

The key to becoming an independent reader is to develop a toolkit of vocabulary strategies. By learning and practicing the strategies, you'll know what to do when you encounter unfamiliar words while reading. You'll also know how to refine the words you use for different situations—personal, school, and work.

Being a good speller is important when communicating your ideas in writing. Learning basic spelling rules and checking your spelling in a dictionary will help you spell words that you may not use frequently.



Included in this handbook:  
TEKS 1A–E, 17, 19

1 Using Context Clues

The context of a word is made up of the punctuation marks, words, sentences, and paragraphs that surround the word. A word's context can give you important clues about its meaning.

1.1 GENERAL CONTEXT

Sometimes you need to infer the meaning of an unfamiliar word by reading all the information in a passage.

Since he has received perfect scores on all of the tests, I'd say his **forte** is definitely history.

You can tell from the context that *forte* means "strength."

1.2 SPECIFIC CONTEXT CLUES

Sometimes writers help you understand the meanings of words by providing specific clues such as those shown in the chart.

1.3 IDIOMS, SLANG, AND FIGURATIVE LANGUAGE

Use context clues to figure out the meanings of idioms, figurative language, and slang.

An **idiom** is an expression whose overall meaning is different from the meaning of the individual words.

With only seconds left before the bell, Alison made it to class **by the skin of her teeth**. (By the skin of her teeth means "just in time.")

**Figurative language** is language that communicates meaning beyond the literal meaning of the words. Note this example from "A Sunrise on the Veld" by Doris Lessing:

Soon he could see them, small and wild-looking in a wild **strange light**, now that the bush stood trembling on the **verge** of color, waiting for the sun to paint earth and grass afresh. (Verge means "the point beyond which something is likely to occur.")

**Slang** is informal language composed of made-up words and ordinary words that are used to mean something different from their meanings in formal English.

We both thought the movie was really **cool** because of all the special effects. (Cool means "excellent.")

Specific Context Clues		
Type of Clue	Key Words/ Phrases	Example
Definition or restatement of the meaning of the word	or, which is, that is, in other words, also known as, also called	During the last week of the <i>dog days</i> —that <b>hot period of summer from July to early September</b> —our town was hit by a hurricane.
Example following an unfamiliar word	such as, like, as if, for example, especially, including	The hurricane wreaked <i>havoc</i> , <b>including downed power lines, toppled trees, and flooded roads</b> .
Comparison with a more familiar word or concept	as, like, also, similar to, in the same way, likewise	Ordinarily, the mayor is <i>loquacious</i> ; <b>however, he hasn't said a word all day</b> .
Contrast with a familiar word or experience	unlike, but, however, although, on the other hand, on the contrary	The reporter was usually <b>focused</b> , but today he was <i>preoccupied</i> .
Synonym	An unfamiliar word is followed by a familiar word with a similar meaning	A reporter <i>impassively</i> relayed what happened in an <b>equally unemotional</b> account.

For more information, see **Vocabulary Strategies** on pages 13, 264, 460, 668, 992, 1028, 1150, and 1278 and **Vocabulary Strategy: Idioms**, page 1296.

## 2 Analyzing Word Structure

Many words can be broken into smaller parts, such as base words, roots, prefixes, and suffixes.

### 2.1 BASE WORDS

A **base word** is a word part that by itself is also a word. Other words or word parts can be added to base words to form new words.

### 2.2 ROOTS

A **root** is a word part that contains the core meaning of the word. Many English words contain roots that come from older languages such as Greek, Latin, Old English (Anglo-Saxon), and Norse. Knowing the meaning of a word's root can help you determine the word's meaning.

For more information, see *Vocabulary Strategies* on pages 168, 198, 1330, and 1354.

Root	Meaning	Example
<b>log</b> (Greek)	word; study	epilogue, ecology
<b>card</b> (Greek)	heart	cardiogram
<b>stat</b> (Greek)	standing	static
<b>meter</b> (Greek)	measure	thermometer
<b>hydra / hydro</b> (Greek)	water	hydraulics
<b>cosm / cosmo</b> (Greek)	world	cosmic
<b>ped</b> (Latin)	foot	pedestrian
<b>pel / pul</b> (Latin)	drive; thrust	repel, repulse
<b>equ / equi</b> (Latin)	equal	equitable

### 2.3 PREFIXES

A **prefix** is a word part attached to the beginning of a word. Most prefixes come from Greek, Latin, or Old English.

For more information, see *Vocabulary Strategies* on pages 13, 182, 1238, and 1330.

Prefix	Meaning	Example
<b>di- / dia-</b> (Greek)	through	disect
<b>micro-</b> (Greek)	small	microphone
<b>a-</b> (Anglo-Saxon)	in, on; away	asleep
<b>quad-</b> (Latin)	four	quadrangle
<b>pro-</b> (Latin)	forward	progress

### 2.4 SUFFIXES

A **suffix** is a word part that appears at the end of a root or base word to form a new word. Some suffixes do not change word meaning. These suffixes are

- added to nouns to change the number of persons or objects
- added to verbs to change the tense
- added to modifiers to change the degree of comparison

Suffix	Meaning	Example
<b>-s, -es</b>	to change the number of a noun	trunk + s = trunks
<b>-d, -ed, -ing</b>	to change verb tense	sprinkle + d = sprinkled
<b>-er, -est</b>	to change the degree of comparison in modifiers	cold + er = colder icy + est = iciest

Other suffixes can be added to a root or base to change the word's meaning. These suffixes can also determine a word's part of speech.

Suffix	Meaning	Example
<b>-ence</b>	state or condition of	independence
<b>-ous</b>	full of	furious
<b>-ate</b>	to make	activate
<b>-ly, -ily</b>	manner	quickly

For more information, see *Vocabulary Strategies* on pages 13 and 72.

### Strategies for Understanding Unfamiliar Words

- Look for any prefixes or suffixes. Remove them to isolate the base word or the root.
- See if you recognize any elements—prefix, suffix, root, or base—of the word. You may be able to guess its meaning by analyzing one or two elements.
- Use the context in the sentence and the word parts to make a logical guess about the word's meaning.
- Consult a dictionary to see whether you are correct.

Interactive  
Vocabulary



Go to [thinkcentral.com](http://thinkcentral.com).  
KEYWORD: HML12-R73

## PRACTICE AND APPLY

Make inferences about the meanings of the following words from the fields of science and math. Consider what you have learned in this section about Greek, Latin, and Anglo-Saxon (Old English) word parts.

cardiology	hydrometer	perimeter
pathology	diameter	microcosm
diagram	hydrostatic	cosmology
electrocardiogram	quadruped	propulsion

## 3 Understanding Word Origins

### 3.1 ETYMOLOGIES

**Etymologies** show the origin and historical development of a word. When you study a word's history and origin, you can find out when, where, and how the word came to be. Histories of language and dictionaries are valuable tools for exploring how forms and meanings of words have changed through time:

**boy•cott** (boi'kɒt') *tr.v.* -cott•ed, -cott•ing, -cotts

To abstain from or act together in abstaining from using, buying, or dealing with as an expression of protest or disfavor or as a means of coercion. See synonyms at **blackball**. *n.* The act or an instance of boycotting. [After Charles C. *Boycott* (1832–1897), English land agent in Ireland.] —**boy'•cott'er** *n.*

**quo•rum** (kwôr'əm, kwôr'-) *n.* 1. The minimal number of officers and members of a committee or organization, usually a majority, who must be present for valid transaction of business. 2. A select group. [Middle English, quorum of justices of the peace, from Latin *quōrum*, of whom (from the wording of a commission naming certain persons as members of a body), genitive pl. of *quī*, who.

For more information, see **Vocabulary Strategy: Etymologies**, page 94.

## PRACTICE AND APPLY

Trace the etymology of the words below, often used in the fields of history and political science.

appropriate	filibuster	referendum
carpetbagger	immigrate	secession
caucus	impeach	tariff
communism	pacifism	veto
constitution	ratify	

### 3.2 WORD FAMILIES

Words that have the same root make up a word family and have related meanings. The chart shows a common Greek and a common Latin root. Notice how the meanings of the example words are related to the meanings of their roots.

Latin Root	<i>gen</i> : "race, kind"
English Words	<p><b>generalize</b> to reduce to a general form, class, law</p> <p><b>generation</b> a stage in the life cycle</p> <p><b>regenerate</b> to form or create anew</p> <p><b>engender</b> to bring into existence</p> <p><b>generic</b> relating to a group or class</p>
Greek Root	<i>log</i> : "speech, word, reason"
English Words	<p><b>apology</b> an expression of regret</p> <p><b>epilogue</b> a short poem or speech</p> <p><b>monologue</b> a long speech made by one person</p> <p><b>syllogism</b> reasoning from the general to the specific</p> <p><b>logic</b> a system of reasoning</p>

For more information, see **Vocabulary Strategies** on pages 198, 1330, and 1354.

### 3.3 WORDS FROM CLASSICAL MYTHOLOGY

The English language includes many words from classical mythology. You can use your knowledge of these myths to understand the origins and meanings of these words. For example, *herculean task* refers to the strongman Hercules. Thus, you can guess that *herculean task* means "a job that is large or difficult." The chart shows a few common words from mythology.

Greek	Roman	Norse
panic	cereal	Wednesday
atlas	mercurial	berserk
adonis	Saturday	gun
mentor	January	valkyrie

## PRACTICE AND APPLY

Look up the etymology of each word in the chart and locate the myth associated with it. Use the information from the myth to explain the origin and meaning of each word.

### 3.4 FOREIGN WORDS

The English language includes words from diverse languages, such as French, Dutch, Spanish, Italian, and Chinese. Many words stayed the way they were in their original language. Histories of the language trace how similar words become integrated into English.

French	Dutch	Spanish	Italian
entree	maelstrom	rodeo	pasta
nouveau riche	trek	salsa	opera
potpourri	cookie	bronco	vendetta
tête-à-tête	snoop	tornado	grotto

For more information, see *Vocabulary Strategy: Words from French*, page 168.

## 4 Synonyms and Antonyms

### 4.1 SYNONYMS

A **synonym** is a word with a meaning similar to that of another word. You can find synonyms in a thesaurus or a dictionary. In a dictionary, synonyms are often given as part of the definition of a word. The following word pairs are synonyms:

dry/arid    enthralled/fascinated    gaunt/thin

For more information, see *Vocabulary Strategy: Synonyms as Context Clues*, page 668.

### 4.2 ANTONYMS

An **antonym** is a word with a meaning opposite that of another word. The following word pairs are antonyms:

friend/enemy    absurd/logical  
courteous/rude    languid/energetic

## 5 Denotation and Connotation

### 5.1 DENOTATION

A word's dictionary meaning is called its **denotation**. For example, the denotation of the word *rascal* is "an unethical, dishonest person."

### 5.2 CONNOTATION

The images or feelings you connect to a word add a finer shade of meaning, called **connotation**. The connotation of a word goes beyond the word's basic dictionary definition. Writers use connotations of words to communicate positive or negative feelings.

Positive	Neutral	Negative
save	store	hoard
fragrance	smell	stench
display	show	flaunt

Make sure you understand the denotation and connotation of a word when you read it or use it in your writing.

For more information, see *Vocabulary Strategy: Analogies and Connotations*, page 450.

## 6 Analogies

An **analogy** is a comparison between two things that are similar in some way but are otherwise dissimilar. Analogies are sometimes used in writing when unfamiliar subjects or ideas are explained in terms of familiar ones. Analogies often appear on tests as well, usually in a format like this:

TERRIER : DOG ::  
 A) rat : fish  
 B) kitten : cat  
 C) trout : fish  
 D) fish : trout  
 E) poodle : collie

Follow these steps to determine the correct answer:

- Read the part in capital letters as "*terrier* is to *dog* as..."
- Read the answer choices as "*rat* is to *fish*," "*kitten* is to *cat*," and so on.
- Ask yourself how the words *terrier* and *dog* are related. (A terrier is a type of dog.)
- Ask yourself which of the choices shows the same relationship. (A kitten is a kind of cat, but not in the same way that a terrier is a kind of dog. A kitten is a baby cat. A trout, however, is a type of fish in the sense that a terrier is a type of dog. Therefore, the answer is C.)

For more information, see *Vocabulary Strategy: Analogies and Connotations*, page 450 and *Vocabulary Strategy: Analogies*, pages 656, 728, and 1170.

## 7 Homonyms and Homophones

### 7.1 HOMONYMS

**Homonyms** are words that have the same spelling and sound but have different origins and meanings.

I don't want to **bore** you with a story about how I had to **bore** through the living room wall.

**Bore** can mean “cause a person to lose interest,” but an identically spelled word means “to drill a hole.”

My dog likes to **bark** while it scratches the **bark** on the tree in the backyard.

**Bark** can refer to the sound made by a dog. However, another identically spelled word means “the outer covering of a tree.” Each word has a different meaning and its own dictionary entry.

Sometimes only one of the meanings of two homonyms may be familiar to you. Use context clues to help you figure out the meaning of an unfamiliar word.

## 7.2 HOMOPHONES

**Homophones** are words that sound alike but have different meanings and spellings. The following homophones are frequently misused:

it's/its	they're/their/there
to/too/two	stationary/stationery

Many misused homophones are pronouns and contractions. Whenever you are unsure whether to write *your* or *you're* and *who's* or *whose*, ask yourself if you mean *you are* or *who is/has*. If you do, write the contraction. For other homophones, such as *scent* and *sent*, use the meaning of the word to help you decide which one to use.

## 8 Words with Multiple Meanings

Some words have acquired additional meanings over time that are based on the original meaning.

EXAMPLES: I was in a hurry so I **jammed** my clothes into the suitcase. Unfortunately, I **jammed** my finger in the process.

These two uses of *jam* have different meanings, but both of them have the same origin. You will find all the meanings of *jam* listed in one entry in the dictionary.

## 9 Specialized Vocabulary

**Specialized vocabulary** is special terms belonging to a particular field of study or work. For example, science, mathematics, and history all have their own technical or specialized vocabularies. To figure out specialized terms, you can use context clues and reference sources, such as dictionaries on specific subjects, atlases, or manuals.

For more information, see *Vocabulary Strategy: Specialized Dictionaries*, page 689.

## 10 Using Reference Sources

### 10.1 DICTIONARIES

A **general dictionary** will tell you not only a word's definitions but also its pronunciation, its parts of speech, and its history and origin. A **specialized dictionary** focuses on terms related to a particular field of study or work. Use a dictionary to check the spelling of any word you are unsure of in your English class and other subjects as well.

For more information, see *Vocabulary Strategy: Using a Dictionary*, page 678.

### 10.2 THESAURI

A **thesaurus** (plural, thesauri) is a dictionary of synonyms. A thesaurus can be helpful when you find yourself using the same modifiers over and over again.

For more information, see *Vocabulary Strategy: Using a Thesaurus*, page 1208.

### 10.3 SYNONYM FINDERS

A **synonym finder** is often included in word-processing software. It enables you to highlight a word and be shown a display of its synonyms.

### 10.4 GLOSSARIES

A **glossary** is a list of specialized terms and their definitions. It is often found in the back of textbooks and sometimes includes pronunciations. In fact, this textbook has three glossaries: the **Glossary of Literary Terms**, the **Glossary of Reading & Informational Terms**, and the **Glossary of Vocabulary in English & Spanish**. Use these glossaries to help you understand how terms are used in this textbook.

## 11 Spelling Rules

Consult and employ the following English spelling rules as you write, achieving increasing accuracy.

### 11.1 WORDS ENDING IN A SILENT E

Before adding a suffix beginning with a vowel or *y* to a word ending in a silent *e*, drop the *e* (with some exceptions).

amaze + -ing = amazing  
love + -able = lovable  
create + -ed = created  
nerve + -ous = nervous

Exceptions: change + -able = changeable;  
courage + -ous = courageous.



When adding a suffix beginning with a consonant to a word ending in a silent *e*, keep the *e* (with some exceptions).

late + -ly = lately

spite + -ful = spiteful

noise + -less = noiseless

state + -ment = statement

**Exceptions:** *truly, argument, ninth, wholly, awful*, and others.

When a suffix beginning with *a* or *o* is added to a word with a final silent *e*, the final *e* is usually retained if it is preceded by a soft *c* or a soft *g*.

bridge + -able = bridgeable

peace + -able = peaceable

outrage + -ous = outrageous

advantage + -ous = advantageous

When a suffix beginning with a vowel is added to words ending in *ee* or *oe*, the final, silent *e* is retained.

agree + -ing = agreeing      free + -ing = freeing

hoe + -ing = hoeing      see + -ing = seeing

## 11.2 WORDS ENDING IN Y

Before adding most suffixes to a word that ends in *y* preceded by a consonant, change the *y* to *i*.

easy + -est = easiest

crazy + -est = craziest

silly + -ness = silliness

marry + -age = marriage

**Exceptions:** *dryness, shyness*, and *slyness*.

However, when you add *-ing*, the *y* does not change.

empty + -ed = emptied      but

empty + -ing = emptying

When adding a suffix to a word that ends in *y* preceded by a vowel, the *y* usually does not change.

play + -er = player

employ + -ed = employed

coy + -ness = coyness

pay + -able = payable

## 11.3 WORDS ENDING IN A CONSONANT

In one-syllable words that end in one consonant preceded by one short vowel, double the final consonant before adding a suffix beginning with a vowel, such as *-ed* or *-ing*.

dip + -ed = dipped      set + -ing = setting

slim + -est = slimmest      fit + -er = fitter

The rule does not apply to words of one syllable that end in a consonant preceded by two vowels.

feel + -ing = feeling      peel + -ed = peeled

reap + -ed = reaped      loot + -ed = looted

In words of more than one syllable, double the final consonant when (1) the word ends with one consonant preceded by one vowel and (2) the word is accented on the last syllable.

be•gin´      per•mit´      re•fer´

In the following examples, note that in the new words formed with suffixes, the accent remains on the same syllable:

be•gin´ + -ing = be•gin´ning = beginning

per•mit´ + -ed = per•mit´ted = permitted

**Exceptions:** In some words with more than one syllable, though the accent remains on the same syllable when a suffix is added, the final consonant is nevertheless not doubled, as in the following examples:

tra´vel + -er = tra´vel•er = traveler

mar´ket + -er = mar´ket•er = marketer

In the following examples, the accent does not remain on the same syllable; thus, the final consonant is not doubled:

re•fer´ + -ence = ref´er•ence = reference

con•fer´ + -ence = con´fer•ence = conference

## 11.4 PREFIXES AND SUFFIXES

When adding a prefix to a word, do not change the spelling of the base word. When a prefix creates a double letter, keep both letters.

dis- + approve = disapprove

re- + build = rebuild

ir- + regular = irregular

mis- + spell = misspell

anti- + trust = antitrust

il- + logical = illogical

When adding *-ly* to a word ending in *l*, keep both *l*'s, and when adding *-ness* to a word ending in *n*, keep both *n*'s.

careful + -ly = carefully

sudden + -ness = suddenness

final + -ly = finally

thin + -ness = thinness

## 11.5 FORMING PLURAL NOUNS

To form the plural of most nouns, just add *-s*.

**prizes dreams circles stations**

For most singular nouns ending in *o*, add *-s*.

**solos halos studios photos pianos**

For a few nouns ending in *o*, add *-es*.

**heroes tomatoes potatoes echoes**

When the singular noun ends in *s*, *sh*, *ch*, *x*, or *z*, add *-es*.

**waitresses brushes ditches  
axes buzzes**

When a singular noun ends in *y* with a consonant before it, change the *y* to *i* and add *-es*.

**army—armies candy—candies  
baby—babies diary—diaries  
ferry—ferries conspiracy—conspiracies**

When a vowel (*a*, *e*, *i*, *o*, *u*) comes before the *y*, just add *-s*.

**boy—boys way—ways  
array—arrays alloy—alloys  
weekday—weekdays jockey—jockeys**

For most nouns ending in *f* or *fe*, change the *f* to *v* and add *-es* or *-s*.

**life—lives calf—calves knife—knives  
thief—thieves shelf—shelves loaf—loaves**

For some nouns ending in *f*, add *-s* to make the plural.

**roofs chiefs reefs beliefs**

Some nouns have the same form for both singular and plural.

**deer sheep moose salmon trout**

For some nouns, the plural is formed in a special way.

**man—men goose—geese  
ox—oxen woman—women  
mouse—mice child—children**

For a compound noun written as one word, form the plural by changing the last word in the compound to its plural form.

**stepchild—stepchildren firefly—fireflies**

If a compound noun is written as a hyphenated word or as two separate words, change the most important word to the plural form.

**brother-in-law—brothers-in-law  
life jacket—life jackets**

## 11.6 FORMING POSSESSIVES

If a noun is singular, add *'s*.

**mother—my mother's car Ross—Ross's desk**

**Exception:** The *s* after the apostrophe is dropped after *Jesus*, *Moses*, and certain names in classical mythology (*Zeus*). These possessive forms can be pronounced easily.

If a noun is plural and ends with *s*, just add an apostrophe.

**parents—my parents' car  
the Santinis—the Santinis' house**

If a noun is plural but does not end in *s*, add *'s*.

**people—the people's choice  
women—the women's coats**

## 11.7 SPECIAL SPELLING PROBLEMS

Only one English word ends in *-sede*: *supersede*. Three words end in *-ceed*: *exceed*, *proceed*, and *succeed*. All other verbs ending in the sound “seed” are spelled with *-cede*.

**concede precede recede secede**

In words with *ie* or *ei*, when the sound is long *e* (as in *she*), the word is spelled *ie* except after *c* (with some exceptions).

<b><i>i</i> before <i>e</i></b>	<b>thief</b>	<b>relieve</b>	<b>field</b>
	<b>piece</b>	<b>grieve</b>	<b>pier</b>

<b>except after <i>c</i></b>	<b>conceit</b>	<b>perceive</b>	<b>ceiling</b>
	<b>receive</b>	<b>receipt</b>	

**Exceptions:** *either*, *neither*, *weird*, *leisure*, *seize*.

## 12 Commonly Confused Words

WORDS	DEFINITIONS	EXAMPLES
<b>accept/except</b>	The verb <b>accept</b> means “to receive” or “to believe”; <b>except</b> is usually a preposition meaning “excluding.”	<b>Except</b> for some of the more extraordinary events, I can <b>accept</b> that the <i>Odyssey</i> recounts a real journey.
<b>advice/advise</b>	<b>Advise</b> is a verb; <b>advice</b> is a noun naming that which an <b>adviser</b> gives.	I <b>advise</b> you to take that job. Whom should I ask for <b>advice</b> ?
<b>affect/effect</b>	As a verb, <b>affect</b> means “to influence.” <b>Effect</b> as a verb means “to cause.” If you want a noun, you will almost always want <b>effect</b> .	Did Circe’s wine <b>affect</b> Odysseus’ mind? It did <b>effect</b> a change in Odysseus’ men. In fact, it had an <b>effect</b> on everyone else who drank it.
<b>all ready/already</b>	<b>All ready</b> is an adjective meaning “fully ready.” <b>Already</b> is an adverb meaning “before” or “by this time.”	He was <b>all ready</b> to go at noon. I have <b>already</b> seen that movie.
<b>allusion/illusion</b>	An <b>allusion</b> is an indirect reference to something. An <b>illusion</b> is a false picture or idea.	There are many <b>allusions</b> to the works of Homer in English literature. The world’s apparent flatness is an <b>illusion</b> .
<b>among/between</b>	<b>Between</b> is used when you are speaking of only two things. <b>Among</b> is used for three or more.	<b>Between</b> <i>Hamlet</i> and <i>King Lear</i> , I prefer the latter. Emily Dickinson is <b>among</b> my favorite poets.
<b>bring/take</b>	<b>Bring</b> is used to denote motion toward a speaker or place. <b>Take</b> is used to denote motion away from such a person or place.	<b>Bring</b> the books over here, and I will <b>take</b> them to the library.
<b>fewer/less</b>	<b>Fewer</b> refers to the number of separate, countable units. <b>Less</b> refers to bulk quantity.	We have <b>less</b> literature and <b>fewer</b> selections in this year’s curriculum.
<b>leave/let</b>	<b>Leave</b> means “to allow something to remain behind.” <b>Let</b> means “to permit.”	The librarian will <b>leave</b> some books on display but will not <b>let</b> us borrow any.
<b>lie/lay</b>	<b>Lie</b> means “to rest” or “to recline.” It does not take an object. <b>Lay</b> always takes an object.	Rover loves to <b>lie</b> in the sun. We always <b>lay</b> some bones next to him.
<b>loose/lose</b>	<b>Loose</b> (loo-s) means “free, not restrained”; <b>lose</b> (loo-z) means “to misplace” or “to fail to find.”	Who turned the horses <b>loose</b> ? I hope we won’t <b>lose</b> any of them.
<b>precede/proceed</b>	<b>Precede</b> means “to go or come before.” Use <b>proceed</b> for other meanings.	Emily Dickinson’s poetry <b>precedes</b> that of Alice Walker. You may <b>proceed</b> to the next section of the test.
<b>than/then</b>	Use <b>than</b> in making comparisons; use <b>then</b> on all other occasions.	Who can say whether Amy Lowell is a better poet <b>than</b> Denise Levertov? I will read Lowell first, and <b>then</b> I will read Levertov.
<b>their/there/they’re</b>	<b>Their</b> means “belonging to them.” <b>There</b> means “in that place.” <b>They’re</b> is the contraction for “they are.”	<b>There</b> is a movie playing at 9 P.M. <b>They’re</b> going to see it with me. Sakara and Jessica drove away in <b>their</b> car after the movie.
<b>two/too/to</b>	<b>Two</b> is the number. <b>Too</b> is an adverb meaning “also” or “very.” Use <b>to</b> before a verb or as a preposition.	Meg had <b>to</b> go <b>to</b> town, <b>too</b> . We had <b>too</b> much reading <b>to</b> do. <b>Two</b> chapters is <b>too</b> many.