing is very important to Roberto.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Predicate Nominative</td>
<td>His main interest is singing.</td>
</tr>
<tr>
<td>Direct Object</td>
<td>Roberto loves singing.</td>
</tr>
<tr>
<td>Object of Preposition</td>
<td>Without singing, Roberto’s life would be a lot duller.</td>
</tr>
</tbody>
</table>

- Not all verbs with the -*ing* ending are gerunds. Most often, a verb that ends in -*ing* is just that—a verb. It is part of a verb phrase that includes words such as *is* and *are*. Don’t confuse gerunds with verbs. A gerund looks like a verb but functions as a noun.

<table>
<thead>
<tr>
<th>Gerund</th>
<th>Roberto is excited about performing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verb Phrase</td>
<td>He is performing next week.</td>
</tr>
</tbody>
</table>

**Guided Practice**

Find and underline each gerund. Write *S* for *subject*, *PN* for *predicate nominative*, *DO* for *direct object*, or *OP* for *object of a preposition* to tell how the gerund is used. Write *none* if a sentence has no gerund.

**Hint**

Sometimes a gerund is a predicate nominative. Remember, a predicate nominative comes after a linking verb.

1. Roberto’s chorus finds pleasure in performing. _________
2. Planning began months ago for their concert. _________
3. Now the chorus is practicing daily. _________
4. They practice harmonizing over and over. _________
5. Their other important job is advertising. _________
6. Singing is something the whole community can enjoy! _________
For numbers 1–3, which word in each sentence is a gerund?

1. Ms. Santos is directing the chorus, and she loves teaching.
   A. directing
   B. chorus
   C. loves
   D. teaching

2. Conducting is something she really enjoys, even when she is working long hours.
   A. Conducting
   B. something
   C. enjoys
   D. working

3. We are learning about composing, and Ms. Santos’s favorite composer of choral music is Wolfgang Amadeus Mozart.
   A. learning
   B. about
   C. composing
   D. music

For numbers 4 and 5, read each sentence. What is the function of the underlined gerund?

4. During practice, Ms. Santos teaches us about breathing.
   A. subject
   B. predicate nominative
   C. direct object
   D. object of a preposition

5. The most rewarding part of her job is mentoring because Ms. Santos loves to help young singers progress.
   A. subject
   B. predicate nominative
   C. direct object
   D. object of a preposition

Try It  Read what you wrote in Part 1 and look for gerunds in your writing. Underline each gerund. Remember that a gerund is formed by adding -ing to a verb. Above each underlined gerund, identify how the gerund is being used.
Journal Entry 2

What are two things that you could do to help your community? Explain how your community would benefit.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Something that I could do to help my community is ____ because it would ____.
Lesson 2
Gerund Phrases

Introduction
A gerund phrase is made up of a gerund and other words that complete its meaning. Gerund phrases may include nouns, pronouns, adjectives, adverbs, and prepositional phrases.

- Like a gerund, a gerund phrase functions as a noun. It can be a subject, a direct object, a predicate nominative, or the object of a preposition.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Conserving energy can protect Earth’s resources.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Object</td>
<td>Many people have started making an effort.</td>
</tr>
<tr>
<td>Predicate Nominative</td>
<td>A key to success is reducing our trash.</td>
</tr>
<tr>
<td>Object of Preposition</td>
<td>We can put effort into recycling certain materials.</td>
</tr>
</tbody>
</table>

- To distinguish between a gerund phrase and a verb phrase, look at how the phrase is used in the sentence. If the phrase functions as a noun, it is a gerund phrase. If it functions as a verb, it is a verb phrase.

<table>
<thead>
<tr>
<th>Gerund phrase</th>
<th>Working together can make a big difference.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verb phrase</td>
<td>Many communities are working together.</td>
</tr>
</tbody>
</table>

Guided Practice
Underline the gerund phrase in each sentence. Write S for subject, PN for predicate nominative, DO for direct object, or OP for object of a preposition to tell how the gerund phrase is being used.

Hint
A gerund phrase can be the subject of a sentence or of a dependent clause. A dependent clause usually begins with a subordinating conjunction, such as because, when, or if, followed by the subject of the clause.

1 Involving your family in conservation can be fun. _____
2 Even the youngest family member can help by turning off extra lights. _____
3 Another thing that makes a difference is shutting down your computer at night. _____
4 Many people are using less water because conserving it can also save money. _____
5 Some communities target reducing electronic waste. _____

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Independent Practice

For numbers 1–3, which group of words from each sentence is a gerund phrase?

1 Using energy-efficient light bulbs has been helping people to cut down on waste.
   A Using energy-efficient light bulbs
   B has been helping people to cut down on waste
   C helping people
   D to cut down on waste

2 It is important to seal windows and doors properly to prevent heat or cold from escaping through gaps.
   A It is important
   B windows and doors
   C to prevent heat or cold
   D escaping through gaps

3 Everyone in my family is participating because reducing our environmental impact is important.
   A Everyone in my family
   B is participating
   C reducing our environmental impact
   D our environmental impact is important

For numbers 4 and 5, what is the function of the underlined gerund phrase in each sentence?

4 In hot weather, using a fan instead of an air conditioner requires less energy.
   A It is the subject of the sentence.
   B It is the direct object of the verb requires.
   C It is a predicate nominative.
   D It is the object of the preposition In.

5 I like taking a short shower instead of a bath because a bath wastes more water.
   A It is the direct object of the verb like.
   B It is the direct object of the verb wastes.
   C It is the subject of the sentence.
   D It is a predicate nominative.

Try It  Read what you wrote in Part 1 and look for gerund phrases in your writing. Underline any gerund phrases you find. If you didn’t use any gerund phrases, see if you can revise one of your sentences to use a gerund phrase.
Imagine you could plan the best day ever. Describe the day. What would you do, who would be with you, and what would make it such an ideal day?

The best day ever would include ____ and ____. This day would be ideal because I enjoy ____.
Lesson 3
Participles

Introduction
Remember that a verbal is a word that is formed from a verb but is used as a noun, an adjective, or an adverb. A participle is a type of verbal that functions as an adjective.

- A present participle is formed by adding -ing to a base verb.
  
  Someday Gianna would like to be a singing star. (*Singing* modifies *star.*)
  Humming, she daydreamed about her future. (*Humming* modifies *she.*)

- A past participle is similar to the past tense form of a verb. For a regular verb, the ending -ed is added. For an irregular verb, the ending -en may be added, or the spelling of the word may change in other ways.
  
  Max’s mother is a trained musician. (*Trained* modifies *musician.*)
  Her chosen profession is teaching piano. (*Chosen* modifies *profession.*)

- Do not confuse a past participle with a past-tense verb. Remember that a participle functions as an adjective, while a verb tells the action of a subject.
  
  The tired singer rested her vocal cords. (*Tired* describes *singer*, while *rested* tells what the singer did.)

Guided Practice
Underline the present participle or past participle in each sentence. Then draw an arrow to the noun or pronoun it modifies.

Hint
Do not confuse present participles, gerunds, and progressive verbs.

- The *waiting* audience was restless. (present participle)
- *Waiting* was hard. (gerund)
- Everyone was *waiting* for the show. (verb)

1. When I heard about the singing competition, I thought that participating would be fun.
2. Now I was shaking as I clenched a wrinkled sheet of music in my hand.
3. I peeked through the curtain and saw the five seated judges.
4. I realized that this was going to be a challenging experience.
5. I was trying to hold on to my shrinking confidence.
6. Frozen, I could not make my legs move onto the stage.
For numbers 1–3, which word in each sentence is a participle?

1. The curtain opened, and I stepped into the brightly shining lights.
   - A opened
   - B stepped
   - C shining
   - D brightly

2. Temporarily blinded, I stumbled and bumped into the piano.
   - A Temporarily
   - B blinded
   - C stumbled
   - D bumped

3. Suddenly, flying sheets of music scattered everywhere!
   - A Suddenly
   - B flying
   - C scattered
   - D everywhere

For numbers 4 and 5, which word in each sentence does the underlined participle modify?

4. Panicking, I could not remember the words to my song.
   - A remember
   - B song
   - C words
   - D I

5. Finally, the forgotten words came rushing back to me.
   - A Finally
   - B words
   - C me
   - D rushing

**Try It** Read what you wrote in Part 1 and look for a participle in your writing. Remember that a participle functions as an adjective. Underline each participle and then circle the noun that it modifies.
Journal Entry 4

What would you invent to make everyday life better? Describe the problem that needs to be solved and how your invention would solve it.

My invention solves the problem of _____ because it _____.

PART 1
Lesson 4
Participial Phrases

Introduction

A participial phrase is made up of a participle and other words that complete its meaning. Like a participle, a participial phrase functions as an adjective.

- A participial phrase can contain a present or a past participle.

| Present | In the deep sea, you can see fish **glowing in the dark**. |
| Past   | Equipped with cameras, divers look for these fish. |

In the first sentence above, the participial phrase **glowing in the dark** modifies **fish**. In the second sentence, the participial phrase **Equipped with cameras** modifies **divers**.

- To distinguish a participial phrase from a verb phrase or a gerund phrase, look at how it is used in the sentence. If the phrase modifies a noun or a pronoun, it is a participial phrase. If it functions as a verb, it is a verb phrase. If it functions as a noun, it is a gerund phrase.

| Participial phrase (modifies a noun or pronoun) | Scientists studying deep-sea creatures have discovered something called “bioluminescence.” |
| Verb phrase (functions as a verb) | Scientists have been studying this chemical phenomenon in animals for years. |
| Gerund phrase (functions as a noun) | Studying bioluminescence has turned up some surprising facts. |

Guided Practice

Underline the participial phrase in each sentence. Then draw an arrow to the noun it modifies.

Hint

A participial phrase can appear before or after the word it modifies. It can contain nouns, pronouns, adjectives, adverbs, and other words and phrases.

1. "Bioluminescence" is a scientific term that describes light coming from an organism.
2. Caused by a chemical reaction, bioluminescence can produce different colors, from violet to red.
3. Animals producing their own light are called “bioluminescent.”
4. Flickering on a summer’s night, a firefly is an example of a bioluminescent insect.
5. Photographs taken in the deepest, darkest parts of the ocean show creatures that seem to light up.
Independent Practice

For numbers 1–3, which group of words from each sentence is a participial phrase?

1. Considered unusual on land, bioluminescent animals are more common in the deepest parts of the ocean.
   - A Considered unusual on land
   - B bioluminescent animals
   - C are more common
   - D in the deepest parts of the ocean

2. Light produced by a chemical reaction is used in different ways by bioluminescent animals.
   - A Light produced
   - B produced by a chemical reaction
   - C is used in different ways
   - D by bioluminescent animals

3. Some creatures, camouflaging themselves, produce lights that confuse their predators.
   - A Some creatures
   - B camouflaging themselves
   - C produce lights
   - D that confuse their predators

For numbers 4 and 5, which word from the sentence does the underlined participial phrase modify?

4. Glowing in the dark sea, these creatures can also attract prey with light.
   - A creatures
   - B attract
   - C prey
   - D light

5. Fireflies communicating with each other use flashes to attract each other’s attention.
   - A Fireflies
   - B use
   - C flashes
   - D attention

Try It Read what you wrote in Part 1. Find a sentence that you can revise to use a participial phrase. Remember, there are three types to choose from!
Journal Entry 5

Is it more important to follow a schedule each day or to go along with whatever happens? Describe your approach to the day and what you like about that approach. Use reasons to support your position.

PART 1

It’s better to ___ because this allows you to ____.
Lesson 5
Infinitives

Introduction

Remember, a verbal is a word that is formed from a verb but is used as a noun, an adjective, or an adverb. An infinitive is one type of verbal.

- An infinitive usually starts with the word to, followed by the base form of a verb.

  It is time to leave. Juanita hopes to get a job.

- Infinitives most often function as nouns, but they can also be adjectives or adverbs. For example:

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<tr>
<th>Function</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noun as direct object</td>
<td>At 7:00 P.M., the students started to gather.</td>
</tr>
<tr>
<td>Noun as predicate nominative</td>
<td>The goal of the Job Fair was to help them.</td>
</tr>
<tr>
<td>Noun as subject</td>
<td>To attend was a valuable experience.</td>
</tr>
<tr>
<td>Adjective modifying noun</td>
<td>Juanita was the first person to arrive.</td>
</tr>
<tr>
<td>Adverb modifying verb</td>
<td>She had studied the list to prepare.</td>
</tr>
<tr>
<td>Adverb modifying adjective</td>
<td>She was ready to participate.</td>
</tr>
</tbody>
</table>

Guided Practice

Underline the infinitive in each sentence. Then write whether the infinitive functions as a noun, an adjective, or an adverb.

1. Colinda wanted a job as a lifeguard, so she planned to apply.
   ____________

2. She had studied first aid to qualify. ______________

3. Steven talked to a person from the Tutoring Center because he wanted to volunteer. _______________

4. To teach was Steven’s ultimate goal. ______________

5. The Job Fair offered to students interesting jobs to consider. ______________

6. The employers were anxious to hire. ______________

Hint

Do not confuse the preposition to with the word to in an infinitive. If the word is not followed by a verb, it is probably a preposition indicating direction, as in: I went to school.
Independent Practice

For numbers 1–3, which group of words from each sentence is an infinitive?

1. The employers who came to the Job Fair brought information to distribute.
   - A who came to
   - B brought information
   - C to the Job Fair
   - D to distribute

2. Students and employers had an opportunity to meet.
   - A Students and employers
   - B had an opportunity
   - C an opportunity to meet
   - D to meet

3. To learn was Eric’s main purpose for going to all the booths.
   - A To learn
   - B was Eric’s main purpose
   - C for going
   - D to all the booths

For number 4, what is the function of the underlined infinitive in the sentence?

4. Zoe thought that the museum would be a great place to work.
   - A It is a noun serving as a direct object.
   - B It is an adjective modifying the noun place.
   - C It is an adverb modifying the verb thought.
   - D It is an adjective modifying the noun museum.

Try It
Read what you wrote in Part 1 and underline any infinitives in your writing. Then, above each underlined infinitive, write whether the infinitive functions as a noun, an adjective, or an adverb.
Journal Entry 6

What is one goal you have for the future, why is it important to you, and how do you plan to achieve it?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

My goal for the future is to ____ because I would like to ____.
Lesson 6
Infinitive Phrases

Introduction
An infinitive phrase is made up of an infinitive and the words that complete its meaning.

- An infinitive phrase may include nouns, pronouns, adjectives, adverbs, and other words and phrases. In the sentence below, the infinitive phrase is made up of the infinitive to travel and the prepositional phrase to other planets.

For years, people have wanted to travel to other planets.

- Like an infinitive, an infinitive phrase can function as a noun, an adjective, or an adverb.

<table>
<thead>
<tr>
<th>Function</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noun as subject</td>
<td>To reach even the nearest planet requires traveling for several years.</td>
</tr>
<tr>
<td>Noun as direct object</td>
<td>Still, many people would love to go there.</td>
</tr>
<tr>
<td>Noun as predicate nominative</td>
<td>One of the oldest dreams is to understand the universe.</td>
</tr>
<tr>
<td>Adjective modifying noun</td>
<td>Unmanned spacecraft have given us a tool to explore distant parts of our Solar System.</td>
</tr>
<tr>
<td>Adverb modifying an adjective</td>
<td>Someday it may be possible to go to Mars.</td>
</tr>
</tbody>
</table>

Guided Practice
Underline the infinitive phrase in each sentence. Write subject, direct object, predicate nominative, adjective, or adverb to tell how the infinitive phrase functions.

Hint
Remember:
- An adjective tells “what kind.”
- An adverb tells “how” or “why.”
- A predicate nominative follows a linking verb.
- A direct object follows an action verb.

1. In 1865, Jules Verne wrote a novel to tell a funny story about space travel. ______________

2. Verne liked to imagine what would happen in the future. ______________

3. Verne predicted that the United States would be the first country to send people to the moon. ______________

4. One effect of space travel would be to experience a type of weightlessness. ______________

5. To splash down in the ocean was a way that astronauts might return from the moon. ______________
For numbers 1–3, which group of words from each sentence is an infinitive phrase?

1. In the 1960s, President Kennedy made a commitment to fund space exploration.
   - A In the 1960s
   - B made a commitment to fund
   - C to fund
   - D to fund space exploration

2. President Kennedy promised to send a person to the moon.
   - A President Kennedy promised
   - B to send a person to the moon
   - C a person to the moon
   - D to the moon

3. Russian cosmonaut Yuri Gagarin was the first person to travel into space.
   - A was the first person to
   - B the first person to travel
   - C was the first person to travel into space
   - D to travel into space

For number 4, what is the function of the underlined infinitive phrase in the sentence?

4. To be the first person on the moon was American astronaut Neil Armstrong’s destiny.
   - A It is a noun functioning as a direct object.
   - B It is a noun functioning as the subject of the sentence.
   - C It is an adjective modifying the noun astronaut.
   - D It is an adverb modifying the verb was.

Try It Read what you wrote in Part 1 and underline any infinitive phrases in your writing. Then, above each underlined phrase, write how the infinitive phrase functions.
Imagine you’ve signed up to be one of the first tourists to travel into space. Write a narrative describing your preparation and takeoff. Use language that connects to the five senses as you describe your experience.

As I prepare to ____,
I first ____.
Lesson 12
Using Verbs for Effect

Introduction Writers think carefully about the verb mood and voice that they use. Each choice provides a different effect.

<table>
<thead>
<tr>
<th>Effect</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use the <strong>active voice</strong> to emphasize the person doing the action.</td>
<td>• Molly the Collie ran through the obstacle course with no problem.</td>
</tr>
<tr>
<td>• Use the <strong>passive voice</strong> when the doer of the action is not important or known.</td>
<td>• She was defeated at the last minute.</td>
</tr>
<tr>
<td>• Use the <strong>subjunctive mood</strong> to express a wish, a suggestion, or something contrary to fact.</td>
<td>• I wish Molly were a faster dog. That other dog ran as though he were a pup. I suggested that the owner keep him on a leash.</td>
</tr>
<tr>
<td>• Use the <strong>conditional mood</strong> to express uncertainty or possibility.</td>
<td>• If Molly had been faster, she might have won. • Without more practice, Molly would probably lose again.</td>
</tr>
</tbody>
</table>

Guided Practice Rewrite the sentences in the voice or mood shown in parentheses. Discuss with a partner the effect of changing the construction and mood of each sentence.

1. The dogs were lined up by the trainers. (active)
   ____________________________________________

2. My dog was afraid, and I wish he wasn’t. (subjunctive)
   ____________________________________________

3. Another dog pushed him off the course. (passive)
   ____________________________________________

4. This competition was suggested by a friend. (active)
   ____________________________________________

5. She thought my dog had the ability to do well. (conditional)
   ____________________________________________

Hint When a sentence is in the passive voice, the doer of the action may be the object of a preposition.

A sentence in the conditional mood often includes verbs such as *were* and *would, could, or might.*
For numbers 1 and 2, which answer shows the effect of changing from passive voice to active voice?

1. Molly was shown by the instructor how to run through the obstacle course.
   - A. The instructor showed Molly how to run through the obstacle course.
   - B. Molly was shown by the instructor running through the obstacle course.
   - C. How to run through the obstacle course was shown to Molly by the instructor.
   - D. The obstacle course and how to run through it was shown to Molly by the instructor.

2. The contest prize was won by an unknown dog.
   - A. The contest prize was received by an unknown dog.
   - B. The contest prize was taken by an unknown dog.
   - C. An unknown dog was given a prize by the contest.
   - D. An unknown dog received the contest prize.

For number 3, choose the answer that best shows the effect of the sentence rewritten in the mood shown in parentheses.

3. The judges wanted owners to keep dogs on a leash after the race and made that suggestion. (subjunctive mood)
   - A. Keeping the dogs on a leash after the race was the judges’ suggestion.
   - B. The judges liked the idea of keeping the dogs on a leash.
   - C. The judges suggested that owners keep dogs on a leash.
   - D. Being kept on a leash was good for the dogs.

Try It: Show what you know about using verbs for effect to revise what you wrote in Part 1. Challenge yourself to include at least one new sentence that uses the conditional mood to express uncertainty or possibility and one new sentence that uses the subjunctive mood to express a wish.
Journal Entry 8

What makes a good friend? Describe the most important traits of a friend using examples to support your opinion.

Someone who is a good friend is _____ because they are _____.

...
Lesson 15
Using a Dictionary or Glossary

Introduction
Many words have multiple definitions and more than one part of speech. When you are reading or writing, use a dictionary to check the precise meaning of a word.

- A **dictionary** lists words in alphabetical order. Each entry includes the pronunciation, the part of speech, and the meaning of the word.

  **convert** (kan vûrt’) v. 1. to change the use or function of something: *Rigo converted the railway car into a restaurant.* 2. to exchange one thing for something of equal value 3. to change one’s beliefs

  **plague** (plâg) v. 1. to pester or harass constantly: *Fans plague famous athletes with requests for autographs.* 2. to cause severe distress or affliction

- A **glossary** is an alphabetical list of special words used in a book. Each entry defines a word as used in the book.

Guided Practice
Read the paragraph. Use the entries above and your own dictionary to answer the questions about the underlined words. Write your answers.

Hint
Identify how a word is used in a sentence before you use the dictionary. If the word is used as a verb, read the definitions given for a verb. After you choose a definition, use context to see if the definition you chose makes sense.

In the early 1900s, farmers in the United States began to convert millions of acres of prairie grasslands into wheat fields. During the 1930s, a severe drought plagued the Great Plains. Intolerant of the drought, crops failed and exposed the dry topsoil to the elements. That enabled high winds to lift the dusty soil into the air and create vast dust storms.

1. Which definition helps you understand the meaning of the word **convert** as used in the paragraph? __________

2. What part of speech is the word **convert**? __________

3. Which definition helps you understand **plagued**? __________

4. Use your own dictionary to find the meaning and part of speech of the words **intolerant, exposed, elements**, and **enabled** as used in the paragraph. Write your answers on a separate piece of paper.
For numbers 1–4, use the dictionary entries to answer the questions.

1. Which definition helps you understand the meaning of the word **collapse** as used in this sentence?
   The Great Depression, a worldwide economic collapse, began in 1929.
   - A Definition 1
   - B Definition 2
   - C Definition 3
   - D Definition 5

2. What is the part of speech of **collapse** in this sentence?
   When many farms collapse, as they did during the Great Depression, what happens to the price of food?
   - A verb
   - B noun
   - C adjective
   - D adverb

Try It  Revisit what you wrote in Part 1. Underline the words that are traits. Using a print or online dictionary, look up each trait. If the word you used has more than one definition, put a star above the word. If it could be used as a different part of speech, circle it.

3. Which is the correct pronunciation of **conserve** in this sentence?
   To survive, many people had to conserve food and other necessary items.
   - A kan’ serv
   - B kan sūrv
   - C kŏn’ sūrv’
   - D kŏns’ ūrv

4. Which definition helps you understand the meaning of **overwhelmed** as used in this sentence?
   Financial worries and debt overwhelmed farmers, and many of them left the Great Plains.
   - A Definition 1
   - B Definition 2
   - C Definition 3
   - D Definition 4

Answer Form

<table>
<thead>
<tr>
<th>Number</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

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Journal Entry 9

Is it important to take risks in life? Why or why not? Use reasons and examples to support your position on whether or not risks are worth taking.

One reason risks (are/are not) worth taking is ____ because ____.
Lesson 16
Using a Thesaurus

Introduction A thesaurus is an excellent resource for finding words that will make your writing clearer and livelier.

- Words in a thesaurus appear in alphabetical order. Each entry gives the part of speech, the definition, and synonyms. Antonyms, if any, are also included.

**decline** v. 1. to refuse: *The hill declines steeply.* descend, slope, drop Antonyms: rise, climb
2. to slope in a downward direction: *The hill declines steeply.* descend, slope, drop Antonyms: rise, climb
3. to become fewer or less: *The number of songbirds declines in the fall.* decrease, diminish, lessen, wane Antonyms: increase, improve, grow
4. a reduction: *The decline in our income is worrisome.* reduction, dip, slump, fall Antonyms: increase, growth

**pursue** v. 1. to go after in order to capture: *The cat pursued the mouse.* chase, follow, hunt, stalk
2. to strive to achieve something: *Nell is pursuing a career in nursing.* strive for, seek, undertake
3. to be bothered by something: *Thoughts of failure pursued him.* haunt, torment, plague, worry

- When you write, use a thesaurus to replace inexact words with more precise or interesting ones and to avoid repeating the same words.

Guided Practice Read the paragraph. Use the thesaurus entries above to answer the questions about the underlined words. Write your answers.

*In 1849, James Sutter discovered gold in California. Soon gold fever gripped people around the world, and hundreds of thousands of people migrated to California to find gold and pursue a better life for themselves. By 1853, gold production had reached its peak and begun to decline.*

1. Which synonyms of the word *pursue* would best fit in the paragraph? ________________

2. Which definition helps you understand the meaning of *pursue*? ___

3. Which words are synonyms of the word *decline* as used in the paragraph? ________________

4. Which words are antonyms of the word *decline*? ________________
For numbers 1 and 2, read the sentence. Then use the thesaurus entry to answer the question.

**deliberate** (dĭˈlibərt) adj. 1. done with awareness: *That pun was deliberate. Intentional, planned, purposeful, conscious* Antonyms: spontaneous, unintentional, unplanned, accidental 2. unhurried and careful: *He walked with deliberate steps along the path. Careful, unhurried, cautious, wary* Antonyms: fast, hasty, careless 

**deliberate** (dĭˈlibərt) v. 3. to think carefully: *Luc deliberated about the topic of his essay. Think, ponder, consider, reflect* 4. to discuss something with others in order to make a decision: *We deliberated the merits of having a pet. Discuss, debate, talk*

1. Although most migrants were men, some women made a deliberate decision to journey to California.

Which is an antonym for deliberate as it is used above?

A cautious  
B spontaneous  
C unhurried  
D purposeful

2. Alone at her desk, a woman deliberated about how to achieve her fortune.

Which is a synonym for deliberated as it is used above?

A talked  
B discussed  
C thought  
D debated

For number 3, read the sentence. Then use the thesaurus entry to answer the question.


3. Some people were critical of the rough lifestyle that the miners led.

Which is a synonym for critical as it is used above?

A dangerous  
B analytical  
C thoughtful  
D disapproving

**Try It** Writers improve their writing by using precise and lively language. Choose three words in your writing from Part 1 that you think could be more precise. Use an online or print thesaurus to find a more precise word. Edit your writing to use the new words.
Journal Entry 10

Write about a time someone changed your mind about something. How did they change your mind? How did this new perspective affect you?

I’ve changed my mind about ____ because ____.

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Lesson 19
Denotation and Connotation

Introduction
Words can have two kinds of meanings that convey very different ideas or images. A word’s denotation is its basic meaning, or dictionary definition. A word's connotation is the feeling or impression that people associate with the word.

- A word can have a positive, negative, or neutral connotation. When you write, think about the connotations of the words you choose and the effect they will have on your readers.

<table>
<thead>
<tr>
<th>Positive Connotation</th>
<th>Neutral Connotation</th>
<th>Negative Connotation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Several people lingered in the theater after auditions.</td>
<td>Several people stayed in the theater after auditions.</td>
<td>Several people loitered in the theater after auditions.</td>
</tr>
<tr>
<td>My aunt picked me up in her compact two-door car.</td>
<td>My aunt picked me up in her small two-door car.</td>
<td>My aunt picked me up in her cramped two-door car.</td>
</tr>
</tbody>
</table>

- To say that a car is **small** is a neutral statement about the car. A car that is **compact**, however, can fit everything you need into just a small space. This word has a positive connotation. A **cramped** car, on the other hand, conjures images of tightly squeezed passengers and belongings. The connotation is negative.

Guided Practice
Read each sentence. Each underlined word has a neutral or a positive connotation. Write a word that has a negative connotation to replace each underlined word.

Hint
Words that have the same, or a similar, denotation are synonyms. You can use a thesaurus to find the synonyms for each underlined word. Then choose and write the synonym that has a negative connotation.

1. It was **adventurous** of me to try out for the role of villain.
   
   ______

2. I’m quiet and shy, and the character is **powerful**.
   
   ______

3. My best friend was surprised that I was so firm in my decision.
   
   ______

4. I nervously **held** the script as I read my first lines.
   
   ______

5. My right leg **shook** as I faced the hero.
   
   ______

6. When offered the part, I **deliberated** for a while.
   
   ______

7. But then I decided that I had **spent** too much time being shy.
   
   ______

8. Sometimes, I wonder what kind of **silliness** I’ll try next.
   
   ______
Independent Practice

For numbers 1–3, which word has the same denotation as the underlined word but has a more negative connotation?

1. The director was unpredictable in his reactions to the actors and scenes.
   - A changeable
   - B volatile
   - C whimsical
   - D variable

2. The actors felt that the director’s comments were sometimes clever.
   - A perceptive
   - B insightful
   - C keen
   - D shrewd

3. The director’s feedback excited the actors.
   - A agitated
   - B inspired
   - C invigorated
   - D energized

For numbers 4 and 5, which word has the same denotation as the underlined word but has a more positive connotation?

4. The director’s great arrogance made it difficult for him to compromise in his way of doing things.
   - A conceit
   - B smugness
   - C confidence
   - D haughtiness

5. At the end of the rehearsals, the actors admitted that this director brought out the best in them.
   - A declared
   - B confessed
   - C gossiped
   - D vented

Try It  Read your response to Part 1. Underline any words that you think have a positive connotation. Draw a circle around any words that have a negative connotation. Think about whether these connotations are helping you convey your feelings about the topic. If they aren’t, see if you can find a different word.